

THRASS 500 READING AND SPELLING TEST (A4) PROCEDURE

TEACHING HANDWRITING READING AND SPELLING SKILLS

Phonemes are speech sounds. Graphemes are spelling choices.

Procedure for Reading Test

This test is based on five-hundred keywords, known as the THRASS 500. To administer the test you will need a copy of the test card, which has 275 words (A to ZERO) on side THRASS500WA and 225 words (ABOUT to WEDNESDAY) on side THRASS500WB. If you do not have a copy of the test card, download the words, free of charge, from one of the THRASS websites (UK & Europe: <http://www.thrass.co.uk/downloads.htm>). Photocopy the test card to produce a record sheet to note the marking during the test. Write the reader's name on the sheet. During the test, underline any word that is not pronounced correctly.

The following rules of procedure should be used both for children and adults. The reader is required to read the words aloud. You should give credit only if the whole word is pronounced accurately. For example, the word AS should be pronounced as AZ and the words UPON and ABOUT should begin with ER (the vowel phoneme for the unstressed syllable heard at the end of TEACHER, COLLAR, DOCTOR and MEASURE). Similarly, the A in GIANT should not be pronounced with the same phoneme as at the beginning of ANT and the E in GARDEN should not be pronounced with the same phoneme as in the middle of BED. As with the words UPON and ABOUT, these words should be pronounced with the phoneme ER (though it will be less clear in such words as GARDEN because the ER phoneme is hidden by the surrounding phonemes, that is, the phoneme is an allophone, a variation of ER).

It is acceptable for a reader to pronounce different phonemes because of accent e.g. ANY can end with the phoneme heard at the end of ME or in the middle of TIN. If, to your knowledge, a particular pronunciation is attributable to accent (or disability) and not to inaccurate decoding skills (saying the wrong phoneme for the grapheme) then the word should be marked as correct. You should give credit only for words that are read aloud as "sight vocabulary". You should not allow the reader to construct the word by blending phonemes. Do not ask for repetition of a word that was not pronounced quite correctly. No help should be given and the word should be marked as incorrect.

Weaker readers should start with the word A (where, to be given credit, they must pronounce one of three phonemes, as heard at the start of AWAY, ANT or APRIL). Better readers can start further on in the test. If any word is failed in the first group of ten words the preceding group of ten words is to be given as an extension of the test until all ten words are read correctly. You should give credit for all words before these ten words. Each line on the front of the card has ten words and each line on the back has either ten or, later, five words. Testing should be discontinued when ten consecutive words are pronounced incorrectly and fail to gain credit.

It will be helpful to use International Phonetic Alphabet symbols (the pronunciation system used in many dictionaries) to record mispronunciations. As is stated in the THRASS Teacher's Manual (T-13) "By using IPA symbols you can accurately record mispronunciations or accents so that others may know exactly what was said." This information may be used to assess progress and plan remedial follow up. To learn these forty-four international symbols, listen to the consonant and vowel phonemes on the THRASS Raps and Sequences Tape (T-10). As you hear the phonemes, use your index finger to point to the relevant phoneme-boxes on the THRASS I.P.A. Chart (see THRASS Pronouncing English Guide T-45).

The test score is the total number of correctly-pronounced words. Write the score next to the reader's name e.g. 250/500. The THRASS Reading Percentage (TRP) can be obtained by multiplying the score by 2 and then dividing by 10 (moving the decimal point one place to the left). Write the TRP next to the test score e.g. 250/500 TRP50

Procedure for Spelling Test

If the THRASS 500 words are to be given as a spelling test, use a similar procedure to the reading test above but have the speller write the words on a copy of the test grid. The grids THRASS 500A and THRASS 500B are downloadable from the website. If preferred, the speller may write the words on a piece of paper. Say the keyword aloud. Then say the word in a sentence. Then say the word once again (to make sure that the speller is sure of the word's meaning). Testing should be discontinued when ten consecutive words are spelt incorrectly and fail to gain credit. However, if a group of spellers is being tested, testing may continue until a specified number of words has been administered. Underline any word that is not spelt correctly or preferably only underline the wrong grapheme/s, that is, the part of the word that is incorrect).

The test score is the total number of words spelt correctly. Write the score next to the speller's name e.g. 125/500. The THRASS Spelling Percentage (TSP) can be obtained by multiplying the score by 2 and then dividing by 10 (moving the decimal point one place to the left). Write the TSP next to the test score e.g. 125/500 TSP25

Weekly Spellings

If desirable, the groups of words can be used for ten or twenty "Weekly Spellings" for a class or individual (see THRASS Word Level Workchart, T-19). As the children or adults work through the words, they can be retested (not necessarily keeping to the same groupings) and the results examined to assess progress and plan remedial follow up.

THRASS 500 READING TEST (A4)

TEACHING HANDWRITING READING AND SPELLING SKILLS

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a I am an as at be by do Dr
go he I'm if in is it me Mr Ms
my no of on or so to up us we

all and ant any are bed bee big box boy
bus but buy can car cat cow Dad day did
dig dog ear ear egg end flu fly for fur
get got had has her him his how I'll ice
ink jam key leg man May met Mrs Mum net
new not now off old one our out owl own
put ran red saw sea see she six sun tap
tea ten the tin too toy try two was way
who why won yes you zip

also away baby back ball bear been bell bird blue
boat boil book both bull buoy cage came can't chef
city coin come Dear deer does don't door down duck
eyes fair felt fern fire fish five fizz foot fork
four free frog from full gate girl give glue goes
gone good grey hair half hand have head hear help
here high home hour join July June just keep king
kite knee knew know lady lamb last left like lion
long look lots love made make many meet moon moor
more much must name near next nine nose note once
only over pair park pear play pony poor pour pull
push rain read road said says seen shop show snow
soap soil some such sure swan take tape than that
them then they this time told took tour tree upon
used very want wasp we're went were what when will
with wood word work worm yawn year your zero

about	above	after	again	along	April	asked	beach	began	being
below	black	bread	break	brown	chair	cough	could	didn't	dress
earth	eight	every	field	first	found	fruit	giant	glove	going
great	green	happy	heard	heart	hedge	Hello	hippo	horse	house
laser	laugh	leave	light	lived	March	might	money	motor	mouse
music	never	night	noise	often	other	panda	paper	piece	place
point	queen	quick	quilt	ready	right	round	sauce	screw	seven
shark	shirt	shout	sleep	small	snail	sound	still	table	teeth
their	there	these	think	those	three	thumb	tiger	today	tries
under	until	voice	watch	water	wheel	where	while	white	whole
woken	woman	world	would	wrist	write	young	zebra		

across	almost	always	around	August
banana	before	better	bridge	called
change	cheese	cherry	circus	closed
coffee	collar	coming	dinner	doctor
during	eleven	father	finger	forest
fossil	Friday	garden	hammer	inside
jumped	kitten	ladder	letter	little
Monday	mother	number	o'clock	opened
orange	people	please	plough	police
purple	rabbit	really	rocket	school
second	secret	should	sister	sleeve
sneeze	square	street	Sunday	turned
twelve	twenty	walked	window	yellow

animals	another	balloon	because	between
brother	brought	clothes	dolphin	feather
fifteen	friends	January	machine	measure
morning	October	outside	sixteen	started
station	stopped	teacher	thought	through
Tuesday	without	birthday	children	computer
December	dinosaur	eighteen	February	fourteen
nineteen	November	Saturday	suddenly	swimming
thirteen	Thursday	together	treasure	different
following	important	September	seventeen	something
sometimes	Wednesday			

THRASS 500SA	A	B	C	D	E	F	G	H	I	J
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2.										
3.										
4.										
5.										
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28.										

THRASS 500SB	A	B	C	D	E	F	G	H	I	J
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