**High Frequency Words Reading Assessment**

**at Early Level**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Tools for Reading (Phonology)** | **Uses knowledge of sight vocabulary/tricky words to read familiar words in context.** | | | | | | | | | |
| Pre-Reading | a | and | for | I | is | of | the | to | was | you |
|  |  |  |  |  |  |  |  |  |  | |
| s a t i p n | a | an | as | at | in | is | it | its |  | |
|  |  | | | | | | | | | |
| c k h e r m d | am | and | can | car | did | end | had | hand | hard | has |
| him | his | man | men | part | America | set |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| g o u l f b | animal | big | but | cut | far | farm | for | from | get | got |
| help | if | land | last | left | let | list | must | not | of |
| often | on | or | plant | run | second | stop | turn | until | up |
| us |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| ai j oa ie ee or | air | been | feet | just | keep | need | see | seem | tree |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| z w ng v oo | along | book | food | good | long | look | song | soon | thing | took |
| went | will |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| y x ch sh th | children | next | much | than | that | the | their | them | then | there |
| they | think | this | three | with |  | | | | |
|  |  |  |  |  |  |
| qu ou oi ue er ar wh | about | after | around | father | found | her | house | never | number | our |
| out | over | point | river | sound | start | under | which | without |  |
|  |  |  |  |  |  |  |  |  |  |  |

**High Frequency Words Reading Assessment**

**At First Level**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Tools for Reading (Phonology)** | **Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.** | | | | | | | | | |
| Long A | away | came | day | great | late | made | make | may | name | paper |
| play | same | say | state | take | way | where |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Long E | be | began | begin | being | between | each | eat | even | he | hear |
| here | leave | me | means | near | read | sea | she | these | we |
| years |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Long I | by | find | high | I | idea | kind | life | light | like | line |
| might | mile | my | night | right | side | time | try | while | white |
| why | write |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Long O | before | below | both | close | four | go | grow | home | more | most |
| no | old | open | show | so | those |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Long U | picture | use |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Long OO | could | do | few | group | into | move | new | put | should | to |
| together | too | two | who | would | you | your |  |  |  |
|  |  |  |  | | | | | | | |
| O spelt A | all | almost | also | always | called | saw | talk | walk | want | was |
| water | what |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| OI | boy |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| OU | down | how | now |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Final K | back | take |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| FF LL SS ZZ | off | miss | small | spell | still | tell | well |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| LE | example | little |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Final CH | watch |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Final J | change | large | page |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Soft C | city | face | place | sentence |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Soft G | change | large | page |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Consonants (x2) | add | carry | different | following | letters | really |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Silent K / W | answer | know |  |  |  |  |  |  |  |  |
|  |  |  |  |  | | | | | | |
| E spelt EA | earth | head | learn |
|  |  |  |  |
| ED and ING | asked | being |  |
|  |  |  |  |
| Tricky | above | again | another | any | are | because | come | country | does | don’t |
| enough | eye | first | girl | have | important | Indian | it’s | many | mother |
| mountain | once | one | other | people | said | school | some | something | sometimes |
| there | thought | through | were | words | work | world | young |  |  |

Note that some high frequency words may fit into more than one grouping. This resource provides a recommended progression for more effective learning, teaching and assessment. Practitioners should use professional judgment to maximise opportunities for learning and/or consolidation where appropriate.