

Phonics Inventory

Overview

This inventory includes 60 phonetically regular invented words that fall into ten phonetic patterns. The first 30 words have only a single syllable, and the next 60 words have two syllables. Before you administer the inventory for the first time, take some time to familiarize yourself with the phonic patterns included in the inventory and the correct pronunciations shown on the score sheet.

Phonetic Patterns Included in Inventory

Consonant-vowel-consonant: This pattern (CVC) includes an initial single consonant followed by a vowel and an end consonant. The real word “beg” is an example of this pattern; “seg” is an invented word with the same pattern. Listen for each of the three sounds as the student decodes the word. Invented words with this pattern in the inventory are *seg, sug, yad, yod, mip, and dob*.

Consonant-vowel-dual consonant. This pattern includes an initial single consonant followed by a vowel and two different consonants that are both sounded. The real word “jest” is an example of this pattern; as is the invented word “nasp”. The vowel sound is short, just as it is in CVC words. Listen for the sounds of both of the ending consonants, as well as the sound of the initial consonant, and the short sound of the vowel. Invented words with this pattern in the inventory are *fesp, nasp, bift, pift, runk, and bisk*,

Consonant-vowel-consonant-e: This pattern includes a consonant-vowel-consonant combination followed by the letter “e”, which changes the vowel from a short vowel sound to a long vowel sound. The real word “hate” is an example of this pattern as is the invented word “zote”. Listen for the correct long sound of the vowel, the sounds of each consonant, and no sound for the final e. Invented words with this pattern in the inventory are *tade, pide, zote, lote, vike, and vade*.

R-controlled: This pattern includes an initial consonant, followed by a vowel with the final consonant r. The final r forces a change from the short vowel sound when the vowel is followed by a different consonant. This difference can be seen in the pronunciation of the word “cat” compared to the word “car”. Listen for the correct vowel sound, as well as the correct sounds for the initial consonant and the final r. Invented words with this pattern in the inventory are *kur, gar, dar, jor, mur, and bor*.

Vowel team: This pattern includes a consonant followed by two vowels together and a final consonant. The vowel sound is the long vowel sound of the first vowel, while the second vowel is silent. The real word “heal” is an example of this pattern, as is the invented word “keal.” Listen for the correct long vowel sound of the first vowel, the silence of the second vowel, and

the initial and ending consonant sounds. Invented words with this pattern in the inventory are *waig, foat, keal, leat, taig, poat,*

Two syllables with a double consonant: This pattern includes a double consonant separating syllables with short vowel sounds in each syllable. The real word “bobbin” is an example of this pattern, as is the invented word “lemmit”. Listen for the short vowel sound in each syllable as well as correct sounds for each of the consonants. Invented words with this pattern in the inventory are *lemmit, battum, femmit, gappel, vappel, lattum,*

Two syllables with unlike dual consonants: This pattern includes two unlike consonants between the syllables with short vowel sounds in each syllable. The real word “pelvis” is an example of this pattern, as is the invented word “telben”. Listen for the short vowel sound in each syllable, the sound of each of the two consonants that separate the syllables, as well as the initial and ending consonants. Invented words with this pattern in the inventory are *telben, telbis, demsug, fesrip, memzif, and ridnip.*

Two syllables with double consonant with –ing or –er: This pattern includes a double consonant with a short vowel in the first syllable and the second syllable ending in –er or –ing. The real word “batting” follows this pattern, as does the invented word “zattling.” Listen for the short vowel sound in the first syllable and correct pronunciation of the initial and double consonants. Invented words with this pattern in the inventory are *zattling, yitter, kogging, togging, yadder, and dapping.*

Two syllables with a long vowel and single consonant: This pattern includes a long vowel sound in the first syllable and a single consonant that breaks the word into two syllables. The real word “vapor” is an example of this pattern, as is the invented word “polide”. Listen for the long vowel sound in the first syllable and correct sounds for the initial and middle consonants. . Invented words with this pattern in the inventory are *polide, wapor, wabor, bowunk, polibe, and mable.* Note that some of these words also include the final-e and r-controlled pattern in the second syllable.

Two syllables with a long vowel, single consonant, and –ing and –er. This pattern includes a long vowel sound in the first syllable, a single consonant that breaks the word into two syllables, and the suffix –ing or –er. These words often result when a suffix is added to a final-e single syllable word. The real word “voter” is an example of this pattern, as is the invented word “nipping.” Invented words with this pattern in the inventory are *siler, siper, nater, viping, bater, nipping.*

The Score Sheet

The score sheet includes a blank to the left of each word to record whether or not the student correctly decodes the word. To the right of each word is a rhyming word to remind you of the correct pronunciation of the word.

If a student decodes the word correctly, place a check in the left hand blank. If a student does not decode the word correctly, use the blank to the right to record the student’s response. You may

find it helpful to record the session if taking notes “on the fly” might be difficult for you. If a student misses consecutive words, discontinue the session.

Here is a sample of a completed student score sheet:

Phonics Inventory Score Sheet			
Page 1		Page 6	
<input type="radio"/> tade (made)	<u>tad</u>	<input type="checkbox"/> lemmit (hem-fit)	_____
<input type="radio"/> waig (plague)	<u>wag</u>	<input type="checkbox"/> zatting (Batting)	_____
<input type="radio"/> fesp (nesp)	<u>fish</u>	<input type="checkbox"/> siler (tyler)	_____
<input checked="" type="checkbox"/> kur (fur)	_____	<input type="checkbox"/> battum (cat-sum)	_____
<input type="radio"/> nasp (clasp)	<u>nap</u>	<input type="checkbox"/> polide (low-ride)	_____
<input type="radio"/> foat (goat)	<u>foot</u>	<input type="checkbox"/> yitter (bitter)	_____
Page 2		Page 7	
<input type="radio"/> seg (leg)	<u>sing</u>	<input type="checkbox"/> telben (fell-ten)	_____
<input type="radio"/> keal (heal)	<u>kill</u>	<input type="checkbox"/> femmit (hem-sit)	_____
<input type="radio"/> sug (tug)	<u>song</u>	<input type="checkbox"/> wapor (vapor)	_____
<input type="checkbox"/> pide (side)	_____	<input type="checkbox"/> gappel (apple)	_____
<input type="checkbox"/> leat (seat)	_____	<input type="checkbox"/> telbis (el-vis)	_____
<input type="checkbox"/> yad (bad)	_____	<input type="checkbox"/> siper (sniper)	_____

After five consecutive incorrectly decoded words, the session was discontinued. The student’s responses show that he consistently and accurately decoded the initial consonant in all the words he attempted. In most cases, he guessed at a real word that shares some common features with the invented word, most often an ending consonant. In addition, he does not correctly decode the long vowel sounds resulting from a final e pattern or in vowel teams. Refresher lessons on decoding and blending each of the sounds in a word as well as instruction on long vowel sounds would be appropriate for this student.

Administration Instructions

Prepare a test booklet by copying the large type student pages, then cutting them in half so that the student sees only six words at a time. Copy a score sheet for each student and be sure you’re familiar with the correct pronunciation of each nonsense word in the inventory. (Rhyming words are provided on the score sheet for your convenience.)

To begin, say: **I’m going to ask you to read some words. These words are not real words. They are made-up words. I want you to try your best and sound out each made-up word. Don’t spend too much time on any one word. Do you have any questions?**

Point to “tat” and say: **Read this word.**

Sample A: tat (rhymes with “cat”)

If the student responds incorrectly, point to “tat” and say: **tat**. Then point to “tat” again and say: **Now try it again. Read this word.**

Point to “op” and say: **Read this word.**

Sample B: op (rhymes with “hop”)

If the student responds incorrectly, point to “op” and say: **op**. Then point to “op” again and say: **Now try it again. Read this word.**

To begin the test, say: **Read these words.** Point to each word if necessary. Do not pronounce any other words during the Phonics Inventory. Rhyming words in parentheses are provided to help you score the test.

Place a checkmark in the blank on the left side of the word for correct responses. For incorrect responses, write a 0 in the blank to the left of the word and note the nature of the error in the blank to the right.

If the student responds incorrectly to five consecutive words, discontinue the session.

Name: _____

Date: _____

Phonics Inventory Score Sheet

Page 1

_____ tade (made) _____
_____ waig (plague) _____
_____ fesp (nesp) _____
_____ kur (fur) _____
_____ nasp (clasp) _____
_____ foat (goat) _____

Page 2

_____ seg (leg) _____
_____ keal (heal) _____
_____ sug (tug) _____
_____ pide (side) _____
_____ leat (seat) _____
_____ yad (bad) _____

Page 3

_____ taig (plague) _____
_____ bift (lift) _____
_____ poat (boat) _____
_____ zote (note) _____
_____ gar (tar) _____
_____ lote (goat) _____

Page 4

_____ yod (nod) _____
_____ dar (far) _____
_____ vike (bike) _____
_____ mip (hip) _____
_____ jor (door) _____
_____ pift (lift) _____

Page 5

_____ dob (job) _____
_____ mur (fur) _____
_____ runk (bunk) _____
_____ bor (door) _____
_____ vade (made) _____
_____ bisk (disk) _____

Page 6

_____ lemmit (hem-fit) _____
_____ zatting (Batting) _____
_____ siler (tyler) _____
_____ battum (cat-sum) _____
_____ polide (low-ride) _____
_____ yitter (bitter) _____

Page 7

_____ telben (fell-ten) _____
_____ femmit (hem-sit) _____
_____ wapor (vapor) _____
_____ gappel (apple) _____
_____ telbis (el-vis) _____
_____ siper (sniper) _____

Page 8

_____ kogging (jogging) _____
_____ demsug (hem-tug) _____
_____ nater (later) _____
_____ togging (jogging) _____
_____ vappel (apple) _____
_____ fesrip (messtip) _____

Page 9

_____ bowunk (low-sunk) _____
_____ viping (typing) _____
_____ yadder (madder) _____
_____ lattum (mat-hum) _____
_____ wabor (labor) _____
_____ polibe (polite) _____

Page 10

_____ dapping (clapping) _____
_____ memzif (hem-tiff) _____
_____ bater (later) _____
_____ niping (wiping) _____
_____ ridnip (hid-tip) _____
_____ mable (table) _____

tat

op

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poat

zote

gar

lote

yod

dar

vike

mip

jor

pift

dob

mur

runk

bor

vade

bisk

lemmit

zattling

siler

battum

polide

yitter

telben

femmit

wapor

gappel

telbis

siper

kogging

demsug

nater

togging

vappel

fesrip

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lattum

wabor

polibe

dapping

memzif

bater

niping

ridnip

mable