

Group Phonics Inventory

The Group Phonics Inventory consists of 50 fill-in-the-blank sentences that assess most of the major word patterns found in single-syllable words. The sentences are read silently by students. Using their knowledge of phonics, students circle the word that correctly fills in the blank. Arranged in five levels of difficulty, items 1-10 assess short vowels; items 11-20, short vowels with digraphs and blends; items 21-30, long vowels; items 31-40, *r* vowels; items 41-50, other vowels (*/oo/*: *look*, */OO/*: *boot*, */ow/*: *cow*, */aw/*: *law*, */oy/* *boy*). Ideally, students should be able to read all of the words in a category in order to be judged to be proficient in that category. However, if they just miss one or two items in a category, they might only need a limited amount of instruction and review in that area.

Answer choices have similar spellings so students use their knowledge of the skill being tested to select the correct response. For instance, item 1 is assessing short vowel patterns (The cat sat on the ____.) so the answer options vary by short vowels: *mat*, *met*, *mutt*. Guessing is involved so the assessment might overestimate students' knowledge of phonics. However, the Group Phonics Inventory should provide a reasonable estimate of where students are without taking a lot of time to test them. As a quick check, you could ask students to read a sampling of the words that they underlined or some of the sentences. Students who score low or whose scores are questionable might be administered the Individual Phonics Inventory.

Administering the Group Phonics Inventory

Explain the purpose of the Inventory to students. Tell students that this is a test to see how well they can read words. Explain that information from the test will be used to plan lessons and activities that will help them become better readers. Tell students that the test has a series of sentences and that each sentence has a blank where a word has been left out. Explain that they are to choose from three words the one that best fits in the blank. Explain that the first sentences are the easiest, but that they get harder. Tell students that they might not be able to fill in the blanks for all the sentences, but that they should do the best they can. Do the sample item. Ask if there any questions. Tell students to begin, but inform them that there is no time limit.

You may want to administer the Inventory in sections. If students do poorly on the first section, there would be no need to administer the entire Inventory. If time allows, you may want to administer the Individual Inventory instead of the Group Inventory. That way struggling students will not be subject to attempting to read an excessive number of items that might be too difficult.

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Instructional Program for Developing Syllabic Analysis

An author-created instructional program for developing basic foundational skills, can be found at buildingliteracy.org.

Group Phonics Inventory: Teacher's Copy

Name _____ Grade _____ Date _____

Underline the right word. This one has been done for you.

Sample Sentence

The _____ ran.

rot rat rut

Short Vowels

1. The cat sat on the _____.

mat met mutt

2. That _____ has a tan van.

man mat met

3. A cat can be a _____.

pet pot pat

4. The pigs are in a _____.

pin pan pen

5. You can _____ a ball with a bat.

hat hit hot

6. The big fish has a big _____.

fan fin fun

7. A rabbit can _____.

hip hop hup

8. Dan has a _____ of hats.

let lit lot

9. The man lives in a _____.

hat hit hut

10. The _____ is in its den.

cab cob cub

Short Vowels with Blends and Digraphs

11. Can you _____ your hands?

clap camp cap

12. The dog is not fat. The dog is _____.

tin fin thin

13. Pam _____ 50 cents at the shop.

sent send spent

14. Sam and Ann will _____ a picnic.

plant plan pan

15. Sam is not sad. Sam is _____ ?

glad grab gab

16. Pam and Ann went on a bus _____.

tip thick trip

17. It was hot. I went for a _____.

swim slim skim

18. The cat will _____ its dish of milk.

dink drink drank

19. Can you get hats in that _____?

stop shot shop

20. I will _____ the spots on the desk.

stub scrub sub

Long Vowels

21. Did a _____ sting Joe?

bow bay bee

22. Has this bill been _____?

paid pod pad

23. It is cold. Put on a _____.

cot court coat

24. Matt has a _____ of boxes.

pole pile pill

25. Kittens and puppies are _____.

cut cub cute

26. We sat in the _____ of the tree.

shade shape stayed

27. Our _____ won the game.

tent team tease

28. A _____ tree is green all year.

pin pipe pine

29. A snail is a _____ animal.

slow slide slap

30. The bus will be here in a little _____.

wild while will

R Vowels

31. Corn is grown on that _____.

farm firm form

32. I need a _____ of socks.

pair peer pour

33. Did you know that the sun is a _____?

star stare store

34. Please open the ____.

dare dear door

35. The ____ slept in its den.

bar bear bore

36. Maria's horse is in the ____.

burn born barn

37. Put on a _____ and a tie.

sheet shirt short

38. Do not run up the _____.

stars stairs stores

39. Jane will _____ you a glass of water

prove pour point

40. If you are sick, go see the _____.

news niece nurse

Other Vowels

41. When the sun goes down, it will get _____.

coil coal cool

42. When the dog saw the cat, the dog began to _____.

howl hail hall

43. Apple trees grow best in good _____.

sail soil sole

44. That rug is made of _____.

wall wheel wool

45. A _____ can fly fast.

hook hawk hack

46. The old car made a lot of _____.

nose noise none

47. The bird _____ away.

few food flew

48. In the fall the _____ is covered with leaves.

gown ground growled

49. Pam _____ a fish with her new fishing pole.

caught called cot

50. We rode the bus to _____.

skill school skull

Group Phonics Inventory: Student's Copy

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song stool school