

**Student Name:** \_\_\_\_\_**Class:** \_\_\_\_\_**Student ID:** \_\_\_\_\_**Date:** \_\_\_\_\_

## Assessment Details

<b>Duration:</b> 10 minutes	<b>Total Marks:</b> 50
<b>Topics Covered:</b>	<ul style="list-style-type: none"><li>• Phoneme Recognition</li><li>• Grapheme Identification</li><li>• Reading Comprehension</li></ul>

## Instructions to Students:

1. Read all questions carefully before attempting.
2. Show all working out - marks are awarded for method.
3. Write your answers in the spaces provided.
4. If you need more space, use the additional pages at the end.
5. Time management is crucial - allocate approximately 1 minute per mark.

## Section A: Phoneme Recognition [15 marks]

### Question 1

[3 marks]

Identify the phoneme [ə] in the word "about".

A) /a/

B) /ə/

C) /o/

D) /u/

### Question 2

[3 marks]

Write a word that contains the phoneme [ɜ:].

### Question 3

[3 marks]

Match the phoneme [ə] with a picture (e.g. "a" in "cat" or "e" in "pet").

Section B: Grapheme Identification [15 marks]

Question 4

[3 marks]

Identify the grapheme for the phoneme [ə] in the word "run".

A) u

B) e

C) a

D) o

Question 5

[3 marks]

Write a word that contains the grapheme for the phoneme [ɜ:].

Question 6

[3 marks]

Match the grapheme for the phoneme [ə] with a picture (e.g. "u" in "but" or "e" in "pet").

**Question 7**

**[4 marks]**

Read the sentence "I like to eat pizza" and choose the correct answer: What is the main topic of the sentence?

A) Food

B) Sports

C) Animals

D) Travel

**Question 8**

**[4 marks]**

Read the sentence "The cat is sleeping" and answer: What is the cat doing?

**Question 9**

**[4 marks]**

Read the sentence "I have a dog" and match it with a picture.

### Activity 1

Create a word search or crossword puzzle with words containing phonemes [ə] and [ɜ:].



### Activity 2

Have students create their own pictures or drawings to illustrate words containing phonemes [ə] and [ɜ:].



## Assessment Rubric

Criteria	Marks
Phoneme recognition	3
Grapheme identification	3
Reading comprehension	4

### Reflection 1

What did I learn about phonemes [ə] and [3:]?

### Reflection 2

What challenges did I face during the assessment?

### Reflection 1

What did students struggle with during the assessment?

### Reflection 2

What strategies were effective in supporting student learning?

# Phoneme Manipulation

Phoneme manipulation is the ability to change or manipulate individual sounds within words. This skill is essential for reading and spelling. Students who struggle with phoneme manipulation may have difficulty with tasks such as rhyming, word families, and segmenting words.

## Example

For example, if a student is given the word "cat" and asked to change the /c/ sound to a /b/ sound, they should respond with the word "bat".

### Question 10

[4 marks]

Change the /t/ sound in the word "tap" to a /p/ sound.

# Grapheme-Phoneme Correspondence

Grapheme-phoneme correspondence refers to the relationship between written letters (graphemes) and the sounds they represent (phonemes). Students need to understand this correspondence to decode and spell words.

## Case Study

A student who understands grapheme-phoneme correspondence can decode words such as "ship" by recognizing the /sh/ sound represented by the grapheme "sh".

### Question 11

[4 marks]

What is the grapheme-phoneme correspondence for the word "fish"?

# Reading Comprehension Strategies

Reading comprehension strategies are techniques used to improve understanding of written text. These strategies include summarizing, visualizing, and making connections to prior knowledge.

## Example

For example, a student can use the strategy of summarizing to condense a long passage into a shorter summary, focusing on the main ideas and key details.

### Question 12

[4 marks]

Read the passage below and summarize it in 50 words or less.

The sun is a star that is located at the center of our solar system. It is the primary source of light and heat for our planet.

## Assessment and Evaluation

Assessment and evaluation are crucial components of the learning process. They help teachers determine student understanding and identify areas where additional support is needed.

### Case Study

A teacher can use formative assessments, such as quizzes and class discussions, to evaluate student understanding and adjust instruction accordingly.

### Question 13

[4 marks]

What is the purpose of formative assessment in the classroom?

## Technology Integration

Page 0 | Phoneme and Grapheme Assessment

Technology integration refers to the use of digital tools and resources to support teaching and learning. This can include educational software, online resources, and digital media.

### Example

For example, a teacher can use educational software to create interactive lessons and activities that engage students and promote learning.

What are some benefits of using educational software in the classroom?

Conclusion

In conclusion, phoneme and grapheme awareness are essential skills for reading and spelling. Teachers can use a variety of strategies and techniques to support student learning, including phoneme manipulation, grapheme-phoneme correspondence, and reading comprehension strategies.

Case Study

A teacher who understands the importance of phoneme and grapheme awareness can create targeted lessons and activities that meet the needs of all students.

What is the main idea of this chapter?



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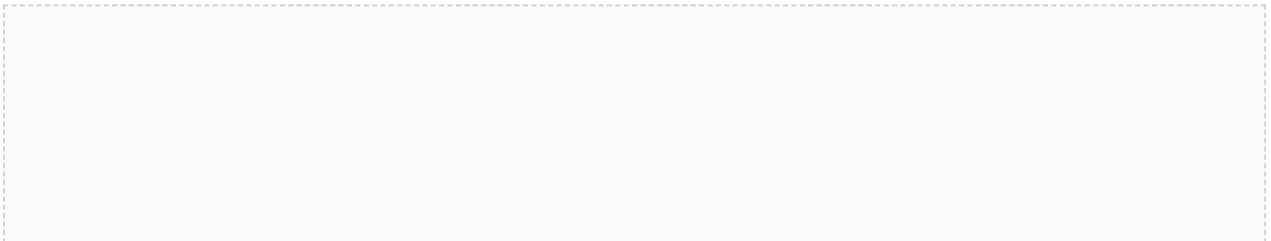
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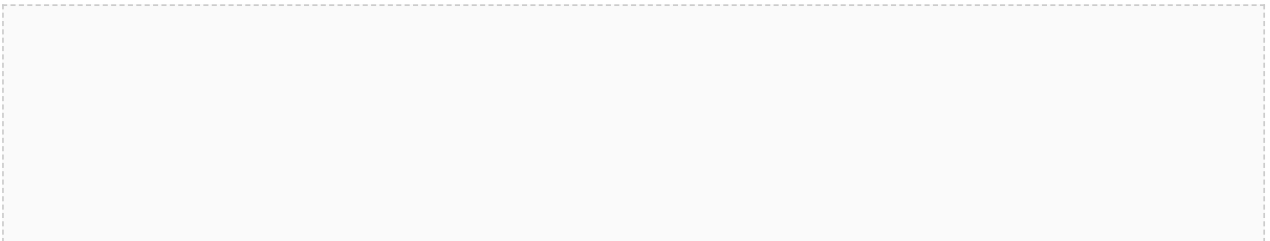
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### Reflection 2

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### Reflection 1

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What did students struggle with during the assessment?



### Reflection 2

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