

**PLANNED ILLITERACY  
IN OUR  
AUSTRALIAN SCHOOLS**

**PART ONE**

**OUR SCHOOL SPELLING SKILLS  
... THE WORST IN THE WORLD ...**



**SCHOOL BASED TEST RECORDS  
OVER A 40 YEAR PERIOD PROVIDE THE PROOF  
TEST YOUR CHILD AT HOME**

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# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

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# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## THE RECURRING LITERACY DISASTER THAT WE DID NOT LEARN FROM IN OVER 40 YEARS ... A TRUE STORY

There is something desperately sad about any year **6** group in a working class area where **14%** of the class cannot read out loud the word **hub** ... **25%** cannot read out loud the word **dazzle** ... and **40%** fail on the word **scribbler**. Each response to the **80** different words in the test was failed *twice* before being marked as wrong.

The contrast between the **TOP** half of the class and the **BOTTOM** half was cruel indeed: For every phonic or sounding out error that a *top* half student made, his counterpart in the **bottom** half would average **25** errors. The two halves weren't exactly equal. There were **69** students all told, with **33** in the **top** half. The **phonic** test had been organized in three levels of difficulty and had tested the student's 'sounding out' of some **100** common letter combinations which underpin the construction of English words.

**In round figures:** The average of the **reading comprehension ages** for the **TOP** half on **2** different standardised reading age tests, was only **10.4 years**. The **BOTTOM** half was two years further behind on the standardised tests: its average reading age on the **2** tests was **8.3 years**. The month was approximately mid-year, so this meant that most students were around **11.5** years old. And **all** students were set to proceed to secondary education within **8** months.

The school was in an outer Melbourne metropolitan area that was a predominantly housing commission area and a safe political electorate. Every Australian state still has **many** such schools in areas like this. This school was, and still is **typical** of many throughout Australia **today**.

The year was **1982**. The school principal who permitted the study didn't seem especially worried at these results. For that time, the teachers in his school were rather *avant-garde* in their choice of literacy curriculum. Some were in line for promotion upon the grounds of their modern **progressiveness** in teaching. Most were among the early supporters of the new **creative spelling** ideas and of the new **whole language** methods for literacy teaching.

The school did not therefore have a program in place for the systematic testing or teaching of **phonic** skills: And this even for the **BOTTOM 36** Year 6 students whose average reading comprehension age on **2** tests was **8.3** years, and whose **phonic read aloud** scores were **25 TIMES LOWER** than their same age counterparts in the upper half of the **very same class**.

**YOU ARE WRONG** if you think that Australian 'working class' schools are any better off in **2022** than they were in **1982**

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## NATIONAL EVIDENCE THAT WILL SHOCK YOU

**EVERY word does have to be written (s p e l l) accurately before we can require any child to READ it. Did you know the following things about the teaching and testing of ENGLISH SPELLING in our primary schools ?**

The **spelling-for-age** performance of our Australian school students was **last nationally tested** all the way back in **1936** . . . a distance of **12** entire primary school generations. The **words** that were used in these spelling tests were presented to all Australian ministers for education in a paper dated 17<sup>th</sup> August **2017**. None of these ministers admitted to significant error in their literacy curricula yet the **annual exclusion of age level spelling testing** has not once been accidental for over **80** years. Please examine a copy of this **1936** test on page **22**.

**1.** Australia's most recent **National Primary Literacy Survey** was conducted in **1996**. It was the first such survey in **21** years yet it did not contain an **age level spelling test**.

**2.** As far back as **1996** industry sources had reported that a staggering **70%** of **Australian youth entering the workforce** failed industry standards in English **spelling**. In April of **2011** Australia's eleven **INDUSTRY SKILLS COUNCILS** publicly announced that Australia has up to **8 million workers** with serious problems in **reading** and **spelling**.

**3.** In December of **2012** a **GLOBAL** survey of basic **spelling** skill revealed that the scores of Australian students in **year 4** were the **LOWEST** of some **27 countries** in the **English speaking world**.

**4.** Some **9** years ago too, Australia's National Broadcasting Commission featured an ABS report to the effect that a **half** of Tasmanian adults were **functionally illiterate**.

**5.** Since **2008** our national yearly **NAPLAN** tests have **not once** conventionally tested for accurate **age level** spelling skills among our Australian school students.

**6.** Since **1982** there have been no recommended **year by year spelling lists** in any official federal, state or territorial literacy curriculum for primary schools.

**7.** In **2018** our current **Australian National Primary English Curriculum** mentions the word **dictation** only **once** in a total of **17,500** words. And correspondingly . . . the word **spelling** does get mentioned **29** times . . . but this is close enough to an average of only **4** mentions of English spelling for each entire year of the primary school.

## TEST YOUR PRIMARY SCHOOL CHILD AT HOME

**8.** In **2005**, the Australian government conducted its first ever **National Inquiry Into the Teaching of Literacy in Australian Schools**. This project did **not** inquire into the spelling skills of Australian school children. Its final report contained some **40,000** words and provided rare reference to the subject of **spelling** mentioning it a total of only **26 times!** This was an outright government **refusal** to carefully investigate the basic English **spelling skills** of Australia's school children.

During the course of at least the last **40** years, our Australian English curriculum bureaucrats have consistently **conspired** in order to **remove** the systematic testing and teaching of English spelling from all Australian basic literacy curricula! And this current writing provides the evidence to show that this is **not** an exaggeration.

Yet, the spelling process does comprise at least **50% of the entire basic literacy process:** all words **do** have to be accurately written before we can require children to read them.

When an **entire** national educational establishment so patently seeks to **remove** all insistence on the teaching and testing of accurate English spelling skill from its literacy curricula ... and this for over **40** years... then a national literacy tragedy is **inescapable**. And this is **precisely** what Australia has today. Incontestable **proof** is presented in these pages

### WHY AUSTRALIAN PARENTS NEED THE TESTS IN THIS CURRENT PDF FILE

Australian schools and workplaces currently house some **9.5 million** students and workers with basic spelling and reading problems. This is a national literacy crisis. The rise of this tragedy has occurred mainly during the last **40 years** of the now globally discredited testing and teaching practices that have been promoted by **all** Australian government education departments.

The teaching methods that have been used throughout most Australian schools since especially the early 1980s are now recognized as having been the primary cause of literacy failure in school education systems throughout the world. The reasons for their failure are just as obvious today as they should have been from the very start. These methods have **persistently omitted** to direct teachers toward the systematic testing and teaching of the **3** core **literacy basics** !

These three core "**literacy basics**" are referred to as (1) **read aloud** skills, (2) **phonic** skills and (3) English **spelling** skills. Without all **3** of these skills in place and functioning at **age appropriate** levels, competence in basic spelling and reading does not exist because it **cannot**. In the case of all states and territories in Australia, the **systematic** teaching and testing of these core skills have been omitted from mainstream literacy curricula for well over **40** years.

School report cards especially, have almost always failed to show parents what to do to help their children when they have had problems with spelling and reading. This is why parents now **need** the type of information that they can get by **giving the tests** in this current writing to their children at home.

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## THE ONE MINUTE TEST OF READ ALOUD SKILL

The very simple **read aloud** test which follows, is adapted from the late 1970s work on 'quick tests' by Dr Peter Edwards, formerly of Monash University in Victoria..

When you give this test, simply ask your child to read out loud each short list of ten words in the boxes opposite. More than **TWO MISTAKES** in any list of ten words means that he has failed to read at an **independent** level for his age. Whilst your child is reading, it is a good idea for you to keep a record of his errors on a separate copy of the test.

### *The One Minute Read Aloud Test*

6.5 year olds	7.5 year olds	8.5 year olds
<ul style="list-style-type: none"><li>• not</li><li>• sit</li><li>• milk</li><li>• little</li><li>• one</li><li>• we</li><li>• look</li><li>• baby</li><li>• was</li><li>• school</li></ul>	<ul style="list-style-type: none"><li>• kids</li><li>• still</li><li>• when</li><li>• picture</li><li>• book</li><li>• today</li><li>• mother</li><li>• night</li><li>• people</li><li>• birthday</li></ul>	<ul style="list-style-type: none"><li>• city</li><li>• attack</li><li>• animals</li><li>• several</li><li>• half</li><li>• many</li><li>• somewhere</li><li>• together</li><li>• direction</li><li>• frighten</li></ul>
9.5 year olds	10.5 year olds	11.5 year olds
<ul style="list-style-type: none"><li>• event</li><li>• accept</li><li>• numbering</li><li>• future</li><li>• water</li><li>• including</li><li>• state</li><li>• swallow</li><li>• convoy</li><li>• journey</li></ul>	<ul style="list-style-type: none"><li>• million</li><li>• splendid</li><li>• develop</li><li>• cousin</li><li>• wealthy</li><li>• warrior</li><li>• curtain</li><li>• improve</li><li>• modern</li><li>• pioneer</li></ul>	<ul style="list-style-type: none"><li>• abolish</li><li>• visible</li><li>• veranda</li><li>• apparatus</li><li>• opportunity</li><li>• original</li><li>• orchestra</li><li>• foreign</li><li>• pyramid</li><li>• routine</li></ul>

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## AGE LEVEL SPELLING SKILL

### PARENTS AND TEACHERS PLEASE NOTE

As briefly explained on pages 3 and 4 ... since especially the early 1980s, government literacy curricula throughout Australia have been oriented towards actually **eradicating** spelling from the testing and teaching of basic English at all levels. Impossible though this seems, no other conclusion is possible. Here is some additional information.

- In **1993-95** the official **federally promoted** newsletter of advice to some **10,000** Australian teachers of **Adult English Language and Literacy** was called '**Literacy Update**'.

A simple count of 'core' words in the articles of **22** editions of this journal showed that although the word **literacy** was written over **2,700** times, the word **spelling** was mentioned only **3** times and the expressions **test** and **alphabet** only **twice**. The expressions **dictation**, **read aloud skill** and **word recognition** each scored **0**. This example of the new literacy curriculum trend toward the near total eradication of *read aloud skills* as well as *spelling skills* from basic English education in Australia was just the beginning.

- Since **1994** all new government sponsored English curricula for primary schools in Australia have been based directly or indirectly on the **never ever validated "Outcomes Based Education"** method for curriculum design. None of these '**new**' curricula contained any recommended year level spelling **lists**, any sample spelling **tests**, or even any lists of English spelling **rules** for Australian literacy teachers in the primary school.
- Since **1996** neither of our annual Victorian '**LAP**' or '**AIM**' primary school **surveys** of basic English skills, have once included an age level spelling test.
- Our **1998 Australian National Literacy Benchmarks** have an example of a Year **2** level *spelling* test in the section for Year **5**. It's still hard to believe, but the inescapable proof is on page **35** of the printed version of the Benchmarks.
- In **1982**, Victoria's recommended year level **spelling** list for primary schools contained over **1,300** words that were organized in **16** levels for children in years **3** to **6**. By **1994** however, our only recommended spelling list for Victorian primary schools was only **100** words long. No reason was ever offered.
- In all except **1** of the above mentioned documents, the words **dictation** and **test** simply cannot be found. They weren't mentioned even accidentally. They seem to have been obliterated even from the thinking of Australia's literacy curriculum writers.
- As mentioned earlier ... in **1996**, industry sources reported that a staggering **70%** of Australian youth failed industry standards in English spelling skills.

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## TWO 'FOREVER' SPELLING AGE TESTS FOR PRIMARY SCHOOL

The forty spelling test words written in **BOLD** on the test below are probably the most tested forty words in the history of English spelling testing. They were first published in the UK, free of copyright restriction, by J C Daniels and Hunter Diack, in their **1958** book called **The Standard Reading Tests**. They have been used to find the “**spelling ages**” of probably millions of children globally since that time: They are still being used today for this purpose by a few teachers in private practice in Australia.

However, the forty spelling words in **FAINT** below are simply parallel **substitutes** for the words in the original **1958** test. Each **substitute** word has been picked because it is a close match to the original spelling word with respect to (1) its length (2) alphabetic complexity and (3) frequency of occurrence in primary school texts. The aim of this **substitute** test is to provide a reasonably valid backup spelling age test that might corroborate student scores on the original:

### The Two Spelling Tests

<b>on</b> in	<b>hot</b> hat	<b>cup</b> pen	<b>van</b> ten	<b>jam</b> him	<b>lost</b> help	<b>sit</b> set	<b>plan</b> plug	<b>mud</b> mad	<b>beg</b> big
<b>the</b> one	<b>go</b> no	<b>for</b> her	<b>so</b> by	<b>me</b> we	<b>are</b> were	<b>of</b> to	<b>do</b> she	<b>who</b> what	<b>here</b> where
<b>ship</b> shop	<b>chop</b> chip	<b>food</b> moon	<b>fire</b> hair	<b>thin</b> thick	<b>date</b> hate	<b>seem</b> feel	<b>dart</b> harm	<b>loud</b> cloud	<b>form</b> born
<b>eye</b> buy	<b>fight</b> light	<b>friend</b> water	<b>done</b> love	<b>any</b> many	<b>great</b> break	<b>sure</b> sugar	<b>women</b> lettuce	<b>answer</b> minute	<b>beautiful</b> wrestling

### The Original Spelling Ages for Student Scores

0	5.0 yrs	10	6.1 yrs	20	7.2 yrs	30	8.5 yrs
1	5.2 yrs	11	6.2 yrs	21	7.3 yrs	31	8.7 yrs
2	5.3 yrs	12	6.3 yrs	22	7.5 yrs	32	9.0 yrs
3	5.4 yrs	13	6.4 yrs	23	7.6 yrs	33	9.2 yrs
4	5.5 yrs	14	6.5 yrs	24	7.7 yrs	34	9.5 yrs
5	5.6 yrs	15	6.6 yrs	25	7.8 yrs	35	9.8 yrs
6	5.7 yrs	16	6.7 yrs	26	7.9 yrs	36	10.2 yrs
7	5.8 yrs	17	6.8 yrs	27	8.1 yrs	37	10.5 yrs
8	5.9 yrs	18	7.0 yrs	28	8.2 yrs	38	11.0 yrs
9	6.0 yrs	19	7.1 yrs	29	8.3 yrs	39	11.6 yrs
						40	12.3 yrs

Not long after their publication in **1958**, the above ‘spelling age’ scores became recognized in many parts of the English speaking world, as appropriate ‘average for age’ performance for children in the primary school. In **1978**, a South Australian study, by Peter Westwood, produced what was effectively ‘Australian norms’ for the same **40** original words.



# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## THE 'FOREVER' SPELLING TEST

5 to 9 year olds only

*Limitless Substitute Spelling Tests Based on the 1958 Research*

No.	LIST 1	LIST 2	LIST 3	LIST 4	LIST 5	ORIGINAL DANIEL & DIACK WORD
1.	in	up	at	it	am	<b>on</b>
2.	mat	jet	cot	fit	nut	<b>hot</b>
3.	zip	gap	pup	mop	sip	<b>cup</b>
4.	ten	fun	win	pin	ran	<b>van</b>
5.	fox	wax	him	sum	box	<b>jam</b>
6.	lent	best	help	pond	sent	<b>lost</b>
7.	vat	yet	rot	bit	cut	<b>sit</b>
8.	plum	drag	stop	glad	tram	<b>plan</b>
9.	red	hid	mad	cod	fed	<b>mud</b>
10.	bug	log	wag	rag	mug	<b>beg</b>
11.	this	that	the	these	those	<b>the</b>
12.	so	no	go	so	no	<b>go</b>
13.	from	by	for	from	by	<b>for</b>
14.	as	is	us	as	is	<b>so</b>
15.	he	we	be	she	he	<b>me</b>
16.	was	were	are	was	were	<b>are</b>
17.	to	of	to	of	to	<b>of</b>
18.	does	do	does	do	does	<b>do</b>
19.	what	who	when	what	who	<b>who</b>
20.	there	where	here	there	where	<b>here</b>
21.	shop	dish	rush	shut	wish	<b>ship</b>
22.	chip	rich	chat	such	chug	<b>chop</b>
23.	moon	roof	cool	hoop	boot	<b>food</b>
24.	hair	tire	fare	fear	more	<b>fire</b>
25.	thin	them	then	with	broth	<b>thin</b>
26.	ride	late	fine	fate	time	<b>date</b>
27.	feed	seen	deep	keep	feet	<b>seen</b>
28.	part	cart	harm	park	tart	<b>dart</b>
29.	cloud	road	trout	soak	scout	<b>loud</b>
30.	born	north	worn	fork	torn	<b>form</b>
31.	sight	light	night	tight	might	<b>fight</b>
32.	some	done	love	come	shove	<b>done</b>
33.	thief	piece	chief	niece	priest	<b>friend</b>

### A comment on the Forever Spelling Test

The 'letter and sound' patterns which underpin the original **1958** spelling words, again provide the basic spelling test design which enables us to form a virtually limitless number of viable **substitute** spelling tests for children between the ages of **5** and **9**. There are **33** words in each of the columns. To design a "new" and relatively viable "spelling age" test of **33** words for **5** to **9** year olds is as simple as selecting one of the five words in each row as you proceed down the columns. From a strictly technical standpoint it is statistical cheating to use the original **1958** table of "normal scores for age" for each of these **substitute** tests. But from a very **practical** teaching standpoint who cares?

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## SPELLING MASTERY TESTS FOR PRIMARY STUDENTS

### How to give any spelling test

The valid method for giving a spelling test has remained unchanged for centuries.

1. Say the word to be spelt: e.g. **yacht**
2. Put it in a sentence: e.g. The **yacht** was found on the rocks
3. Repeat the target word as the children write it: **yacht**

### Spelling standards old and new

The standard year by year level spelling lists that, years ago, were used in Australian classrooms were of two main types. In the **infant** grades (the first 3 years) of the primary school ... **phonic** word lists for **sounding out practice** were more common ... because there was the almost universal recognition among teachers that they were the “only sensible way” to start.

In the the **middle and upper** grades (years 3 to 6) the spelling lists usually changed in character from **phonically** based lists to lists based largely upon **word frequency**. This second type of list contained merely words which experienced teacher designers estimated would be most likely needed by the children whenever they wanted to write.

In all instances that I am aware of, this second group of spelling lists was substantially **speculative**. Even though they were compiled by the expert teachers of the day, they were unavoidably influenced by the **personal and professional estimates** of their compilers. I consider such lists then, as largely aspirational spelling lists.

However, **ONE SET** of spelling lists, researched by the **Victorian Education Department** during the late **1960s**, remains even today as a worthy exception to this type of aspirational list. A **modified version** of this list features in the next few pages.

## RESEARCH BASED 1970s PRIMARY SPELLING LISTS

### Designing primary SPELLING MASTERY tests using these word lists.

Any person with a meticulously researched year level spelling **list** of the old fashioned type can design, administer and correct a **simple and valid** test of **spelling mastery** for any year level in the primary school. Only a small amount of background information is necessary.

The original spelling booklet from which the lists in the following pages have been selected, was produced by the **Victorian Education Department** in **1969**. For some **15 years or more** it provided Victorian primary teachers with a basic reference as to what words to teach to students in each year of the primary school.

## TEST YOUR PRIMARY SCHOOL CHILD AT HOME

It is important to understand **why** this particular (departmental) spelling list was so different to others of that same approximate era. The original study which gave rise to these words involved an extensive count of the words that students of the different age groups actually used in their **writing**. The lists that derived from this basic count were then checked against the prevailing **'word frequency'** listings of that date and adjustments made. The word lists in the next few pages then, are much more of a **carefully researched** type.

As explained elsewhere: in the early **1980s**, literacy curricula around Australia changed radically. They changed so radically in fact, that spelling lists for each age group in the primary school just **disappeared** from literacy curricula in all Australian states and territories. For the previous **50** years or more, teachers had had year by year **official curriculum guidance** on what words to try and teach to which children: and then suddenly the guidance of more than half a century was gone! No public explanation was ever offered.

Coming back to the present day: if the spelling standards of our school children today are going to improve, teachers of each age group will need to be **supplied once again** with appropriate and **'standard'** spelling lists for the age or class year level that they are teaching. That's what the lists in the **next few pages** are on about.

### **MAKING A PRIMARY SPELLING TEST WHERE THE SENSIBLE 'PASS' MARK MUST BE AROUND 90% CORRECT ! YOU SIMPLY CHOOSE WORDS RANDOMLY FROM THE LISTS.**

In the next few pages I have collapsed the original **16** lists of Victoria's official **1969** spelling book into **4** easier to manage ones that correspond to years **3** through to **6**. It might be argued that children nowadays are likely to use different words when they write, and that new research is needed to indicate which new and different words are used by today's children. The argument has some validity, but for the time being, I have adopted the assumption that children in the different primary school age groups of today **probably** use much the same words in their writing as those in the 1970s.

Though the **aspirational** spelling lists ( see previous page ) of the same approximate period tended to be more difficult, it is the **research work** behind the official **1970s** departmental lists that will **enable them to endure**. My personal view is that these lists are easier for the children of each age group than they really should be. But I still recommend that the primary spelling lists **which follow immediately** must be regarded as an interim **minimum age level spelling standard** for today's teachers and parents to consider.

**MINIMUM** spelling levels for students must be exactly that. At the end of each year, children who have been properly taught with comparatively simple spelling lists, such as the ones in the next few pages, should be expected on testing to get around **90%** right. With respect to **your own children at home**, this means that they should score around **90% correct** on any test of spelling that has been designed for the year level **immediately BELOW their current age**.

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## INTRODUCING THE PHONETIC ENGLISH FONT

My extensive research throughout the 1970s clearly demonstrated the following: Primary school children are **still** in the process of **learning** to decipher some of the finer points of our crazy English “ **alphabetic** ” system even when they are **performing comfortably** at an old fashioned **12.5** year old level in their basic **read aloud** skills.

The computer based **app** entitled the **PHONETIC ENGLISH FONT** presents a truly cheap and simple opportunity for schools to give new hope to many of those students ... young and old ... who have problems with basic English writing and reading skills. **Full details** on this new font for basic literacy teaching are on:

[www.phoneticenglishbible.com](http://www.phoneticenglishbible.com) or [www.phoneticenglishbooks.com](http://www.phoneticenglishbooks.com)

**... FOR THE MEANTIME ...**

**... HERE'S HOW THE FONT WORKS IN HALF A PAGE ...**

**WITHOUT** changing the spellings of any English words, this new **font** by **Virtual Phonetics Pty Ltd** reduces the number of essential English ‘ **sounding out** ’ or ‘ **pronunciation rules** ’ by **80%** ... and less than **1%** of all English words remain “ out of reach ” for this font.

**THIS IS HOW THE APP WORKS ON HIGHLIGHTED TEXTS**

The **10** märks of the app’s “ **phonetic English** ” font reduçe the complexity of **our** English ‘ **sounding out** ’ rule system **d**own from near **360** rules to **60** and **this without changing** the spelling of the **w**örðs.

The app is **base**d upon a ( diacritical marking ) **meth**od for the **te**aching of **basic** **reading** **that**, at its very **basics** ... **ä**lmost **ç**ertainly ... **f**irst **orig**inated with the **te**aching of **He**brew **s**ome **3000** years ago.

**THE 1970s SPELLING LISTS which follow are written in THE PHONETIC ENGLISH FONT**

**The use of THE PHONETIC ENGLISH FONT in these lists enables you to better help your child to UNDERSTAND the “ sensible bits ” within our English spelling system.**

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## 768 PRECISELY RESEARCHED 1970s SPELLING WORDS

8.5 yrs	9.5 yrs	10.5 yrs	11.5 yrs
a	able	address	accident
across	about	afraid	aeroplane
after	afternoon	again	allowed
alive	almost	against	ankle
all	alone	agree	arithmetic
along	also	already	awful
am	amount	although	banana
an	another	always	bandage
and	any*	among	bare
apple	apart	angry	bear
are	army	animal	beautiful
arm	around	answer	beauty
as	arrow	about	believe
asleep	asked	backwards	bicycle
at	ate	basket	blossom
awake	bank	bath	break
away	bank	beat	breakfast
axe	bath	because	breath
baby	battle	beef	breath
back	beast	berry	between
bad	become	between	business*
bag	before	biggest	cane
ball	begin	blew*	capital
band	behind	blown	careful

**ENLARGE** this page on your computer screen. **MANUAL** [www.phoneticenglishbooks.com](http://www.phoneticenglishbooks.com)

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## 768 PRECISELY RESEARCHED 1970s SPELLING WORDS

8.5 yrs	9.5 yrs	10.5 yrs	11.5 yrs
belong	blue	brakes	certain
below	body	bridge	characters
bend	both	broken	cheered
best	bother	built	chimney
bird	branch	bullet	chocolate
black	bright	burnt	circus
blow	brother	burst	cocoa
boat	brought	captain	continued
boy	build	caves	colour
bread	bull	camel	complete
bring	bunch	candle	considered
broom	bush	captain	continued
bus	buttons	castle	correct
but	buy	chance	costume
cake	carry	charge	couple
call	catch	chase	course
came	cattle	cheap	court
can	chain	chief	cousin
cap	chair	cheese	crawl
car	chalk	circle	crowd
card	cheese	cliff	cupboard
cart	chest	climate	curtain
cat	chicken	climbed	dangerous
cave	children	clothes	decided

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# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## 768 PRECISELY RESEARCHED 1970s SPELLING WORDS

8.5 yrs	9.5 yrs	10.5 yrs	11.5 yrs
belong	blue	brakes	çertain
below	body	bridgē	characterş
bend	both	broken	cheered
best	bother	built	chimney
bîrd	branch	bûllet	chocolate
black	bright	bûrnt	çircus
blow	brother	bûrst	cocoa
boat	brôught	buşy*	coffee
bone	brown	bûtcher	collar
bôok	brush	cabbage	collect
box	bucket	cabin	collegē
boy	build	cävesş	cöLOUR
bread	bûll	camel	cömplete
bring	bunch	candle	cönsidered
breem	bûsh	captain	cöntinued
bus	buttonş	cästle	correct
but	buy	chançe	costume
can	chain	chief	couşin
cap	chair	cheeşē	crâwl
cär	châ/k	çircle	crowd
cärd	cheeşē	cliff	cupboard
cärt	chest	climate	cûrtain
cat	chicken	climbed	dangerous
cave	children	clothēş	decided

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# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## 768 PRECISELY RESEARCHED 1970s SPELLING WORDS

8.5 yrs	9.5 yrs	10.5 yrs	11.5 yrs
clock	<b>chûrch</b>	<b>coach</b>	decorated
<b>coat</b>	<b>çity</b>	<b>coast</b>	desert
<b>còme</b>	cläss	<b>còming</b>	developed
<b>còok</b>	clean	<b>còmpany</b>	different
<b>cøw</b>	clear	<b>còntaining</b>	dining
<b>cry</b>	cloşe	<b>còrner</b>	disappeared
cut	clothe	<b>cough</b>	disease
<b>därk</b>	cloud	<b>còunted</b>	distance
<b>dayş</b>	coal	country	divided
did	<b>cold</b>	<b>creek</b>	divişion
<b>døor</b>	dead	<b>deer</b>	electricity
<b>døwn</b>	<b>deep</b>	delighted	enemy
drink	<b>died</b>	delivered	<b>engineer</b>
<b>drive</b>	dinner	dentist	enjoyed
drum	doctor	direction	entered
duck	<b>donkey</b>	<b>dîrty</b>	espeçially
dug	drank	discòvered	examined
<b>eat</b>	<b>drâw</b>	<b>døeş</b>	example
egg	dream	<b>døzen</b>	except
<b>eighteen</b>	dress	drew	exçited
<b>eighty</b>	<b>dry</b>	<b>during</b>	excuse
end	<b>each</b>	<b>duty</b>	exercişe
ever	<b>êarly</b>	<b>eighth</b>	expected
<b>façe</b>	<b>êarþh</b>	else	experiençe

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# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## 768 PRECISELY RESEARCHED 1970s SPELLING WORDS

8.5 yrs	9.5 yrs	10.5 yrs	11.5 yrs
fi <u>v</u> e	fä <u>s</u> t	fe <u>ll</u> ow	f <u>o</u> r <u>ç</u> e <u>d</u>
fi <u>x</u>	fe <u>l</u> t	fi <u>f</u> th	fo <u>r</u> eign
fi <u>l</u> ag	fe <u>n</u> ç <u>e</u>	fi <u>n</u> ish	f <u>o</u> ur <u>th</u>
fi <u>l</u> y	fe <u>w</u>	fi <u>r</u> ed	fri <u>g</u> htened
fo <u>o</u> d	fi <u>f</u> teen	fo <u>a</u> t	f <u>u</u> rnitu <u>r</u> e
fo <u>o</u> t	fi <u>f</u> ty	flo <u>o</u> d	F <u>u</u> rther
fo <u>o</u> t <u>b</u> á <u>l</u> l	fi <u>g</u> ht	fl <u>o</u> ur	g <u>a</u> in
fo <u>u</u> r	fi <u>r</u> st	fr <u>e</u> sh	g <u>o</u> v <u>e</u> rnment
fo <u>x</u>	fl <u>a</u> m <u>e</u> ş	fr <u>i</u> end	g <u>u</u> á <u>r</u> d
fr <u>o</u> m	fl <u>e</u> w	fr <u>o</u> nt	g <u>i</u> de
fu <u>n</u>	fl <u>o</u> ur	fr <u>u</u> it	han <u>d</u> ker <u>ch</u> ief
g <u>a</u> me	fl <u>o</u> wer	f <u>u</u> r	h <u>ä</u> rbor
g <u>ä</u> rden	fo <u>l</u> k	gar <u>ä</u> g <u>e</u>	h <u>ä</u> ul
g <u>a</u> te	fo <u>l</u> low	gh <u>o</u> st	h <u>o</u> n <u>o</u> ur
g <u>a</u> ve	fo <u>r</u> got	g <u>i</u> ant	h <u>o</u> spital
g <u>e</u> t	fo <u>u</u> nd	gl <u>o</u> ve	im <u>a</u> gine
g <u>i</u> rl	f <u>u</u> ll	go <u>e</u> ş	imp <u>o</u> rtant
g <u>i</u> ve	fu <u>n</u> ny	g <u>o</u> o <u>d</u> -by <u>e</u>	inc <u>r</u> eas <u>e</u> d
g <u>o</u>	g <u>e</u> tting	gr <u>e</u> at	in <u>d</u> ustry
g <u>o</u> ld	gl <u>a</u> d	gr <u>e</u> w	in <u>s</u> ects
g <u>o</u> o <u>d</u>	gl <u>ä</u> ss	gr <u>e</u> y	in <u>s</u> trument
g <u>o</u> t	g <u>o</u> ne	gr <u>o</u> ç <u>e</u> r	is <u>l</u> and
g <u>o</u> w	gr <u>a</u> ndm <u>o</u> th <u>e</u> r	g <u>u</u> ess	jo <u>u</u> rney
h <u>a</u> d	gr <u>o</u> und	h <u>a</u> ppened	ju <u>d</u> g <u>e</u>
h <u>a</u> ppy	h <u>ä</u> f	he <u>a</u> l <u>th</u> y	lan <u>g</u> uage

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# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## 768 PRECISELY RESEARCHED 1970s SPELLING WORDS

8.5 yrs	9.5 yrs	10.5 yrs	11.5 yrs
him	hour	honey	machine
his	hundred	hotel	material
hit	hung	hungry	meant
hole	hunting	hurry	measured
home	jelly	hurt	medicine
hop	jumped	husband	minute
hot	keep	including	museum
house	key	instead	national
how	killed	interesting	naughty
in	kind	invited	necessary
inside	kitten	iron	needle
into	knee	joined	neighbor
is	knife	juice	neither
just	lady	kept	notice
land	lamb	kicked	offered
late	lame	kitchen	paid
lay	large	knew*	parade
leg	later	knot	passed
let	leather	ladder	period
letter	leave	lawn	piano
like	light	leaf	pigeon
line	lion	learn	pioneer
lived	load	main	plough
locked	loud	making	pleasant
log	low	marry	pleasure

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# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## 768 PRECISELY RESEARCHED 1970s SPELLING WORDS

8.5 yrs	9.5 yrs	10.5 yrs	11.5 yrs
met	mixe <b>d</b>	navy	prog <b>ra</b> m
milk	m <b>o</b> ney	pair	public
m <b>ee</b> n	m <b>o</b> nkey	p <b>ä</b> m	p <b>ü</b> rp <b>o</b> se
m <b>ö</b> re	m <b>ö</b> rning	p <b>ä</b> st	<b>qu</b> ä <b>r</b> ter
most	mu <b>ç</b> ic	plenty	<b>que</b> er
m <b>ö</b> ther	near	p <b>ö</b> rch	<b>qui</b> et
m <b>ou</b> se	near <b>ly</b>	pot <b>ato</b> e <b>ş</b>	rai <b>ş</b> ed
mud	n <b>ow</b>	pre <b>ş</b> ent	re <b>ç</b> eived
must	number	pr <b>iz</b> e	refu <b>ş</b> ed
my	n <b>ü</b> rse	problem	rema <b>in</b> ed
name	offi <b>ç</b> e	product	remembered
nest	paint	proper	ribb <b>ö</b> n
never	p <b>ê</b> rson	<b>qu</b> esti <b>ö</b> n	rou <b>gh</b>
new	pillow	<b>qui</b> te	sew*
ni <b>ç</b> e	p <b>ö</b> rt	mot <b>o</b> r	sandwiche <b>ş</b>
n <b>igh</b> t	m <b>ö</b> ve	m <b>ö</b> untain	s <b>ä</b> u <b>ç</b> er
n <b>in</b> e	<b>mu</b> ch	muddy	s <b>ç</b> ene
no	next	narrow	s <b>ç</b> ienc <b>e</b>
not	n <b>ö</b> rth	newsp <b>ä</b> per	s <b>ç</b> i <b>ş</b> or <b>ş</b>
nut	o'clock	<b>ö</b> beyed	screen
of	<b>ö</b> nly	<b>ö</b> cean	s <b>ê</b> arch
<b>ö</b> ld	<b>ö</b> pened	orang <b>e</b>	secretary
on	<b>ö</b> rder	<b>ö</b> ught	secti <b>ö</b> n
on <b>ç</b> e	<b>ö</b> ther	<b>ö</b> ven	sense

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# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## 768 PRECISELY RESEARCHED 1970s SPELLING WORDS

8.5 yrs	9.5 yrs	10.5 yrs	11.5 yrs
ran	ready	scale	straight
rat	real	scared	success
read read	rent	score	supply
rest	right	season	sure*
rich	road	second	surface
ride	rope	secret	surprise
ring	row row	shadow	surrounded
save	sent	sores	trouble
saw	seventh	sort	truly
say	shall	soup	tyre
school	sharp	spare	umbrella
sea	sheet	spear	union
seed	shine	spoilt	useful
seem	shoes	stairs	usual
send	sheet	station	valuable
set	short	stayed	vegetables
seventy	should	steep	view
shed	sixth	store	voyage
sheep	size	strange	wealthy
ship	skin	stream	weigh
shop	skipping	strike	weight
shot	slave	struck	whether
show	slow	stuff	whistle
shut	small	sudden	whose

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# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## THE WAY WE **ARE** IN 2024

<b>1996</b> state test words <b>VICTORIAN</b> <b>STATE 'LAP' TESTS</b>	<b>1996</b> state test words <b>VICTORIAN</b> <b>STATE 'LAP' TESTS</b>	<b>1998</b> national test words <b>FEDERAL NATIONAL</b> <b>LITERACY BENCHMARKS</b>
<b>YEAR 3</b>	<b>YEAR 5</b>	<b>YEAR 5</b>
crashed	crashed	crashed
looked	looked	looked
liked	liked	liked
wanted	wanted	wanted
couldn't	couldn't	.....
threw	threw	.....
missed	missed	.....
tied	tied	.....

- I have not made any mistake in the reporting: **Yes**, in **1996** in the state of Victoria the very same spelling test words were (1) given to children in **both** years **3** and **5**.
- THE LESSON TO LEARN ? **No** honest national **testing** will **forever** lead to no honest **teaching** nationally.

## THE WAY WE **WERE** IN 1936 TO 1969

There was indeed a time in Australian literacy education, when all of our state education authorities were actually prepared to **honestly** report the spelling-for-age levels of the students in Australian schools.

**Strategically locked away** in government sponsored archives are records of this honesty. Surviving tattered copies of these heritage era documents occasionally crop up in rare places. From a photocopy of one of these copies, I present on the next page, the evidence of a distant **past** official honesty in the reporting of the **age-level** spelling skills of Australian school children.

My **1936** copy of the evidence is entitled **A.C.E.R. SPELLING TESTS**. It was originally produced by The Australian Council for Educational Research in 1936 and went through **13 officially sanctioned reprints** until the last one in **1969**. For these **33** years it was a guide for the age-level spelling skills of school students in **all** Australian states. Many thousands of copies of this Australian educational landmark and **heritage** book had to have been printed.

Perhaps pointedly however : on a trip to the head offices of the ACER in Melbourne, I was informed by the librarian that she was unable to actually find an inspection copy: not even in the ACER archives.

Interestingly too, at the time of my visit I was **not permitted to photocopy** any records of former ACER tests. Wow!

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

SIX "OLD FASHIONED" AUSTRALIAN SPELLING TESTS: 1936 to 1967  
PERFORMANCE AGE RANGE: 8.5 to 13.5 year olds.

TEST A	TEST B	TEST C	TEST D	TEST E	TEST F
gold	ring	send	rich	baby	letter
bring	stay	word	most	box	door
high	some	true	blow	push	very
took	catch	wife	looks	buy	garden
part	unless	always	father	should	use
north	build	sorry	often	few	none
burn	helped	hold	these	finish	died
climb	however	care	caught	ticket	daughter
press	post	who	shoe	afraid	seemed
sometimes	need	tiny	hurt	across	news
return	pair	instead	busy	worth	laugh
music	dozen	flour	short	running	remember
speaks	enough	until	though	calm	quite
size	chain	honey	search	struck	amount
obtain	study	forest	laid	family	weary
coffee	whistle	woman	cheap	since	minute
chimney	against	hungry	comrade	district	cousin
weigh	expect	listened	needle	piece	repaired
wear	enemy	cabbage	stopped	proper	crowd
towel	refused	freeze	result	guess	visitor
choose	famous	included	led	pleasant	doubt
usual	grocery	common	copy	divided	written
allowed	view	meant	whether	banana	biscuits
ought	lose	sleeve	wholesome	ninety	readily
quarrel	bargain	grief	arrived	difficulty	volumes
tomato	seized	piano	neither	really	justice
canoe	speech	unusual	clothe	unfortunate	height
described	vegetable	lining	argument	machine	impossible
receive	earliest	decided	commences	business	salary
concern	scissors	imagine	regularly	probably	council
label	presence	practical	separated	system	arrangements
opposite	proceed	successful	especially	finally	gradually
sincerely	nervous	grease	niece	disappointed	absence
occupy	occasions	immense	delicious	disease	foreign
familiar	cushion	excitement	suggest	excellent	expense
quantity	evidence	experience	enormous	immediately	completely
opportunity	bicycle	kerosene	naturally	chocolates	calendar
extraordinary	secretary	necessary	interfere	sensible	thoroughly
annual	extremely	foresight	solemn	decision	source
receipt	desirable	science	coarse	discussion	possess
consequence	cyclone	caterpillar	profiting	character	conqueror
committee	convenience	intelligent	sufficiently	propeller	literature
orchestra	kindergarten	irritable	acquaintance	scientific	peculiar
persistence	sovereign	municipal	commemorate	sympathy	practised
recommend	necessity	accuracy	tragedy	occurrence	cemetery
stationery	benefited	mischievous	parallel	principle	bachelor
indispensable	parliamentary	anniversary	courteous	millionaire	accommodate
unanimous	criticism	appropriate	enthusiasm	bilious	miscellaneous
privilege	discernible	definitely	pneumonia	perseverance	inflammable
irresistible	counterfeit	colossal	embarrassment	conscientious	paralysis

## THE APPROXIMATE EXPECTED SCORES FOR AGE in 1936 to 1969 :

(Plus or Minus 1.3 words)

PERFORMANCE AGE:	8.5 yrs	9.5 yrs	10.5 yrs	11.5 yrs	12.5 yrs	13.5 yrs
SCORE PER TEST:	13	21	28	34	39	42

The 'average' spelling scores for the ages listed above have been extrapolated from a 1967 book entitled  
A.C.E.R. SPELLING TESTS by The Australian Council for Educational Research

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## AGE LEVEL READING COMPREHENSION TEST

### THE GRADED TEST OF READING EXPERIENCE

J C Daniels and Hunter Diack 1958

The reading comprehension test on the next two pages was designed and normed by two 20<sup>th</sup> century pioneers in literacy teaching, J C Daniels and Hunter Diack, as far back as 1958. It was published in a book called **The Standard Reading Tests** and was called **The Graded Test of Reading Experience**.

It was produced free of copyright restriction, enabling education systems everywhere to reproduce it at will, for *age level* survey testing of reading comprehension skills with large numbers of children. It was used for generations to test an uncountable number of children in the UK, Canada, USA, South Africa, Australia and New Zealand.

If there is a test that is able to withstand the ravages of both time and discredited reading theories, then this is almost certainly that test. It was still being used at the turn of the century as an age level yardstick of reading comprehension by some Australian teachers in private practice .

The test does provide a clear testimony as to what ‘generally acceptable’ school based reading comprehension levels used to be:

- when computers did not exist and class sizes in schools were much bigger.
- when schools, school equipment and school facilities were nowhere near as attractive, comprehensive and expensive as they are today.
- when the *whole language* literacy teaching methods had not yet been mandated by government policy for Australian primary schools.
- when government policy promoted efficient literacy curricula that *did* more carefully test *and* teach (1) read aloud skills (2) the alphabetic principle (3) spelling and dictation as well as (4) English punctuation and grammar.

The need for our schools to widely use this reading comprehension once again but within the 21<sup>st</sup> century, just cannot be understated. Hats off to our 20<sup>th</sup> century pioneers in literacy education. Their work of half a century ago may yet save the day for our modern schools, teachers and children.

### HOW TO GIVE THE TEST

The reading comprehension test on the next 2 pages contains 50 finely graded sentences. It is a simple *untimed* pencil and paper test that most children complete within 20 minutes. Each sentence has only one correct answer that has to be *underlined* by the student. If you complete the first 2 sentences with the students at the outset of the test, they will know what to do with the rest.

**A table of ‘age level’ equivalents for scores is at the end of the test.**

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## GRADED TEST OF READING EXPERIENCE

Name ..... Age ..... Score .....

1. Trains can often be seen standing in a railway ( engine, driver, box, station )
2. If you write with a pen, you also need (crayons, money, help, ink).
3. Children go to school in order to (sleep, run, cry, learn).
4. A horse is an animal with four (tails, eyes, legs, ears).
5. People usually go on their holidays to (enjoy, reimburse, spite, employ) themselves.
6. Coal is usually (yellow, black, white, pink).
7. Boys often like to climb up (bees, tents, trials, trees).
8. The first meal of the day is called (dinner, breakfast, tea, supper).
9. Books are made of (patent, paper, pamper, pepper).
10. Oranges and bananas are both (fronts, fruit, poisonous, animals).
  
11. Grass is ( blue, green, white, red )
12. Before we eat meat it should be (swallowed, stroked, cooked, crooked ).
13. Mr Smith is limping because, yesterday, while getting off the bus he slipped and twisted his (armlet, neck, ankle, umbrella).
14. Shoes are usually made of (leather, lather, laces, soles).
15. A giant is a (short, tall, thin, hungry) man.
16. Men's socks are usually (matter, stolen, wasted, knitted).
17. Motor cars are driven along by petrol being exploded inside the (cabin, pump, engine, steering wheel).
18. When we go out to a friend's house for tea, we usually find that the table is already laid with ( visitors, sand, sausages, saucers ).
19. Most houses in this country today are lit by means of (candles, oil-lamps, electricity, tapers).
20. If the road is very bumpy, a ride on a bus can be very (uncomforting, uncomfortable, uncontrolled, unconverted).
  
21. Liquids are usually kept in (boxes, fires, drinks, bottles).
22. A steam engine usually runs on (rails, reels, stoves, signals ).
23. One of the best ways of keeping healthy is to take plenty of (examples, examinations, excitement, exercise).
24. When we send a letter to a friend, it is usual to fold it and put it into an (address, appliance, affluence, envelope).
25. The season of the year when young green buds appear on trees is called (autumn, spring, winter, October).
26. The cyclone blew so hard that three houses were (destroyed, annoyed, demonstrated, burst).
27. Unless one is very experienced, rock climbing can be (lucrative, temporary, dangerous, degenerative).
28. A place where movies are shown in public is called a (gallery, cinema, house, restaurant).



## TEST YOUR PRIMARY SCHOOL CHILD AT HOME

29. A bald man has little (feet, hair, nose, cap) on his head.
30. A male child is called a (boy, girl, dwarf, nuisance).
31. The head teacher granted (permission, presentation, permutation, refusal) for the boy to be absent from school for his brother's wedding.
32. A prisoner usually longs for his (sentence, toleration, serenade, freedom).
33. When people are ill they are often visited by the doctor who prescribes (prevention, disease, radio, medicine) for them.
34. In this country the commonest fuel used in open fire places is (wood, oil, kerosene, smoke).
35. The case for the prosecution so impressed the jury that they found the prisoner (dirty, guiltless, wicked, guilty).
36. A mushroom is an edible (fugitive, fungus, parlour, fantasy).
37. We use soap to wash clothes because it helps to remove the (grease, dye, geese, shrubs) from them.
38. If there is one nearby, you should always cross the road at a (pedestal, railway, channel, pedestrian) crossing.
39. The visitor went to the manager's office and asked the secretary if he could have an (interruption, extradition, interest, interview) with the manager.
40. If you want to make sure that the plants in your garden will grow well, it is a good idea to sprinkle them with (seeds, roots, fertilizer, worms).
41. When bombs drop on an undefended city, it is almost certain they will cause a great deal of (demonstration, suspicion, destruction, conservation).
42. A city has a bigger (popularity, population, rainfall, postulation) than a village.
43. The most important female participant at a wedding is the (groomsman, bridegroom, mother, bride).
44. A man who translates the conversation of two people who cannot speak each other's language is called an (interpreter, interloper, annotator, exploit).
45. Ships sail from port to port, crossing the seas and oceans carrying (mercenaries, menstruation, meridians, merchandise) to all parts of the world.
46. In spring the farmer is often very busy ploughing the fields, in order to make them ready for (stewing, cattle, sowing, grazing).
47. When two armies are engaged in battle, one of the two (adjectives, adversaries, explosions, swords) will usually end up the winner.
48. The wheels of a motor car (rotund, retreat, rotate, excavate).
49. When walking in the bush you must be careful not to throw down lighted matches or you may cause a serious (contemplation, conflict, conflagration, stipulation).
50. The explorers who first reached the South Pole found that the intense cold and fierce blizzards (receded, impressed, impeded, imposed) their progress.

# TEST YOUR PRIMARY SCHOOL CHILD AT HOME

## AGE LEVELS FOR TEST SCORES

The original 1958 'age equivalence' scores for the total number of correct answers on this test were used without change throughout the English speaking world for many years. Many private practitioners are still using them today as benchmark levels for literacy skill, simply because our educational authorities have not yet produced an alternative that is anywhere near as practical.

Even now these 'performance age equivalents' remain as a sobering reminder of the literacy standards that teachers expected of their students in an era when computers were machines that only got a mention in science fiction stories.

I present the original 1958 'age equivalence' scores below.

<b>SCORE</b>	<b>AGE EQUIVALENT</b>	<b>SCORE</b>	<b>AGE EQUIVALENT</b>
0	-	21	7.1 years
1	-	22	7.2 years
2	-	23	7.4 years
3	-	24	7.5 years
4	-	25	7.6 years
5	-	26	7.7 years
6	-	27	7.8 years
7	-	28	7.9 years
8	-	29	8.1 years
9	-	30	8.2 years
10	6.0 years		
11	6.1 years	31	8.3 years
12	6.2 years	32	8.4 years
13	6.3 years	33	8.6 years
14	6.4 years	34	8.7 years
15	6.6 years	35	8.8 years
16	6.7 years	36	9.0 years
17	6.7 years	37	9.1 years
18	6.8 years	38	9.3 years
19	6.9 years	39	9.5 years
20	7.0 years	40	9.7 years
		41	10.0 years
		42	10.3 years
		43	10.6 years
		44	11.2 years
		45	11.6 years
		46	12.1 years
		47	12.6 years
		48	13.1 years
		49	13.7 years
		50	14 + years

# **TEST YOUR PRIMARY SCHOOL CHILD AT HOME**