Teacher's record A

- Give the student the reading page and check for reading first. Mark if correct in the R column.
- Remove the placement reading words and give the words for spelling, marking in the S column.
- Stop the test after the first error and track across to the final column to find what page to start at.

No	Word	R	S	Word	R	S	Word	R	s	Start
1	beg			fox			sip			30
	tub			rag						
2	no			by			he			29
	I			a						
3	slam			trip			stun			33
	rest			flop						
4	crash			chip			then			35
5	splash			thrush						36
6	pinch			jump			hand			39
7	rang			bring			shrink			43
8	charm			storm			serve			45/47
9	wasp			wander						49
10	warm			ward						51
11	work			worth						52
12	small			grill	S					54
13	talk			salt						57
14	brass			cross						58
15	fast			clasp						60
16	staff			bluff						62
17	back		~ ' (thick			duck			64
18	same		\mathbf{n}	scare						67
19	spine			stripe						70
20	note			slope						72
21	tube			use						73
22	glove			cover						75
23	centre			recent			space			77–9
24	kind			king						81
25	gentle			danger			change			82–4
26	jazz			jump						86
27	guess			guilt						86
28	badge			budget						87
29	match			kitchen						88
30	kind			fold						89

- If a student spells all of these words correctly, go straight to end of Stage One of the programme and give the sight words as dictation.
- If a student needs to start the programme at either Stage Two or Three, use the spelling tests given at the end of these sections for placement (pp.127 or 166). Start you student on the first spelling pattern where an error is shown.

Teacher's record (continued) B

If the student has any difficulties with section B then you should start Alpha to Omega right from the very beginning – introducing each letter of the alphabet in turn. You will need a wooden alphabet for this task, preferably lower case.

1 Ask your student to put the lower case alphabet out in an arc. Use the space to the right of each letter to mark them right or wrong or to indicate a reversal.

a	b	c	d	е	f	9	
h	i	j	k	l	m	n	
ο	р	q	r	S	Ð	u	
v	w	x	у	~	5		
				<u> </u>			

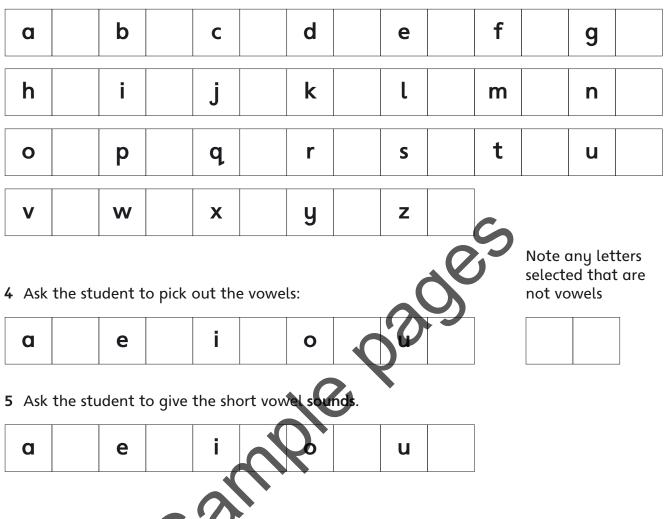
Correct any letters that were not in the right order or orientation and leave the alphabet in place for the next four activities.

2 Ask the student to name the letters from the wooden alphabet.

a	b		d	е	f	g	
h	i	D j	k	l	m	n	
ο	р	q	r	S	t	u	
v	w	x	у	z			

Teacher's record (continued) B

3 Ask the student to give the sounds of the letters.



6 Put the alphabet away and dictate the **sounds** of the alphabet in the order given below. Ask the student to repeat the sound and then write the lower case letter giving that sound.

b	g	m	a	р	w	t	
i	d	е	k	n	x	u	
f	j	S	v	у	q	l	
ο	r	h	z	с			

Alpha to Omega placement test

Sequencing skills (optional)

Days of the week

1 Ask the student to recite the days of the week in order: number them in the order given.

Monday	Tuesday	Wednesday	Thursday						
Friday	Saturday	Sunday							
2 Ask the student to read the words for the days of the week from the separate sheet where they are not given in order.									
Saturday	Tuesday	Friday	Monday						
Sunday	Wednesday	Thursday	6						
3 Ask the student to spell the days of the week, dictating each in turn.									
Monday	Tuesday	Wednesday	Thursday						
Friday	Saturday	Sunday							
Months of the year									
1 Ask the student to name the months of the year in order.									
January	February	March	April						
May	June	July	August						
September	October	November	December						
2 Ask the student to read the months of the year from the separate sheet where they are not given in order.									
May	January	August	November						
July	December	April	February						
October	March	June	September						
3 Ask the student to spell the months of the year, dictating each in turn.									
January	February	March	April						
May	June	July	August						
September	October	November	December						