Phonics Test for Teachers

Part I: Phonics Rules
Read each "nonsense" word on the left. Note the **bold** letter(s). Circle the word on the right whose **bold** letter(s) represents the *same sound*. Below each item, write the phonics rule that applies.

1. Ceft sugar kiss sell
2. Cupe king sew sure
3. Galp measure gym pig
4. Genn gone agile racquet
5. Glyph hophead cuff cup
6. Knilp now kite acne
7. Peff bed came she
8. Gite bird mild pin
9. Moad open coin out
10. Wot bond of off
11. Wapple game call black
12. De her team tend
13. Chy lip tree pine
14. Froton away mild lion
**Part II: Phonic Syllabication**

Read each “nonsense” word and draw a line dividing it into two syllables. Write the “rule” that supports your division.

1. Mapen

2. Dochone

3. Finter

4. Flotten

5. Boncle

**Part III: Structural Analysis**

Draw a line dividing each “nonsense” word according to “meaningful” parts, which may or may not be pronounceable parts. Below each word explain why you divided where you did.

1. Unwok

2. Rothing

3. Lidenalk

4. Narthless

5. Moltn’t

6. Glennest

7. Palps
Part IV: Contextual Analysis
Read each sentence and note the word in bold type. Circle the word it replaces from the choices that follow. Be prepared to support your choice.

1. Mary bought an old **flabber** (a wood-burning range) at the auction.
   - icebox
   - stove
   - fireplace

2. The swarm of **moopies** destroyed the farm.
   - locusts
   - trout
   - singers

3. Being much heavier than Ruth, Anna **brizzled** her in the match.
   - overwhelmed
   - tied
   - defeated

4. His cheeriness was **rantwilious** on this heart-rending occasion.
   - needed
   - out of place
   - typical

5. On the gray, cloudy February evening, I felt very **seroptick**.
   - cold
   - hopeful
   - lonely

**Important Phonic Terms**: Be able to define and give examples of each.

1. Consonant letter
2. Vowel letter
3. Grapheme
4. Consonant blend
5. Vowel digraph
6. Consonant digraph
7. Diphthong
8. Rime
9. Phoneme
(10. Morpheme)