GL Assessment ®

# NGRT ® and NGST ®

Reading and Spelling Individual student report for teachers
with New Group Reading Test (NGRT) and New Group Spelling Test (NGST)
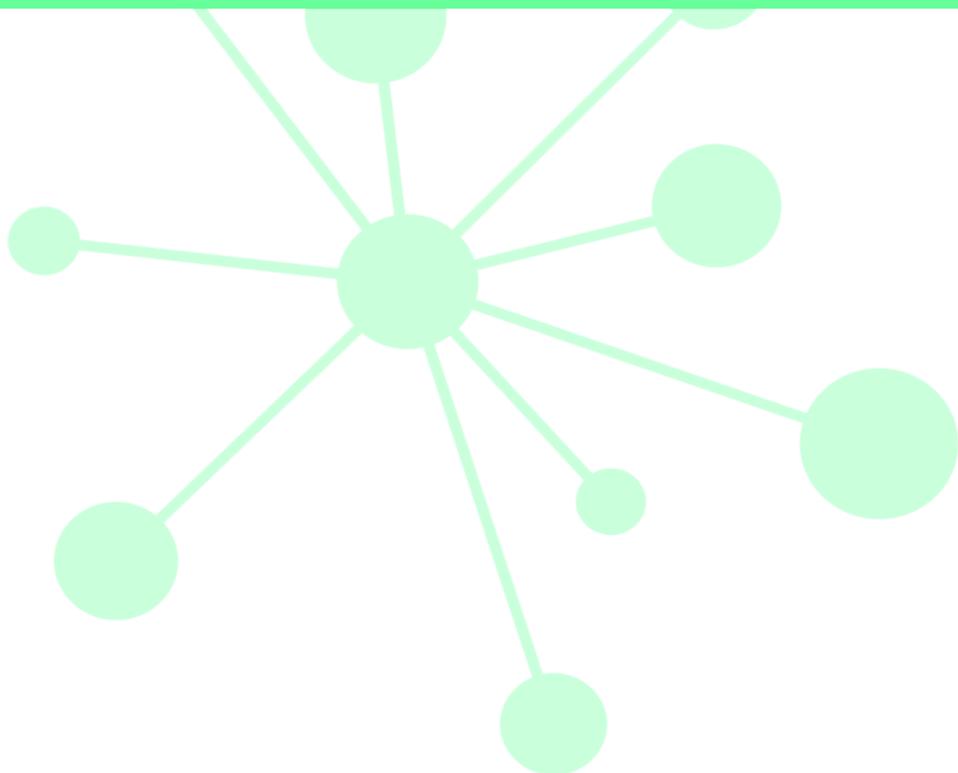
Reading and Spelling Individual student report for teachers

Name: Lucy Thomas		
School: Sample School		
Group: GL	**Sex:** Female	
Date of testing for NGRT: 21/11/2017	**NGRT Form:** A	**Age:** 8:02
Date of testing for NGST: 12/01/2018	**NGST Form:** A	**Age:** 8:03

Why use NGRT and NGST together?

Using NGST with NGRT allows you to assess spelling and reading together in under an hour. Research shows that word reading and word spelling are strongly associated and by comparing test scores from NGST with NGRT it is possible to see where a student's skill set lies and whether they have a higher reading or spelling attainment.

Relationship between scores

Description	Very Low	Below Average		Average			Above Average		Very High
Stanine (ST)	1	2	3	4	5	6	7	8	9
Standard Age Score (SAS)	70	80		90	100	110	120		130
National Percentile Rank (NPR)	1	5 10	20	30 40	50 60	70	80	90 95	99

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Scores

	SAS	Stanine	Sentence Completion ST	Passage Comprehension ST	Reading Age	Spelling Age	NPR	GR (/1)	Overall attainment
NGRT	114	7	6	8	10:05	-	82	=1	Similar level
NGST	123	8	-	-	-	12:03	94	1	

The SAS for NGRT and NGST are shown in the diagram. Students who are considered to have a similar level of attainment are in the white band. Students who have a reading attainment which is higher than their spelling attainment are in the orange band and those who have a spelling attainment which is higher than their reading attainment are in the purple band respectively.

■ Spelling attainment higher
□ Similar level of attainment
■ Reading attainment higher
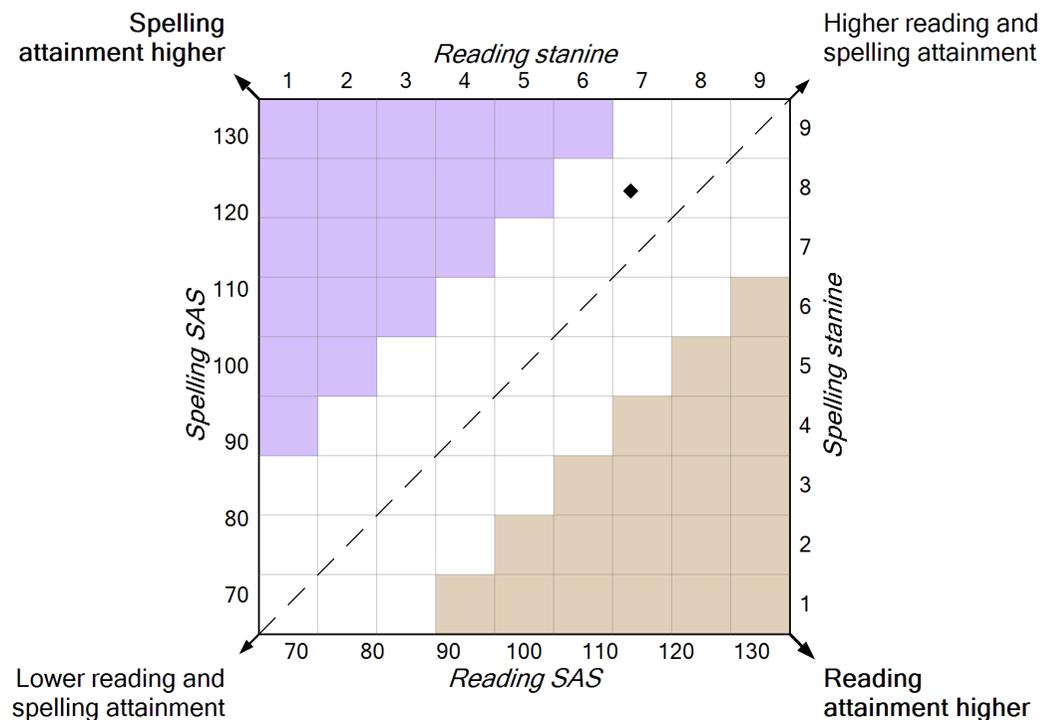
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Profile summary

Lucy's score for spelling is above average and that for reading is also above average.

An above average spelling score suggests that Lucy uses age appropriate spelling rules, understands how to add common suffixes and prefixes to root words and writes from memory common exception words, homophones and some commonly misspelt words.

A reading score that is above average suggests that Lucy is confident accessing text at an age appropriate level. They are likely to have good phonics knowledge and fluent, accurate blending skills. Additionally good memory retention abilities and a developed language background may have resulted in a high level of oral vocabulary.

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Implications for teaching and learning

Lucy's ability to spell words accurately may be improved by using some of the following strategies:

- Teach words for spelling grouped into those with the same patterns/rules. Model using those words during whole class or small group work
- Introduce a set amount of new vocabulary each day (e.g. word of the day) and discuss the meaning and spelling of the words
- Allocate a set time in the day (e.g. early morning pre-registration) as a spelling warm up quick task time, keep this routine sustained daily
- Support Lucy to practise applying spellings in context e.g. put the words into sentences, write a short story using the list of words. Dictation is a good way to embed these skills. Ask Lucy to write simple dictated sentences that include the words taught so far.
- Investigate the meaning and origins of word parts – root words, prefixes and suffixes
- When looking at spellings point out specifically which part of the word is tricky to spell
- Display words spelled with the same pattern or rule in lists on the classroom walls for Lucy to refer to during the school day
- Ask Lucy to find, investigate and write down other words spelled using the same pattern or rule
- Encourage Lucy to use a dictionary to reference new or unknown spellings
- Encourage Lucy to reflect upon and explain which strategies they use to spell words they are unfamiliar with

Lucy's comprehension of texts may be improved by using some of the following strategies:

- Increase the frequency of vocabulary development activities used with Lucy.
- Develop Lucy's knowledge of high frequency words by using flashcards to introduce and revise small quantities of words regularly and then display the words on the classroom wall for reference during lessons
- Provide examples of words in context so Lucy can confidently apply new vocabulary learnt.
- Increase Lucy's exposure to more sophisticated words.
- Make time for Lucy to share books with adults that are beyond her reading ability.
- When teaching new spellings spend more time with Lucy discussing the origins of words, the meanings of words and how the words work in context.
- Use digital flashcards by creating a powerpoint display. Use to continually flick through on whiteboard and with starter activities around putting them into sentences or setting challenges to spell the words or use them orally in context.

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- Before asking Lucy to access reading or writing activities increase the amount of teacher led discussion used in preparation.
- Teach root words (one new one per week) that enable the discussion, practise and application of five new words in one go. When exploring a 'Word of the Week', talk about what it means, how to use it in context, how to spell it, where the word originated from. At the end of each term revise all of the previous focus words.