

# Primary Short Form Spelling Inventory for a Class

Mark Weakland Literacy

Date \_\_\_\_\_

Teacher Name \_\_\_\_\_

Word	Spelling Features	Highlight spelling features that more than 20% of class missed.
<b>set</b>	s-e-t	
<b>mob</b>	m-o-b	*Beginning consonants
<b>dip</b>	d-i-p	*Middle consonants
<b>hug</b>	h-u-g	*Ending consonants
<b>flash</b>	fl-a-sh	*Beginning blends
<b>slick</b>	sl-i-ck	*Beginning digraphs
<b>hill</b>	h-i-ll	*Ending digraphs
<b>mess</b>	m-e-ss	*Soft c
<b>junk</b>	j-u-nk	*nk
<b>bottle</b>	b-o-tt-le	*Doubled consonant (tt)
<b>stone</b>	s-t-one	
<b>grapes</b>	gr-ape-s	
<b>chime</b>	ch-ime	
<b>flute</b>	fl-ute	*Short vowel sounds
<b>faithful</b>	f-ai-th-ful	*v_e vowels
<b>dream</b>	dr-ea-m	*Other long vowels (igh, ea, oa)
<b>coach</b>	c-oa-ch	*Variant vowels (oi, aw)
<b>lightest</b>	l-igh-t-est	
<b>coin</b>	c-oi-n	
<b>sprawl</b>	s-p-r-aw-l	*Suffixes (y, ful)
<b>yard</b>	y-ar-d	*Final syllables (le)
<b>thorny</b>	th-or-n-y	*Endings (s, es, ed, ing)
<b>burned</b>	b-ur-n-ed	
<b>shirt</b>	sh-ir-t	
<b>wishes</b>	w-i-sh-es	
<b>snapped</b>	s-n-a-pp-ed	
<b>hiding</b>	h-i-d(e)-ing	
<b>racing</b>	r-a-c(e)-ing	