High-frequency word fluency cards

Print at actual size. Choose a small set of items the pupil is ready to practise. Model and teach unfamiliar items before timed assessment.

For each probe, present items in a consistent format, record correct responses and errors separately, and convert totals to responses per minute when the probe is not 60 seconds. Keep accuracy and confidence in mind; never use timed practice to introduce untaught material.

Cut along the cell borders for individual cards, or use the full grid as a practice sheet. Reorder cards between sessions to reduce memorisation of positions.

Reading channel: show each word and ask the pupil to say it. Check the word list against the pupil’s phonics knowledge and reading stage; these are examples, not a prescribed teaching sequence.

Set 1 · Early common words

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

the	and	a	to
I	in	is	it
you	of	he	was
on	are	as	with
his	at	be	this

Set 2 · Common words

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

that	have	from	or
one	had	by	but
not	what	all	were
we	when	your	can
said	there	use	an

Set 3 · More common words

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

each	which	she	do
how	their	if	will
up	other	about	out
many	then	them	these
so	some	her	would