Literacy target and probe pack

Sample items to adapt to the learner's assessed starting point. These are practice examples, not a standardised test. Teach items before using timed probes; do not introduce unlearned words as a fluency measure.

Four learning channels

See–Say — Read the printed item aloud

Example items: the, and, was, said, have, come, some, there, where, because

Hear-Write — Hear the word and write or spell it

Example items: cat, ship, rain, light, train, green, float, night, brush, street

See-Write — See a word then write or spell it

Example items: went, from, little, people, friend, school, thought, again, could, should

Hear–Say — Hear a sound or word and say a response

Example items: Adult says /sh/ → pupil says "sh"; adult says "cat" → pupil segments /c/ /a/ /t/

Preparation checklist

Choose a small, clearly defined set of items. Use consistent instructions and presentation. Record correct responses and errors separately. Stop at the agreed probe duration. Review both accuracy and speed.

Reusable target planning sheet

Target / learning channel	_____
Pupil code / date	_____
Items to teach	_____
Correct response rule	_____
Error response rule	_____
Probe length	30 seconds / 1 minute / 2 minutes
Review notes	_____