



Placement Test Overview:

What does your student's placement level mean?

The Reading Eggs Placement Test assesses what students already know. This ensures that each student begins at the right level.

Step 1 • Starting Out

If the student was placed at lesson 1, they are beginning the program.

Placement lesson	What do they know?	Next 10 lessons	What will they study next?
1	Starting from the beginning, assuming no prior knowledge.	1-10	Letters: m, s, a, t, b, c, f, i Word families: am, at High frequency words: I, am, at, a
11	Knows: a, b, c, f, i, m, s, t Can read: am & at words	11-20	Letters: n, p, h, r, z, e Word families: ap, an, ee High frequency words: man, can, see, the
21	Knows: a, b, c, e, f, h, i, m, n, p, r, s, t, z Can read: am, at, ap, an & ee words	21-30	Letters: v, d, j, o, q Word families: ad, is, on High frequency words: and, in, had, is, good, has, on
31	Knows: a, b, c, d, e, f, h, i, j, m, n, o, p, q, r, s, t, v, z Can read: am, at, ap, an, ee, and & ad words	31-40	Letters: g, l, k, y, x, w Word families: ag High frequency words: he, she, as, yes, you



Step 2 • Beginning to Read

If the student was placed between lessons 41 and 80, they have been assessed as an Emergent Reader.

Placement lesson	What do they know?	Next 10 lessons	What will they study next?
41	<p>Knows: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, v, w, x, y, z</p> <p>Can read: short vowel /a/ and long vowel /ee/ CVC words</p>	41-50	<p>Letters: u, revise the whole alphabet</p> <p>Word families: id, ix, it, ig, ip, ill, ing</p> <p>High frequency words: words, him, it, like, said, this, little, black, blue, bird, two, cannot</p>
51	<p>Knows: all consonant letters/sounds, all short vowel sounds, long /ee/ sound</p> <p>Can read: short vowel /a/ & /i/ and long vowel /ee/ CVC and CVCC words</p>	51-60	<p>Word families: ot, og, op, od, ox, ock, y at the end</p> <p>High frequency words: go, by, look, got, play, are, happy, not, his, her, we, very</p>
61	<p>Knows: all consonant letters/sounds, all short vowel sounds, long /ee/ sound</p> <p>Can read: short vowel /a/, /i/ & /o/ and long vowel /ee/ CVC and CVCC words, words ending in -y</p>	61-70	<p>Word families: ut, up, un, ug, uck, us</p> <p>High frequency words: me, be, three, green, to, there, that, have, they, do</p>
71	<p>Knows: all consonant letters/sounds, all short vowel sounds, long /ee/ sound</p> <p>Can read: short vowel /a/, /i/, /o/ & /u/ and long vowel /ee/ CVC and CVCC words, words ending in -y</p>	71-80	<p>Word families: e, eg, ed, en, et, ell</p> <p>Suffix: -ing</p> <p>High frequency words: come, my, here, goes, day, baby, where, when, down, up, who, lives, into, what, seven</p>



Step 3 • Building Confidence

If the student was placed between lessons 81 and 120, they have been assessed as an Early Reader.

Placement lesson	What do they know?	Next 10 lessons	What will they study next?
81	<p>Knows: all consonant letters/sounds, all short vowel sounds, long /ee/ sound</p> <p>Can read: short vowel /a/, /e/, /i/, /o/ & /u/ and long vowel /ee/ CVC and CVCC words, words ending in -y & -ing</p>	81-90	<p>Sounds: revise short vowel sounds, long i sound: ie, ile, ine, ike, ide, consonant digraphs: sh, ch, th</p> <p>High frequency words: with, going, want, shoe, car, table, too, off, over, shop, bike, buy, tried, these, new, white, nine, girl, boy, says, ask, why, none, stayed, home, made, together</p>
91	<p>Knows: all consonant letters/sounds, all short vowel sounds, long vowel /ee/ & /i-e/ sounds, consonant digraphs sh, ch & th</p> <p>Can read: CVC & CVCC words using short vowel sounds and the long vowel /ee/, long vowel /i-e/ CVCe words, words ending with -y & -ing, words using consonant digraphs</p>	91-100	<p>Sounds: soft c: ice, soft g, long a sound: ake, ane, ace, age, revise known vowel sounds and -y on the end</p> <p>High frequency words: one, four, five, fly, fine, today, park, Saturday, snake, giraffe, wheel, shark, flew, bowl, brother, everywhere, about, another, cloud, sky, stars, above, hours, outside, purple, yellow, orange, out, eight, sleep, party, work, easy, plane, high, night</p>
101	<p>Knows: all consonant letters/sounds, all short vowel sounds, long vowel /a-e/, /ee/ & /i-e/ sounds, consonant digraphs sh, ch & th, soft c & g sounds</p> <p>Can read: CVC & CVCC words using short vowel sounds and the long vowel /ee/, long vowel /i-e/ & /a-e/ CVCe words, words ending with -y & -ing, words using consonant digraphs and soft c & g sounds</p>	101-110	<p>Sounds: long & short oo sounds, long ea sound, long o sound: ole, oke, one, ode, ote, ose, oat, long u sound: une, ute, uke, ube, blends: fr, cl, sl, sw, gr, cr, pl, fl, tr, pr, dr, gl, str</p> <p>Suffix: -er</p> <p>High frequency words: book, took, delicious, excited, foot, ground, phone, own, wrong, boat, through, behind, tiny, suddenly, friends, open, swam, eat, hungry, tree, leaf, asleep, nice, light, worried, choose, teeth, ears, sister, bigger, better, anything, clean, flower, drank, brown, grey</p>
111	<p>Knows: all consonant letters/sounds, short & long vowel sounds, consonant digraphs sh, ch & th, soft c & g sounds, blends</p> <p>Can read: short vowels including the digraph /oo/, long vowel digraphs /ee/, /oo/, /ea/ & /oa/, long vowel CVCe words, words ending with -y, -ing & -er, consonant digraphs, soft c & g sounds, and blends</p>	111-120	<p>Sounds: revise blends, identify syllables, end blends: st, ld, lp, nd, ng, ft, nk, mp, nt, ck, lk, long vowel sounds: oa, igh, ay, ir & or</p> <p>Word types: nouns & verbs</p>

If you would like to change the level that a student is working on, you can do this in the **Manage Lessons** section of the **Teacher Dashboard**.