

**PART A: Letter Sound Knowledge**

- Point to the first letter and ask, *“What sound does this letter / digraph represent?”*
- If a student states the letter name say, *“that is the letter name, do you know the letter sound?”*
- Record responses on Progress Review - Student Record sheet.
- Mark errors below the sound on the Progress Review - Student Record sheet.

ai	j	oa	ee	ie	or
----	---	----	----	----	----

**PART B: Reading Words**

- Point to the first word and ask, *“Can you read this word? Sound it out if you need to and then say the whole word.”*
- Record response using the code shown on the Progress Review - Student Record sheet.
- Mark errors below the word on the Progress Review - Student Record sheet.

Blending Words	jet	rain	pie
	see	coat	sort
Challenge Words	jump	float	sport
	screen		
Pseudo Words	rie	jeem	lorp
	droam		

**PART C: Writing Letter Sounds**

- Provide student with page 2 of the Progress Review - Student Record sheet.
- Tell the student **“write the letter/ digraph for each sound I say. Write the letter/digraph /.../”**
- Letter reversals are marked as correct, provided the reversed letter cannot be confused with another letter, for example /b/ and /d/.
- Observe and note student pencil grip, starting point and direction when forming letters.

ai	oa	j	ee	ie	or
----	----	---	----	----	----

**PART D: Writing Words**

- Provide student with Page 2 of the Progress Monitoring - Student Record sheet.
- Tell the student **“Write the word /.../ remember to say the sounds as you write the word.”**
- A student may segment the word prior to writing (e.g., use phoneme fingers).
- Reversals are marked correct, provided the student says the correct sound when writing or questioned. Note reversals, as a focus teaching point for the student.

jam	pain
boat	tie
feet	corn