

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.

x	ch	y	th	sh	th
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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	yum	fox	chin
	shop	this	moth
Challenge Words	yuck	next	chest
	brush		
Pseudo Words	tox	chem	yeck
	shork		

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.

ch	th <i>three</i>	X	sh	th <i>this</i>	y
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PART D: Writing Words

- Provide student with Page 2 of the Progress Review - 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.

yes	mix
chop	fish
with	thin