

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.

er	qu	oi	ar	ou	ue
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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	quiz	out	coin
	cue	her	arm
Challenge Words	quick	mouth	point
	clever		
Pseudo Words	quet	mert	zoil
	clarp		

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.

ou	er	qu	oi	ar	ue
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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.

quit	loud
soil	cue
her	jar