



**PART A: Letter Sound Knowledge**

- Point to the first grapheme 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?”*.
- Point to the vowel <o> in the third box and say, *“What sound does this make when the ‘magic e/ hop over e’ is at the end of the word?”*.
- For the last 2 boxes point to **ow** and the image and say *“What sound does this make in this word?”*.
- Record responses on Progress Review - Student Record sheet. Mark errors below the grapheme.

oa	ou	o_e	ow 	ow 
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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	oak      town      home
	grow      out
Challenge Words	proud      pillow      stone
	crown      float
Pseudo Words	gowl      zou      prown
	rone      loat

**PART C: Writing a sentence**

- Provide student with page 2 of the Progress Review - Student Record sheet.
- Tell student **“I will say a sentence for you to write”**. Say the sentence once, ask the student to repeat sentence to you, say **“So what are we going to write?”** You repeat sentence again. Ask student to repeat the sentence once more and then write it.
- 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, capital letter at the beginning, spaces between words, full stop at end of sentence, tricky word spelling etc.

We are out the back.

**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”**.
- Optional - say the word in a short sentence for contextualisation.
- 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.

road	joke
bow	ouch
COW	