

PART A: Letter Sound and Name Knowledge

- Point to the first letter and ask, *“What is the name of this letter?”*.
- If a student states the letter sound say, *“That is the letter sound, do you know the letter name?”*.
- For the last box (the word ‘funny’) point to the y and ask, *“What sound does this letter make in this word?”*.
- Record responses on Progress Review - Student Record sheet. Mark errors below the grapheme on the Progress Review - Student Record sheet.

A	E	I	O	U	funny
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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	pat	red	wig
	hop	fun	body
Challenge Words	snap	must	trip
	spotty	daisy	
Pseudo Words	cag	flet	kib
	drom	foby	

PART C: Writing Capital Letters

- Provide student with page 2 of the Progress Review - Student Record sheet.
- Tell the student **“Write the capital letter for each letter I say. Write the capital letter...”**
- 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.

S	A	T	I	P	N
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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”**.
- 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.

muddy	party
fluffy	yet
jelly	ugly