

PART A: Letter Sound Knowledge

- Point to the first letter and ask, *“What sound does this letter 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 grapheme.

a	e	i	o	u
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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	up	kid	well
	moth	bossy	sack
Challenge Words	went	soapy	honk
	greedy		
Pseudo Words	tup	paff	vock
	rill	fezzy	

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.

C	K	E	H	R	M	D
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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.

bus	net
ring	crab
frog	park