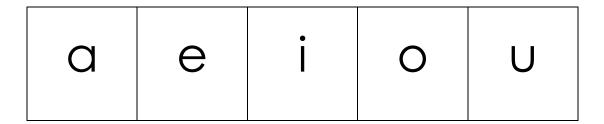




PART A: Letter Sound Knowledge

- 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.



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.

С	K	Е	Η	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