

**PART A: Letter Sound Knowledge**

- Point to the first grapheme and ask, *“What sound do these letters / 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 grapheme.

ff	ll	ss	zz	ck
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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	back	huff	well
	miss	fizz	rock
Challenge Words	fluff	chick	drill
	cross	buzzy	
Pseudo Words	jozz	paff	vock
	rell	muss	

**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.

G	O	U	L	F	B
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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.

lick	puff
fill	mess
buzz	stack