

PART A: Letter Sound Knowledge

- Point to all the boxes and say, *“We are looking at what the ‘magic e/hop over e’ at the end of a word does”.*
- Point to the vowel <a> in the first box and say, *“What sound does this make when the ‘magic e/hop over e’ is at the end of the word?”.*
- Record responses on Progress Review - Student Record sheet.

a_e	i_e	u_e	o_e	e_e
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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	made	hide	cute
	joke	eve	
Challenge Words	flame	stone	quite
	theme	cube	
Pseudo Words	kete	tupe	lome
	zine	frone	

PART C: Writing

- 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...”**
- Tell the student **“Write the letters / digraph for the sound /.../”**
- 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.

Z	W	V	ee	oa	ie
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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.

spoke	tube
game	bike
five	these