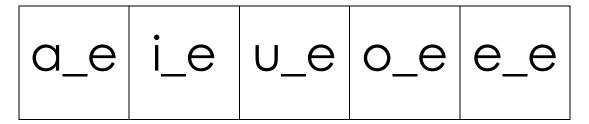




PART A: Letter Sound Knowledge

- 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.



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	

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