

**PART A: Letter Sound Knowledge**

- Point to the first grapheme and ask, *“What sound does this letter / digraph represent?”*.
- If a student states the letter name say, *“That is the letter name, do you know the letter sound?”*.
- Point to the vowel <o> in the third box and say, *“What sound does this make when the ‘magic e/ hop over e’ is at the end of the word?”*. Do the same for u\_e and i\_e.
- Record responses on Progress Review - Student Record sheet.

oa	ue	o_e	u_e	ie	i_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	foam	due	rose
	tube	tie	ripe
Challenge Words	statue	outside	fried
	strode	croak	
Pseudo Words	slome	clune	glite
	moak		

**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.

Y	X	Q
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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.

hive	smoke
argue	boat
lie	use