



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 <0> 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

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.

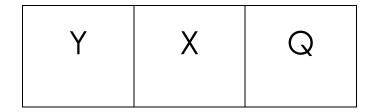
Blending Words	foam	due	rose
	tube	tie	ripe
Challenge Words	statue	outside	fried
	strode	croak	
Pseudo Words	slome	clune	glite
	moak		





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.



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	