

**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?”*.
- Point to the vowel <e> in the last 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.

ee	ea	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	free      beat      even
Challenge Words	theme      dream  canteen
Pseudo Words	beme      plean      feep

**PART C: Writing Letter Sounds**

- Provide student with page 2 of the Progress Review - Student Record sheet.
- Tell the student **“Write the letter for each sound I say. Write the letter that makes the sound..”**
- Observe and note reversals, student pencil grip, starting point and direction when forming letters.

b	d	p	q	g	j
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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.

dab	tree
uneven	concrete
cream	queen