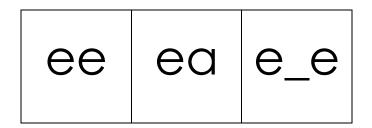




PART A: Letter Sound Knowledge

- 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.



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	р	q	g	j

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