

### PART A: Letter Sound Knowledge

- Point to the grapheme in the first box and ask, *“What sound do these letters / trigraph represent?”*.
- If a student states the letter names say, *“That is the letter name, do you know the letter sound?”*.
- Point to the vowel <i> in the second box and say, *“What sound does this make when the ‘magic e/ hop over e’ is at the end of the word?”*.
- For the last box (the word ‘shy’) point to the y and ask, *“What sound does this letter make in this word?”*.
- Record responses on Progress Review - Student Record sheet.

igh	i_e	ie	shy
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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	sigh	lie	time
	dry		
Challenge Words	tried	light	quite
	satisfy		
Pseudo Words	ky	nie	zigh
	sile		

### **PART C: Writing a sentence**

- Provide student with page 2 of the Progress Review - Student Record sheet.
- Tell student ***"I will say a sentence for you to write"***. Say the sentence once, ask the student to repeat sentence to you, say ***"So what are we going to write?"*** You repeat sentence again. Ask student to repeat the sentence once more and then write it.
- 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, capital letter at the beginning, spaces between words, full stop at end of sentence, tricky word spelling etc.

She will come soon.

### **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.

try

high

side

pie