

Assessment tasks

(See the section on assessment in the *Notes of Guidance for Practitioners and Teachers*, page 16.)

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Grapheme–phoneme correspondences task

s, a, t, p, i, n

Securing success from the start for all beginner readers is an obvious but crucially important aim of the Letters and Sounds programme. The first six letters children will learn to read and write at the start of the systematic teaching of phonics in Phase Two are s, a, t, p, i, n. Once learned, these letters provide children with an easy, but very useful, set of phoneme–grapheme correspondences with which to build two-letter and three-letter words.

Purpose

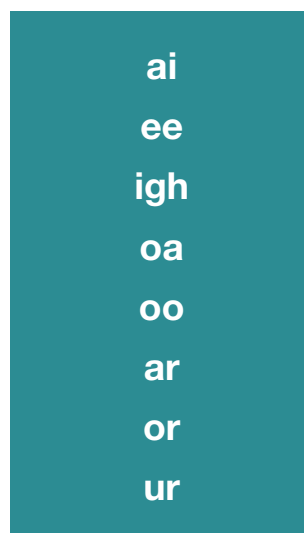
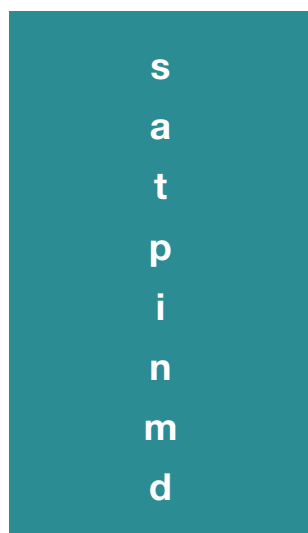
- To assess knowledge of grapheme–phoneme correspondences

Resources

- Grapheme card (see the example below)
- Group assessment sheet with the names of the children entered (see the example on page 201–202)

Procedure

1. Display the grapheme card.
2. For each correct letter, record the date of assessment on the group assessment sheet.

Example grapheme cards

Example group assessment sheet for grapheme–phoneme correspondences

Phase Two

Name of child																			
s																			
a																			
t																			
p																			
i																			
n																			
m																			
d																			
g																			
o																			
c																			
k																			
ck																			
e																			
u																			
r																			
h																			
b																			
f, ff																			
l, ll																			
ss																			

Phase Three

Name of child																		
j																		
v																		
w																		
x																		
y																		
z, zz																		
qu																		
ch																		
sh																		
th, th																		
ng																		
ai																		
ee																		
igh																		
oa																		
oo, oo																		
ar																		
or																		
ur																		
ow																		
oi																		
ear																		
air																		
ure																		
er																		

Oral blending task

Purpose

- To assess oral blending

Resources

- Sheet displaying all the pictures of the words to be blended (optional, see 7 below)
- Assessment response sheet for each child (see the example on page 204)

Procedure

1. Use the practice items (see below) to explain the task to the child as follows: *We're going to play a listening game. I'm going to speak like a robot. I want you to listen carefully and tell me the word I'm trying to say. Let's practise. The word is c - a - t. What is the robot trying to say?*
2. If the child needs more prompting, say: *It's a word you know. Listen again.*
3. Proceed with the assessment items.
4. Offer each word in turn, leaving just less than a one-second interval between phonemes and record the child's first response.
5. Discontinue after three consecutive errors.
6. Praise the child, whether successful or not, for a positive attitude or disposition to the task – for example for 'having a go' at a difficult job, sitting still and listening, taking time to think – and comment that good learners do those things.
7. Rather than ask the child to say the word, you could ask the child to point to the correct picture.

Practice items: c - a - t m - u - m

Name Word to be spoken by the adult	Record response. Tick if correct. If incorrect, record exactly what the child said or did
1. m - a - n	
2. s - o - ck	
3. c - u - p	
4. p - e - g	
5. f - i - sh	
6. h - a - n - d	
7. t - e - n - t	
8. f - l - a - g	
9. s - p - oo - n	
10. s - t - a - m - p	

Oral segmentation task

Oral segmentation of words into three phonemes and four phonemes.

Purpose

- To assess oral segmentation

Resources

- Assessment response sheet for each child (see example)

Procedure

1. Use the practice items (see below) to explain the task to the child:

Now it's your turn to speak like a robot. I'm going to say a word and I want you to say all the sounds in the word, just like I did in the last game. Let's practise. The word is 'cat'. This is how the robot says cat, c-a-t. You do it.

Instead of saying zip, the robot says z-i-p. How does the robot say mum?

2. Provide the correct response if the child responds incorrectly.
3. Proceed with the assessment items.
4. Offer each word in turn and record the child's first response.
5. Discontinue after three consecutive errors.
6. Praise the child, whether successful or not, for a positive attitude or disposition to the task – for example for 'having a go' at a difficult job, sitting still and listening, taking time to think – and comment that good learners do those things.

Practice items: cat, zip, mum

Name Word to be spoken by the adult	Record the child's response. Tick, if correct. If incorrect, record exactly what the child said or did.
1. jam	
2. zip	
3. net	
4. dog	
5. mint	
6. sand	
7. gran	
8. snack	
9. crash	
10. dress	

Non-word reading task

Purpose

- To assess grapheme recognition
- To assess blending

Resources

- Non-words on a shopping list
- Assessment response sheet for each child (see the example on page 207)

Procedure

1. Use a scenario to put this task in a context for the child, for example a friendly alien came to earth in a space ship. The alien had lists of things to take back to his own planet. This is what was written on the alien's first list, second list, etc.
2. Say: *Can you to read the words. Do you think you would be able to help the alien find the things on the list?*
3. Ask the child to say the sound for each grapheme and then to blend them to make a 'word'.
4. Record the sound for each grapheme and the blended word (see the example response sheet on page 207).
5. Stop after three consecutive errors.

Phase 2

og	pim	reb	cag
ab	ket	nud	meck
liss	hin		

Phase 3

dar	veng	gax	chee
zort	jigh	hish	yurk
sair	quoam	koob	waiber
kear	doit	fowd	thorden

Phase 4

plood	dreet	skarb	kelf
grint	bamp	shreb	pronk
theest	fowsping	spunch	glorpid

Example response sheet for non-word reading task at Phase Two

Name	Graphemes (e.g. o-g)	Reading (e.g. og)
og		
ab		
liss		
pim		
ket		
hin		
reb		
nud		
cag		
meck		