Assessment

Phase One

By the end of Phase 1 children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.

Phase Two *(up to 6 weeks)*

By the end of Phase Two children should:

- give the sound when shown any Phase Two letter, securing first the starter letters **s**, **a**, **t**, **p**, **i**, **n**;
- find any Phase Two letter, from a display, when given the sound;
- be able to orally blend and segment CVC words;
- be able to blend and segment in order to read and spell (using magnetic letters) VC words such as **if**, **am**, **on**, **up** and 'silly names' such as **ip**, **ug** and **ock**;
- be able to read the five tricky words **the**, **to**, **I**, **no**, **go**.

Phase Three *(up to 12 weeks)*

By the end of Phase Three children should:

- give the sound when shown all or most Phase Two and Phase Three graphemes;
- find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;
- be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to read the tricky words **he**, **she**, **we**, **me**, **be**, **was**, **my**, **you**, **her**, **they**, **all**, **are**;
- be able to spell the tricky words **the**, **to**, **I**, **no**, **go**;
- write each letter correctly when following a model.

Phase Four *(4-6 weeks)*

By the end of Phase Four children should:

• give the sound when shown any Phase Two and Phase Three grapheme;

• find any Phase Two and Phase Three grapheme, from a display, when given the sound;

• be able to blend and read words containing adjacent consonants;

• be able to segment and spell words containing adjacent consonants;

• be able to read the tricky words **some**, **one**, **said**, **come**, **do**, **so**, **were**, **when**, **have**, **there**, **out**, **like**, **little**, **what**;

• be able to spell the tricky words **he**, **she**, **we**, **me**, **be**, **was**, **my**, **you**, **her**, **they**, **all**, **are**;

• write each letter, usually correctly.

Phase Five *(throughout year 1)*

By the end of Phase Five children should:

• give the sound when shown any grapheme that has been taught;

• for any given sound, write the common graphemes;

• apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;

• read and spell phonically decodable two-syllable and three-syllable words;

• read automatically all the words in the list of 100 high-frequency words;

• accurately spell most of the words in the list of 100 high-frequency words;

• form each letter correctly.

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Assessment tasks

When and how should I assess children's progress?

Children's progress should be tracked through a reliable assessment process that identifies learning difficulties at an early stage. Children's letter knowledge and ability to segment and blend need to be assessed individually, as their progress may not be sufficiently well ascertained Every session in Phases Two to Five of the Letters and Sounds programme includes grapheme recognition or recall practice, and blending and segmentation practice. During these practice activities, there is also the opportunity for assessment. For instance, in grapheme recognition, a child can point to the letters for other children to identify while the adults can observe and assess the children. For reading and writing, different children can be called upon each day to read a word individually and when they are writing words either with magnetic letters or on whiteboards, assessment is straightforward.

Grapheme–phoneme correspondences task

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
- set of grapheme cards (see overleaf examples)
- Assessment sheet with the name of the child entered (see overleaf)

Procedure
1. Display the grapheme card.
2. For each correct letter, record the date of assessment on the assessment sheet.
   Oral blending task

Example Phase Two Grapheme assessment cards

s	a	t	p	i	n	m	d

g	o	c	k	ck	e	u	r

h	b	f	ff	l	ll	ss

Example Phase Three Grapheme assessment cards

j	v	w	x	y	z	zz	qu	ch

sh	th	ng	ai	ee	igh	oa	oi	ow

oo	oo	ar	air	ear	er	ur	or	ure

Phase Two group assessment sheet for grapheme-phoneme correspondences

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													

SMART KIDS

Phase Three group assessment sheet

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

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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

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:	Date:
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:	Date:
Word to be spoken by the adult	Record 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

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 spaceship. 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 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.
5. Stop after three consecutive errors.

Shopping Lists:

Phase 2:

og
pim
reb
cag
ab
ket
nud
meck
liss
hin

Phase 3:

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

Phase 4:

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

Non-word reading task response sheet Phase 2

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

Non-word reading task response sheet Phase 3

Name:	Graphemes (e.g. o-g)	Reading (e.g. og)
dar		
veng		
gax		
chee		
zort		
jigh		
hish		
yurk		
sair		
quoam		
koob		
waiber		
kear		
doit		
fowd		
thorden		

Non-word reading task response sheet Phase 4

Name:	Graphemes (e.g. o-g)	Reading (e.g. og)
plood		
dreet		
skarb		
kelf		
grint		
bamp		
shreb		
pronk		
theest		
fowsping		
spunch		
glorpid		

Phase Two High-frequency words, including common exception words

Decodable at this phase

a	is*	dad	big	up
an	it	had	him	mum
as*	of*	back	his*	but
at	off	and	not	put (north)
if	on	get	got	has*
in	can			

Tricky words

the	go
to	into
I	a (/ai/)
no	

* The sounds represented by f in of, and by s in as, is, has and his should also not cause problems at this stage, especially as children will not learn the letters v and z until several weeks later. Note that /f/ is articulated in the same way as /v/, and /s/ as /z/, apart from the fact that /f/ and /s/ are unvoiced and /v/ and /z/ are voiced.

Phase Three High-frequency words, including common exception words

Decodable at this phase

will	with*	look
that*	see	too
this*	for	
then*	now	
them*	down	

* decodable words such as 'that' which use the voiced 'th' sound learnt from 'the' in Phase 2

Tricky words

he	you
she	they
we	all
me	are
be	my
was	her

Phase Four High-frequency words, including common exception words

Decodable at this phase

went	just
it's	help
from	
children	

Tricky words / Numbers

said	some	when	one
have	come	out	
like	were	what	
so	there		
do	little		

Phase Five High-frequency words, including common exception words

Decodable at this phase

don't	about	my
old	your	here
I'm	day	saw
by	made	very
time	came	put (south)
house	make	

- Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five. Days of the week (except Wednesday) and many number words to twenty (except one and two) also become decodable

Tricky words

oh	would	work	once
their	should	mouse	please
people	water	many	oh
Mr	where	laughed	their
Mrs	who	because	people
looked	again	different	asked
called	thought	any	**Numbers**
asked	your	eyes	two
could	through	friends	four
			eight

High Frequency Words

100 high-frequency words in order

1. the	14. on	27. up	40. so	53. down	66. back	79. people	92. help
2. and	15. she	28. had	41. not	54. dad	67. from	80. your	93. Mrs
3. a	16. is	29. my	42. then	55. big	68. children	81. put	94. called
4. to	17. for	30. her	43. were	56. when	69. him	82. could	95. here
5. said	18. at	31. what	44. go	57. it's	70. Mr	83. house	96. off
6. in	19. his	32. there	45. little	58. see	71. get	84. old	97. asked
7. he	20. but	33. out	46. as	59. looked	72. just	85. too	98. saw
8. I	21. that	34. this	47. no	60. very	73. now	86. by	99. make
9. of	22. with	35. have	48. mum	61. look	74. came	87. day	100. an
10. it	23. all	36. went	49. one	62. don't	75. oh	88. made	
11. was	24. we	37. be	50. them	63. come	76. about	89. time	
12. you	25. can	38. like	51. do	64. will	77. got	90. I'm	
13. they	26. are	39. some	52. me	65. into	78. their	91. if	

Next 200 common words in order - Read down the columns. e.g. water, away, good etc.

water	things	fox	something	let's	window	fell	ever
away	new	through	bed	much	sleep	friends	miss
good	after	way	may	suddenly	feet	box	most
want	wanted	been	still	told	morning	dark	cold
over	eat	stop	found	another	queen	grandad	park
how	everyone	must	live	great	each	there's	lived
did	our	red	say	why	book	looking	birds
man	two	door	soon	cried	its	end	duck
going	has	right	night	keep	green	than	horse
where	yes	sea	narrator	room	different	best	rabbit
would	play	these	small	last	let	better	white
or	take	began	car	jumped	girl	hot	coming
took	thought	boy	couldn't	because	which	sun	he's
school	dog	animals	three	even	inside	across	river
think	well	never	head	am	run	gone	giant
home	find	next	king	before	any	hard	looks
who	more	first	town	gran	under	floppy	use
didn't	I'll	work	I've	clothes	hat	really	along
ran	round	lots	around	tell	snow	wind	plants
know	tree	need	every	key	air	wish	dragon
bear	magic	that's	garden	fun	trees	eggs	pulled
can't	shouted	baby	fast	place	bad	once	we're
again	us	fish	only	mother	tea	please	fly
cat	other	gave	many	sat	top	thing	grow
long	food	mouse	laughed	boat	eyes	stopped	

Tables from: Masterson, J., Stuart, M., Dixon, M. and Lovejoy, S. (2003) Children's Printed Word Database: Economic and Social Research Council funded project, R00023406

Phonics

Phonics is a way of teaching reading, writing and spelling based around hearing and identifying letter sounds and matching them to letters or letter patterns.

food

f-oo-d

Grapheme

A grapheme is a letter or sequence of letters that represents a phoneme (one sound). We convert graphemes to phonemes when we are reading aloud (decoding written words).

a   as in

Phoneme

A phoneme is a single spoken sound e.g. /a/ as in 'apple' or /sh/ as in shell. There are 44 common sounds (phonemes) in the English language that can be made up of one or more letters.

a   as in

sh   as in
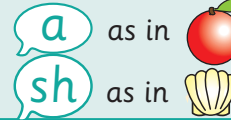
Digraph and Split Vowel Digraph

A digraph is a single unit of sound (phoneme) made up of two letters e.g. 'ee' as in 'bee' or 'ie' as in 'pie'. A split vowel digraph is a digraph separated by a consonant e.g. the /ee/ sound in complete is split by a 't' and the /igh/ sound spelt 'ie' in pipe.

ie = one sound

i-e = one sound

p-ie

p-i-pe
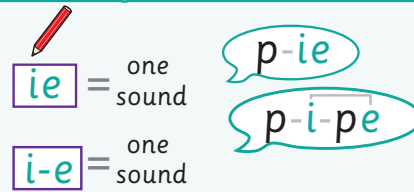
Blending Sounds

Blending letter sounds together enables pupils to identify and decode words when reading.

d-o-g = dog
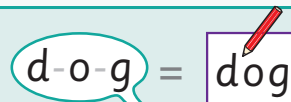
Segmenting Sounds

Segmenting letter sounds means to break a word down into its phonemes. This enables pupils to break down words that they are trying to spell.

c-a-t

cat = c-a-t
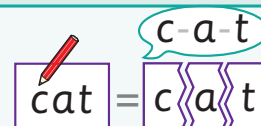
Sound Buttons

• — • •

Sound buttons help children to recognise where the sounds in a word are and which letters make them. Dots show that a sound is made up of one letter. Lines show that it is made from more than one letter.

sea   s-ea

oil   oi-l
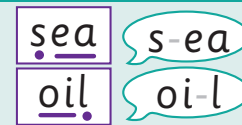
Phoneme Frames

Phoneme frames help children to break a word into its sounds and understand which letters make these sounds.

ship

sh-i-p

sh i p
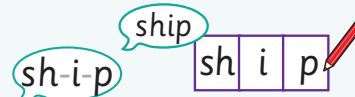
Tricky Words

Tricky words are words that contain one or more irregular or unusual letter sequences e.g. 'people' the /ee/ sound is made by the letters 'eo'. Tricky words may also contain sounds that are made up of letter combinations that children haven't learnt yet.

people

p-ee-p-le
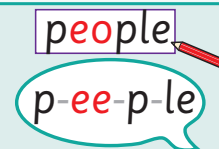
Consonants, Vowels and CVC words

A consonant is a basic speech sound formed by constricting/obstructing air flow (from lungs to mouth) to form the sound (try making the /b/ and /t/ sounds, paying attention to what the tongue and mouth do). A vowel is a basic speech sound formed with a relatively free air flow. They form the main part of a syllable.
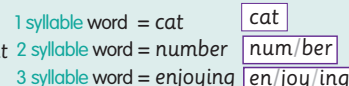There are lots of English words that are formed using a basic Consonant Vowel Consonant pattern.

t-i-n

t-e-n

Adjacent Consonants: -VCC, CCV-, CCVCC, CCCVC, CCCVCC words

Many words contain similar consonant and vowel spelling/sound patterns and learning these patterns aids both reading and spelling. Words containing adjacent consonants have two consonant sounds before and/or after a vowel sound. They are commonly known by these spelling/sound patterns as e.g. CCVC, CVCC or CCVCC words.

-VCC word   t-e-n-t

s-p-e-ll

CCV- word
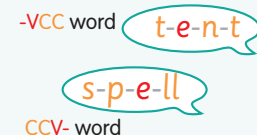
Syllable

A syllable is a unit of speech containing one vowel sound, with or without surrounding consonant sounds, that makes up all or a part of a word.

1 syllable word = cat   cat

2 syllable word = number   num/ber
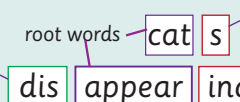
3 syllable word = enjoying   en/joy/ing

Alternative pronunciations of letters

Some letters have more than one pronunciation e.g. 'ea' as in "sea" or "bread" which must be recognised during reading.

Prefixes, Root words and Suffixes

Prefixes are added to the beginning of words to change meaning, spelling and/or word function in a sentence. Suffixes are added to the end.

prefix tells us the opposite of the verb is happening

root words — cat s   suffix tells us there is more than one cat

dis appear ing   suffix tells us the verb is continuing

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Letter Formation

s a t p

i n m d

g o c k

e u r

h b f l

j v w x y z q