

## On-going phonic / word knowledge assessment

Assess children's phonic knowledge, blending ability and knowledge of tricky word. Put all the information onto the spreadsheet and track the children's progress.

Name of child \_\_\_\_\_ DOB \_\_\_\_\_

phase	Assessment	Total Score	Score & Date	Score & Date	Score & Date	Score & Date
1	A: Oral sound-blending	20				
2	B: Speed Sounds known Sets 1—5	23				
	C: Oral sound-blending VC/CVC CVC CVCC	10 10 10				
	D: Read tricky words	5				
3	E: Speed Sounds known Set 6 & 7 + graphemes	29				
	F: Oral sound-blending real for reading nonsense	15 15				
	G: Read tricky words	12				
	H: Spell tricky words	5				
4	I: blend and read words real containing adjacent Consonants nonsense	18 12				
	J: Read tricky words	14				
	K: Spell tricky words	12				
	<b>TOTAL</b>	204				

Assessment	Total Score	Score & Date	Score & Date	Score & Date	Score & Date
L: Phase 5 graphemes for reading Known	26				
M: blending for reading Real words	18				
Nonsense words	18				
Alternative spellings	5				
N: read Phase 5 tricky words	9				
O: write Phase 4 tricky words	15				
P: reading alternative pronunciations for graphemes	20				
Q: write phase 5 tricky words	15				
Total	125				

Carry forward from page 1	204				
---------------------------	-----	--	--	--	--

GRAND TOTAL	329				
-------------	-----	--	--	--	--

## PHONICS ASSESSMENT - Letters & Sounds

### Assessment A: Oral sound blending

Say the pure sounds without showing the word.

Ask the child to say the word

s-i-t	m-e-n	c-a-t	ch-i-n	c-u-p	n-e-ck	p-o-t	l-e-g	sh-o-p	p-a-n
b-a-ck	r-a-t	s-a-t	g-o-t	t-a-p	b-o-p	p-e-t	j-o-t	p-e-g	h-u-g
Total known		/20							

### Assessment B: Sounds Set 1, 2, 3, 4, 5

One tick - knows the sound. Two ticks - can read it at speed

s	a	t	p	i
m	n	d	g	o
c	k	ck	e	u
r	h	b	f	ff
l	ll	ss		
Total known		/23		

### Assessment C: Oral sound blending

Ask the child to sound out, blend and say the whole word

on	in	am	at	it
and	ug	ip	mum	og
total	/10			

mat	gas	lot	nud	pen
ket	mug	cag	bud	ram
total	/10			

hack	mess	tuck	doll	kick
laptop	rabbit	fusspot	carrot	God
total	/10			

### Assessment D: Read tricky words

Ask the child to read these words on sight

the	to	I	no	go
total	/5			

## Assessment E: Sounds Set 6 & 7 + graphemes

### Sample words

j	v	w	x	y
z	zz	qu	ch chip	sh shop
th thin/then	ng ring	nk stink	ai rain	ay play
ee see	ea treat	igh high	ie pie	oa boat
ow snow	oo poo	ue glue	oi boil	oy toy
oo book	ow brown	ou shout	ar car	

Total known	/29
-------------	-----

## Assessment F: Oral sound blending

Before using this assessment, check the children can read the sounds in Assessment F at speed. Ask the child to sound out, blend and say the whole word.

chug	weep	might	down	moon	market
think	quiz	took	coin	ship	rung
cue	boy	loud			
total	/15				

Nonsense words

zeen	gight	roon	kain	fowd	nie
doit	jook	blay	veat	doax	dar
vlue	soub	gowp			
total	/15				

## Assessment G: Read tricky words

Ask the child to read these words on sight

he	she	we	me	they	all
be	was	my	you	her	are
total	/12				

## Assessment H: Spell tricky words

Ask the child to spell these words using magnetic letters if preferred

the	to	I	no	go
-----	----	---	----	----

total	/5
-------	----

## Assessment I: blend and read words containing adjacent consonants

Ask the child to sound out, blend and say the whole word.

Real words

went	hump	gulp	twisting	bank	golf
ask	groan	shift	scrunch	chest	joint
help	snail	trick	driftwood	rest	think

total	/18
-------	-----

Nonsense words

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

total	/12
-------	-----

### Assessment J: Read tricky words

Ask the child to read these words on sight

some	one	said	come	do
so	were	when	have	there
out	like	little	what	
total	/14			

### Assessment K: Spell tricky words

Ask the child to spell these words using magnetic letters if preferred

he	she	we	me	they	all
be	was	my	you	her	are
total	/12				



# Assessment L: Phase 5 graphemes for reading

wh whisper	er better	ur purse	ir twirl	or door
aw yawn	au author	ore score	air fair	ear dear
are care	a_e cake	e_e even	ey monkey	i_e smile
oe toe	o_e phone	u_e huge	ew chew	e me
ph photo	y sunny	i icy	y sky	ure sure
tion celebration	cious delicious	tious cautious		

known	/26
-------	-----

## Assessment M: Blending for reading

Ask the child to sound out, blend and say the whole word.  
Real words

helper	short	tie	score	chair	shirt
hear	raw	why	sure	chew	toe
Paul	snake	slide	cheese	prune	stone

total	/18
-------	-----

Nonsense words

enroy	gloy	jea	goek	jaul	tockney
ploe	spraw	jaul	swied	wheeb	glead
phantob	purtue	grize	rone	bleme	jephew

total	/18
-------	-----

sunny	icy	attention	vicious	scrumptious
total	/5			

**Assessment N: Read phase 5 tricky words**

oh	their	people	Mr	Mrs
looked	called	asked	could	

total	/9
-------	----

**Assessment O: write phase 4 tricky words**

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

total	/15
-------	-----

**Assessment P: reading alternative pronunciations for graphemes**

apron	wasp	region	wild	unit
pull	grow	field	bread	soup
mould	dry	crystal	funny	chemist
chef	cell	gem	grey	bacon

total	/20
-------	-----

**Assessment Q: write phase 5 tricky words**

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

total	/15
-------	-----

## Progress check and score indicator for each phase

By the end of **Phase 1** children will have experienced a wealth of listening activities including songs, rhymes and stories. 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 strong of rhyming words but inability to do this does not prevent moving on to Phase 2 as these speaking and listening activities continue.

**To be secure in this phase a score of 10-20 points is required.**

By the end of **Phase 2** children should:

- Give the sound when shown any phase 2 phoneme/letter
- Find any phase 2 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 made up words such as *ip, ug* and *ock*
- Be able to read the five tricky words *the, to, I, no, Go*

**To be secure in this phase a score of more than 90 is required.**

By the end of **Phase 3** children should:

- Give the sound when shown all or most phase 2 and Phase 3 letters/graphemes
- Find all or most Phase 2 and Phase 3 graphemes, from a display, when given the sound
- Be able to blend and read CVC words (consisting of Phase 2 and Phase 3 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*

**To be secure in this phase a score of more than 190 is required**

By the end of **Phase 4** children should:

- Give the sound when shown any Phase 2 and Phase 3 Grapheme
- Be able to blend and read 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

**To be secure in this phase a score of more than 230 is required**

By the end of **Phase 5** 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 2 syllable and 3 syllable words
- Read automatically all the words in the list of 100 high frequency words
- Accurately spell most of the words in the 100 high frequency words
- Form each letter correctly