



Attachment 15

Struggling decoders – Phonics Check records and teacher analysis

Two case studies, based on struggling decoders are shown below:

- Case study group 3: Struggling decoder – Quoc Nguyen
- Case study group 3: Struggling decoder – Diedre Hunt

The results have been interpreted by the teacher and some teaching notes provided to indicate the next steps in learning for each student.

For example, Quoc will benefit from revisiting the vowel sounds in Standard Australian English and from practice with blending and segmenting sounds.

With Diedre, an assessment of her phonological awareness as well as her phonemic awareness needs to be checked as it may be that she is not able to distinguish the sounds of speech.

Case study group 3: Struggling decoder – Quoc Nguyen

The Phonics Check records student responses as 'Got it' or 'Not yet' and these terms are synonymous with 'Correct' and 'Incorrect' shown in support materials.

Phonics screening check

Answer sheet

First name	Quoc
Last name	Nguyen

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
1 lig		leg		21 jigh		jig	
2 mep	✓	mip		22 woats	✓		hesitates at o
3 gax	✓			23 rird		rud	
4 emp		imp	i/e	24 phope		pop	
5 beff		biff		25 glips		gleps	i/e
6 shup		chup		26 floot	✓	e	oo in "moo"
7 doll	✓			27 slam	✓		
8 charb		shub		28 scribe		stebe	
9 irex	✓		(not totally clear)	29 stair		step	meaning?
10 criff		creff		30 haunt		hunt	
11 haps	✓		questioning 100%	31 lied		lid	
12 barst		bust	accent?	32 wove		wove	short o short e
13 chin	✓			33 drank	✓		
14 deck	✓			34 treats		trits	
15 horn	✓			35 scam	✓		What a scam
16 queen	✓			36 stroke		strokey	short
17 tram		trum	vowels?	37 arrow		uh-rowl	ow in owl
18 press		prees	i/e	38 forest		for-vest	
19 self		sifl	what's self?	39 wishing		weshing	
20 keeps	✓			40 brighter		butter	
9				5			
Total correct					14/40		

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Phonics screening check answer sheet for Quoc Nguyen.
Contains handwritten records of the Phonics screening check for this student.
Analysis: Struggling decoder – Quoc Nguyen below is an analysis of Quoc's test results.



Analysis: Struggling decoder – Quoc Nguyen

Score: 14/40	Interpretation	Teaching notes
<p>Correct responses: l, g, m, p, a, x, b, ff, u, p, d, oi, f, l, oo, r, e, c, h, s, t, ch, i (in chin), n, d, e, ck, or, qu, ee, k, j, w, oa</p> <p>Errors: i/e – confused and inconsistent Ph phoneme strings of 3 or more phonemes: scribe, treats, stroke</p> <p>AND</p> <p>Phoneme strings with r</p> <p>Most vowel digraphs and trigraphs, e.g. igh, i_e, air, ar, au, ied, o_e, ea, or, ow, er</p>	<p>Quoc is a struggling decoder from an EALD background.</p> <p>In section 1, Quoc scored best on real words, indicating a keenness to read for meaning and a developing English vocabulary.</p> <p>Quoc’s errors show inconsistent use of and confusion with <i>i</i> and <i>e</i> sounds in particular and vowel sounds in general.</p> <p>This may be linked to pronunciation issues or issues with the teacher’s understanding of his accent when he speaks. It could be that some of the sounds in English are not sounds he uses in his first language.</p> <p>Quoc’s errors also show that he struggles with a range of vowel digraphs and trigraphs.</p> <p>He also asks about a couple of words that he does not recognise in English (self, scram), indicating a real striving to read for meaning.</p> <p>Quoc has trouble blending sounds when words become more complex, but this could be due to not having been taught blending or segmenting or having had insufficient practice.</p>	<p>Consolidate teaching of <i>i</i> and <i>e</i> and other vowel sounds.</p> <p>Consolidate blending and segmenting by practising on simple CVC words with known phonemes.</p> <p>Use spelling strategies that focus on segmentation of words into sounds.</p> <p>Consolidate teaching of less common sounds.</p> <p>Use phoneme deletion and addition to build phonic skills using CVC words then building to more complex words with CCVC and CVCC patterns.</p> <p>Build vocabulary and comprehension through practical activities and curiosity.</p>

Case study group 3: Struggling decoder – Diedre Hunt

The Phonics Check records student responses as 'Got it' or 'Not yet' and these terms are synonymous with 'Correct' and 'Incorrect' shown in support materials.

Phonics screening check

Answer sheet

First name	Diedre
Last name	Hunt

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
1 lig	g			21 jigh	j, g	j	said letter name j thing
2 mep	m	m & b		22 woats			
3 gax	g, a	x	said "ex" e, in, bledre	23 rird	r, y	rið	s.c to say b/d
4 emp	m	e		24 hope		pop	pop, my pop.
5 beff	b	eff		25 glips	g, p, s	l, i	
6 ship	s	sh, y, p	needs sound	26 floost		NA	
7 doil	l	oi	used a letter a/b	27 splam	sp	spa	unsure
8 charb		N/A	refused	28 scribe	s, t	r, i, b, e	all single consonants.
9 vex	f	re, x		29 stair	s, t		
10 crif	f	cr, i		30 haunt	h	NA	letter name
11 haps	a, s	h, p	no blending	31 lied		NA	
12 barst	t, s	a		32 wove	/	/	/
13 chin		N/A		33 drank	/	/	/
14 deck		N/A		34 treats	/	/	/
15 horn		N/A		35 scam	/	/	/
16 queen	✓			36 stroke	/	/	/
17 tram	✓			37 arrow	/	/	/
18 press	p, s	"pss"	laughing	38 forest	/	/	/
19 self	s, l			39 wishing	/	/	/
20 keeps	p, s	ray = pss	laughing	40 brighter			
				Total correct 2/40			

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Phonics screening check answer sheet for Diedre Hunt.
Contains handwritten records of the Phonics screening check for this student.
Analysis: Struggling decoder – Diedre Hunt below is an analysis of Diedre's test results.



Analysis: Struggling decoder – Diedre Hunt

Score: 2/40	Interpretation	Teaching notes
<p>Correct responses: g, m, a, b, s, l, f, ff, a, s, t, qu, ee, n, p, r, j, d</p> <p>Errors: l, i, e, x, sh, u, oi, ch, ar, i, h, s, t, n, ck, or, qu, ee, ss, k, j, igh, w, oa, ir, ph, oo, air, au, ied, ea, rr, ow, sh, ng, er</p>	<p>Diedre is clearly a struggling decoder.</p> <p>She completed the Phonics Check in 4 sessions and required over an hour to complete 31 items.</p> <p>While Diedre recognises a number of single sounds in words she is broadly unable to decode any pseudo words and struggles with all but 2 common real words (queen, tram). The word 'queen' appears in an alphabet chart in the classroom.</p> <p>Reading is a high energy activity for Diedre. She made no attempt at some words and attempted some letter-sounds.</p> <p>She does not know common digraphs, reads few vowels and baulks at most words with complex construction beyond CVC.</p> <p>In the presence of structured, explicit phonics instruction with decodable texts, results like this indicate:</p> <p>inconsistent attendance in the first year of school</p> <p>inconsistent instruction in phonics concepts</p> <p>developing phonemic awareness</p> <p>limited exposure to aural English (having heard little English spoken)</p> <p>learning difficulties.</p>	<p>Individualised intervention.</p> <p>Assess phonemic awareness and teach unknown sounds.</p> <p>Expose Diedre to as much spoken English in play-based settings with strong English language modelled by peers and staff.</p> <p>Use targeted teaching that deals with each unknown letter and give extended time for processing and repetition for consolidation.</p> <p>Use phoneme deletion and addition to build phonic skills using CVC words.</p>