



Progress monitoring tools: Phases 6–10

Notes for teachers

Each progress monitoring tool is made up of two parts:

- this PDF for student assessment
- a [spreadsheet to collect and analyse your data](#).

These tools:

- support teachers to monitor individual and whole-class student progress in phonics
- show effectiveness of teaching and student learning of [decoding and encoding skills](#)
- inform teachers and school leaders about pace and effectiveness of whole-class phonics instruction
- help identify students requiring further intervention.

The tools are set up in line with the [Literacy Hub phonics progression](#) but can be edited to match any phonics sequence.

Using the progress monitoring tools

This assessment should be used to confirm student progress. If a student experiences difficulty during the assessment, stop the assessment. This point of difficulty then becomes your starting point for further targeted instruction. As a general guide, stop after three consecutive errors.

1. **Before assessing**, ensure each relevant letter-sound correspondence has been explicitly taught, and opportunities for guided practice and application have been provided to students.
2. **Print and laminate** one copy of each of the student reference sheets in this PDF.
3. **Print** a class set of the teacher marking sheets in this PDF.
4. **Set up** your progress monitoring spreadsheet by entering student names and details in each tab.
5. **Set up** a space for the assessment. Have your marking sheet, student reference sheets and paper and pencil for the student close at hand.
6. **Complete** the decoding section with each student. Ask the student to decode the sounds, words and sentences. Record the results on your teacher marking sheet as you do the assessment, making notes about any difficulties.
7. **Repeat** the process with the encoding section.
8. **Transfer the data** to the spreadsheet and analyse it to identify your next area of instruction.

Scoring guide

When a letter or letters represent more than one sound, they will be indicated with an asterisk. Students need to produce as many sounds as they know and then receive one correct mark for each sound they produce. Note any incorrect or missing sound correspondences in the notes section.

The encoding section focuses on students' ability to spell. Any legibly written and correctly spelled answer can be given a correct mark. Note any handwriting difficulties or punctuation errors in the notes section on the spreadsheet.

For each dictation sentence, all words need to be spelled correctly to receive 1 point. This gives teachers a clear indication of whether students can apply all the required knowledge and skills at sentence level. A score of 0 shows that the student has gaps in knowledge or skills and further instruction is needed before moving on to more complex phases.



Phase 6: Student reference

a e i o u

we web no not hi hip

de det fi fip zo zod

she what your one

She can go on the bus.

It is what he said.

Your hen has one leg and it can hop.



Phase 6: Teacher marking sheet

Ensure your student has something to write on for the encoding section of the assessment.

Student name: _____ Date: _____

Decoding

1. Have the student read these sounds (see note):

a* e* i* o* u*

Score:

$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$

2. Have the student read these words:

we web no not hi hip

Score:

$\frac{1}{6}$

3. Have the student read these pseudo words:

de det fi fip zo zod

Score:

$\frac{1}{6}$

4. Have the student read these irregular words:

she what your one

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

5. Have the student read these sentences:

She can go on the bus.
It is what he said.
Your hen has one leg and
it can hop.

Score:

$\frac{1}{3}$

Encoding

6. Dictate these words for the student to write:

go got be beg I in

Score:

$\frac{1}{6}$

7. Dictate these irregular words for the student to write:

she what your one

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

8. Dictate these sentences for the student to write:

One of you can go and get
the jam.
We did what she said.
We can pat your dog.

Score:

$\frac{1}{3}$

*Asterisks denote more than one sound. Tell the student how many sounds they should be producing, based on the available score.

Short and long vowel sounds are assessed in both Phase 6 and Phase 10. This is because students need to know these letter-sound correspondences to apply them in one-syllable words (Phase 6) and then in two-syllable words (Phase 10). If a student's progress monitoring begins after Phase 6, these sounds may not have been assessed previously.



Phase 7: Student reference

ff ll ss zz

cuff will less jazz cross

keff voll biss tazz

where there here saw

Where is Will?

Here is the dress.

I saw a big shell in there.



Phase 7: Teacher marking sheet

Ensure your student has something to write on for the encoding section of the assessment.

Student name: _____ Date: _____

Decoding

1. Have the student read these sounds:

ff ll ss zz

Score:

/₁ /₁ /₁ /₁

2. Have the student read these words:

cuff will less jazz cross

Score:

/₅

3. Have the student read these pseudo words:

keff voll biss tazz

Score:

/₄

4. Have the student read these irregular words:

where there here saw

Score:

/₁ /₁ /₁ /₁

5. Have the student read these sentences:

Where is Will?
Here is the dress.
I saw a big shell in there.

Score:

/₃

Encoding

6. Dictate these words for the student to write:

buzz tell off kiss chill

Score:

/₅

7. Dictate these irregular words for the student to write:

where there here saw

Score:

/₁ /₁ /₁ /₁

8. Dictate these sentences for the student to write:

Here is my red bell.
Your dog Tess has a lot of fluff.
There is the gull I saw.

Score:

/₃



Phase 8: Student reference

sh th ch wh ng

shop that with champ when sing

tesh thip chod whab vung

put because once want

Seth will want fish broth.

I put the whisk on the bench
because it was hot.

The king once went on a ship.



Phase 8: Teacher marking sheet

Ensure your student has something to write on for the encoding section of the assessment.

Student name: _____ Date: _____

Decoding

1. Have the student read these sounds:

sh th* ch wh ng

Score: $\frac{1}{1}$ $\frac{1}{2}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

2. Have the student read these words:

shop that with champ when sing

Score: $\frac{1}{6}$

3. Have the student read these pseudo words:

tesh thip chod whab vung

Score: $\frac{1}{5}$

4. Have the student read these irregular words:

put because once want

Score: $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

5. Have the student read these sentences:

Seth will want fish broth.
I put the whisk on the bench
because it was hot.
The king once went on a ship.

Score: $\frac{1}{3}$

Encoding

6. Dictate these words for the student to write:

whip stung then chop mash thing

Score: $\frac{1}{6}$

7. Dictate these irregular words for the student to write:

put because once want

Score: $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

8. Dictate these sentences for the student to write:

When do you want lunch?
Sing a song because Beth is six.
I once put ten bags in the shed.

Score: $\frac{1}{3}$

*The asterisk denotes more than one sound. Tell the student how many sounds they should be producing, based on the available score.



Phase 9: Student reference

a_e e_e i_e o_e u_e

shape these glide froze brute cute

lape tede vume trone crite

were who school write

Who were the kids in the lane?

Did the cute mule bite Mim?

Neve can write her name at school.



Phase 9: Teacher marking sheet

Ensure your student has something to write on for the encoding section of the assessment.

Student name: _____ Date: _____

Decoding

1. Have the student read these sounds:

a_e e_e i_e o_e u_e*

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{2}$

2. Have the student read these words:

shape these glide froze brute cute

Score:

$\frac{1}{6}$

3. Have the student read these pseudo words:

lape tede vume* trone crite

Score:

$\frac{1}{6}$

4. Have the student read these irregular words:

were who school write

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

5. Have the student read these sentences:

Who were the kids in the lane?
Did the cute mule bite Mim?
Neve can write her name at school.

Score:

$\frac{1}{3}$

Encoding

6. Dictate these words for the student to write:

rude spike hose eve scale fume

Score:

$\frac{1}{6}$

7. Dictate these irregular words for the student to write:

were who school write

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

8. Dictate these sentences for the student to write:

Who will shake the cube?
Were Mike and Hope at school?
Eve had to write a note for Zeke.

Score:

$\frac{1}{3}$

*Asterisks denote more than one sound. Tell the student how many sounds they should be producing, based on the available score. In question 3, 'vume' should be scored out of 2.



Phase 10: Student reference

a e i o u

silent insect taken rabbit open comet

handit jacon pundet zulip selmet vecret

walk talk come some

Shall we begin to walk at sunset?

There were some cobwebs at the motel.

Come and talk to the silent robot.



Phase 10: Teacher marking sheet

Ensure your student has something to write on for the encoding section of the assessment.

Student name: _____

Date: _____

Decoding

1. Have the student read these sounds (see note):

a* e* i* o* u*

Score:

$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$

2. Have the student read these words:

silent insect taken rabbit open comet

Score:

$\frac{1}{6}$

3. Have the student read these pseudo words:

handit jacon pundet zulip selmet vecret

Score:

$\frac{1}{6}$

4. Have the student read these irregular words:

walk talk come some

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

5. Have the student read these sentences:

Shall we begin to walk at sunset?
There were some cobwebs at the motel.
Come and talk to the silent robot.

Score:

$\frac{1}{3}$

Encoding

6. Dictate these words for the student to write:

motel comic unit punish bison invent

Score:

$\frac{1}{6}$

7. Dictate these irregular words for the student to write:

walk talk come some

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

8. Dictate these sentences for the student to write:

I had some vivid red radish for lunch.
Come on a walk to visit the frozen pond.
I cannot talk and focus on the contest.

Score:

$\frac{1}{3}$

*Asterisks denote more than one sound. Tell the student how many sounds they should be producing, based on the available score.

Short and long vowel sounds are assessed in both Phase 6 and Phase 10. This is because students need to know these letter-sound correspondences to apply them in one-syllable words (Phase 6) and then in two-syllable words (Phase 10). If a student's progress monitoring begins after Phase 6, these sounds may not have been assessed previously.