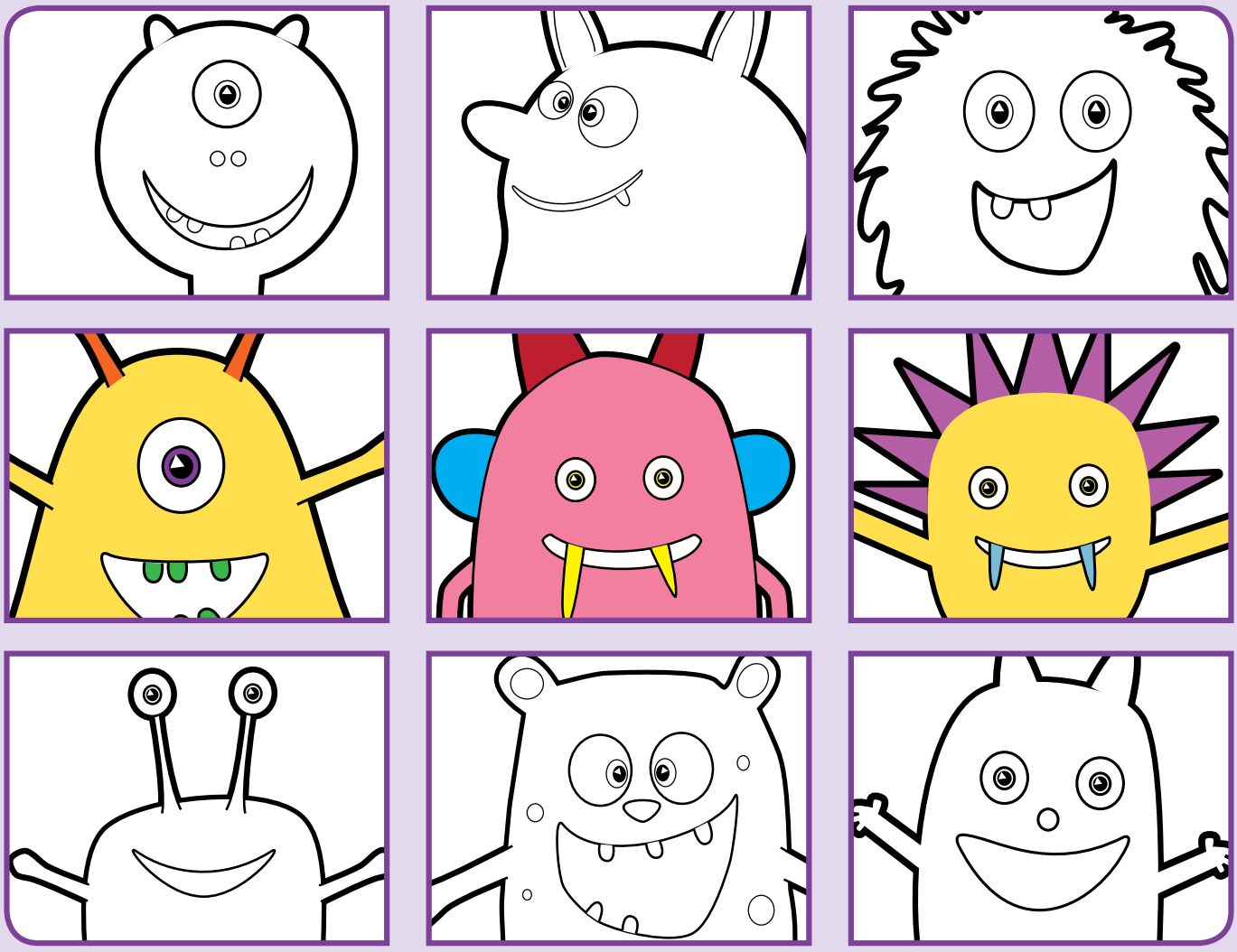
November 2025

Literacy Hub

Year 1 Phonics Check

Analysing and responding to results



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1 | Introduction

Reading is a complex cognitive process that involves both learning to decode texts (**reading accuracy**) and learning to make meaning from texts (**language comprehension**).

The Year 1 Phonics Check is a screening tool that teachers can use to ascertain how Year 1 students are progressing in the development of their phonics knowledge and skills, one of the building blocks of reading. It is a simple 40-word check. In order to be a reliable check of decoding skills, it uses both real and pseudo-words.

Using their professional judgement, and knowledge of each learner, teachers analyse students' performance on the Year 1 Phonics Check and use this to design further systematic synthetic phonics instruction in response to the class and individual students' learning needs. The activities for each category of decoder (fluent, developing and struggling; see section 6) are informed by the sequence of phonic knowledge and word recognition in the Australian Curriculum Literacy general capability.

The term 'synthetic' refers to the process of synthesising, or blending, individual sounds together.

2 | The purpose of this document

Year 1 Phonics Check: analysing and responding to results is designed to help teachers meet the differentiated learning needs of students. It is a companion document to the *Year 1 Phonics Check: administration guide*.

The activities in this resource can be used to support students in their phonics learning, including developing their accuracy and automaticity in the recognition of letter-sound correspondences. Activities are suitable for all students in Foundation to Year 2.

Phonemic awareness is essential for early reading and writing acquisition. It forms the basis for understanding the letter-sound correspondences needed for spelling and writing.

3 | The importance of phonics

The development of phonics knowledge and skills is an integral part of learning to read, write and spell. Research evidence supports the use of a systematic, synthetic approach to phonics instruction.

Success in phonics depends on phonemic awareness, a prerequisite for learning the alphabetic code. If children cannot isolate the separate sounds in words, they cannot relate these sounds to the letters of the alphabet and so cannot use decoding skills to read unknown words. This can be challenging for some learners, particularly those for whom English is an additional language.

To build competent phonics skills, students require explicit teaching of letter-sound correspondences and frequent opportunities to blend together and pull apart the sounds in written words. Students also need to develop automaticity of decoding skills as this contributes to fluency, which will assist their reading comprehension. Students should have regular opportunities to read decodable words and connected texts, and apply their developing phonics knowledge in their writing.

Decodable texts may have some words that the student cannot decode, or can only partially decode, using their current set of phonics skills. Where parts of words are decodable, for example the /s/ and the /d/ in 'said', attention should be focused on the 'tricky bits', for example /ai/ in 'said', until the word is mastered automatically. Automatic recognition of irregular, high frequency words strengthens reading fluency. If the student recognises a bank of high frequency and irregular words (sight vocabulary), their working memory is freed up to attend to comprehension.

4 | The rationale for a systematic synthetic phonics program

Evidence about the need for a systematic synthetic phonics instruction is extensive. The English alphabetic code uses 26 letters individually and in combination to represent 44 sounds. It is unlikely that a child will learn the correspondences between all sounds and letter-symbols on their own. Phonics mastery requires recognition and understanding of a finite number of items in a short span of time for children to experience early success in reading. Therefore, it is crucial that phonics is taught early, explicitly and regularly. Systematic teaching of synthetic phonics is essential and time must be set aside for deliberate practice so that all students can achieve mastery.

An effective systematic synthetic phonics program contains five crucial elements:

1. It is **systematic**—students master and fluently use each letter-sound correspondence before moving forward. These correspondences are mapped in a comprehensive scope and sequence from the 'basic' to 'extended' code.
2. It **introduces and teaches** single letter-sounds and common letter combinations in a discrete and **explicit** way.
3. **Letter-sound correspondences are taught in an order** that facilitates their blending into simple, common words so children can immediately practise their new skills to build their automaticity and confidence.
4. It supports mastery by using **decodable texts** that are matched to students' phonic knowledge, and teaching students any irregular words that occur in the text.
5. It employs **regular assessment** to monitor student knowledge and skills, inform educators about program effectiveness, and provide students with meaningful feedback about their progress.

5 | Analysing and responding to the results of the Year 1 Phonic Check

The Year 1 Phonics Check is a short, simple screening tool that informs teachers how students are progressing in phonics. Importantly, it assists teachers to identify students who are progressing in line with, or exceeding, year level expectations and those who need additional support. School leaders and teachers can then support all students to develop and strengthen their phonics knowledge and skills as an essential building block of reading by using aligned approaches across the school and by using a Response to Intervention Framework.

5.1 | Whole-school planning and resourcing

5.1.1 | Whole-school planning

Collaborative discussions, informed by data about student reading performance, lead to greater clarity about the strategy for explicit phonics instruction. A systematic synthetic phonics approach, beginning in Foundation, assures school leaders and teachers that all the letter-sound correspondences the students are expected to know are covered. Planning instruction using a phonics progression and a consistent evidence-based instructional model will set students up for phonics success. Using the Year 1 Phonics Check to assess students' decoding skills will provide teachers with a snapshot of where their students are at in their phonics development. They can then use this data to set specific goals for individual students.

> 'The team conversation after the testing was amazing … The screening process provided insights we didn't have before: it made teachers evaluate what was working [in their phonics teaching] and what refinements were needed. It made us ask questions, for example, why there were scattered results for a student compared with other Big 6 areas, and why we hadn't picked it up before. It enabled us to hone in on an individual plan for individual students. Our teachers have good awareness of where their students are developmentally, but the phonics check gave us new insights.' (2017 phonics trial principal)

The Year 1 Phonics Check enables school leaders to:

> '… track progress across the whole school site; establish if our work is translating into expected outcomes; compare how classes are performing; and put measures in place to equalise phonics learning opportunities across the whole early learning setting.' (2017 phonics trial principal)

See the Literacy Hub's *Phonics progression* for a suggested sequence for a Foundation to Year 2 systematic synthetic phonics program; as well as the Literacy Hub's *Implementing a systematic synthetic phonics approach* professional learning suite to support Foundation to Year 2 implementation.

5.1.2 | Decodable texts

Quality phonics approaches provide opportunities for students to practise reading texts that contain words that conform to the letter-sound combinations and irregular high-frequency words they have been explicitly taught.

Research supports the use of decodable texts as an engaging tool that allows students to apply their learnt phonics skills to successfully read connected text. Repeated reading of decodable texts promotes fluency development for beginning readers. Teachers should ensure that the decodable texts they use align with the letter-sound sequence being taught in the classroom.

While students are learning the basic code (single letter-sound correspondences and basic digraphs, usually covered in a Foundation teaching program), it is important that when practising reading, students use decodable texts. Once students master much of the advanced code (less frequent and alternative digraphs), students can manage a range of other literature. However, decodable texts are still useful for introducing and consolidating any new code that is introduced.

The Literacy Hub's professional learning: *Choosing and using decodable texts* has free resources and videos to support teachers to effectively use decodable texts in their classroom.

5.1.3 | Commercial programs

Many schools elect to use a commercial resource as the basis of their systematic synthetic phonics program. An effective resource will generally contain reference to the following 13 aspects:

1. phonological awareness
2. phonemic awareness
3. concepts about print
4. alphabetic knowledge
5. the alphabetic principle
6. sequence, rate and mode of phonics instruction
7. decoding
8. decodable texts
9. reading fluency
10. irregular high frequency words
11. spelling
12. writing
13. regular assessment and review of progress.

These 13 aspects should be a feature of any systematic synthetic phonics program and may provide a way to evaluate the potential value of a particular resource.

5.1.4 | Parent involvement

Teachers can share summarised Year 1 Phonics Check results as part of their reporting to parents and families. Schools can offer parent workshops and provide information to raise awareness of the important role phonics plays in reading development. Teachers can provide suggestions about how parents can assist their children's reading confidence with some simple fun activities, such as 'I spy' and making up silly words. Teachers can also recommend lists of picture books, information texts, narratives and poetry books to be read aloud to children.

The *For Families* section of the Literacy Hub website provides information for families on what the Year 1 Phonics Check is, as well as resources and activities to support young children at home when they are learning to read.

5.2 | Class analysis and learning design

The Year 1 Phonics Check results provide a starting point to evaluate students' current level of phonics understanding. When combined with other observation and assessment evidence, teachers can gain a more complete picture of their students' learning needs.

Analysing student errors allows teachers to see students' specific strengths and weaknesses in phonics and gives teachers a means for selecting their teaching strategies. The Year 1 Phonics Check online platform provides Guttman charts and group reports to support class and cohort analysis. If teachers are analysing their results in professional learning teams, ask some guiding questions such as:

- What patterns do you see in the data?
- Are there any surprises?
- What are the students doing well?
- What are the gaps in students' knowledge?
- What are the implications for your practice (for fluent, developing and struggling decoders)?
- How will you plan using the Response to Intervention Framework?

Teachers should carefully analyse students' Year 1 Phonics Check responses to investigate the skills and knowledge the students display so that differentiated teaching can be planned accordingly. Differentiation will sometimes involve the whole class and sometimes small groups or individuals. For example, in a whole-class systematic synthetic phonics lesson, children can all progress through the phonics sequence of content but the tasks they are given to consolidate their learning can differ in complexity.

To begin with, some students may need to develop their early phonological and phonemic awareness skills alongside explicit instruction in particular letter-sound correspondences. However, other students may need specific instruction in blending sounds together to read written words. It is useful to include other observation and assessment evidence to gain a more complete picture of your students' learning needs.

Other factors may affect the learning of English letter-sounds (eg for students from EALD backgrounds). Phonics learning challenges as a result of learning English as an additional language should not be seen as a learning difficulty. The phonemes and morphemes used in English are different from those used in other languages. For example, in a tone language (eg Vietnamese) tonal variations and stress patterns are used to communicate meaning. All English-language learners need to have the letter-sound correspondences of English explicitly introduced to assist their learning; this is of particular importance for learners from a non-alphabetic language background. A systematic synthetic phonics approach is supportive for students from EALD backgrounds. These students may also require additional time and considerable opportunities to practise and master the sounds of the English language. The Literacy Hub's professional learning on assessment and intervention provides information on analysing assessment data to plan for targeted intervention within a Response to Intervention model.

Year 1 Phonics Check

Students can make any number of errors in the Year 1 Phonics Check. For example, during the check, a student may sound out each phoneme correctly but then fail to blend them accurately. An analysis of the final word spoken may display one or more of the following features shown in the table below. Pay particular attention to the student's success in decoding the pseudo-words as these can act as an authentic assessment of the student's phonic knowledge and skills and provide useful information about how they apply their phonics skills to unknown words. As the check instructions do not ask students to sound out all letter-sounds, only errors in the pseudo-words give us insight into the students' knowledge of each phoneme in the event they read the whole words.

Noting student errors is the starting point for teachers in determining what phonics instruction students need. The table below summarises the ten most common errors.

	Word checked	Teachers' records of student responses	Analysis	Common errors
1	Any letter		Use of a letter name for a sound	j – 'jay' r – 'ar' m/n – 'em' 'en'
2	Any word		Blending seems effortful and sounds are disjointed	/c/-/h/-/u/-/m/ /s/-/t/-/r/-/a/-/w/
3	**scrug** **splue** **scribe**	scug spue scibe	Omission of third consonant in consonant clusters	scr/spl/str
4	**chum** **shape** **short** **quass** **quib** **straw**	shum chape chot pass/kass pib/cyooib stram/stay	Unconsolidated letter-sound knowledge for common digraphs, eg ch, sh, th, qu	/sh/ /ch/ /th/ used interchangeably /qu/ /k/ /p/
5	**blard** **short** **straw** **zued** **high** **shape** **scribe**	bald chot stay zud/zoo/zed hair shap skip/scribble	Unconsolidated letter-sound knowledge for less common vowel sounds, r-controlled vowel digraphs, split digraphs and trigraphs	Difficulty recognising: • digraphs – ur, oi, ar, ie, ea, aw, ue, oa, er, ir • trigraphs – air, igh, etc • split digraphs – a_e, i_e, etc
6	**trunk** **sloam** **blard** **feast**	truck slow bald fist	Guessing and replacing with words that are familiar, often using initial and final sounds and/or familiar letter patterns as a prompt	trunk/truck sloam/slow blard/bald feast/fist
7	**dat** **quib** **disp** **chum** **straw**	bat quid bisp cun stram	In the first two examples, may be reading for meaning Confusion of visually similar letters	b/d/p p/q m/n m/w

Continued on page 8

	Word checked	Teachers' records of student responses	Analysis	Common errors
8	**person** **chapter** **reptiles**		Difficulty decoding multisyllabic words – tendency to either guess the word, or segment each sound then struggle to blend	
9	**meve** **murbs** **parks** **groups** **model** **golg** **blot** **braits**	mev murb park group mode gog bot baits	Omission of one or more letter-sound correspondences	May occur more commonly in words with 4 or more letters and/or sounds
10	**feast** **reef** **chum**	veast reev/riv chun	Confusing similar sounds	/v/-/f/ /m/-/n/ /f/-/s/-/th/ /ee/-/i/

This summary covers only the most common errors. Having awareness of these common errors will help teachers analyse most students' results. Please refer to the appendix (p. 32) for more in-depth analyses of student results, especially in instances where students made a large number of errors and can be classified as Group 2: Developing decoders or Group 3: Struggling decoders.

It should be noted that the Year 1 Phonics Check focuses purely on decoding a list of words. However, 'to be effective readers students need to be able to use the 6 components of reading in combination' (DECD, 2016:1[1]). For beginning readers, all the components of the Big 6—oral language, phonological awareness, phonics, vocabulary, fluency and comprehension—should be included in reading instruction. Teachers should consider that phonics instruction is most effective when taught as a reciprocal skill set for reading and spelling. Hence, while the focus of this document is on phonics, the other components of reading also need attention.

The simple view of reading (Gough & Tumner, 1986[2]; Hoover & Gough, 1990[3]) provides a useful framework for ensuring all aspects of the Big 6 are covered. Using the quadrant chart, and plotting students in each quadrant, will also help the teacher provide students with instruction that is differentiated according to their needs. Please refer to The Simple View of Reading and the Year 1 Phonics Check on the Literacy Hub website for more information.

[1] Department for Education and Child Development (DECD) (2016). The 'Big 6' components of reading, *Best Advice*

[2] Gough PB & Tunmer WE (1986) Decoding, reading, and reading disability, *Remedial and Special Education*, 7(1), 6–10, doi:10.1177/074193258600700104, available from http://curriculumlearningsa.shor.tn/GoughTunmer1986

[3] Hoover WA & Gough PB (1990). The simple view of reading, *Reading and Writing: An Interdisciplinary Journal*, 2, 127–160,

6 | Targeted teaching for mastery learning

A useful first step for teachers is to consider their students' total scores, which gives an indication of their decoding ability. The following categories relate to total scores.

1. **Fluent decoders:** Score range of 28–40. These students correctly respond to most words in sections 1 and 2. They display well-developed decoding skills.
2. **Developing decoders:** Score range of 20–27. These students generally correctly respond to most words in section 1, but are challenged by some or much of section 2. They display basic decoding skills.
3. **Struggling decoders:** Score range 0–19. These students experience high levels of challenge in section 1. They display minimal decoding skills.

For all three categories of decoders, the Year 1 Phonics Check will allow teachers to investigate various skills and knowledge in phonics:

- knowledge of letter-sound (grapheme-phoneme) correspondences
- ability to blend the sounds accurately
- speed at which the letter-sounds are recalled and blended (indicates whether the student is developing word-level fluency)
- ability to identify then blend an increasing number of letters (eg from CVC to CCCVCC words)
- ability to decode multisyllabic words.

The following six case studies (including annotated answer sheets and detailed responses to student results) provide guidance for possible next steps. (Note: these case studies do not reflect expectations for teacher note taking.)

6.1 | Fluent decoders

Fluent decoders have a score range of 28–40. They correctly respond to most words in sections 1 and 2, and display well-developed decoding skills. The aim is for as many Year 1 students as possible to achieve a fluent decoder score by the second half of Year 1, after 18 months of instruction.

These students should continue to be instructed systematically in letter-sound knowledge in the mapped and agreed sequence, alongside decoding skills crucial for word recognition. Students in the fluent decoders category may benefit from being given words of higher complexity to work with when learning new letter-sound correspondences. *The Literacy Hub's Word and code complexity continuum* explains these complexities.

Any persistent errors may indicate the sounds in particular words have yet to be taught or they need review and consolidation. Errors may also indicate the need for instruction in particular spelling generalisations, syllable division patterns or in morphology.

Fluent decoders are moving towards reading a wider range of more complex texts and will be learning to read and spell more complex words. Their vocabulary and comprehension will be developing to match their strengths in oral language development. Teachers need to provide instruction to equip students with comprehension and vocabulary skills on par with the texts they can decode.

Two case studies of fluent decoders are provided (pp. 10–13). The results have been interpreted and some teaching notes detail the next steps in learning for each student. Logan needs specific instruction in split vowel digraphs e_e and i_e. He also needs opportunities to develop his vocabulary and comprehension skills. Georgina's needs include less common vowel digraph instruction and support for decoding words with many sounds. As both are fluent decoders, providing them with books and oral language activities that match their interests is a good way of developing vocabulary, alongside explicit vocabulary and subject specific knowledge instruction. Research has shown reading volume is the prime contributor to differences in student's vocabularies (Cunningham & Stanovich, 1998[4]).

[4] Cunningham AE & Stanovich KE (1998). What reading does for the mind, *American Educator*, 22(1–2), 8–15.

Case study 1A: Fluent decoder - Logan T

Year 1 Phonics Check

Answer sheet

First name	Logan
Last name	T

Screening check responses: Please tick the appropriate box for each word. The use of the comment box may help you when analysing responses.

Section 1

	Word	Correct	Incorrect	Comment
1	dat	✓		
2	cag	✓		
3	rin	✓		
4	ept	✓		
5	jash	✓		
6	quib	✓		
7	coid	✓		
8	quass	✓		
9	glog	✓		
10	blard	✓		
11	disp	✓		
12	murbs	✓		
13	chum	✓		
14	kick	✓		
15	reef	✓		
16	short	✓		
17	blot	✓		
18	greet	✓		
19	dust	✓		
20	parks	✓		

Section 2

	Word	Correct	Incorrect	Comment
21	tay	✓		
22	sloam	✓		
23	zued	✓		
24	meve		e-e	mev
25	clend	✓		
26	braits	b,ai,t,s	omission 'r'	baits
27	scrug sc	✓	initial 'r' omission	'scrug' but then sc.
28	splue	✓		
29	high	✓		
30	feast	✓		
31	goal	✓		
32	shape	✓		
33	trunk	✓		
34	groups sc	✓	initial 's' omission	'group' but then sc.
35	straw	✓		
36	scribe		i-e	scribble
37	model	✓		slower
38	person	✓		
39	chapter	✓		
40	reptiles	✓		

Total got it	37 / 40

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Literacy Hub

Year 1 Phonics Check

Analysis: Fluent decoder - Logan T

Score: 37/40	Interpretation	Teaching notes
Got it responses: d, a, t, c, g, r, i, n, e, p, j, sh, qu, b, c, oi, ss, o, l, ar, s, m, ur, ch, u, k, ck, ee, f, or, ay, oa, z, ue, v, ai, igh, ea, a_e, ou, aw, er **Not yet responses:** e_e – meve – mev i_e – scribe – scribble omission of 'r'	Logan reads enthusiastically and confidently when tackling pseudo-words. He shows an emerging ability to self-correct. He recognised all the letter-sound correspondences in section 1 and was able to decode these words quickly. He shows a good knowledge of most letter-sound correspondences in section 2 and made only three errors. Logan's errors indicate unconsolidated understanding of the split vowel digraphs e_e and i_e. Although he was able to decode 'reptiles', Logan is keen on bearded dragons, so may recognise the word on sight, due to his wider reading on the subject. For the unfamiliar word 'scribe', Logan substituted a more familiar word, 'scribble'. When reading 'meve', Logan read the word twice as 'mev', indicating that he did not spot the split digraph for e_e. He would benefit from some targeted teaching of split digraphs. Although Logan included the /r/ in 'braits' when orally segmenting the word, he omitted the /r/when he blended and gave his final answer. He did not self-correct. It is possible that Logan recognised the word 'bait'. Logan also initially omitted the /r/ from 'scrug' but was able to self-correct this error, indicating in this case, attention to written detail. Words with less familiar letters (particularly vowel digraphs in section 2) were read more slowly. This indicates that Logan would benefit from more blending practice; particularly of those words containing split vowel digraphs to build fluency. Logan is a meticulous and independent reader. He shows confidence in using his phonic knowledge to help him decode most unknown words in the widening range of texts he is being exposed to. Assessment of Logan's comprehension and vocabulary will reveal areas for expanding his reading skills.	Provide independent practice opportunities for blending words containing vowel digraphs and less familiar spelling to support fluency development. Explicitly reteach split vowel digraphs: a_e (snake), i_e (rice), o_e (note), u_e (flute), u_e (cube), e_e (theme). Provide guided practice for applying these to reading and spelling at word, sentence and continuous text level. As skill builds, provide independent practice opportunities for applying split digraphs to reading and spelling, for example writing silly sentences or playing games such as bingo focused on split digraphs. Explicitly teach syllable division of multisyllabic words for efficient reading and spelling. Focus on building topic-specific vocabulary and background knowledge in line with texts Logan reads to support comprehension.

Case study 1B: Fluent decoder - Georgina S

Year 1 Phonics Check

Answer sheet

First name	Georgina
Last name	S

Screening check responses: Please tick the appropriate box for each word. The use of the comment box may help you when analysing responses.

Section 1

	Word	Correct	Incorrect	Comment
1	dat	✓		
2	cag	✓		
3	rin	✓		
4	ept	✓		
5	jash	✓		
6	quibd sc		qu	b/d sc
7	coid	✓		
8	quass		qu	'kass'
9	glog	✓		
10	blard	✓		
11	disp	✓		
12	murbs		failed to blend	m-u-r-b-s
13	chum	✓		
14	kick	✓		
15	reev sc	✓		initially read as 'reev'
16	short	✓		
17	blot	✓		
18	greet	✓		
19	dust	✓		
20	park sc	✓		omission 's' corrected

Section 2

	Word	Correct	Incorrect	Comment
21	tay	✓		
22	sloam	✓		
23	zued	z,d	ue	zud
24	meve	✓		
25	clend	✓		
26	braits	✓		
27	scrug	✓		
28	splue	s,p,l	ue	s,p,loo-ee
29	high	✓		
30	yeast sc	✓		f/v sc
31	goal	✓		
32	shape	✓		
33	trupk	t,r,u,k	omission 'n'	truck
34	groups	✓		
35	straw	✓		
36	scribe	✓		
37	model	✓		
38	person	✓		slower
39	chapter	✓		slower
40	reptiles	✓		slower

Total got it	35/40

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Year 1 Phonics Check

Analysis: Fluent decoder - Georgina S

Score: 35/40	Interpretation	Teaching notes
Got it responses: d, a, t, c, g, r, i, n, e, p, j, sh, c, oi, d, ss, o, l, ar, s, p, m, ch, u, k, ck, ee, f, or, ay, oa, z, v, e_e, ai, igh, ea, a_e, ou, aw, i_e, er **Not yet responses:** qu, ur, f/v, ue, omission of 'n' quib – kid quass – kass murbs – m-u-r-bs reef – reev (self-corrected) feast – veast (self-corrected) zued – zud splue – spl-oo-ee trunk – truk Some letter omissions Blending slowly for words with more sounds and more than 1 syllable	Georgina is a keen reader and demonstrates a range of reading skills including instances of self-correction. While she knows most of the letter-sound correspondences in section 1 and 2 of the check, her errors clearly pinpoint areas for development. Georgina's responses for the words 'zued' and 'splue' indicate a need for targeted instruction of the ue digraph. She substituted the sound of ue in 'zued' for the short sound of u creating 'zud' and replaced the final sound in 'splue' with a letter name, creating 'spl-oo-ee'. Georgina's attention to detail is shown through her ability to self-correct. She noted that she missed the 's' from 'parks' and corrected on second glance. She also noticed when she confused /f/and /v/. Georgina mispronounced 'reef' as 'reev' and 'feast' as 'veast', but corrected herself on both occasions. Georgina would benefit from targeted teaching of the 'qu' spelling pattern. In both instances, she used the single sound /k/ for the digraph rather than saying the adjacent sounds /k/-/w/represented by 'qu'. In addition, she needs to consolidate her knowledge of the vowel digraph 'ur' as she didn't recognise it as a single letter in the word 'murbs'. She also made one-letter omissions, suggesting she needs some further instruction with words containing more sounds, for example CCVCCVC (plunges, glanced), CCCVCCC (scratch), CCCVCCCC (strength) and CCVVCCC (squelch). Words containing more sounds and/or more than one syllable were read slowly and with attention to detail, resulting in her successful decoding of the last three multisyllabic words. She is beginning to enjoy a wider range of books and displays enthusiasm for reading. Assessment of her comprehension and vocabulary will reveal areas for expanding her reading skills.	Explicitly teach the digraphs: 'qu', 'ur' and 'ue'. Provide guided practice for applying these to reading and spelling at the word, sentence and continuous text level. As skill builds, provide independent practice opportunities for applying these digraphs to reading and spelling, for example have her write silly sentences or play games such as bingo focused on them. Provide guided practice for blending sounds in longer words. Manipulatives may be useful here, for example pushing letter tiles as blending. Explicitly teach syllable division of multisyllabic words for efficient reading and spelling. Focus on building topic-specific vocabulary and background knowledge in line with texts Georgina reads to support comprehension.

Further advice for working with fluent decoders

Teachers can support fluent decoders in a range of different ways.

Phonics concepts and text-level fluency

Teachers can extend students' knowledge of spelling generalisations, syllable division patterns and morphology to broaden their decoding skills. Fluency development at the sentence and text level is also important as a contributor to reading comprehension.

See the Literacy Hub for professional learning on *spelling and syllable division*, *morphology* and *fluency development*.

Comprehension skills

Teachers should be conscious of supporting students' comprehension skills and vocabulary development as they access texts with increasingly sophisticated content, less familiar topics and challenging vocabulary. Explicit teaching of background knowledge and vocabulary relevant to provided reading materials can support students here.

Writing activities

Teachers can gain valuable insight by analysing students' spelling. This will demonstrate how well they are applying their growing knowledge of correct letter-sound correspondences. Research shows that teaching decoding and spelling skills reciprocally contributes to reading and writing success. Consistent mistakes, such as 'grownd' for 'ground', provide evidence for the next teaching point in the spelling/writing program. In this case, the relevant spelling generalisations have not been sufficiently consolidated or the word 'ground' may have been incorrectly orthographically mapped. Further instruction or practice is required.

Writing activities can also include a focus on the morphology of words to support spelling and writing composition. For example, the past tense of 'jump' is not 'jumpt' but 'jumped', where 'ed' is the morpheme used for past tense.

6.2 | Developing decoders

Developing decoders have a score range of 20–27. These students generally correctly respond to most words in section 1, but are challenged by some or much of section 2. They display basic decoding skills.

Students in this group are still consolidating their phonics learning and need targeted lessons to help them address specific gaps in letter-sound correspondences and skills, such as blending and segmenting.

Teachers can examine their Year 1 Phonics Check results to identify the particular letter-sound correspondences the students do not know. Many developing decoders may require further explicit teaching of particular letter-sound correspondences. These students may also need additional guided practice with the teacher and more regular planned reviews to consolidate their phonics knowledge and skills. Pay close attention to the student's success in decoding pseudo-words, which reveals the student's authentic application of their phonic knowledge and skills.

Two case studies of developing decoders are provided (pp. 16–19). The results have been interpreted and some teaching notes detail the next steps in learning for each student. Patrick needs further instruction to differentiate between the 'sh' and 'ch' digraphs. Alexa will benefit from discrimination instruction for visually similar letters. Support with blending words with five or more sounds will also enable these students to decode more complex words.

Case study 2A: Developing decoder – Patrick T

Year 1 Phonics Check

Answer sheet

First name	Patrick
Last name	T

Screening check responses: Please tick the appropriate box for each word. The use of the comment box may help you when analysing responses.

Section 1

	Word	Correct	Incorrect	Comment
1	dat	✓		
2	cag	✓		
3	rin	✓		
4	ept	✓		
5	jash	j, a	sh	jach
6	quib	✓		
7	coid	✓		
8	quass	✓		
9	glog	✓		
10	blard	✓		
11	disp	✓		
12	murbs	✓		sc omission of 's'
13	chum	u,m	ch	shum
14	kick	✓		
15	reef	✓		
16	short	t	sh,or	chot
17	blot	✓		
18	greet	✓		
19	dust	✓		
20	park	p,ar,k	s	park omission 's'

Section 2

	Word	Correct	Incorrect	Comment
21	tay	✓		
22	sloam	✓		
23	zued	z,d	ue	zud
24	meve	✓		
25	clend	✓		
26	braity	sc		sc-s
27	scrug	s,c,g	ru=ur	scurg
28	splue	s,p,l	ue='eh'	spl-oo-eh
29	high	h	igh	hair
30	feast	f,t	ea omissions	feet
31	goal	✓		
32	shape	a-e,p	sh	chape
33	trunk	r,u,k	t-un,n	voiced
34	groups	g,r,o,u,p	s	omission 's'
35	straw	✓		
36	scribe	✓		
37	mode	m,o-e,d		mode
38	person	p,s,n	er	p-e-r-s-n did not blend
39	chapter	a,p,t	ch,er	shapt
40	reptiles	r,e,p,t	i-e,l,s	repeat

Total got it	24 /40

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Year 1 Phonics Check

Analysis: Developing decoder – Patrick T

Score: 24/40	Interpretation	Teaching notes
Got it responses: d, a, t, c, g, r, i, n, e, p, j, qu, b, oi, ss, o, l, ar, s, m, ur, u, k, ck, ee, f, ay, oa, z, v, e_e, ai, a_e, ou, aw, i_e **Not yet responses:** Letter omissions (s, n) Difficulty with multisyllabic words sh/ch discrimination or, ue, ru/ur, igh, ea, er, i_e jash – jach chum – shum short – chot parks – park (omission) zued – zud scrug – scurg splue – spl-oo-eh high – hair feast – feet (segmented as 'f-eh-a -t. Feet') shape – chape trunk – tuh-ruck groups – group model – mode person – did not blend chapter – shapt reptiles –repeat	Patrick displays developing phonics skills but shows reluctance to read. He required ongoing verbal encouragement to complete the check. He is recorded as a developing decoder because he read between 20–27 words correctly. Most of his errors relate to minor difficulties that appear across the check; some unrecognised vowel digraphs and trigraphs (ue, er, ea, igh), confusion around the consonant digraphs ch/sh and letter omission (s) at the end of some words. His confusion of the consonant digraphs 'ch' and 'sh' resulted in consistent errors in across the check, impacting his overall score. Generally, his recognition of other common vowel and consonant digraphs is solid (eg qu, oi, ss, ar, ee, or, ay). He was able to read the word 'murbs' correctly but reversed the 'ur' digraph when reading the CCCVC word 'scrug' in section 2, which he read as 'scurg.' This suggests that he requires more guided practice to consolidate his recognition of the 'ur' digraph. Patrick was observed to rush through the decoding of some words with seeming lack of attention. He omitted the 's' at the end of 'parks' and 'groups' and the 'n' in trunk, where he also failed to use the pure sound for 't' resulting in 'tuh-ruck.' He didn't recognise the 'igh' trigraph in 'high' instead substituting a familiar, monosyllabic word beginning with the same letter (hair). He demonstrates recognition of split vowel digraphs such as e_e, a_e and i_e. He also recognised o_e but on this occasion, used it incorrectly (model – mode). Towards the end of the check, he needed encouragement to complete the items. He did not recognise the digraph 'er' and was therefore unable to read the word 'person.' His reading of 'chapter' showed a similar inaccuracy, combined with the sh/ch discrimination difficulty detailed. For 'reptiles,' he appeared to guess based on the first three letters, indicating he might be struggling to blend more complex multisyllabic words. Assessment of his reading comprehension and vocabulary would indicate if these are areas that need targeted attention to expand his reading skills. He knows many phonic concepts but approaches reading reluctantly. He would benefit from guided practice for blending more complex words and explicit teaching of specific digraphs and trigraphs.	Provide guided practice for blending words with five or more sounds. Manipulatives may be useful here, for example pushing letter tiles as blending. Explicitly teach morphological awareness and in particular the use of the suffix -s. Encourage and praise careful decoding of words. Provide short-term rewards for effort and achievement. Track progress using formative assessment, such as a progress monitoring tool. Explicitly reteach the 'sh' and 'ch' digraphs. Provide guided practice for applying these to reading and spelling at word, sentence and continuous text level. As skill builds, provide independent practice opportunities for applying 'sh' and 'ch' digraphs to reading and spelling, for example have Patrick write silly sentences or play games such as bingo focused on 'sh' and 'ch'. When he reaches independence with the above skills, explicitly teach other letter-sound correspondences identified through check errors, such as 'igh', 'er' and 'ou'. Continue to teach new vocabulary and topic-specific knowledge to support language and reading comprehension.

Case study 2B: Developing decoder - Alexa W

Year 1 Phonics Check

Answer sheet

First name	Alexa
Last name	W

Screening check responses: Please tick the appropriate box for each word. The use of the comment box may help you when analysing responses.

Section 1

	Word	Correct	Incorrect	Comment
1	dat	✓	b/d s.c	meaning?
2	cag	✓		
3	rin	✓		
4	ept	✓		
5	jash	✓		
6	quib	✓	b/d s.c	meaning?
7	coid	✓		
8	quass	✓		
9	glog	✓		
10	blard	✓	b/d s.c	
11	disp	✓		
12	murbs	✓	b/d s.c	
13	chum	✓		
14	kick	✓		
15	reef	✓		
16	short	✓		
17	blot	✓		
18	greet	✓		
19	dust	✓		
20	parks	✓		

Section 2

	Word	Correct	Incorrect	Comment
21	tay	✓		
22	sloam	s, l	oa, m	slow
23	zued		✓	sub
24	meve	m, e, v	✓	mev
25	clend	✓		
26	braits	r, t	b, ai	drat
27	scrug	✓		
28	splue	s, p, l	ue	spl-uh
29	high	✓		
30	feast	f, s, t	ea	fist
31	goal	g, l	oa	gol
32	shape	sh, a, p	✓	shap
33	trunk	✓		
34	groups	g, r		could not blend
35	straw	s, t, r	aw	stram
36	scribe		✓	scrib
37	model	✓	d/b s.c	
38	person	s	er, on	p-ee-s
39	chapter	ch, a, p	t, er	chap
40	reptiles		✓	raptor

Total got it	26/40

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Literacy Hub

Year 1 Phonics Check

Analysis: Developing decoder - Alexa W

Score: 26/40	Interpretation	Teaching notes
Got it responses: d, a, t, c, g, r, i, n, e, p, j, sh, qu, b, oi, ss, o, l, ar, s, m, ur, ch, u, k, ck, ee, f, or, u, ar, ay, v, igh **Not yet responses:** Some difficulties with letter discrimination (b/d) ur, or, oa, ai, ue, ea, oa, aw, er quib – quid sloam – slow zued – sub meve – mev braits – drat splue – spl-uh feast – fist goal – gol shape – shap groups – could not blend straw – stram scribe – scrib person – p-ee-s chapter – chap reptiles – raptor Blending slowed when decoding the two-syllable words at the end of the check.	Alexa suffered with glue ear from an early age – corrected at 4 years and 3 months. This has affected her speech development and auditory processing. Following treatment, she has made rapid progress in her understanding of letter sounds and her ability to decode. She shows determination and takes the time to focus on each letter within a word, indicative of the targeted teaching she has received to date. She was able to recognise many of the letters and decode most words correctly in section 1; however, she made an error in distinguishing b/d (quib – quid). When b/d are within a real word, she is occasionally able to self-correct (blot, model), showing she makes attempts to extract meaning. She made many errors in section 2 and her score indicates that she is a developing decoder. She shows some visual discrimination difficulties with m/w when it sits at the end of the word (straw –stram, sloam – slow). She would benefit from guided practice to correct these inaccuracies. Occasionally, she substitutes a letter sound for a letter name. For example, she pronounced 'person' as 'p-ee-s'. Owing to her unfamiliarity with other vowel digraphs, it is possible that this is also the case for 'tay' but we cannot be sure. She recognises most common consonant digraphs (sh, qu, ch, ck) and demonstrates some recognition of vowel digraphs (oi, ee). Recognition of further vowel digraphs, including the 'r-controlled' digraphs 'ar', 'or', 'ur', 'er' and split-vowel digraphs is an area that needs focus. She was able to confidently identify 'igh' in 'high' due to its presence in her surname. She shows good ability in blending single sounds in CCVCC (clend), CCCVC (scrug) and CVCVC (model) words. She made guesses based on a few letters in the multisyllabic words in the check (chapter – chap, reptiles – raptor). This indicates a need for instruction in strategies for decoding multisyllabic words in the future.	Continue to provide independent practice for decoding words with up to five sounds at word and text level. Provide guided practice for visual discrimination of visually similar letters (b/d, z/s, m/w) at the letter and word level and for discrimination between letter names and letter-sound correspondences (j, e). Track progress using formative assessment, such as a progress monitoring tool. Explicitly teach split vowel digraphs. Provide guided practice for applying these to reading and spelling at word, sentence and continuous text level. As skill builds, provide independent practice opportunities for applying them to reading and spelling, for example have Alexa write silly sentences or play games such as bingo focused on split digraphs. When she reaches independence with the above skills, explicitly teach other vowel digraphs identified through errors on the check, such as 'ea', 'ai', 'ue' and r-controlled vowel digraphs. Introduce strategies for tackling compound words and words with more than one syllable. Continue to teach new vocabulary and topic-specific knowledge to support language and reading comprehension.

Further advice for working with developing decoders

Teachers can support developing decoders in a range of different ways.

Guided practice

In addition to explicitly introducing students to unfamiliar letter-sound correspondences in line with their Year 1 Phonics Check results, teachers should provide developing decoders with guided practice for applying these letter-sound correspondences to word-level decoding and spelling. They can also be supported through guided practice to apply them to read decodable texts. Immediate corrective feedback is key to effective guided practice.

Modelled reading

Provide modelled reading of decodable books. This can be used to demonstrate effective decoding skills in line with the focus letter-sound correspondences and blending skills students are working to master.

See the Literacy Hub for professional learning on *Choosing and using decodables* in the classroom.

Multi-sensory activities

Students should experience multi-sensory activities that combine listening, speaking, reading and a tactile kinaesthetic activity, as developing decoders may require additional strategies to consolidate their learning in phonics. These kinds of activities (such as magnetic letters and other visual-touch and visual-auditory tools like 'Scrabble' tiles) can be motivating and engaging to many children and can reinforce letter-sound correspondences and blending. Working in a group, students can each be given letter cards related to the sounds they have been taught and asked to position themselves in front of the class to make a word. Students then blend the sounds in the order they have created. Teachers should provide immediate corrective feedback as required.

Phonemic awareness training

Developing decoders may need further phonemic awareness instruction. Students need to master the basic skills of phoneme segmentation and blending in order to read and spell. They should be supported to, for example, break words into single sounds and create words from single sounds. When students are familiar with letter-sound correspondences, this is most efficiently done along with written letters.

See the Literacy Hub for a *Phonemic awareness overview* and *Phonological and phonemic awareness lesson activities*.

Intervention for developing decoders

For developing decoders, the appendix (p. 32) provides a more in-depth analysis of student results, which will support teachers in responding with the appropriate intervention.

6.3 | Struggling decoders

Struggling decoders have a score range of 0–19. They display minimal decoding skills and experience high levels of challenge in section 1 of the Year 1 Phonics Check.

Struggling decoders are at risk of serious and prolonged reading difficulties without targeted and intensive intervention. These students will require extra teaching time, in either a small group or one-to-one setting, in order for them to acquire the decoding skills required to be successful in reading and engage with their whole-class activities and the rest of the curriculum.

These students may find it difficult to blend sounds to form words orally or when decoding. This would indicate that the student needs some specific support to develop blending skills. Teachers may also find inconsistencies in the students' learning (identifying sounds in some words, but getting them wrong in others), which indicates that there needs to be further teacher guided practice for consolidation of skills.

For students in this category, it is important to analyse student errors in the simple word categories to pinpoint the difficulties being experienced. The student may be lacking letter-sounds correspondence knowledge, phonemic awareness skill as described above, or both.

- Kilpatrick's (2015) PAST (*Phonological Awareness Screening Test*) is useful as it has four versions and this enables the student to be tested multiple times and their progress to be tracked throughout the year.
- The Literacy Hub has a *Phonemic awareness overview* and *Phonological and phonemic awareness lesson activities*.
- Reading Rockets provides a letter-name and letter-sound assessment to further investigate students' ability to match single letters and their corresponding sounds.

Additionally, consider whether the student:

- is in the process of learning English
- may have any visual or auditory acuity difficulties, including intermittent hearing loss
- has short-term memory difficulties and so needs more opportunities to rehearse and consolidate letter-sound correspondences
- currently attends school on an irregular basis, and has done so in the past.

Two case studies of struggling decoders are provided (pp. 22–25). The results have been interpreted and some teaching notes detail the next steps in learning for each student. Arya will benefit from revisiting the single letter sounds in Standard Australian English and from practice with blending and segmenting sounds in words. With Megan, an assessment of her phonological awareness and phonemic awareness is needed as it may be that she is not able to distinguish the sounds of speech.

Case study 3A: Struggling decoder – Arya E

Year 1 Phonics Check

Answer sheet

First name	Arya
Last name	E

Screening check responses: Please tick the appropriate box for each word. The use of the comment box may help you when analysing responses.

Section 1

	Word	Correct	Incorrect	Comment
1	dat	✓		
2	cag	✓		
3	rin	✓		
4	ept		✓	pet
5	jash	✓		
6	quib	i,b	qu	kyoo-ib
7	coid	c,d	oi	cod
8	quass	a,ss	qu	kyoo-ass
9	glog	g,o	l	gog
10	blard	b,d	l,ar	bad
11	disp	✓		
12	murbs	u,b,s	m,ur	emubs
13	chum	u	ch,m	c-h-u-em
14	kick	✓		
15	reef	r	ee,f	riv
16	short	sh,o,t	or	shot
17	blot	b,o,t	l	bot
18	greet	g,t	r,ee	get
19	dust	✓		
20	parks	p,k	ar,s	pak

Section 2

	Word	Correct	Incorrect	Comment
21	tay	✓		
22	sloam	s,m	l,oa	some
23	zued	z	ue,d	zoo-guess
24	meve	e	m,v	emef
25	dend	c,e,n	l,d	cen
26	braits	b,t	r,ai,s	bat
27	strug	s,u,g	c,r	sug
28	splue		✓	could not blend
29	high	✓		sight rec.
30	feast	s,t	f,ea	vest
31	goal	✓		sight rec
32	shape	sh,p	a_e	shap
33	trunk	t,u,k	r,n	took
34	groups	gr,p,s	ou	grips
35	straw	s,t	r,aw	stay
36	scribe	s,c	r,i-e,b	skip
37	model	m,o,d	e,l	mod
38	person	p,s	er,o,n	pes
39	chapter	a,p	ch,t,er	cap
40	reptiles	r,e,p	t,i-e,s	rep

Total got it	10 / 40

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Analysis: Struggling decoder – Arya E

Score: 10/40	Interpretation	Teaching notes
Got it responses: d, a, t, c, g, r, i, n, e, p, j, sh, b, ss, o, s, u, k, ck, ay, z, h, igh **Not yet responses:** Use of letter names rather than sounds for 'q' and 'm' Discrimination of f/v CVCC, CCVCC, CCCVC words qu, oi, l, ar, m, ur, ch, ee, f, or, oa, w, oo, ue, v, e_e, ai, ea, a_e, ou, aw, i_e, er	Arya's second language is English. The primary language spoken at home is Urdu, which she understands and speaks sporadically. Arya did not attend a preschool program and missed much of her Foundation year due to family travel. Year 1 is her first 'full' school year. Since starting school, she mainly communicates in English. She is a keen learner and has had extensive one-to-one support to improve her language and phonic acquisition, which has shown accelerated progress. She presents as a struggling decoder. Arya scored 7/20 on section 1 and 3/20 on section 2. She required breaks during the check and tackled it in short sections. She is beginning to recognise letters and sound out some words, but she needs to practise to increase fluency and accuracy. Arya requires continued targeted teaching to consolidate her knowledge of letter-sound correspondences. She tends to revert to a CVC pattern of decoding, noting the beginning, middle and end letters, for example 'blot' became 'bot', 'clend' became 'cen' and 'trunk' became 'took' indicating that her blending ability is at the CVC level currently. She tends to guess unknown words with unfamiliar letters and replace them with more familiar words, usually based on their beginning sound(s). This is exemplified in blard – bad, greet – get, sloam – some, etc. She also reordered 'ept' to create 'pet'. She recognised the consonant digraph 'sh' but failed to pick out 'ch'. She also exhibits the tendency to use letter names rather than sounds, particularly for 'q' and 'm' (quib – kyoo-ib, murbs – emubs, meve – emef). It is likely that she used this approach for 'tay' but we cannot be sure without additional assessment of that digraph. She also has some difficulties distinguishing between the sounds /f/ and /v/ (reef – riv, meve – emef). Arya needs support in blending slightly longer words. She found it difficult to decode the CCVC, CCVCC and CCCVC words, resulting in letter omissions and more guessing. Once she has a firm grasp of all single letter sounds, she will also need clear and explicit teaching of digraphs. It is clear from the check that she does not recognise vowel or consonant digraphs within words, aside from 'sh'. Arya seemingly recognised some words by sight, such as 'high' and 'goal', which she related to actions linked to her language support sessions. Arya has a basic phonics knowledge. Her overall language comprehension is perceived to be below grade level. She should continue to receive ongoing language support as well as phonics-specific support to accelerate her progress.	Ayra requires individualised intervention. Assess her complete single letter-sound correspondence knowledge (including short vowel sounds) and explicitly teach any other missing letter-sound correspondences identified. Draw attention to the placement of lips, tongue and teeth for any sounds for which she displays pronunciation difficulty. Provide her with guided practice for blending VCC, CVCC and CCVC words with known and newly taught letter-sound correspondences. Manipulatives may be useful here, for example pushing letter tiles as blending. Provide guided practice for discrimination between letter names and letter-sound correspondences (g and /g/, m and /m/). Track progress using formative assessment such as a progress monitoring tool. When she is able to read four-phoneme words with single letter-sound correspondences, explicitly teach common consonant digraphs, including 'ch' and 'th'. Use practical activities, such as cooking and/or playing games to teach key vocabulary. Read children's literature to the class daily and engage her in discussion about texts to support oral language development.

Case study 3B: Struggling decoder – Megan S

Year 1 Phonics Check

Answer sheet

First name	Megan
Last name	S

Screening check responses: Please tick the appropriate box for each word. The use of the comment box may help you when analysing responses.

Section 1

	Word	Correct	Incorrect	Comment
1	dat	✓		
2	cag	✓		
3	rin	r,i	n	rim
4	ept	t	e,p	eet
5	jash		✓	jays
6	quib	i	qu	pib
7	coid	c	oi,d	cob
8	quass	q,ss	qu	pass
9	glog		✓	geegee
10	blard	–d	b,l,ar	dad
11	disp	d,s	p	disq (k)
12	murbs	b	m,u,r,s	nub
13	chum	u	ch,m	cun
14	kick	✓		
15	reef	f	r,ee	aref
16	short			don't know
17	blot	o,t	bl	dot
18	greet		✓	gee
19	dust	✓		
20	parks	k	p,ar,s	q(k)ak

Section 2

	Word	Correct	Incorrect	Comment
21	tay	t	ay	t-a-w
22	sloam	s	l,oa,m	s-o-n
23	zued		✓	zed
24	meve			mef
25	clend			jee
26	braits			bee
27	scrug	Stopped the check here		
28	splue	Pupil saying letter		
29	high	names. Recognised 'goal'		
30	feast			
31	goal	✓		sight rec.
32	shape			
33	trunk			
34	groups			
35	straw			
36	scribe			
37	model			
38	person			
39	chapter			
40	reptiles			

Total got it	5/40

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Literacy Hub

Year 1 Phonics Check

Analysis: Struggling decoder – Megan S

Score: 5/40	Interpretation	Teaching notes
Got it responses: d, a, t, c, g, r, i, n, e, p, b, ss, l, o, s, u, k, ck, f, h **Not yet responses:** Skimmed words from number 27 onwards Limited knowledge of letter-sound correspondences Difficulty blending words of more than three sounds Letter reversals, insertions and omissions when reading Some letter naming Confusion of similar sounds and some voiced and unvoiced sounds, for example /v/-/f/, /j/-/g/, /j/-/ch/	Megan is under assessment for global developmental delay. She has received speech and language support since her second term in Foundation and is able to concentrate for short periods of time only. Throughout the check, Megan required short breaks after every three or four words and lots of encouragement. Megan scored 4 of her 5 marks in section 1. She is identified as a struggling decoder. Although she recognises some individual letter-sound correspondences and was able to read the initial two CVC words, she often struggles to blend accurately and shows evidence of gaps in knowledge for some single letter-sound correspondences. Megan often uses letter names instead of sounds when attempting to decode. For example, she uses the letter names for 'g' and omitted the middle sounds, so that 'glog' is read as 'geegee.' For 'greet', she only recognised and pronounced the first letter by name, 'gee.' Similarly, 'ept' was read as 'eet' and 'jash' was 'jays' where she did not recognise the consonant digraph 'sh'. Megan displays some possible visual discrimination difficulties, particularly with n/m (rin – rim, murbs – nub, chum – cun, sloam – son), p/q (quib – pib, quass – pass) and y/w (tay – t-a-w). Her recognition of b/d is inconsistent, for example she correctly identifies 'd' in 'disp' but read 'blarb' as 'dad'. At times, she uses the initial and/or final letter to guess a word, omitting or replacing other sounds in the word (sloam – son, blard – dad). Megan is unfamiliar with all vowel and most consonant digraphs. The only digraphs she showed potential awareness of were the 'ss' in 'quass' and 'ck' in 'kick'. The decision was made to end the check at word 26. From word 24 onwards, she simply said the initial letter names of each word and did not attempt to decode any further. When asked to skim the remainder, she recognised 'goal' on sight, as an avid football fan.	Megan requires individualised intervention. Ensure all teaching of phonics is interactive, done in short bursts and includes lots of repetition, modelling and immediate feedback. Assess Megan's complete single letter-sound correspondence knowledge (including short vowel sounds) and explicitly teach any missing letter-sound correspondences identified. Track progress using formative assessment such as a progress monitoring tool. Assess phonological and phonemic awareness and provide explicit instruction for any missing skills. Provide her with guided practice for blending CVC words using manipulatives such as magnetic letters. Support oral blending and segmenting of VCC, CVCC and CCVC words. Continue to teach new vocabulary and topic-specific knowledge to support language and reading comprehension.

Further advice for working with struggling decoders

Teachers can support struggling decoders in a number of ways and should consider a number of factors when designing instruction for these students. Teachers should engage in further investigations to more closely identify individual student needs.

Dyslexia and other learning difficulties

Particular students who have identified speech, language and communication needs, or other specific learning difficulties (including dyslexia), may experience difficulties in processing the sounds that are essential for acquiring phonic knowledge and skills. Dyslexia is a lifelong neurological disorder that primarily affects the phonological component of language. It presents itself through difficulties with:

- accurate and/or fluent word recognition
- spelling
- decoding.

In the classroom, students with these learning difficulties may struggle with remembering letter sounds, blending, and reading words with more complex letter strings. Additionally, students with dyslexia can have poor working memory, which affects organisation and following teacher instructions. These students are often articulate and have strong verbal skills. With the systematic synthetic phonics approach, dyslexic students can learn to read; however, this will take time and concentrated guided practice. It is vital that teachers seek advice and support from school leaders and support services.

Attention and listening

Interventions for struggling decoders may need to focus on more than phonics, since they may also have significant difficulties with attention which can contribute to difficulties with remembering sounds and words; discriminating between sounds; recall; and phonological awareness. It is important to provide multiple opportunities for struggling decoders to experience phonological awareness activities, such as rhymes, chants and songs; segmenting and syllabification activities; phoneme substitution and other phonemic awareness skills; and regular explicit teacher modelling and guided practice.

Blending

If students are struggling with blending, start with words that have continuous sounds (/a/, /e/, /f/, /i/, /l/, /m/, /n/, /o/, /r/, /s/, /u/, /v/, /w/, /y/, /z/). If the sound can be held continuously, hold the sound for 1–2 seconds and blend it smoothly into the next sound in the word. For example, for the word 'man', say 'mmmmmaaaaannnnn'. Additive blending can also be supportive for students experiencing blending difficulties when working with noncontinuous sounds. Using this strategy, each sound is added before including subsequent sounds. For example, for the word 'pin' say /p/, piiiii, piiiiinnnnn.

Multi-sensory approaches

If students find it difficult to recall letter-sound correspondences, multisensory approaches could be beneficial, such as using magnetic letters; writing the letter at the same time as saying it; and using mnemonics that help them to recall the sound, such as a hissing snake for the sound /s/. Students may also benefit from practising letter-sound correspondences beyond the point at which they appear to have been mastered. Revision is helpful for all students.

Working memory

Some students, with short-term memory difficulties, struggle to hold a sequence of sounds in their mind. If the student cannot hold more than, say, 3 sounds in mind, they should be encouraged to sound and blend no more than 3 at a time to reduce the load on memory, for example blending /s/ /t/ /a/ in 'stand' and saying 'sta', then adding the /n/ and saying 'stan', then adding the /d/ and saying 'stand'.

Year 1 Phonics Check

Parent and carer engagement

Make parents and carers aware of these reading difficulties as early as possible and provide them with resources and support strategies that they can use at home to encourage their children and to strengthen the home-school partnership.

Decodable texts

Ensure that students are using decodable texts as their main reading material. Decodable texts are specially constructed short texts made up of words that the students can decode according to the letter-sound correspondences they have been taught. These texts may also include irregular high-frequency words that students have been taught. Decodable texts support these students by providing concentrated, repeated practice. Students should be supported by the teacher when reading decodable texts until they are able to read them independently.

See the Literacy Hub for professional learning on *Choosing and using decodables* in the classroom.

Response to Intervention Framework

Students in the struggling decoders category require tier 2 (small group) or tier 3 (one-on-one) intervention. This more intensive intervention focused on their specific learning needs will allow the students to access the rigorous guided practice with immediate corrective feedback they require. Students in this category need extra support to not only make progress but to make accelerated progress in order to reduce the likelihood of persistent learning difficulties.

Intervention for struggling decoders

For struggling decoders, the appendix (p. 32) provides a more in-depth analysis of student results, which will support teachers in responding with the appropriate intervention.

7 | Summary of the letter-sounds checked

Section 1 of the Year 1 Phonics Check

	Word	Pattern of phonic elements *	Consonant/vowel patterns (digraphs and trigraphs underlined)	Letter-sounds checked
1	**dat**	3 phoneme string	CVC	d, a, t
2	**cag**	3 phoneme string	CVC	c, a, g
3	**rin**	3 phoneme string	CVC	r, i, n
4	**ept**	3 phoneme string	VCC	e, p, t
5	**jash**	2 phoneme string common consonant digraph	CVCC	j, a, sh
6	**quib**	common consonant digraph 2 phoneme string	CCVC	qu, i, b
7	**coid**	single phoneme vowel digraph single phoneme	CVVC	c, oi, d
8	**quass**	common consonant digraph vowel digraph common consonant digraph	CCVCC	qu, a, ss
9	**glog**	4 phoneme string	CCVC	g, l, o, g
10	**blard**	2 phoneme string vowel digraph (r-controlled) single phoneme	CCVVC	b, l, ar, d
11	**disp**	4 phoneme string	CVCC	d, i, s, p
12	**murbs**	single phoneme vowel digraph (r-controlled) 2 phoneme string	CVVCC	m, ur, b, s
13	**chum**	common consonant digraph 2 phoneme string	CCVC	ch, u, m
14	**kick**	2 phoneme string consonant digraph	CVCC	k, i, ck
15	**reef**	single phoneme vowel digraph single phoneme	CVVC	r, ee, f
16	**short**	common consonant digraph vowel digraph (r-controlled) single phoneme	CC VC C	sh, or, t
17	**blot**	4 phoneme string	CCVC	b, l, o, t
18	**greet**	2 phoneme string vowel digraph single phoneme	CCVVC	g, r, ee, t
19	**dust**	4 phoneme string	CVCC	d, u, s, t
20	**parks**	single phoneme vowel digraph (r-controlled) 2 phoneme string	CVCCC	p, ar, k, s

Section 2 of the Year 1 Phonics Check

	Word	Pattern of phonic elements*	Consonant/vowel patterns (digraphs and trigraphs underlined)	Letter-sounds checked
21	**tay**	single phoneme vowel digraph	CVC	t, ay
22	**sloam**	2 phoneme string vowel digraph single phoneme	CCVVC	s, l, oa, m
23	**zued**	single phoneme vowel digraph single phoneme	CVVC	z, ue, d
24	**meve**	single phoneme split vowel digraph single phoneme	CVCV	m, e_e, v
25	**clend**	5 phoneme string	CCVCC	c, l, e, n, d
26	**braits**	2 phoneme string vowel digraph 2 phoneme string	CCVVCC	b, r, ai, t, s
27	**scrug**	5 phoneme string	CCCVC	s, c, r, u, g
28	**splue**	3 phoneme string vowel digraph	CCCVV	s, p, l, u, e
29	**high**	single phoneme vowel trigraph	CVCC	h, igh
30	**feast**	single phoneme vowel digraph 2 phoneme string	CVVCC	f, ea, s, t
31	**goal**	single phoneme vowel digraph single phoneme	CVVC	g, oa, l
32	**shape**	consonant digraph split vowel digraph single phoneme	CC VCV	sh, a_e, p
33	**trunk**	5 phoneme string	CCVCC	t, r, u, n, k
34	**groups**	2 phoneme string vowel digraph 2 phoneme string	CCVVCC	g, r, ou, p, s
35	**straw**	3 phoneme string vowel digraph	CCCVC	s, t, r, aw
36	**scribe**	3 phoneme string split vowel digraph single phoneme	CCCVCV	s, c, r, i_e, b
37	**model**	3 phoneme string unstressed vowel single phoneme	CVCVC	m, o, d, e, l

	Word	Pattern of phonic elements	Consonant/ vowel patterns (digraphs and trigraphs underlined)	Letter-sounds checked
38	**person**	single phoneme vowel digraph (r-controlled) single phoneme unstressed vowel single phoneme	CVCCVC	p,er,s,o, n
39	**chapter**	consonant digraph 3 phoneme string vowel digraph (r-controlled)	CVVCCVC	ch, a, p, t, er
40	**reptiles**	4 phoneme string split vowel digraph 2 phoneme string	CVCCVCVC	r, e, p, t, i_e, l, s

* Note: Phonic elements refers to the letters and sounds represented in each word. Understanding the make-up of each word can support teachers to identify where student difficulties may lie. Where phoneme strings are referred to, this should be understood as single letter-sound correspondences blended one after the other.

8 | Glossary

Term	Definition
blending	Combining the individual sounds (phonemes) to form whole words. An essential skill for decoding words.
VC **VCC** **CV** **CVC** **CCVC** **CCVCC**	These expressions describe consonant (C) and vowel (V) patterns in simple English words: VC – for example of, it, an VCC – for example old, and CV – for example to, so, no CVC – for example tap, pat CCVC – for example trip, plan CCVCC – for example twist, plant
digraph	A combination of two letters that represent one sound, for example the oo makes /oo/ in 'boot', and the sh makes the /sh/ in 'ship'.
diphthong	A diphthong is a special kind of vowel sound. It refers to a sound that has two parts; beginning with one vowel sound and moving towards another, for example /oi/ as in coin, /oy/ as in toy, /ou/ as in cloud, /ow/ as in cow or arrow.
grapheme	A letter or group of letters that represents a sound or phoneme. Graphemes are the letters in letter-sound correspondences.
phoneme	The smallest unit of sound that adds to a word's meaning. Phonemes are the sounds in letter-sound correspondences.
phonemic awareness	The ability to focus on the separate, individual sounds in words, the phonemes.
phonics	Phonics refers to the relationship between individual sounds (phonemes) and the letters that represent them (graphemes).
trigraph	A group of three letters that represents one sound, for example /igh/ as in 'high'.
voiced and unvoiced sounds	Voiced sounds are consonant sounds that use the vocal cords, for example the /z/ at the end of 'bees'. Other consonant sounds are unvoiced links as in the /s/ in 'snake'.
vowel digraph	Digraphs that function as vowels. Split vowel digraphs are those that use a medial vowel and 'silent e' at the end of words.

Appendix: In-depth analysis to support intervention for developing and struggling decoders

This resource provides more in-depth analysis of student results. This will be most useful when intervention is required. It is especially helpful in instances where students made a large number of errors. Typically, these will be students classified as developing decoders or struggling decoders.

This resource is also helpful for examining inexplicable errors. There are many ways that students will make errors. It is particularly hard to interpret errors if an incorrect response displays a variety of difficulties.

If a student makes numerous inexplicable errors (despite the provision of ongoing explicit, systematic phonics instruction), then it is likely that they will require further assessment by specialists.

The table below provides an example of possible errors and interpretations relating to a single word in the Year 1 Phonics Check: braits.

Error analysis example

Responses	Interpretations of responses
Read as 'braits' – /b/ /r/ from 'brick' and rhymes with 'straits'	Identifies the letters b/r/ai/t/s, knows the corresponding sounds and blends them to read the word correctly.
b read as letter name – 'bee-raits' schwa sound added – /b/-uh-raits b reversed and read as d – /d/-raits	• confusion of letter name and letter sound • possible b/d confusion (visual or auditory discrimination difficulties) due to visual similarity of these 2 letters
r/i omitted – 'baits'/'brats' r read as letter name – 'b-ar-aits'	• confusion of letter name and letter sound • omission errors indicate blending difficulties
ai not recognised as a digraph – /b/ /r/ /a/ /i/ /t/ /s/ ai read as alternative digraph such as oi one element of digraph missed – 'brats' 'brits'	• unconsolidated letter-sound knowledge for the ai vowel digraph leads to inaccurate decoding • possible visual discrimination difficulties • omission errors indicate blending difficulties
Omission of final 's' – brait	• unconsolidated knowledge of pluralisation • omission errors indicate blending difficulties
Real word substitution – for example bats, brats, bits, drats	• recognition of visual letter patterns and subsequent association with real words • student may be reading for meaning and not focusing on the phonic decoding required

Year 1 Phonics Check

In-depth analysis (section 1)

S1 #	Word checked	**Correct responses** (score 1)	Interpretations of responses
		Partially correct and incorrect responses (score 0 and note the error type)	Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
1	dat	'd' from 'dig' and rhymes with 'sat'	Identifies the letters d/a/t, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'd' as letter name (dee-at) Reads 'd' as /b/ (bat)	• confusion of letter name and letter sound • d/b confusion (visual discrimination difficulties)
		Reads 'a' as letter name (dayt) 'a' pronounced as schwa	• unconsolidated letter-sound knowledge for the short /a/ • may also be reading 'a' as an article (eg a book)
		Reads 't' as letter name (datee) Reads 't' as /l/ /f/ (dal, daf)	• confusion of letter name and letter sound • t/l/f confusion (visual discrimination difficulty)
		Reads as 'bat'	• possible that student is reading for meaning and not focusing on the phonic decoding required • recognition of visual letter patterns and subsequent association with real words
2	cag	'c' from 'cot' and rhymes with 'sag'	Identifies the letters c/a/g, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'c' as letter name (cee-ag) Reads 'c' as /s/ ('soft c' – sag)	• confusion of letter name and letter sound • unconsolidated letter-sound knowledge for /c/
		Reads 'a' as letter name (cayg) 'a' pronounced as schwa	• unconsolidated letter-sound knowledge for the short /a/ • may also be reading 'a' as an article (eg a book)
		Reads 'g' as letter name (ca-gee) Reads 'g' as /j/ ('soft g' – caj) Reads 'g' as q/p (caq/cap)	• confusion of letter name and letter sound • unconsolidated letter-sound knowledge for /g/ • g/q/p confusion (visual discrimination difficulties)
3	rin	'r' from 'rod' and rhymes with 'tin'	Identifies the letters r/i/n, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'r' as letter name (arr-in) Reads 'r' as /l/ (lin) Omits 'r' (in)	• confusion of letter name and letter sound • /r/ /l/ confusion (auditory discrimination or pronunciation difficulty) • omission errors indicate blending difficulty
		Reads 'i' as /ee/ (reen) Reads 'i' as letter name (rine)	• unconsolidated letter-sound knowledge for the short /i/
		Reads 'n' as letter name (rinen) Reads 'n' as /m/ (rim)	• confusion of letter name and letter sound • n/m confusion (visual and/or auditory discrimination difficulties)
		Reads as 'run'	• student may be reading for meaning and not decoding • unconsolidated letter-sound knowledge for i

S1 #	Word checked	**Correct responses** (score 1) **Partially correct and incorrect responses** (score 0 and note the error type)	**Interpretations of responses** Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
4	**ept**	Combines the 'e' from 'ebb' and the 'pt' from 'apt'	Identifies the letters e/p/t, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'e' as letter name or as long /ee/ (eept)	• unconsolidated letter-sound knowledge for the short /e/
		Reads 'p' as letter name (e-pee-t) Confused with /q/ /b/ /g/ or /d/	• confusion of letter name and letter sound • p/q/b/g/d confusion (visual discrimination difficulties)
		Reads 't' as letter name (eptee) Reads 't' as /l/ /f/ (epl/epf)	• confusion of letter name and letter sound • t/l/f confusion (visual discrimination difficulties)
		Reads as 'pet' or 'empty'	• recognition of visual letter patterns and subsequent association with real words • student may be reading for meaning and not decoding
5	**jash**	'j' from 'just' and rhymes with 'dash'	Identifies the letters j/a/sh, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'j' as letter name (jay-ash) Confused with /i/ (i-ash) Confused with /ch/ (chash)	• confusion of letter name and letter sound • j/i confusion (visual discrimination difficulties) • /j/ /ch/ confusion (auditory discrimination difficulties)
		Reads 'a' as letter name (jaysh) 'a' pronounced as schwa	• unconsolidated letter-sound knowledge for the short /a/ • may also be reading 'a' as an article (eg a book)
		Reads 'sh' as two sounds (s-h-ed) Reads 'sh' as /ch/ /th/	• unconsolidated letter-sound knowledge for the /sh/ digraph • sh/ch/th confusion
6	**quib**	'qu' from 'quit' and rhymes with 'glib'	Identifies the letters qu/i/b, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'q' and/or 'u' as letter name (kyoo-u-i-b/kyoo-yoo-i-b) Reads 'qu' as one sound (c-i-b or wib) Reads 'q' as /p/ or /g/	• unconsolidated letter-sound knowledge for the /qu/ digraph • q/p/g confusion (visual discrimination difficulties)
		'i' pronounced as /ee/ (qu-eeb) Confused with /j/Reads 'i' as letter name (quibe)	unconsolidated letter-sound knowledge for the short /i/
		Reads 'b' as letter name (quibee) Reads 'b' as /d/ (quid) Schwa added (quib-uh)	• confusion of letter name and letter sound • b/d confusion (visual discrimination difficulties) • addition of schwa sound

S1 #	Word checked	**Correct responses** (score 1) **Partially correct and incorrect responses** (score 0 and note the error type)	**Interpretations of responses** Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
7	**coid**	'c' from 'cart' and rhymes with 'void'	Identifies the letters c/oi/d, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'c' as letter name (cee-oid) Reads 'c' as /s/ ('soft c' – soid)	• confusion of letter name and letter sound • unconsolidated letter-sound knowledge for /c/
		Reads 'oi' as two short sounds (c-o-i-d) Reads 'oi' as short /o/ (cod) or short /i/ (cid)	• unconsolidated letter-sound knowledge for the /oi/ digraph • omission errors indicate blending difficulty
		Reads as 'coin/cod'	• student may be reading for meaning and not decoding
8	**quass**	'qu' from 'quick' and rhymes with 'mass'	Identifies the letters qu/a/ss, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'q' and/or 'u' as letter name (kyoo-ass/kyoo-yoo-ass) Reads 'qu' as two sounds (cw-u -ass) Reads 'q' as /p/ or /g/	• unconsolidated letter-sound knowledge for the /qu/ digraph • q/p/g confusion (visual discrimination difficulties)
		Reads 'a' as letter name (qu-'ay'-ss)	• unconsolidated letter-sound knowledge for the short /a/
		Reads 's' as letter name (quaess) Reads 'ss' as two sounds (kw-a-s-s)	• confusion of letter name and letter sound • unconsolidated letter-sound knowledge for the /ss/ digraph
		Reads as 'grass/pass'	• student may be reading for meaning and not decoding
9	**glog**	'gl' from 'glue' and rhymes with 'frog'	Identifies the letters g/l/o/g, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'g' as letter name (geelogee) Reads 'g' as /j/ ('soft g' – jroj) Reads 'g' as q/p	• confusion of letter name and letter sound • unconsolidated letter-sound knowledge for /g/ • g/q/p confusion (visual discrimination difficulties)
		Reads 'l' as letter name (g-ell-og) Reads 'l' as /t/ /i/ /j/ Schwa added (g-luh-og) Reads 'l' as capital 'i' in medial position 'l' omitted – 'gog' Sound order reversal 'golg'	• confusion of letter name and letter sound • l/t/i/j confusion (visual discrimination difficulties) • omissions and/or sound order reversals can indicate blending difficulties • addition of schwa sound

S1 #	Word checked	Correct responses (score 1) / Partially correct and incorrect responses (score 0 and note the error type)	Interpretations of responses
			Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
9	**glog** continued	'o' pronounced as /oo/ (gloog) Reads 'o' as letter name (gloge) Reads 'o' as 'u' (glug)	• unconsolidated letter-sound knowledge for the short /o/
		Reads as 'glug/blog/plug'	• student may be reading for meaning and not decoding
10	**blard**	'bl' from 'bloom' and rhymes with 'guard'	Identifies the letters b/l/ar/d, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'b' as letter name (bee-lard) Reads 'b' as /d/ (dlard) Schwa added ('b-uh-lard)	• confusion of letter name and letter sound • b/d confusion (visual discrimination difficulties) • addition of schwa sound
		Reads 'l' as letter name (b-ell-ard) Reads 'l' as /t/ /i/ /j/Schwa added (b-luh-ard) Reads 'l' as capital 'i' in medial position 'l' omitted – 'bard'	• confusion of letter name and letter sound • l/t/i/j confusion (visual discrimination difficulties) • addition of schwa sound • omission errors indicate blending difficulties
		Reads 'ar' as two sounds (bl-a-r-d) 'ar' read as short /a/ (blad) Reads 'a' and 'r' as letter names (bl-ay-ar-d) Reads 'ar' as other 'r-controlled vowel (blird/ blurd/blord/blerd)	• unconsolidated letter-sound knowledge for the /ar/vowel digraph • omission errors indicate blending difficulties
		Reads 'd' as letter name (dee-ard) Reads 'd' as /b/ (blarb/dlarb)	• confusion of letter name and letter sound • d/b confusion (visual discrimination)
11	**disp**	'd' from 'defy' and rhymes with 'lisp'	Identifies the letters d/i/s/p, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'd' as letter name (dee-isp) Reads 'd' as /b/ bisp)	• confusion of letter name and letter sound • d/b confusion (visual discrimination difficulties)
		'i' pronounced as /ee/ (deesp) i as /j/ Reads 'i' as letter name (dispe)	• unconsolidated letter-sound knowledge for the short /i/ • i/j confusion (visual discrimination difficulties)

S1 #	Word checked	Correct responses (score 1) / Partially correct and incorrect responses (score 0 and note the error type)	Interpretations of responses
			Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
11	**disp** continued	Reads 's 'as letter name (di-ess-p) Letter order reversal (dips)	• confusion of letter name and letter sound • student may be reading for meaning and not decoding • letter order reversals can indicate blending difficulties
		'p' read as letter name (dispee) 'p' read as /q/ /b/ or /d/	• confusion of letter name and letter sound • p/q/b/d confusion (visual discrimination difficulties)
12	**murbs**	Combines the 'm' from 'marks' and rhymes with 'curbs'	Identifies the letters m/ur/b/s, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'm' as letter name (emm-urb) Reads 'm' as /n/ or /w/	• confusion of letter name and letter sound • m/n/w confusion (visual and/or auditory discrimination difficulties)
		Reads 'ur' as two sounds (m-u-r-bs) Reads 'ur' as short /u/ (mubs)	• unconsolidated letter-sound knowledge for the /ur/ digraph • omission errors indicate blending difficulties
		Reads 'b' as letter name (murbees) Reads 'b' as /d/ (murds)	• confusion of letter name and letter sound • b/d confusion (visual discrimination difficulties)
		Reads 's 'as letter name (murbess)	confusion of letter name and letter sound
13	**chum**	Reads 'chum'	Identifies the letters ch/u/m, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'ch' as /sh/ (shum) Reads 'ch' as two sounds (c-h-um) Initial sound read as letter name (cee-hum) Omission of one or more sounds	• unconsolidated letter-sound knowledge for the /ch/ digraph • confusion of letter name and letter sound • omissions indicate difficulty blending
		Reads 'u' as letter name (ch-yoo-m) 'u' pronounced as /o/ (chom) Reads 'u' as /o/ or /n/	• unconsolidated letter-sound knowledge for the short /u/ • u/o or u/n confusion (visual and/or auditory discrimination difficulties)
		Reads 'm' as letter name (chu-emm) Reads 'm' as /n/ or /w/	• confusion of letter name and letter sound • m/n/w confusion (visual and/or auditory discrimination difficulties)

S1 #	Word checked	**Correct responses** (score 1) **Partially correct and incorrect responses** (score 0 and note the error type)	**Interpretations of responses** Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
14	**kick**	Read as 'kick'	Identifies the letters k/i/ck, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'k' as letter name (kay-ick) Schwa added (kuh-ick)	• confusion of letter name and letter sound • addition of schwa sound
		'i' pronounced as /ee/ (keeck) Confused /i/ with /j/ Reads 'i' as letter name (k-igh-ck)	• unconsolidated letter-sound knowledge for the short /i/ • i/j confusion (visual discrimination difficulties)
		Reads 'ck' as two sounds (ki-c-k) 'c' identified as 'soft c' (kisk) c/k read as letter names (kisee-kay/kay-i-see-kay)	• unconsolidated letter-sound knowledge for the /ck/ consonant digraph
15	**reef**	Read as 'reef'	Identifies the letters r/ee/f, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'r' as letter name (arr-eef) Reads 'r' as /l/ (leef)	• confusion of letter name and letter sound • /r/ /l/ confusion (auditory discrimination or pronunciation difficulty)
		Reads 'ee' as two sounds (r-e-e-f) Reads 'ee' as /i/ (rif) Reads 'ee' as short /e/ (ref)	• unconsolidated letter-sound knowledge for the /ee/ vowel digraph
		'f' pronounced as /v/ (reev) Reads 'f' as letter name (ree-eff) Reads 'f' as /t/	• confuses voiced and unvoiced sound • confusion of letter name and letter sound • f/t confusion (visual discrimination)
16	**short**	Read as 'short'	Identifies the letters sh/or/t, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'sh' as two sounds (s-h-ort) Reads 'sh' as /ch/ /th/ (chort/thort)	• unconsolidated letter-sound knowledge for the /sh/ digraph • sh/ch/th confusion
		Reads 'or' as two sounds (sh-o-r-t) 'or' read as short /o/ (shot) Reads 'o' and 'r' as letter names (sh-oh-arr-t) Reads 'or' as other controlled vowel sound (shurt)	• unconsolidated letter-sound knowledge for the /or/ vowel digraph • omission errors indicate blending difficulties

S1 #	Word checked	**Correct responses** (score 1) **Partially correct and incorrect responses** (score 0 and note the error type)	**Interpretations of responses** Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
16	**short** continued	Reads 't' as letter name (shor-tee) 't' pronounced as /f/ (shorf)	• confusion of letter name and letter sound • t/f confusion (visual discrimination)
17	**blot**	Read as 'blot'	Identifies the letters b/l/o/t, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'b' as letter name (bee-lot) Reads 'b' as /d/ (dlot) Schwa added ('buh-lot)	• confusion of letter name and letter sound • b/d confusion (visual discrimination difficulties) • addition of schwa sound
		Reads 'l' as letter name (b-ell-ot) Reads 'l' as /t/ /i/ /j/ Schwa added (b-luh-ot) Reads 'l' as capital 'i' in medial position 'l' omitted – 'bot'	• confusion of letter name and letter sound • l/t/i/j confusion (visual discrimination difficulties) • addition of schwa sound • omission errors indicate blending difficulties
		'o' pronounced as /oo/ (bloot) Reads 'o' as letter name (bl-oh-t)	• unconsolidated letter-sound knowledge for the short /o/
		Reads 't' as letter name (blotee) 't' pronounced as /f/ (blof)	• confusion of letter name and letter sound • t/f confusion (visual discrimination)
18	**greet**	Read as 'greet'	Identifies the letters g/r/ee/t, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'g' as letter name (geereet) Reads 'g' as /j/ ('soft g' – jreet) Reads 'g' as q/p	• confusion of letter name and letter sound • unconsolidated letter-sound knowledge for /g/ • g/q/p confusion (visual discrimination)
		Reads 'r' as letter name 'r' read as /l/ (gleet) omission of r (geet)	• confusion of letter name and letter sound • auditory discrimination or pronunciation difficulties • omission errors indicate blending difficulties
		Reads 'ee' as two sounds (gr-e-e-t) Reads 'ee' as /i/ (grit) Reads 'ee' as short /e/ (gret)	• unconsolidated letter-sound knowledge for the /ee/ vowel digraph
		Reads 't' as letter name (greetee) 't' pronounced as /f/ (greef)	• confusion of letter name and letter sound • t/f confusion (visual discrimination)

S1 #	Word checked	**Correct responses** (score 1)	**Interpretations of responses**
		Partially correct and incorrect responses (score 0 and note the error type)	Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
19	**dust**	Read as 'dust'	Identifies the letters d/u/s/t, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'd' as letter name (dee-ust) Reads 'd' as /b/ (bust)	• confusion of letter name and letter sound • d/b confusion (visual discrimination)
		Reads 'u' as letter name (d-yoo-st) 'u' pronounced as /o/ (dost) Reads 'u' as /n/	• unconsolidated letter-sound knowledge for the short /u/ • u/n or u/o confusion (visual discrimination/auditory discrimination difficulties)
		Reads 's 'as letter name (du-ess-t)	confusion of letter name and letter sound
		Reads 't' as letter name (dustee) 't' pronounced as /f/ (dusf)	• confusion of letter name and letter sound • t/f confusion (visual discrimination)
20	**parks**	Read as 'parks'	Identifies the letters p/ar/k/s, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'p' as letter name (pee-arks) Reads p as /q/ /b/ /g/ or /d/	• confusion of letter name and letter sound • p/q/b/d confusion (visual discrimination) • /p/ /g/ confusion (auditory discrimination difficulties)
		Reads 'ar' as two sounds (p-a-r-ks) 'ar' read as short /a/ (paks) Reads 'a' and 'r' as letter names (p-ay-arr-ks) Reads 'ar' as other r-controlled vowel sound (pirks/porks)	• unconsolidated letter-sound knowledge for the /ar/ vowel digraph
		Reads 'k' as letter name (par-kay-s) Schwa added (parkuh)	• confusion of letter name and letter sound • addition of schwa sound
		Reads 's' as letter name (park-ess)	• confusion of letter name and letter sound

In-depth analysis (section 2)

S2 #	Word checked	**Correct responses** (score 1)	**Interpretations of responses**
		Partially correct and incorrect responses (score 0 and note the error type)	Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
21	**tay**	't' from 'tie' and rhymes with 'pay'	Identifies the letters t/ay, knows the corresponding sounds and blends them to read the word correctly.
		Reads 't' as letter name (teeay) Reads 't' as /l/ or /f/ Reads 't' as /d/ – 'day' Schwa added (tuh-ay)	• confusion of letter name and letter sound • t/l/f confusion (visual discrimination difficulties) • /t/ /d/ confusion (auditory discrimination difficulties • addition of schwa sound
		Reads 'ay' as two sounds (a-y, a-yuh, a-ee) Reads 'ay' as /a/ /v/ (tav)	• unconsolidated letter-sound knowledge for the /ay/ vowel digraph • may be due to knowledge of y as on the end of words like 'happy' and 'funny' • addition of schwa sound to /y/ (yuh) • unconsolidated letter-sound knowledge for /y/ • y/v confusion (visual discrimination difficulties)
22	**sloam**	'sl' from 'slime' and rhymes with 'roam'	Identifies the letters s/l/oa/m, knows the corresponding sounds and blends them to read the word correctly.
		Reads 's' as letter name (es-loam) Reads 's' as /z/ Schwa added (suh-loam)	• confusion of letter name and letter sound • s/z confusion (visual discrimination difficulties) • addition of schwa sound
		Reads 'l' as letter name (s-ell-oam) 'l' omitted – 'soam'	• confusion of letter name and letter sound • omission errors indicate blending difficulties
		Reads 'oa' as 2 short sounds (sl-o-a-m) Reads 'oa' as alternative sounds such as /oo/ or /a/ /o/ (sloom, slaom) Omission of letters (soam, slom, slam)	• unconsolidated letter-sound knowledge for the /oa/ vowel digraph • possible visual discrimination difficulty • omission errors indicate blending difficulties
		Reads 'm' as letter name (sloa-em) Reads 'm' as /n/ or /w/ (sloan, sloaw)	• confusion of letter name and letter sound • m/n/w confusion (visual and/or auditory discrimination difficulties)
		Reads as 'slam'	• student may be reading for meaning and not decoding • recognition of visual letter patterns and subsequent association with real words

S2 #	Word checked	**Correct responses** (score 1) **Partially correct and incorrect responses** (score 0 and note the error type)	**Interpretations of responses** Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
23	**zued**	'z' from 'zoom' and rhymes with 'cued'	Identifies the letters z/ue/d, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'z' as letter name (zee-ued, zed-ued) Reads 'z' as /s/	• confusion of letter name and letter sound • z/s confusion (visual discrimination difficulties)
		Reads 'ue' as two unblended sounds (z-u-e-d) Reads 'ue' as short /u/ /e/	• unconsolidated letter-sound knowledge for the /ue/ vowel digraph
		Reads 'd' as letter name (zue-dee) Reads 'd' as /b/ (zueb)	• confusion of letter name and letter sound • d/b confusion (visual discrimination difficulties)
24	**meve**	'm' from 'more' and rhymes with 'Steve'	Identifies the letters m/e_e/v, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'm' as /n/ /w/ (neve, weve)	• unconsolidated letter knowledge of the /m/ • m/n/w confusion (visual and/or auditory discrimination)
		Reads 'e_e' as letter names (m-ee-v-ee) Reads either or both vowels as short /a/ or /e/ (mev-e)	• unconsolidated letter-sound knowledge for the 'e_e' split vowel digraph
		Reads 'v' as /u/ /w/ /n/ (meue, mew, mene) Reads 'v' as letter name (mevee)	• v/u/w/n confusion (visual discrimination difficulties) • unconsolidated letter-sound knowledge for /v/ • confusion of letter name and letter sound
25	**clend**	'cl' from 'clamp' and rhymes with 'spend'	Identifies the letters c/l/e/n/d, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'c' as letter name (cee-lend) Reads 'c' as 'soft c' /s/ (slend)	• confusion of letter name and letter sound • unconsolidated letter-sound knowledge for /c/
		Reads 'l' as letter name (c-el-end) Reads 'l' as /t/ /i/ /j/ Schwa added (c-luh-end) Reads 'l' as capital 'i' in medial position 'l' omitted (cend)	• confusion of letter name and letter sound • l/t/i/j confusion (visual discrimination difficulties) • omissions and/or sound order reversals can indicate blending difficulties • addition of schwa sound
		Reads 'e' as letter name or long /ee/ sound (cleend)	• unconsolidated letter-sound knowledge for the short /e/

S2 #	Word checked	**Correct responses** (score 1) **Partially correct and incorrect responses** (score 0 and note the error type)	**Interpretations of responses** Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
25	**clend** continued	Reads 'n' as letter name (cle-en-d) Reads 'n' as /m/ (clemd) Omits 'n' (cled)	• confusion of letter name and letter sound • n/m confusion • omission errors indicate blending difficulties
		Reads 'd' as letter name (clen-dee) Reads 'd' as /b/ (clenb)	• confusion of letter name and letter sound • d/b confusion (visual discrimination difficulties)
26	**braits**	'br' from 'brick' and rhymes with 'straits'	Identifies the letters b/r/ai/t/s, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'b' as /d/ (draits) Use of letter name (bee-raits) Schwa added (b-uh-raits)	• confusion of letter name and letter sound • b/d confusion (visual discrimination difficulties) • addition of schwa sound
		Reads 'r' as letter name (baraits) Reads 'r' as /l/ (blaits) Omits 'r' (baits) or reverses letter sounds (barits)	• confusion of letter name and letter sound • /r/ /l/ confusion (auditory discrimination or pronunciation difficulty) • omissions and/or sound order reversals can indicate blending difficulties
		Reads 'ai' as 2 short sounds (br-a-i-ts) Reads 'ai' as short /a/or /i/ (brats, brits)	• unconsolidated letter-sound knowledge for the /ai/ digraph
		Reads 't' as letter name (braittees) Reads 't' as /f/ (braifs)	• confusion of letter name and letter sound • t/f confusion (visual discrimination)
27	**scrug**	'scr' from 'scrap' and rhymes with 'plug'	Identifies the letters s/c/r/u/g, knows the corresponding sounds and blends them to read the word correctly.
		Reads 's' as letter name (escrug) Reads 's' as /z/	• confusion of letter name and letter sound • s/z confusion (visual discrimination difficulties)
		Reads 'c' as letter name (seerug) Reverses letter sound order (surcg, scurg) Omits 'c' (srug)	• confusion of letter name and letter sound • omissions and/or sound order reversals can indicate blending difficulties

S2 #	Word checked	**Correct responses** (score 1)	**Interpretations of responses**
		Partially correct and incorrect responses (score 0 and note the error type)	Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
27	**scrug** continued	Reads 'u' as letter name (scr-you-g) Reads 'u' as /a/ (scrag) Omits 'u' (scug) or reverses letters (scrgu)	• unconsolidated letter-sound knowledge for the short /u/ • u/a confusion (visual discrimination difficulties) • auditory discrimination or pronunciation difficulties • omissions and/or sound order reversals can indicate blending difficulties
		Reads 'g' as letter name (scru-jee) Reads 'g' as q/p/d/b (scrup, scrub) Omits final 'g' (scru)	• confusion of letter name and letter sound • p/q/g/b/d confusion (visual discrimination difficulties) • omissions and/or sound order reversals can indicate blending difficulties
28	**splue**	'spl' from 'split' and rhymes with 'glue'	Identifies the letters s/p/l/ue, knows the corresponding sounds and blends them to read the word correctly.
		Reads 's' as letter name (essplue) Reads 's' as /z/	• confusion of letter name and letter sound • s/z confusion (visual discrimination difficulties)
		Reads 'p' as letter name (speelue) Reads p as /q/ /b/ /g/ or /d/	• confusion of letter name and letter sound • p/q/b/g/d confusion (visual discrimination difficulties)
		Reads 'l' as letter name (spelue) Reads 'l' as /r/ (sprue) Omits 'l' (spue) or reverses letters (spule)	• confusion of letter name and letter sound • auditory discrimination or pronunciation difficulties • omissions and/or sound order reversals can indicate blending difficulties
		Reads 'ue' as two unblended sounds (spl-u-e) Reads 'ue' as short /u/ /e/	unconsolidated letter-sound knowledge for the /ue/ vowel digraph
29	**high**	Read as 'high'	Identifies the letters h/igh, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'h' as letter name (aych-igh) Reads 'h' as /n/ or /m/(nigh, migh)	• confusion of letter name and letter sound • h/n/m confusion (visual discrimination difficulties)
		Reads 'igh' as two or three separate sounds (h-i-g-h) Omits sounds (hgh, hig)	• unconsolidated letter-sound knowledge for the /igh/ vowel trigraph • omission errors indicate blending difficulties

S2 #	Word checked	**Correct responses** (score 1)	**Interpretations of responses**
		Partially correct and incorrect responses (score 0 and note the error type)	Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
30	**feast**	Read as 'feast'	Identifies the letters f/ea/s/t, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'f' as letter name (effeast) Reads 'f' as /t/ (teast) Reads /f/ as /v/ (veast)	• confusion of letter name and letter sound • f/t confusion (visual discrimination difficulties) • auditory discrimination or pronunciation difficulties (voiced sound)
		Reads 'ea' as two unblended sounds (f-e-a-st) Reads letter names for 'e' and/or 'a' Reads 'ea' as a short /e/ or short /a/ (fest/fast)	• unconsolidated letter-sound knowledge for the /ea/ vowel digraph
		Reads 's' as letter name (fea-es-t) Reads 's' as /z/ Reads 's' as unvoiced /sz/	• confusion of letter name and letter sound • s/z confusion (visual discrimination difficulties) • auditory discrimination or pronunciation difficulties (unvoiced sound)
		Reads 't' as letter name (feas-tee) Reads 't' as /f/	• confusion of letter name and letter sound • t/f confusion (visual discrimination difficulties)
31	**goal**	Read as 'goal'	Identifies the letters g/oa/l, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'g' as letter name (gee-oal) Reads 'g' as /j/ ('soft g' – joal) Reads 'g' as q/p (poal)	• confusion of letter name and letter sound • unconsolidated letter-sound knowledge for /g/ • g/q/p confusion (visual discrimination difficulties)
		Reads 'oa' as two short sounds (g-o-a-l) 'oa' read as short /o/ (gol) or short /a/ (gal)	• unconsolidated letter-sound knowledge for the /oa/ vowel digraph
		Reads 'l' as letter name (goa-el) Reads 'l' as /i/ (goai) Omits 'l' (goa) or reverses letters (gola)	• confusion of letter name and letter sound • l/i confusion (visual discrimination difficulties) • omissions and/or sound order reversals can indicate blending difficulties
32	**shape**	Read as 'shape'	Identifies the letters sh/a_e/p, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'sh' as two sounds (s-h-ape) Reads 'sh' as /ch/ /th/	• unconsolidated letter-sound knowledge for the /sh/ digraph • sh/ch/th confusion

S2 #	Word checked	**Correct responses** (score 1)	**Interpretations of responses**
		Partially correct and incorrect responses (score 0 and note the error type)	Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
32	**shape** continued	Reads 'a_e' as letter names (shaypee or shapee) Reads 'a_e' as single sounds /a/ and /e/ (sh-a-p-eh)	• unconsolidated letter-sound knowledge for the 'a_e' split vowel digraph
		Reads 'p' as letter name (shapee) Reads 'p' as q/b/d (shaq, shab)	• confusion of letter name and letter sound • g/q/p confusion (visual discrimination difficulties)
33	**trunk**	Read as 'trunk'	Identifies the letters t/r/u/n/k, knows the corresponding sounds and blends them to read the word correctly.
		Reads 't' as letter name (tee-runk) Reads 't' as /f/	• confusion of letter name and letter sound • t/f confusion (visual discrimination difficulties)
		Reads 'r' as letter name (tarrunk) Reads 'r' as /l/ (tlunk)	• confusion of letter name and letter sound • /r/ /l/ confusion (auditory discrimination or pronunciation difficulties)
		Reads 'u' as letter name (tr-you-nk) Omissions and sound reversals (trnk, turnk, trnuk)	• unconsolidated letter-sound knowledge for /u/ • omissions and/or sound order reversals can indicate blending difficulties
		Reads 'n' as letter name (tru-en-k) Reads 'n' as /m/ (trumk)	• confusion of letter name and letter sound • n/m confusion (visual and/or auditory discrimination difficulties)
		Reads 'k' as letter name (trunkay) Omissions and sound reversals (trun, trukn)	• confusion of letter name and letter sound • omissions and/or sound order reversals can indicate blending difficulties
34	**groups**	Read as 'groups'	Identifies the letters g/r/ou/p/s, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'g' as letter name (gee-roups) Reads 'g' as /j/ ('soft g' – jroups)	• confusion of letter name and letter sound • unconsolidated letter-sound knowledge for /g/
		Reads 'r' as letter name (garoups) Reads 'r' as /l/ (gloups) Omits 'r' (goups) or reverses letters (gorups, gourps)	• confusion of letter name and letter sound • /r/ /l/ confusion (auditory discrimination or pronunciation difficulties) • omissions and/or sound order reversals can indicate blending difficulties

S2 #	Word checked	**Correct responses** (score 1)	**Interpretations of responses**
		Partially correct and incorrect responses (score 0 and note the error type)	Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
34	**groups** continued	Reads 'ou' as two short sounds (gr-o-u-ps) Reads 'ou' as short /o/ (grops) or the short /u/ (grups)	• unconsolidated letter-sound knowledge for the /ou/ vowel digraph
		Reads 'p' as letter name (groupees) Schwa added (groupuhs)	• confusion of letter name and letter sound • addition of schwa sound
		Reads 's' as letter name (groupess) Reads 's' as /z/ (groupz)	• confusion of letter name and letter sound • s/z confusion (visual discrimination difficulties) • auditory discrimination or pronunciation (unvoiced sound)
35	**straw**	Read as 'straw'	Identifies the letters s/t/r/aw, knows the corresponding sounds and blends them to read the word correctly.
		Reads 's' as letter name (esstraw) Reads 's' as /z/	• confusion of letter name and letter sound • s/z confusion (visual discrimination difficulties
		Reads 't' as letter name (steeraw)	• confusion of letter name and letter sound
		Reads 'r' as letter name (starraw) Reads 'r' as /l/ (stlaw)	• confusion of letter name and letter sound • /r/ /l/ confusion (auditory discrimination or pronunciation difficulties)
		Reads 'aw' as two short sounds (str-a-w)	• unconsolidated letter-sound knowledge for /aw/
36	**scribe**	Read as 'scribe'	Identifies the letters s/c/r/i_e/b, knows the corresponding sounds and blends them to read the word correctly.
		Reads 's' as letter name (esscribe) Reads 's' as /z/	• confusion of letter name and letter sound • s/z confusion (visual discrimination difficulties)
		Reads 'c' as letter name (sceeribe) Omits 'c' (sribe)	• confusion of letter name and letter sound • omission errors indicate blending difficulties
		Reads 'r' as letter name (scaribe) Reads 'r' as /l/ (sclibe) Omits /r/ (scibe) or reverses letter sounds (scirbe)	• confusion of letter name and letter sound • /r/ /l/ confusion (auditory discrimination or pronunciation difficulties) • omissions and/or sound order reversals can indicate blending difficulties

S2 #	Word checked	**Correct responses** (score 1)	**Interpretations of responses**
		Partially correct and incorrect responses (score 0 and note the error type)	Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
36	**scribe** continued	Reads 'i_e' as letter name (scrib-ee) Reads 'i_e' as single sounds /i/ and /e/ (scr-i-b-eh) Omits sounds (scrib or scrbe)	• unconsolidated letter-sound knowledge for the 'i_e' split vowel digraph • omissions and/or sound order reversals can indicate blending difficulties
		Reads 'p' as letter name (scripee)	• confusion of letter name and letter sound
37	**model**	Read as 'model'	Identifies the letters m/o/d/e/l, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'm' as letter name (emodel) Reads 'm' as /n/ /r/ /w/ (nodel, rodel, wodel) Omits 'm' (odel) or reverses letters (omdel)	• confusion of letter name and letter sound • m/w/n confusion (visual and/or auditory discrimination difficulties) • omissions and/or sound order reversals can indicate blending difficulties
		Reads 'o' as letter name (m-oh-del) Reads 'o' as /oo/ (moodle)	• unconsolidated letter-sound knowledge for the short /o/
		Reads 'd' as /b/ /p/ /q/ (mobel, mopel)	• unconsolidated letter-sound knowledge for /d/ • d/b/p/q confusion (visual discrimination difficulties)
		Reads 'e' as letter name or as long /ee/ (modeel)	• unconsolidated letter-sound knowledge for the short /e/
		Reads 'l' as /t/ /i/ /j/ (modet) Reads 'l' as capital 'i' Omits 'l' (mode)	• unconsolidated letter-sound knowledge for /l/ • l/t/i/j confusion (visual discrimination difficulties) • omission errors indicate blending difficulties
38	**person**	Read as 'person'	Identifies the letters p/er/s/o/n, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'p' as letter name (peeerson) Reads 'p' as /b/ /q/ (berson, qerson)	• confusion of letter name and letter sound • d/b/p confusion (visual discrimination difficulties)
		Reads 'er' as two separate sounds (p-e-r- son) Omits 'e' or 'r' (peson, prson) or reverses letter sounds (preson)	• unconsolidated letter-sound knowledge for the /er/ vowel digraph • omissions and/or sound order reversals can indicate blending difficulties

S2 #	Word checked	**Correct responses** (score 1)	**Interpretations of responses**
		Partially correct and incorrect responses (score 0 and note the error type)	Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
38	**person** continued	Reads 's' as letter name (peresson) Reads 's' as voiced /z/ (perzon)	• confusion of letter name and letter sound • s/z confusion (visual discrimination difficulties) • auditory discrimination or pronunciation difficulties (unvoiced sound)
		Reads 'o' as letter name (pers-oh-n) Reads 'o' as long /oo/ (persoon)	• unconsolidated letter-sound knowledge for o representing schwa sound
		Reads 'n' as /m/ (persom) Omits sounds (perso)	• unconsolidated letter-sound knowledge for /n/ • omission errors indicate blending difficulties • n/m confusion (visual and/or auditory discrimination difficulties)
39	**chapter**	Read as 'chapter'	Identifies the letters ch/a/p/t/er, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'ch' as /sh/ Reads 'ch' as two sounds (c-h-apter) Initial sound read as letter name (cee-hapter)	• unconsolidated letter-sound knowledge for the /ch/ digraph • ch/sh confusion (visual and/or auditory discrimination difficulties)
		Reads 'a' as letter name (chaypter) Reads 'a' as schwa (chupter) Omits 'u' (chpter) or reverses letter sounds (chpater)	• unconsolidated letter-sound knowledge for the short /a/ • u/a confusion (visual and/or auditory discrimination difficulties) • omissions and/or sound order reversals can indicate blending difficulties
		Reads 'p' as letter name (chapeeter) Reads 'p' as /b/ /q/ (chabter, chaqter)	• confusion of letter name and letter sound • d/b/p confusion (visual and auditory discrimination difficulties)
		Reads 't' as letter name (chapteer) Reads 't' as /f/ (chapfer)	• confusion of letter name and letter sound • t/f confusion (visual discrimination difficulties)
		Reads 'er' as two separate sounds (chapt-e-r)	• unconsolidated letter-sound knowledge for the /er/ vowel digraph

S2 #	Word checked	**Correct responses** (score 1)	**Interpretations of responses**
		Partially correct and incorrect responses (score 0 and note the error type)	Identifies one or two letters and/or sounds. Teacher notes which are correct and incorrect and considers what the response indicates about student phonics understanding.
40	**reptiles**	Read as 'reptiles'	Identifies the letters r/e/p/t/i_e/l/s, knows the corresponding sounds and blends them to read the word correctly.
		Reads 'r' as letter name (areptiles) Reads 'r' as n/w/v Reads 'r' as /l/	• confusion of letter name and letter sound • r/n/w/v confusion (visual and/or auditory discrimination difficulties) • /r/ /l/ confusion (auditory discrimination or pronunciation difficulties)
		Reads 'e' as letter name (reeptiles)	• unconsolidated letter-sound knowledge for the short /e/
		Reads 'p' as letter name (repeetiles) Reads 'p' as /b//q//d/ (reqtiles, rebtiles, redtiles)	• confusion of letter name and letter sound • d/b/p/q confusion (visual discrimination difficulties)
		Reads 't' as letter name (repteeiles) Reads 't' pronounced as /f/ (repfiles)	• confusion of letter name and letter sound • t/f confusion (visual discrimination) • omissions and/or sound order reversals can indicate blending difficulties
		Reads the 'e' in 'i_e' as letter names (reptilees) Reads 'i_e' as single, short sounds /i/ and /e/ (rept-i-l-es) Omits sounds (reptl)	• unconsolidated letter-sound knowledge for the 'i_e' split vowel digraph • omission errors indicate blending difficulties
		Reads 's' as letter name (reptile-es)	• confusion of letter name and letter sound

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