



# Progress monitoring tools: Phases 11-15

## Notes for teachers

Each progress monitoring tool is made up of two parts:

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

These tools:

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

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

## Using the progress monitoring tools

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

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

## Scoring guide

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

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

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



## Phase 11: Student reference

ai ay ee oa ow igh

snail tray green float snow night

taip smay veen groam zow dight

their all does goes

The oak tree sways.

The green crow is their pet.

May does not walk in the rain at night.



# Phase 11: Teacher marking sheet

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

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## Decoding

1. Have the student read these sounds:

ai ay ee oa ow igh

Score:

/<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>1</sub> (see note) /<sub>1</sub>

2. Have the student read these words:

snail tray green float snow night

Score:

/<sub>6</sub>

3. Have the student read these pseudo words:

taip smay veen groam zow dight

Score:

/<sub>6</sub>

4. Have the student read these irregular words:

their all does goes

Score:

/<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>1</sub>

5. Have the student read these sentences:

The oak tree sways.

The green crow is their pet.

May does not walk in the rain at night.

Score:

/<sub>3</sub>

## Encoding

6. Dictate these words for the student to write:

sigh show poach creek stay waist

Score:

/<sub>6</sub>

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

their all does goes

Score:

/<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>1</sub>

8. Dictate these sentences for the student to write:

A green toad goes on the road.

Jay got a fright from the snail.

Does snow make all the crows go away?

Score:

/<sub>3</sub>

Note: no asterisk is included for ow in Phase 11, as only one letter-sound correspondence has been taught. In Phase 14, an asterisk is included to denote that a second letter-sound correspondence has been taught, and students are required to apply both sounds.



## Phase 12: Student reference

–y

cry happy fly study spy puppy

gry vappy bly mobby

could should would two

Should that fly be in the sky?

Would you like to meet my shy bunny?

The mummy and baby were sleepy.



# Phase 12: Teacher marking sheet

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

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## Decoding

1. Have the student read these sounds:

\_y\*

Score:

/2

2. Have the student read these words:

cry happy fly study spy puppy

Score:

/6

3. Have the student read these pseudo words:

gry vappy bly mobby

Score:

/4

4. Have the student read these irregular words:

could should would two

Score:

/1

/1

/1

/1

5. Have the student read these sentences:

Should that fly be in the sky?

Would you like to meet my shy bunny?

The mummy and baby were sleepy.

Score:

/3

## Encoding

6. Dictate these words for the student to write:

dry baby my nappy try messy

Score:

/6

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

could should would two

Score:

/1

/1

/1

/1

8. Dictate these sentences for the student to write:

I spy two fluffy goats.

Could we try the red jelly?

Would you like my crispy bread?

Score:

/3

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



## Phase 13: Student reference

ea ew ue oo

steam bread few threw  
cue true boost book

vead kew prew fue blue vood

work word any many

Jean has no new glue.

Were there any plants that grew new  
shoots?

She read a long book with many words.



# Phase 13: Teacher marking sheet

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

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## Decoding

1. Have the student read these sounds:

ea\* ew\* ue\* oo\*

Score:

/<sub>2</sub>      /<sub>2</sub>      /<sub>2</sub>      /<sub>2</sub>

2. Have the student read these words:

steam bread few threw  
cue true boost book

Score:

/<sub>8</sub>

3. Have the student read these pseudo words:

vead\* kew prew fue blue vood\*

Score:

/<sub>8</sub>

4. Have the student read these irregular words:

work word any many

Score:

/<sub>1</sub>      /<sub>1</sub>      /<sub>1</sub>      /<sub>1</sub>

5. Have the student read these sentences:

Jean has no new glue.  
Were there any plants that grew new shoots?  
She read a long book with many words.

Score:

/<sub>3</sub>

## Encoding

6. Dictate these words for the student to write:

leash sweat dew brew  
due clue scoop stood

Score:

/<sub>8</sub>

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

work word any many

Score:

/<sub>1</sub>      /<sub>1</sub>      /<sub>1</sub>      /<sub>1</sub>

8. Dictate these sentences for the student to write:

Min ate a few spoons of cream.  
I had many long words in my work.  
Sue is due a new blue book.

Score:

/<sub>3</sub>

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



## Phase 14: Student reference

oi oy ou ow

spoilt boy ground allow show

doist gloy chout frow

father mother brother other

Show me where you saw the brown cow.

My father boiled the eggs with joy.

The king is out and about enjoying the crowd.



# Phase 14: Teacher marking sheet

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

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## Decoding

1. Have the student read these sounds:

oi oy ou ow\*

Score:

/<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>2</sub>

2. Have the student read these words:

spoilt boy ground allow show

Score:

/<sub>5</sub>

3. Have the student read these pseudo words:

doist gloy chout frow\*

Score:

/<sub>5</sub>

4. Have the student read these irregular words:

father mother brother other

Score:

/<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>1</sub>

5. Have the student read these sentences:

Show me where you saw the brown cow.  
My father boiled the eggs with joy.  
The king is out and about enjoying  
the crowd.

Score:

/<sub>3</sub>

## Encoding

6. Dictate these words for the student to write:

moist enjoy slouch prowl

Score:

/<sub>4</sub>

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

father mother brother other

Score:

/<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>1</sub>

8. Dictate these sentences for the student to write:

My mother was employed to count coins.  
My brother sat outside on the other couch.  
Enjoy the bean sprouts with hot soy.

Score:

/<sub>3</sub>

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

No asterisk is included for ow in Phase 11, as only one letter-sound correspondence has been taught. In Phase 14, an asterisk is included to denote that a second letter-sound correspondence has been taught, and students are required to apply both sounds.



## Phase 15: Student reference

\_e or ar er ir ur

torch scarf stern third burst  
leave mouse raise

dorb starp bersh flirm smurt  
bleeve feaze brove

last after says laugh

Shirl laughed as she turned up the sleeve on her shirt.

At last the girl got some corn and cheese on her fork.

After the rain the ferns in the garden had a growth spurt and grew dense and tall.



# Phase 15: Teacher marking sheet

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

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## Decoding

1. Have the student read these sounds:

\_e<sup>#</sup> or ar er ir ur

Score:

/<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>1</sub>

2. Have the student read these words:

torch scarf stern third burst  
leave mouse raise

Score:

/<sub>8</sub>

3. Have the student read these pseudo words:

dorb starp bersh flirm smurt  
bleeve feaze brove

Score:

/<sub>8</sub>

4. Have the student read these irregular words:

last after says laugh

Score:

/<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>1</sub>

5. Have the student read these sentences:

Shirl laughed as she turned up the sleeve  
on her shirt.

At last the girl got some corn and cheese  
on her fork.

After the rain the ferns in the garden had  
a growth spurt and grew dense and tall.

Score:

/<sub>3</sub>

## Encoding

6. Dictate these words for the student to write:

sneeze give horse charm scorn  
perch smirk churn

Score:

/<sub>8</sub>

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

last after says laugh

Score:

/<sub>1</sub> /<sub>1</sub> /<sub>1</sub> /<sub>1</sub>

8. Dictate these sentences for the student to write:

My brother says he parked the car next  
to the house but I cannot see it.

Last night Barb hurt her arm when she  
tripped on the goose.

Fern came first in the sprint and did it with  
ease.

Score:

/<sub>3</sub>

#Note: instead of saying a sound for \_e, students  
should name it as 'silent final e'.