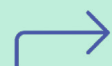




Progress monitoring tool

Phase 15



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Notes for teachers

The progress monitoring tool for each phase is made up of two parts:

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

Each tool:

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

The tool is set up in line with the [Literacy Hub phonics progression](#) and corresponding lessons in the [Literacy Hub Phonics and morphology lesson packs](#). The tool can also be edited to match any phonics sequence.

Using the progress monitoring tool

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 all relevant content 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 for all phases (or the phases your class needs).
3. **Print** a class set of the teacher marking sheets for all phases (or the phases your class needs).
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 spelt 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 spelt 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 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# or ar er ir ur

Score:

/₁ /₁ /₁ /₁ /₁ /₁

2. Have the student read these words:

torch scarf stern third burst
leave mouse raise

Score:

/₈

3. Have the student read these pseudo words:

dorb starp bersh flirm smurt
bleeve feaze brove

Score:

/₈

4. Have the student read these irregular words:

last after says laugh

Score:

/₁ /₁ /₁ /₁

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:

/₃

Encoding

6. Dictate these words for the student to write:

sneeze give horse charm scorn
perch smirk churn

Score:

/₈

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

last after says laugh

Score:

/₁ /₁ /₁ /₁

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:

/₃

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