



# Progress monitoring tools: Phases 1-24

## 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 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 1: Student reference

s a t p i n

at in tap sip ant

ip ap san tis

the is l a

Nan sat.

Tip it in the pit.

An ant is in a pan.



# Phase 1: 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:

s a t p i n

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:

at in tap sip ant

Score:

/<sub>5</sub>

3. Have the student read these pseudo words:

ip ap san tis

Score:

/<sub>4</sub>

4. Have the student read these irregular words:

is a I the

Score:

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

5. Have the student read these sentences:\*

Nan sat.  
Tip it in the pit.  
An ant is in a pan.

Score:

/<sub>3</sub>

## Encoding

6. Dictate these words for the student to write:

it an nip pit sat

Score:

/<sub>5</sub>

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

the is I a

Score:

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

8. Dictate these sentences for the student to write:\*

Pat sat.  
The ant is tan.  
An ant sat in a pit.

Score:

/<sub>3</sub>

\*For beginner readers and spellers in Phases 1-3, teachers may choose not to assess the sentence-level questions initially. Teachers should go back and assess these questions once students have shown readiness for Phase 4.



## Phase 2: Student reference

m e h r d o

am map hid net rot

id mod het rop

my has to do

My pot is red.

Tam has to mop.

My ram has to do a rap.



# Phase 2: 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:

m e h r d o

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:

am map hid net rot

Score:

/<sub>5</sub>

3. Have the student read these pseudo words:

id mod het rop

Score:

/<sub>4</sub>

4. Have the student read these irregular words:

my has to do

Score:

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

5. Have the student read these sentences:\*

My pot is red.  
Tam has to mop.  
My ram has to do a rap.

Score:

/<sub>3</sub>

## Encoding

6. Dictate these words for the student to write:

on rat set hip mid

Score:

/<sub>5</sub>

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

my has to do

Score:

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

8. Dictate these sentences for the student to write:\*

Ned has to sit.  
My hen has a hat.  
I do a rap to Sam.

Score:

/<sub>3</sub>

\*For beginner readers and spellers in Phases 1-3, teachers may choose not to assess the sentence-level questions initially. Teachers should go back and assess these questions once students have shown readiness for Phase 4.



## Phase 3: Student reference

f c b g l u

if peg cod lob hut

ib cug lub fap

he me was said

My bug can hop on me.  
Meg was in the sun.  
Fin said to lug the mud.



# Phase 3: 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:

f c b g l u

Score:

/1 /1 /1 /1 /1 /1

2. Have the student read these words:

if peg cod lob hut

Score:

/5

3. Have the student read these pseudo words:

ib cug lub fap

Score:

/4

4. Have the student read these irregular words:

he me was said

Score:

/1 /1 /1 /1

5. Have the student read these sentences:\*

My bug can hop on me.  
Meg was in the sun.  
Fin said to lug the mud.

Score:

/3

## Encoding

6. Dictate these words for the student to write:

up fed nil cup big

Score:

/5

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

he me was said

Score:

/1 /1 /1 /1

8. Dictate these sentences for the student to write:\*

He said the pig was big.  
The bug was on me.  
The cub had fun in the hut.

Score:

/3

\*For beginner readers and spellers in Phases 1-3, teachers may choose not to assess the sentence-level questions initially. Teachers should go back and assess these questions once students have shown readiness for Phase 4.



## Phase 4: Student reference

k ck v y z

zap yum kick vet sock

vap yod kuz ack

of love like

Nick has my red sock.

Nat and I love to yap.

Zack and Kim like the van.





# Phase 4: 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:

k ck v y z

Score:

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

2. Have the student read these words:

zap yum kick vet sock

Score:

/<sub>5</sub>

3. Have the student read these pseudo words:

vep yod kuz ack

Score:

/<sub>4</sub>

4. Have the student read these irregular words:

of love like

Score:

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

5. Have the student read these sentences:

Nick has my red sock.  
Nat and I love to yap.  
Zack and Kim like the van.

Score:

/<sub>3</sub>

## Encoding

6. Dictate these words for the student to write:

yam elk kit vat back

Score:

/<sub>5</sub>

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

of love like

Score:

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

8. Dictate these sentences for the student to write:

I like my pal Zig.  
My dog did yap at the vet.  
Kim can zip up the pack.

Score:

/<sub>3</sub>



## Phase 5: Student reference

w j qu x

quit jab six wet fox

wuj yux jid quib

they are you

They are in a jet.

The wet fox was quick.

You can jog to the dam.



# Phase 5: 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:

w j qu x

Score:

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

2. Have the student read these words:

quit jab six wet fox

Score:

/<sub>5</sub>

3. Have the student read these pseudo words:

wuj yux jid quib

Score:

/<sub>4</sub>

4. Have the student read these irregular words:

they are you

Score:

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

5. Have the student read these sentences:

They are in a jet.  
The wet fox was quick.  
You can jog to the dam.

Score:

/<sub>3</sub>

## Encoding

6. Dictate these words for the student to write:

ox jig wax quick tax

Score:

/<sub>5</sub>

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

they are you

Score:

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

8. Dictate these sentences for the student to write:

Wes did the quiz.  
They can get a job.  
My bud Jan got you a box.

Score:

/<sub>3</sub>



## Phase 6: Student reference

a e i o u

we web no not hi hip

de det fi fip zo zod

she what your one

She can go on the bus.

It is what he said.

Your hen has one leg and it can hop.



# Phase 6: Teacher marking sheet

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

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

## Decoding

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

a\* e\* i\* o\* u\*

Score:

/2

/2

/2

/2

/2

2. Have the student read these words:

we web no not hi hip

Score:

/6

3. Have the student read these pseudo words:

de det fi fip zo zod

Score:

/6

4. Have the student read these irregular words:

she what your one

Score:

/1

/1

/1

/1

5. Have the student read these sentences:

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

Score:

/3

## Encoding

6. Dictate these words for the student to write:

go got be beg I in

Score:

/6

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

she what your one

Score:

/1

/1

/1

/1

8. Dictate these sentences for the student to write:

One of you can go and get  
the jam.

We did what she said.

We can pat your dog.

Score:

/3

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

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



## Phase 7: Student reference

ff ll ss zz

cuff will less jazz cross

keff voll biss tazz

where there here saw

Where is Will?

Here is the dress.

I saw a big bell there.



# Phase 7: Teacher marking sheet

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

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

## Decoding

1. Have the student read these sounds:

ff ll ss zz

Score:

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

2. Have the student read these words:

cuff will less jazz cross

Score:

/<sub>5</sub>

3. Have the student read these pseudo words:

keff voll biss tazz

Score:

/<sub>4</sub>

4. Have the student read these irregular words:

where there here saw

Score:

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

5. Have the student read these sentences:

Where is Will?

Here is the dress.

I saw a big bell there.

Score:

/<sub>3</sub>

## Encoding

6. Dictate these words for the student to write:

buzz tell off kiss mill

Score:

/<sub>5</sub>

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

where there here saw

Score:

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

8. Dictate these sentences for the student to write:

Here is my red bell.

Your dog Tess has a lot of fluff.

There is the gull I saw.

Score:

/<sub>3</sub>



## Phase 8: Student reference

sh th ch wh ng

shop that with champ when sing

tesh thip chod whab vung

put because once want

Seth will want fish broth.

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

The king once went on a ship.





# Phase 8: Teacher marking sheet

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

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

## Decoding

1. Have the student read these sounds:

sh th\* ch wh ng

Score:

/<sub>1</sub>

/<sub>2</sub>

/<sub>1</sub>

/<sub>1</sub>

/<sub>1</sub>

2. Have the student read these words:

shop that with champ when sing

Score:

/<sub>6</sub>

3. Have the student read these pseudo words:

tesh thip chod whab vung

Score:

/<sub>5</sub>

4. Have the student read these irregular words:

put because once want

Score:

/<sub>1</sub>

/<sub>1</sub>

/<sub>1</sub>

/<sub>1</sub>

5. Have the student read these sentences:

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

Score:

/<sub>3</sub>

## Encoding

6. Dictate these words for the student to write:

whip stung then chop mash thing

Score:

/<sub>6</sub>

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

put because once want

Score:

/<sub>1</sub>

/<sub>1</sub>

/<sub>1</sub>

/<sub>1</sub>

8. Dictate these sentences for the student to write:

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

Score:

/<sub>3</sub>

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



## Phase 9: Student reference

a\_e e\_e i\_e o\_e u\_e

shape these glide drove brute cute

lape tede vume trone crite

were who school write

Who were the kids in the lane?

Did the cute mule bite Mim?

Neve can write her name at school.



# Phase 9: Teacher marking sheet

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

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

## Decoding

1. Have the student read these sounds:

a\_e e\_e i\_e o\_e u\_e\*

Score:

/1

/1

/1

/1

/2

2. Have the student read these words:

shape these glide drove brute cute

Score:

/6

3. Have the student read these pseudo words:

lape tede vume\* trone crite

Score:

/6

4. Have the student read these irregular words:

were who school write

Score:

/1

/1

/1

/1

5. Have the student read these sentences:

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

Score:

/3

## Encoding

6. Dictate these words for the student to write:

rude spike hose eve scale fume

Score:

/6

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

were who school write

Score:

/1

/1

/1

/1

8. Dictate these sentences for the student to write:

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

Score:

/3

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



## Phase 10: Student reference

a e i o u

silent insect music content rodent item

zoglent fibep egron zulip dolzit vecret

walk talk come some

Shall we begin to walk at sunset?

There were some cobwebs at the motel.

Come and talk to the silent robot.



# Phase 10: Teacher marking sheet

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

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

## Decoding

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

a\* e\* i\* o\* u\*

Score:

/2

/2

/2

/2

/2

2. Have the student read these words:

silent insect music content rodent item

Score:

/6

3. Have the student read these pseudo words:

zogret fibep egron zulip dolzit vecret

Score:

/6

4. Have the student read these irregular words:

walk talk come some

Score:

/1

/1

/1

/1

5. Have the student read these sentences:

Shall we begin to walk at sunset?

There were some cobwebs at the motel.

Come and talk to the silent robot.

Score:

/3

## Encoding

6. Dictate these words for the student to write:

motel comic problem punish item invent

Score:

/6

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

walk talk come some

Score:

/1

/1

/1

/1

8. Dictate these sentences for the student to write:

The robot made some music at the motel.

Come on a walk to see the wombat and the emu.

I cannot talk and invent a robot at the contest.

Score:

/3

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

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



## Phase 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# 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'.



## Phase 16: Student reference

dinner doctor about extra rocket dragon

felper plextra abree pittom quossil

friend water eyes always

My eyes always water in the bright sun.

The doctor agreed that my finger was broken.

My friend is popular because he always makes lemon butter.





# Phase 16: 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 words:

dinner doctor about extra rocket dragon

Score:

/6

2. Have the student read these pseudo words:

felper plextra abree pittom quossil

Score:

/5

3. Have the student read these irregular words:

friend water eyes always

Score:

/1

/1

/1

/1

4. Have the student read these sentences:

My eyes always water in the bright sun.

The doctor agreed that my finger was broken.

My friend is popular because he always makes lemon butter.

Score:

/3

## Encoding

5. Dictate these words for the student to write:

dollar cabin above escape panda

Score:

/5

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

friend water eyes always

Score:

/1

/1

/1

/1

8. Dictate these sentences for the student to write:

The dragon had red eyes that flashed in the sunlight.

The date winter begins is marked on the calendar

My friend always has water beside the sofa.

Score:

/3



## Phase 17: Student reference

g c dge tch ph kn

city cringe drudge stretch phrase knock

trage bance tridge braph knom fitch

half move gone both

Cindy will move her phone to the charger.

The witch knew both knees would twitch.

The judge said Gerry came first in the cycling stage and the ridge run.



# Phase 17: 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:

g\* c\* dge tch ph kn

Score:

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

2. Have the student read these words:

city cringe drudge stretch phrase knock

Score:

/<sub>6</sub>

3. Have the student read these pseudo words:

trage bance tridge braph knom fitch

Score:

/<sub>6</sub>

4. Have the student read these irregular words:

half move gone both

Score:

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

5. Have the student read these sentences:

Cindy will move her phone to the charger.  
The witch knew both knees would twitch.  
The judge said Gerry came first in the  
cycling stage and the ridge run.

Score:

/<sub>3</sub>

## Encoding

6. Dictate these words for the student to write:

germ choice fledge clutch morph knit

Score:

/<sub>6</sub>

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

half move gone both

Score:

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

8. Dictate these sentences for the student to write:

Ginny raced to catch the large snitch  
but it was gone.

The dolphin knows not to jump over the  
fence or the bridge.

Half the city plunged into darkness when  
the lights glitched.

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.



## Phase 18: Student reference

ie ey oe eigh

chief lie hey hockey woe sleigh

zie ley poe breight

straight height only people

The height of the turkey made me shriek.  
Chief Joe supplied the jockey with eight  
grey cookies.

Monkeys can hold onto straight branches  
using only their toes.



# Phase 18: 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:

ie\* ey\* oe eigh

Score:

/2

/2

/1

/1

2. Have the student read these words:

chief lie hey hockey woe sleigh

Score:

/6

3. Have the student read these pseudo words:

zie\* ley\* poe bright

Score:

/6

4. Have the student read these irregular words:

straight height only people

Score:

/1

/1

/1

/1

5. Have the student read these sentences:

The height of the turkey made me shriek.  
Chief Joe supplied the jockey with eight grey cookies.  
Monkeys can hold onto straight branches using only their toes.

Score:

/3

## Encoding

6. Dictate these words for the student to write:

brief pie grey kidney doe weigh

Score:

/6

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

straight height only people

Score:

/1

/1

/1

/1

8. Dictate these sentences for the student to write:

The prize was only eighteen free meat pies.  
They had to wait until the field dried out before they could play hockey.  
My grieving niece was full of woe because the people denied her request.

Score:

/3

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



## Phase 19: Student reference

au aw al all oar -le

flaunt straw almost ball board title

traud plaw alk zall voar diffle

caught taught beautiful favourite

The audience will applaud loudly for their favourite author.

These awful beetles crawl all over the cardboard.

My uncle caught little prawns from the boardwalk.



# Phase 19: 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:

au aw al all oar -le

Score:

/1 /1 /1 /1 /1 /1

2. Have the student read these words:

flaunt straw almost ball board title

Score:

/6

3. Have the student read these pseudo words:

traud plaw alk zall voar diffle

Score:

/6

4. Have the student read these irregular words:

caught taught beautiful favourite

Score:

/1 /1 /1 /1

5. Have the student read these sentences:

The audience will applaud loudly for their favourite author.  
These awful beetles crawl all over the cardboard.  
My uncle caught little prawns from the boardwalk.

Score:

/3

## Encoding

6. Dictate these words for the student to write:

gaunt yawn always stall hoard stable

Score:

/6

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

caught taught beautiful favourite

Score:

/1 /1 /1 /1

8. Dictate these sentences for the student to write:

We always play netball on beautiful autumn days.  
Paula offered to haul the little seesaw to the tip.  
Nonno taught us how to make bottles of his favourite apple sauce.

Score:

/3



## Phase 20: Student reference

are ere ire ore ure

share sphere wire chore pure

plare zere bire vore sture

blood flood country awesome

As a dare I wore an awesome wig.

The umpire shares the score with the team.

They had to secure the sphere to protect it from floods.





# Phase 20: 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:

are ere ire ore ure

Score:

/1

/1

/1

/1

/1

2. Have the student read these words:

share sphere wire chore pure

Score:

/5

3. Have the student read these pseudo words:

plare zere bire vore sture

Score:

/5

4. Have the student read these irregular words:

blood flood country awesome

Score:

/1

/1

/1

/1

5. Have the student read these sentences:

As a dare I wore an awesome wig.

The umpire shares the score with the team.

They had to secure the sphere to protect it from floods.

Score:

/3

## Encoding

6. Dictate these words for the student to write:

flare mere shire store cure

Score:

/5

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

blood flood country awesome

Score:

/1

/1

/1

/1

8. Dictate these sentences for the student to write:

Going to the store is a good cure if you are bored.

Here is a vampire costume with some fake blood to scare your friend.

I will never tire of the pure joy of living in this awesome country.

Score:

/3



## Phase 21: Student reference

air ear

dairy repair dreary swear learn beard

thought sugar sure listen

I thought the airport was sure to need repairs.

The sugar plum fairy was eating pears.

Put your ear near the earth and listen to hear the noise.



# Phase 21: 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:

air ear\*

Score:

/<sub>1</sub> /<sub>3</sub>

2. Have the student read these words:

dairy repair dreary swear learn beard

Score:

/<sub>6</sub>

3. Have the student read these irregular words:

thought sugar sure listen

Score:

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

4. Have the student read these sentences:

I thought the airport was sure to need repairs.  
The sugar plum fairy was eating pears.  
Put your ear near the earth and listen to hear the noise.

Score:

/<sub>3</sub>

## Encoding

5. Dictate these words for the student to write:

chair fairly weary wear earn clear

Score:

/<sub>6</sub>

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

thought sugar sure listen

Score:

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

7. Dictate these sentences for the student to write:

I will search for the sugar near the pepper.  
Listen! I thought I heard the fabric tear.  
You can be sure that if you sit in the chair they will give you a haircut.

Score:

/<sub>3</sub>

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



## Phase 22: Student reference

o wa/war wor

honey watch warm world

busy colour young journey

My coin fell in the water when I was on my journey to work.

On Monday a young swan sat with the warmth of the sun on its back.

Mother wanted her new uniform to be red.



# Phase 22: 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:

o\* wa/war wor

Score:

/3

/2

/1

2. Have the student read these words:

honey watch warm world

Score:

/4

3. Have the student read these irregular words:

busy colour young journey

Score:

/1

/1

/1

/1

4. Have the student read these sentences:

My coin fell in the water when I was on my journey to work.

On Monday a young swan sat with the warmth of the sun on its back.

Mother wanted her new uniform to be red.

Score:

/3

## Encoding

5. Dictate these words for the student to write:

glove warning wasp worst

Score:

/4

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

busy colour young journey

Score:

/1

/1

/1

/1

7. Dictate these sentences for the student to write:

It is a short journey to my brother's house so I wander slowly.

Watch out for the monkey in the workshop.

Last month the busy young bookworm got a reading award.

Score:

/3

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

By this phase in the progression, students have learned three possible sounds for the letter o; during this assessment, students should provide all letter-sound correspondences they know for o. Question 2 does not contain words with sounds taught earlier in the progression, as students have been assessed on these previously.



## Phase 23: Student reference

ch wr gn s/si

machine chemist wrinkle gnome vision measure

field build during answer ocean

The chef did not do any revision and made the wrong food at school.

At the chemist I wrote the answer down.

The parachute landed in the fields next to the ocean.



# Phase 23: 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:

ch\* wr gn s\*/si

Score:

/3

/1

/1

/3

2. Have the student read these words:

machine chemist wrinkle  
gnome vision measure

Score:

/6

3. Have the student read these irregular words:

field build during  
answer ocean

Score:

/1

/1

/1

/1

/1

4. Have the student read these sentences:

The chef did not do any revision and  
made the wrong food at school.  
At the chemist I wrote the answer  
down.  
The parachute landed in the fields  
next to the ocean.

Score:

/3

## Encoding

5. Dictate these words for the student to write:

chef chrome wrist gnat  
erosion casual

Score:

/6

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

field build during  
answer ocean

Score:

/1

/1

/1

/1

/1

7. Dictate these sentences for the student to write:

It is usual to have dust in a building.  
The anchor fell into the sea during  
the ocean crossing.  
The gnome had a welcome sign  
around his neck.

Score:

/3

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

By this phase in the progression, students have learned three possible sounds for the letters ch and three possible sounds for s; during this assessment, students should provide all letter-sound correspondences they know for ch and s. Question 2 does not contain words with sounds taught earlier in the progression, as students have been assessed on these previously.



## Phase 24: Student reference

ough

dough bought drought through  
tough cough thorough

double honest guess  
island ancient

Nash brought doughnuts to the island.

Double the ingredients so we have  
enough dough.

To be honest, the drought was rough  
for everyone.





# Phase 24: 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:

ough\*

Score:

/7

2. Have the student read these words:

dough bought drought through  
tough cough thorough

Score:

/7

3. Have the student read these irregular words:

double honest guess island ancient

Score:

/1

/1

/1

/1

/1

4. Have the student read these sentences:

Nash brought doughnuts to the island.  
Double the ingredients so we have  
enough dough.  
To be honest, the drought was tough  
for everyone.

Score:

/3

## Encoding

5. Dictate these words for the student to write:

though sought plough through  
enough trough thorough

Score:

/7

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

double honest guess island ancient

Score:

/1

/1

/1

/1

/1

7. Dictate these sentences for the student to write:

You ought to think things through  
thoroughly before guessing.  
Even though she had a cough, she  
thought she would still go to the island.  
The ancient tree had rough bark and  
a strong bough.

Score:

/3

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