

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 <u>Literacy Hub phonics progression</u> 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 I a

Nan sat.

Tip it in the pit.

An ant is in a pan.



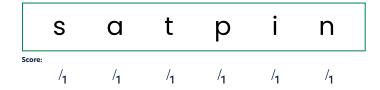
Phase 1: Teacher marking sheet

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

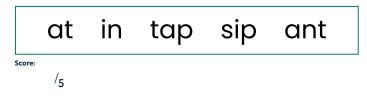
Student name: Date:

Decoding

1. Have the student read these sounds:



2. Have the student read these words:



3. Have the student read these pseudo words:



4. Have the student read these irregular words:

```
is a I the
```

5. Have the student read these sentences:*

```
Nan sat.

Tip it in the pit.

An ant is in a pan.
```

Score:

/3

Encoding

6. Dictate these words for the student to write:



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

| | the | is | I | а | |
|--------|-----|----|----|----|--|
| Score: | /1 | /1 | /1 | /1 | |

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

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

core:

/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 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.

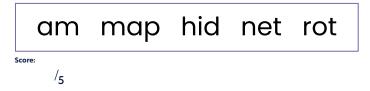
Student name: Date:

Decoding

1. Have the student read these sounds:



2. Have the student read these words:



3. Have the student read these pseudo words:

4. Have the student read these irregular words:

| | my | has | to | do | |
|--------|----|-----|----|----|--|
| Score: | /1 | /1 | /1 | /1 | |

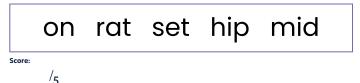
5. Have the student read these sentences:*

Score

/3

Encoding

6. Dictate these words for the student to write:



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

| | my | has | to | do | |
|--------|----|-----|----|----|--|
| Score: | /1 | /1 | /1 | /1 | |

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

Ned has to sit.

My hen has a hat.

I do a rap to Sam.

core:

/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 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.



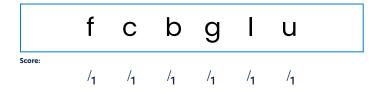
Phase 3: Teacher marking sheet

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

| Student name: | Date | : |
|---------------|------|---|
| | | |

Decoding

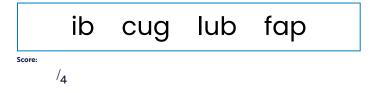
1. Have the student read these sounds:



2. Have the student read these words:



3. Have the student read these pseudo words:



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.

core:

/3

Encoding

6. Dictate these words for the student to write:



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

vep 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: | 1 |
|--------------|-------|---|
| | | |

Decoding

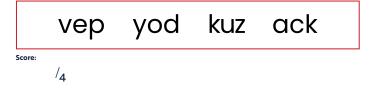
1. Have the student read these sounds:



2. Have the student read these words:



3. Have the student read these pseudo words:



4. Have the student read these irregular words:

| | of | love | like | |
|--------|----|------|------|--|
| Score: | /1 | /1 | /1 | |

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:

/3

Encoding

6. Dictate these words for the student to write:

yam elk kit vat back

Score:

/5

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

| | of | love | like | |
|--------|----|------|------|--|
| Score: | /1 | /1 | /1 | |

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.

core:

/3



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.



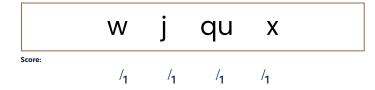
Phase 5: Teacher marking sheet

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

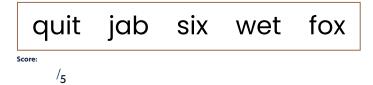
| Student name | : | Date | • |
|--------------|---|------|---|
| | | | |

Decoding

1. Have the student read these sounds:



2. Have the student read these words:



3. Have the student read these pseudo words:



4. Have the student read these irregular words:

| | they | are | you | |
|--------|------|-----|-----|--|
| Score: | /1 | /1 | /1 | |

5. Have the student read these sentences:

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

Score:

/3

Encoding

6. Dictate these words for the student to write:



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

| | they | are | you | |
|--------|------|-----|-----|--|
| Score: | /1 | /1 | /1 | |

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.

core:

/3



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.



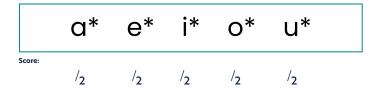
Phase 6: Teacher marking sheet

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

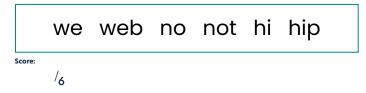
Student name: Date:

Decoding

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



2. Have the student read these words:



3. Have the student read these pseudo words:

```
de det fi fip zo zod
```

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:

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.

ore: /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 II 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.



/3

Phase 7: Teacher marking sheet

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

| Student name: | Date: | | |
|--|--|--|--|
| Decoding | Encoding | | |
| 1. Have the student read these sounds: | 6. Dictate these words for the student to write: | | |
| ff II ss zz | buzz tell off kiss mill | | |
| Score: /1 /1 /1 /1 | Score: /5 | | |
| 2. Have the student read these words: | 7. Dictate these irregular words for the student to write: | | |
| cuff will less jazz cross | where there here saw | | |
| / ₅ 3. Have the student read these pseudo words: | Score: / ₁ / ₁ / ₁ / ₁ | | |
| | 8. Dictate these sentences for the student to write: | | |
| keff voll biss tazz | Here is my red bell. Your dog Tess has a lot of fluff. | | |
| Score: / ₄ | | | |
| 4. Have the student read these irregular words: | There is the gull I saw. | | |
| where there here saw | Score: /3 | | |
| / ₁ / ₁ / ₁ / ₁ | | | |
| 5. Have the student read these sentences: | | | |
| Where is Will? | | | |
| Here is the dress. | | | |
| I saw a big bell there. | | | |



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 | | | | | Encoding | | |
| 1. Have the | student i | read thes | e sounds: | | 6. Dictate these words for the student to write: | | |
| sh | th* | ch | wh | ng | whip stung then chop mash thing | | |
| Score: /1 | /2 | /1 | /1 | /1 | Score: /6 | | |
| 2. Have the | student i | read these | e words: | | 7. Dictate these irregular words for the student to write: | | |
| shop t | hat wit | :h chai | mp wh | en sing | put because once want | | |
| Score: / ₆ | | | | | Score: /1 /1 /1 | | |
| 3. Have the student read these pseudo words: | | | e pseudo | words: | 8. Dictate these sentences for the student to write: | | |
| tesh | thip | chod | what | vung | When do you want lunch? | | |
| Score: | | | | | Sing a song because Beth is six. | | |
| 4. Have the student read these irregular words: | | | e irregulaı | words: | I once put ten bags in the shed. | | |
| put | beca | use c | once | want | Score: | | |
| Score: / ₁ | /1 | | /1 | /1 | | | |
| 5. Have the | student ı | read thes | e sentence | es: | | | |
| Seth v | vill wa | nt fish | broth | l . | | | |
| I put the whisk on the bench | | | the b | ench | | | |

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

because it was hot.

The king once went on a ship.



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:

| Decoding | Encoding |
|--|--|
| 1. Have the student read these sounds: | 6. Dictate these words for the student to write: |
| a_e e_e i_e o_e u_e* | rude spike hose eve scale fume |
| Score: / ₁ / ₁ / ₁ / ₂ | Score: / ₆ |
| 2. Have the student read these words: | 7. Dictate these irregular words for the student to write: |
| shape these glide drove brute cute | were who school write |
| /6 | Score: /1 /1 /1 /1 |
| 3. Have the student read these pseudo words: | 8. Dictate these sentences for the student to write: |
| lape tede vume* trone crite | Who will shake the cube? |
| Score: | who will shake the cube? |
| | Were Mike and Hope at school? |
| 4. Have the student read these irregular words: | Eve had to write a note for Zeke. |
| were who school write | Score: |
| Score: /1 /1 /1 /1 | /3 |
| 5. Have the student read these sentences: | |

*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.

/3

Who were the kids in the lane?

Neve can write her name at school.

Did the cute mule bite Mim?



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.

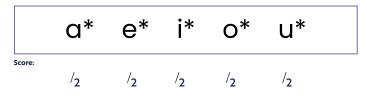


Phase 10: Teacher marking sheet

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

| Student name | | Date: | | |
|--------------|----------|-------|--|--|
| | | | | |
| Docadina | Encoding | | | |

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



2. Have the student read these words:

silent insect music content rodent item /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.

/3

motel comic problem punish item invent

6. Dictate these words for the student to write:

16

to write:

7. Dictate these irregular words for the student

| W | valk | 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:

 $\frac{1}{3}$

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

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



Phase 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 | Encoding | |
| 1. Have the student read these sounds: | 6. Dictate these words for the student to write: | |
| ai ay ee oa ow igh | sigh show poach creek stay waist | |
| Score: /1 /1 /1 /1 (see note) /1 | Score: | |
| 2. Have the student read these words: | 7. Dictate these irregular words for the student to write: | |
| snail tray green float snow night | their all does goes | |
| 3. Have the student read these pseudo words: | Score: /1 /1 /1 /1 8. Dictate these sentences for the student to write: | |
| taip smay veen groam zow dight | A green toad goes on the road. | |
| /6 | Jay got a fright from the snail. | |
| 4. Have the student read these irregular words: | Does snow make all the crows go | |
| their all does goes | away? | |
| Score: / ₁ / ₁ / ₁ / ₁ | Score: /3 | |
| 5. Have the student read these sentences: | | |
| The oak tree sways. | Note: no asterisk is included for ow in Phase 11, | |
| The green crow is their pet. | as only one letter-sound correspondence has been taught. In Phase 14, an asterisk is included to denote | |

May does not walk in the rain at night.

/3

Progress monitoring tools

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 | Encoding | | | |
| 1. Have the student read these sounds: | 6. Dictate these words for the student to write: | | | |
| _Y* | dry baby my nappy try messy | | | |
| Score: / ₂ | Score: / ₆ | | | |
| 2. Have the student read these words: | 7. Dictate these irregular words for the student to write: | | | |
| cry happy fly study spy puppy | could should would two | | | |
| /6 | Score: /1 /1 /1 /1 | | | |
| 3. Have the student read these pseudo words: | 8. Dictate these sentences for the student to write: | | | |
| gry vappy bly mobby | I spy two fluffy goats. | | | |
| Score: / ₄ | Could we try the red jelly? | | | |
| 4. Have the student read these irregular words: | Would you like my crispy bread? | | | |
| 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 asterisk denotes more than one sound. | | | |

The mummy and baby were sleepy.

/3

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 plue 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 | Encoding | |
| 1. Have the student read these sounds: | 6. Dictate these words for the student to write: | |
| ea* ew* ue* oo* | leash sweat dew brew | |
| Score: | due clue scoop stood | |
| 2. Have the student read these words: | Score: / ₈ | |
| steam bread few threw | 7. Dictate these irregular words for the student to write: | |
| cue true boost book | work word any many | |
| /8 | Score: / ₁ / ₁ / ₁ / ₁ | |
| 3. Have the student read these pseudo words: | 8. Dictate these sentences for the student to write: | |
| vead* kew prew fue plue vood* | Min ate a few spoons of cream. | |
| Score: /8 | I had many long words in my work. | |
| 4. Have the student read these irregular words: | Sue is due a new blue book. | |
| work word any many | Score: | |
| / ₁ / ₁ / ₁ / ₁ | | |
| 5. Have the student read these sentences: | | |
| Jean has no new glue. | | |
| Were there any plants that grew new shoots? | *Asterisks denote more than one sound. Tell the student how many sounds they should | |

She read a long book with many words.

/3

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.



Student name:

Phase 14: Teacher marking sheet

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

| Decoding | Encoding | |
|--|--|--|
| 1. Have the student read these sounds: | 6. Dictate these words for the student to write: | |
| oi oy ou ow* | moist enjoy slouch prowl | |
| Score: /1 /1 /1 /2 | Score: /4 | |
| 2. Have the student read these words: | 7. Dictate these irregular words for the student to write: father mother brother other Score: /1 /1 /1 /1 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. | |
| spoilt boy ground allow show | | |
| 1/53. Have the student read these pseudo words: | | |
| doist gloy chout frow* | | |
| 4. Have the student read these irregular words: | | |
| father mother brother other | Score: /3 | |
| 5. Have the student read these sentences: | *Asterisks denote more than one sound. Tell the student how many sounds they should be producin based on the available score. In question 3, 'frow' | |

should be scored out of 2.

sounds.

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

Show me where you saw the brown cow.

My father boiled the eggs with joy.

The king is out and about enjoying

the crowd.

/3

Progress monitoring tools



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.



/3

Phase 15: Teacher marking sheet

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

| Student name: | Date: | | |
|---|---|--|--|
| Decoding | Encoding | | |
| 1. Have the student read these sounds: | 6. Dictate these words for the student to write: | | |
| _e# or ar er ir ur | sneeze give horse charm scorn perch smirk churn | | |
| / ₁ / ₁ / ₁ / ₁ / ₁ / ₁ 2. Have the student read these words: | Score: /8 | | |
| torch scarf stern third burst | 7. Dictate these irregular words for the student to write: | | |
| leave mouse raise | last after says laugh | | |
| /8 3. Have the student read these pseudo words: | Score: / ₁ / ₁ / ₁ / ₁ | | |
| dorb starp bersh flirm smurt | 8. Dictate these sentences for the student to write: | | |
| bleeve feaze brove | My brother says he parked the car next to the house but I cannot see it. | | |
| 4. Have the student read these irregular words: | Last night Barb hurt her arm when she tripped on the goose. | | |
| last after says laugh | Fern came first in the sprint and did it with ease. | | |
| Score: /1 /1 /1 /1 | Score: /3 | | |
| 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. | #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.



Student name:

1. Have the student read these words:

dinner doctor about extra rocket dragon

Decoding

Phase 16: Teacher marking sheet

Encoding

5. Dictate these words for the student to write:

dollar cabin above escape panda

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

| Score: / ₆ | Score: /5 | | | |
|---|---|--|--|--|
| 2. Have the student read these pseudo words: | 7. Dictate these irregular words for the student to write: | | | |
| felper plextra abree pittom quossil | friend water eyes always | | | |
| / ₅ 3. Have the student read these irregular words: | Score: /1 /1 /1 /1 | | | |
| Trave the stodenereda these irregoldi words. | 8. Dictate these sentences for the student to write: | | | |
| friend water eyes always | The dragon had red eyes that flashed in the sunlight. | | | |
| 4. Have the student read these sentences: | The date winter begins is marked on the calendar | | | |
| My eyes always water in the bright sun. | My friend always has water beside the sofa. | | | |
| The doctor agreed that my finger was | | | | |
| broken. | Score: /3 | | | |
| My friend is popular because he always makes lemon butter. | J | | | |
| C | | | | |



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: | /2 | /2 | /1 | /1 | /1 | /1 |

2. Have the student read these words:

city cringe drudge stretch phrase knock

3. Have the student read these pseudo words:

trage bance tridge braph knom fitch

/₆

4. Have the student read these irregular words:

| | half | move | gone | both |
|--------|------|------|------|------|
| Score: | /1 | /1 | /1 | /1 |

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:

/3

Encoding

6. Dictate these words for the student to write:

germ choice fledge clutch morph knit

Score

/6

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

| | half | move | gone | both | |
|--------|------|------|------|------|--|
| Score: | /1 | /1 | /1 | /1 | |

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.

core:

/3

*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 | Encoding |
| 1. Have the student read these sounds: | 6. Dictate these words for the student to write: |
| ie* ey* oe eigh | brief pie grey kidney doe weigh |
| Score: / ₂ / ₂ / ₁ / ₁ | Score: |
| 2. Have the student read these words: | 7. Dictate these irregular words for the student to write: |
| chief lie hey hockey woe sleigh | straight height only people |
| 3. Have the student read these pseudo words: | Score: /1 /1 /1 /1 |
| 3. Have the student read these pseudo words. | 8. Dictate these sentences for the student to write: |
| zie* ley* poe breight | The prize was only eighteen free meat pies. |
| Score: /6 | They had to wait until the field dried out before they could play hockey. |
| 4. Have the student read these irregular words: | My grieving niece was full of woe because the people denied her request. |
| straight height only people | Score: |
| Score: /1 /1 /1 /1 | ′3 |
| 5. Have the student read these sentences: | |
| The height of the turkey made me shriek. Chief Joe supplied the jockey with eight | *Asterisks denote more than one sound |

*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.

/3

grey cookies.

using only their toes.

Monkeys can hold onto straight branches



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.



Student name:

1. Have the student read these sounds:

The audience will applaud loudly for

These awful beetles crawl all over the

My uncle caught little prawns from the

their favourite author.

cardboard.

boardwalk.

Decoding

Phase 19: Teacher marking sheet

Encoding

6. Dictate these words for the student to write:

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

| au aw al all oar -le | gaunt yawn always stall hoard stable | | |
|--|---|--|--|
| Score: /1 /1 /1 /1 /1 /1 | Score: | | |
| 2. Have the student read these words: | 7. Dictate these irregular words for the student to write: | | |
| flaunt straw almost ball board title | caught taught beautiful favourite | | |
| /6 | Score: /1 /1 /1 /1 | | |
| 3. Have the student read these pseudo words: | 8. Dictate these sentences for the student to write: | | |
| traud plaw alk zall voar diffle | We always play netball on beautiful | | |
| Score: / ₆ | autumn days. Paula offered to haul the little seesaw | | |
| 4. Have the student read these irregular words: | to the tip. | | |
| caught taught beautiful favourite | Nonno taught us how to make bottles of his favourite apple sauce. | | |
| Score: / ₁ / ₁ / ₁ / ₁ | Score: /3 | | |
| 5. Have the student read these sentences: | | | |



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.



As a dare I wore an awesome wig.

from floods.

/3

The umpire shares the score with the team.

They had to secure the sphere to protect it

Phase 20: Teacher marking sheet

Student name: Date:

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

| Decoding | Encoding |
|--|--|
| 1. Have the student read these sounds: | 6. Dictate these words for the student to write: |
| are ere ire ore ure | flare mere shire store cure |
| Score: /1 /1 /1 /1 /1 | Score: / ₅ |
| 2. Have the student read these words: | 7. Dictate these irregular words for the student to write: |
| share sphere wire chore pure | blood flood country awesome |
| /5 | Score: /1 /1 /1 /1 |
| 3. Have the student read these pseudo words: | 8. Dictate these sentences for the student to write: |
| plare zere bire vore sture | Going to the store is a good cure if you |
| Score: /5 | are bored. |
| 4. Have the student read these irregular words: | Here is a vampire costume with some fake blood to scare your friend. |
| blood flood country awesome | I will never tire of the pure joy of living in this awesome country. |
| Score: /1 /1 /1 /1 | Score: / ₃ |
| 5. Have the student read these sentences: | |



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 | Encoding |
| 1. Have the student read these sounds: | 5. Dictate these words for the student to write: |
| air ear* | chair fairly weary wear earn clear |
| Score: / ₁ / ₃ | Score: /6 |
| 2. Have the student read these words: | 6. Dictate these irregular words for the student to write: |
| dairy repair dreary swear learn beard | thought sugar sure listen |
| / ₆ | Score: /1 /1 /1 /1 |
| 3. Have the student read these irregular words: | 7. Dictate these sentences for the student to write: |
| thought sugar sure listen | I will search for the sugar near the pepper. |
| Score: | Listen! I thought I heard the fabric tear. |
| 4. Have the student read these sentences: | You can be sure that if you sit in the chair they will give you a haircut. |
| I thought the airport was sure to need repairs. | Score: /3 |
| The sugar plum fairy was eating pears. | |
| Put your ear near the earth and listen to hear the noise. | *The asterisk denotes more than one sound. Tell the student how many sounds they should be producing, based on the available score. |
| Score: /3 | |



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.



Student name:

/3

Phase 22: Teacher marking sheet

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

| Decoding | Encoding | | |
|--|---|--|--|
| 1. Have the student read these sounds: | 5. Dictate these words for the student to write: | | |
| o* wa/war wor | glove warning wasp worst | | |
| Score: / ₃ / ₂ / ₁ | Score: /4 | | |
| 2. Have the student read these words: | 6. Dictate these irregular words for the student to write: | | |
| honey watch warm world | busy colour young journey | | |
| Score: / ₄ | Score: /1 /1 /1 | | |
| 3. Have the student read these irregular words: | 7. Dictate these sentences for the student to write: | | |
| busy colour young journey | It is a short journey to my brother's | | |
| Score: /1 /1 /1 /1 | house so I wander slowly. | | |
| 4. Have the student read these sentences: | Watch out for the monkey in the workshop. | | |
| My coin fell in the water when I was on my journey to work. | Last month the busy young bookworm got a reading award. | | |
| On Monday a young swan sat with the warmth of the sun on its back. | Score: /3 | | |
| Mother wanted her new uniform to be red. | *Asterisks denote more than one sound. Tell the student how many sounds they should be producing, | | |

based on the available score.

these previously.

By this phase in the progression, students have

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



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:

2. Have the student read these words:

machine chemist wrinkle gnome vision measure

Score:

3. Have the student read these irregular words:

field build during answer ocean

Score

/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:

16

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

field build during answer ocean

Scor

/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.

core:

/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 | Encoding | | |
| 1. Have the student read these sounds: | 5. Dictate these words for the student to write: | | |
| ough* | though sought plough through enough trough thorough Score: /7 6. Dictate these irregular words for the student to write: | | |
| dough bought drought through | | | |
| tough cough thorough | double honest guess island ancient | | |
| 3. Have the student read these irregular words: | 7. Dictate these sentences for the student to write: | | |
| double honest guess island ancient Score: /1 /1 /1 /1 /1 4. Have the student read these sentences: | 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. | | |
| 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 | | |
| | *The asterisk denotes more than one sound. Tell the | | |

student how many sounds they should be producing,

based on the available score.