



Progress monitoring tool: Phase 23

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 23: Student reference

ch wr gn

machine chemist wrinkle gnome

build during answer ocean

During lunch the chef made the wrong food at school.

At the chemist I wrote the answer down.

The design of the parachute was wrong and it landed in 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

Score:

/3

/1

/1

2. Have the student read these words:

machine chemist wrinkle
gnome

Score:

/4

3. Have the student read these irregular words:

build during answer ocean

Score:

/1

/1

/1

/1

4. Have the student read these sentences:

During lunch the chef made the
wrong food at school.
At the chemist I wrote the answer
down.
The design of the parachute was
wrong and it landed in the ocean.

Score:

/3

Encoding

5. Dictate these words for the student to write:

chef chrome wrist gnat

Score:

/4

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

build during answer ocean

Score:

/1

/1

/1

/1

7. Dictate these sentences for the student to write:

It is common 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; during this assessment, students should provide all letter-sound correspondences they know for ch. Question 2 does not contain words with sounds taught earlier in the progression, as students have been assessed on these previously.

