Progress monitoring tools: Phases 21–24

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 spelled answer can be given a correct mark. Note any handwriting difficulties or punctuation errors in the notes section on the spreadsheet.

For each dictation sentence, all words need to be spelled correctly to receive 1 point. This gives teachers a clear indication of whether students can apply all the required nowledge 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.

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

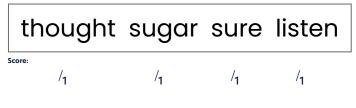**1.** Have the student read these sounds:

air ear*

Score: /1 /3

2. Have the student read these words:

dairy repair dreary swear learn beard

Score: /6

3. Have the student read these irregular words:

thought sugar sure listen

Score: /1 /1 /1 /1

4. Have the student read these sentences:

I thought the airport was sure to need repairs.

The sugar plum fairy was eating pears.

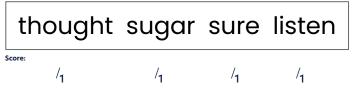Put your ear near the earth and listen to hear the noise.

Score: /3

Encoding

5. Dictate these words for the student to write:

chair fairly weary wear earn clear

Score: /6

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

thought sugar sure listen

Score: /1 /1 /1 /1

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: /3

*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   wor

honey   watch   walk   world

busy   colour   young   journey

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

On Monday I saw a young swan on the water.

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*   wor

Score: /3   /2   /1

2. Have the student read these words (see note):

> honey watch walk 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 I saw a young swan on the water.
>
> Mother wanted her new uniform to be red.

Score: /3

Encoding

5. Dictate these words for the student to write:

> glove wasp warning 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 walk to my brother's house.
>
> Watch out for the monkey in the workshop.
>
> Last month the young bookworm was busy reading ten books.

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.

ch wr gn s

machine chemist wrinkle gnome clothes measure

field build during answer ocean

The chef made the wrong food at school.

At the chemist I wrote the answers 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 (see note):

> ch*   wr   gn   s*

Score: /3   /1   /1   /3

2. Have the student read these words:

> machine chemist wrinkle gnome
>
> clothes 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 made the wrong food at school.
>
> At the chemist I wrote the answers 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 leaves 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.
>
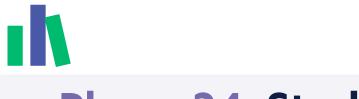> The anchor fell into the sea during the ocean crossing.
>
> The gnome had a welcome sign around his neck.

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.

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:** _____

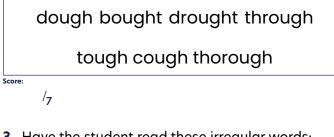## Decoding

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.