# Progress monitoring tool template

This template was created for schools using phonics progressions other than the Literacy Hub phonics progression. It helps teachers to set up their own progress monitoring tools to match their phonics progression.

Progress monitoring tools are used for ongoing, formative assessment of the phases of a phonics progression. Progress monitoring should only take place once explicit instruction of all the elements in a phase is complete.

A progress monitoring tool is used to:

• 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.

**Using the progress monitoring tool template**

Each stage of the assessment has two pages: a student reference sheet and a teacher marking sheet. Below you will find an editable template for each.

You will need to select two different sets of decodable words and sentences; one set for use in questions 2 and 5 of the decoding section, and the other set for use in questions 6 and 8 of the encoding section.

**Student reference sheet**

Set up the student reference sheet with:

* sounds students have learnt in the relevant stage or phase of your progression
* five decodable real words only using the sounds taught; ensure all the sounds from that teaching stage are represented and that the word complexity is in line with student skills
* four decodable pseudo words only using the sounds taught; ensure all the sounds from that teaching stage are represented and that the word complexity is in line with student skills
* irregular words students have learnt in the relevant stage or phase of your progression
* three decodable sentences only using the sounds and irregular words taught; ensure all the sounds from that teaching stage are represented.

**Teacher marking sheet**

Set up the decoding section of the teacher marking sheet with the same sounds and words as for the student reference sheet (questions 1 to 5). You may need to adjust the scoring line to match the number of sounds or words. Then complete the encoding section with:

* question 6: five decodable real words only using the sounds taught; ensure all the sounds from that teaching stage are represented and that these words are different to the real words used in question 2
* question 7: the same irregular words used in question 4
* question 8: three decodable sentences only using the sounds and irregular words taught; ensure all the sounds from that teaching stage are represented and that these words are different to the sentences used in question 5.

**Progress monitoring tool tracker**

Once you have set up your assessment sheets, update the [progress monitoring tracker](http://www.literacyhub.edu.au/search/progress-monitoring-tool-tracker-phases-1-5/) (data analysis spreadsheet) to reflect your new progress monitoring tool.

**Useful links and further information**

[Literary Hub professional learning: Fluency and progress monitoring](https://www.literacyhub.edu.au/professional-learning/implementing-a-systematic-synthetic-phonics-approach/fluency-and-progress-monitoring/)

This professional learning webpage explores evidence-based approaches to fluency development, and ways to monitor student progress and evaluate instruction.

[Progress monitoring tool tracker Phases 1–5](http://www.literacyhub.edu.au/search/progress-monitoring-tool-tracker-phases-1-5/)

This PDF for progress monitoring aligns with the first five phases of the Literacy Hub phonics progression, and includes useful notes for teachers on how to conduct progress monitoring.

[Word and code complexity continuum](https://www.literacyhub.edu.au/search/word-and-code-complexity-continuum/)

This diagram shows the gradual progression of skills that students need to develop so they can read and spell words with increasing complexity.

# Phase #: Student reference sheet

|  |
| --- |
| [Insert focus sounds] |
| [Insert five focus words] |
| [Insert four pseudo sounds] |
| [Insert irregular words] |
| [Insert three decodable practice sentences] |

# Phase #: Teacher marking sheet

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

**Decoding**

1. Have the student read these sounds:

|  |
| --- |
| [Insert focus sounds] |

Score: [Insert score based on number of irregular words]

1. Have the student read these words:

|  |
| --- |
| [Insert five focus words] |

Score: /5

1. Have the student read these pseudo words:

|  |
| --- |
| [Insert four pseudo sounds] |

Score: /4

1. Have the student read these irregular words:

|  |
| --- |
| [Insert irregular words] |

Score: [Insert score based on number of irregular words]

1. Have the student read these sentences:

|  |
| --- |
| [Insert three decodable practice sentences] |

Score: /3

**Encoding**

1. Dictate these words for the student to write:

|  |
| --- |
| [Insert five different focus words] |

Score: /5

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

|  |
| --- |
| [Insert the same irregular words as question 4] |

Score: [Insert score based on number of irregular words]

1. Dictate these sentences for the student to write:

|  |
| --- |
| [Insert three different decodable practice sentences] |

Score: /3