



Attachment 12

Developing decoders – Phonics Check records and teacher analysis

Two case studies, based on developing decoders, are shown below:

- Case study group 2: Developing decoder – Khalid Nough
- Case study group 2: Developing decoder – Amy Schleck

The results have been interpreted by the teacher and some teaching notes provided for the next steps in learning for each student.

For example, both Khalid and Amy need activities that will help them consolidate their knowledge of vowel digraphs and less common sounds.

Phoneme deletion and addition activities will help them build phonic skills using CCVC and CVCC words, prior to moving to more complex words.

Case study group 2: Developing decoder – Khalid Nouh

The Phonics Check records student responses as 'Got it' or 'Not yet' and these terms are synonymous with 'Correct' and 'Incorrect' shown in support materials.

Phonics screening check

Answer sheet

First name	Khalid
Last name	Nouh

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
1 lig	✓			21 jigh		jig	
2 mep	✓			22 woats		whats	
3 gax	✓			23 rird		reard	
4 emp	✓			24 phope		phone	
5 beff	✓			25 glips	✓		
6 shup	✓		Confusing ch/sh	26 floost	✓	oo from	book
7 doil	✓			27 splam	✓		slow
8 charb	✓	chrab	Not correct	28 stibe		stibe	slow
9 frex	✓			29 stair		stay	in impact
10 criff	✓			30 haunt		hunt	
11 haps	✓			31 lied		lid	
12 barst		brast	✓	32 wove	✓		
13 chin		shin		33 drank	✓		
14 deck	✓			34 treats		teats	r = missing
15 horn	✓			35 scam		scam	
16 queen	✓			36 stroke		stoke	
17 tram	✓			37 arrow	✓		
18 press	✓			38 forest	✓		
19 self	✓			39 wishing	✓		
20 keeps	✓		2 sound at end of word?	40 brighter		bright	new tri-graph
16				Total correct 24			

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Phonics screening check answer sheet for Khalid Nouh.
Contains handwritten records of the Phonics screening check for this student.

Analysis: Developing decoder – Khalid Nouh

Score: 24/40	Interpretation	Teaching notes
<p>Correct responses: l, i, g, m, e, p, g, a, x, b, ff, u, oi, ch, ar, f, r, c, h, s, t, n, d, oi, ck, or, qu, ee, ss, k j, w, ir, ph, oo, ea, rr, ow, ng, er</p> <p>Errors: sh, ch, ar, igh, oa, ir, air, au, ied, er</p> <p>consonant strings ending in 'r': scribe, treats, scram, stroke</p>	<p>Developing decoders respond correctly to most of section 1, but struggle with much of section 2.</p> <p>Khalid is a developing decoder because, although he scored 16/20 in section 1, most of his errors were very specific to digraphs ('ch/sh' and 'ar').</p> <p>Khalid knows most common letter-sound combinations but gets caught up on longer, more phonically complicated words with 4 or more phonemes (e.g. CCCVCC) and was clearly fatigued by the end of the Phonics Check, missing 'r' in 3 consecutive words. His blending was slow in section 2.</p> <p>Many errors in section 2 were real words which could indicate reading for meaning and not focusing on phonics.</p> <p>These errors also indicate that he needs to consolidate specific sounds as well as practising blending and segmenting to gain skill, pace and confidence.</p> <p>Khalid occasionally omits sounds altogether, e.g. treats – teats, scram – scam, stroke – stoke.</p> <p>This could indicate that he has difficulty holding the image of each sound in his head as he attempts to blend it.</p>	<p>Consolidate teaching of vowel consonant digraphs.</p> <p>Consolidate blending and segmenting to improve confidence in blending. Build to blending and segmenting more complex words with CCVCC and CCCVC patterns.</p> <p>Develop vocabulary.</p> <p>Consolidate teaching of less common sounds.</p> <p>Use phoneme deletion and addition to build phonic skills using CCVC and CVCC words.</p>

Case study group 2: Developing decoder – Amy Schleck

The Phonics Check records student responses as 'Got it' or 'Not yet' and these terms are synonymous with 'Correct' and 'Incorrect' shown in support materials

Phonics screening check

Answer sheet

First name	Amy
Last name	Schleck

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1			
Word	Correct	Incorrect	Comment
1 lig	✓		
2 mep	✓		
3 gax	✓		
4 emp	✓		
5 beff	✓		
6 shup	✓		
7 doil	✓		
8 charb	✓		
9 frick sc frex	✓		
10 criff	✓		
11 haps	✓		
12 barst	✓		
13 chin	✓		
14 deck	✓		
15 horn	✓		
16 queen	✓		
17 tram	✓		
18 press	✓		
19 self	✓		
20 keeps	✓		

20

Section 2			
Word	Correct	Incorrect	Comment
21 jigh	✓		
22 woats	✓		slowed
23 fird		r-ugh-d	unknown digraph
24 phope		pop	heads
25 glips		gilps	reassurance
26 floost		foolst	
27 splam		spam	
28 strobe		stib	
29 stair	✓		
30 haunt	✓		
31 lied	✓		
32 wove		wovey	used large
33 drank	✓		slow
34 treats		trats	slow
35 scram		scam	slow
36 stroke		stroke	slow
37 arrow		ar-rop	slow
38 forest		for-rees	slow
39 wishing	✓		talked about birthday
40 brighter		N/A	"I'm tired."

Total correct

27/40

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Phonics screening check answer sheet for Amy Schleck.
Contains handwritten records of the Phonics screening check for this student.

Analysis: Developing decoder – Amy Schleck

Score: 27/40	Interpretation	Teaching notes
<p>Correct responses: l, i, g, m, e, p, g, a, x, b, ff, sh, u, d, oi, ch, ar, f, r, c, h, s, t, n, ck, or, qu, ee, ss, k, j, igh (in jigh), w, oa, oo, air, au, ie, ow, ng</p> <p>Errors: ir, ph, o_e, i_e, au, ea, rr, er, igh (in brighter)</p> <p>consonant strings with l: glips, floost, splam</p> <p>consonant strings with r: scribe, treats, scram, stroke</p>	<p>Amy is a developing decoder.</p> <p>Although she identifies all of the sounds in section 1, when those same sounds are repeated in more complex CCVCC combinations, she does not read them consistently or automatically.</p> <p>In section 2, her slower blending and her need for reassurance indicate that she is aware that her learning is not consolidated in words with more complex phoneme combinations.</p> <p>Amy has trouble blending sounds when words become more complex. She skips and switches sounds in words as they become more complex.</p> <p>Amy is clearly determined – in spite of making many errors she is still making attempts right to the very end of the Phonics Check.</p> <p>While her persistence is a strength, her results indicate that she is really consolidating the blending of complex words and digraphs.</p>	<p>Consolidate teaching of vowel digraphs.</p> <p>Consolidate blending by practising simple CVC words with known phonemes to build confidence.</p> <p>Once confidence is established, blend and segment more complex CCVC, CVCC and build to more complex combinations slowly.</p> <p>Use spelling strategies that focus on segmentation of words into sounds.</p> <p>Consolidate teaching of less common sounds. Use phoneme deletion and addition to build phonic skills using CCVC and CVCC words then building to more complex words with CCVCC and CCCVC patterns.</p>