

Guttman charts: tracking Year 1 Phonics Check data

Once you have completed the Year 1 Phonics Check with your students, you can generate a visual representation of your data known as a Guttman chart. This can support you to analyse your data and plan next steps for instruction.

Your Guttman chart is best used in conjunction with the Literacy Hub's Word and code complexity continuum (WCCC) tools. These tools can be used for analysing either group or individual results.

[Analysing group Year 1 Phonics Check reports using the word and code complexity continuum](#)

[Analysing individual Year 1 Phonics Check reports using the word and code complexity continuum](#)

Use the Guttman chart and your chosen WCCC tool to inform your planning and teaching by:

- finding out which word and code types most or all of your students can decode
- finding out which word and code types your class needs more instruction in
- identifying individuals and groups of students who may require intervention.

For further support, you can view: [Guttman charts: tracking Year 1 Phonics Check data \(video\)](#)

Creating a Guttman chart

1. Log in to the [Phonics Check platform](#) and find the Reporting section on the left-hand navigation. You will be able to see completed Phonics Checks on this screen.
2. Tick the box 'View results word by word (group report)' to show results for the whole group or class.
3. Click the 'Generate Guttman' button at the bottom right of the screen.
4. Find the generated chart in your downloads folder.

Structure of the Guttman chart

The Guttman chart includes the following data.

1									3
	A	B	C	D	E	F	G	H	
	Given Name	Surname	Class Name	Phonics Check Name	Score	blot	dat	jash	
2	D	4	A-Z	A-Z Test	35	1	1	1	1
3	O	15	A-Z	A-Z Test	35	1	1	1	1
4	J	10	A-Z	A-Z Test	33	1	1	1	1
5	G	7	A-Z	A-Z Test	32	1	1	1	1
6	N	14	A-Z	A-Z Test	31	1	1	0	0
7	I	9	A-Z	A-Z Test	30	1	1	1	1
8	E	5	A-Z	A-Z Test	28	1	1	1	1
9	K	11	A-Z	A-Z Test	26	1	1	1	1
10	F	6	A-Z	A-Z Test	21	1	1	1	1
11	M	13	A-Z	A-Z Test	21	1	0	0	0
12	H	8	A-Z	A-Z Test	16	1	0	1	1
13	L	12	A-Z	A-Z Test	7	0	1	1	1
14	2				Total	11	10	10	4
15						91%	83%	83%	

1. Student's given name, surname, class name and Phonics Check name (columns A to D)

2. Student's total score on the Phonics Check out of a possible 40 (column E)

Students with the highest score are at the top of the chart; those with the lowest score are at the bottom of the chart. This column is colour-coded as follows:

- Fluent decoders: 28 – 40 words read correctly – green
- Developing decoders: 20 – 27 words read correctly – yellow
- Struggling decoders: 19 words or less read correctly – orange

3. Results for each word on the Phonics Check (columns F to AS)

The Phonics Check words are ordered from left to right in row 1 in columns F to AS, from the highest to lowest percentage of words read correctly. For these columns, 1 represents 'Got it' and 0 represents 'Not yet' or 'Skipped'.

4. Number and percentage of students who have 'Got it' (last 2 rows)

The second to last row on the spreadsheet shows the total number of students who 'Got it' for each word; the last row shows this number as a percentage of the total number of students in the group. This last row is colour-coded as follows:

- More than 80% 'Got it': most students have read this word correctly – green
- 60 – 79% 'Got it' (the instructional zone): a number of students have not read this word correctly – yellow
- Less than 60% 'Got it': many students have not read this word correctly – orange

Teachers can add comments to the Phonics Check platform as they administer the Check. Comments written in the general comments box appear in the final column of the Guttman chart.

Getting to know your Guttman chart

Quick tips

- Look across a row to view an individual student's results across all words.
- Look down a column to view the group's results for a particular word.
- Look from left to right across the row of words to see the words your class found easiest to read through to the words your class found hardest to read.
- Look down your student list from top to bottom to see which student read the most words correctly through to which student read the fewest words correctly.

Identifying instructional needs

Once you have taken an initial look at your Guttman chart, use it in conjunction with the WCCC tools for deeper analysis to identify both group and individual needs.

Identifying instructional needs for a group

Use the Guttman chart data to pinpoint your group's instructional needs.

The words where about 60–79% of students have read the words correctly are shown on the Guttman chart (highlighted yellow). Analyse these words using the [WCCC tool for groups](#) to identify the patterns of word and code types where your group needs more instruction. This will be the knowledge and skills you target next in your explicit phonics teaching.

Once the group's instructional zone has been identified, use the [Literacy Hub's Phonics and morphology lesson packs](#) for classroom-ready lessons and resources.

Identifying instructional needs for an individual student

The Guttman chart data can be used to support individual students.

- Students who are in the struggling decoders category (achieved a score of 19 or less in column E, marked orange) should be first priority for intervention.
- Students who are in the developing decoders category (achieved a score of 20–27 in column E, marked yellow) may also be considered for intervention.

Once these students have been identified, the [WCCC tool for individuals](#) can be used to pinpoint their instructional needs. Students with similar needs within the group can also be identified for small-group intervention.

For more, see the [Literacy Hub's professional learning topic on assessment and intervention](#).

Further support for analysing and responding to the data

The Literacy Hub provides additional guidance on [analysing and responding](#) to Phonics Check results for individuals and groups.