



Attachment 11

Fluent decoders – Phonics Check records and teacher analysis

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

- Case study group 1: Fluent decoder – Aylam Kaib
- Case study group 1: Fluent decoder – Eden Wilkey

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

For example, Aylam needs specific instruction in r-controlled vowels (ar, ir, or, ur). He also needs practice with phoneme deletion and addition in order to build phonic skills in more complex words.

The teacher should also continue to provide opportunities for him to develop his vocabulary and comprehension skills.

Providing books and oral language activities that match his interests is a good way of developing vocabulary as research has shown reading volume is the prime contributor to differences in students' vocabularies (¹Cunningham & Stanovich, 1998).

¹ Cunningham AE & Stanovich KE (1998). 'What reading does for the mind'. *American Educator*, 22(1-2):8-15.

Case study group 1: Fluent decoder – Aylam Kaib

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	Aylam Kaib
Last name	Kaib

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 ^{sc}	slow
2 mep	✓			22 woats		wots	slow
3 gax	✓			23 rird		nird	nerd
4 emp	✓			24 phope	✓		
5 beff	✓			25 glips	✓		
6 shup	✓			26 floost	✓		
7 doil	✓	sc boil		27 splam	✓		
8 charb	✓			28 scribe		stripe	real word slow
9 frex	✓			29 stair	✓		
10 criff	✓	sc		30 haunt	✓		
11 haps	✓	sc hasp		31 lied	✓		
12 barst		burst	real word	32 wove	✓		
13 chin	✓			33 drank	✓		
14 deck	✓			34 treats	✓		
15 horn	✓			35 scam	✓		
16 queen	✓			36 stroke	✓		
17 tram	✓			37 arrow	✓	av-vow	slow
18 press	✓			38 forest	✓	sc for-est	re-read slow
19 self	✓			39 wishing	✓		
20 keeps	✓			40 brighter		bigher	slow
19				16			
Total correct						35	

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Phonics screening check answer sheet for Aylam Kaib.
Contains handwritten records of the Phonics screening check for this student.



Analysis: Fluent decoder – Aylam Kaib

Score: 35/40	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, i, h, s, t, n, ck, or, qu, ee, ss, k, j, igh, w, ir (?), ph, o_e, oo, i_e, air, au, ied, ea, rr, ow, sh, ng, er</p> <p>Errors: ar in 'barst' replaced with 'ur' for real word</p> <p>r-controlled vowels: ar, ir, or, ur</p> <p>oa</p>	<p>Aylam knows most of the sounds in section 1 and 2 of the Phonics Check.</p> <p>Where errors occur they indicate some use of phonic skills.</p> <p>Unfamiliar or complex words were read more slowly or with less confidence.</p> <p>Aylam scored 100 on PAT-EY so has a relatively high level of reading comprehension.</p> <p>Aylam's errors are mostly attempts to make real words. It is possible his reading for meaning is an ingrained skill, and that he therefore resists applying phonics concepts.</p> <p>There is some evidence in his phonics application that he knows most concepts, but he had a varied pace when he made errors in section 2, indicating that Aylam's phonics blending requires revision and that some sounds in the words that he got wrong are teaching opportunities.</p> <p>For example, Aylam's errors with ur, ir, 'arrow' and 'forest' indicate that he requires revision of r-controlled vowels to consolidate instances where they apply and where they do not.</p>	<p>Consolidate teaching of letter blending to build confidence.</p> <p>Double check knowledge of these sounds (igh, ir, ar, or).</p> <p>Use phoneme deletion and additions to build phonic skills in more complex words, e.g. turn 'will' into 'squelch' in 4 steps – will, well, swell, swelch, squelch.</p> <p>Include some focus on vocabulary and comprehension development.</p>

Case study group 1: Fluent decoder – Eden Wilkey

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	Eden
Last name	Wilkey

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	✓		
2 mep	✓			22 woats	✓		
3 gax	✓			23 rirb			rirb b/d?
4 emp	✓			24 phope ^{s-c}	✓		(phope ^{s-c} split vowel)
5 beff	✓			25 glips	✓		
6 shup	✓			26 floost	✓		
7 doll			boil b/d	27 splam	✓		
8 charb	✓			28 strib ^{s-c}	✓		strib ^{s-c} strip, strib, str
9 frex	✓			29 stair ^{s-c}	✓		
10 criff	✓			30 haunt	✓		
11 haps	✓			31 lied			lie-ed pronounced
12 barst	✓			32 wove	✓		wovey split vowel
13 chin	✓			33 drank	✓		
14 deck ^{s-c}	✓	s-c	d/b	34 treats	✓		s-c free/pits slow
15 horn	✓			35 scam	✓		
16 queen	✓			36 stroke			strok split vowel
17 tram	✓			37 arrow	✓		
18 press	✓			38 forest	✓		slow
19 self	✓			39 wishing	✓		
20 keeps ^{s-c}	✓		shwte +w eel	40 brighter	✓		slow
19				16			
Total correct						35	

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Phonics screening check answer sheet for Eden Wilkey. Contains handwritten records of the Phonics screening check for this student.



Analysis: Fluent decoder – Eden Wilkey

Score: 35/40	Interpretation	Teaching notes
<p>Correct responses: l, i, g, m, e, p, g, a, x, b, ff, sh, u, oi, ch, ar, f, r, c, i, h, s, t, n, ck, or, qu, ee, ss, k, j, igh, w, oa, ir, ph, oo, air, au, ied, ea, rr, ow, sh, ng, er</p> <p>Errors: b/d – not consolidated</p> <p>ea/ee – not consolidated</p> <p>i_e, o_e – not consolidated</p> <p>lied – unfamiliar</p>	<p>Eden knows most of the sounds in section 1 and 2 of the Phonics Check. Where errors occur they indicate use of some phonic skills, or specific unconsolidated skills (e.g. split vowel digraphs). Some complex words were read more slowly or with less confidence in blending.</p> <p>Eden knows most phonic concepts, but she slowed when she made errors, which can indicate that phonics blending and some sounds in the words that she got wrong are areas for teaching.</p> <p>Some of Eden's errors demonstrate inconsistent recognition of similar looking letters (b/d), which can indicate that she has some trouble discriminating letters visually, or needs support with visual processing.</p> <p>Eden's blending pace for unconsolidated sounds indicates that she would likely gain confidence and speed with more practice, but it also indicates that Eden has determination and persists.</p>	<p>Consolidate teaching of letter blending to build confidence.</p> <p>Teach each specific sound and use as many example instances as possible.</p> <p>Teach blending to build fluency and confidence.</p> <p>Use phoneme deletion and addition to build phonic skills in more complex words, e.g. turn 'will' into 'squelch' in 4 steps – will, well, swell, swelch, squelch.</p> <p>Include some focus on vocabulary and comprehension development.</p>