IN

Progress monitoring tools: Phases 1-5

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 <u>Literacy Hub phonics progression</u> 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.

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Phase 1: Student reference

S	a	t	р	i n
at	in	tap	sip	o ant
iŗ	D C	p s	san	tis
	is	a	l th	e

Nan sat. Tip it in the pit. An ant is in a pan.

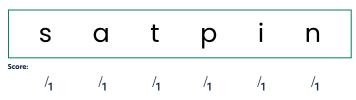
Phase 1: Teacher marking sheet

Ensure your student has something to write on for the encoding section of the assessment.

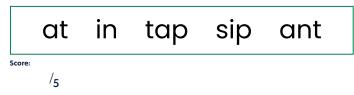
Student name:

Decoding

1. Have the student read these sounds:



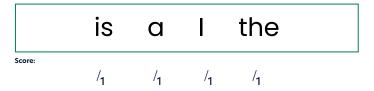
2. Have the student read these words:



3. Have the student read these pseudo words:



4. Have the student read these irregular words:



5. Have the student read these sentences:*

Nan sat. Tip it in the pit. An ant is in a pan.

Score:

13

Encoding

6. Dictate these words for the student to write:

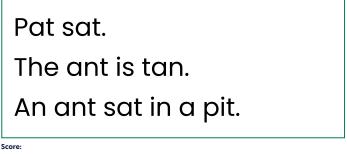
	it	an	nip	pit	sat	
core:						
	/ ₅					

Date:

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

	is	а	I	the	
ore:	/ ₁	/ ₁	/ ₁	/ ₁	

8. Dictate these sentences for the student to write:*



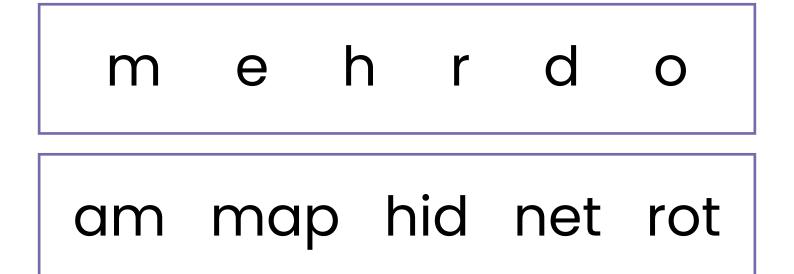
/3

Sco

*For beginner readers and spellers in Phases 1-3, teachers may choose not to assess the sentencelevel questions initially. Teachers should go back and assess these questions once students have shown readiness for Phase 4.



Phase 2: Student reference



id mod het rop

my has to do

I do a rap to Sam. Tam has to mop. My pot is red.

Phase 2: Teacher marking sheet

Ensure your student has something to write on for the encoding section of the assessment.

Student name:

Decoding

1. Have the student read these sounds:



2. Have the student read these words:

map hid net rot am Score: /5

3. Have the student read these pseudo words:

id mod het rop Score: /4

4. Have the student read these irregular words:

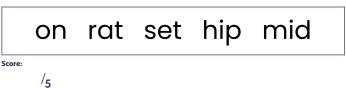
has to do my Score /1 /1 /1 /1

5. Have the student read these sentences:*

I do a rap to Sam. Tam has to mop. My pot is red.

Encoding

6. Dictate these words for the student to write:

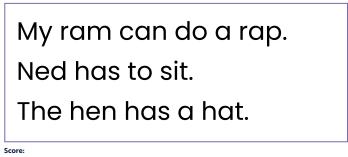


Date:

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

	my	has	to	do	
ore:	/ ₁	/1	/1	/ ₁	

8. Dictate these sentences for the student to write:*



/3

Sco

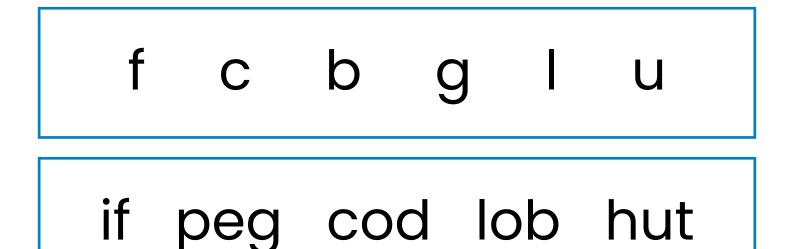
*For beginner readers and spellers in Phases 1-3, teachers may choose not to assess the sentencelevel questions initially. Teachers should go back and assess these questions once students have shown readiness for Phase 4.

/3

Score:



Phase 3: Student reference



ib cug lub fap

he me was said

My bug can hop on me. Meg was in the sun. Fin said to lug the mud.

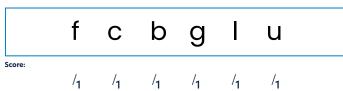
Phase 3: Teacher marking sheet

Ensure your student has something to write on for the encoding section of the assessment.

Student name:

Decoding

1. Have the student read these sounds:



2. Have the student read these words:

if	peg	cod	lob	hut
Score: /5				

3. Have the student read these pseudo words:

ib cug lub fap Score /4

4. Have the student read these irregular words:

	he	me	was	said	
Score:	/ ₁	/ ₁	/ ₁	/ ₁	

5. Have the student read these sentences:*

Score:

13

My bug can hop on me. Meg was in the sun. Fin said to lug the mud.

Encoding

6. Dictate these words for the student to write:

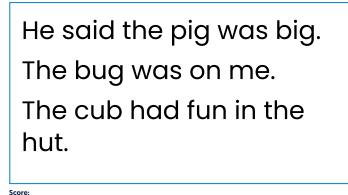


Date:

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

	he	me	was	said	
Score:	/ ₁	/ ₁	/ ₁	/ ₁	

8. Dictate these sentences for the student to write:*



/3

*For beginner readers and spellers in Phases 1-3, teachers may choose not to assess the sentencelevel questions initially. Teachers should go back and assess these questions once students have shown readiness for Phase 4.



Phase 4: Student reference



zap yum kick vet sock

vep yod kuz ack

of love like

Nick has my red sock. Nat and I love to yap. Zack and Kim like the van.

Phase 4: Teacher marking sheet

Ensure your student has something to write on for the encoding section of the assessment.

Student name:

Decoding

1. Have the student read these sounds:



2. Have the student read these words:

zap	yum	kick	vet	sock
Score: /5				

3. Have the student read these pseudo words:

vep yod kuz ack Score: /4

4. Have the student read these irregular words:

	of	love	like	
Score:	/ ₁	/ ₁	/1	

5. Have the student read these sentences:

Nick has my red sock. Nat and I love to yap. Zack and Kim like the van.

 $/_3$

Score:

Encoding

6. Dictate these words for the student to write:



Date:

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

	of	love	like	
core:	/1	/ ₁	/ ₁	

8. Dictate these sentences for the student to write:

I like my pal Zig.

My dog did yap at the vet.

Kim can zip up the pack.

Score:

/3

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Phase 5: Student reference

wjqx

quit jab six wet fox

wuj yux jid quib

they are you

They are in a jet. The wet fox was quick. You can jog to the dam.

Phase 5: Teacher marking sheet

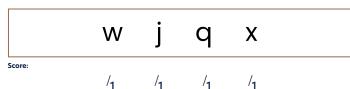
Encodina

Ensure your student has something to write on for the encoding section of the assessment.

Student name:

Decoding

1. Have the student read these sounds:



2. Have the student read these words:

3. Have the student read these pseudo words:

wuj yux jid quib Score: /4

4. Have the student read these irregular words:

5. Have the student read these sentences:

They are in a jet. The wet fox was quick. You can jog to the dam. Score:

 $/_3$



6. Dictate these words for the student to write:

Date:

7. Dictate these irregular words for the student

	they	are	you	
ore:	/ ₁	/ ₁	/ ₁	

8. Dictate these sentences for the student to write:

Wes did the quiz.

They can get a job.

My bud Jan got you a box.

Score

/3

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