



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 [Literacy Hub phonics progression](#) 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 knowledge 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.



Phase 1: Student reference

s a t p i n

at in tap sip ant

ip ap san tis

is a l the

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: _____ Date: _____

Decoding

1. Have the student read these sounds:

s a t p i n

Score: /₁ /₁ /₁ /₁ /₁ /₁

2. Have the student read these words:

at in tap sip ant

Score: /₅

3. Have the student read these pseudo words:

ip ap san tis

Score: /₄

4. Have the student read these irregular words:

is a I the

Score: /₁ /₁ /₁ /₁

5. Have the student read these sentences:*

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

Score: /₃

Encoding

6. Dictate these words for the student to write:

it an nip pit sat

Score: /₅

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

is a I the

Score: /₁ /₁ /₁ /₁

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

Pat sat.
The ant is tan.
An ant sat in a pit.

Score: /₃

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



Phase 2: Student reference

m e h r d o

am map hid net rot

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: _____ Date: _____

Decoding

1. Have the student read these sounds:

m e h r d o

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

2. Have the student read these words:

am map hid net rot

Score:

$\frac{1}{5}$

3. Have the student read these pseudo words:

id mod het rop

Score:

$\frac{1}{4}$

4. Have the student read these irregular words:

my has to do

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

5. Have the student read these sentences:*

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

Score:

$\frac{1}{3}$

Encoding

6. Dictate these words for the student to write:

on rat set hip mid

Score:

$\frac{1}{5}$

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

my has to do

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

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

My ram can do a rap.
Ned has to sit.
The hen has a hat.

Score:

$\frac{1}{3}$

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



Phase 3: Student reference

f c b g l u

if peg cod lob hut

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: _____ Date: _____

Decoding

1. Have the student read these sounds:

f c b g l u

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

2. Have the student read these words:

if peg cod lob hut

Score:

$\frac{1}{5}$

3. Have the student read these pseudo words:

ib cug lub fap

Score:

$\frac{1}{4}$

4. Have the student read these irregular words:

he me was said

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

5. Have the student read these sentences:*

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

Score:

$\frac{1}{3}$

Encoding

6. Dictate these words for the student to write:

up fed nil cup big

Score:

$\frac{1}{5}$

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

he me was said

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

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

He said the pig was big.
The bug was on me.
The cub had fun in the hut.

Score:

$\frac{1}{3}$

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



Phase 4: Student reference

k ck v y z

zap yum kick vet sock

vap 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: Date:

Decoding

1. Have the student read these sounds:

k ck v y z

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

2. Have the student read these words:

zap yum kick vet sock

Score:

$\frac{1}{5}$

3. Have the student read these pseudo words:

vep yod kuz ack

Score:

$\frac{1}{4}$

4. Have the student read these irregular words:

of love like

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

5. Have the student read these sentences:

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

Score:

$\frac{1}{3}$

Encoding

6. Dictate these words for the student to write:

yam elk kit vat back

Score:

$\frac{1}{5}$

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

of love like

Score:

$\frac{1}{1}$ $\frac{1}{1}$ $\frac{1}{1}$

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:

$\frac{1}{3}$



Phase 5: Student reference

w j q x

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

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

Student name: _____ Date: _____

Decoding

1. Have the student read these sounds:

w j q x

Score:

/₁ /₁ /₁ /₁

2. Have the student read these words:

quit jab six wet fox

Score:

/₅

3. Have the student read these pseudo words:

wuj yux jid quib

Score:

/₄

4. Have the student read these irregular words:

they are you

Score:

/₁ /₁ /₁

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

Encoding

6. Dictate these words for the student to write:

ox jig wax quick tax

Score:

/₅

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

they are you

Score:

/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