

Overview of assessment for phonics knowledge and skills

Foundation to Year 2

This overview is designed to help teachers create an assessment schedule that includes all the early phonics-related skills necessary for reading and spelling development.

These skill areas are:

- phonological awareness (in particular, phonemic awareness)
- letter-sound correspondence knowledge
- decoding and encoding accuracy
- fluency.

Aligned with the Australian Curriculum (v9), the table below maps out suggested assessment areas for students working at the expected curriculum level for Foundation, Year 1 and Year 2.

For students working below the expected curriculum levels, teachers should consider including the assessment areas outlined in the previous year level(s) to determine the earliest point of need for these students.

For more on fluency and assessment for a systematic synthetic phonics (SSP) approach, see the Literacy Hub’s professional learning on [fluency and progress monitoring](#) and [assessment and intervention](#).

Foundation	Year 1	Year 2
Phonological/phonemic awareness		
Letter-sound correspondences		
Single sounds	Common consonant and vowel patterns	Less common consonant and vowel patterns
Decoding and encoding accuracy		
Word level (consonant-vowel-consonant words)	Word level (one- and two-syllable words)	Word level (multisyllabic words)
Sentence level	Sentence level	Sentence level
Text level	Text level	Text level
Fluency		
Word-level decoding and encoding fluency	Developing text-level reading fluency	Text-level reading fluency



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