Progress monitoring tools: Phases 16-20

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 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.

driver doctor about extra problem dragon

felper plextra abree pittom quossil

friend water eyes always

My eyes always water in the bright sun.

The doctor agreed that my finger was broken.

My friend is a popular teacher because he always gives extra play time.

Phase 16: 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 words:

> driver doctor about extra problem dragon

Score:
/6

2. Have the student read these pseudo words:

> felper plextra abree pittom quossil

Score:
/5

3. Have the student read these irregular words:

> friend   water   eyes   always

Score:
/1   /1   /1   /1

4. Have the student read these sentences:

> My eyes always water in the bright sun.
>
> The doctor agreed that my finger was broken.
>
> My friend is a popular teacher because he always gives extra play time.

Score:
/3

Encoding

5. Dictate these words for the student to write:

> dollar digger above escape panda

Score:
/5

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

> friend   water   eyes   always

Score:
/1   /1   /1   /1

8. Dictate these sentences for the student to write:

> The dragon had red eyes that flashed in the sunlight.
>
> The traveller marked the date on the calendar.
>
> My friend always has water beside the sofa.

Score:
/3

g c dge tch ph kn

city cringe drudge stretch phrase knock

geft bance tridge braph knom fitch

half move gone both

Cindy will move her phone to the charger.

The witch knew both knees would twitch.

The judge said Gerry came first in the cycling race and the ridge run.

Phase 17: 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:

g*	c*	dge	tch	ph	kn

Score:
/2   /2   /1   /1   /1   /1

2. Have the student read these words:

city cringe drudge stretch phrase knock

Score:
/6

3. Have the student read these pseudo words:

geft bance tridge braph knom fitch

Score:
/6

4. Have the student read these irregular words:

half move gone both

Score:
/1   /1   /1   /1

5. Have the student read these sentences:

Cindy will move her phone to the charger.

The witch knew both knees would twitch.

The judge said Gerry came first in the cycling race and the ridge run.

Score:
/3

Encoding

6. Dictate these words for the student to write:

germ choice fledge clutch morph knit

Score:
/6

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

half move gone both

Score:
/1   /1   /1   /1

8. Dictate these sentences for the student to write:

Ginny raced to catch the snitch but it was gone.

The dolphin knows not to jump over the bridge.

Half the city plunged into darkness when the lights glitched.

Score:
/3

*Asterisks denote more than one sound. Tell the student how many sounds they should be producing, based on the available score.

ie ey oe eigh

chief lie hey hockey woe sleigh

zie ley poe breight

straight height only people

The height of the turkey made me shriek.

Chief Joe supplied the jockey with eight grey cookies.

Monkeys can hold onto straight branches using only their toes.

Phase 18: 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:

> ie* ey* oe eigh

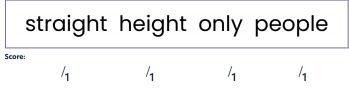**Score:** /2   /2   /1   /1

2. Have the student read these words:

> chief lie hey hockey woe sleigh

Score: /6

3. Have the student read these pseudo words:

> zie* ley* poe breight

Score: /6

4. Have the student read these irregular words:

> straight height only people

Score: /1   /1   /1   /1

5. Have the student read these sentences:

> The height of the turkey made me shriek.
>
> Chief Joe supplied the jockey with eight grey cookies.
>
> Monkeys can hold onto straight branches using only their toes.

Score: /3

Encoding

6. Dictate these words for the student to write:

> brief pie grey kidney doe weigh

Score: /6

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

> straight height only people

Score: /1   /1   /1   /1

8. Dictate these sentences for the student to write:

> The prize was only eighteen free meat pies.
>
> They had to wait until the field dried out before they could play hockey.
>
> My grieving niece was full of woe because the people denied her request.

Score: /3

*Asterisks denote more than one sound. Tell the student how many sounds they should be producing, based on the available score. In question 3, 'zie' and 'ley' should each be scored out of 2.

au aw al all oar -le

flaunt straw almost ball board title

traud plaw alk zall voar diffle

caught taught beautiful favourite

The audience will applaud loudly for their favourite author.

These awful beetles crawl all over the cardboard.

My uncle caught little prawns from the boardwalk.

Phase 19: 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:

au aw al all oar -le

Score:

/1   /1   /1   /1   /1   /1

2. Have the student read these words:

flaunt straw almost ball board title

Score:

/6

3. Have the student read these pseudo words:

traud plaw alk zall voar diffle

Score:

/6

4. Have the student read these irregular words:

caught taught beautiful favourite

Score:

/1   /1   /1   /1

5. Have the student read these sentences:

The audience will applaud loudly for their favourite author. These awful beetles crawl all over the cardboard. My uncle caught little prawns from the boardwalk.

Score:

/3

Encoding

6. Dictate these words for the student to write:

gaunt yawn always stall hoard stable

Score:

/6

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

caught taught beautiful favourite

Score:

/1   /1   /1   /1

8. Dictate these sentences for the student to write:

We always play netball on beautiful autumn days. Paula offered to haul the little seesaw to the tip. Nonno taught us how to make bottles of his favourite apple sauce.

Score:

/3

are ere ire ore ure

share sphere wire chore pure

plare zere bire vore sture

blood flood country awesome

As a dare I wore an awesome wig.

The umpire shares the score with the team.

They had to secure the sphere to protect it from floods.

Phase 20: 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:

are ere ire ore ure

Score:
  /1   /1   /1   /1   /1

2. Have the student read these words:

share sphere wire chore pure

Score:
  /5

3. Have the student read these pseudo words:

plare zere bire vore sture

Score:
  /5

4. Have the student read these irregular words:

blood flood country awesome

Score:
  /1   /1   /1   /1

5. Have the student read these sentences:

As a dare I wore an awesome wig.
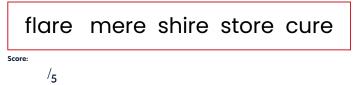
The umpire shares the score with the team.

They had to secure the sphere to protect it from floods.

Score:
  /3

Encoding

6. Dictate these words for the student to write:

flare mere shire store cure

Score:
  /5

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

blood flood country awesome

Score:
  /1   /1   /1   /1

8. Dictate these sentences for the student to write:

Going to the store is a good cure if you are bored.

Here is a vampire costume with some fake blood to scare your friend.

I will never tire of the pure joy of living in this awesome country.

Score:
  /3