**Individual Phonics Assessment Booklet**

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| **Name:** |
| **Individual Tracking****(Date when children are secure in each phase)** |
| **Secure in Phase 1:** |
| **Secure in Phase 2:** |
| **Secure in Phase 3:** |
| **Secure in Phase 4:** |
| **Secure in Phase 5:** |

**Phase 1 Assessments**

Children need a sound grasp of all aspects of phase 1 before they can move on to phase 2. However, they do not need to be secure in the phase before starting to cover phase 2.

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| **Aspect 1: Environmental Sounds** |
| *Can children distinguish between sounds in the environment?* |

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| **Aspect 2: Instrumental Sounds**  |
| *Can children identify which instrument makes a sound/ whether it is loud or quiet?* |

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| **Aspect 3: Body Percussion** |
| *Can children join in songs and keep a beat?* |

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| **Aspect 4: Rhythm & Rhyme** |
| *Can children generate a rhyming string – start with the target word and record the child’s response* |
| hill |  |
| dog |  |
| pet |  |

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| **Aspect 5: Alliteration**  |
| *Can children identify objects that start with the same sound?* |

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| **Aspect 6: Voice Sounds** |
| *Can children use their voice to accompany pictures and events?* |

**Phase 2 Assessments**

**Children are secure in Phase 2 when they can:**

* Give the sound when shown any phase 2 grapheme, securing first the starter letters s, a, t, p, i, n
* Find from a display any phase 2 grapheme when given the sound
* Orally blend and segment CVC words
* Blend and segment in order to read and spell VC/ CVC words

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| **Oral Blending**(Adult sound talks the word, child blends and says whole word. Tick & date when correct)  | **Oral Segmenting**(Adult says the whole word, child orally segments into phonemes. Tick & date when correct) |
| m-a-n |  | jam |  |
| s-o-ck |  | mat |  |
| c-u-p |  | zip |  |
| p-e-g |  | net |  |
| p-a-n |  | dog |  |
| f-i-sh |  | sit |  |
| sh-o-p |  | mum |  |
| b-u-g |  | pot |  |
| t-e-n |  | mop |  |
| c-a-t |  | bed |  |
| **Blending**(Child reads VC/ CVC words shown by adult. Tick & date when correct) | **Segmenting**(Child spells word given by adult using magnetic letters/ letter cards or by using whiteboard pen & board. Tick & date when correct) |
| if |  | on |  |
| am |  | up |  |
| og |  | ip |  |
| cag |  | ug |  |
| pim |  | ock |  |
| dog |  | bat |  |
| duck |  | pin |  |
| sad |  | dot |  |
| hin |  | pet |  |
| mat |  | lip |  |
| **Tricky Words**(Tick and date when children read/ recognise the following words) |
| the |  |
| to |  |
| I |  |
| no |  |
| go |  |

**Phase 3 Assessments**

**Children are secure in phase 3 when they can:**

* Give the sound when shown all or most phase 2 and phase 3 graphemes
* Find from a display all or most phase 2 and 3 graphemes when given the sound
* Blend and read CVC words consisting of phase 2 and 3 graphemes
* Segment and make a phonetically plausible attempt and spelling CVC words using phase 2 and 3 graphemes

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| **Blending**(Child reads VC/ CVC words shown by adult. Tick & date when correct response given) | **Segmenting**(Child spells word given by adult using whiteboard pen & board. Tick & date when correct response given) |
| chip |  | chug |  |
| hush |  | shop |  |
| moth |  | that |  |
| song |  | wing |  |
| pain |  | rain |  |
| seem |  | deep |  |
| night |  | light |  |
| road |  | loaf |  |
| food |  | boot |  |
| book |  | wood |  |
| cart |  | hard |  |
| born |  | cord |  |
| hurt |  | burp |  |
| cow |  | town |  |
| soil |  | coin |  |
| letter |  | boxer |  |
| **Tricky Words**(Tick and date when child can read/ recognise the following words) | **Tricky Words**(Tick and date when child can spell the following words) |
| he |  | the |  |
| she |  | to |  |
| we |  | no |  |
| me |  | I |  |
| be |  | go |  |
| was |  |
| my |  |
| you |  |
| her |  |
| they |  |
| all |  |
| are |  |

**Phase 4 Assessments**

**Children are secure in phase 4 when they can:**

* Give the sound when shown any phase 2 and 3 graphemes
* Find from a display any phase 2 and 3 graphemes when given the sound
* Blend and read words containing adjacent consonants
* Segment and spell words containing adjacent consonants

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| **Blending**(Child reads VC/ CVC words shown by adult. Tick & date when correct response is given) | **Segmenting**(Child spells word given by adult using whiteboard pen & board. Tick & date when correct response is given) |
| jump |  | hand |  |
| sand |  | went |  |
| street |  | crash |  |
| smell |  | start |  |
| sport |  | lamp |  |
| golf |  | shampoo |  |
| melting |  | chimp |  |
| chest |  | green |  |
| swim |  | frog |  |
| spring |  | stamp |  |
| **Tricky Words**(Tick and date when child can read/ recognise the following words) | **Tricky Words**(Tick and date when child can spell the following words) |
| some |  | he |  |
| one |  | she |  |
| said |  | we |  |
| come |  | me |  |
| do |  | be |  |
| so |  | was |  |
| were |  | my |  |
| when |  | you |  |
| have |  | her |  |
| there |  | they |  |
| out |  | all |  |
| like |  | are |  |
| little |  |
| what |  |

**Phase 5 Assessments**

**Children are secure in phase 5 when they can:**

* Give the sound when shown any grapheme that has been taught
* Write the common graphemes for any given sound
* Use phonic skill and knowledge as the prime approach to reading and spelling unfamiliar words, including those that are not completely decodable
* Read and spell phonically decodable two-syllable and three-syllable words
* Read automatically all the words in the list of 100 high frequency words
* Accurately spell most of the words in the 100 high frequency word list
* Form each letter correctly

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| **Phase 5 Phoneme Variations****Tick & Date to complete** |
| **First Phoneme** | **Variants** | **Recognise** | **Write** |
| ai | ay |  |  |
| a-e |  |  |
| ee | ea |  |  |
| y |  |  |
| e |  |  |
| igh | i-e |  |  |
| ie |  |  |
| i |  |  |
| y |  |  |
| oa | ow |  |  |
| o-e |  |  |
| o |  |  |
| oo | u-e |  |  |
| ue |  |  |
| ew |  |  |
| or | oor |  |  |
| ore |  |  |
| aw |  |  |
| au |  |  |
| air | are |  |  |
| er | ir |  |  |
| ur |  |  |
| ow | ou |  |  |
| oi | oy |  |  |
| f, ff | ph |  |  |
| l, ll | le |  |  |
| m | mm |  |  |
| mb |  |  |
| n | nn |  |  |
| kn |  |  |
| r | rr |  |  |
| wr |  |  |
| s | se |  |  |
| c |  |  |
| ce |  |  |
| v | ve |  |  |
| z, zz | s |  |  |
| se |  |  |
| sh | ti |  |  |
| ci |  |  |
| b | bb |  |  |
| c, k, ck | ch |  |  |
| d | dd |  |  |
| g | gg |  |  |
| j | g |  |  |
| dge |  |  |
| ge |  |  |
| p | pp |  |  |
| t | tt |  |  |
| w | wh |  |  |
| ch | tch |  |  |
|  |  |  |  |
| **100 High Frequency Words****Tick & date when child can read and spell words** |
|  | **Read** | **Spell** |  | **Read** | **Spell** |
| the |  |  | do |  |  |
| and |  |  | me |  |  |
| a |  |  | down |  |  |
| to |  |  | dad |  |  |
| said |  |  | big |  |  |
| in |  |  | when |  |  |
| he |  |  | it’s |  |  |
| I |  |  | see |  |  |
| of |  |  | looked |  |  |
| it |  |  | very |  |  |
| was |  |  | look |  |  |
| you |  |  | don’t |  |  |
| they |  |  | come |  |  |
| on |  |  | will |  |  |
| she |  |  | into |  |  |
| is |  |  | back |  |  |
| for |  |  | from |  |  |
| at |  |  | children |  |  |
| his |  |  | him |  |  |
| but |  |  | Mr |  |  |
| that |  |  | get |  |  |
| with |  |  | just |  |  |
| all |  |  | now |  |  |
| we |  |  | came |  |  |
| can |  |  | oh |  |  |
| are |  |  | about |  |  |
| up |  |  | got |  |  |
| had |  |  | their |  |  |
| my |  |  | people |  |  |
| her |  |  | your |  |  |
| what |  |  | put |  |  |
| there |  |  | could |  |  |
| out |  |  | house |  |  |
| this |  |  | old |  |  |
| have |  |  | too |  |  |
| went |  |  | by |  |  |
| be |  |  | day |  |  |
| like |  |  | made |  |  |
| some |  |  | time |  |  |
| so |  |  | I’m |  |  |
| not |  |  | if |  |  |
| then |  |  | help |  |  |
| were |  |  | Mrs |  |  |
| go |  |  | called |  |  |
| little |  |  | here |  |  |
| as |  |  | off |  |  |
| no |  |  | asked |  |  |
| mum |  |  | saw |  |  |
| one |  |  | make |  |  |
| them |  |  | an |  |  |