**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 | |  | |  |