

# Phonics Assessment

To find out where your child is working, start with the Phase 2 reading assessment sheet then complete the Phase 2 spelling sheet. Move on to Phase 3 and then Phase 4 when they are ready. Children have a short attention span so it is best to complete an assessment sheet over a few short sessions.

## Sounds

Start by checking which sounds your child knows. Show them the sound on the sheet or using the flashcards and highlight the ones they know. When you use the spelling assessment, see if your child can write the letter down when you say the sound.

## Oral Blending

Once your child recognises the sounds, move on to oral blending. Sound out a word, but don't show it to them, e.g. s-a-t and ask your child to blend it together e.g. sat. Where two letters are next to each other, it is because they make one sound e.g. t-ai-l not t-a-i-l.

## High Frequency Words

Once your child can orally blend sounds to make a word, show them the high frequency words and see if they can blend the letters to read the word. If you use the Mini Writers Club flashcards, make two piles of cards as you show them to them; one pile of words they can sound out and blend/recognise by sight and a pile of words they are unable to read. Tick off the words they know.

## Tricky Words

Children need to be able to recognise these by sight because they cannot be sounded out.

## Oral Segmenting

Say the word to your child e.g. bat and ask them to sound it out e.g. b-a-t. You are looking for your child to sound out the smallest units of sound they can hear rather than say the individual letters needed to spell e.g. r-i-ch not r-i-c-h.

# Phase 2 - Reading

## Sounds

Set 1	s		a		t		p	
Set 2	i		n		m		d	
Set 3	g		o		c		k	
Set 4	ck		e		u		r	
Set 5	h	b	f	ff	l	ll	ss	

## Oral Blending

Word to be sounded out by the adult	Record the child's response if they blend the sounds incorrectly	Tick if correct
s-a-t		
m-a-n		
c-o-p		
s-o-ck		
f-u-n		
h-i-ss		

## Reading High Frequency Words

<b>Set 1</b>	a		as		at	
<b>Set 2</b>	is	it	an	in	and	dad
<b>Set 3</b>	got		on		can	
<b>Set 4</b>	get		put		mum	
<b>Set 5</b>	his		him		back	
	big		but		if	
			of		off	

## Reading Tricky Words

the	to	I
no	go	into

# Phase 2 - Spelling

## Writing Sounds

Set 1	s		a		t		p	
Set 2	i		n		m		d	
Set 3	g		o		c		k	
Set 4	ck		e		u		r	
Set 5	h	b	f	ff	l	ll	ss	

## Oral Segmenting (Sounding Out)

Word to be said by the adult	Record the child's response if they sound the word out incorrectly	Tick if correct
sat		
man		
cop		
sock		
fun		
hiss		

## Spelling High Frequency Words

<b>Set 1</b>	a		as		at	
<b>Set 2</b>	is	it	an	in	and	dad
<b>Set 3</b>	got		on	not		can
<b>Set 4</b>	get		put	up		mum
<b>Set 5</b>	his		him	had		back
	big		but	if	of	off

## Spelling Tricky Words

the	to	I
no	go	into

# Phase 3 - Reading

## Sounds

<b>Set 6</b>	j	v	w	x
<b>Set 7</b>	y	z	zz	qu
<b>Consonant digraphs</b>	ch	sh	th	ng
<b>Vowel digraphs and trigraphs</b>	ai	ee	igh	oa
	oo (short)	oo (long)	ar	or
	ur	ow	oi	ear
	air	ure	er	

## Oral Blending

Word to be sounded out by the adult	Record the child's response if they blend the sounds incorrectly	Tick if correct
f-o-x		
qu-i-z		
ch-i-p		
l-igh-t		
c-oi-n		

## Reading High Frequency Words

<b>Set 6</b>	will				
<b>Consonant digraphs</b>	that	this	then	them	with
<b>Vowel digraphs</b>	see	too	look		
	for	down	now		

## Reading Tricky Words

he	she	we	me
be	was	you	they
all	are	my	her

# Phase 3 - Spelling

## Writing Sounds

<b>Set 6</b>	j	v	w	x
<b>Set 7</b>	y	z	zz	qu
<b>Consonant digraphs</b>	ch	sh	th	ng
<b>Vowel digraphs and trigraphs</b>	ai	ee	igh	oa
	oo (short)	oo (long)	ar	or
	ur	ow	oi	ear
	air	ure	er	

## Oral Segmenting (Sounding Out)

Word to be said by the adult	Record the child's response if they sound the word out incorrectly	Tick if correct
fox		
quiz		
chip		
light		
coin		

## Spelling High Frequency Words

<b>Set 6</b>	will				
<b>Consonant digraphs</b>	that	this	then	them	with
<b>Vowel digraphs</b>	see	too	look		
	for	down	now		

## Spelling Tricky Words

he	she	we	me
be	was	you	they
all	are	my	her

# Phase 4 - Reading

## Oral Blending

Word to be sounded out by the adult	Record the child's response if they blend the sounds incorrectly	Tick if correct
n-e-s-t		
f-r-o-g		
s-t-a-m-p		
s-t-r-i-ng		

## Reading High Frequency Words

went	it's	from
children	just	help

## Reading Tricky Words

said	have	like
so	do	some
come	were	there
little	one	when
out	what	

# Phase 4 - Spelling

## Oral Segmenting (Sounding Out)

Word to be said by the adult	Record the child's response if they sound the word out incorrectly	Tick if correct
nest		
frog		
stamp		
string		

## Spelling High Frequency Words

went	it's	from
children	just	help

## Spelling Tricky Words

said	have	like
so	do	some
come	were	there
little	one	when
out	what	