

## Phase 3 - Assessment

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Tested by: \_\_\_\_\_ Date: \_\_\_\_\_

- Show each flashcard. If the child can say the correct phoneme – tick the first box.
- Hide the flashcards. Say each phoneme and ask the child to write the grapheme on a whiteboard or piece of paper. If they write it correctly - tick the second box.
- If at any time a child seems to find it too difficult – stop the assessment at that point!
- Before starting Phase 3 - expect children to get very few ticks (if any) from Set 6 onwards.
- At the end of Phase 3 – expect children to get almost all ticks.

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		
l		

Set 6		
j		
v		
w		
x *		

Set 7		
y		
z		
qu *		

Consonant digraphs		
ch		
sh		
th		
ng		

Vowel digraphs		
ai		
ee		
igh		
oa		
oo		
ar		
or		
ur		
ow		
oi		
ear		
air		
ure		
er		

\* Please note that the letter x is traditionally taught as representing /k/s/. This is actually two phonemes rather than one. Letters and Sounds recommends simply allowing children to consider /ks/ as one sound at this stage. In terms of assessment though, box could be segmented into /b/ /o/ /ks/ or alternatively into /b/ /o/ /k/ /s/. Both can be considered correct. The same advice is given in Letters and Sounds for the /qu/ grapheme.

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#### Blending Assessment (CVC)

Show the child the flashcard with the first word on it. Ask them to soundtalk (say each sound in the word) and then blend the word together. If they just read it, ask them to go back and soundtalk. Tick if they can soundtalk and blend correctly. Repeat for all words. Stop if children are struggling! At the start of Phase 3 expect children to get very few ticks.

Sound and words	Tick if correct – otherwise record exactly what child said or did
1. f-o-x      fox *	
2. sh-o-p      shop	
3. v-a-n      van	
4. r-i-ng      ring	
5. t-ai-l      tail	
6. m-oo-n      moon	
7. r-oa-d      road	
8. l-igh-t      light	
9. p-ar-k      park	
10. c-oi-n      coin	

#### Segmenting Assessment (CVC)

Say the first word to the child. Ask them to segment orally and then write the word in their whiteboard. Tick if they spell the word correctly. Repeat for all words. Stop if children are struggling! At the start of Phase 3 expect children to get very few ticks

Words to be spoken	Tick if correct – otherwise record exactly what child wrote
1. box *	
2. rich	
3. ship	
4. teeth	
5. zip	
6. rain	
7. goat	
8. tear	
9. owl	
10. fight	

Any observations: