

Letters and Sounds

Student Tracking Booklet 2024

Student Name:		Date of Birth:	
----------------------	--	-----------------------	--

School Year:	Year:	Educator's Name/s:	Phase achieved (tick & date)						
			2 (pg 1)	3 (pg 2)	4 (pg 3)	5A (pg 4)	5B (pg 6)	5C (pg 8)	6 (pg 10)

This booklet forms part of a suite of supporting documents, including the corresponding **student stimulus materials**, **data spreadsheet** and more.

These can be accessed at <https://wp.me/PbdnOU-Lz>



2024 tracking booklet features:

- ✓ *All sound-letter correspondences (phases 2-6) tested in...*
- ✓ *Nonsense word spelling*, dictation and sentence reading*
- ✓ *Planning from data made easier:*
 - *Stimuli in dictation/reading sentences arranged by sets*
 - *Colour coding in spelling, dictation & reading based on sets*
 - *Sound buttons in sentences*
- ✓ *Streamlined recommended assessment process*
- ✓ *Expected age of mastery included (inc. DOE Phonics Check expectations)*

Instructions



[How-to video →](#)

Booklet structure:

Most phases in this booklet include the following parts:

'Harder' / ++ complex skills



'Easier' / simpler skills

- **Dictation** sentences
- Sentence **reading** passages
- **Nonsense word reading & spelling** (real words used for phase 5b & c)
- **Phoneme/grapheme correspondences**
- **High frequency words** [booklet section mainly to be used for analysis from other tasks]
- Oral **blending**
- Oral **segmenting**

Generally the easier/earlier acquired skills are towards the bottom of the page; harder/more complex skills are towards the top of the page.

Note: Phase 5 tier 1 assessments are on the 2nd page and tier 2-3 assessments on the 1st page (due to space limitations) – star with the tier 1 assessments on the 2nd page.

Use overview:

This booklet is intended to be used flexibly, in whatever way will best meet educator/school needs. Below is a recommended process for assessment. Schools can deviate from these recommendations however to meet their needs. Schools should ensure that the ways tasks are administered are consistent across classes.

Assessment process:

In order to use this tool in the most efficient way possible, assess students in tiers depending on how well they do, starting with more complex skills and working down to simpler skills only as needed. The tiers of assessment are indicated on the score sheets **in yellow** and on each subtest through asterisks (* = tier 1, ** = tier 2, *** = tier 3)

Tier 1: All students	Tier 2: Only students who do <u>poorly</u> on tier 1 & higher level tier 2 assessments...		Tier 3: Only if student struggles on tier 2 assessments but does <u>well</u> on oral blending/ segmenting
*	** Higher level	*** Lower level tasks	***
<input type="checkbox"/> Dictation <input type="checkbox"/> <i>Optional: Sentence reading</i>	<input type="checkbox"/> Sentence reading	<input type="checkbox"/> Reading high frequency words in isolation	<input type="checkbox"/> Oral segmenting <input type="checkbox"/> Oral blending
<input type="checkbox"/> Nonsense word spelling		<input type="checkbox"/> Nonsense word reading	<input type="checkbox"/> Trouble with reading: Show grapheme & student says sound <input type="checkbox"/> Trouble with spelling: Say the sound & the student writes a matching grapheme

Reason for recommended order:

Most students who can spell words can read them too, so assessing spelling should capture most poor readers too. Moving through the tiers of assessment allows educators to identify why a student can't read/write using the target set(s).

Analysis & Scoring:

To support efficient use of the booklet, it is recommended that **student errors** (instead of correct items) are scored & analysed. Make sure to indicate which items have/have not been attempted (e.g. 'NA').

Sets	**Analysis from other tasks Use for planning	
	Writing	Reading
Set 1	X	
s	X	
a		
t	X	X
p		
Set 2		

Each phase has a **targets overview section**. This is intended to be used primarily for **analysis of students' performance** in tasks such as dictation and reading. E.g. if a student was not able to use 's' and 't' in writing and/or reading, this should be indicated.

The **80% accuracy mark** has been indicated in some tasks using . 80% accuracy is often used as a broad brush indicator of 'achievement'.

Refer to the **score conversation document** to easily convert student raw scores into %s.

Phase Two

Expected mastery: Mid PP. (Mid-Y1 latest- ♦ DOE phonics check)

- Orally blend and segment CVC words **HF words:** Not yet decodable (read): the, to, I, go, no [spell in phase 3]
 - Blend and read VC and CVC words containing Phase Two graphemes Decodable HF words (read and spell): see manual pg 194
 - Segment and spell VC and CVC words containing Phase Two graphemes Useful phase 3 HF words (not yet decodable – read): a, is
- [Follow up tasks if need more information: • Say sound when shown Phase Two grapheme • Find the Phase Two grapheme from a display when given the sound]

*Analysis from other tasks (Use for planning)

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

Tier 1 *Dictation**

Bold= targets # Sounds * x ✓

Set	Word	Sound	Sound	Sound	Sound	Sound	%
Set 1	Pat	sat	at	the	tap.		11= %
Set 2 (+1)	Tim	is	a	sad	man.		9= %
Set 3 (+1-2)	No	kid	got	a	can.		9= %
Set 4 (+1-3)	Red	and	I	run			12= %
	to	the	muck.				%
Set 5 (+1-4)	Miss	Be ll	had	let	Fin		21= %
	go	to the	buff	boss.			%
Total						/62= %	

*Sentence Reading**

Bold=current targets; italics = HFWS # Sounds * x ✓

Set	Word	Word	Word	Word	Word	Word	Word	Word	Word	%
Set 1	Tam	sat	at	the	mat.					11= %
Set 2 (+1)	Pam	is	mad	at	Nan	and	Dad.			17= %
Set 3 (+1-2)	The	cop	got	the	kid	to	go to	Kim.		12= %
Set 4 (+1-3)	Nick	and	I	can	run	to	a	red	rock.	18= %
Set 5 (+1-4)	Tess	can	huff	less	up	the	big	hi ll.		20= %
Total									/78= %	

NYD HF Words	Word	the	to	no	go	I	Total
Dict.		1, 4	4, 5	3	5	4	/5
Sent. Read		1, 3, 5	3, 4	3	3	4	/5

Tier 3 ***P/G correspondence

Sets	Say	Find
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	
	ll	
	l	
	ss	
Total	/24	/24

Tier 2 **Non-word Assessment Task**

1. **Spelling task:** Adult says, "I'm going to say some silly words - they're not real words. I want you to write them down as I say them. Write them the way you would if they were real words." 2. **Reading task (optional, use only if needed):** Adult says, "I have some silly alien words here. Please say the sounds and read the words for me".

Mark: ✓ correct / * incorrect Analyse: (optional) cross incorrect sounds & total correct

Non-word	**Write	*Read	Sounded only (e.g. o-g)	*Write	*Read	Sounded only (e.g. o-g)	# Sounds ✓
1. og				o g	o g	o g	/2
2. ag				a g	a g	a g	/2
3. liss				l i s s	l i s s	l i s s	/3
4. pim				p i m	p i m	p i m	/3
5. ket				k e t	k e t	k e t	/3
6. hin				h i n	h i n	h i n	/3
7. reb				r e b	r e b	r e b	/3
8. nud				n u d	n u d	n u d	/3
9. cag				c a g	c a g	c a g	/3
10. meck				m e c k	m e c k	m e c k	/3
11. suff				s u f f	s u f f	s u f f	/3
12. foll				f o l l	f o l l	f o l l	/3
# * incorrect			Notes:				Total
# ✓ correct	/12 %	/12 %					

Tier 3 ***Oral Segmenting: 3 sounds

Tick if child sounds out w word correctly

Practice: rap, zip, dad

Word spoken by adult	Right/wrong (2x chances)	Answer & analysis (total 18 sounds)
1. ham		h - a - m
2. net		n - e - t
3. dog		d - o - g
4. sun		s - u - n
5. mud		m - u - d
6. lip		l - i - p
# ✓ correct	/6= %	

***Oral Blending: 3 sounds

Tick if child says word

Practice: c-a-t, m-u-m

Word sounded by adult	Right/wrong (2x chances)	Answer & analysis (tot. 18 sounds)
1. m-a-n		man
2. c-u-p		cup
3. p-e-g		peg
4. h-u-g		hug
5. f-i-sh		fish
6. s-o-ck		sock
# ✓ correct	/6= %	

Goals: Phase 2 goals +

Phase Three

Expected time of mastery: Sets 6-7: End PP,

Extended code (Vowel digraphs): Mid Y1

(at latest - ♦ DOE phonics check)

Blend and read 2-3 sound words containing Phase Three graphemes

Segment and spell 2-3 sound words containing Phase Three graphemes

HF words... Not yet decodable HFWs (read): he, she, we, be, me, my; was, all, you, they, are [spell in phase 4]

Decodable HF words (read and spell): her, will, that, this, then, them, with, see, for, now, down, look, too

[Follow up tasks if need more information: • Say sound when shown Phase Three grapheme • Find the Phase Three grapheme from a display when given sound]

*Analysis from other tasks (Use for planning)

Write		Read		Write		Read		Write		Read		Write		Read		Write		Read	
Set 6		Set 7a				Set 7b		Cons. Dig.		Vowels (R-controlled)		Vowels				Vowels			
j		y		ch		ar		ai		OO (moo)		ear							
v		z		sh		or		ee		OW (cow)		air							
w		zz		th		ur		igh		oi		ure							
X # (/k/+/s/)		qu # (/k/+/w/)		ng		er		oa											

Tier 1	*Dictation+	Bold=targets	# Sounds	x	✓
Set 6 (+1-5)	Jen had my wax van.				13
Set 7a (+1-6)	Yazz and Zac are quick.				13
Set 7b (+1-6)	Shell will win such a thing.				15
Vowel 1.	The cows moo at my sheep.				10
Vowel 2.	Light rain hits the soil road.				16
Vowel 3.	Her short cart had fair fur.				15
					82 = %

Not yet decodable *HF Words	Word →	she	he	we	be	me	my
Dictation							6, V1
Sent. Read		7b		7b			
Word →	was	all	you	they	are	Total	
Dictation					7a	/11	
Sent. Read	6	6a		7a	7a	/11	

Tier 2 **Non-word Assessment Task (all phase three graphemes tested)

1. **Spelling task:** Adult says, "I'm going to say some silly words - they're not real words. I want you to write them down as I say them. Write them the way you would if they were real words."
 2. **Reading task (optional, use only if needed):** Adult says, "I have some silly alien words here. Please say the sounds and read the words for me".

Non-word	**Write	Read	Write	Read	Sounded only	# Sounds ✓
1. dar			d ar	d ar	d ar	/2
2. veng			v e ng	v e ng	v e ng	/3
3. goax#			g oa x	g oa x	g oa x	/4
4. chee			ch ee	ch ee	ch ee	/2
5. zort			z or t	z or t	z or t	/3
6. jigh			j igh	j igh	j igh	/2
7. hish			h i sh	h i sh	h i sh	/3
8. yurk			y ur k	y ur k	y ur k	/3
9. sair			s air	s air	s air	/2
10. #quom			qu om	qu om	qu om	/4
11. doit			d oi t	d oi t	d oi t	/3
12. waib			w ai b	w ai b	w ai b	/3
13. thozz			th o zz	th o zz	th o zz	/3
14. zear			z ear	z ear	z ear	/2
15. voo			v oo	v oo	v oo	/2
16. fow			f ow	f ow	f ow	/2
17. nure			n ure	n ure	n ure	/2
18. gern			g er n	g er n	g er n	/3
# * incorrect			Notes:			Total:
# ✓ correct	/18 = %	/18 = %				/48 %

	*Sentence Reading+	Bold=current targets	# Sounds	x	✓
Set 6 + 1-5	Jim was a wet, all fox vet.				13 = %
Set 7a + 1-6	Yes, they are fans of quick jazz.				13 = %
Set 7b + 1-6	He will wish to sing and be a rich king.				18 = %
Vowels 1.	Now cool Gail will join a free night boat				23 = %
Vowels 2.	A hard gear will turn her hair cord				18 = %
Total					/85 = %

Tier 3	***Phoneme – Grapheme Correspondences (/26)															Total Say: / 26 = %	Total Find: / 26 = %		
	Set6	Say	Find	Set7A	Say	Find	Set7B	Say	Find	Vowels	Say	Find	Vowels	Say	Find	Vowels	Say	Find	
	j			y			ch			ar			ai			OO (moo)			ear
	v			z			sh			or			ee			OW (cow)			air
	w			zz			th			ur			igh			oi			ure
	x			qu			ng			er			oa						

Goals: Phase 3 goals +

Phase Four (consolidation of previous codes in longer words)

Expected time of mastery:

Sets 1-7: End PP; Vowel digraphs & trigraphs: Mid Y1
(at latest - ♦ DOE phonics check)

- Orally blend and segment 4+ sound words
- Blend and read 4-6+ sound words containing Phase Two & Three graphemes
- Segment and spell 4-6+ sound words containing Phase Two & Three graphemes

HF words: *Not yet decodable HFWs (read):* said, do, so, like, when, were, one, some, come, there, what, out, little, have [spell in 5a]
 Decodable HFWs (read and spell): went, it's, from, children, just, help. [F/up if needed: ● Oral blend/segment 3 sounds in phase 2]

***Analysis from other tasks:** To use for planning. Write error sounds

Set:	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7a	Set 7b: cons. di.	Vowel di/trigraphs
Write									
Read									

Tier 1 *Dictation+

Bold = codes in target (4+ sound) words / new HFWs; italics = phase NYD HFWs

												# Sounds	x	✓
4.1 (simple code)	Fran	took	a	lunchbox	as	a	gift	for	Brad	and	Greg.			/ 32 = %
4.2 (extended code)	So,	what	were	you	doing	floating	near	a	growling	brown	skunk?!			/ 27 = %
4.3 (HFWs)	Were	there	kids	that	said	<i>they'd</i>	like	to	come	and	have	melting	Smors?	/ 14 = % / 6 HFWs
Total											/ 73 sounds = %			

p3

*Reading+

Bold = codes in target (4+ sound) words / new HFWs; italics = phase NYD HFWs

												# Sounds	x	✓
4.1 (simple code)	One	tw in	f rog	sw ims	and	dr ifts	ou t	in	<i>the</i>	so ft,	co ld	ri ver.		/ 36 = %
4.2 (extended code)	Are	you	af raid	of	th understorms,	sh arks	or	ch impanzees?						/ 28 = %
4.3 (HFW)	I	like	it	when	some	little	kids	come	run	out	there	said	Gramps.	/ 14 = % / 9 HFWs
Total											/ 78 sounds = %			

*NYD HF Words

Numbers = dict./ reading sents.
HF words are found in

Word	Dictate	S. Read
said	4.3	3
were	2, 4.3	
do	2	3
like		3
when		3
one	4.1	
some	4.3	3
come	4.3	3
there	4.3	3
what	2	
so	2	
out	4.1	3
little		3
have	4.3	
Total:	/14 = %	/14 = %

Tier 2

**Non-word Assessment Task

1. **Spelling task:** Adult says, "I'm going to say some silly words - they're not real words. I want you to write them down as I say them. Write them the way you would if they were real words." 2. **Reading task (optional, use only if needed):** Adult says, "I have some silly alien words here. Please say the sounds and read the words for me".

Non-word	Mark: ✓ correct / * incorrect			Analyse: (optional) cross incorrect sounds & total correct			Sounds ✓
	**Write	*Read	Sounded	*Write	*Read	Sounded only (e.g. o-g)	
1. plood				p l o o d	p l o o d	p l o o d	/ 4
2. dreep				d r e e p	d r e e p	d r e e p	/ 4
3. scarb				s c a r b	s c a r b	s c a r b	/ 4
4. kelf				k e l f	k e l f	k e l f	/ 4
5. bamp				b a m p	b a m p	b a m p	/ 4
6. shreb				sh r e b	sh r e b	sh r e b	/ 4
7. theest				th e e st	th e e st	th e e st	/ 4
8. prosk				p r o s k	p r o s k	p r o s k	/ 5
9. grint				g r i n t	g r i n t	g r i n t	/ 5
10. spunch				s p u n c h	s p u n c h	s p u n c h	/ 5
11. glorpid				g l o r p i d	g l o r p i d	g l o r p i d	/ 6
12. fowspring				f o w s p r i n g	f o w s p r i n g	f o w s p r i n g	/ 7
# *incorrect				Notes:			Total sounds ✓ correct:
# ✓ correct	/12	/12					/48 = %

Tier 3

***Oral Segmenting: 4-5 sounds

Prac: land, spot

Word sounded by adult	✓/ *	Answer & analysis	Word sounded by adult	✓/ *	Answer & analysis
1. mint		m-i-n-t	4. snack		s-n-a-ck
2. sand		s-a-n-d	5. clamp		c-l-a-m-p
3. gran		g-r-a-n	6. stomp		s-t-o-m-p
# *incorrect			# ✓ correct		/26 = %

***Oral Blending: 4-5 sounds

Tick if word said

Prac: s-t-o-p, b-r-igh-t

Word sounded by adult	Right/ wrong /2	Answer & analysis	Word sounded by adult	Right/ wrong /2	Answer & analysis
1. h-a-n-d		hand	4. s-p-oo-n		spoon
2. t-e-n-t		tent	5. s-t-a-m-p		stamp
3. f-l-a-g		flag	6. s-t-r-i-n-g		string
# *incorrect			# ✓ correct		/26 = %

♦ = DOE phonics mid-Y1 expectations

* Dictation ⁺													# Sounds	x	✓			
Bold = codes in target words/new HFWs; italics = phase NYD HFWs. Sounds in target words only counted.																		
5A.1 HFW + ♦ 'ir'	I'm	very	mad.	Don't	put	your	third	shirt	here	by	the	old	house!	Sounds	Sounds	/6=	%	
							• • •	• • •						HFWs:	HFWs:	/8=	%	
5A.2 ♦ /ee/ ♦ /or/ ♦ /ow/	Even	Joe	the	jockey	was	seated	on	the	lawn ♦	of	his	home	in	August			/ 26	%
				• • •		• • •			• • •			• • •					=	%
5A.3 Diphthongs ♦ /igh/ ♦ /oy/ ♦ /ew/ ♦ /ou/	I	i n v i t e	you	to	use	the	Boy	Scout's									/29	%
							• • •	• • •			• • •	• • •					=	%
		new ♦	venue	today ♦	to	bake ♦	a	pie.										
		• • •	• • •	• • •		• • •		• • •										
5A.4 ♦ /zh/, ♦ 'wh' ♦ 'ph' ♦ /oo/	It	was	unusual	when	Phillip	threw	his	blue	flute	away ♦							/28	%
			• • •	• • •	• • •	• • •		• • •	• • •	• • •							=	%
Total													/89 sounds =		%			

* Reading ⁺													# Sounds	x	✓			
Bold = codes in target words / new HFWs; italics = phase NYD HFWs. Sounds in target words only counted.																		
5A.1 HFW + ♦ 'ir'	Don't	stress.	I'm	very	glad	to	see	you	put					Sounds	Sounds	/3=	%	
														HFWs:	HFWs:	/8=	%	
5A.2 ♦ /ee/ ♦ /or/ ♦ /ow/	I	saw ♦	Steve	in	the	valley	and	he	is	exhausted.							/39	%
		• • •	• • •			• • •				• • •							=	%
		He	has	a	broken	toe,	so	needs	treatment.									
5A.3 Diphthongs ♦ /igh/ ♦ /oy/ ♦ /ew/ ♦ /ou/	Dad	argues	that	we	lied	about	enjoying										/36	%
		• • •			• • •	• • •	• • •										=	%
		a	few	cube ♦	cakes ♦	outside	on	Sunday. ♦										
		• • •	• • •	• • •	• • •	• • •		• • •										
5A.4 ♦ /zh/, ♦ 'wh' ♦ 'ph' ♦ /oo/	My	nephew	is	so	casual	that	he	has									/29	%
		• • •			• • •												=	%
		no	clue	when	to	prune	the	plants	that	grew.								
	• • •	• • •	• • •		• • •		• • •	• • •	• • •									
Total													/107 sounds =		%			

Goals: Phase 5A goals +

Phase Five Part B (alternative pronunciations)

Expected time of mastery:

Mid Y2 - end Y2 (at latest)

- Blend and read single and multisyllabic words containing Phase Five B alternative pronunciations of known graphemes
- Segment and spell single and multisyllabic words containing Phase Five B alternative pronunciations of known graphemes

HF words **Not yet decodable HFWs (read):** Oh, their, people, Mr. Mrs. looked, called, asked, would, should, could

Follow up tasks if need more information: ● Oral blending/segmenting of words (phase 2 & 4) ● Read/spell phase 2-5 words – analyse codes missed previously

● Note: phoneme-grapheme correspondences aren't used as a tier 3 assessment for phase 5b, because alternative pronunciations depend on word context.

Tier 1 tasks on next page – start there

Note: **Non-word assessment is not used in phase 5B**, because alternate pronunciations are dependent on word meaning which is absent in nonword tasks. Real word assessment is used instead.

*Analysis from other tasks

◆ = DOE phonics mid-Y1 expectations

^ = part of a pattern—may be introduced with earlier phases

	Sound	Grapheme	Writing	Reading	Notes
Short	/i/	'y'	(gym)		
	/e/	'ea'	(bread)		
Long	/ay/	'ey'	(grey)		
	/ah/	'a'	(fast)		
Short	/o/	'ou'	(want)		
	/oo/	'ou'	(shoulder)		
Short	/oo/	'ou'	(you)		
	short /oo/	'ou'	(could)		
Mostly long sounds	/ew/ (/ee+/ /oo/)	'u'	(put)		
	/ew/	'u'	(unit)		
Mostly long sounds	/igh/	'i'	(find)		
	/igh/	'y'◆	(by)		
Mostly long sounds	/ee/	'ie'	(very)		
	/ee/	'ie'	(field)		
Mostly long sounds	/ee/	'e'	(he)		
	/ow/	'ow'◆	(blow)		
Consonants	/er/ (consolidation)	'er'	(fern)		
	/k/	'ch'	(school)		
Consonants	/sh/	'ch'	(chef)		
	/s/	'c'^	(cell)		
Consonants	/j/	'g'^	(gym)		
	Total /21		= %	= %	

**Real-word Assessment Task (phase five alternate pronunciations)

Tier 2 **Spelling task:** Adult says, "I'm going to say some words. Please write them down as I say them."

2. Reading task (optional, use only if needed): Adult says, "I have some words here. Please read the words for me".

Sound	Grapheme	Word	Mark target sound ✓ correct / ✗ incorrect		Sound analyse: (optional) cross incorrect sounds & total correct		
			Write	Read	Sounds	Write # Sounds ✓ Total	Read # Sounds ✓ Total
/i/	'y'	1. crystal			c r y s t a l	/7	/7
/e/	'ea'	2. head			h e a d	/3	/3
/ay/	'ey'	3. hey			h e y	/2	/2
/ah/	'a'	4. apron			a p r o n	/4	/4
/ah/	'a'	5. father			f a t h e r	/4	/4
/o/	'ou'	6. wallet			w a l l e t	/5	/5
/oo/	'ou'	7. mould			m o u l d	/4	/4
short /oo/	'ou'	8. soup			s o u p	/3	/3
short /oo/	'ou'	9. should			sh o u l d	/3	/3
/ew/	'u'	10. pull			p u l l	/3	/3
/ew/	'u'	11. music			m u s i c	/5	/5
/igh/	'i'	12. kind			k i n d	/4	/4
/igh/	'y'◆	13. fry			f r y	/3	/3
/ee/	'ie'	14. hairy			h a i r y	/4	/4
/ee/	'ie'	15. shield			sh i e l d	/4	/4
/ee/	'e'	16. she			sh e	/2	/2
/ow/	'ow'◆	17. show			sh o w	/2	/2
/er/ (cons.)	'er'	18. stern			s t e r n	/4	/4
/k/	'ch'	19. chord			ch o r d	/3	/3
/sh/	'ch'	20. machine			m a ch i e n	/5	/5
/s/	'c'^	21. acid			a c i d	/4	/4
/j/	'g'^	22. gem			g e m	/3	/3
# ✗ incorrect					# ✗ incorrect		
# ✓ correct			/22	/22	# ✓ correct	/78	/78
% correct			= %	= %	% correct	= %	= %

Phase Five Part B (alternative pronunciations) cont.

Phase 5B NYD HFWs	All HFW in dictation & reading item 5B.6	Word →	oh	their	people	Mr.	Mrs.	looked	called	asked	would	could	should	Total	
	Dictation													Incorrect*	Correct ✓
		Sent. Read													/11
														/11	= %

Tier 1

*Dictation+ Bold = codes in target words / new HFWs. Sounds in target words only counted													# Sounds	x	✓
5B.1 (a', e')	She	wanted	to	catch	the	next	pass	from	Amy.				/22		
	• —	• • • • •		• • •		• • • • •	• — • •		— • • •				= %		
5B.2 (i, y, u')	Jim	pushed	my	bully	behind	the	giant,	yucky	shrub.				/32		
	• • •	• • • • •	• • •	• • • • •	• — • • • • •		• — • • • • •	• • • • •	• • • • •				= %		
5B.3 (ou ie er)	Could	you	tie	the	fighter's	shield	to	your	shoulder?				/21		
	• • •	• — •	• —		• — • • • • •	• — • • •			• • • • •				= %		
5B.4 (ow ea ey)	They	are	ready	down	near	the	snow	heap	in	the	valley.		/19		
	• —		• • • • •	• — • •			• • • • •	• • • • •			• • • • •		= %		
5B.5 (ch, c, g)	Chef	Greg	took	ages	to	check	the	school's	spice	costs.			/28		
	• • •	• • • • •		• — • • •		• • •		• • • — • • •	• • • — •	• • • • •			= %		
5B.6 HFWs	Mr. and Mrs. Green	looked,	called	and	asked	around	for	their	people.				/10 HFWs		
	Would	they,	could	they,	should	they	find	them?				= %			
Total											/122 sounds =		%		

*Sentence Reading+ Bold = codes in target words / new HFWs. Sounds in target words only counted													# Sounds	x	✓
5B.1 (a', e')	We	saw	the	fat	wasp	rest	over	the	grass	and	acorns.		/22		
	• —			• • • • •	• • • • •	• • • • •			• • • • •		— • • • • •		= %		
5B.2 (i, y, u')	Kind	Mr.	Timothy	will	deny	eating	nutty,					/35			
	• — • • •		• • • • •	• • • • •	• — • • •		• • • • •					= %			
5B.3 (ou ie er)	Her	field	group	should	avoid	the	maggie	boulder.				/23			
	• • •	• • • • •	• • • • •	• — • • •			• • • • •	• • • • •				= %			
5B.4 (ow ea ey)	The	neat	jockey	had	a	grey	feather	and	yellow	flower.		/22			
		• • • • •	• • • • •			• • • • •	• • • • •		• • • • •	• • • • •		= %			
5B.5 (ch, c, g)	To	extract	gems,	put	gravel	and	chemicals	in				/43			
	• • • • •	• • • • •	• • • • •		• • • • •		• • • • •					= %			
5B.6 HFWs	Oh,	Mr.	and	Mrs.	Smith's	people	looked,	called	and	asked		/11 HFWs			
	-could	they,	should	they,	would	they,	have	their	claim	seen?		= %			
Total											/145 sounds =		%		

Phase Five Part C (alternative spellings not yet covered)

Expected time of mastery:

Early – end Y2 (at latest)

Goals: Phase 5B goals +

☐ Blend and read single and multisyllabic words containing Phase Five C alternative pronunciations of known graphemes

☐ Segment and spell single and multisyllabic words containing Phase Five C alternative pronunciations of known graphemes

Follow up tasks if need more information: ● Oral blending/segmenting of words (phase 2 & 4) ● Read/spell phase 2-5 words – analyse codes missed previously

● Note: phoneme-grapheme correspondences aren't used as a tier 3 assessment for phase 5c, because alternative spellings often depend on word meaning/context.

See L&S manual pg 144 for comprehensive list of spellings per phoneme

Tier 1 tasks on next page – start there

Note: Non-word assessment is not used in phase 5C, because alternate spellings are often dependent on word meaning which is absent in nonword tasks.

Real word assessment is used instead.

*Analysis from tasks

Sound	Grapheme (new graphemes only)	Writing	Reading
/ch/	tch [^] (match)		
/j/	dge [^] (badge)		
/v/	ve [^] (have)		
/w/	wh (when)		
/sh/	t (lo ^u tion)		
	ss (fiss ⁱ on)		
	s (vis ⁱ on)		
	c (spec ⁱ al)		
/z/	se (teas ^e)		
/s/	se/ce [^] (house; niece)		
	st (list ^e n)		
/m/	mb (comb)		
/n/	kn (know)		
	gn (gnome)		
/r/	wr (write)		
/ay/	eigh/aigh (eigh ^t)		
	ei (ve ⁱ n)		
	oi (no)		
/oo/	ui (juice)		
/or/	al (walk)		
	our (four)		
/ur/	ear (learn)		
schwa /uh/	many (sofa, parliament)		
/ear/	ere (here)		
	eer (deer)		
/air/	are (hare)		
	ear (bear)		
Total	/29	= %	= %

Tier 2 **Real-word Assessment Task (phase five new alternate spellings)							
1. **Spelling task: Adult says, "I'm going to say some words. Please write them down as I say them."							
2. Reading task (optional, use only if needed): Adult says, "I have some words here. Please read them".							
Sound	Grapheme	Word	Mark target sound ✓ correct / * incorrect		Sound analyse: (optional) cross incorrect sounds & total correct		
			Write	Read	Sounds	Write # Sounds ✓ Total	Read # Sounds ✓ Total
/ch/	tch [^]	1. watch			w a tch	/3	/3
/j/	dge [^]	2. dodge			d o dge	/3	/3
/v/	ve [^]	3. groove			g r oo ve	/4	/4
/w/	wh	4. when			wh e n	/3	/3
/sh/	t	5. fiction			f i c ti o n	/6	/6
	ss	6. passion			p a ssi o n	/5	/5
	s	7. pension			p e n si o n	/6	/6
/z/	c	8. ocean			o c ea n	/4	/4
	se	9. please			p l ea se	/4	/4
/s/	se/ce	10. piece			p ie ce	/3	/3
	st	11. hasten			h a st e n	/5	/5
/m/	mb	12. limb			l i mb	/3	/3
/n/	kn	13. knee			k n ee	/3	/3
	gn	14. sign			s i gn	/4	/4
/r/	wr	15. wrath			wr a th	/3	/3
/ay/	eigh/aigh	16. straight			s t r aigh t	/5	/5
	ei	17. reindeer			r ei n d eer	/6	/6
/oa/	o	18. host			h o s t	/4	/4
/oo/	ui	19. suit			s ui t	/3	/3
/or/	al	20. chalk			ch al k	/3	/3
	our	21. court			c our t	/3	/3
/ur/	ear	22. pearl			p ear l	/3	/3
schwa /uh/	many	23. dollar			d o ll ar	/4	/4
/ear/	ere	24. interfere			i n t e r f ere	/6	/6
	eer	25. career			c ar eer	/4	/4
/air/	are	26. glare			g l are	/3	/3
	ear	27. swear			s w ear	/3	/3
# * incorrect					# * incorrect		
# ✓ correct % correct			= /27 % =	/27 %	# ✓ correct % correct	= /103 % =	/103 %

Note: Representations only used in a few words which have previously been taught as HFWs (e.g. could, people) are not included here.

Tier 1

Phase Five Part C (alternative spellings) cont.

*Dictation+										# Sounds		x	✓	
Bold = codes in target words / new HFWs. Sounds in target words only counted .														
5C.1 Cons 1. (tch, dge, ve)	The	witch	will	live	on	the	edge	of	the	strange	beach.			/18 = %
5C.2 Cons 2. (/sh/ 'wh')	Where	in	the	mansion	should	I	find	the	special	Russian	lotion?			/27 = %
5C.3 Cons 3. (/z/ /s/)	The	horse	paused,	then	pranced	about.								/13 = %
5C.4 Silent l. (mb kn gn wr st)	I	doubt	he'll	fasten	the	gnarly	knife	to	his	wrist.				/19 = %
5C.5 Vowel 1 (/ay/ /ow/ /oo/ /aw/ /er/)	We	walk	around,	mostly	searching	for	fruit							/28 = %
5C.6 Vowel 2 (/ear/ /air/)	Jen	sincerely	cared	about	the	rare	bear	and	deer.					/16 = %
Total										/121 sounds =		%		

*Sentence Reading+										# Sounds		x	✓	
Bold = codes in target words / new HFWs. Sounds in target words only counted .														
5C.1 Cons 1. (tch, dge, ve)	The	rich	Dutchess	saw	a	strange	dove	on	the	ridge				/20 = %
5C.2 Cons 2. (/sh/ 'wh')	The	caption	said	"Politician	shows	compassion	to	Wheatbelt	pensioners"					/41 = %
5C.3 Cons 3. (/z/ /s/)	My	niece	climbed	the	house	fence	with	ease						/12 = %
5C.4 Silent l. (mb kn gn wr st)	The	designer	whistles	while	she	knits	wreaths	and	toy	lamps.				/26 = %
5C.5 Vowel 1 (/ay/ /ow/ /oo/ /aw/ /er/)	Research	shown	in	court	unveiled	that	the							/43 = %
5C.6 Vowel 2 (/ear/ /air/)	Fans	wear	scarves	and	cheer	<i>in</i>								/20 = %
	the	square,	adding	to	the	atmosphere								
Total										/162 sounds =		%		