

# Letters and Sounds

## 2024 Tracking Booklet & Student Materials Excerpts

# Phase 4

### Contents:

#### Need 1x per student / testing instance

- Tracking sheet** for educator to score on - pg 2

#### Need 1x per class/tester

- (optional) **Score conversion guide** - pg 3
- Student materials: **Reading sentences** - pg 4
- Student materials: **Nonsense reading words** - pg 5

*Note: no phoneme-grapheme mapping for this phase – use previous phases*

#### OPTIONAL 1x per student (can use lined paper instead)

- Student materials: Space for **dictation sentences** - pg 6
- Student materials: Space for **nonsense word spelling** - pg 7

These materials, use instructions and other supporting resources can be accessed at <https://wp.me/Pbdn0U-Lz>



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

p3

### \*Reading+

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

												# Sounds	x	✓
4.1 (simple code)	<b>One</b>	<b>tw</b> in	<b>f</b> rog	<b>sw</b> ims	and	<b>dr</b> ifts	<b>ou</b> t	in	<i>the</i>	<b>so</b> ft,	<b>co</b> ld	<b>ri</b> ver.		/36 = %
4.2 (extended code)	<b>Are</b>	<b>you</b>	<b>af</b> raid	<b>of</b>	<b>th</b> understorms,	<b>sh</b> arks	or	<b>ch</b> impanzees?						/28 = %
4.3 (HFW)	<b>I</b>	<b>like</b>	it	<b>when</b>	<b>some</b>	<b>little</b>	kids	<b>come</b>	run	<b>out</b>	<b>there</b>	<b>said</b>	<b>Gramps.</b>	/14 = % /9 HFWs
<b>Total</b>											/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	
<b>Total:</b>	/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. <b>plood</b>				p l o o d	p l o o d	p l o o d	/4
2. <b>dreep</b>				d r e e p	d r e e p	d r e e p	/4
3. <b>scarb</b>				s c a r b	s c a r b	s c a r b	/4
4. <b>kelf</b>				k e l f	k e l f	k e l f	/4
5. <b>bamp</b>				b a m p	b a m p	b a m p	/4
6. <b>shreb</b>				sh r e b	sh r e b	sh r e b	/4
7. <b>theest</b>				th e e st	th e e st	th e e st	/4
8. <b>prosk</b>				p r o s k	p r o s k	p r o s k	/5
9. <b>grint</b>				g r i n t	g r i n t	g r i n t	/5
10. <b>spunch</b>				s p u n c h	s p u n c h	s p u n c h	/5
11. <b>glorpid</b>				g l o r p i d	g l o r p i d	g l o r p i d	/6
12. <b>fowspring</b>				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
<b># *incorrect</b>				Notes:			<b>Total sounds ✓ correct:</b>
<b># ✓ correct</b>	/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
<b># *incorrect</b>			<b># ✓ correct</b>		/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
<b># *incorrect</b>			<b># ✓ correct</b>		/26 = %

Score conversion guide coming soon

Phase 4

4.1: One twin frog swims and drifts out in the soft, cold river.

4.2: Are you afraid of thunderstorms, sharks or chimpanzees?

4.3 (HFW): “I like it when some little children come play out there” said Gramps.

## Nonword Reading – Student Materials

Phase 4	
1.	plood
2.	dreep
3.	scarb
4.	kelf
5.	bamp
6.	shreb
7.	theest
8.	prosk
9.	grint
10.	spunch
11.	glorpid
12.	fowspring

# Sentence Dictation – Student Materials: Phase 3

*Recommendation: use lined paper students use in class instead of this sheet*

Sentence number	Sentence (write here)	Tracking booklet reference
1		Phase 3, Set 6
2		Phase 3, Set 7a
3		Phase 3, Set 7b
4		Phase 3, Vowels 1
5		Phase 3, Vowels 2
6		Phase 3, Vowels 3

Phase 4	
Date:	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	