Supporting Early Reading Assessment
10/11/2009 (SERA)

Assessment-Supporting Early Reading Pilot January /June 2009

School…….
Pupil's name …… Date of Birth……..
Date of assessment……..
Assessment carried out by…….

N.B- assessment may need to be divided into 2 or more sessions for each child.

Resources: You will need:

- A copy of the assessment for each child.
- A stopwatch
- Resources sheet for auditory discrimination-Part 1 (3pages)
- Resources for oral blending and segmenting - Part 2 and Part 3
- Resources for Grapheme-Phoneme-Correspondence- Part 4
- Resources for blending 2 phonemes -Part 5
- Resources for blending cvc's-Part 6
- Resources for reading consonant blends- Part 7
- Resources for reading sight words-Part 8

Part 1- Auditory discrimination of initial sounds from pictures

Have pictures, in groups of 10 or less at a time, beginning with these initial phonemes, face up in front of pupil.

s a t p i n c o h g
r e d m u l f b j k
sh ch th w z y v

Play- *I hear with my little ear, something beginning with…….*
Tick each grapheme if pupil can identify the picture correctly when **hearing** the corresponding phoneme.

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s	
a	
t	
p	
i	
n	
c	
o	
h	
g	

r	
e	
d	
m	
u	
l	
f	
b	
j	
k	

w	
z	
v	
y	
ch	
sh	
th	

Score /27

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	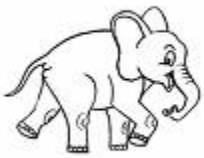
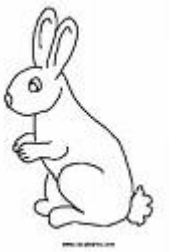	
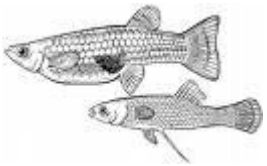	

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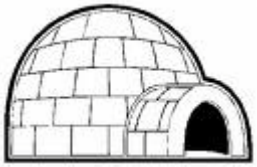
Resources for Part 1

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Part 2-Oral blending

Have the following pictures on resource sheets 2 and 3 – put out in front of pupil .Use a **robot voice**- can pupil point to the correct picture .

c/a/t	yes/no
c/u/p	yes/no
p/i/g	yes/no
m/o/p	yes/no

Score /4

Part 3-Oral segmenting

Have the following pictures on resource sheet 2 and 3 – put out in front of pupil. Allow pupil to do robot voice for the adult to guess which picture.

d/o/g	yes/no
h/a/t	yes/no
s/o/ck	yes/no
p/e/g	yes/no

Score /4

Part 4- Grapheme-Phoneme–Correspondence Put 10 or less cards in front of pupil. Point to each grapheme and ask pupil to identify the phoneme-tick if correct.

s	
a	
t	
p	
i	
n	
c	
o	
h	
g	
r	

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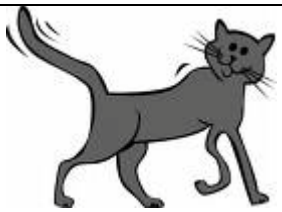
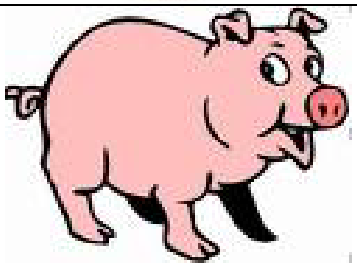
Resources for Part 2-oral blending

Resources for Part 3-oral segmenting

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Resources for Part 4- Cut into cards or show one line at a time to pupil.

s	r	w	er
a	e	z	qu
t	d	v	ay
p	m	y	oy
i	u	ch	ai
n	l	sh	ll
c	f	th	oi
o	b	ee	oa
h	j	or	eer
g	k	ck	ore
air	oar		

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e	
d	
m	
u	
l	
f	
b	
j	
k	
w	
z	
v	
y	
ch	
sh	
th	
ee	
or	
ck	
er	
qu	
ay	
oy	
ai	
ll	
oi	
oa	
eer	
ore	
air	
oar	

Score /42

Part 5-Blending 2 phonemes

Cut into cards, or show one line at a time. Tick if blend is correct

ug	op	ed
af	em	ip
it	up	on
of	am	in

Score /12

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Resources for Part 5-alien words

ug . .	op . .	ed . .
af . .	em . .	ip . .
it . .	up . .	on . .
of . .	am . .	in . .

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Part 6 Blending cvc's

How many cvc words in **1 minute** –cut into cards or show one line at a time.
Tick if correct

tug	sat	pin	cat	peg
mop	top	hit	hot	him
bug	tip	pan	hip	let
lip	tap	rip	got	fed
sad	pot	cap	hat	rap
did	ten	hen	nip	lot
red	gum	mud	can	fit
tub	man	dog	pig	pet

see	fell	with	her	torch
hard	puff	thin	kerb	queen
shop	sheep	lock	part	way
fish	hill	duck	horn	corn
boy	toy	paid	wait	hay
road	oar	weed	short	point
mess	bath	soap	chat	more
kiss	hair	thick	deer	car

score /80

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Resources for Part 6 (2 pages)-cut up into flashcards or show 1 line at a time.

tug	sat	pin	cat	peg
mop	tap	hit	hot	him
bug	tip	pan	hip	let
lip	top	rip	got	fed
sad	pot	cap	hat	rap
did	ten	hen	nip	lot
red	gum	mud	can	fit
tub	man	dog	pig	pet

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Resources for Part 6- continued

see	fell	with	her	torch
hard	puff	thin	kerb	queen
shop	sheep	lock	part	way
fish	hill	duck	horn	corn
boy	toy	paid	wait	hay
road	oar	weed	short	point
mess	bath	soap	chat	More
kiss	hair	thick	deer	car

Part 7- Consonant blends

How many **consonant blends in 1 minute?** – Cut into cards or show one line at a time. Tick if correct

flag	twin	train	skill	smart
snap	start	bleed	bluff	spark
drop	sleep	swig	free	brain
crab	clock	grip	clay	score
brick	pram	frog	stop	swim
play	smell	spell	trick	glad
slip	skill	glass	plan	clair
stork	brain	store	sport	float

Score /40

Part 8- Sight Word recognition (no timer needed) Tick if correct.

I	the	No	no	you
he	she	me	be	we
why	my	by	to	do
who	said	cry	fly	give
have	live	try	are	so
of	go	was	they	some
here	dry	where	there	saw
come	put	or	could	your
should	would			

Score /42

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Resources for Part 7- cut into flashcards or show one line at a time.

flag	twin	train	skill	smart
snap	start	bleed	bluff	spark
drop	sleep	swig	free	brain
crab	clock	grip	clay	score
brick	pram	frog	stop	swim
play	smell	spell	trick	glad
slip	skill	glass	plan	clair
stork	brain	store	sport	float

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Resources for Part 8 - Only show one line at a time to pupil

I	the	No	no	you
he	she	me	be	we
why	my	by	to	do
who	said	cry	fly	give
have	live	try	are	so
of	go	was	they	some
here	dry	where	there	saw
come	put	or	could	your
should	would			

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Supporting Early Reading Pilot. Assessment -score sheet.

School …….

Name	Part 1 Jan	Part 1 June	Part 2 Jan	Part 2 June	Part 3 Jan	Part 3 June	Part 4 Jan	Part 4 June	Part 5 Jan	Part 5 June	Part 6 Jan	Part 6 June	Part 7 Jan	Part 7 June	Part 8 Jan	Part 8 June	Total score Jan	Total score June

Letters and Sounds: Phonic progress tracking sheet – Early Years Foundation Stage through Key Stage 1

Class:
Teacher/Practitioner: **2008 - 2009**

	Progression	Autumn		Spring		Summer	
Phase 1 continuous through Phase 2 - 6 *Explore and experiment with sounds and words.* *Distinguish between different sounds in the environment and phonemes.* *Show awareness of rhyme and alliteration.*	**Phase 6 (Yr 2)** ***Working on: Recognising phonic irregularities. and becoming more secure with less common grapheme-phoneme correspondences*** ***Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.***						**Y2**
	Phase 5 (Yr 1) ***Working on: Reading phonically decodable two-syllable and three-syllable words.*** ***Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.*** ***Working on: Spelling complex words using phonically plausible attempts.***						**Y1**
	Phase 4 (YR/Y1) **Working on: Segmenting adjacent consonants in words and apply this in spelling.** ***Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.***					**YR/Y1**	
	Phase 3 (YR) ***Working on: Knowing one grapheme for each of the 43 phonemes*** ***Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.*** **Graphemes:** **ear, air, ure, er,** **ar, or, ur, ow, oi,** **ai, ee, igh, oa, oo**						
	Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. **Consonant digraphs** **ch, sh, th, ng**						
	Working on: Reading and spelling CVC words using letters and short vowels. **Letter progression** **Set 7: y, z, zz, qu** **Set 6: j, v, w, x**						
	Phase 2 ***Working on: Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words.*** ***Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.*** **Letter progression:** **Set 5: h, b, f, ff, l, ll, ss** **Set 4: ck, e, u, r** **Set 3: g, o, c, k** **Set 2: l, n, m, d** **Set 1: s, a, t, p**						
	Phase 1 (7 Aspects) ***Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.***						