

Year 1 Teacher's Handbook Phase Five Term 2 Assessments

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Grapheme recognition check

Part 1

Point to the grapheme and say the more familiar sound that the child should already know (for example, /i/ for 'i'). Ask the child to say another sound that the grapheme can make. Tell the child that the word underneath might help them. The child can read this word, but you should not say or read it to them.

i	0	a	a
find	old	paper	want
u	\mathbf{u}^*	e	OW
units	push*	she	snow
ie	ea	er	y
field	head	term	happy
y	ou	OU	ou
by	mould	group	young
ch	ch	C	g
chef	school	ice	giant

^{*}Only include this in the assessment if the child pronounces 'push' with a short /oo/ sound rather than /u/.

Grapheme recognition check

Part 2

Point to the grapheme and ask the child to say the sound.

le ze tch dge mother

^{*}For 'se' there are two sounds, /s/ and /z/.

Grapheme recognition check class record sheet

Part 1

Tick the appropriate box if the child can give the sound shown when you point to the grapheme.

													<u> </u>			
Name and date																
i /igh/ find																
o /oa/ old																
a /ai/ paper																
a /o/* want																
u /yoo/ units																
u /oo/ push**																
e /ee/ she																
ow /oa/ snow																
ie /ee/ field																
ea /e/ head																
er /ur/ term																
y /ee/ happy																
y /igh/ by																
ou /oa/ mould																
ou /oo/ group																
ou /u/* young																
ch /sh/ chef																
ch /c/ school																
c /s/ ice																
g /j/ giant																

^{*}These GPCs (and the ones on the following page) are not part of the Year 1 Phonics Screening Check.

^{**}Note regional differences in pronunciation.

Grapheme recognition check class record sheet

Part 2

Tick the appropriate box if the child can give the sound shown when you point to the grapheme.

Name and date															
ve															
ce															
le															
ze															
se /s/															
se /z/															
al															
tch															
ge															
el															
dge															
o /u/															
ui /oo/															
ey /ee/															
o /u/ mother															

Grapheme recall check

Each child will need a blank copy of the **Grapheme recall check pupil sheet**. Tell the children that you are going to say a sound and then they will write the graphemes for that sound in the box next to the picture. Say each phoneme and then a word containing the grapheme, for example: The sound is /ai/. Write the grapheme for /ai/ in 'play'. The children write the grapheme. They may write the whole word, which is also acceptable. The words in square brackets are beyond the requirements of the National Curriculum for Spelling in Year 1 but can be used for extra challenge. The other words contain graphemes that children are expected to recall.

Say the sound	Say words containing the graphemes
/ai/	r <u>ai</u> n pl <u>ay</u> m <u>a</u> k <u>e</u> [p <u>a</u> per]
/ee/	b <u>ee ea</u> t th <u>e</u> se th <u>ie</u> f [me] funny [chimn <u>ey</u>]
/igh/	l <u>igh</u> t t <u>ie</u> l <u>ike</u> [m <u>y</u>] [k <u>i</u> nd]
/oa/	b <u>oa</u> t sl <u>ow</u> t <u>oe</u> h <u>o</u> m <u>e</u> g <u>o</u> ing [sh <u>ou</u> lder]
/oo/, y/oo/	m <u>oo</u> n bl <u>ue</u> (the colour blue) J <u>u</u> n <u>e</u> n <u>ew</u> [<u>u</u> niform] y <u>ou</u> [fr <u>ui</u> t]
short /oo/*	w <u>oo</u> d p <u>u</u> t*
/e/	b <u>e</u> d h <u>ea</u> d
/or/	h <u>or</u> n s <u>aw</u> (I saw you) <u>Aug</u> ust
/ur/	s <u>ur</u> f h <u>er</u> g <u>ir</u> l
/oi/	c <u>oi</u> n b <u>oy</u>
/ow/	c <u>ow</u> <u>ou</u> t
/ch/	<u>ch</u> ick cat <u>ch</u>
/sh/	sheep [chef]
/c/	<u>c</u> at <u>k</u> itten ba <u>ck</u> s <u>ch</u> ool
/j/	jump [magic bri <u>dge</u> large]
/s/	snake hiss [city house fence]
/z/	<u>zigz</u> ag bu <u>zz</u> [chee <u>se</u> snee <u>ze]</u>
/v/	<u>v</u> an gi <u>ve</u>
/l/ /ul/	app <u>le</u> [tunn <u>el</u> met <u>al</u>]

^{*}Note differences in regional pronunciation.

Grapheme recall check pupil sheet 1

Name:	Date:	
ivairic.	Date.	

Sound	Graphemes
JONIO DE LA CONTRACTION DEL CONTRACTION DE LA CO	

Grapheme recall check pupil sheet 2

Namo:	Data	
Name:	Date:	

Sound	Graphemes
(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	

Grapheme recall check pupil sheet 3

Name:		Date:
Sound	Graphemes	

Blending check Part 1

This assessment is split into two parts. Part 1 focuses on the GPCs assessed in the Phonics Screening Check. Part 2 can be used if children are able to read all the words in Part 1. Ask the child to say the sounds and blend them to read each word.

blind	stern
spies	hound
crow	grace
shriek	heroes
repeat	royal

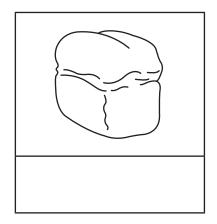
Blending check Part 2

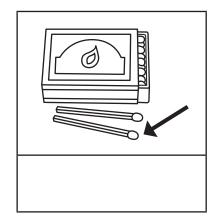
Ask the child to say the sounds and blend them to read each word.

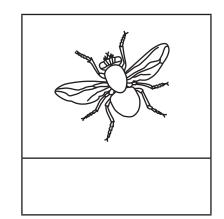
germs	scold
youth	tidy
swallow	reply
awful	danger
instead	parcel

Segmenting check

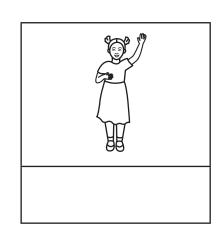
Say the word that goes with each picture. Ask the child to say the word in sound-talk and then write the word in the box under the picture. Alternatively, the child could write the words on a separate piece of paper.

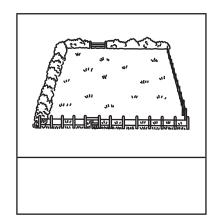


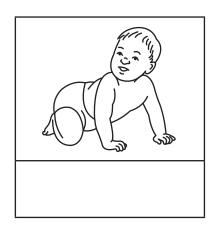


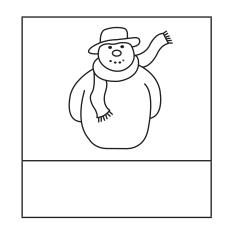


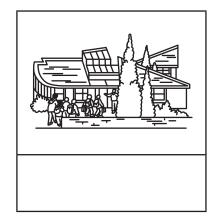


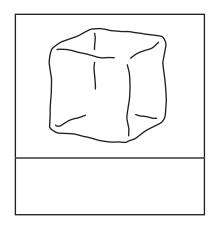


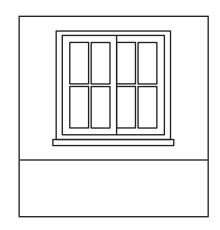


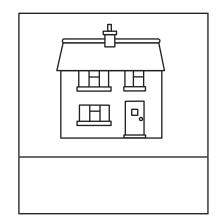












Blending check analysis sheet

Name:			
Tick to show w	hether the ch	nild's respons	se is correct or incorrect. Record any inaccuracies in the comments box.
Blending word	ds		Date:
Word	Correct	Incorrect	Comments
blind			
stern			
spies			
hound			
crow			
grace			
shriek			
heroes			
repeat			
royal			
germs			
scold			
youth			
tidy			
swallow			
reply			
awful			
danger			
instead			
parcel			

Segmenting check analysis sheet

Name:			
Tick to show w	hether the ch	nild's respons	se is correct or incorrect. Record any inaccuracies in the comments box.
Segmenting w	ords		Date:
Word	Correct	Incorrect	Comments
bread			
match			
fly			
cold			
child			
field			
baby			
snowman			
school			
ice			
window			
house			

Reading tricky words check

Ask the child to read these tricky words.

water	work
want	different
who	thought
where	friend
whole	through
any	once
many	eye
two	laugh
school	because

Reading tricky words check analysis sheet

Tricky word	Correct	Incorrect	Comments
water			
want			
who			
where			
whole			
any			
many			
two			
school			
work			
different			
thought			
friend			
through			
once			
eye			
laugh			
because			

Spelling tricky words check analysis sheet

		Date:					
Ask the child to write each of these words. Tick to show whether the child's response is correct or incorrect. Record any naccuracies in the comments box.							
Correct	Incorrect	Comments					
	write each o	write each of these word					

^{*}These words are not really tricky words by the end of Term 2, as children will have learnt the GPCs necessary to read these words. However, they are included in this spelling assessment as spelling requires children to remember the correct GPC for each sound.

Phase Five Summative assessment record sheet

Tick or date the appropriate box if it is achieved. Dot to show if it is partially achieved.

ann nun augen	a a								
Name and date	Blend and read words with the GPCs taught	Read words of more than one syllable with the GPCs taught	nced	es ent	h	Spell words of more than one syllable	nced	l by	,
	ds wi	than Cs ta	trodi	tence	vords	than	trodi	tatec	rectly
	word	nore e GP(ds in	d sen theii dge	oell v 3PCs	nore	dsin	e dic	r cor Jel
	read ıt	s of r :h the	wor	s anc with owle	nd sp the (sofr	wor	tenc	lette
	and :	vord: le wit	ricky	book tent ss kn	ent a	vord: le	ricky	a sen acher	each ing a
	Blend and re GPCs taught	Read words of more than one syllable with the GPCs taught	Read tricky words introduced so far	Read books and sentences consistent with their current phonics knowledge	Segment and spell words containing the GPCs taught	Spell wo	Spell tricky words introduced so far	Write a sentence dictated by the teacher	Write each letter correctly, following a model
	<u>B</u> 5	x y	R. SC	Ω Ω <u>q</u>	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	ly s	Sp	는 N	≥ વ