

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	o	a	a
find	old	paper	want
u	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.

ve ce le ze

se* al tch ge

el dge ui ey

o

mother

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

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.





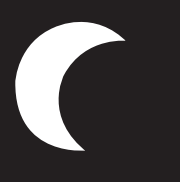

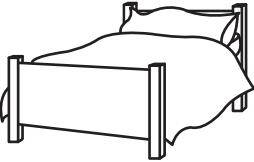
Say the sound	Say words containing the graphemes
/ai/	rain play make [paper]
/ee/	bee eat these thief [me] funny [chimney]
/igh/	light tie like [my] [kind]
/oa/	boat slow toe home going [shoulder]
/oo/, y/oo/	moon blue (the colour blue) June new [uniform] you [fruit]
short /oo/*	wood put*
/e/	bed head
/or/	horn saw (I saw you) August
/ur/	surf her girl
/oi/	coin boy
/ow/	cow out
/ch/	chick catch
/sh/	sheep [chef]
/c/	cat kitten back school
/j/	jump [magic bridge large]
/s/	snake hiss [city house fence]
/z/	zigzag buzz [cheese sneeze]
/v/	van give
/l/ /ul/	apple [tunnel metal]

*Note differences in regional pronunciation.

Grapheme recall check pupil sheet 1

Name: _____

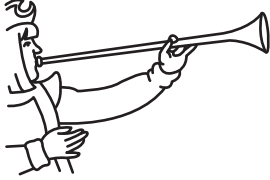


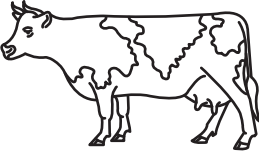

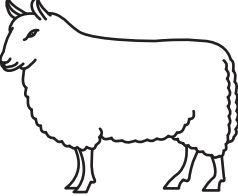
Date: _____

Sound	Graphemes
	
	
	
	
	
	
	

Grapheme recall check pupil sheet 2

Name: _____



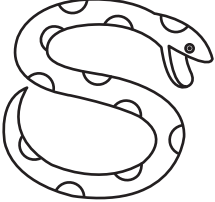


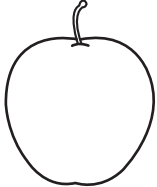
Date: _____

Sound	Graphemes
	
	
	
	
	
	

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

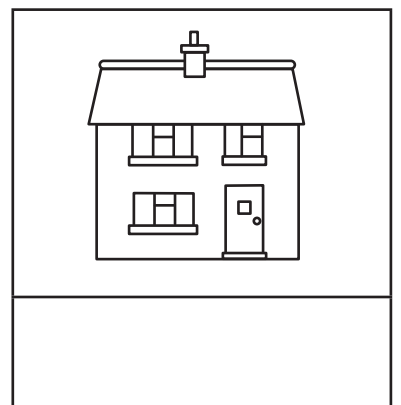
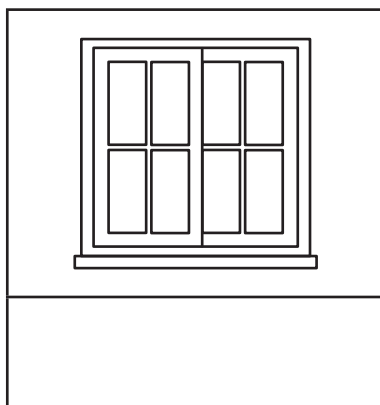
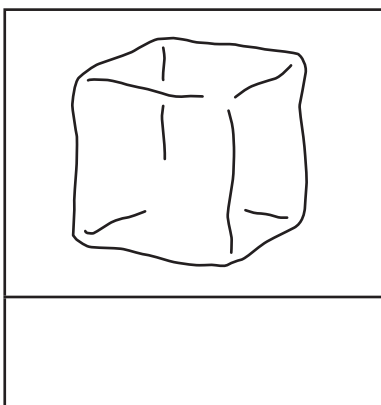
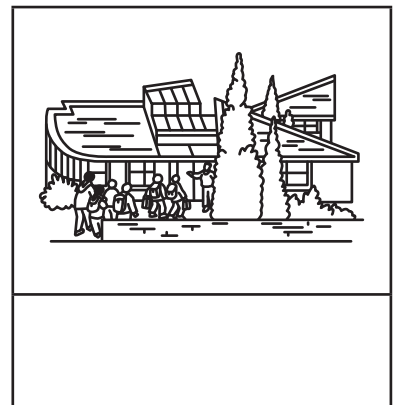
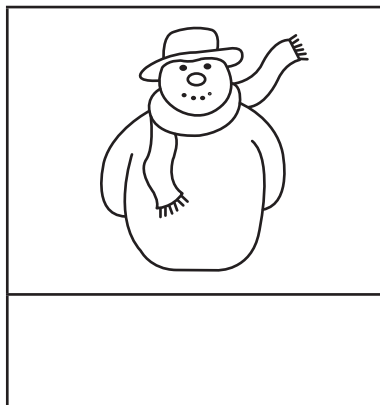
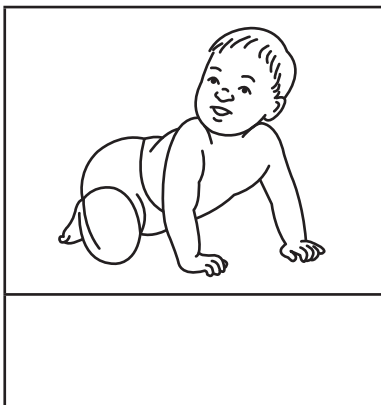
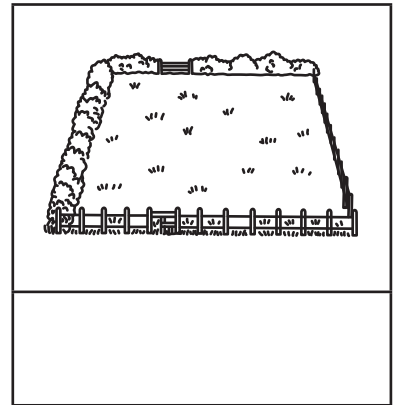
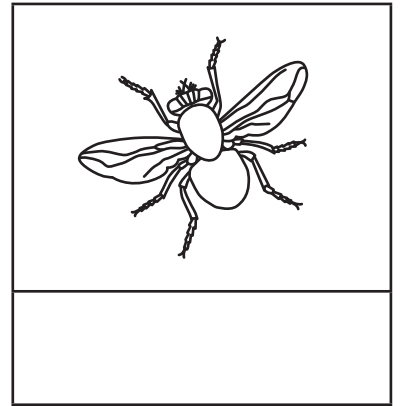
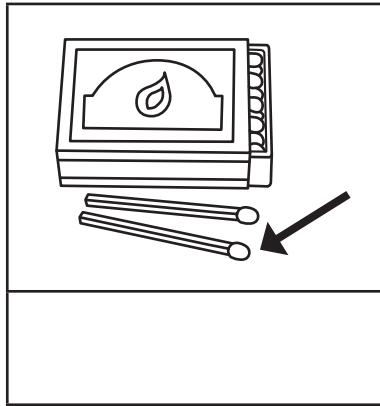
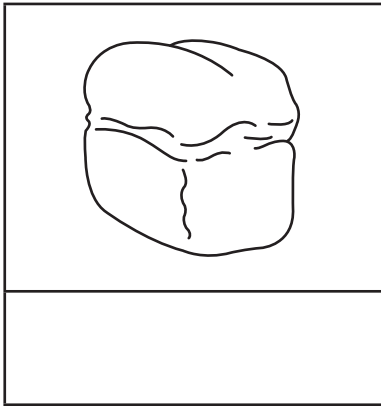
danger

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 whether the child's response is correct or incorrect. Record any inaccuracies in the comments box.

Blending words

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 whether the child's response is correct or incorrect. Record any inaccuracies in the comments box.

Segmenting words

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

Name: _____ Date: _____

Tick to show whether the child's response is correct or incorrect. Record any inaccuracies in the comments box.

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

Name: _____

Date: _____

Ask the child to write each of these words. Tick to show whether the child's response is correct or incorrect. Record any inaccuracies in the comments box.

Tricky word	Correct	Incorrect	Comments
one			
little			
do			
don't*			
what*			
want			

*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.

