

Year 1
Teacher's Handbook
Phase Five Term 3
Assessments

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Grapheme recognition check

Part 1

Point to the grapheme and ask the child to say the sound. Where there are alternative sounds for a grapheme, tell them to say the sound it makes in the word below.

oor

ore

a

al

ball

walk

or

ear

eer

ere

work

learn

here

are

ear

ere

ure

share

bear

where

pure

ture

a

al

kn

picture

father

half

gn

mb

wr

Grapheme recognition check

Part 2

Point to the grapheme and ask the child to say the sound. Where there are alternative sounds for a grapheme, tell them to say the sound it makes in the word below.

y

gym

sc

scent

st

castle

our

pour

augh

caught

oar

eigh

eight

aigh

ey

grey

ea

great

s

sugar

tion

action

ci

special

sion

mansion

ssion

mission

sure

treasure

si

vision

Grapheme recognition check class record sheet

Part 2

Tick the appropriate box if the child gives the correct sound when you point to the grapheme.

Name and date																													
y (gym)																													
sc (scent)																													
st (castle)																													
our (pour)																													
augh (caught)																													
oar																													
eigh (eight)																													
aigh																													
ey (grey)																													
ea (great)																													
s (sugar)																													
tion (action)																													
ci (special)																													
sion/ssion (mansion, mission)																													
sure (treasure)																													
si (vision)																													

Blending check Part 1

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

shore	scare
worse	stall
sneer	wrong
rather	early
knuckle	feature

Blending check Part 2

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

poured

steak

section

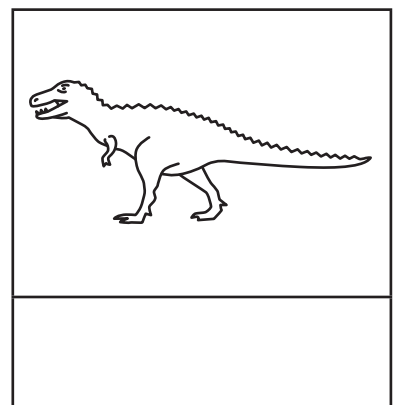
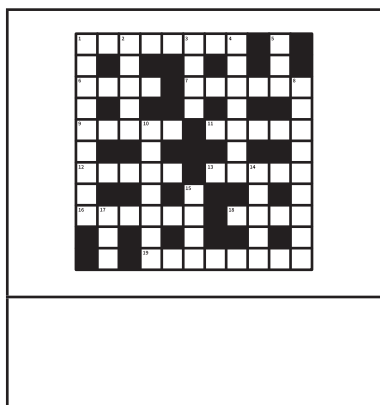
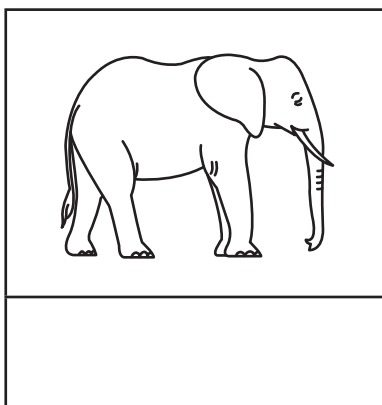
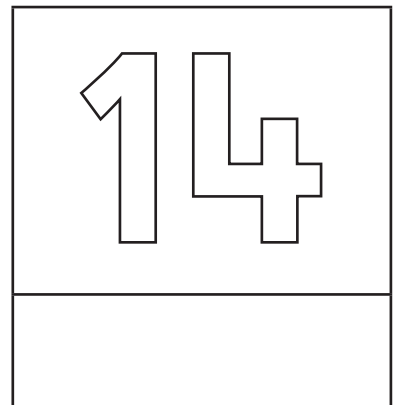
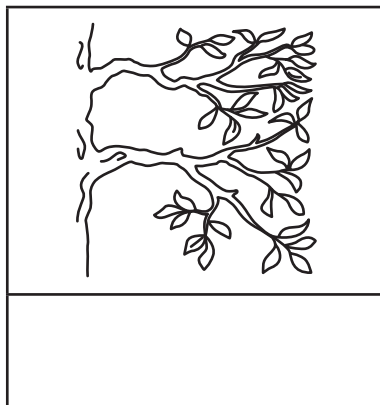
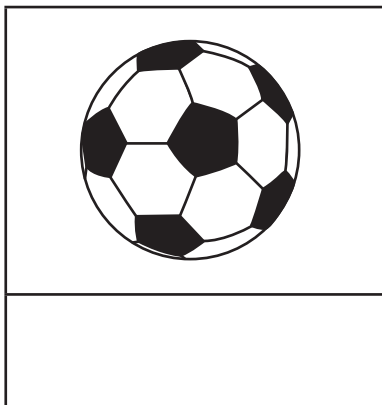
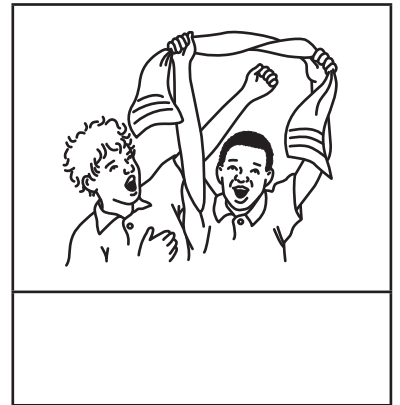
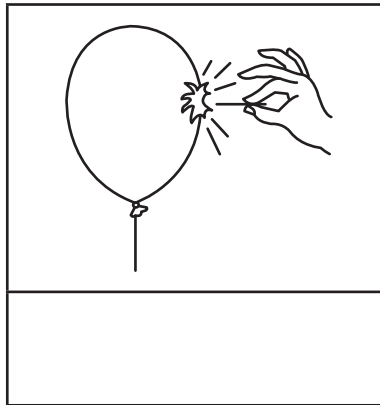
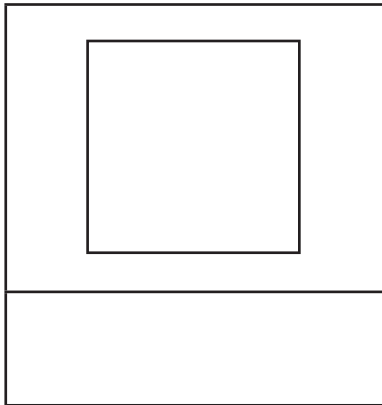
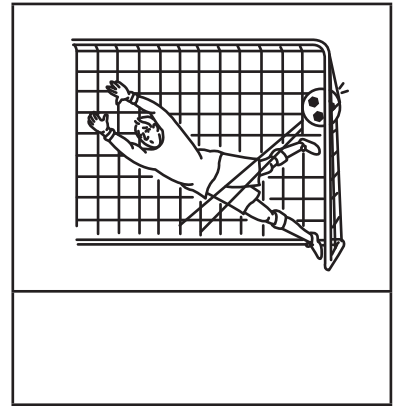
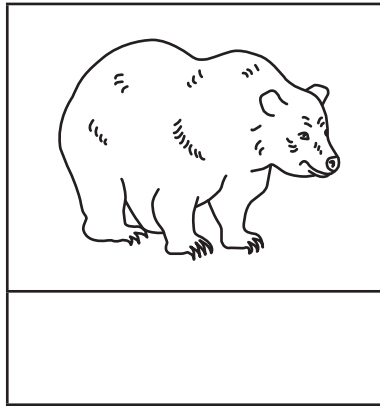
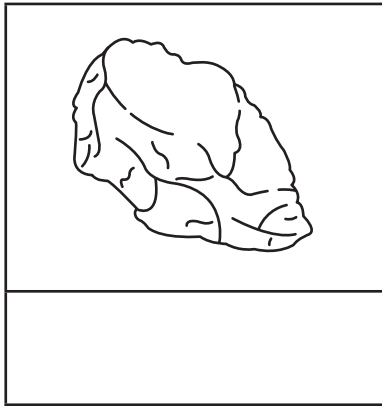
surely

pleasure

*Note: Only continue with these words if the child reads all of the first ten words correctly and you feel they offer an appropriate challenge. Ask the child to say the sounds and blend them to read each word.

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
shore			
scare			
worse			
stall			
sneer			
wrong			
rather			
early			
knuckle			
feature			
poured			
steak			
section			
surely			
pleasure			

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
stone			
bear			
score			
square			
burst			
cheer			
football			
branches			
fourteen			
elephant			
crossword			
dinosaur			

Reading tricky words check

Ask the child to read these tricky words.

busy

pretty

beautiful

hour

parent

shoe

move

improve

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
busy			
pretty			
beautiful			
hour			
parent			
shoe			
move			
improve			

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
oh			
Mr			
Mrs			
called			
asked			
where*			
your			
their			
people			
our			
once			
friend			
could			
would			
should			
two			

*This word is not really a tricky word by the end of Term 3 as children will have learnt the GPC necessary to read it. However, it is 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.

Name and date						
Blend and read words with the 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 words of more than one syllable						
Spell tricky words introduced so far						
Write a sentence dictated by the teacher						
Write each letter correctly, following a model						