

Reception Teacher's Handbook Phase Three Assessments

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Phase Two Letter recognition and recall check

There are two parts to this assessment. Check the child can do the following:

- 1 Give the letter sound when you point to each letter.
- 2 Point to the letter when you say each letter sound.

s a t p

i n m d

g o c k

ck e u r

h b f l

ff ll ss

Grapheme recognition and recall check

There are two parts to this assessment. Check the child can do the following:

- 1 Give the sound when you point to each grapheme.
- 2 Point to the grapheme when you say each sound.

j v w x y

z zz qu sh ch

th ng ai ee igh oa

oo ar or ur ow

oi ear air er

Note: Encourage the child to give both pronunciations of 'oo': oo (short) and oo (long).

Grapheme recognition group record sheet

Tick or date the appropriate box when the child consistently gives the correct sound in response to the grapheme.

Name								
j								
v								
w								
x								
y								
z								
zz								
qu								
sh								
ch								
th								
ng								
ai								
ee								
igh								
oa								
oo (long)								
oo (short)								
ar								
or								
ur								
ow								
oi								
ear								
air								
er								

Grapheme recall group record sheet

Tick or date the appropriate box if the child points to the correct grapheme when you say the sound.

Name								
j								
v								
w								
x								
y								
z								
zz								
qu								
sh								
ch								
th								
ng								
ai								
ee								
igh								
oa								
oo (long)								
oo (short)								
ar								
or								
ur								
ow								
oi								
ear								
air								
er								
Graphemes to revise								

Recognition and recall of Phase Two and Phase Three graphemes: Individual record sheet

Name: _____

Date: _____

Grapheme recognition: Phase Two

Tick the appropriate box when the child can give the correct sound for the grapheme.

s		m		ck		f	
a		d		e		ff	
t		g		u		l	
p		o		r		ll	
i		c		h		ss	
n		k		b			

Grapheme recognition: Phase Three

Tick the appropriate box when the child can give the correct sound for the grapheme.

j		qu		ee		ur	
v		sh		igh		ow	
w		ch		oa		oi	
x		th		oo (long) / oo (short)		ear	
y		ng		ar		air	
z / zz		ai		or		er	

Grapheme recall: Phase Two

Tick the appropriate box when the child can point to the correct grapheme for the sound.

s		m		ck		f	
a		d		e		ff	
t		g		u		l	
p		o		r		ll	
i		c		h		ss	
n		k		b			

Grapheme recall: Phase Three

Tick the appropriate box when the child can point to the correct grapheme for the sound.

j		qu		ee		ur	
v		sh		igh		ow	
w		ch		oa		oi	
x		th		oo (long) / oo (short)		ear	
y		ng		ar		air	
z / zz		ai		or		er	

Blending check

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

wax

lord

quit

charm

jazz

soak

rung

river

thick

coil

sheet

wait

Blending check analysis sheet

Name: _____

Date: _____

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

Word	Correct	Incorrect	Comments
wax			
quit			
jazz			
rung			
thick			
sheet			
lord			
charm			
soak			
river			
coil			
wait			

Reading tricky words check

Ask the child to read these tricky words.

he

my

she

you

we

they

me

her

be

all

was

are

Reading tricky words check analysis sheet

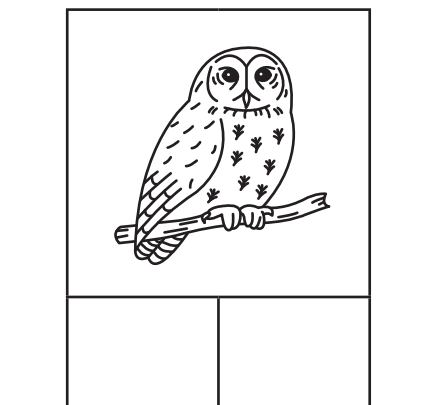
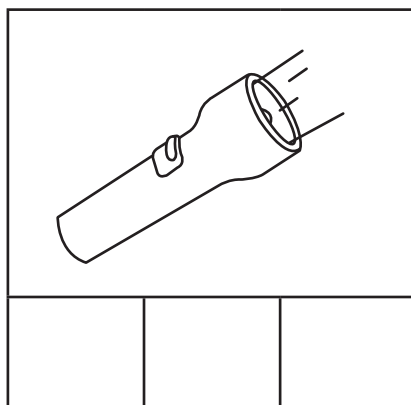
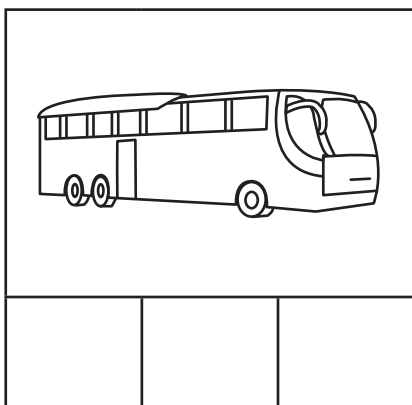
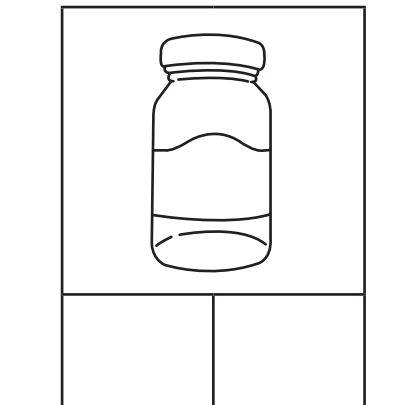
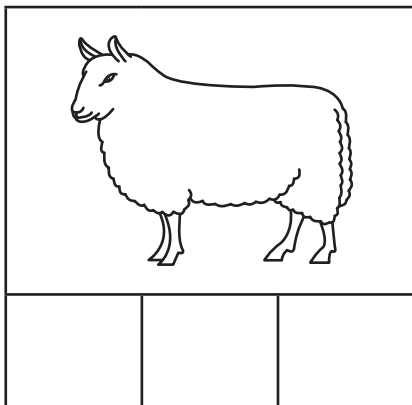
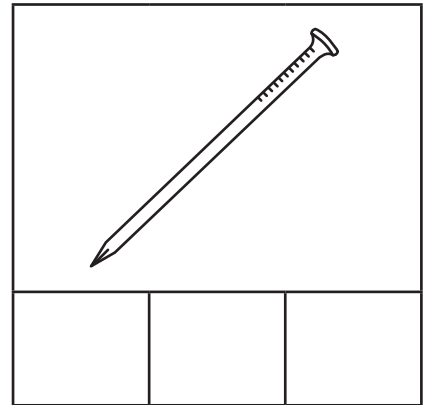
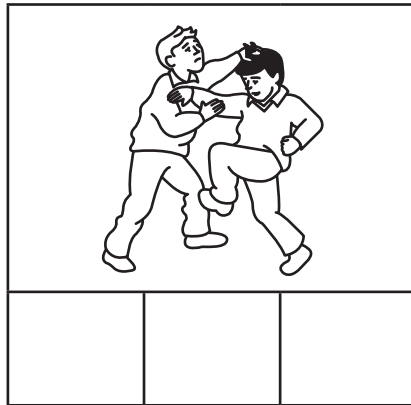
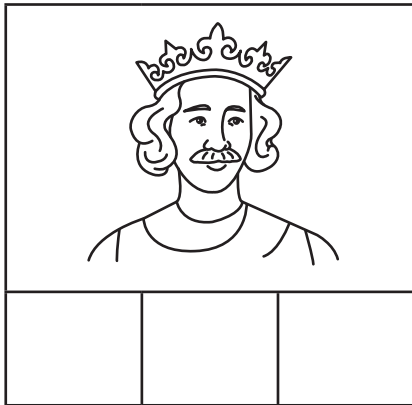
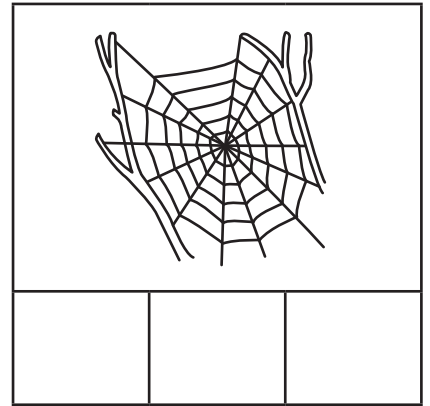
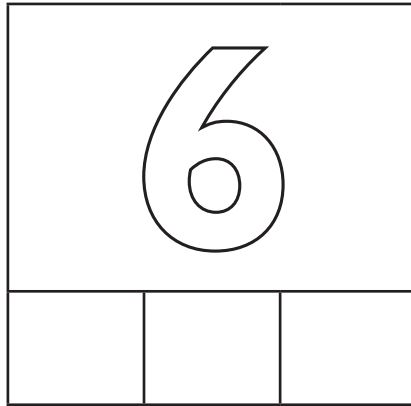
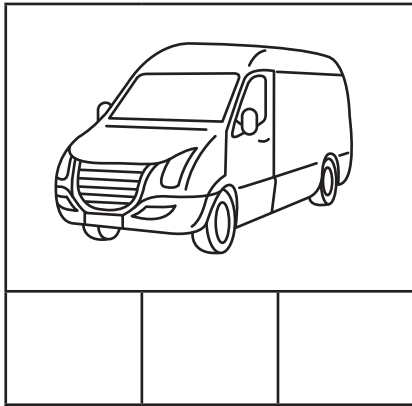
Name: _____ Date: _____

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

Word	Correct	Incorrect	Comments
he			
she			
we			
me			
be			
was			
my			
you			
they			
her			
all			
are			

Segmenting check

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



Segmenting check analysis sheet

Name: _____

Date: _____

For each assessment, tick to show whether the child's response is correct or incorrect. Record any inaccuracies in the comments box.

Word	Correct	Incorrect	Comments
van			
six			
web			
king			
fight			
nail			
sheep			
jar			
tooth			
coach			
torch			
owl			

Spelling tricky words check

Name: _____

Date: _____

Say each of the tricky words below and ask the child to write it on their whiteboard or on paper.

Word	Correct	Incorrect	Comments
the			
to			
I			
no			
go			

Letter formation check

Name: _____

Date: _____

Ask the child to write each letter. Watch how the child forms each letter.

After the assessment, tick the letters that are formed correctly. Use the comments box to make a note of errors in formation (for example, letters formed in the wrong direction).

a _____ b _____ c _____ d _____

e _____ f _____ g _____ h _____

i _____ j _____ k _____ l _____

m _____ n _____ o _____ p _____

q _____ r _____ s _____ t _____

u _____ v _____ w _____ x _____

y _____ z _____

Phase Three Summative assessment record sheet

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

Name and date															
Blend and read CVC words with Phase Two and Three graphemes															
Read the Phase Three tricky words															
Read simple sentences															
Can segment and spell CVC words with Phase Two and Three graphemes															
Can spell Phase Three tricky words															
Can write simple sentences, using plausible spellings, that can be read by others															
Can write each letter correctly, following a model															