

Phonic Assessment Record



Name of Child:

Date of Birth:

Phase I

Aspect 1: Environmental sounds	Date:	Date:	Date:	Date:
Knows that ears are used for listening				
Matches sounds from the environment to pictures or objects that make them				

Aspect 2: Instrumental sounds	Date:	Date:	Date:	Date:
Is able to match pairs of instruments by listening to sounds when one instrument is hidden/ out of sight				
Can hear and make loud and quiet sounds using instruments				

Aspect 3: Body percussion	Date:	Date:	Date:	Date:
Sings and joins in with a variety of action songs				
Uses parts of body to make sounds eg clapping, stamping, clicking				
Can follow a rhythm made by body sounds				

Aspect 4: Rhythm and rhyme	Date:	Date:	Date:	Date:
To be able to beat the rhythm of words ie: name				
Repeats rhyming strings				
Can generate a rhyming string				
Can sort objects and pictures according to number of syllables (beats)				
Can match objects/pictures that rhyme				

Aspect 5: Alliteration	Date:	Date:	Date:	Date:
Can repeat initial sound of words ie: by bouncing initial sound of name				
To hear, say and distinguish initial sounds of words eg: silly soup				

Aspect 6: Voice sounds	Date:	Date:	Date:	Date:
Copies sounds that an adult makes using own voice				
To generate sounds appropriate to object or picture				

Oral Blending

Explain task 'We're going to play a listening game. I'm going to speak like a robot. I want you to listen carefully and tell me what I'm trying to say. Let's practise. Adult to segment cat. 'What is the robot trying to say?' Repeat if necessary. Allow just one second between phonemes.

Discontinue after 3 consecutive errors.

Record the response if incorrect.

	Date:	Date:	Date:	Date:	Date:	Date:
m-a-n						
s-o-ck						
c-u-p						
p-e-g						
sh-ee-p						
p-i-ll						
f-l-a-g						
s-p-oo-n						
t-e-n-t						
s-t-a-m-p						
	Total (10):	Total (10):	Total (10):	Total (10):	Total (10):	Total (10):

Oral Segmenting

Explain task. 'Now it's your turn to speak like a robot. I'm going to say a word and I want you to say all the sounds in the word. Just like I did in the last game. Let's practise. The word is 'cat'.

This show the robot says c-a-t. You do it. Instead of saying zip, the robot says z-i-p. You do it.

Provide the correct response if the child responds incorrectly.

Record the child's first response.

Discontinue after 3 consecutive errors.

	Date:	Date:	Date:	Date:	Date:	Date:
jam						
zip						
net						
dog						
mint						
sell						
less						
sand						
grin						
frog						
	Total (10):	Total (10):	Total (10):	Total (10):	Total (10):	Total (10):

Phase 2 and 3 Phase 2/3 grapheme-phoneme correspondence

	Date:	Date:	Date:	Date:	Date:	Date:
s						
a						
t						
i						
m						
n						
o						
p						
b						
c						
g						
h						
d						
e						
f						
v						
k						
l						
r						
u						
j						
w						
z						
x						
y						
ff						
ll						
ss						
zz						
ch						
sh						
th						
ck						
ng						
qu						
ay						
ee						
oa						
ur						
ea						
ow						
oo (moon)						
igh						
oo (look)						
or						
oi						
ar						
air						
ear						

Phase 2 Blending

Child to be given the phonics booklet to read words for the assessment.

Teacher to remind children that if a word has a monster after it, it is a nonsense word.

Teacher to also remind children that when we are reading words we: **Look at the letters, make the sounds and blend the sounds together.**

	Date:		Date:		Date:		Date:		Date:		Date:	
	grapheme (e.g. o-g)	reading (e.g. og)	grapheme (e.g. o-g)	reading (e.g. og)	grapheme (e.g. o-g)	reading (e.g. og)	grapheme (e.g. o-g)	reading (e.g. og)	grapheme (e.g. o-g)	reading (e.g. og)	grapheme (e.g. o-g)	reading (e.g. og)
dig												
pat												
top												
duck												
bim												
fam												
ind												
geck												
boff												
mess												
blan												
flat												
	Total (12):		Total (12):		Total (12):		Total (12):		Total (12):		Total (12):	

Phase 2 Segmenting

To use whiteboards and pens (magnetic, plastic and tiled letters can also be used if appropriate).

Read words in the chart below. Ask child to segment and write the words. Teacher to remind the child that when we write we: **Say the word, robot the word and then write the word.**

Practise with one or two words if necessary. Record the child's first response. Accept phonemically plausible attempts.

	Date:	Date:	Date:	Date:	Date:	Date:
sat						
dim						
gap						
fun						
hot						
duck						
	Total (6):	Total (6):	Total (6):	Total (6):	Total (6):	Total (6):

Phase 3

Phase 3 Blending

	Date:		Date:		Date:		Date:		Date:		Date:	
	grapheme (e.g. d-ar)	reading (e.g. dar)	grapheme (e.g. d-ar)	reading (e.g. dar)	grapheme (e.g. d-ar)	reading (e.g. dar)	grapheme (e.g. d-ar)	reading (e.g. dar)	grapheme (e.g. d-ar)	reading (e.g. dar)	grapheme (e.g. d-ar)	reading (e.g. dar)
w-i-ng												
y-ay												
th-r-ow												
b-oa-t												
v-e-ng												
p-oi-l												
k-igh												
th-oa-k												
s-air												
f-l-ow-er												
t-or-d												
s-p-ear												
	Total (12):		Total (12):		Total (12):		Total (12):		Total (12):		Total (12):	

Phase 3 Segmenting

	Date:	Date:	Date:	Date:	Date:	Date:
van						
sock						
ring						
tooth						
light						
clay						
	Total (6):	Total (6):	Total (6):	Total (6):	Total (6):	Total (6):

Phase 4

Phase 4 Blending.

	Date:		Date:		Date:		Date:		Date:		Date:	
e.g. d-ar	graphe me (e.g. d- ar)	readin g (e.g. dar)	grapheme (e.g. d-ar)	reading (e.g. dar)	grapheme (e.g. d-ar)	reading (e.g. dar)	graphe me (e.g. d- ar)	reading (e.g. dar)	graph eme (e.g. d-ar)	readi ng (e.g. dar)	graphe me (e.g. d- ar)	reading (e.g. dar)
b-a-n-d												
b-r-i-ng												
s-u-l-k												
s-t-a-m-p												
t-ee-d-s												
f-l-ar-m												
p-r-oo-m												
g-r-oi-k												
s-p-l-a-n-t												
r-o-ck-er												
b-l-er-s-t												
s-t-ar-t												
	Total (12):		Total (12):		Total (12):		Total (12):		Total(12):		Total (12):	

Phase 4 Segmenting

	Date:	Date:	Date:	Date:	Date:	Date:
pond						
spear						
milk						
sweep						
clown						
shelf						
crash						
twist						
	Total (8):	Total (8):	Total (8):	Total (8):	Total (8):	Total (8):

Phase 5

	Date:	Date:	Date:	Date:	Date:	Date:
ph						
ow (snow)						
oe						
ai						
ie (tie)						
i-e						
o-e						
a-e						
ir						
ue						
ea						
e-e						
au						
aw						
ew						
u-e						
wh						
ure						
oy						
ou						
a (acorn)						
e (he)						
i (find)						
o (cold)						
u (unit)						
c (cent)						
g (giant)						
ie (chief)						
ea (bread)						
y (by)						
y (very)						
ch (school)						
ch (chef)						
ou (you)						
ey (they)						
ch (picture)						
ch (catch)						
j (fudge)						
m (lamb)						
z (please)						
r (wrap)						
n (knot)						
i (happy)						
air (bare)						
air (there)						
ear (bear)						
s (house)						

or (caught)						
	Total (44):	Total (44):	Total (44):	Total (44):	Total (44):	Total (44):

Phase 5 Blending

	Date:		Date:		Date:		Date:	
	grapheme	reading	grapheme	reading	grapheme	reading	grapheme	reading
ph-o-n-i-c-s								
s-n-a-k-e								
v-e-n-ue								
g-oe-s								
s-p-l-aw								
v-i-t-e								
d-r-ea-t								
ph-l-e-t								
b-l-au-t								
s-t-ew								
p-l-ir-n-s								
b-r-u-t-e								
ch-ie-f								
m-ou-l-d								
l-ea-r-n								
h-a-pp-y								
cl-ai-n								
s-p-r-o-l-e								
sh-r-oe-m--p								
w-a-p-e								
f-ie-l-d								
t-oy-sh-o-p								
j-o-ck-ey								
au-th-or								
d-r-aw-er								
m-ou-n-t-ai-n								
t-or-ch-l-igh-t								
e-l-e-ph-a-n-t								