

The Reception 4-Term Overview provides a timetable for introducing the foundation year skills common to all quality synthetic phonics programs. It was developed to accompany the tests developed for the SPELD (SA) longitudinal study of the effects of a synthetic phonics and systematic spelling and grammar program, implemented in the first three years of school, on reading and spelling achievement from Reception to Year 12.

Reception

Revised Subtest Headings and content Term by Term

End of term 1 testing content

1. a. Read 42 main sounds, single letter sounds /25
b. Read 42 sounds, two-letter sounds /19
 2. Form correctly 26 letters of the alphabet, lower case /26
 3. Hold pencil correctly – 1pt for each: stable position between thumb, index and middle finger /1; index finger and thumb form an open space /2; pencil held about 1 cm from the tip /1.
(Assess during activity 2).
 4. Write first name. All letters correct 2 pts, $\frac{1}{2}$ or more 1 pt, less than $\frac{1}{2}$ 0 pts
 5. Read regular words /10
 6. Read special words /10
-

End of Term 2 testing content

One-to-one Testing

1. Recite alphabet – yes/no
2. a. Read 42 main sounds, single letter sounds /25
b. Read 42 sounds, two-letter sounds /19
3. Give the name of the 26 letters of the alphabet - lower case /26
4. Give the name of the 26 letters of the alphabet - upper case /26
5. Form correctly 26 letters of the alphabet, lower case /26
6. Form correctly 26 letters of the alphabet, upper case /26
7. Hold pencil correctly (Assess during activity 5 or 6) /10
8. Read regular words (Terms 1 and 2 letter sounds and alternative spellings) /10
9. Read special words (Term 1 and 2 content) /10
10. Listen and identify short and long vowel sounds /10
11. Reading Fluency test

Group Testing

- G12. Write regular words (Term 1 spellings) /10
G13. Write special words (Term 1 and 2 content) /10
G14. Write phonetically in sentences
-

End of Term 3 testing content

One-to-one Testing

1. Recite alphabet – yes/no
2. a. Read 42 main sounds, single letter sounds /25
b. Read 42 sounds, two-letter sounds /19

3. Give the name of the 26 letters of the alphabet - lower case /26
4. Give the name of the 26 letters of the alphabet - upper case /26
5. Form correctly 26 letters of the alphabet, lower case /26
6. Form correctly 26 letters of the alphabet, upper case /26
7. Hold pencil correctly (Assess during activity 5 or 6)
8. Read regular words (Terms 1 through 3 letter sounds and alternative spellings) /10
9. Read special words (Term 1 through 3 content) /10
10. Listen and identify short and long vowel sounds /10
11. Reading Fluency test

Group Testing

- G12. Write regular words (Term 1 and 2 spellings) /10
 - G13. Write special words (Term 1 through 3 content) /10
 - G14. Write phonetically in sentences
-

End of Term 4 testing content

One-to-one Testing

1. Recite alphabet – yes/no
2. a. Read 42 main sounds, single letter sounds /25
b. Read 42 sounds, two-letter sounds /19
3. Give the name of the 26 letters of the alphabet - lower case /26
4. Give the name of the 26 letters of the alphabet - upper case /26
5. Form correctly 26 letters of the alphabet, lower case /26
6. Form correctly 26 letters of the alphabet, upper case /26
7. Hold pencil correctly (Assess during activity 5 or 6)
8. Read regular words (Term 1 through 4 letter sounds and alternative spellings) /10
9. Read special words (Term 1 through 4 content) /10
10. Listen and identify short and long vowel sounds /10
11. Reading Fluency test

Group Testing

- G12. Write regular words (Term 1 through 3 spellings) /10
- G13. Write special words (Term 1 through 4 content) /10
- G14. Write phonetically in sentences

RECEPTION				
Word Blending	Week	Knowledge and Skills	Special words	Support activities
Term 1				
Blend sounds in VC CVC VCC words from Wk 1	1	s a t i p Learn & practise letter sounds Blend sounds in short regular words, eg p-i-t > pit, orally and for reading		Nursery Rhymes Phonemic awareness activities Teacher story/big book reading Literacy games and activities Daily drill of letter sounds 1-1 assessment of letter sounds 2x/wk 1-1 assessment reading regular words & special words 2x/wk Students read phonic books Segmenting simple, regular words: teacher says a word eg pit, stop, coach. Students hold up a finger for each sound: p-i-t (3 sounds, 3 fingers); s-t-o-p (4 sounds, 4 fingers); c-o-a-ch (3 sounds, 3 fingers) Dictation of letter sounds & short regular words on dry wipe boards and immediate self-correction Write simple sentences
	2	n c k e h r Learn to write first name		
	3	m d g o u Begin dictation of letter sounds & simple regular words Segment simple regular words		
	4	l f b a i j Begin teaching special words for reading and writing	<i>I was the</i>	
	5	o a i e e e o r z w	<i>he me we be</i>	
	6	ng v oo oo y x Introduce beginning & end blends	<i>to do</i>	
	7	ch sh th th qu ou	<i>she are</i>	
	8	oi ue er ar Teach sounds of capital letters	<i>all (ball, call, fall, hall, tall, wall)</i>	
	9	Revision	<i>Revise 12 special words</i>	
	10	Assessment		
Term 2				
Blend sounds in VC CVC VCC CCVC CVCC CCCVC words	1	Teach formation of capital letters ABCDE Teach full stop <y> for /ee/ sound & double letters to keep preceding vowel short	<i>you, your</i>	Literacy games and activities Daily drill of letter sounds Daily letter formation practice 1-1 assessment of letter sounds 2x/wk 1-1 assessment reading regular words & special words 2x/wk Read sentences, using blending for unknown words Segmenting simple regular words Dictation of letter sounds, short regular words & special words on dry wipe boards and immediate self-correction Independent writing
	2	Teach capital letters: FGHIJKLM Short vowels	<i>come, some</i>	
	3	Teach capital letters: NOPQRS ll,ff,ss,zz,ck	<i>said, here there, they</i>	
	4	Teach capital letters: TUVWXYZ 'magic e' a_e, e_e, i_e, o_e, u_e	<i>go, no, so</i>	
	5	<u_e> for /oo/	<i>my, by</i>	
	6	ai as a_e; ee as e_e, y	<i>one</i>	
	7	ie as i_e; oa as o_e	<i>only, old</i>	
	8	ue as u_e; oo as u_e, ue	<i>like, have</i>	
	9	Revision	<i>Revise T1 & T2 special words</i>	
	10	Assessment		
Term 3				
Blend sounds in VC CVC VCC CCVC CVCC CCCVC words	1	<ay> for /ai / <oy> for /oi/	<i>live, give</i>	Literacy games and activities Daily drill of letter sounds Daily letter formation practice, lower case and capitals 1-1 assessment of letter sounds 2x/wk 1-1 assessment reading regular words & special words 2x/wk Read sentences, using blending for unknown words Dictation of words & sentences (including regular words & special words) on dry wipe boards with immediate self-correction Independent writing
	2	<ea> for /ee/ <wh> for /w/	<i>little, down</i>	
	3	<y> for /ie/	<i>what, when, why</i>	
	4	<ow> for /oa/	<i>where, who, which</i>	
	5	<ir> & <ur> for /er/	<i>any, many</i>	
	6	<ew> for /ue/ & /oo/	<i>more, before</i>	
	7	<ow> for /ou/	<i>other, mother, were</i>	
	8	<igh> for /ie/ <aw> for /or/	<i>because, want, saw, put</i>	
	9	Revision	<i>Revise T1, T2 & T3 special words</i>	
	10	Assessment		
Term 4				
Blend sounds in VC CVC VCC CCVC CVCC CCCVC words	1	Teach <a> for ai Revise ai ay a a_e Teach <wh> for /w/	<i>could, should, would</i>	Literacy games and activities Daily drill of letter sounds Daily letter formation practice, lower case and capitals 1-1 assessment of letter sounds 2x/wk 1-1 assessment reading regular words & special words 2x/wk Read sentences, using blending for unknown words Dictation of words & sentences (including regular words & special words) on dry wipe boards with immediate self-correction Independent writing
	2	Teach <e> for ee Revise ee ea e_e_e	<i>right, two, four, goes</i>	
	3	Teach <i> for ie Revise ie y igh i i_e	<i>does, made, their</i>	
	4	Teach <o> for oa Revise oa ow o_o_e	<i>once, upon, always</i>	
	5	Teach <u> for ue Revise oo ue ew, u_e_e, u	<i>also, of, eight</i>	
	6	Teach <au> & <al> for /or/	<i>love, cover, after</i>	
	7	Revise er, ir, ur	<i>every, father</i>	
	8	Revise or aw au al	<i>Revise all 72 special words</i>	
	9	Assessment		
	10	End of year activities		

Show students prompt sheets, record results here

1. Read 42 main sounds

sounds			
r		oo	
w		qu	
n		d	
ar		th	
e		th	
j		c	
l		v	
ue		ck	
k		t	
i		f	
u		h	
er		m	
o		ch	
ou		sh	
oa		ng	
oi		x	
a		y	
z		s	
g		ee	
p		ie	
or		ai	
oo		b	

1a single letter sounds /25

1b two-letter sounds /19

5. Read regular words

	Read
in	
hen	
mud	
fog	
best	
trap	
boil	
room	
shed	
cloth	
/10	

2. Form lower case letters correctly

	form
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	
/26	

6. Read special words

	Read
the	
me	
was	
do	
I	
he	
to	
she	
we	
all	
/10	

3. Hold pencil correctly

held in a stable position between thumb, index and middle fingers,	/1
held 1-2 cm from the tip,	/1
index finger and thumb form an open space	/1
/3	

Comments:

4. Write first name

(circle)

all letters correct	2
more than half correct	1
less than half the letters correct	0

Tested by:

Synthetic Phonics Results Class Summary

																	Surname
																	First name
																	D.O.B
																	1a. Read 42 main sounds, single letter sounds /25
																	1b. Read 42 sounds, two-letter sounds /19
																	2. Form correctly letters of the alphabet, l/case /26
																	3. Hold pencil correctly /3
																	4. Write first name /2
																	5. Read regular words /10
																	6. Read special words /10
																	Do row results indicate that this student is perceived as needing W2 or 3 support? N/W2/W3, highlight row
																	Do column results indicate an area for additional class instruction y/n, highlight relevant column

1a and 1b. Read 42 main sounds.

Give the student this prompt sheet. Ask them to tell you the sound that the letters in each box make.

Continue left to right across the page to facilitate completing the score sheet.

r	w	n	ar
e	j	l	ue
k	i	u	er
o	ou	oa	oi
a	z	g	p
or	oo	oo	qu
d	th	th	c
v	ck	t	f
h	m	ch	sh
ng	x	y	s
ee	ie	ai	b

NAME:

DATE:

2. Form correctly lower case letters.

Students can complete this task on this page. Ask, "Can you write each letter the way that you have learnt in class?"

Remember, position on line and size are not important. What matters is that the letters are started in the correct position and formed in the correct way. i.e. a number of our letters start upper right and are formed in an anticlockwise movement.

Ask student to work left to right across the page to facilitate completing the score sheet.

******This is an excellent opportunity to score the child on their pencil grip for Subtest 3******

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 _____

5. Read regular words.

Note the **reading** of regular words can be done one-to-one in the class during the literacy block, or as a pull out assessment.

Continue left to right across the page to facilitate completing the score sheet.

in hen mud

fog best trap

boil room shed

cloth

6. Read special words.

Note the **reading** of special words can be done one-to-one in the class during the literacy block, or as a pull out assessment.

Continue left to right across the page to facilitate completing the score sheet.

the me was

do I he

to she we

all

Reception End of Term 2 Synthetic Phonics Individual Student Recording Sheet

Show student prompt sheets, record results here

DATE:

STUDENT:

One-to-one Testing

1. Recite alphabet yes no

11. Read fluently words/min

3. Give name of lower case letters and
4. Give name of upper case letters

	name		name
b		B	
h		H	
u		U	
j		J	
g		G	
t		T	
n		N	
y		Y	
m		M	
o		O	
p		P	
i		I	
l		L	
w		W	
e		E	
q		Q	
f		F	
r		R	
k		K	
s		S	
a		A	
c		C	
z		Z	
x		X	
v		V	
d		D	
	/26		/26

10. Listen and identify short and long vowels

ran	goat	train	
due	net	sit	
pie	hot		
stuff	feet		/10

2. Read 42 main sounds

	sound		sound
r		f	
x		a	
oi		ng	
s		oa	
ck		t	
k		g	
sh		v	
y		o	
ou		oo	
or		oo	
th		ue	
th		d	
p		c	
e		n	
h		u	
ee		ch	
er		ie	
i		ar	
b		l	
j		ai	
z		w	
m		qu	
2a Single letter sounds		/25	
2b Two-letter sounds		/19	

5. Form lower case letters, and
6. Form upper case letters, correctly

	form		form
a		A	
b		B	
c		C	
d		D	
e		E	
f		F	
g		G	
h		H	
i		I	
j		J	
k		K	
l		L	
m		M	
n		N	
o		O	
p		P	
q		Q	
r		R	
s		S	
t		T	
u		U	
v		V	
w		W	
x		X	
y		Y	
z		Z	
	/26		/26

8. Read regular words &
9. Read special words

Regular	Read	Special	Read
hole		my	
teddy		here	
pipe		one	
bell		like	
sandy		you	
take		have	
miss		some	
pick		said	
these		there	
tune		they	
	/10		/10

7. Hold pencil correctly

held in a stable position between thumb, index and middle fingers,	/1
held 1-2 cm from the tip,	/1
index finger and thumb form an open space	/1
	/3

Tested by:

Group Testing

G12. Write regular words &
G13. Write special words

12. Write regular words	/10
13. Write special words	/10

G14. Write phonetically in sentences

a. Total number of words	
b. Used correct/phonetically correct spelling	/7
c. Used at least one capital letter	/1
d. Used at least one full stop	/1

Comments:

Synthetic Phonics Results Class Summary												
General Info												
												Surname
												First Name
												M/F
One-to-one testing												
												1. Recite alphabet yes/no
												2a. Read 42 main sounds - single letter sounds /25
												2b. Read 42 main sounds - two-letter sounds /19
												3. Give the name 26 letters lower case /26
												4. Give the name 26 letters upper case /26
												5. Form correctly lower case letters /26
												6. Form correctly upper case letters /26
												7. Hold pencil correctly /3
												8. Read regular words /10
												9. Read special words /10
												10. Listen and identify short and long vowels /10
												11. Read fluently words/min
Group testing												
												G12. Write regular words /10
												G13. Write special words /10
												G14a. Writing - total number of words
												G14b. Writing - correct/phonetically correct spelling /7
												G14c. Writing - used at least one capital letter correctly /1
												G14d. Writing - used at least one full stop correctly /1
Reflections on data												
												Do row results indicate that this student is perceived as needing W2 or 3 support? N/W2/W3, highlight row
												Do column results indicate an area for additional class instruction y/n, highlight relevant column

1. Recite alphabet. Record on student's individual recording sheet.

2a and 2b. Read 42 main sounds.

Give the student this prompt sheet. Ask them to tell you the sound that the letters in each box make.

Continue left to right across the page to facilitate completing the score sheet.

r	x	oi	s
ck	k	sh	y
ou	or	th	th
p	e	h	ee
er	i	b	j
z	m	f	a
ng	oa	t	g
v	o	oo	oo
ue	d	c	n
u	ch	ie	ar
l	a	w	qu

3. Give name of lower case letters.

Continue left to right across the page to facilitate completing the score sheet.

b	h	u	j
g	t	n	y
m	o	p	i
l	w	e	q
f	r	k	s
a	c	z	x
v	d		

4. Give the name of upper case letters.

Continue left to right across the page to facilitate completing the score sheet.

B	H	U	J
G	T	N	Y
M	O	P	I
L	W	E	Q
F	R	K	S
A	C	Z	X
V	D		

NAME:

DATE:

5. Form correctly lower case letters.

Students can complete this task on this page. Ask, "Can you write each letter the way that you have learnt in class?"

Remember, position on line and size are not important. What matters is that the letters are started in the correct position and formed in the correct way. i.e. a number of our letters start upper right and are formed in an anticlockwise movement.

Ask student to work left to right across the page to facilitate completing the score sheet.

*****This is an excellent opportunity to score the child on their pencil grip for Subtest 7*****

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 _____

NAME:

DATE:

6. Form correctly upper case letters.

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 _____

7. Hold pencil correctly.

Ask the student to write their name on a piece of paper or in the comments box of their individual recording sheet to evaluate their pencil grip. Or, evaluate this during the letter formation assessment.

1 pt for each of the following:

- pencil grip is held in a stable position between the thumb, index and middle fingers
- index finger and thumb form an open space
- pencil is held about 1-2cm from the tip

10. Listen and identify short and long vowels.

Dictate the words from the student's individual recording sheet, ask the student whether the vowel is long or short. Give them time to say the word to themselves (or out loud), come to a conclusion, and respond. Then move on. Do not use the test time to correct student errors.

8. Read regular words.

hole teddy pipe bell

sandy take miss pick

these tune

9. Read special words.

my here like one

you have some said

there they

12. Write regular words

13. Write special words

Teacher says the word, the sentence, and then the word again (in the same fashion as the Waddington Spelling test)

eg "grape",

"A grape can be green or black."

"grape"

12. Write regular words from dictation /10

on	The hat is on his head.	<i>on</i>
him	She gave the book to him.	<i>him</i>
sad	The man was sad.	<i>sad</i>
rat	The rat was eating an apple.	<i>rat</i>
slip	Take care or you might slip.	<i>slip</i>
mend	The girl will mend the kite.	<i>mend</i>
seed	He planted the tomato seed.	<i>seed</i>
cart	He dragged a cart behind his bike.	<i>cart</i>
chip	There was one chip left on the plate.	<i>chip</i>
mouth	Don't talk with your mouth full.	<i>mouth</i>

13. Write special words from dictation /10

by	I live by the sea.	<i>by</i>
no	No, we did not see the show.	<i>no</i>
are	There are seven days in a week.	<i>are</i>
do	She did not know what to do.	<i>do</i>
all	They put all the blocks in the box.	<i>all</i>
they	They all went out to recess.	<i>they</i>
your	Can I come to your house after school?	<i>your</i>
some	We have some useful books at school.	<i>some</i>
here	Please come over here.	<i>here</i>
like	We like going on excursions.	<i>like</i>

Reception End of Term 3 Synthetic Phonics Individual Student Recording Sheet

Show student prompt sheets, record results here

DATE:

STUDENT:

One-to-one Testing

1. Recite alphabet yes no

11. Read fluently words/min

3. Give name of lower case letters and
4. Give name of upper case letters

	name		name
b		B	
g		G	
d		D	
u		U	
s		S	
z		Z	
t		T	
l		L	
c		C	
i		I	
x		X	
r		R	
a		A	
y		Y	
j		J	
n		N	
q		Q	
m		M	
k		K	
e		E	
h		H	
p		P	
w		W	
f		F	
o		O	
v		V	
/26		/26	

2. Read 42 main sounds

	sound		sound
m		ch	
f		g	
or		oi	
p		ar	
th		w	
th		e	
c		l	
ee		y	
t		b	
qu		oo	
ou		oo	
i		v	
a		h	
o		ai	
ie		s	
er		k	
j		ng	
d		sh	
ck		r	
ue		oa	
n		x	
u		z	
2a Single letter sounds		/25	
2b Two-letter sounds		/19	

5. Form lower case letters, and
6. Form upper case letters, correctly

	form		form
a		A	
b		B	
c		C	
d		D	
e		E	
f		F	
g		G	
h		H	
i		I	
j		J	
k		K	
l		L	
m		M	
n		N	
o		O	
p		P	
q		Q	
r		R	
s		S	
t		T	
u		U	
v		V	
w		W	
x		X	
y		Y	
z		Z	
/26		/26	

8. Read regular words &
9. Read special words

Regular	Read	Special	Read
say		come	
team		they	
shy		give	
boy		what	
low		which	
bird		put	
crew		down	
turn		when	
cow		go	
night		some	
saw			
white			
/12		/10	

7. Hold pencil correctly

held in a stable position between thumb, index and middle fingers,	/1
held 1-2 cm from the tip, index finger and thumb form an open space	/1
/3	

Tested by:

Group Testing

G12. Write regular words &
G13. Write special words

12. Write regular words	/10
13. Write special words	/10

G14. Write phonetically in sentences

a. Total number of words	
b. Used correct/phonetically correct spelling	/10
c. Used at least one capital letter	/1
d. Used at least one full stop	/1

Comments:

1. Recite alphabet. Record on student's individual recording sheet.

2a and 2b. Read 42 main sounds.

Give the student this prompt sheet. Ask them to tell you the sound that the letters in each box make.

Continue left to right across the page to facilitate completing the score sheet.

m	f	or	p
th	th	c	ee
t	qu	ou	i
a	o	ie	er
j	d	ck	ue
n	u	ch	g
oi	ar	w	e
l	y	b	oo
oo	v	h	ai
s	k	ng	sh
r	oa	x	z

3. Give name of lower case letters

Continue left to right across the page to facilitate completing the score sheet.

b	g	d	u
s	z	t	l
c	i	x	r
a	y	j	n
q	m	k	e
h	p	w	f
o	v		

4. Give the name of upper case letters.

Continue left to right across the page to facilitate completing the score sheet.

B	G	D	U
S	Z	T	L
C	I	X	R
A	Y	J	N
Q	M	K	E
H	P	W	F
O	V		

NAME:

DATE:

5. Form correctly lower case letters.

Students can complete this task on this page. Ask, "Can you write each letter the way that you have learnt in class?"

Remember, position on line and size are not important. What matters is that the letters are started in the correct position and formed in the correct way. i.e. a number of our letters start upper right and are formed in an anticlockwise movement.

Ask student to work left to right across the page to facilitate completing the score sheet.

*****This is an excellent opportunity to score the child on their pencil grip for Subtest 7*****

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 _____

NAME:

DATE:

6. Form correctly upper case letters.

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 _ _

7. Hold pencil correctly.

Ask the student to write their name on a piece of paper or in the comments box of their individual recording sheet to evaluate their pencil grip. Or, evaluate this during the letter formation assessment.

1 pt for each of the following:

- pencil grip is held in a stable position between the thumb, index and middle fingers
- index finger and thumb form an open space
- pencil is held about 1-2cm from the tip

10. Listen and identify short and long vowels.

Dictate the words from the student's individual recording sheet, ask the student whether the vowel is long or short. Give them time to say the word to themselves (or out loud), come to a conclusion, and respond. Then move on. Do not use the test time to correct student errors.

8. Read regular words.

say team shy boy

low bird crew turn

cow night saw white

9. Read special words.

come they give what

which put down when

go some

12. Write regular words

13. Write special words

Teacher says the word, the sentence, and then the word again (in the same fashion as the Waddington Spelling test)

eg "grape",

"A grape can be green or black."

"grape"

12. Write regular words from dictation /10

sleepy	After dinner he felt sleepy.	<i>sleepy</i>
cake	His birthday cake had chocolate icing.	<i>cake</i>
will	She will remember to bring her reader home.	<i>will</i>
shape	A shape with three angles is a triangle.	<i>shape</i>
cross	The librarian was cross about a torn book.	<i>cross</i>
funny	The clown at the shopping centre was very funny.	<i>funny</i>
tune	She was learning a new tune on piano.	<i>tune</i>
hive	Bees make their honey in a bee hive.	<i>hive</i>
empty	On Wednesday we have to empty the bin.	<i>empty</i>
smoke	The chimney had a swirl of smoke above it.	<i>smoke</i>

13. Write special words from dictation /10

was	It was too early to go to school.	<i>was</i>
my	For my birthday I got some new clothes.	<i>my</i>
only	I have got only one front tooth.	<i>only</i>
one	My brother will be one just before Christmas.	<i>one</i>
who	I wonder who my teacher will be next year.	<i>who</i>
other	She went to play on the other swing.	<i>other</i>
could	Could you please tuck your chair in?	<i>could</i>
many	How many children are there in your class?	<i>many</i>
where	The x marks where the treasure is.	<i>where</i>
me	He helped me to fix my bike.	<i>me</i>

Reception End of Term 4 Synthetic Phonics Individual Student Recording Sheet

Show student prompt sheets, record results here

DATE:

STUDENT:

One-to-one Testing

1. Recite alphabet yes no

11. Read fluently words/min

3. Give name of lower case letters and
4. Give name of upper case letters

	name		name
g		G	
l		L	
v		V	
e		E	
h		H	
p		P	
z		Z	
a		A	
y		Y	
w		W	
s		S	
r		R	
o		O	
x		X	
d		D	
n		N	
j		J	
m		M	
f		F	
u		U	
q		Q	
c		C	
b		B	
i		I	
k		K	
t		T	
/26		/26	

10. Listen and identify short and long vowels

deep	soak	track	
top	these		
fist	lunch		
bike	spade		/10

2. Read 42 main sounds

	sound		sound
n		ai	
v		qu	
y		r	
ue		l	
p		f	
ch		c	
z		oa	
ou		i	
w		x	
th		b	
th		oi	
oo		j	
oo		ie	
e		h	
t		sh	
k		u	
g		er	
o		d	
m		or	
ee		s	
ng		a	
ar		ck	
2a Single letter sounds		/25	
2b Two-letter sounds		/19	

8. Read regular words &
9. Read special words

Regular	Read	Special	Read
Sunday		was	
take		there	
train		have	
which		saw	
peach		love	
tree		their	
leaf		made	
green		should	
find		where	
tie		little	
light			
white			
/12		/10	

5. Form lower case letters, and
6. Form upper case letters, correctly

	form		form
a		A	
b		B	
c		C	
d		D	
e		E	
f		F	
g		G	
h		H	
i		I	
j		J	
k		K	
l		L	
m		M	
n		N	
o		O	
p		P	
q		Q	
r		R	
s		S	
t		T	
u		U	
v		V	
w		W	
x		X	
y		Y	
z		Z	
/26		/26	

7. Hold pencil correctly

held in a stable position between thumb, index and middle fingers,	/1
held 1-2 cm from the tip, index finger and thumb form an open space	/1
/3	

Tested by:

Group Testing

G12. Write regular words &
G13. Write special words

12. Write regular words	/10
13. Write special words	/10

G14. Write phonetically in sentences

a. Total number of words	
b. Used correct/phonetically correct spelling	/10
c. Used at least one capital letter	/1
d. Used at least one full stop	/1

Comments:

1. Recite alphabet. Record on student's individual recording sheet.

2a and 2b. Read 42 main sounds

Give the student this prompt sheet. Ask them to tell you the sound that the letters in each box make.

Continue left to right across the page to facilitate completing the score sheet.

n	v	y	ue
p	ch	z	ou
w	th	th	oo
oo	e	t	k
g	o	m	ee
ng	ar	ai	qu
r	l	f	c
oa	i	x	b
oi	j	ie	h
sh	u	er	d
or	s	a	ck

3. Give name of lower case letters

Continue left to right across the page to facilitate completing the score sheet.

g	l	v	e
h	p	z	a
y	w	s	r
o	x	d	n
j	m	f	u
q	c	b	i
k	t		

4. Give the name of upper case letters.

Continue left to right across the page to facilitate completing the score sheet.

G	L	V	E
H	P	Z	A
Y	W	S	R
O	X	D	N
J	M	F	U
Q	C	B	I
K	T		

NAME:

DATE:

5. Form correctly lower case letters.

Students can complete this task on this page. Ask, "Can you write each letter the way that you have learnt in class?"

Remember, position on line and size are not important. What matters is that the letters are started in the correct position and formed in the correct way. i.e. a number of our letters start upper right and are formed in an anticlockwise movement.

Ask student to work left to right across the page to facilitate completing the score sheet.

*****This is an excellent opportunity to score the child on their pencil grip for Subtest 7*****

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 _____

NAME:

DATE:

6. Form correctly upper case letters.

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 _ _

7. Hold pencil correctly.

Ask the student to write their name on a piece of paper or in the comments box of their individual recording sheet to evaluate their pencil grip. Or, evaluate this during the letter formation assessment.

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10. Listen and identify short and long vowels.

Dictate the words from the student's individual recording sheet, ask the student whether the vowel is long or short. Give them time to say the word to themselves (or out loud), come to a conclusion, and respond. Then move on. Do not use the test time to correct student errors.

8. Read regular words.

Sunday take train which

peach tree leaf green

find tie light white

9. Read special words.

was there have saw

love their made should

where little

12. Write regular words

13. Write special words

Teacher says the word, the sentence, and then the word again (in the same fashion as the Waddington Spelling test)

eg "grape",

"A grape can be green or black."

"grape"

12. Write regular words from dictation /10

toy	At school we have a toy fire truck.	<i>toy</i>
seat	Everyone in our class has their own seat.	<i>seat</i>
fly	I would love to learn to fly a plane.	<i>fly</i>
snow	In some parts of the world there is snow.	<i>snow</i>
shirt	The school shirt has a logo on it.	<i>shirt</i>
burn	When cooking you need to be careful not to burn yourself.	<i>burn</i>
few	I have a few sticks of celery for recess.	<i>few</i>
town	In town there is a park with a lake.	<i>town</i>
light	I still like to sleep with a night light on.	<i>light</i>
lawn	I like to help dad mow the lawn.	<i>lawn</i>

13. Write special words from dictation /10

upon	Once upon a time there lived a dragon.	<i>upon</i>
every	Every morning I have juice with my breakfast.	<i>every</i>
put	I put my bag on my back.	<i>put</i>
four	My chair has four legs.	<i>four</i>
because	I yawn because I am tired.	<i>because</i>
why	Why is the sky blue?	<i>why</i>
any	I haven't got any scissors.	<i>any</i>
they	Will they soon be ready?	<i>they</i>
you	Have you got a spare pencil sharpener?	<i>you</i>
once	I once went horse riding.	<i>once</i>