

Assessment

Assessment grid

The following grid shows the main objectives and activities covered in this chapter. You can use the grid to locate activities that cover a particular focus that you are keen to monitor.

Objective	Page	Activity title
To learn some new grapheme-phoneme correspondences.	43	Sort the pictures
	44	Buzz, quack and yell!
To use 'sound talk' and segment words for spelling.	44	Buzz, quack and yell!
To recognise, learn and apply some consonant digraphs and vowel digraphs.	45	sh or ch?
	46	Rhyming fun
	47	At the market
	49	Fill in the gaps
	52	Down in the town
	51	Letter dice
To spell two-syllable and high frequency words.	52	The tool shop
	53	Clap the words
	54	High frequency words (1)
	55	High frequency words (2)
To write labels.	52	The tool shop

Observation and record keeping

By this stage, the children will be beginning to have better pencil control and most will be able to form the letters correctly during handwriting activities. When concentrating on spelling it may still be useful to allow the children to manipulate magnetic letters or cards so that they are focused on the content rather than the process of their writing.

At this stage the children will be encountering many new graphemes and it is a big step up to realise that some sounds are made up of more than one letter. They will need plenty of practice at listening for sounds and matching them to the graphemes and giving the sound that goes with a grapheme. It is useful to develop a checklist of the new grapheme-phoneme correspondences you are introducing to keep track of individual children's progress and to highlight areas that need further reinforcement.

Assessment activity

● What you need

Photocopiable page 57 'Write the words', writing materials and scissors.

● What to do

Cut out the picture cards from the photocopiable sheet and make a pile of them, face down on a table. Ask a child to pick a card and then 'sound talk' it without showing you the picture. Can you guess the word? Make a note of the child's ability to segment the word and their pronunciation of the phonemes that make up the word. Continue in this way before giving the child the cards and asking them to write the letters that make up the words in the spaces provided. Observe whether they can represent the phonemes they have articulated with the appropriate graphemes.

Differentiation

- For children requiring support, decide how much of the word you are going to ask them to provide – perhaps they are only ready to supply the initial phoneme.
- For each word, ask more confident learners to think of at least one word that rhymes. Ask the child to write the rhyming words on the back of the card.

Further learning

- **Captions:** Put the words into captions or short sentences and invite the children to try writing these. Make word banks of rhyming CVC words together.