

Pupil Answer Sheet (Weeks 5-8)



Level 5

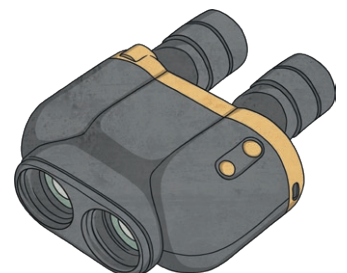
Name: _____ Date: _____

Grapheme Recognition

1		9	
2		10	
3		11	
4		12	
5		13	
6		14	
7		15	
8		16	

Spelling Decodable Words

1		9	
2		10	
3		11	
4		12	
5		13	
6		14	
7		15	
8		16	



Spelling Common Exception Words

1		13	
2		14	
3		15	
4		16	
5		17	
6		18	
7		19	
8		20	
9		21	
10		22	
11		23	
12		24	



Level 5 Assessment (Weeks 5-8)

Teacher Guidance



Level 5

Before starting this assessment, please ensure you have the 'Weeks 5-8' version of the following resources from the Assessment Pack prepared:

- [Level 5 Grapheme Flashcards](#)
- [Level 5 Decodable Word Flashcards](#)
- [Level 5 Common Exception Word Flashcards](#)
- [Pupil Answer Sheet](#) – one copy per child
- [Teacher Recording Sheet](#) – one copy per child

You will also need a pencil for each child to write with.

Guidance Notes

- This assessment is split into three sections: Grapheme Recognition, Decodable Words and Common Exception Words. The assessment gets progressively more difficult.
- Each section is split further into a reading task and a writing task. Complete the reading tasks with each child one-to-one for accurate assessments. You could complete the writing tasks at the same time as the reading tasks or you may wish to revisit in small groups.
- For the reading tasks, use the flashcards and write your observations on the [Teacher Recording Sheet](#).
- For the writing tasks, ask each child to record their answers on the [Pupil Answer Sheet](#) then use the [Teacher Recording Sheet](#) for making notes.
- Adapt the assessment to the needs of your pupils. For example, you may wish to use magnetic letters or other forms of written communication for children who have difficulty with handwriting.
- The assessment can be carried out over several sessions if the child is struggling to concentrate for a long period of time.
- If the child seems to find the assessment too difficult, you may need to stop and assess them at an earlier level.

Teacher Recording Sheet (Weeks 5-8)



Level 5

Name: _____ Date: _____

Please ensure that you have read the [Teacher Guidance](#) before beginning this assessment.

Use the [Level 5 Grapheme Flashcards](#) for section 1 of the assessment:

1. Grapheme Recognition

	<p>Say the phoneme when the grapheme is shown.</p> <p>If children answer with an alternative phoneme, ask: 'Do you know any more sounds that the grapheme can represent?'</p> <p>Tick if correct.</p>	<p>Write the grapheme when the phoneme is heard.</p> <p>If children write an alternative grapheme or spelling, ask: 'Do you know any more spellings that can represent that sound?'</p> <p>Tick if correct.</p>	<p>Use this space to record any inaccuracies in spoken phonemes and other observations.</p>
i saying /igh/			
o saying /oa/			
u saying (y)/oo/			
ch saying /sh/ and /c/			
ir			
ue			
ew			
y saying /ee/			
aw			
au			
ow saying /oa/			
oe			
wh			
c saying /s/			
g saying /j/			
ph			

Use the [Level 5 Decodable Word Flashcards](#) for section 2 of the assessment:

2. Reading Decodable Words

Ask child to segment the word then blend it together.

Words	Sounds (optional) By Level 5, some children may not need to be assessed for this.	Tick if correct.	Record exactly what was said if incorrect.
mild	m-i-l-d		
told	t-o-l-d		
human	h-u-m-a-n		
echo	e-ch-o		
chef	ch-e-f		
birth	b-ir-th		
value	v-a-l-ue		
grew	g-r-ew		
sunny	s-u-nn-y		
claw	c-l-aw		
launch	l-au-n-ch		
grow	g-r-ow		
woe	w-oe		
white	wh-i-t e		
face	f-a-c e		
magic	m-a-g-i-c		
phonics	ph-o-n-i-c-s		

3. Spelling Decodable Words

Adult to say the word then child to segment it and write the word.

Words	Tick if correct.
pint	
cold	
music	
chemist	
chute	
stir	
true	
few	
happy	
yawn	
haul	
snow	
toe	
whip	
acid	
gem	
dolphin	

Use the [Level 5 Common Exception Word Flashcards](#) for section 4 of the assessment:

4. Reading Common Exception Words

Words	Tick if correct.	Words	Tick if correct.
work		once	
house		please	
many		live	
laughed		coming	
because		Monday	
different		Tuesday	
any		Wednesday	
eye		brother	
friend		more	
also		before	

5. Spelling Common Exception Words

Words	Tick if correct.	Words	Tick if correct.
friend		thought	
also		through	
once		work	
please		house	
asked		many	
called		laughed	
water		because	
where		different	
who		any	
why		eye	
live		coming	
Monday		Tuesday	

What now?

Things to consider:

- What happens when pupils are not making the required progress within a specific year group? How are they identified? How do they catch up?
- How quickly are you able to act when assessments highlight children who are falling behind?
- How does assessment feed into teachers' planning for the whole class/phonics group?

Next steps:

- Have clear plans for underachieving pupils and identify what methods are to be put in place for them to catch up. Design any intervention programmes around their specific needs.
- Audit reading books to ensure that children can be given reading books that match their phonic ability and support the GPC sequence in your chosen scheme. Invest in new reading books if necessary.
- Ensure that phonics assessments are done regularly and children who are falling behind are able to be identified from these assessments.

This assessment grid is a best fit and needs to be used with the knowledge you have of the child.

Use this assessment to inform your professional judgement to gather a 'whole picture' of the child's progress and abilities.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Say the phoneme when the grapheme is shown. Out of 16	Segmenting decodable words. Out of 16	Blending decodable words. Out of 16	Spelling decodable words. Out of 16	Applying phonic knowledge to reading.	Next steps for the child.
<p>Accuracy Around 4 or fewer.</p> <p>Speed and Confidence Hesitant or unsure.</p>	<p>Accuracy Able to orally segment a few words accurately.</p> <p>Speed and Confidence Hesitant. May say extra or incorrect sounds.</p>	<p>Accuracy Around 2 or fewer.</p> <p>Speed and Confidence Hesitant or unsure. Not sure of alternative graphemes.</p>	<p>Accuracy Around 2 or fewer.</p> <p>Speed and Confidence Hesitant. Difficulty in recalling most Level 5 graphemes.</p>	Needs support to recognise Level 5 graphemes and may need support to blend consonants. Hesitant and not yet fluent.	<ul style="list-style-type: none"> • Discuss child's progress with SENDCo. • Consider whether further intervention on a one-to-one level and at a slower pace might be appropriate.
<p>Accuracy Around 7 or fewer.</p> <p>Speed and Confidence Hesitant or unsure with some graphemes.</p>	<p>Accuracy Able to orally segment around half the words.</p> <p>Speed and Confidence Hesitant and unsure of some words, confident with the rest. May make several attempts or use segmenting actions to help.</p>	<p>Accuracy Around 5 or fewer.</p> <p>Speed and Confidence Attempts most words by sounding out. Unsure of some graphemes so some hesitation.</p>	<p>Accuracy Around 5 or fewer.</p> <p>Speed and Confidence Slower at recalling the graphemes known, unsure of many Level 5 alternative graphemes.</p>	Sounds out and blends most words independently. Some help to recognise some Level 5 graphemes.	<ul style="list-style-type: none"> • Consider running a further Level 5 intervention with the child on a one-to-one basis. • Repeat the intervention at a slower pace by including a 'buffer' week at appropriate intervals. This gives the child an opportunity to consolidate and embed their phonic skills at their own pace. • Reassess regularly to ensure the child is making progress.

<p>Accuracy Around 10-11 or fewer.</p> <p>Speed and Confidence Quick recall and sure.</p>	<p>Accuracy Able to orally segment most words.</p> <p>Speed and Confidence Confident and able to segment almost immediately.</p>	<p>Accuracy Around 8 or fewer.</p> <p>Speed and Confidence May only have to sound out a few words, confident at sight-reading most words.</p>	<p>Accuracy Around 7 or fewer.</p> <p>Speed and Confidence Confident to spell some words but unable to recall some digraphs or trigraphs.</p>	<p>Can sound out and blend independently and read some words on sight. Some help to recognise a few Level 5 graphemes.</p>	<ul style="list-style-type: none"> • Send grapheme flashcards or a sound mat home with target graphemes highlighted to keep practising. • Continue planning time with a teacher or TA to run intervention sessions to focus on target graphemes. • Use an individual target card to track unknown graphemes and to record progress. • Reassess regularly to ensure the child is making progress.
<p>Accuracy Around 13+.</p> <p>Speed and Confidence Instant recall and confident.</p>	<p>Accuracy Able to orally segment all (or nearly all) words.</p> <p>Speed and Confidence Confident and able to segment immediately.</p>	<p>Accuracy Around 11-12+.</p> <p>Speed and Confidence Confident and quick at reading words on sight.</p>	<p>Accuracy Around 10+ words spelt accurately.</p> <p>Speed and Confidence Quick. Sure and confident at recalling and spelling Level 5 graphemes.</p>	<p>Reading independently and confidently. Only needs to sound out very few words. Can blend on-the-go and is fluent. Recognises nearly all Level 5 graphemes.</p>	<ul style="list-style-type: none"> • Move on to Weeks 9-12 of Level 5 Codebreakers.