

# Pupil Answer Sheet (Weeks 9-12)



Level 5

Name: \_\_\_\_\_ Date: \_\_\_\_\_

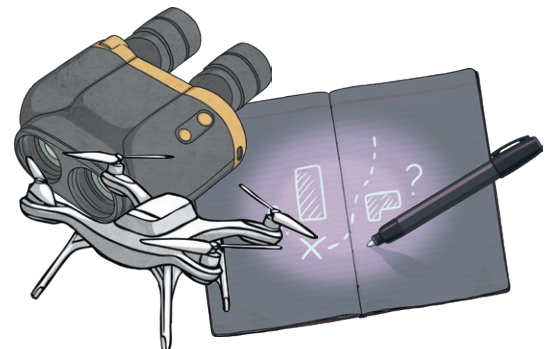
## Grapheme Recognition

1	
2	
3	
4	
5	
6	



## Spelling Decodable Words

1		10	
2		11	
3		12	
4		13	
5		14	
6		15	
7		16	
8		17	
9			



## Spelling Common Exception Words

1		7	
2		8	
3		9	
4		10	
5		11	
6		12	



# Level 5 Assessment (Weeks 9-12)

## Teacher Guidance



Level 5

Before starting this assessment, please ensure you have the 'Weeks 9-12' 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 9-12)



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><b>Say the phoneme when the grapheme is shown.</b></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><b>Write the grapheme when the phoneme is heard.</b></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><b>Use this space to record any inaccuracies in spoken phonemes and other observations.</b></p>
'ea' saying /e/			
ie saying /ee/			
tch			
are saying /air/			
ear saying /air/			
ore			



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.
feather	f-ea-th-er		
shriek	sh-r-ie-k		
waited	w-ai-t-e-d		
birds	b-ir-d-s		
foxes	f-o-x-e-s		
slowest	s-l-ow-e-s-t		
scratch	s-c-r-a-tch		
growing	g-r-ow-i-ng		
faster	f-a-s-t-er		
pear	p-ear		
square	s-qu-are		
live	l-i-ve		
freeze	f-r-ee-ze		
choice	ch-oi-ce		
nurse	n-ur-se		
score	s-c-ore		
unkind	u-n-k-i-n-d		

**3. Spelling Decodable Words**

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

Words	Tick if correct.
bread	
field	
yelled	
boats	
wishes	
coldest	
pitch	
looking	
louder	
bear	
spare	
give	
horse	
breeze	
voice	
more	
unseen	

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.
know		floor	
January		bought	
February		favourite	
April		autumn	
July		gone	
scissors		colour	
castle		other	
beautiful		does	
treasure		talk	
door		two	

#### 5. Spelling Common Exception Words

Words	Tick if correct.	Words	Tick if correct.
Wednesday		April	
brother		July	
more		scissors	
before		castle	
January		beautiful	
February		treasure	

## 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 6	Segmenting decodable words. Out of 17	Blending decodable words. Out of 17	Spelling decodable words. Out of 17	Applying phonic knowledge to reading.	Next steps for the child.
<p><b>Accuracy</b> Around 2 or fewer.</p> <p><b>Speed and Confidence</b> Hesitant or unsure.</p>	<p><b>Accuracy</b> Able to orally segment a few words accurately.</p> <p><b>Speed and Confidence</b> Hesitant. May say extra or incorrect sounds.</p>	<p><b>Accuracy</b> Around 2 or fewer.</p> <p><b>Speed and Confidence</b> Hesitant or unsure. Not sure of alternative graphemes.</p>	<p><b>Accuracy</b> Around 2 or fewer.</p> <p><b>Speed and Confidence</b> Hesitant. Difficulty in recalling most Level 5 graphemes.</p>	May need some support to blend consonants and longer words. Hesitant and not yet fluent.	<ul style="list-style-type: none"> <li>• Discuss child's progress with SENDCo.</li> <li>• Consider whether further intervention on a one-to-one level and at a slower pace might be appropriate.</li> </ul>
<p><b>Accuracy</b> Around 4 or fewer.</p> <p><b>Speed and Confidence</b> Hesitant or unsure with some graphemes.</p>	<p><b>Accuracy</b> Able to orally segment around half the words.</p> <p><b>Speed and Confidence</b> Hesitant and unsure of some words, confident with the rest. May make several attempts or use segmenting actions to help.</p>	<p><b>Accuracy</b> Around 5 or fewer.</p> <p><b>Speed and Confidence</b> Attempts most words by sounding out. Unsure of some graphemes so some hesitation.</p>	<p><b>Accuracy</b> Around 5 or fewer.</p> <p><b>Speed and Confidence</b> 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"> <li>• Consider running a further Level 5 intervention with the child on a one-to-one basis.</li> <li>• 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.</li> <li>• Reassess regularly to ensure the child is making progress.</li> </ul>

<p><b>Accuracy</b> 5-6</p> <p><b>Speed and Confidence</b> Quick recall and sure.</p>	<p><b>Accuracy</b> Able to orally segment most words.</p> <p><b>Speed and Confidence</b> Confident and able to segment almost immediately.</p>	<p><b>Accuracy</b> Around 8 or fewer.</p> <p><b>Speed and Confidence</b> May only have to sound out a few words, confident at sight-reading most words.</p>	<p><b>Accuracy</b> Around 7 or fewer.</p> <p><b>Speed and Confidence</b> Confident to spell some words but unable to recall some digraphs or trigraphs.</p>	<p>Can sound out and blend independently and read a variety of words on sight. Some hesitation on newly-learnt Level 5 graphemes and longer words.</p>	<ul style="list-style-type: none"> <li>• Send grapheme flashcards or a sound mat home with target graphemes highlighted to keep practising.</li> <li>• Continue planning time with a teacher or TA to run intervention sessions to focus on target graphemes.</li> <li>• Use an individual target card to track unknown graphemes and to record progress.</li> <li>• Reassess regularly to ensure the child is making progress.</li> </ul>
<p><b>Accuracy</b> 5-6</p> <p><b>Speed and Confidence</b> Instant recall and confident.</p>	<p><b>Accuracy</b> Able to orally segment all (or nearly all) words.</p> <p><b>Speed and Confidence</b> Confident and able to segment immediately.</p>	<p><b>Accuracy</b> Around 11-12+</p> <p><b>Speed and Confidence</b> Confident and quick at reading words on sight.</p>	<p><b>Accuracy</b> Around 10+ words spelt accurately.</p> <p><b>Speed and Confidence</b> 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"> <li>• Move on to Level 6.</li> </ul>