

Name:

Date:

Year group:

Teacher:

## Letters and Sounds Phase 2/3 Assessment

Highlight if they can identify and say each sound correctly.

<b>s</b>	<b>a</b>	<b>t</b>	<b>p</b>	<b>i</b>	<b>n</b>	<b>m</b>
<b>d</b>	<b>g</b>	<b>o</b>	<b>c</b>	<b>k</b>	<b>ck</b>	<b>e</b>
<b>u</b>	<b>r</b>	<b>h</b>	<b>b</b>	<b>f</b>	<b>ff</b>	<b>l</b>
<b>ll</b>	<b>ss</b>	<b>j</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>
<b>z</b>	<b>zz</b>	<b>qu</b>	<b>ch</b>	<b>sh</b>	<b>th</b>	<b>ng</b>
<b>ai</b>	<b>ee</b>	<b>igh</b>	<b>oa</b>	<b>oo</b>	<b>ar</b>	<b>or</b>
<b>ur</b>	<b>ow</b>	<b>oi</b>	<b>ear</b>	<b>air</b>	<b>ure</b>	<b>er</b>

Name:

Date:

Year group:

Teacher:

## Phase 2

I can read these tricky words:

I to no go the

I can blend to read:

it at an is bat bed hat  
pin dog leg lip mat kiss  
back cap tin rug top tug

Non-sense words:

pim og meck nug liss ket

Name:

Date:

Year group:

Teacher:

## Phase 2- Segmenting to spell

I can Segment and make a phonetically plausible attempt at spelling CVC words.

Ask the child to sound talk to write each CVC word. Children to use a whiteboard to demonstrate they can spell each word. You could photograph children's writing as evidence.

<b>Date:</b>			
<b>Word- Adult to say to child- pig</b>	<b>What the child wrote</b>	<b>Tricky word/HF</b>	<b>What the child wrote</b>
<b>is</b>		<b>to</b>	
<b>at</b>		<b>no</b>	
<b>it</b>		<b>go</b>	
<b>pig</b>		<b>the</b>	
<b>sip</b>		<b>I</b>	
<b>nap</b>		<b>into</b>	
<b>hat</b>		<b>up</b>	
<b>man</b>		<b>his</b>	
<b>cot</b>		<b>and</b>	
<b>sat</b>		<b>has</b>	