



## **Phonics Assessments:**

Formative assessments will be carried out through the day to day teaching of phonics and the application of children's knowledge and understanding across all lessons. Summative phonics assessments will be carried out at key points of the academic year. **There will be 3 main ways of collecting data:**

### **Reception:**

#### **Summative Assessments:**

- We use a phonics screening test aligned to the end of Year 1 phonics screen
- This is held at the end of Reception at the beginning of Summer term

#### **Formative Assessments:**

- Formative assessments take place every 8 or 9 lessons
- A group of graphemes and suffixes are tested through children being required to look at the letter sounds and say the correspondent sound related to the letter
- Spellings are formally assessed in the summer term, focusing more on the phonetic sounds of letters during autumn and spring. Monster Phonics assessment sheets are used to assess the children's progression every half term

#### **Common Exception Word Assessments:**

- Common exception words are tested through dictations
- Monster Phonics assessment sheets are used to assess the children's learning of the words progression every half term

#### **High Frequency Word Assessments:**

- Individual or class record sheets are used to record spellings
- Individual record sheets are used for children requiring learning support as there are multiple entries for the same time to record progress
- We use the Monster Phonics assessment sheet to assess the children's learning of HFW progression every half term

### **Interventions:**

Children who are falling behind or are at a different stage at entry are picked up by interventions outside of phonic sessions, in the afternoon or at another time. Interventions are led by a trained TA. Tracking documents are used to keep records of interventions.



## **Year 1:**

### **Summative Assessments:**

- We use a phonics screening test aligned to the end of Year 1 phonics screen
- This is held at the end of Year 1 after half term in Summer term
- Twice a year, at the end of Autumn term and end of Summer 1, we use the Monster Phonics Assessment Form Grapheme. This is done individually with each child to assess their ability to read phonemes and write corresponding graphemes at word level.

### **Formative Assessments:**

- Formative assessments take place every 8 or 9 lessons to assess the sounds covered
- A group of graphemes and suffixes are tested through a set of dictation sentences
- On-going notes and records are kept for intervention and planning.

### **Common Exception Word Assessments:**

- Common exception words are tested one to one at the start of the year to identify baseline. Children are tested individually on their ability to read and write the words.
- Individual records are kept and they form the basis of any intervention.
- Common exception words are also tested through dictations to check ability to generalise spellings.
- On-going notes and records are kept for intervention and planning.

### **High Frequency Word Assessments:**

- Individual record sheets are used to record spellings, following the same process as CEW words.
- Individual record sheets are used for children requiring learning support as there are multiple entries for the same time to record progress
- The record sheets test words in the order of frequency with the most frequent word being highest on the list

### **Interventions:**

Children who are falling behind or are at a different stage at entry are picked up by interventions outside of phonic sessions, in the afternoon or at another time. Interventions are led by a trained TA. Tracking documents are used to keep records of interventions.

Interventions focus on:

- phonics and the application of sound to spellings (some children may recognise phonemes but can't transfer to graphemes in words)
- reading and spellings of CEW / HHFW



Any children who fail the phonics screening (a score of below 32/40) are taken straight into intervention at the end of Y1, which continues in Y2. They will then retake the screening in Autumn 2 of Y2. If they fail again, this will be communicated to the SENDCo as there's a flag for a potential learning barrier.

## **Year 2:**

### **Summative Assessments:**

- Twice a year, at the end of Autumn term and end of Summer 1, we use the Monster Phonics Assessment Form Grapheme. We use the end of Y1 in Aut 1 and end of Y2 in Summer 1.
- This is done individually with each child to assess their ability to read phonemes and write corresponding grapheme at word level. Individual records are kept.

### **Formative Assessments:**

- Formative assessments take place every 8 or 9 lessons
- A group of graphemes and suffixes are tested through a set of dictation sentences
- On-going notes and records are kept for intervention and planning.

### **Common Exception Word Assessments:**

- Common exception words are tested one to one at the start of the year to identify baseline. Children are tested individually on their ability to read and write the words.
- Individual records are kept and they form the basis of any intervention. TAs work on the words the children don't know in their afternoon sessions.
- Common exception words are also tested through dictations to check ability to generalise spellings.
- On-going notes and records are kept for intervention and planning.

### **High Frequency Word Assessments:**

- Individual record sheets are used to record spellings, following the same process as CEW words.
- Individual record sheets are used for children requiring learning support as there are multiple entries for the same time to record progress
- The record sheets test words in the order of frequency with the most frequent word being highest on the list

### **Children who are falling behind:**

Children who are falling behind or are at a different stage at entry are picked up by daily interventions outside of phonic sessions, in the afternoons. Interventions are led by a trained TA. Tracking documents are used to keep records of interventions.

Interventions focus on:

- phonics and the application of sound to spellings (some children may recognise phonemes but can't transfer to graphemes in words)
- reading and spellings of CEW / HFW



**Mointoring:**

EYFS co-ordinator

Lesson observations

Data analysis?