



Fun Friendly Phonics – Assessing Segmenting for Spelling

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Published by:

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Website: www.LCP.co.uk

First published 2013.

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Text © 2013, M Carney & E Shakespeare.

Illustrations © 2013, S Moss.

ISBN 978 1 908913 09 8

Acknowledgments

The author and publisher would like to thank the following for the use of their work:

Design: © 2013, Geoff Covey

British Library Cataloguing-in-Publication Data

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Introduction

Phonics has been brought to the fore following the Government's introduction of the Year 1 Phonics Screening Check in July 2012. There is now a wealth of material on the market to help assess children's development with regard to blending for reading. However, until now, there were very limited supplementary materials available that supported teachers in monitoring children's attainment and progress regarding segmenting for spelling.

The *Fun Friendly Phonics – Assessing Segmenting for Spelling* series has been designed as an assessment tool, which can be used to accurately identify gaps in children's segmenting for spelling skills in an engaging and child friendly way. This product has been extensively tested in one of the largest primary schools in the country. It has proved to be an invaluable resource which can be used to inform future planning and delivery of phonics sessions to help ensure that all learners make outstanding progress. The easy to use assessment grids assure progress can be easily monitored, helping to identify those children who may need extra support. Additionally, for school or subject leaders, the assessments can be used as a monitoring tool to help evaluate the effectiveness of the teaching of phonics in their setting.

These assessments are:

- Unique
- Child friendly and engaging
- Easy to administer
- Essential in highlighting gaps in children's phonics learning
- Closely linked to the Government's *Letters and Sounds* document
- Designed to work alongside and compliment LCP's daily phonics planning.

We hope you enjoy using them!



Teaching guidance

What?

This assessment has been devised to assess children's ability to segment words and spell them using the Grapheme-Phoneme Correspondences (GPCs) introduced in Phases 3 and 4 of *Letters and Sounds*.

Who?

This assessment is designed for use with children who are being taught Phase 3 or 4 *Letters and Sounds*. Children working at this level should be able to write simple words such as 'cat' and 'mat' confidently and will be using digraphs and trigraphs, such as 'ch' and 'igh' with some accuracy in their independent writing.

When?

These assessments are to be used at the end of Phases 3 and 4 to assess whether children are ready to move on

to the next phase. If children are not yet ready to move on, these assessments will clearly identify each child's next steps within the given phase.

Ideally children should complete a *Fun Friendly Phonics* assessment at least once every term. This can be more frequent if you want to track pupil progress more rigorously.

Where?

Choose a quiet space with enough room for children to sit with space between them to discourage copying. Provide children with a table to write at or clipboards to lean on.

How?

Give each child a photocopy of the writing paper provided. Explain that you will be reading a book and they will be writing down some key words. Tell the children you will be looking for digraphs and trigraphs in their writing.

Turn to the story and show children the front cover. Discuss what they think the book might be about and then open to the first page. Fold the book so the children can only see the illustration and you can only see the text. **This is not a reading assessment. Children are not expected to read the text.**

Read the text to the group and then ask the questions printed at the bottom of each page. It is up to the practitioner whether they read one page at a time and ask the questions as they go along, or read the entire book and go back to revisit the questions on each page at the end.

Invite children to write the key words on their paper, ensuring that as you say them you do not sound-talk the words or elongate the sounds in the words for them. Some children may need support to write the words in a list form.



Work through the book and then, following the assessment, collect in all answer sheets and ensure all work is named.

Phase 4 extension

Phase 4 *Letters and Sounds* is a very short phase focusing on writing consonant clusters and polysyllabic words. If a child has performed well on the Phase 3 assessment they can be asked the extension questions on the last page, which will assess whether they are secure at Phase 4.

Variations

Although this assessment was originally designed for use in a small group, it can be administered 1-1 if required.

This assessment can also be administered to larger groups of children using the illustrations on the accompanying CD-ROM on the interactive whiteboard. However, care must be taken when working in larger groups that children do not copy each other.

Newly arrived pupils

This assessment is also very effective to use on newly arrived pupils, in order to quickly establish the phase they are working at.

Initially look at the child's independent writing and look for evidence of the different phonics phases.

Estimate what phase the child is working within and conduct that assessment on the child. If they are not secure, assess them on the phase below. If they are secure then assess them on the phase above. Establish the phase that they are working

within and ensure the child receives teaching in this phase.

Marking the assessment

Photocopy the assessment grids provided in this book. You may wish to enlarge them to A3 size for ease of reading.

Phase 3

Take each child's work in turn. Work along the grid from left to right marking with a tick whether they have represented the given GPC correctly. Add up how many GPCs the child has written correctly and write in the final box. If this number equals 18 or above the child can be said to be secure at the writing aspect of Phase 3 phonics and should be asked the Phase 4 extension questions.

Phase 4

Use the Phase 4 grid provided to mark whether the child has spelled each



word correctly. Add up how many they have written correctly and write in the final box. If this number equals 4 or more **and** the child achieved 18 or above on the Phase 3 assessment the child can be said to be secure at the writing aspect of Phase 4 phonics and is now ready to be taught Phase 5 *Letters and Sounds*.

Phase 3	sh	ar	ur	ow	er	qu	ee	x	
Name	sharp		fur	tower		queen		six	
Child 1	✓	✓	✓	✓	✓	✓	✓	✓	8
Child 2	–	✓	–	✓	✓	–	✓	✓	5
Child 3	✓	✓	✓	✓	–	–	✓	–	5
Child 4	✓	✓	✓	✓	–	✓	–	✓	6

Child 1
sharp
fur
tower
queen
six

Child 3
sharp
fur
towu
qween
sics

Child 2
hsarp
fru
tower
cween
six

Child 4
sharp
pur
towa
quin
six

FAQs

Can it be marked correct if...

... a child reverses the letters in a digraph (e.g. 'ro' instead of 'or' in short)?

No - Although the child shows an awareness of the correct grapheme to use this cannot be marked correct and it will need to be re-taught to this child.

... a child has correctly written the focus GPC but misspelled other sounds in the word (e.g. lair instead of hair)?

Yes, as the focus GPC has been represented correctly.

... a child has correctly identified and used the GPC but has formed the letters backwards?

Maybe - This will need to be decided as a school, depending on whether handwriting is taught discretely or within phonics sessions.



Next steps...

Altering planning

When the grid is complete for all the children in your group or class it can be used quickly and effectively to identify any GPCs that need to be revised or re-taught. Simply look across the grid for trends in the GPCs that children have failed to write correctly and ensure you focus on these during your teaching over the following weeks.

Moving on

If a child is said to be 'secure' at a phase they are ready to move onto the next phonics phase.

Often this is not immediately possible due to staffing arrangements within settings. If this is the case a child can still make progress in the meantime by staff focusing on those GPCs the child did not represent correctly

in their last assessment. Wherever possible the child should be moved as quickly as possible on to the next phonics phase.

Tracking

At the end of each term ensure you save the assessment grids for your class or group. When the children come to do the assessment again it can be very useful to compare the grids to track progress and to help identify those children who may require extra support. As all the Phase 3–4 *Fun Friendly Phonics* books include exactly the same graphemes the scores from any of these books can be directly compared.

Intervention

By ensuring children take this assessment at the beginning and end of an intervention period progress can be easily monitored. This will help staff judge the effectiveness of the

intervention given and enable planning to be tailored to the specific needs of the group or child.

The end of the year

The grids produced from these assessments are an invaluable resource for teachers taking on a new class in September. By passing these grids up with your class, teachers can begin phonics teaching early in September and can be sure that the sessions are suitably challenging, ensuring that progress is made from the very first session.



Independent learning opportunities

Provided with this book is a CD-ROM containing the illustrations from the book.

Here are a few suggestions for how these could be used in your classroom after children have completed the assessment:

- Provide speech and thought bubbles for children to write what the characters are saying or thinking.
- Print the pictures and ask children to place them in the correct order.
- Print and laminate the pictures and place in writing corners to encourage independent writing.
- Demonstrate to children how they can fold paper into airplanes and encourage them to write messages

to their friends.

- Encourage speaking and listening by creating a castle role play area.
- Using fabrics and fabric pens encourage children to create a superhero outfit for Max.
- Encourage children to write about Max's next adventures. Where will he go? Who will he save?
- Encourage reading for meaning by attaching sentences relating to the story to the easel and encouraging children to read them and then create their own illustrations.

Sentences might include:

'The dragon has brown fur and sharp teeth.'

'The queen is in the tower.'

'Max put on his vest.'



Ayesha and the Dragon





Date.....

Phase 3 phonics assessment: Ayesha and the Dragon

18 or more/ 25 = Phase 3 secure

Name	sh ar	ur	ow er	qu ee	x	ng	ear	igh	ai	oo	y	oi	ure	ch	j	v	z	air	or th	w	oa	/25
	sharp	fur	tower	queen	six	long	years	night	nails	book	yell	coin	pure	chin	jam	vest	zip	air	north	west	road	



Date.....

Phase 4 phonics assessment: Ayesha and the Dragon

18 or more/ 25 in the phase 3 assessment and 4 or more/ 6 in the phase 4 assessment = Phase 4 secure

Name	brown	paint	stars	toast	snoring	hand	/6	Comments







Ayesha and the Dragon

M.Carney, S.Moss & E.Shakespeare

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Fun Friendly Phonics: Ayesha and the Dragon

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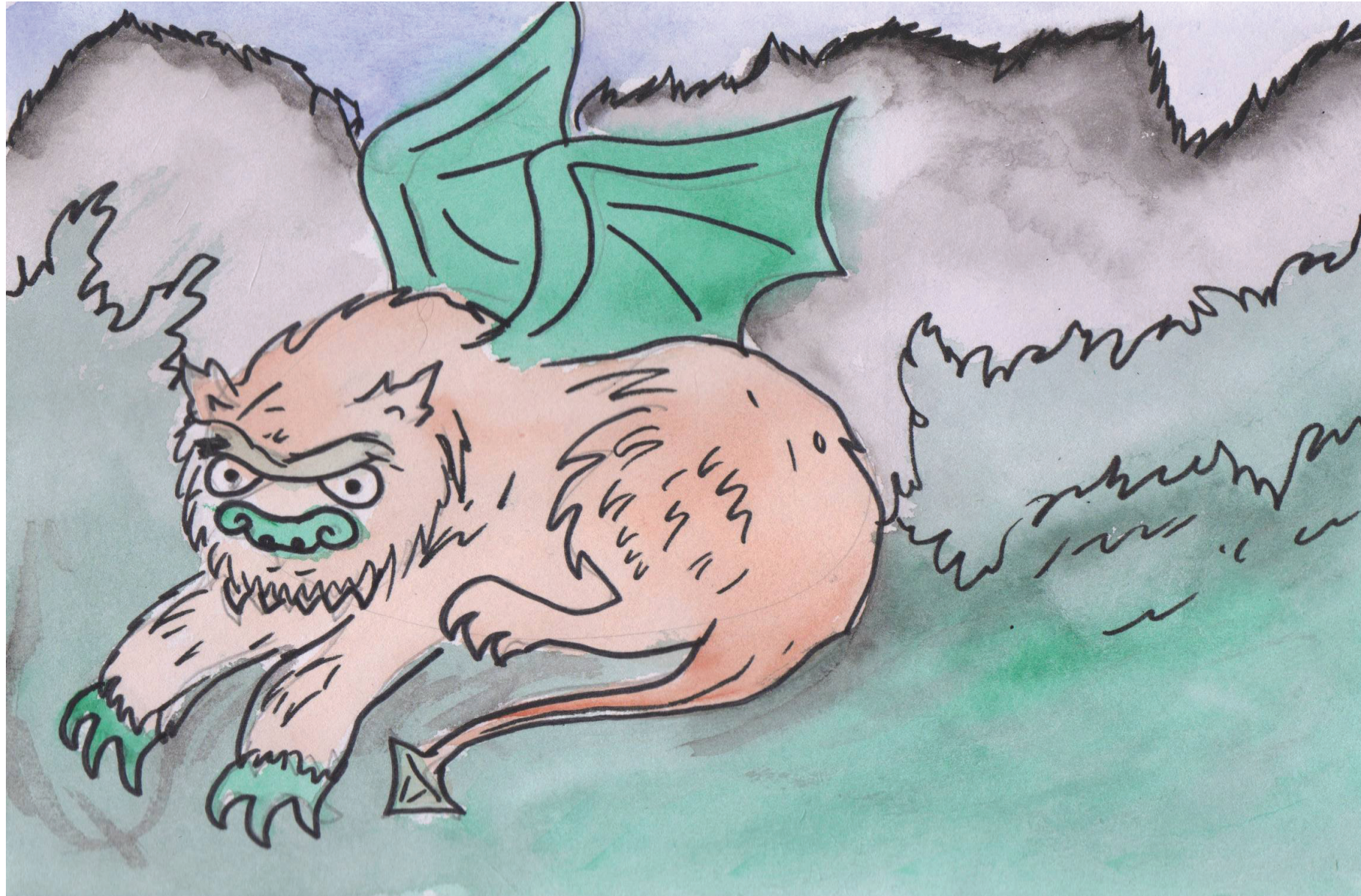


Long, long ago, in a dark, forbidden forest, lived a fierce and deadly dragon. He had **sharp** claws, enormous wings and brown **fur** all over his body.

Possible questions

Where is the story set?

What can you tell me about the dragon? Ask children to write **'sharp'** and **'fur'**.



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He lived in a crumbling castle with a **tower** that reached towards the clouds.

A **queen** called Ayesha had been trapped inside this tower for **six long years**.

Possible questions

Where does the dragon live?

Can you tell me about the castle? Ask children to write **'tower'**.

Who is Ayesha? Ask children to write **'queen'**.

Do you think she likes living in the tower? Why?

How long has she been there? Ask children to write **'six'**, **'long'** and **'years'**.



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Every day, Ayesha cried and cried because she was desperate to escape. The evil dragon had locked the door and thrown away the key.

Every **night**, she would paint her **nails** and stare up at the stars hoping that someone would come and rescue her.

Possible questions

Why couldn't Ayesha leave the tower?

When did she look at the stars? Ask children to write **'night'**.

What else did she do at night? Ask children to write **'nails'**.

Do you think Ayesha will ever manage to escape?

How do you think she might escape?



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One day Ayesha wrote a message on a piece of paper, torn from a **book** in her room. She folded it into an aeroplane and threw it out of the window. Then she closed her eyes and wished it would reach someone who could save her.

She wanted to **yell** out for help but was scared the dragon might hear and get angry.

Possible questions

Where did Ayesha find a piece of paper? Ask children to write **'book'**.

What did she do with it?

What do you think she wrote in her message?

Who do you think might find it?

What did she want to do to try and get help? Ask children to write **'yell'**.



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A few miles away, Max was slotting a **coin** into his **pure** white moneybox when suddenly a piece of paper hit him on his **chin**.

When he read the Queen's message, Max knew at once he had to try and rescue her!

Possible questions

What was Max doing when he found the message? Ask children to write **'coin'**.

What did the moneybox look like? Ask children to write **'pure'**.

Where did the paper aeroplane hit Max? Ask children to write **'chin'**.

How do you think Max will try and save Ayesha?



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Max quickly had some **jam** on toast, put on his superhero **vest**, did up the **zip** and then flew out of his front door in search of the queen.

Possible questions

What did Max eat before he left his house? Ask children to write **'jam'**

What did he wear? Ask children to write **'vest'** and **'zip'**

Do you think he is an ordinary man?



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He travelled through towns and villages, shooting through the **air**.

He looked **north**, south, east and **west** until finally he found the castle he had been looking for.

Possible questions

How did he search for Ayesha? He flew through the... Ask children to write **'air'**.

Where did he look? Ask children to write **'north'** and **'west'**.

What do you think he is going to do when he reaches the castle?



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He waited until the dead of night, whilst the dragon was fast asleep and snoring. Then he quietly drifted down the **road** towards the tower. As he grew nearer he could see the Queen staring at the stars through an open window.

Possible questions

How did Max get to the castle? Ask children to write **'road'**.

Why do you think he went at night?



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Max floated silently up to the Queen and held out his hand. She smiled, and together they flew off into the distance, leaving the dragon far behind.

The Queen returned to her Kingdom and never saw the evil dragon again.

Possible questions

How did Ayesha escape?

How do you think the dragon felt when he woke in the morning?



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Children who perform well in this assessment can be asked these Phase 4 Extension questions:

What colour was the dragon's fur? Ask children to write '**brown**'.

What did Ayesha do in the tower at night? Ask children to write '**paint**'.

What would she look at? Ask children to write '**stars**'.

What did Max eat with his jam before he left to rescue Ayesha? Ask children to write '**toast**'.

What was the dragon doing when Max arrived at the castle? Ask children to write '**snoring**'.

What did Max give Ayesha to help her get out of the tower? Ask children to write '**hand**'.