



Silverwood School Phonics Assessment Framework

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Step Into Phonics

Emerging Attention Sensory Awareness	Maintaining Attention Anticipation	Joint attention Interactions
<p>Reacts to sounds e.g. startles</p> <p>Responds to loud sounds e.g. briefly turns head</p> <p>Responds to quiet sounds</p> <p>Reacts to being spoken to</p> <p>Responds to being spoken to</p> <p>Reacts to being handled e.g. startles</p> <p>Responds to being handled</p> <p>Reacts to the touch of objects</p> <p>Reacts to the touch of familiar objects (cup, spoon, brush)</p> <p>Makes a differentiate response to the touch of two or more familiar objects</p> <p>Reacts to the movement of a person</p> <p>Glances at a human face</p> <p>Reacts to the movement of an object</p> <p>Glances at an object</p> <p>Responds to a single item or activity</p> <p>Responds when own name is called e.g. stills or shows a change of expression</p>	<p>Attends to loud sounds e.g. stills</p> <p>Attends to quiet sounds</p> <p>Responds to everyday sounds</p> <p>Makes differentiated responses to sounds e.g. smiles when hears music or frowns when hears crying etc</p> <p>Attempts to locate sounds e.g. may move eyes or head</p> <p>Follows a sound</p> <p>Demonstrates attention when being spoken to</p> <p>Attempts to locate source of voice – may move eyes or head</p> <p>Locates source of voice</p> <p>Responds to different tones of voice</p> <p>Makes different responses to different tones of voice</p> <p>Responds to different people’s voices – will show a different response between a familiar or unfamiliar voice.</p> <p>Will make differentiated responses between different people’s voices</p> <p>Demonstrates sustained attention when being spoken to</p> <p>Will respond differently to different styles of handling e.g. rough and tumble play and gentle soothing.</p> <p>Makes differentiated responses between different kinds of touch. Stroking, tickling or patting etc</p> <p>Attends to an object</p> <p>Tracks an object by moving eyes or head</p> <p>Responds to the sight of a familiar object</p> <p>Makes differentiated responses to the sight of up to five objects</p>	<p>Attends to a human face</p> <p>Follows the movement of a person by moving eyes or head</p> <p>Reacts briefly to the initiation of interaction</p> <p>Responds to the initiation of interaction e.g. makes brief eye contact</p> <p>Responds to a smile</p> <p>Responds to other facial expressions (sad, puzzled, surprised etc)</p> <p>Attends to interaction with people</p> <p>Responds briefly to playful interactions by an adult (variable attention or occasional anticipation etc)</p> <p>Responds briefly to familiar playful interactions by an adult</p> <p>Differentiated responses to a range of playful interactions e.g. may laugh, show surprise etc</p> <p>Actively seeks attention</p> <p>Repeats a behaviour which has just produced a response from an adult</p> <p>Makes a distinct movement to make contact with an interactive partner</p> <p>Makes meaningful patterns of movement during interactions e.g. pushing away or reaching out</p> <p>Makes attempts to copy formal patterns of movement (waving or song actions)</p> <p>Makes spontaneous use of formal patterns of movement</p> <p>Imitates an action or a sound</p> <p>Imitates 2 -5 actions or sounds</p> <p>Imitates more than 5 actions or sounds</p> <p>Takes 1 turn following another person’s lead</p> <p>Continues turn taking sequence for more than one turn</p>

	<p>Makes differentiated responses to the sight of more than five objects Attends to one item or activity and demonstrates a response e.g. positive or negative Attends to two items or activities Attends to more than two items or activities</p>	<p>Responds to communication partner by initiating the repeat of an activity Initiates turn taking sequence Gives signals that can be interpreted as a request for attention within a structured routine activity Gives distinct signals that can be interpreted as a request for attention 3 or more times in an activity Gives signals that can be interpreted as a request for more of an activity in a structured routine activity Attends to more than 2 items or activities and signals a preference Seeks an object taken out of immediate sight Attempts to uncover an object which is seen to be hidden under something</p>
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Level 1

Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme
<p>Notice sounds around you Recognise that different objects make different sounds Start to identify sounds and name them Communicate about the sounds. Describing sounds. Comparing sounds</p>	<p>Explore the sounds that instruments make Awareness that you have to act upon an instrument to make a sound Start to identify the sounds of familiar instruments and name them Awareness of how you act upon an instrument affects the sound it makes Follow instructions to recreate a sound using an instrument, e.g. Tap the drum loudly. Shake the tambourine quietly Communicate about the sounds. Describing sounds. Comparing sounds</p>	<p>Explore the sounds our bodies can make Join in and copying actions with familiar songs Join in with a body percussion pattern Copy a body percussion sequence Awareness of how you can change body percussion sounds Create their own sequences of body percussion Join in with longer sequences of body percussion Describe body percussion Follow instructions to recreate a body percussion sound, e.g. Stamp your feet loudly. Clap your hands softly</p>	<p>Joining in with songs and rhymes To recognise familiar rhythms and rhymes. Recognising that words rhyme. Copying and keeping to a simple beat. Joining in and copying breaking words into syllables with a beat. Playing with rhyme. Making up their own rhyming words. Completing sentences with their own rhymes orally." Breaking words down into syllables with a beat. Creating their own beat.</p>

Level 1 Continued

Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Oral Blending and Segmenting
<p>Explore the initial sounds of words. To select objects with a given initial sound from a choice of two. Identify initial sounds of words. To match to objects with the same initial sound. Playing with alliteration.</p>	<p>To explore different mouth movements and sounds. Copying different voice sounds and mouth movements. To recognise different voice sounds. To make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talking about voice sounds. Describing voice sounds. Comparing voice sounds. Creating their own ideas for voices of characters/imitating voices.</p>	<p>Identify the initial sounds of words. Awareness that words can be broken into phonemes. Choosing the correct object when hearing the word broken into phonemes. Saying a simple CVC and VC word after hearing it broken into phonemes. Joining in with segmenting CVC and VC words into phonemes. Segmenting CVC and VC words into phonemes. Starting to blend the phonemes of longer words. Identifying how many phonemes are in a CVC or VC word.</p>

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Level 2

Can pupil say the correct phoneme when shown the flashcard?				
Step 1	Step 2	Step 3	Step 4	Step 5
s a t p	i n m d	g o c k	ck e u r	h b f ff l ll ss

Tricky Word Recognition

to
the
no
go

Blending Assessment: Can Pupil blend the sounds as you 'robot talk' the words?	Segmenting Assessment: Can pupil 'robot talk' these words?
s a t c u p h e n m i s s b o g d o l l r a g s o c k	b a t h u f f p e n m o s s c o g d o g t i l l s a c k

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Level 3

Step 1		Step 2	
		Consonant Digraphs	
Can they say the phoneme when the grapheme is shown?	Can they produce the grapheme when the phoneme is heard? e.g. type. write or order letters	Can they say the phoneme when the grapheme is shown?	Can they produce the grapheme when the phoneme is heard? e.g. type. write or order letters
j	j	ch	ch
v	v	sh	sh
w	w	th (moth)	th (moth)
x	x	th (feather)	th (feather)
y	y	ng	ng
z	z		
zz	zz		
qu	qu		

Step 3	
Vowel Digraphs and Trigraphs	
Can they say the phoneme when the grapheme is shown?	Can they produce the grapheme when the phoneme is heard? e.g. type. write or order letters
ai	ai
ee	ee
igh	igh
oa	oa
oo (book)	oo (book)
oo (moon)	oo (moon)
ar	ar
or	or
ur (purse)	ur (purse)
ow	ow
oi	oi
ear	ear
air	air
ure	ure
er (pepper)	er (pepper)

Level 3 continued

Step 4		Step 5	
Reading Decodable Words: Can the child segment the word then blend it together?	Spelling Decodable Words: Adult to say the word, can the child segment it and produce the word? e.g. type. write or order letters	Reading Tricky Words	Spelling Tricky Words
j-u-g v-a-n w-e-t b-o-x y-e-s z-a-p f-i-zz qu-a-ck sh-o-p th-i-ng th-i-s t-ai-l m-oo-n c-oo-k r-oa-d l-igh-t p-ar-k ch-ee-k w-or-n b-ur-p t-ow-n s-oi-l b-ear-d ch-air ma-n-ure p-e-pp-er f-ar-m-y-ar-d	jam vet win fox yap zip buzz quit rich them sheep thin rain boot hook goat night mark queen fork turn owl year pair cure dinner ring	he she we me be was you they all are my here	to they no go I

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Level 4

Step 1		Step 2	
Reading CVCC Words: Can the child sound out the word and blend the sounds together?	Spelling CVCC Words: Can the child segment the word and produce the word correctly? e.g. type. write or order letters	Reading CCVC Words: Can the children sound out the word and blend the sounds together?	Spelling CCVC Words: Can the child segment the word and produce the word correctly? e.g. type. write or order letters
m-i-l-k h-a-n-d p-ai-n-t t-oa-s-t t-e-s-t-i-ng s-a-nd-p-i-t	tent lamp bench boost melting desktop	f-r-o-g g-r-a-b s-m-e-ll c-r-ee-p c-l-ow-n s-t-ar-l-igh-t	twin plum stop train float treetop

Step 3		Step 4	
Reading Words with Adjacent Consonants: Can the children sound out the word and blend the sounds together?	Spelling Words with Adjacent Consonants: Can the child segment the word and produce the word correctly? e.g. type. write or order letters	Reading Tricky Words	Spelling Tricky Words
s-t-a-n-d b-l-e-n-d c-r-u-s-t d-r-i-n-k s-p-r-i-ng t-w-i-s-t-i-ng	frost twist slept blink scrap printer	said so have like come some were there little one do when out what	he she we me be was you they all are my here

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Level 5

Step 1		Step 2	
Grapheme Recognition		Reading Decodable Words	
Can they say the phoneme when the phoneme is shown?	Can they produce the grapheme when the phoneme is heard? e.g. type, write or order letters	Can they segment the word and blend it together?	
ie saying /ee/ tch are saying /air/ ear saying /air/ ore	ie saying /ee/ tch are saying /air/ ear saying /air/ ore	shriek waited birds foxes scratch growing faster slowest square pear live freeze choice nurse score unkind	sh-r-ie-k w-ai-t-e-d b-ir-d-s f-o-x-e-s s-c-r-a-tch g-r-ow-i-ng f-a-s-t-er s-l-ow-e-s-t s-qu-are p-ear l-i-ve f-r-ee-ze ch-oi-ce n-ur-se s-c-ore u-n-k-i-n-d

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Level 5 continued

Step 3	Step 4	Step 5
Spelling Decodable Words	Reading Common Exception Words	Spelling Common Exception Words
Adult to say the word, can the child segment it and produce the word? e.g. type. write or order letters		
field yelled boats wishes pitch looking louder coldest spare bear give horse breeze voice more unseen	January February April July scissors castle beautiful treasure door floor bought favourite autumn gone know colour other does talk two	friend also once please live coming Monday Tuesday Wednesday brother more before January February April July scissors castle beautiful treasure

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Level 6

Step 1	Step 2	Step 3
Reading Decodable Words	Spelling Decodable Words	Spelling Common Exception Words
Can they read the words?	Can they produce the words? e.g. type. write or order letters	
shy sledge carries sign knife married annoying wrapper giggle happier laziest squirrel	fry smudge puppies gnome know copied studying wrist muddle cheekier dirtiest model	door floor bought favourite autumn gone know colour other does talk two four eight world work poor great break steak