

**Student Name:** \_\_\_\_\_**Class:** \_\_\_\_\_**Student ID:** \_\_\_\_\_**Date:** \_\_\_\_\_

## Assessment Details

<b>Duration:</b> 20 minutes	<b>Total Marks:</b> 100
<b>Topics Covered:</b>	<ul style="list-style-type: none"><li>• Phonics Patterns</li><li>• Word Recognition</li><li>• Decoding Strategies</li></ul>

## Instructions to Students:

1. Read all questions carefully before attempting.
2. Show all working out - marks are awarded for method.
3. Use a pencil to answer all questions.
4. Write your answers in the spaces provided.
5. If you need more space, use the additional pages at the end.
6. Time management is crucial - allocate approximately 1 minute per mark.

This assessment is designed for primary school children aged 5-7 years old, aligning with the UK National Curriculum outcomes and assessment standards for English Language Arts, Phonics, and Decoding. The purpose of this assessment is to evaluate students' ability to recognize and apply phonics patterns to decode unfamiliar words, identify and read words with consonant blends and digraphs, and demonstrate understanding of word families and rhyming patterns.

## Learning Objectives

- Recognize and apply phonics patterns to decode unfamiliar words
- Identify and read words with consonant blends and digraphs
- Demonstrate understanding of word families and rhyming patterns

Multiple Choice Section [20 marks]

Question 1

[2 marks]

Which phonics pattern is used in the word "cat"?

A) ai

B) ee

C) at

D) an

Question 2

[2 marks]

What sound does the digraph "ch" make in the word "church"?

A) /k/

B) /tʃ/

C) /j/

D) /θ/

Question 3

[2 marks]

Which word has the same ending sound as "rain"?

A) pain

B) dog

C) sun

D) cat

Question 4

[2 marks]

What is the consonant blend in the word "black"?

A) bl

B) cr

C) tr

D) pl

Question 5

[2 marks]

Which word family does the word "run" belong to?

A) -un

B) -an

C) -in

D) -en

**Question 6**

**[8 marks]**

Write a word that starts with the consonant blend "str".

**Question 7**

**[8 marks]**

Read and write the word "thought" and identify the digraph used.

**Question 8**

**[8 marks]**

Write a word that ends with the sound /ain/.

**Question 9**

**[8 marks]**

Read and write the word "stretch" and identify the consonant blend used.

Write a word that has the same sound as "phone".



**Question 11**

**[8 marks]**

Match the words with the correct pictures.

A) cat - picture of a dog

B) cat - picture of a cat

C) cat - picture of a sun

D) cat - picture of a hat

**Question 12**

**[8 marks]**

Match the words with the correct pictures.

A) dog - picture of a cat

B) dog - picture of a dog

C) dog - picture of a sun

D) dog - picture of a hat

**Question 13**

**[8 marks]**

Match the words with the correct pictures.

A) sun - picture of a cat

B) sun - picture of a dog

C) sun - picture of a sun

D) sun - picture of a hat

**Question 14**

**[8 marks]**

Match the words with the correct pictures.

A) hat - picture of a cat

B) hat - picture of a dog

C) hat - picture of a sun

D) hat - picture of a hat

**Question 15**

**[8 marks]**

Match the words with the correct pictures.

A) car - picture of a cat

B) car - picture of a dog

C) car - picture of a sun

D) car - picture of a car



## Marking Guide

Multiple Choice Section: 1 mark for each correct answer

Short Answer Section: 2 marks for each correct answer

Picture-Based Matching Section: 2 marks for each correct answer

## Implementation Guidelines

Time allocation: 20 minutes

Administration tips: Ensure students have a pencil, eraser, and a clear workspace. Read the instructions aloud and provide examples before starting the assessment.

Accommodations: For students with visual impairments, provide braille or large print versions of the assessment. For students with hearing impairments, provide a sign language interpreter or written instructions.

## Differentiation Options

For students with learning difficulties:

- Provide extra time to complete the assessment
- Use assistive technology, such as text-to-speech software, to aid with reading and writing
- Use visual aids, such as pictures or charts, to support phonics patterns and decoding strategies

For gifted and talented students:

- Provide more challenging words and phonics patterns
- Ask students to create their own word families and rhyming patterns
- Encourage students to use phonics patterns to decode unfamiliar words in context

## Bloom's Taxonomy Alignment

Recognize and apply phonics patterns to decode unfamiliar words (Knowledge/Comprehension)

Identify and read words with consonant blends and digraphs (Knowledge/Comprehension)

Demonstrate understanding of word families and rhyming patterns (Comprehension/Application)

This assessment is designed to evaluate students' ability to recognize and apply phonics patterns to decode unfamiliar words, identify and read words with consonant blends and digraphs, and demonstrate understanding of word families and rhyming patterns.

### **Additional Activities**

Create a word wall with phonics patterns and decoding strategies

Have students create their own word families and rhyming patterns

Use games and activities to reinforce phonics patterns and decoding strategies

Provide opportunities for students to read and write words with phonics patterns and decoding strategies in context

## Assessment Rubric

Accuracy: 40%

Completion: 30%

Understanding: 30%

Phonics pattern: a pattern of sounds used to decode words

Consonant blend: a combination of two or more consonant sounds used together

Digraph: a combination of two letters used to represent a single sound

Word family: a group of words that have the same ending sound

Rhyming pattern: a pattern of words that have the same ending sound

## References

UK National Curriculum outcomes and assessment standards for English Language Arts, Phonics, and Decoding

Phonics patterns and decoding strategies

Word families and rhyming patterns

Additional resources for teachers and students

Examples of phonics patterns and decoding strategies

Word families and rhyming patterns examples

# Advanced Phonics Concepts

As students progress in their phonics journey, they will encounter more complex phonics patterns and decoding strategies. This section will explore advanced concepts such as vowel digraphs, consonant blends, and word families with prefixes and suffixes.

## Example: Vowel Digraphs

The vowel digraph "ea" can make different sounds in different words, such as "meat" and "sea". Students need to learn to recognize and apply these different sounds to decode unfamiliar words.

## Case Study: Teaching Vowel Digraphs

A teacher used a systematic and explicit approach to teach vowel digraphs to her students. She started by introducing the concept of vowel digraphs and providing examples of words that contain the "ea" digraph. She then had students practice reading and writing words with the "ea" digraph, gradually increasing the difficulty level as students became more confident.

# Assessment and Intervention Strategies

Regular assessment and intervention are crucial to ensure students are meeting the learning objectives. This section will discuss various assessment tools and strategies, including running records, phonics screenings, and progress monitoring.

## Example: Running Records

Running records are a useful tool for assessing students' reading accuracy and fluency. Teachers can use running records to identify areas where students need extra support and provide targeted intervention.

## Case Study: Using Running Records to Inform Instruction

A teacher used running records to assess her students' reading progress and identified that several students were struggling with decoding multisyllable words. She then adjusted her instruction to provide additional support and practice in this area, resulting in significant improvement in students' reading accuracy and fluency.

# Technology Integration and Resources

Technology can be a powerful tool to support phonics instruction and practice. This section will explore various digital resources and tools, including online games, apps, and software, that can be used to engage students and enhance learning.

## Example: Online Phonics Games

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Online phonics games can provide students with a fun and interactive way to practice phonics skills. Teachers can use these games to supplement instruction and provide additional practice opportunities for students.

## Case Study: Using Online Games to Support Phonics Instruction

A teacher used online phonics games to support her phonics instruction and found that students were highly engaged and motivated to practice their phonics skills. She also used the games to provide additional support for struggling students and to challenge advanced students.

# Differentiation and Accommodations



Differentiation and accommodations are essential to ensure that all students have access to phonics instruction and can demonstrate their learning. This section will discuss various strategies for differentiating instruction and providing accommodations, including learning centers, small group instruction, and assistive technology.

### Example: Learning Centers

Learning centers can provide students with a variety of activities and practice opportunities to support phonics instruction. Teachers can use learning centers to differentiate instruction and provide additional support or challenges for students.

### Case Study: Using Learning Centers to Differentiate Instruction

A teacher used learning centers to differentiate her phonics instruction and found that students were highly engaged and motivated to practice their phonics skills. She also used the learning centers to provide additional support for struggling students and to challenge advanced students.

## Parent and Community Engagement

Parent and community engagement are critical to supporting students' phonics development. This section will discuss various strategies for engaging parents and the community, including parent-teacher conferences, workshops, and volunteer opportunities.

### Example: Parent-Teacher Conferences

Parent-teacher conferences can provide an opportunity for teachers to share students' progress and provide recommendations for supporting phonics development at home. Teachers can also use conferences to gather information from parents about students' interests and strengths.

### Case Study: Engaging Parents through Workshops

A teacher hosted a series of workshops for parents on supporting phonics development at home. The workshops provided parents with strategies and activities to support their child's phonics development and helped to build a sense of community among parents and teachers.

## Conclusion and Future Directions

In conclusion, phonics instruction is a critical component of reading instruction, and teachers play a vital role in supporting students' phonics development. This section will summarize the key takeaways from the document and provide recommendations for future directions in phonics instruction.

### Example: Future Directions

Future directions in phonics instruction may include the use of technology to support personalized learning, the development of more nuanced and sophisticated assessments, and the integration of phonics instruction with other areas of the curriculum.

### Case Study: Implementing a Phonics Program

A school implemented a phonics program that included systematic and explicit instruction, ongoing assessment and progress monitoring, and targeted intervention and support. The program resulted in significant improvements in students' reading accuracy and fluency.

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