Wushka Decodables
Phonics Screening Check

Phase 1
**Phonemic Awareness
Speaking & Listening**

Wordless Books

Phase 2
Letter Sounds

s, a, t, p , i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

Phase 3
Phonics

j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oi, oo, ow, ar, air, ear, er, ur, or, ure

Phase 4
Blends

st, nd, mp, nt, nk, ft, sk, lt, lp, lf, lk, pt, xt, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, sw, tw, sm, pr, sc, sn, nch, scr, shr, spr, str, thr

Phase 5
Vowel Sounds

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, /zh/

Phase 6
Fluent-Spelling

-s, -es, -ing, -ed, -ful, -er, -est, -en, -y, -ly

This formal assessment offers teachers a useful measure of the letter sounds that students know, whilst also identifying those that need to be taught.

The assessments measure *oral blending and segmenting skills*, *Common Exception Word reading* and *decoding through non-word reading*.
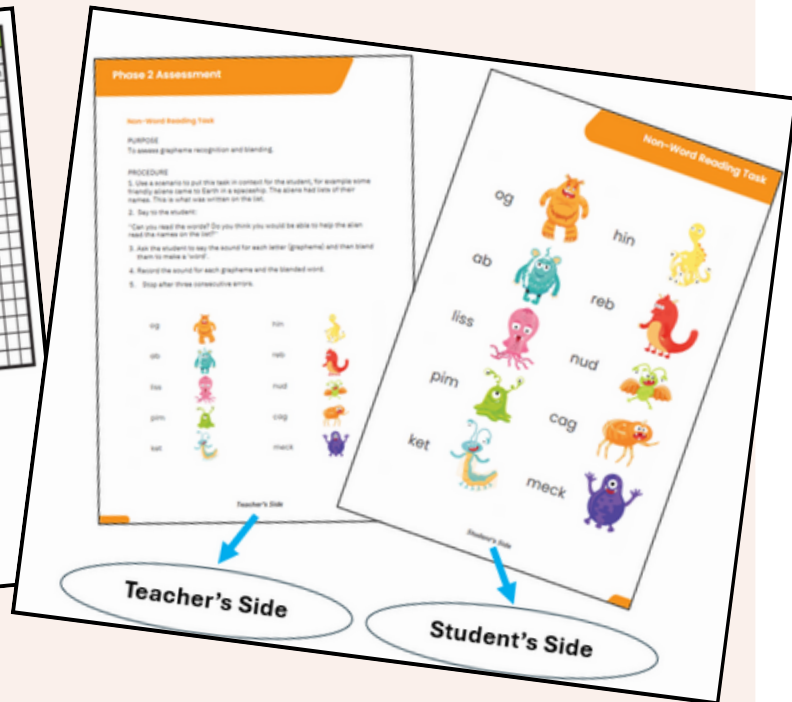
Together, these components offer a profile of the child's strengths and weaknesses and help to place them at the right point in the Wushka Decodables.

How to use this document

Print an assessment recording sheet for each student

Locate the teacher and student materials for the assessment

Teacher's Side

Student's Side

Match the assessment to the correct section on the recording sheet

Phase 1 Assessment

Oral Segmentation Task

PURPOSE
To assess oral segmentation of words into three phonemes and four phonemes.

PROCEDURE

1. Use the practise words (cat, pin and bug) to explain the task to the student:
"Now it's your turn to speak like a robot. I'm going to point to a picture and say the word, and I want you to say all the sounds in the word, just like I did

Use the Wushka Book by Sound Tracking Guide to allocate suitable readers to students!

modern teaching aids   wushka

Photocopiable Assessment Recording Sheet

Phase 1

Oral Blending (__/10)	✓	Oral Segmenting (__/10)	✓
man		h-a-t	
sock		m-o-p	
cup		n-e-t	
leg		d-o-g	
fish		t-r-ee	
hand		f-or-k	
tent		f-r-o-g	
flag		s-n-ai-l	
spoon		d-r-e-ss	
stamp		c-l-ow-n	

Phase 2

GPCs (__/23)	✓	Non-word Reading (__/10)	✓	CEWs Reading (__/14)	✓	Ph
s		og		as		
a		ab		I		
t		liss		is		
p		pim		no		
i		ket		go		
n		hin		to		
m		reb		into		
d		nud		the		
g		cag		put		
o		meck		his		
c				has		
k				of		
ck				pull		
e				full		
u						
r						
h						
b						
f						
ff						
l						
ll						
ss						

Phase 3

GPCs (__/27)	✓	Non-word Reading (__/16)	✓	CEWs Reading (__/17)	✓	Ph	CEWs Spelling (__/14)	✓	Ph	(__/17)	✓	Ph
j		dar		push			as			you		
v		zort		they			I			are		
w		sair		me			is			there		
x		kear		we			no			here		
y		veng		be			go			were		
z		jigh		he			to			all		
zz		quam		she			into			sure		
qu		doit		my			the					
ch		gax		by			put					
sh		hish		looked			his					
th		koob					has					
ng		fowd					of					
ai		chee					pull					
ee		yurk					full					
igh		waiber										
oa		thorden										
oi												
ŏŏ												
ōō												
ow												
ar												
air												
ear												
er												
ur												
or												
ure												

Phase 4

Non-word Reading (__/12)	✓	CEWs Reading (__/13)	✓	Ph	CEWs Spelling (__/17)	✓	Ph
plood		said			push		
grint		like			they		
theest		out			me		
skarb		have			we		
shreb		some			be		
spunch		come			he		
dreet		was			she		
bamp		what			my		
fowsping		so			by		
kelf		old			looked		
pronk		do			you		
glorpid		little			are		
		one			there		
					here		
					were		
					all		
					sure		

First Name	
Last Name	

Date of Birth	Day	Month	Year
Phase Level	1	2	3	4

Oral Blending Task

PURPOSE
To assess oral blending.

PROCEDURE

1. Explain to the student:
    ''We're going to play a listening game. I'm going to speak like a robot. I want you to listen carefully and tell me the word I'm trying to say. Let's practise. The word is c-a-t. What is the robot trying to say?''

2. If the child needs more prompting, say: ''It's a word you know. Listen again.''

3. Proceed with the assessment items. Show images and ask the child to point to the correct answer.

Practise items: c-a-t   l-o-g

m-a-n	s-o-ck	c-u-p	l-e-g	f-i-sh
h-a-n-d	t-e-n-t	f-l- a- g	s-p-oo-n	s-t-a-m-p

4. Offer each word in turn, leaving just less than a one-second interval between phonemes and record student's first response.

5. Discontinue after three consecutive errors.

6. Praise the student, whether successful or not, for a positive attitude or disposition to the task - for example for 'having a go' at a difficult job, sitting still and listening, taking time to think - and comment that good learners do those things.

Alternative: To increase load on auditory memory, do not show images and ask child to say correct answer.

Teacher's Side

Student's Side

Phase 1 Assessment

Oral Segmentation Task

PURPOSE
To assess oral segmentation of words into three phonemes and four phonemes.

PROCEDURE

1. Use the practise words (cat, pin and bug) to explain the task to the student:
    ''Now it's your turn to speak like a robot. I'm going to point to a picture and say the word, and I want you to say all the sounds in the word, just like I did in the last task. Let's practise. The word is 'cat'. This is how the robot says cat, c-a-t. You do it.''
    ''Instead of saying sit, the robot says s-i-t. How does the robot say bug?''

2. Provide the correct response if the student responds incorrectly.

3. Proceed with the assessment items. Point to each image, say it's name, and invite the student to sound-talk the answer.

Practise items: cat, pin and bug.

hat	mop	net	dog	tree
fork	frog	snail	dress	clown

4. Offer each word in turn, leaving just less than a one-second interval between phonemes and record the child's first response.

5. Discontinue after three consecutive errors.

6. Praise the student, whether successful or not, for a positive attitude or disposition to the task - for example for 'having a go' at a difficult job, sitting still and listening, taking time to think - and comment that good learners do those things.

Alternative: To increase load on auditory memory, do not show images and ask child to say correct answer.

Teacher's Side

Phase 2 Assessment

Grapheme-Phoneme Correspondence (GPC) Task

PURPOSE

To assess knowledge of grapheme-phoneme correspondences.

PROCEDURE

1. Ask the student to provide a correct sound for each letter.
2. Stop after three consecutive errors.

Point to different letters at random, asking students to provide their sounds.

GPC Task		
s	g	h
a	o	b
t	c	f
p	k	ff
i	ck	l
n	e	ll
m	u	ss
d	r	

Teacher's Side

GPC Task

s	g	h
a	o	b
t	c	f
p	k	ff
i	ck	l
n	e	ll
m	u	ss
d	r	

Student's Side

Phase 2 Assessment

Non-Word Reading Task

PURPOSE
To assess grapheme recognition and blending.

PROCEDURE

1. Use a scenario to put this task in context for the student, for example some friendly aliens came to Earth in a spaceship. The aliens had lists of their names. This is what was written on the list.

2. Say to the student:

''Can you read the words? Do you think you would be able to help the alien read the names on the list?''

3. Ask the student to say the sound for each letter (grapheme) and then blend them to make a 'word'.

4. Record the sound for each grapheme and the blended word.

5. Stop after three consecutive errors.

og		hin	
ab		reb	
liss		nud	
pim		cag	
ket		meck	

og

hin
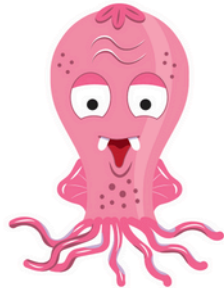
ab

reb

liss

nud

pim

cag

ket

meck

Phase 2 Assessment

Common Exception Words

PURPOSE
To assess knowledge of Common Exception Words.

PROCEDURE

1. Ask the student to read each word aloud.
2. Stop after three consecutive errors.

as	the
I	put
is	his
no	has
go	of
to	pull
into	full

as	the
I	put
is	his
no	has
go	of
to	pull
into	full

Student's Side

Phase 3 Assessment

Grapheme-Phoneme Correspondence (GPC) Task

PURPOSE
To assess knowledge of grapheme-phoneme correspondences.

PROCEDURE
1. Ask the student to provide a correct sound for each letter.
2. Stop after three consecutive errors.

Point to different letters at random, asking students to provide their sounds.

GPC Task		
j	sh	oo**
v	th	ow
w	ng	ar
x*	ai	air
y	ee	ear
z	igh	er
zz	oa	ur
qu	oi	or
ch	oo**	ure

* /x/ the sound at the end of box. What sound does the x make at the end of fox?

** /oo/ as in book and /oo/ as in zoo. What other sound can /oo/ make?

Teacher's Side

GPC Task

j	sh	oo**
v	th	ow
w	ng	ar
x*	ai	air
y	ee	ear
z	igh	er
zz	oa	ur
qu	oi	or
ch	oo**	ure

Student's Side

Phase 3 Assessment

Non-Word Reading Task

PURPOSE
To assess grapheme recognition and blending.

PROCEDURE
1. Use a scenario to put this task in context for the student, for example some friendly aliens came to Earth in a spaceship. The aliens had lists of their names. This is what was written on the list.

2. Say to the student:

''Can you read the words? Do you think you would be able to help the alien read the names on the list?''

3. Ask the student to say the sound for each letter (grapheme) and then blend them to make a 'word'.

4. Record the sound for each grapheme and the blended word.

5. Stop after three consecutive errors.

dar		gax	
zort		hish	
sair		koob	
kear		fowd	
veng		chee	
jigh		yurk	
quam		waiber	
doit		thorden	

Non-Word Reading Task

dar	gax
zort	hish
sair	koob
kear	fowd
veng	chee
jigh	yurk
quam	waiber
doit	thorden

Student's Side

Phase 3 Assessment

Common Exception Words

PURPOSE
To assess knowledge of Common Exception Words.

PROCEDURE - Reading

1. Ask the student to read each word aloud.
2. Stop after three consecutive errors.

	push		looked
	they		you
	me		are
	we		there
	be		here
	he		were
	she		all
	my		sure
	by		

PROCEDURE - Spelling
1. Ask the student to spell Common Exception Words.
2. Say the word, a sentence example, and repeat the word.

Say word	Read sentence	Repeat word
as	She is as good as her brother.	as
I	I love ice-cream.	I
is	This is my house.	is
no	There is no way through.	no
go	I go home after school.	go
to	We walk to school.	to
into	He jumped into the pool.	into
the	The cat is on the mat.	the
put	Please put your shoes on.	put
his	This is his coat.	his
has	He has been swimming.	has
of	Let go of it.	of
pull	I pull the rope.	pull
full	The pot is full.	full

Teacher's Side

push	looked
they	you
me	are
we	there
be	here
he	were
she	all
my	sure
by	

Student's Side

Phase 4 Assessment

Non-Word Reading Task

PURPOSE
To assess grapheme recognition and blending.

PROCEDURE

1. Use a scenario to put this task in context for the student, for example some friendly aliens came to Earth in a spaceship. The aliens had lists of their names. This is what was written on the list.

2. Say to the student:

''Can you read the words? Do you think you would be able to help the alien read the names on the list?''

3. Ask the student to say the sound for each letter (grapheme) and then blend them to make a 'word'.

4. Record the sound for each grapheme and the blended word.

5. Stop after three consecutive errors.

plood		d re et	
g ri nt		bamp	
theest		fowsping	
skarb		kelf	
shreb		pronk	
spunch		glorpid	

plood

d re et

grint

bamp

theest

fowsping

skarb
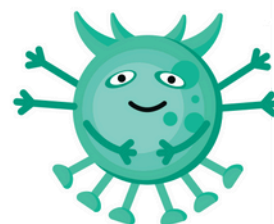
kelf

shreb

pronk

spunch

glorpid

Phase 4 Assessment

Common Exception Words

PURPOSE
To assess knowledge of Common Exception Words.

PROCEDURE - Reading

1.   Ask the student to read each word aloud.

2.   Stop after three consecutive errors.

said	what
like	so
out	old
have	do
some	little
come	one
was	

PROCEDURE - Spelling
1. Ask the student to spell Common Exception Words.

2. Say the word, a sentence example, and repeat the word.

Say word	Read sentence	Repeat word
push	Don't push!	push
they	They are coming	they
me	Follow me to school.	me
we	We are late.	we
be	It's good to be early.	be
he	He is happy.	he
she	She went fast.	she
my	My cat is sleeping.	my
by	He stood by her.	by
looked	She looked after her dad.	looked
you	You should come too.	you
are	Are you going?	are
there	What's over there?	there
here	Come here!	here
were	They were sad.	were
all	All the kids came.	all
sure	I am not sure.	sure

Teacher's Side

said	what
like	so
out	old
have	do
some	lit tle
come	one
was	