Saxon Phonics and Spelling K–2 PHONICS ASSESSMENT

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Overview

This assessment allows K–2 teachers to gauge the level of each student's phonics knowledge. It covers the main phonics elements that successful readers need to master. While individual reading development and exposure to the program will vary across a set of students, this assessment was created to support teachers in identifying the concepts each child has already acquired and which ones still need to be taught or reinforced.

What Is the Purpose of This Assessment?

The primary purpose of this assessment is to see how well the students are learning the phonics skills and if they apply the skills when exposed to different types of words. To best plan for their individual needs, it is essential to see what each student can and cannot do throughout the school year. The "Where Should They Be?" chart shows the level of mastery students should achieve at different points in the year of each grade level. The results will guide you in using the "What Do I Do with the Results?" chart.

What Do I Assess and When?

This assessment is designed to be administered at the beginning, the middle, and the end of the school year. The goal is to assess everything the student knows during each administration. The beginning-of-year (BOY) administration assesses the student's foundational knowledge, as well as (in grades 1 and 2) any knowledge gaps from previous years' learning. The middle-of-year (MOY) administration assesses the student's progress and acquisition of phonics skills. It provides a roadmap for the best approach to support, reinforce, and extend. The end-of-year (EOY) administration assesses the cumulative phonics knowledge the student has gained over the course of the grade level. It may go with the student to the following year's teacher, and that teacher can build on the student's strengths and support the student's weaknesses.

Beginning-of-Year: It is recommended that all students, regardless of age or grade, complete Parts A–D to ensure there are no unexpected gaps. After finishing Part D, continue the assessment until the student has missed three items in a row in three consecutive sections. If a student misses three items in a row in Parts A–D, stop the assessment after Part D. If previous assessments warrant, you may prefer to start some Grade 1 or 2 students at a later part as applicable. However, if the student misses three items in a row, go back to the previous section.

Middle-of-Year and End-of-Year: You will start where the student left off in the last administration. Students should only be assessed on the items they read incorrectly, missed, or self-corrected in the previous administration. It is not necessary to retest letters/words previously mastered.

How Do I Administer This Assessment?

This assessment should be administered one-on-one with students. You will need the Phonics Assessment Recording Form and the Student Sheets. You may want to use a blank piece of paper to cover up the rows not being assessed. Point to the letters or words on the Student Sheets to guide the testing.

You will use one Recording Form for each student. Transfer the scores from the Recording Form onto the Student Summary Form for a quick look at how the student performs across the skill sets and to provide an easy reference to compare to the "Where Should They Be?" chart below. To gain an understanding of the class's performance and acquisition of skills as a whole, transfer each student's scores onto the Class Summary Form.

How Do I Score This Assessment?

Use a different color when assessing BOY (beginning of year), MOY (middle of year), and EOY (end of year). Mark letters/words that the child reads correctly by putting a slash through those letters/words. This is so you can use a different color to mark letters/words correctly read during the next administration. If a student reads any letters/words incorrectly and then self-corrects, write "sc" over them but do not count them correct. You will assess if they can get it correct on the first try during the next administration. If a student sounds out a word, count it as correct.

Where Should They Be?

		Grade I	K		Grade 1		Grade 2		
	Beginning of Year	Middle of Year	End of Year	Beginning of Year	Middle of Year	End of Year	Beginning of Year	Middle of Year	End of Year
Part A & B: Letter Names									
Uppercase	0/26	15/26	26/26	26/26	26/26	26/26	26/26	26/26	26/26
Lowercase	0/26	15/26	26/26	26/26	26/26	26/26	26/26	26/26	26/26
Part C & D: Letter Sounds									
Consonants	0/23	12/23	21/23	21/23	21/23	23/23	23/23	23/23	23/23
Long Vowels	0/5	3/5	5/5	5/5	5/5	5/5	5/5	5/5	5/5
Short Vowels	0/5	3/5	5/5	5/5	5/5	5/5	5/5	5/5	5/5
Other Vowels	0/4	0/4	0/4	0/4	1/4	4/4	4/4	4/4	4/4
Part E:									
CVC	0/10	5/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10
Part F:									
Consonant Digraphs	0/12	0/12	4/12	4/12	4/12	12/12	12/12	12/12	12/12
Part G:									
Consonant Blends	0/15	5/15	10/15	10/15	14/15	15/15	15/15	15/15	15/15
Part H: VCe	0/12	0/12	10/12	10/12	10/12	12/12	12/12	12/12	12/12
Part I:									
Vowel Digraphs	0/15	0/15	3/15	3/15	3/15	15/15	15/15	15/15	15/15
Part J: Vowel Diphthongs & Other Combinations	0/12	0/12	3/12	3/12	3/12	12/12	12/12	12/12	12/12
Part K: Vc cv	0/6	0/6	2/6	2/6	4/6	6/6	6/6	6/6	6/6
Part L: Final Stable Syllables	0/12	0/12	0/12	0/12	2/12	7/12	7/12	9/12	12/12
Part M: Affixes	0/20	0/20	1/20	1/20	5/20	16/20	16/20	16/20	20/20
Part N: Vcv	0/12	0/12	0/12	0/12	0/12	12/12	12/12	12/12	12/12
Part O: Hard/Soft c/g and More Multisyllabic Words	0/16	0/16	0/16	0/16	2/16	3/16	3/16	4/16	16/16

What Do I Do with the Results?

To determine whether a student needs support, reinforcement, or extension, please refer to the "Where Should They Be?" chart. If a student scores less than the score indicated for the grade-level and time of year being assessed, the activities in the **Support** column will be most effective. If a child is not keeping up with the suggested score, it is essential to begin exposing them to the skill(s) in various ways, ensuring they have the number of exposures needed to be successful readers. Have children practice where they see some success and slowly add more challenging items to make sure learning is taking place.

If a student scores right at the score indicated for the grade-level and time of year being assessed, the activities in the **Reinforce** column will be most effective. If a student scores more than the score indicated for the grade-level and time of year being assessed, the activities in the **Extend** column will be most effective.

	Support	Reinforce	Extend		
Part A & B: Letter Names	 Letter/Sound Identification in Resources for Differentiation. Using Letter Tiles ask the students to pull the letter that you say. Start with the letters they knew plus one unknown. Keep adding more as they learn them. Ask students to touch and name the alphabet using the alphabet strip. Hold up card with letter; if they can't name it ask them to say the alphabet until they retrieve the name of the letter. Sand Letters in Resources for Differentiation. 	1. Letter/Sound Identification in Resources for Differentiation. 2. Using Letter Tiles ask the students to pull the letter that you say. Start with the letters they knew plus one unknown. Keep adding more as they learn them. 3. Ask students to touch and name the alphabet using the alphabet strip. Hold up card with letter; if they can't name it ask them to say the alphabet until they retrieve the name of the letter.	Letter/Sound Identification in Resources for Differentiation. Using Letter Tiles ask the students.		
Part C & D: Letter Sounds	 Letter/Sound Identification in Resources for Differentiation. Using Letter Tiles ask the students to pull the letter for the sound that you say. Start with the letters they knew plus one unknown. Keep adding more as they learn them. Ask students to touch and name the alphabet using the alphabet strip. Hold up card with letter; if they can't give the sound then ask them to say the alphabet until they get to the letter on their alphabet strip and have them retrieve the sound from the key word. Play Sound Scamper with single sounds from Resources for Differentiation. Sand Letters in Resources for Differentiation. 	 Letter/Sound Identification in Resources for Differentiation. Using Letter Tiles ask the students to pull the letter for the sound that you say. Start with the letters they knew plus one unknown. Keep adding more as they learn them. Ask students to touch and name the alphabet using the alphabet strip. Hold up card with letter; if they can't give the sound then ask them to say the alphabet until they get to the letter on their alphabet strip and have them retrieve the sound from the key word. Play Sound Scamper with three-letter words from Resources for Differentiation. 	 Using Letter Tiles ask the students to pull a letter and give you a wor that begins with that sound. Ask students to spell words appropriate for their level using letter tiles. Spelling Lineup from Resources for Differentiation. Spelling Relay from Resources for Differentiation. Sound Solutions from Resources for Differentiation. 		

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	2	Ξ
	C	Ω
	8	Ξ
	C	D
	2	=
•	5	D
i	1	Ξ
Ī		Ξ
(Ċ	J)

	Support	Reinforce	Extend			
Part E: CVC	 Play Picture/Word Match from Resources for Differentiation under Support. Play Make a Match from Resources for Differentiation under Support. Board Challenge in Resources for Differentiation. 	 Play Picture/Word Match from Resources for Differentiation under Reinforce. Play Make a Match from Resources for Differentiation under Reinforce. Board Challenge in Resources for Differentiation. 	 Play Picture/Word Match from Resources for Differentiation under Extend. Play Make a Match from Resources for Differentiation under Extend. Spelling Relay in Resources for Differentiation. 			
Part F: Consonant Digraphs	 Play Picture/Word Match from Resources for Differentiation under Support. Have students say the picture and sound for Picture Cards that prove problematic. Play Keyword/Letter Match from Resources for Differentiation. Play Blend Words Using Elkonin Boxes from Resources for Differentiation. Play Sound Scamper using digraphs in Resources for Differentiation. 	 Play Picture/Word Match from Resources for Differentiation under Support. Play Sound Solutions using consonant digraph pictures from Resources for Differentiation and have students spell initial or final digraph sound. Play Keyword/Letter Match from Resources for Differentiation. Play Blend Words Using Elkonin Boxes from Resources for Differentiation. Play Sound Scamper using digraphs in four-letter words in Resources for Differentiation. 	 Play Picture/Word Match from Resources for Differentiation under Support. Play Sound Solutions using consonant digraph pictures from Resources for Differentiation and have students spell words. Play Keyword/Letter Match from Resources for Differentiation. Play Blend Words Using Elkonin Boxes from Resources for Differentiation. Play Sound Scamper using digraphs in five- and six-letter words in Resources for Differentiation. 			
Part G: Consonant Blends	Play Blend It from Resources for Differentiation under Support. Play Blend Words Using Elkonin Boxes from Resources for Differentiation.	Play Blend It from Resources for Differentiation under Reinforce. Play Blend Words Using Elkonin Boxes from Resources for Differentiation.	Play Blend It from Resources for Differentiation under Extend. Play Blend Words Using Elkonin Boxes from Resources for Differentiation.			
Part H: VCe	Play Picture/Word Match using v-e words in Resources for Differentiation under Support. Sights around the World in Resources for Differentiation.	Play Picture/Word Match using v-e words in Resources for Differentiation under Reinforce. Sights around the World in Resources for Differentiation.	Play Picture/Word Match using v-e words in Resources for Differentiation under Extend. Sights around the World in Resources for Differentiation.			
Part I: Vowel Digraphs	Play Spinner using four vowel digraphs in the sections in Resources for Differentiation. Play Picture/Word Match using vowel digraph words in Resources for Differentiation under Support.	Play Spinner using eight vowel digraphs in the sections in Resources for Differentiation. Play Picture/Word Match using vowel digraph words in Resources for Differentiation under Reinforce.	Play Spinner using all vowel digraphs in the sections in Resources for Differentiation. Play Picture/Word Match using vowel digraph words in Resources for Differentiation under Extend.			
Part J: Vowel Diphthongs & Other Combinations	Play Picture/Word Match using words with combinations in Resources for Differentiation under Support.	Play Picture/Word Match using words with combinations in Resources for Differentiation under Reinforce.	Play Picture/Word Match using words with combinations in Resources for Differentiation under Extend.			
Part K: Vc cv	Play Picture/Word Match using vc/cv words in Resources for Differentiation under Support.	Play Picture/Word Match using vc/cv words in Resources for Differentiation under Reinforce.	Play Picture/Word Match using vc/cv words in Resources for Differentiation under Extend.			
Part L: Final Stable Syllables	Play Picture/Word Match using words with final stable syllables in Resources for Differentiation under Support.	Play Picture/Word Match using words with words that have final stable syllables in Resources for Differentiation under Reinforce.	Play Picture/Word Match using words with words that have final stable syllables in Resources for Differentiation under Extend.			
Part M: Affixes	Put an affix on the board and ask students to think of words that will make sense with each affix added.	will columns and ask students to think and ask students to rea				

	Support	Reinforce	Extend
Part N: Vcv	Play Picture/Word Match using vcv words in Resources for Differentiation under Support.	Play Picture/Word Match using words with vcv in Resources for Differentiation under Reinforce.	Play Picture/Word Match using vcv words in Resources for Differentiation under Extend.
Part O: Hard/Soft c/g and More Multisyllabic Words	Play Picture/Word Match using words with hard and soft c and g and multisyllabic words in Resources for Differentiation under Support.	Play Picture/Word Match using words with hard and soft c and g and multisyllabic words in Resources for Differentiation under Reinforce.	Play Picture/Word Match using words with hard and soft c and g and multisyllabic words in Resources for Differentiation under Extend.

Phonics Assessment Recording Form

Name			

BOY Date	MOY Date	EOY Date
(BOY—Beginning of Year)	(MOY—Middle of Year)	(EOY—End of Year)

Test administrator: Point to the letters/words, moving from left to right. Have the student read until three items in a row are missed or read incorrectly in three consecutive sections. You may want to use a blank piece of paper to cover up the rows not being assessed.

HOW TO RECORD STUDENT ANSWERS:

Use a different color when assessing BOY, MOY, and EOY. Mark letters/words that the child reads correctly by putting a slash through those letters/words. If a student reads any letters/words incorrectly and then self-corrects, write "sc" over them but do not count them correct. Do count words correct that a student sounds out properly.

PART A	A: Lette	er Nam	es E	OY:	/20	MOY:	/26	EOY:	/26
						name for each capi he next letter. Read		his list. If you	aren't sure
L	0	G	Н	T	Р	Α			
N	М	I	S	F	R	К			
В	U	Z	С	E	Υ	D			
V	J	X	W	Q					

PART B: Letter Names

BOY:

/26

MOY:

/26

EOY:

/26

Directions for student: "Please tell me the letter name for each lowercase letter on this list. If you aren't sure what it is, just do your best and then move on to the next letter. Ready? GO."

I

m

n

b

d

PART C: Letter Sounds (consonants)

BOY:

/23

MOY:

/23

EOY:

/23

Directions for teacher/student: Mark the *specific* sound that the student gives for *g*, *c*, and *s*. "Please tell me all the sounds you know for each letter on this list. If you aren't sure what the sound is, just do your best and then move on to the next letter. Ready? GO."

g (as /g/)

g (as /j/)

n

s (as /s/)

s (as/z/)

c (as /s/)

k

d

z

c (as /k/)

w

PART D: Letter Sounds (vowels)

BOY:

/14

MOY:

/14

EOY:

/14

Directions for teacher/student: "Please tell me all the sounds you know for each vowel on this list. If you aren't sure what the sound is, just do your best and then move on to the next letter. Ready? GO."

Long vowel sounds:

Short vowel sounds:

i

а

u

Other vowel sounds: y (as /ē/ in candy) y (as /ī/ in cry) a (/ə/ in about) a (/ö/ in ball)

PART E: CVC

BOY:

/10

MOY: /10

EOY:

/10

Directions for student: "Please read all the words on this list. If you aren't sure what the word is, just do your best and then move on to the next word. Ready? GO."

log

top

ham

nip

mud

vet

jug

wax

zig

web

PART F: Consonant Digraphs

BOY:

/12

MOY:

/12

EOY:

/12

Directions for student: "Please read all the words on this list. If you aren't sure what the word is, just do your best and then move on to the next word. Ready? GO."

sock

cash

shin

this

that

moth

thin

rich

chat

sing

graph

phone

PART G: Consonant Blends

BOY:

/15

MOY:

/15

EOY:

/15

Directions for student: "Please read all the words on this list. If you aren't sure what the word is, just do your best and then move on to the next word. Ready? GO."

last

flop

sniff

brim

smell

crust

cliff

plug

drip

step

strap

sprint

splat

thrift

shrimp

PART H: VCe

BOY:

/12

MOY:

/12

EOY:

/12

Directions for student: "Please read all the words on this list. If you aren't sure what the word is, just do your best and then move on to the next word. Ready? GO."

cake

here

vote

wipe

joke

line

cute

fade

hype

rule

type

eve

PART I: Vowel Digraphs

BOY:

/15

/15

EOY:

/15

Directions for student: "Please read all the words on this list. If you aren't sure what the word is, just do your best and then move on to the next word. Ready? GO."

book

food

week

least

pail

MOY:

sway

grow

head

key

glue

vault

straw

groan

tie

chief

PART J: Vowel Diphthongs and BOY: /12 MOY: /12 EOY: /12 Other Combinations

Directions for student: "Please read all the words on this list. If you aren't sure what the word is, just do your best and then move on to the next word. Ready? GO."

hard

sort

verb

when

now

quit

firm

turn

coin

joy pout

carpet

PART K: Vc | cv

BOY:

16

MOY:

/6

EOY:

/6

Directions for student: "Please read all the words on this list. If you aren't sure what the word is, just do your best and then move on to the next word. Ready? GO."

napkin

contact

until

confess

establish

carpenter

PART L: Final Stable Syllables

BOY:

/12

MOY:

/12

EOY:

/12

Directions for student: "Please read all the words on this list. If you aren't sure what the word is, just do your best and then move on to the next word. Ready? GO."

table

kettle

fraction

mansion

future

juggle

bugle

nation

discussion

spacious

cautious

mixture

PART M: Affixes BOY: /20 MOY: /20 EOY: /20

Directions for student: "Please read all the words on this list. If you aren't sure what the word is, just do your best and then move on to the next word. Ready? GO."

naps

bossing

smelled

helped

lasted

rocky

helpless

sadness

softly

dishes

helper

fastest

playful

unpack

precook

dislike

impolite

incorrect

underline

tripod

PART N: Vcv Words

BOY:

/12

MOY:

/12

EOY:

/12

Directions for student: "Please read all the words on this list. If you aren't sure what the word is, just do your best and then move on to the next word. Ready? GO."

basic

spider

fever

focus

tulip

finish

seven

divide

robin

study

alarm

unite



BOY: /16

MOY:

/16

EOY:

/16

Directions for student: "Please read all the words on this list. If you aren't sure what the word is, just do your best and then move on to the next word. Ready? GO."

canter twice gym tractor

apron violin glamor digest

error wart migrate quiet

population thermostat continue investigate

Student Summary Form

Name			
ROY Date	MOY Date	FOY Date	

	BOY (Beginning of Year)	MOY (Middle of Year)	EOY (End of Year)		
Part A & B: Letter Names	/26 uppercase	/26 uppercase	/26 uppercase		
	/26 lowercase	/26 lowercase	/26 lowercase		
Part C & D: Letter Sounds	/23 consonants	/23 consonants	/23 consonants		
	/5 long vowel	/5 long vowel	/5 long vowel		
	/5 short vowel	/5 short vowel	/5 short vowel		
	/4 other vowel	/4 other vowel	/4 other vowel		
Part E: CVC	/10	/10	/10		
Part F: Consonant Digraphs	/12	/12	/12		
Part G: Consonant Blends	/15	/15	/15		
Part H: VCe	/12	/12	/12		
Part I: Vowel Digraphs	/15	/15	/15		
Part J: Vowel Diphthongs & Other Combinations	/12	/12	/12		
Part K: Vc cv	/6	/6	/6		
Part L: Final Stable Syllables	/12	/12	/12		
Part M: Affixes	/20	/20	/20		
Part N: Vcv	/12	/12	/12		
Part O: Hard/Soft <i>c/g</i> and More Multisyllabic Words	/16	/16	/16		

Class Summary Form

Teacher ____ Date: _____ 10. Children's Names **4.** Letter Names: Capital **B.** Letter Names: Lowercase C. Letter Sounds: Consonants D. Letter Sounds: Vowels F. Consonant Digraphs G. Consonant Blends 4. VCe 1. Vowel Digraphs J. Vowel Diphthongs and Other Combinations L. Final Stable Syllables M. Affixes **N**. _{VCV} O. Hard/Soft c/g and More Multisyllabic Words



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L														
														A. Len
														A. Letter Names: Capital
														R. Letter Names: Lowercase
Н														C. Letter Sounds: Lowercase D. Letter Sounds: Consonants
H														D. Letter Sounds: Vowels
\vdash														CVC Vowels
┝														F. Consonant Digraphs
L														G. Consonant Blends
														H. VCe
														1. Vowor
														1. Vowe/Digraphs J. Vower
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一														L. Final Stable Syllables M. Affixes
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														" c/g and More M
														- Multisyllabic Mr.
														vords

Class Summary Form

Teacher _____ Date: _____ 10. 11. 12. 12. 13. 15. 14. 15. 16. 17. Children's Names **4.** Letter Names: Capital **B.** Letter Names: Lowercase C. Letter Sounds: Consonants D. Letter Sounds: Vowels F. Consonant Digraphs G. Consonant Blends H. VCe 1. Vowel Digraphs J. Vowel Diphthongs and Other Combinations L. Final Stable Syllables M. Affixes **1.** V_{CV} O. Hard/Soft c/g and More Multisyllabic Words

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														A. Letter A.
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														D. Letter Sc.
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L														F. Consona
														G. Consonant Blends
L														J. Vowe/Digraphs
														J. Vowel Dinter
														K. Vc/cv Other
L														J. Vowel Diphthongs and Other Combinations M. Affixes
														M. Affixes
														N. VCV
L														O. Hard/Soft
														Cog and More Music
														O. Hard/Soft c/g and More Multisyllabic Words

Class Summary Form

Teacher ____ Children's Names **4.** Letter Names: Capital **B.** Letter Names: Lowercase C. Letter Sounds: Consonants D. Letter Sounds: Vowels F. Consonant Digraphs G. Consonant Blends

H. VCe

1. Vowel Digraphs

L. Final Stable Syllables

M. Affixes

N. _{VCV}

J. Vowel Diphthongs and Other Combinations

O. Hard/Soft c/g and More Multisyllabic Words

____ Date: ____

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Children's Names A Letter Names: Capital C. Letter Sounds: Consonants E. CVC F. Consonant Digraphs G. Corsonant Blends H. VCe I. Vowel Digraphs K. Vc/ C. I. Final Stable Syllables M. Affines N. Vcv O. Hard Soft of and More Multighlabic Words	32.	31.	30.	29.	28.	27.	26.	25.	24.	23.	22.	21.	20.	19.	
A. Letter Names: Capital C. Letter Sounds: Consonants E. CVC F. Consonant Digraphs H. VCe I. Vowel Digraphs J. Vowel Diphthongs and Other Combinations M. Affixes N. VCy															Chile
A. Letter Names: Capital C. Letter Sounds: Consonants E. CVC F. Consonant Digraphs H. VCe I. Vowel Digraphs J. Vowel Diphthongs and Other Combinations M. Affixes N. VCy															nd o
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C. Letter Sounds: Lowercase D. Letter Sounds: Consonants E. CVC F. Consonant Digraphs H. VCe I. Vowel Digraphs J. Vowel Diphthongs and Other Combinations M. Affixes N. Vcy															mes
C. Letter Sounds: Lowercase D. Letter Sounds: Consonants E. CVC F. Consonant Digraphs H. VCe I. Vowel Digraphs J. Vowel Diphthongs and Other Combinations M. Affixes N. Vcy															
C. Letter Sounds: Lowercase D. Letter Sounds: Consonants E. CVC F. Consonant Digraphs H. VCe I. Vowel Digraphs J. Vowel Diphthongs and Other Combinations M. Affixes N. Vcy															
C. Letter Sounds: Lowercase D. Letter Sounds: Consonants E. CVC F. Consonant Digraphs H. VCe I. Vowel Digraphs J. Vowel Diphthongs and Other Combinations M. Affixes N. Vcy															4. Letter Name
C. Letter Sounds: Lowercase D. Letter Sounds: Consonants E. CVC F. Consonant Digraphs H. VCe I. Vowel Digraphs J. Vowel Diphthongs and Other Combinations M. Affixes N. Vcy															B. Letter Nan
E. CVC F. Consonant Digraphs H. VCe I. Vowel Digraphs K. Vc/cv L. Final Stable Syllables M. Affixes M. Vcy	_														C. Letter C.
F. Consonant Digraphs H. VCe I. Vowel Digraphs K. Vc/cv L. Final Stable Syllables M. Affixes N. Vcv															D. Letter Sc.
F. Consonant Digraphs G. Consonant Blends H. VCe I. Vowel Digraphs J. Vowel Diphthongs and Other Combinations M. Affixes N. Vcy															CVC Vowels
M. VCe I. Vowel Digraphs J. Vowel Diphthongs and Other Combinations M. Affixes N. Vcv															F. Conson
M. VCe I. Vowel Digraphs J. Vowel Diphthongs and Other Combinations M. Affixes N. Vcv															G. Cons.
I. Vowel Digraphs J. Vowel Diphthongs and Other Combinations M. Affixes N. Vcv															H. VCo
K. Vc/cv L. Final Stable Syllables M. Affixes N. Vcv															
K. Vc/cv L. Final Stable Syllables M. Affixes N. Vcv															J. Vo
N. V _{CV}															K. I.
N. V _{CV}															VC/CV 33 and Other Comb.
N. VCV															Mal Stable Syllow
O. Hard/Soft c/g and More Muh:															Affixes
O. Hard/Soft c/g and More Muh:	\vdash														W. Vcv
gand More Muh.															O. Hard/Soft C/
															and More Mule.
and syllabic Words															Words Words

Phonics Assessment Student Sheets

PART A

L O G H T P A

N M I S F R K

B U Z C E Y D

V J X W Q

PART B

h t g p 0 a f k m S r n b d C Z е y u Χ q V W

PART C

h t g p f m r n S k b C Z y d Χ W

PART D

o a i u e y

PART E

log top ham nip mud vet jug wax zig web

PART F

sock	cash	shin	this
that	moth	thin	rich
chat	sing	graph	phone

PART G

last	flop	sniff	brim	smell
crust	cliff	plug	drip	step
strap	sprint	splat	thrift	shrimp

PART H

cake	here	vote	wipe	
joke	line	cute	fade	
hype	rule	type	eve	

PART I

book	food	week	least	pail
sway	grow	head	glue	vault
straw	groan	key	tie	chief

PART J

hard	sort	verb	quit
firm	turn	when	coin
joy	pout	now	carpet

PART K

napkin	contact	until
confess	establish	carpenter

PART L

table	kettle	fraction	mansion
future	juggle	bugle	nation
discussion	spacious	cautious	mixture

PART M

naps	bossing	smelled	helped	lasted
rocky	helpless	sadness	softly	dishes
helper	fastest	playful	unpack	precook
dislike	impolite	incorrect	underline	tripod

PART N

basic	spider	fever	focus
tulip	finish	seven	robin
study	alarm	divide	unite

PART O

canter	twice	gym	tractor
apron	violin	glamor	digest
error	wart	migrate	quiet
population	thermostat	continue	investigate