**Phonics Screening ‘On Track’ Sheet Year One**  

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|  |  | *PSC Tracker* | | | | | |
| ***(80% 8/10 of any test to be achieved if testing words & sounds already taught)*** |  |  | November  **scores**  **\*19/40 on track** | **January** | February  **25/40**  **On track** | Apr/May  35/40 | Test  \*35/40 +  **32/40 (80%bench mark)** |
| ENTRY | (chn below go in box to left of green) |  |  |  |  |  |  |
| **November** |  |  |  |  |  |  |  |
| **(January is exactly half way to test date)**  ***.*** |  |  |  |  |  |  |  |
| **Feb/March** |  |  |  |  |  |  |  |
| **April/ May** |  |  |  |  |  |  |  |
| **Test- June** |  |  |  |  |  |  |  |

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|  | \*8/10 or 16/20 24/30**= 32/40\* aim high 34** final=32/40  ***(80% of any test to be on track if testing words & sounds already taught)***  Aim high for 34/35  Termly assessment- re-group/ daily 5 min intervention and target.  Build test resilience to eventually tackle a 40 word test.  Analysis: | **Children not on track: note here---**  List who is to receive target teaching/ additional daily practise.  **Who:** Class teacher. **When:** daily in class and.....  Gaps- address: i.e blending/ digraph retention/ccvcc/ccvcc  Target: --  Action: what are you doing about it?  **Daily rapid sound recognition and blending – advised**   1. **SPEEDY READ THE SOUNDS** 2. **ADULT MODELS BLENDING. CHILD REPEATS.** 3. **Say digraph- sound out- read the word- blending.**   **Teacher models, child jumps in, then child has a go.**   1. **Extend from ccvc/ccvc…..phase 2 to phase 3,5 plus alien. Reinforce lesson content/gaps.** |