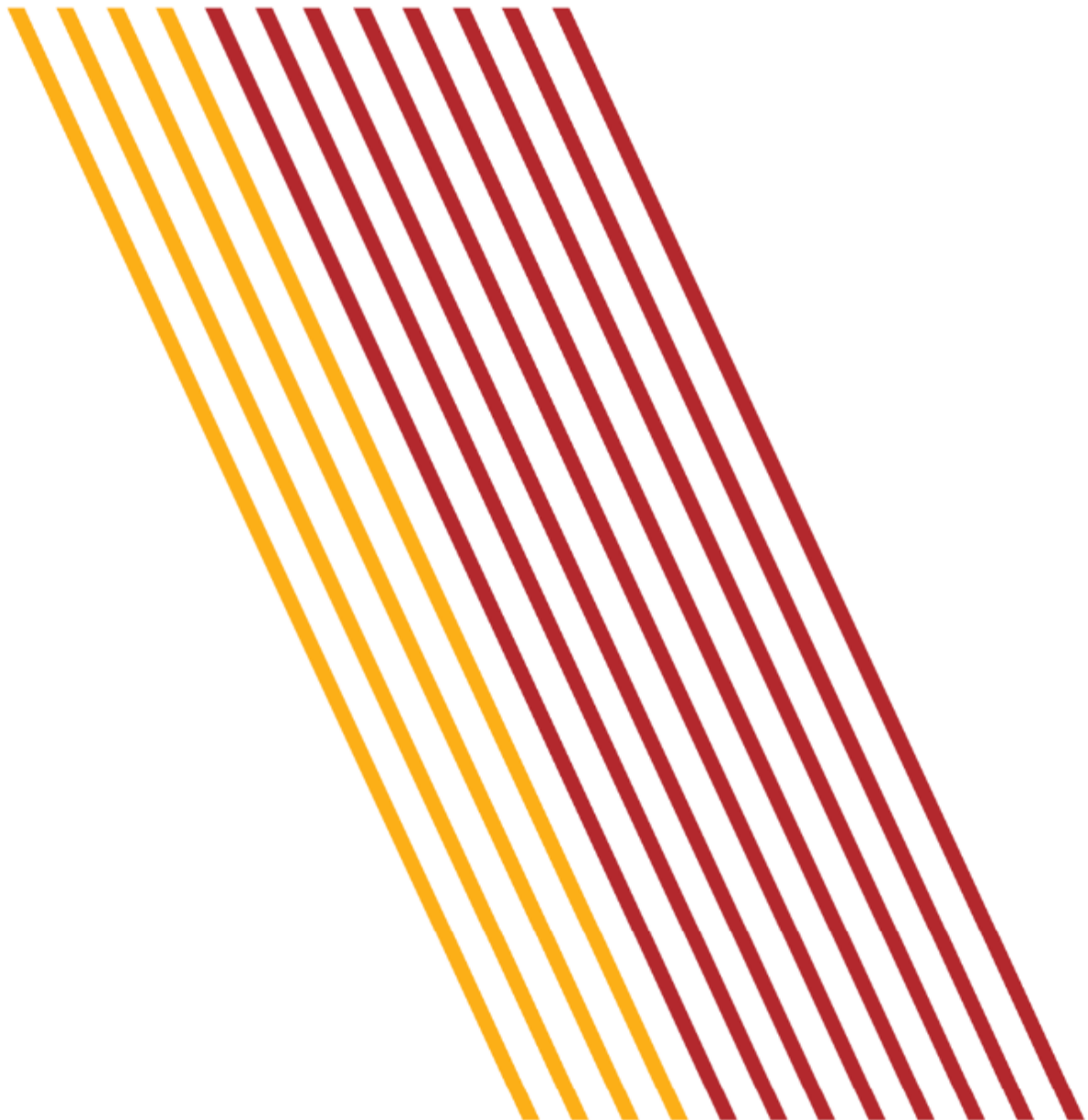


# Diagnostic Assessment Tools in English (DATE)

## Phonics Word Item Assessment Guide



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## 1. Introduction

The purpose of this guide is to support administration of the Diagnostic Assessment Tools in English (DATE) Phonics Word Item Assessment, which has been developed to assess a student's ability to use phonics knowledge and skills to decode a word. The guide supports teachers by providing:

- advice on the individual items in the Phonics Word Item Assessment, including the phonics knowledge each word assesses
- guidance on determining whether student attempts were correct or incorrect and how this can inform focused teaching for individual and groups of students.

The Phonics Word Item Assessment complements existing assessment items already in the DATE and helps to identify students' progress in developing literacy skills. The assessment is organised into 4 phonics knowledge skill lists, with 2 choices of word lists provided for each skill (i.e., 8 assessment word lists in total). The word lists are sequenced and start with beginning phonics skills and move to more complex knowledge and skills, as follows:

- vowel, consonant (VC) and consonant, vowel, consonant (CVC) words (where 'V' refers to vowel and 'C' refers to consonant)
- consonant digraphs and one syllable words
- split/vowel digraphs and longer one syllable words
- multisyllabic and more complex words including trigraphs.

Students can be reassessed at any time to check or monitor progress. When reassessing the same phonics knowledge skill set it is recommended to choose a different list of words, if possible, so that the student is being assessed using unseen or new words.

## 2. Learning to read

Competent readers:

- are quick to recognise words
- automatically use visual and phonological information to identify sounds in a word accurately
- automatically recall letter patterns without relying on working memory
- use this knowledge to decode new vocabulary.

Learning the patterns of letter-sound relationships in English assists with becoming an independent reader, however some words are not spelled phonetically. While there are only 44 sounds (phonemes), there are many letter-sound combinations, ambiguities and exceptions with only 26 letters (graphemes) to represent these. Explicit teaching of letter-sound patterns (phonics) is important until they are recognised automatically. Words and patterns that appear frequently are more likely to be learnt quickly, but words with irregular patterns that also appear frequently require further explicit teaching so they can be read automatically.

Students may read a common, English word using a range of strategies such as:

- memorisation of high frequency words
- using contextual cues to predict
- applying phonics knowledge and sounding out and blending.

## 3. Why do we assess non-words?

Non-words are included in the new phonics items to assess whether students are using phonics knowledge and skills to decode the word. As they are not actual words, students are unlikely to have seen or been taught them. Therefore, they use their phonics knowledge and skills to 'sound out' or decode the non-word. Assessing students' reading of non-words allows teachers to identify which combinations of letter-sounds in English students have learnt, to inform their teaching.

## 4. Administering the new items

Instructional text for teachers is provided in DATE to support administration of the assessment, as well as a link to the word list that needs to be printed for the selected assessment.

The assessment comprises a word list that includes a mix of real English words and non-words to be read aloud by the student. The instructional text in DATE will ask you to place the printed word list in front of the student with a blank sheet of paper over the list so that only one word is showing at a time. It is then recommended that you begin the assessment by saying:

“I am going to show you some words. Some are real words and some are made up words. I want you to look at these words and read them to me.”

The teacher then proceeds to show the student the words in order and ask that they be read aloud. The student responses are then recorded in DATE.

## 5. Summary of the word lists

The following tables summarise what each of the 8 word lists can be used to assess, in terms of a student’s phonics knowledge.

Note: ‘d’ indicates the letter (grapheme), /d/ indicates the sound (phoneme).

### A. Foundation – List A: VC and CVC words

The table below provides a summary of the total number of VC words (4) and CVC words (16) in VC and CVC words List A (20 words), the number of non-words (15), the number of real English words (5) and identifies the single phoneme/graphemes being assessed.

Total words	Non-words	Real English words	VC and CVC words	Common single phoneme/graphemes		
20	15	5	VC – 4 words CVC – 16 words	a - 5 b - 2 c - 1 d - 3 e - 3 f - 1 g - 3 h - 1 i - 6	j - 1 k - 2 l - 1 m - 3 n - 1 o - 5 p - 4 q - 1 r - 1	s - 1 t - 3 u - 1 v - 2 w - 1 x - 2 y - 1 z - 1

### B. Foundation – List B: VC and CVC words

The table below provides a summary of the total number of VC words (4) and CVC words (16) in VC and CVC words List B (20 words), the number of non-words (16), the number of real English words (4) and identifies the single phoneme/graphemes being assessed.

Total words	Non-words	Real English words	VC and CVC words	Common single phoneme/graphemes			
20	16	4	VC – 4 words CVC – 16 words	a - 6 b - 3 c - 1 d - 4 e - 3 f - 1 g - 2 i - 4	j - 2 k - 1 l - 1 m - 2 h - 1 n - 3 o - 4 p - 2	q - 1 r - 1 s - 1 t - 3 u - 3 v - 2 w - 1 x - 2	y - 1 z - 2

### C. Level 1 – List A: Consonant digraphs and one syllable words

The table below provides a summary of the total number of CVCC words (8) and CCVC words (8) in the consonant digraph and one syllable words List A (16 words), the number of non-words (8), the number of real English words (8) and identifies the consonant digraphs being assessed in these words.

Total words	Non words	Real words	Consonant digraphs	CVCC/CCVC words
16	8	8	sh – 2 th – 2 ch – 1 ck – 1 ss – 1 ll – 1 ff – 1 zz – 1	CVCC – 8 words CCVC – 8 words

### D. Level 1 – List B: Consonant digraphs and one syllable words

The table below provides a summary of the total number of CVCC words (9) and CCVC words (7) in the consonant digraph and one syllable words List B (16 words), the number of non-words (8), the number of real English words (8) and identifies the consonant digraphs being assessed in these words.

Total words	Non words	Real words	Consonant digraphs	CVCC/CCVC words
16	8	8	ck – 2 sh – 1 ch – 1 ng – 1 ll – 1 ff – 1 th – 1 ss – 1	CVCC – 9 words CCVC – 7 words

### E. Level 2 – List A: Split/vowel digraphs and longer one syllable words

The table below provides a summary of the total number of CCVCC words (3) and the CCCVC words (2) in the split/vowel digraphs and longer one syllable words List A (22 words), the number of non-words (8), the number of real English words (14) and identifies the split/vowel digraphs being assessed in these words.

Total words	Non words	Real words	Split digraphs	Vowel digraphs	CCVCC/CCCVC words
22	8	14	i_e – 2 a_e – 1 o_e – 1 u_e – 1	ee – 2 oi – 1 oo – 1 ai – 1 ay – 1 ue – 1 ea – 1 oy – 1 ow – 1 oa – 1	CCVCC – 3 words CCCVC – 2 words

## F. Level 2 – List B: Split/vowel digraphs and longer one syllable words

The table below provides a summary of the total number of CCVCC words (3) and CCCVC words (2) in the split/vowel digraph and longer one syllable words List B (22 words), the number of non-words (8), the number of real English words (14) and identifies the split/vowel digraphs being assessed in these words.

Total words	Non words	Real words	Split digraphs	Vowel digraphs	CCVCC/CCCVC words
22	8	14	i_e – 2 a_e – 3 o_e – 1	ee – 2 oi – 1 ow – 2 oo – 1 ai – 1 ea – 1 oy – 1 au – 1	CCVCC – 3 words CCCVC – 2 words

## G. Level 2 or 3 – List A: Multisyllabic and more complex words including trigraphs

The table below provides a summary of the total number of multisyllabic words (6) in the multisyllabic and more complex words including trigraphs List A (18 words), the number of non-words (8), the number of real English words (10) and identifies the r controlled vowel and less common graphemes being assessed in these words.

Total words	Non words	Real words	r controlled vowel	Less common grapheme	Multisyllabic
18	8	10	ar – 5 er – 1 or – 3	igh – 3 air – 1 schwa – 1 y (/ i: /) – 1	6 words

## H. Level 2 or 3 – List B: Multisyllabic and more complex words including trigraphs

The table below provides a summary of the total number of multisyllabic words (6) in the multisyllabic and more complex words including trigraphs List B (18 words), the number of non-words (8), the number of real English words (10) and identifies the r controlled vowel and less common graphemes being assessed in these words.

Total words	Non words	Real words	r controlled vowel	Less common grapheme	Multisyllabic
18	8	10	ar – 4 ir – 2 or – 3 er – 2	igh – 2 ph – 1 air – 1 schwa – 1	6 words

## 6. Phonics knowledge and word recognition indicator guide

The following tables show the student phonics knowledge aligned to each word in the Phonics Word Item Assessment. For each word list they indicate the pattern of phonic elements in each word and what teachers are able to observe in terms of students' phonics knowledge.

### A. Foundation – List A: VC and CVC words

The table below provides a summary of the pattern of phonic elements in each VC or CVC word and what teachers are able to observe in terms of students' phonics knowledge with that word.

Word:	Pattern of phonic elements	Opportunity to observe
<b>ot</b>	blends phonemes of taught graphemes to decode VC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes o, t VC word
<b>ap</b>	blends phonemes of taught graphemes to decode VC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes a, p VC word
<b>ix</b>	blends phonemes of taught graphemes to decode VC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes i, x VC word
<b>iv</b>	blends phonemes of taught graphemes to decode VC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes i, v VC word
<b>fot</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes f, o, t CVC word
<b>keb</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes k, e, b CVC word
<b>gan</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes g, a, n CVC word
<b>mep</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes m, e, p CVC word
<b>gax</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes g, a, x CVC word
<b>zim</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes z, i, m CVC word
<b>com</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes c, o, m CVC word

Word:	Pattern of phonic elements	Opportunity to observe
<b>vop</b>	blends phonemes of taught graphemes to decode CVC says the most common phoneme for all single - letter graphemes	common phoneme for graphemes v, o, p CVC word
<b>het</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes h, e, t CVC word
<b>yab</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes y, a, b CVC word
<b>wid</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes w, i, d CVC word
<b>sud</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes s, u, d CVC word
<b>jag</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes j, a, g CVC word
<b>rod</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes r, o, d CVC word
<b>quip*</b>	says the most common phoneme for all single - letter graphemes recognises qu as consonant - vowel blend* with two phonemes	common phonemes for graphemes q+u (kw), i, p
<b>ilk</b>	says the most common phoneme for all single - letter graphemes	common phoneme for graphemes i, l, k VCC word

\*for 'quip' the 2 letter (grapheme) sequence 'qu' at the beginning represents the 2 consonant vowel blend sound sequence/kw/ as in 'quit'. Brooks, G., Beard, R., & Ampaw - Farr, J. (2021). 'English has 100+ phonemes': some errors and confusions in contemporary commercial phonics schemes. *Research Papers in Education*, 36(1), 96 - 126.

## B. Foundation – List B: VC and CVC words

The table below provides a summary of the pattern of phonic elements in each VC or CVC word and what teachers are able to observe in terms of students' phonics knowledge with that word.

Word:	Pattern of phonic elements	Opportunity to observe
<b>ib</b>	blends phonemes of taught graphemes to decode VC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes i, b VC word
<b>ac</b>	blends phonemes of taught graphemes to decode VC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes a, c VC word



<b>Word:</b>	<b>Pattern of phonic elements</b>	<b>Opportunity to observe</b>
<b>ud</b>	blends phonemes of taught graphemes to decode VC words says the most common phoneme for all single - letter graphemes.	common phoneme for graphemes u, d VC word
<b>av</b>	blends phonemes of taught graphemes to decode VC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes a, v VC word
<b>von</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes v, o, n CVC word
<b>lig</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes l, i, g CVC word
<b>tem</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes t, e, m CVC word
<b>jat</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes j, a, t CVC word
<b>ind</b>	says the most common phoneme for all single - letter graphemes	common phoneme for graphemes i, n, d
<b>emp</b>	says the most common phoneme for all single - letter graphemes	common phoneme for graphemes e, m, p
<b>hab</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes h, a, b CVC word
<b>jek</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes j, e, k CVC word
<b>zan</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes z, a, n CVC word
<b>yub</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes y, u, b CVC word

Word:	Pattern of phonic elements	Opportunity to observe
<b>wod</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes w, o, d CVC word
<b>gop</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes g, o, p CVC word
<b>fax</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes f, a, x CVC word
<b>sod</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes s, o, d CVC word
<b>rut</b>	blends phonemes of taught graphemes to decode CVC words says the most common phoneme for all single - letter graphemes	common phoneme for graphemes r, u, t CVC word
<b>quiz*</b>	says the most common phoneme for all single - letter graphemes recognises qu as consonant - vowel blend with two phonemes	common phonemes for graphemes q+u (kw), i, z

\*for 'quiz' the 2 letter (grapheme) sequence 'qu' at the beginning represents the 2 consonant vowel blend sound sequence/kw/ as in 'quit'.

### C. Level 1 – List A: Consonant digraphs and one syllable words

The table below provides a summary of the pattern of phonic elements in each one syllable word, the consonant digraph or consonant blend in the word, and what teachers are able to observe in terms of students' phonics knowledge with that word.

Word:	Pattern of phonic elements	Opportunity to observe
<b>frot</b>	segments CCVC words containing consonant blends	common phoneme for graphemes f, r, o, t CCVC word
<b>kazz</b>	reads single - syllable words with taught consonant segments CVCC words containing consonant digraphs	common phoneme for graphemes k, a consonant digraph zz CVCC word
<b>drap</b>	segments CCVC words containing consonant blends	common phoneme for graphemes d, r, a, p CCVC word

Word:	Pattern of phonic elements	Opportunity to observe
<b>shan</b>	reads single - syllable words with taught consonant segments CCVC words containing consonant digraphs	common phoneme for graphemes a, n consonant digraph sh CCVC word
<b>poth</b>	reads single - syllable words with taught consonant digraphs segments CVCC words containing consonant digraphs	common phoneme for graphemes p, o consonant digraph th CVCC word
<b>lect</b>	segments CVCC words containing consonant blends	common phoneme for graphemes l, e, c, t CVCC word
<b>shup</b>	reads single - syllable words with taught consonant digraphs segments CCVC words containing consonant digraphs	common phoneme for graphemes u, p consonant digraph sh CCVC word
<b>criff</b>	reads single - syllable words with taught consonant digraphs segments CCVCC words containing consonant digraphs and consonant blends	common phoneme for graphemes c, r, i consonant digraph ff CCVCC word
<b>trip</b>	segments CCVC words containing consonant blends	common phoneme for graphemes t, r, i, p CCVC word
<b>peck</b>	reads single - syllable words with taught consonant digraphs segments CVCC words containing consonant digraphs	common phoneme for graphemes p, e consonant digraph ck CVCC word
<b>thin</b>	reads single - syllable words with taught consonant digraphs segments CCVC words containing consonant digraphs	common phoneme for graphemes i, n consonant digraph th CCVC word
<b>press</b>	reads single - syllable words with taught consonant digraphs and consonant blends	common phoneme for graphemes p, r, e consonant digraph ss CCVCC word
<b>self</b>	segments CVCC words containing consonant blends	common phoneme for graphemes s, e, l, f CVCC word
<b>milk</b>	segments CVCC words containing consonant blends	common phoneme for graphemes m, i, l, k CVCC word
<b>rich</b>	reads single - syllable words with taught consonant digraphs segments CVCC words containing consonant digraphs	common phoneme for graphemes r, i consonant digraph ch CVCC word

Word:	Pattern of phonic elements	Opportunity to observe
<b>quill*</b>	reads single - syllable words with taught consonant digraphs	common phoneme for graphemes q+u (kw), i consonant digraph ll CCVCC word

\*for 'quill' the 2 letter (grapheme) sequence 'qu' at the beginning represents the 2 consonant vowel blend sound sequence/kw/ as in 'quit'.

#### D. Level 1 – List B: Consonant digraphs and one syllable words

The table below provides a summary of the pattern of phonic elements in each one syllable word, the consonant digraph or consonant blend in the word, and what teachers are able to observe in terms of students' phonics knowledge with that word.

Word	Pattern of phonic elements	Opportunity to observe
<b>lemp</b>	segments CVCC words consonant blends	common phoneme for graphemes l, e, m, p CVCC word
<b>beff</b>	reads single - syllable words with taught consonant digraphs segments CVCC words containing consonant digraphs	common phoneme for graphemes b, e consonant digraph ff CVCC word
<b>tull</b>	reads single - syllable words with taught consonant digraphs segments CVCC words containing consonant digraphs	common phoneme for graphemes t, u consonant digraph ll CVCC word
<b>shog</b>	reads single - syllable words with taught consonant digraphs segments CCVC words containing consonant digraphs	common phoneme for graphemes o, g consonant digraph sh CCVC word
<b>frem</b>	segments CVCC words containing consonant digraphs	common phoneme for graphemes f, r, e, m CVCC word
<b>tilm</b>	segments CVCC words containing consonant blends	common phoneme for graphemes t, i, l, m CVCC word
<b>hamp</b>	segments CCVC words containing consonant blends	common phoneme for graphemes h, a, m, p CCVC word
<b>jing</b>	reads single - syllable words with taught consonant digraphs segments CVCC words containing consonant digraphs	common phoneme for graphemes j, i consonant digraph ng CVCC word
<b>back</b>	reads single - syllable words with taught consonant digraphs segments CVCC words containing consonant digraphs	common phoneme for graphemes b, a consonant digraph ck CVCC word

Word	Pattern of phonic elements	Opportunity to observe
<b>chin</b>	reads single - syllable words with taught consonant digraphs segments CCVC words containing consonant digraphs	common phoneme for graphemes i, n consonant digraph ch CCVC word
<b>deck</b>	reads single - syllable words with taught consonant digraphs segments CVCC words containing consonant digraphs	common phoneme for graphemes d, e consonant digraph ck CVCC word
<b>fled</b>	segments CCVC consonant blends	common phoneme for graphemes f, l, e, d CCVC word
<b>tram</b>	segments CCVC consonant blends	common phoneme for graphemes t, r, a, m CCVC word
<b>fund</b>	segments CVCC words consonant	common phoneme for graphemes f, u, n, d CVCC word
<b>think</b>	reads single - syllable words with taught consonant digraphs segments CCVCC words containing consonant digraphs and consonant blends	common phoneme for graphemes i, n, k consonant digraph th CCVCC word
<b>dress</b>	reads single - syllable words with taught consonant digraphs segments CCVCC words containing consonant digraphs and consonant blends words containing consonant digraphs and consonant blends	common phoneme for graphemes d, r, e consonant digraph ss CCVCC word

## E. Level 2 – List A: Split/vowel digraphs and longer one syllable words

The table below provides a summary of the pattern of phonic elements, the vowel digraph or split vowel digraph in the word, and what teachers are able to observe in terms of students' phonics knowledge with that word.

Word	Pattern of phonic elements	Opportunity to observe
<b>tabe</b>	reads single - syllable words with common long vowels CVCe	common phoneme for graphemes t, b split digraph a_e CVCe word
<b>veen</b>	reads words with taught vowel digraph	common phoneme for graphemes v, n vowel digraph ee
<b>stribе</b>	reads single - syllable words with common long vowels CCCVCe	common phoneme for graphemes s, t, r, b split digraph i_e CCCVCe word

Word	Pattern of phonic elements	Opportunity to observe
<b>doil</b>	reads words with taught vowel digraph	common phoneme for graphemes d, l vowel digraph oi
<b>stroke</b>	reads single - syllable words with common long vowels CCCVCe	common phoneme for graphemes s, t, r, k split digraph o_e CCCVCe word
<b>rude</b>	reads single - syllable words with common long vowels CVCe	common phoneme for graphemes r, d split digraph u_e CVCe word
<b>stripe</b>	reads single - syllable words with common long vowels CCCVCe	common phoneme for graphemes s, t, r, p split digraph i_e CCCVCe word
<b>cheek</b>	reads words with taught vowel digraph	common phoneme for grapheme k consonant digraph ch vowel digraph ee
<b>floost</b>	reads words with taught vowel digraph	common phoneme for graphemes f, l, s, t vowel digraph oo
<b>clain</b>	reads words with taught vowel digraph	common phoneme for graphemes c, l, n vowel digraph ai
<b>bluns</b>	reads CCVCC words	common phoneme for graphemes b, l, u, n, s CCVCC word
<b>splam</b>	reads CCCVC words	common phoneme for graphemes s, p, l, a, m CCCVC word
<b>trays</b>	reads words with taught vowel digraph	common phoneme for graphemes t, r, s vowel digraph ay
<b>fuel</b>	reads words with taught vowel digraph	common phoneme for graphemes f, l vowel digraph ue
<b>stream</b>	reads words with taught vowel digraph	common phoneme for graphemes s, t, r, m vowel digraph ea
<b>toy</b>	reads words with taught vowel digraph	common phoneme for grapheme t vowel digraph oy

Word	Pattern of phonic elements	Opportunity to observe
<b>split</b>	reads CCCVC words	common phoneme for graphemes s, p, l, i, t CCCVC word
<b>drank</b>	reads CCVCC words reads word with consonant blends and digraphs	common phoneme for graphemes d, r, a, n, k CCVCC word
<b>props</b>	reads CCVCC words	common phoneme for graphemes p, r, o, p, s CCVCC word
<b>scram</b>	reads CCCVC words	common phoneme for graphemes s, c, r, a, m CCCVC word
<b>brown</b>	reads words with taught vowel digraph	common phoneme for graphemes b, r, n vowel digraph ow
<b>coats</b>	reads words with taught vowel digraph	common phoneme for graphemes c, t, s vowel digraph oa

## F. Level 2 – List B: Split/vowel digraphs and longer one syllable words

The table below provides a summary of the pattern of phonic elements, the vowel digraph or split vowel digraph in the word, and what teachers are able to observe in terms of students' phonics knowledge with that word.

Word	Pattern of phonic elements	Opportunity to observe
<b>zale</b>	reads single - syllable words with common long vowels CVCe	common phoneme for graphemes z, l split digraph a_e CVCe word
<b>strabe</b>	reads words with taught vowel digraph	common phoneme for graphemes s, t, r, b split digraph a e CCCVCe word
<b>foid</b>	reads words with taught vowel digraph	common phoneme for graphemes f, d vowel digraph oi
<b>yown</b>	reads words with taught vowel digraph	common phoneme for graphemes y, n vowel digraph ow
<b>spike</b>	reads single - syllable words with common long vowels CCVCe	common phoneme for graphemes s, p, k split digraph i_e CCVCe word

Word	Pattern of phonic elements	Opportunity to observe
<b>name</b>	reads single - syllable words with common long vowels CVCe	common phoneme for graphemes n, m split digraph a_e CVCe word
<b>wove</b>	reads single - syllable words with common long vowels CCVCe	common phoneme for graphemes w, v split digraph o_e CCVCe word
<b>strike</b>	reads single - syllable words with common long vowels CCVCe	common phoneme for graphemes s, t, r, k split digraph i_e CCVCe word
<b>moist</b>	reads words with taught vowel digraph	common phoneme for graphemes m, s, t vowel digraph oi
<b>doom</b>	reads words with taught vowel digraph	common phoneme for graphemes d, m vowel digraph oo
<b>freed</b>	reads words with taught vowel digraph	common phoneme for graphemes f, r, d vowel digraph ee
<b>queen*</b>	reads words with taught vowel digraph	common phoneme for graphemes q+u (kw), n vowel digraph ee
<b>clisk</b>	reads CCVCC words	common phoneme for graphemes c, l, i, s, k CCVCC word
<b>glips</b>	reads CCVCC words	common phoneme for graphemes g, l, i, p, s CCVCC word
<b>scroy</b>	reads words with taught vowel digraph	common phoneme for graphemes s, c, r vowel digraph oy
<b>splad</b>	reads CCCVC words	common phoneme for grapheme s, p, l, a, d CCCVC word
<b>haunt</b>	reads words with taught vowel digraph	common phoneme for graphemes h, n, t vowel digraph au
<b>main</b>	reads words with taught vowel digraph	common phoneme for graphemes m, n vowel digraph ai
<b>drink</b>	reads CCVCC words	common phoneme for graphemes d, r, i, n, k CCVCC word



Word	Pattern of phonic elements	Opportunity to observe
<b>treats</b>	reads words with taught vowel digraph	common phoneme for graphemes t, r, s vowel digraph ea
<b>crowds</b>	reads words with taught vowel digraph	common phoneme for graphemes c, r, d, s vowel digraph ow
<b>scrum</b>	reads CCCVC words	common phoneme for graphemes s, c r, u, m CCCVC word

\*for 'queen' the 2 letter (grapheme) sequence 'qu' at the beginning represents the 2 consonant vowel blend sound sequence/kw/ as in 'quit'.

### G. Level 2 or 3 – List A: Multisyllabic and more complex words including trigraphs

The table below provides a summary of the pattern of phonic elements in each multisyllabic or more complex word, including trigraphs and what teachers are able to observe in terms of students' phonics knowledge with that word.

Word	Pattern of phonic elements	Opportunity to observe
<b>charb</b>	reads words with r - controlled vowel combinations ar	common phoneme for grapheme b consonant digraph ch r controlled vowel ar
<b>flarm</b>	reads words with r - controlled vowel combinations ar	common phoneme for graphemes f, l, m r controlled vowel ar
<b>herks</b>	reads words with r - controlled vowel combinations er	common phoneme for graphemes h, k, s r controlled vowel er
<b>quorg*</b>	reads words with r - controlled vowel combinations or	common phoneme for graphemes q+u (kw), g r controlled vowel or
<b>tharn</b>	reads words with r - controlled vowel combinations ar	common phoneme for grapheme n consonant digraph th r controlled vowel ar
<b>jorb</b>	reads words with r - controlled vowel combinations or	common phoneme for graphemes j, b r controlled vowel or
<b>quigh*</b>	reads less common graphemes that contain alternative spelling for phonemes	common phoneme for graphemes q+u (kw) less common grapheme igh
<b>skarb</b>	reads words with r - controlled vowel combinations ar	common phoneme for graphemes s, k, b r controlled vowel ar
<b>torn</b>	reads words with r - controlled vowel combinations or	common phoneme for graphemes t, n r controlled vowel or

Word	Pattern of phonic elements	Opportunity to observe
<b>snarl</b>	reads words with r - controlled vowel combinations ar	common phoneme for graphemes s, n, l r controlled vowel ar
<b>night</b>	reads less common graphemes that contain alternative spelling for phonemes	common phoneme for graphemes n, t less common grapheme igh
<b>stair</b>	reads less common graphemes that contain alternative spelling for phonemes	common phoneme for graphemes s, t less common grapheme air
<b>panic</b>	reads multi - syllabic words including those with prefixes and suffixes	common phoneme for graphemes p, a, n, i, c
<b>compact</b>	reads multi - syllabic words including those with prefixes and suffixes	common phoneme for graphemes c, o, m, p, a, t
<b>arrow</b>	reads multi - syllabic words including those with prefixes and suffixes	common phoneme for graphemes a consonant digraph rr vowel digraph ow
<b>brightly</b>	reads multi - syllabic words including those with prefixes and suffixes	common phoneme for graphemes b, r, t, l less common grapheme igh, y
<b>reaching</b>	reads multi - syllabic words including those with prefixes and suffixes	common phoneme for graphemes r, i vowel digraph ea consonant digraphs ch, ng
<b>tantrum</b>	reads multi - syllabic words including those with prefixes and suffixes	common phoneme for graphemes t, a, n, r, m schwa phoneme for u

\*for 'quorg' and 'quigh' the 2 letter (grapheme) sequence 'qu' at the beginning represents the 2 consonant vowel blend sound sequence/kw/ as in 'quit'.

## H. Level 2 or 3 – List B: Multisyllabic and more complex words including trigraphs

The table below provides a summary of the pattern of phonic elements in each multisyllabic or more complex word, including trigraphs and what teachers are able to observe in terms of students' phonics knowledge with that word.

Word	Pattern of phonic elements	Opportunity to observe
<b>thard</b>	reads words with r - controlled vowel combinations ar	common phoneme for grapheme d consonant digraph th r controlled vowel ar
<b>shird</b>	reads words with r - controlled vowel combinations ir	common phoneme for grapheme d consonant digraph sh r controlled vowel ir

Word	Pattern of phonic elements	Opportunity to observe
<b>barst</b>	reads words with r - controlled vowel combinations ar	common phoneme for graphemes b, s, t r controlled vowel ar
<b>harn</b>	reads words with r - controlled vowel combinations ar	common phoneme for graphemes h, n r controlled vowel ar
<b>short</b>	reads words with r - controlled vowel combinations or	common phoneme for grapheme t consonant digraph sh r controlled vowel or
<b>herbs</b>	reads words with r - controlled vowel combinations er	common phoneme for graphemes h, b, s r controlled vowel er
<b>chirp</b>	reads words with r - controlled vowel combinations ir	common phoneme for grapheme p consonant digraph ch controlled vowel ir
<b>world</b>	reads words with r - controlled vowel combinations or	common phoneme for graphemes w, l, d r controlled vowel or
<b>forn</b>	reads words with r - controlled vowel combinations or	common phoneme for graphemes f, n r controlled vowel or
<b>jigh</b>	reads less common graphemes that contain alternative spelling for phonemes	common phoneme for grapheme j less common grapheme igh
<b>phope</b>	reads less common graphemes that contain alternative spelling for phonemes	common phoneme for grapheme p less common grapheme ph split digraph o_e CCVCe word
<b>jair</b>	reads less common graphemes that contain alternative spelling for phonemes	common phoneme for graphemes j less common grapheme air
<b>comic</b>	reads multi - syllabic words including those with prefixes and suffixes	common phoneme for graphemes c, o, m, i
<b>stopping</b>	reads multi - syllabic words including those with prefixes and suffixes	common phoneme for graphemes s, t, o, i consonant digraphs pp, ng
<b>marking</b>	reads multi - syllabic words including those with prefixes and suffixes	common phoneme for graphemes m, k, i consonant digraph, ng r controlled vowel ar

Word	Pattern of phonic elements	Opportunity to observe
<b>second</b>	reads multi - syllabic words including those with prefixes and suffixes	common phoneme for graphemes s, e, c, n, d schwa phoneme for o
<b>pumpkin</b>	reads multi - syllabic words including those with prefixes and suffixes	common phoneme for graphemes p, u, m, k, n schwa phoneme for i
<b>fighters</b>	reads words with taught vowel digraph r controlled vowel er	common phoneme for graphemes f, t, s less common grapheme igh r controlled vowel er

## 7. Acceptable pronunciations for non-words

Some of the graphemes used in the assessment represent a number of different phonemes. When decoding an English word in the assessment, the student needs to select the correct phoneme for the word, for example the 'ow' in 'blow' should not be pronounced as the 'ow' in 'cow.'

However, when decoding a non-word, all plausible alternative pronunciations are acceptable.

The following tables provide guidance for teachers when recording student responses for acceptable pronunciations of the non-words. When a pronunciation is acceptable it can be assessed as correct.

Note: 'd' indicates the letter (grapheme), /d/ indicates the sound (phoneme)

### A. Foundation – List A: VC and CVC words

The following table provides guidance for teachers when recording student responses for acceptable pronunciations of the VC and CVC non-words.

Non words	Acceptable pronunciations	Phonemic representation
<b>ot</b>	rhymes with pot	/ɒ t/
<b>ap</b>	rhymes with zap	/æ p/
<b>ix</b>	rhymes with fix	/ɪ ks/
<b>iv</b>	rhymes with give	/ɪ v/
<b>fot</b>	'f' as in fun and rhymes with 'pot'	/f ɒ t/
<b>keb</b>	'k' as in 'key' and rhymes with 'web'	/k e b/
<b>gan</b>	'g' as in 'game' and rhymes with 'fan'	/g æ n/
<b>mep</b>	'm' as in 'mat' and rhymes with 'rep'	/m e p/
<b>gax</b>	'g' as in game and rhymes with 'fax'	/g æ ks/
<b>zim</b>	'z' as in zip and rhymes with 'dim'	/z ɪ m/
<b>com</b>	'c' as in cat and rhymes with 'from'	/k ɒ m/

Non words	Acceptable pronunciations	Phonemic representation
<b>vop</b>	'v' as in vet and rhymes with 'hop'	/v ɒ p/
<b>het</b>	'h' as in hat and rhymes with 'pet'	/h e t/
<b>yab</b>	'y' as in yet and rhymes with 'tab'	/j æ b/
<b>wid</b>	'w' as in wet and rhymes with 'hid'	/w ɪ d/

## B. Foundation – List B: VC and CVC words

The following table provides guidance for teachers when recording student responses for acceptable pronunciations of the VC and CVC non-words.

Non words	Acceptable pronunciations	Phonemic representation
<b>ib</b>	rhymes with nib	/ɪ b/
<b>ac</b>	rhymes with mac	/æ k/
<b>ud</b>	rhymes with bud	/ʌ d/
<b>av</b>	rhymes with have	/æ v/
<b>von</b>	'v' as in 'vet' and rhymes with 'on'	/v ɒ n/
<b>lig</b>	'l' as in 'let' and rhymes with 'wig'	/l ɪ g/
<b>tem</b>	't' as in 'top' and rhymes with 'hem'	/t e m
<b>jat</b>	'j' as in 'jet' and rhymes with 'hat'.	/dʒ æ t/
<b>ind</b>	'i' as in 'it' and rhymes with 'pinned'. Pronunciations that voice the long i vowel sound /aɪ / and rhyme with 'mind' are also acceptable.	/ɪ n d/ OR /aɪ n d/
<b>emp</b>	'e' as in 'egg' and rhymes with 'temp'.	/e m p/
<b>hab</b>	'h' as in 'hat' and rhymes with 'tab'	/h æ b/
<b>jek</b>	'j' as in 'jet' and rhymes with 'trek'	/dʒ e k/
<b>zan</b>	'z' as in 'zip' and rhymes with 'tan'.	/z æ n/
<b>yub</b>	'y' as in 'yet' and rhymes with 'cub'.	/j ʌ b/
<b>wod</b>	'w' as in 'wet' and rhymes with 'pod'.	/w ɒ d/
<b>gop</b>	'g' as in 'get' and rhymes with 'hop'.	/g ɒ p/

## C. Level 1 – List A: Consonant digraphs and one syllable words

The following table provides guidance for teachers when recording student responses for acceptable pronunciations of the consonant digraphs and one syllable non-words.

Non words	Acceptable pronunciations	Phonemic representation
<b>frot</b>	the onset 'fr' as in 'frog' and rhymes with 'hot'	/f r ɒ t/

<b>kazz</b>	'k' as in 'kid' and rhymes with 'jazz'.	/k æ z/
<b>drap</b>	the onset 'dr' as in 'drop' and rhymes with 'trap'.	/d r æ p/
<b>shan</b>	'sh' as in 'ship' and rhymes with 'can'	/ʃ æ n/
<b>poth</b>	'p' as in 'pot' and rhymes with 'moth'. Note: rhyming with 'both' is also acceptable	/p ɒ θ/ OR /p ə θ/
<b>lect</b>	'l' as in 'let' and rhymes with 'sect'.	/l e k t/
<b>shup</b>	'sh' as in 'ship' and rhymes with 'pup'.	/ʃ ʌ p/
<b>criff</b>	the onset 'cr' as in 'crab' and rhymes with 'cliff'.	/k r ɪ f/

#### D. Level 1 – List B: Consonant digraphs and one syllable words

The following table provides guidance for teachers when recording student responses for acceptable pronunciations of the consonant digraphs and one syllable non-words.

Non words	Acceptable pronunciations	Phonemic representation
<b>lemp</b>	'l' as in 'lip' and rhymes with 'temp'	/l e m p/
<b>beff</b>	'b' as in 'bat' and rhymes with 'Jeff'	/b e f/
<b>tull</b>	't' as in 'top' and rhymes with 'gull'. Pronunciations that rhyme with 'bull' and 'pull' are also acceptable.	/t ʌ l/ OR /t ʊ l/
<b>shog</b>	'sh' as in 'ship' and rhymes with 'dog'.	/ʃ ɒ g/
<b>frem</b>	the onset 'fr' as in 'frog' and rhymes with 'hem'	/f r e m/
<b>tilm</b>	't' from 'tap' and rhymes with 'film'.	/t ɪ l m/
<b>hamp</b>	'h' as in 'hat' and rhymes with 'camp'.	/h æ m p/
<b>jing</b>	'j' as in 'jet' and rhymes with 'king'.	/dʒ ɪ ŋ/

#### E. Level 2 – List A: Split/vowel digraphs and longer one syllable words

The following table provides guidance for teachers when recording student responses for acceptable pronunciations of the split vowel and vowel digraphs and longer one syllable non-words.

Non words	Acceptable pronunciations	Phonemic representation
<b>tabe</b>	't' as in 'tap' and rhymes with 'babe'	/t eɪ b/
<b>veen</b>	'v' as in 'vet' and rhymes with 'seen'.	/v iː n/
<b>stribе</b>	the onset 'str' as in 'strap' and rhymes with 'scribe'.	/s t r aɪ b/
<b>doil</b>	'd' from 'dog' and rhymes with 'soil'.	/d ɔɪ l/
<b>floost</b>	the onset 'fl' as in 'flute' and rhymes with 'boost'. Pronunciations that voice the 'oo' like in 'look' are also acceptable.	f l uː s t/ OR /f l ʊ s t/

Non words	Acceptable pronunciations	Phonemic representation
<b>clain</b>	the onset 'cl' as in 'clown' and rhymes with 'pain'.	/k l eɪ n/
<b>bluns</b>	the onset 'bl' as in 'blunt' and rhymes with 'suns'.	/b l ʌ n s/
<b>splam</b>	the onset 'spl' as in 'splash' and rhymes with 'pram'.	/s p l æ m/

## F. Level 2 – List B: Split/vowel digraphs and longer one syllable words

The following table provides guidance for teachers when recording student responses for acceptable pronunciations of the split vowel and vowel digraphs and longer one syllable non-words.

Non words	Acceptable pronunciations	Phonemic representation
<b>zale</b>	'z' as in 'zoo' and rhymes with 'whale'.	/z eɪ l/
<b>strabe</b>	the onset 'str' as in 'straw' and rhymes with 'babe'.	/s t r eɪ b/
<b>foid</b>	'f' as in 'fun' and rhymes with 'void'.	/f ɔɪ d
<b>yown</b>	combines the 'y' from yellow and rhymes with 'down'.	/j aʊ n/
<b>clisk</b>	the onset 'cl' as in 'clown' and rhymes with 'disk'.	/k l ɪ s k/
<b>glips</b>	the onset 'gl' as in 'glue' and rhymes with 'clips'.	/g l ɪ p s/
<b>scroy</b>	the onset 'scr' as in 'scrap' and rhymes with 'toy'.	/s k r ɔɪ/
<b>splad</b>	the onset 'spl' as in 'splash' and rhymes with 'had'.	/s p l æ d/

## G. Level 2 or 3 – List A: Multisyllabic and more complex words including trigraphs

The following table provides guidance for teachers when recording student responses for acceptable pronunciations of the multisyllabic and more complex non-words including trigraphs.

Non words	Acceptable pronunciations	Phonemic representation
<b>charb</b>	'ch' from 'chop' and rhymes with 'barb'.	/tʃ ɑ: b/
<b>flarm</b>	the onset 'fl' as in 'flaw' and rhymes with 'harm'.	/f l ɑ: m/
<b>herks</b>	'h' as in 'hat' and rhymes with 'perks'.	/h ɜ: k s/
<b>quorg</b>	combines the 'qu' from 'queen' and the 'org' from 'organ'.	/kw ɔ: g/
<b>tharn</b>	combines the 'th' from 'thin', and rhymes with 'barn'. Pronunciations with the voiced sound for /th/ as in 'this' are also acceptable.	/θ ɑ: n/ OR /ð ɑ: n
<b>jorb</b>	'j' as in 'job' and rhymes with 'absorb'.	/dʒ ɔ: b/
<b>quigh</b>	'qu' as in 'quite' and rhymes with 'high'.	/kw aɪ/
<b>skarb</b>	the onset 'sk' as in 'sky' and rhymes with 'barb'.	/s k ɑ: b/

## H. Level 2 or 3 – List B: Multisyllabic and more complex words including trigraphs

The following table provides guidance for teachers when recording student responses for acceptable pronunciations of the multisyllabic and more complex non-words including trigraphs

Non words	Acceptable pronunciations	Phonemic representation
<b>thard</b>	'th' as in 'thick' and rhymes with 'card'. Pronunciations with the voiced sound for 'th' as in 'this' are also acceptable.	/θ ɑ: d/ OR /ð ɑ: d/.
<b>shird</b>	'sh' as in 'shop' and rhymes with 'third'.	/ʃ ɜ: d/
<b>barst</b>	'b' as in 'bar' and rhymes with 'fast'	/b ɑ: s t/
<b>harn</b>	'h' as in 'hat' and rhymes with 'barn'.	/h ɑ: n/
<b>forn</b>	'f' as in for and rhymes with 'horn'.	/f ɔ: n/
<b>jigh</b>	'j' in 'jet' and rhymes with 'high'.	/dʒ aɪ/
<b>phope</b>	'ph' in 'photo' and rhymes with 'rope'.	/f əʊ p/
<b>jair</b>	'j' as in 'jet' and rhymes with 'chair'.	./dʒ eə/



## 8. Student materials

### A. Foundation – List A: VC and CVC words

*ot*

*ap*

*ix*

*iv*

*fot*

*kel*

*gan*

*mep*

*gax*

*zim*

*com*

*vop*

*het*

*yab*

*wid*

*sud*

*jag*

*rod*

*quip*

*ilk*

B. Foundation – List B: VC and CVC words

*ib*

*ac*

*ud*

*av*

*von*

*lig*

*tem*

*jat*

*ind*

*emp*

*hab*

*jek*

*zan*

*yub*

*wod*

*gor*

*fax*

*sod*

*rut*

*quiz*

C. Level 1 – List A: Consonant digraphs and one syllable words

*frot*

*kazz*

*drap*

*shan*

*poth*

*lect*

*shup*

*criff*

*trip*

*peck*

*thin*

*press*

*self*

*milk*

*rich*

*quill*

D. Level 1 – List B: Consonant digraphs and one syllable words

*lemp*

*beff*

*tull*

*shog*

*frem*

*tilm*

*hamp*

*jing*

*back*

*chin*

*deck*

*fled*

*tram*

*fund*

*think*

*dress*

E. Level 2 – List A: Split/vowel digraphs and longer one syllable words

*tabe*

*veen*

*strive*

*doil*

*stroke*

*rude*

*stripe*

*cheek*

*floost*

*clain*

*bluns*

*splam*

*trays*

*fuel*

*stream*

*toy*

*split*

*drank*

*props*

*scram*

*brown*

*coats*

*zale*

*strabe*

*foid*

*yown*

*spike*

*name*

*wove*

*strike*

*moist*

*doom*

*freed*

*queen*

*clisk*

*glips*

*scroy*

*splad*

*haunt*

*main*

*drink*

*treats*

*crowds*

*scrum*

*charl*

*flarm*

*herks*

*quorg*

*tharn*

*jorl*

*quigh*

*skarl*

*torn*

*snarl*

*night*

*stair*

*panic*

*compact*

*arrow*

*brightly*

*reaching*

*tantrum*

*thard*

*shird*

*barst*

*harn*

*short*

*herbs*

*chirp*

*world*

*forn*

*jigh*

*phope*

*jair*

*comic*

*stopping*

*marking*

*second*

*pumpkin*

*fighters*



## 9. Glossary of terms

The following is a list of terms that are useful for teachers to know as a shared metalanguage with students and colleagues in teaching and assessment.

digraph	A digraph is composed of two or more letters that represent one sound (phoneme). For example: sh.
grapheme	A grapheme is the technical term for a letter, e.g., 'A', 'a', or a combination of two (digraph), three (trigraph), or four letters (quadgraph).
phoneme	A speech sound of which there are 20 vowel sounds/phonemes, and 24 consonant sounds/phonemes in the English language.
phonemic awareness	Ability to focus on the separate, individual sounds in words, the phonemes. Includes onset - rime identification, initial and final sound segmenting, as well as blending, segmenting, and deleting/manipulating sounds. Is a subset of phonological awareness.
phonics	The phoneme - grapheme relationship in a language. Also refers to teaching the sound - letter patterns (graphemes).
r - controlled vowels (Australian Curriculum Year 2)	A type of vowel sound where a vowel or vowel cluster is combined with /r/. The most common r - controlled vowel sounds are: /er/ - term, firm, squirm, lurk, furry /ar/ - car, harm, charming, marvellous /or/ - more, sure, yourself /eer/ - hear, here, meerkat /air/ - wear, where, hair, share, software.
schwa	A neutral vowel sound typically occurring in unstressed syllables in English For example: /a/ in balloon. In Australian English pronunciation a schwa sound is sometimes used instead of an r controlled vowel.
stress	The relative emphasis placed on particular words, syllables or sounds when speaking. Stress can add to the meaning of the words spoken.
stressed and unstressed sounds	Some sounds in words are pronounced with more emphasis or stress than others. Sounds that are less prominent are called unstressed. For example, in the word giraffe, the stress pattern is gi/RAFFE where the first syllable is unstressed. When students are learning to listen for sounds, unstressed sounds can be harder for them to hear and produce.
trigraph	A group of three letters that represent a sound, e.g., 'eau' in 'plateau.
voiced and unvoiced consonant sounds	Voiced sounds are consonant sounds produced using the vocal chords e.g., the 'z' at the end of bees <u>z</u> , or 'th' at the start of thin. Unvoiced consonant sounds are consonant sounds produced without use of the vocal chords e.g., the 's' in <u>s</u> nake, or the 'th' at the start of then. Note that the grapheme 's' in these examples does not provide any visual cues for young readers to know when the sound is voiced or unvoiced.
vowel	A speech sound made where the flow of air through the mouth is not stopped by closing any part of the mouth and a letter that usually represents a vowel sound , e.g., 'a', and sometimes 'y'.
vowel digraph	Vowel digraphs are a combination of two or three vowels that together are associated with one sound, for example, 'ai' or 'ou'. Split vowel digraphs use a medial vowel and 'silent e' at the end of words.

## 10. Recording sheet

This recording sheet may be used by the teacher if responses are being recorded offline. It should be stored in accordance with the school's assessment, reporting and records policies as relevant.

[illegible]