

Code and Word Assessment for No Nonsense Phonics Skills

You can use this assessment material in any way you need, for example:

Baseline assessment and programme adoption – particularly to ascertain the ‘code’ (the letter/s-sound correspondences) that is known and to identify any gaps in code knowledge

Periodic staged assessment for teacher records of code knowledge and word level phonics skills following the completion of each *No Nonsense Phonics Skills* Pupil Book (additional material is already in the Pupil Books and on the USB stick that is provided with the NNPS Starter Kit).

Code and word level assessment for reading/decoding - Fold back, or cover over, the word columns and at first assess code knowledge down the left-hand column of the letter/s-sound correspondences; then either proceed to read the words down each column starting with the shorter words or ask the learner to read across each row.

If possible, provide one copy of the assessment for the learner to read from (for the focus NNPS Pupil Book) but you, the assessor, have an identical copy named and dated and annotate on that copy appropriately. Make additional notes to describe, for example, whether the decoding was challenging, fluent, or challenging for some of the words.

Comprehension as an additional component – Often the learners will tell you the meaning of some words spontaneously or ask you what they mean – or you can ask the learner if they know what certain words mean (you may, or may not, wish to note these).

Spelling/encoding – The words provide you, the assessor, with words to say as SPOKEN words to say for the learner one at a time – then ask the learner to identify the sounds from beginning to end of each spoken word and allot the letters and letter groups to spell the word (on paper with lines if possible).

Handwriting – Provide a sheet of the words and ask the learner to copy the words in print and/or in fully joined handwriting as appropriate. You can even ask the learner to write a sample of the words in capital letters.

Gaps in code knowledge per No Nonsense Phonics Skills Pupil Book – When you identify gaps in code knowledge, use this information *along with your knowledge of the content* of the *No Nonsense Phonics Skills* Pupil Books to decide ‘which’ Pupil Book the learner needs – but always start at the beginning of each Pupil Book and complete the books rather than skip some pages of the books. For class teachers, consider a ‘best fit’ organizational approach so that you have no more than two groups of children using different Pupil Books. *Keep it simple* and provide quicker learners with more challenging activities but using the same printed content from the books – for example, self-dictation of the Mini Stories rather than simply copy-writing.