

# Entry Point Assessment

This strand of resources includes alphabet and alphabetic code summary pages from the Pupil Books but with slight modifications for assessment purposes to help you to decide on a starting point in the programme.

The Say the Sounds pages include correspondences which build up cumulatively from Book 1 to 8. In contrast, the pages with capital letter correspondences include only each book's content and will help you to check alphabetic code knowledge in the order that letter/s-sound correspondences are introduced within Books 1 to 8.

Please note that code-level assessments need to be considered alongside the pupils' capacity to read, to understand and to re-write the parallel Mini Stories, as dictations or self-dictations, relatively accurately and with good handwriting. Select entry points not based on the exact code the pupils already know as individuals (but be aware of what they don't know) but aim for a 'best fit' approach. The books include substantial cumulative word banks – many of which will be helpful for building up knowledge of spelling word banks (words spelt with the same spelling alternatives) and increasing vocabulary – even for pupils who might already know the focus letter/s-sound correspondence, or several letter/s-sound correspondences, within any one book.

Ultimately it is your professional judgement that you need to call upon to decide where in the programme to start – but, once decided, please don't skip pages within the books just because the pupils might know the focus letter/s-sound correspondence already. The books, along with your own teaching input, provide far more content and have more purpose than simply teaching the letter/s-sound correspondences.

The diagrams of the Simple View of Reading and the Simple View of Writing may be useful to help you reflect on the broad reading and writing profiles of your pupils, and to consider your provision for addressing the wider needs of pupils individually or collectively. You can name and date a copy of the diagrams and write bullet points to describe each pupil's profile and note alongside any thoughts, or reasons, for his or her reading and writing profiles.

# The Alphabet Letters

A a B b C c D d

E e F f G g H h I i

J j K k L l M m

N n O o P p Q q

R r S s T t U u V v

W w X x Y y Z z

1. Put a 'dot' to show the starting points of forming the letters.
2. Finger-trace and then write inside the hollow letters to show correct formation.

Say the *sounds* of the capital and lower case alphabet letters that you know.  
Sing or chant the letter *names* in alphabetical order.

# The Alphabet Letters

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

1. Put a 'dot' to show the starting points of forming the capital letters.
2. Finger-trace and then write inside the hollow capital letters to show correct formation.
3. Write the correct lower case letters next to their capital letters.

Say the *sounds* of the capital and lower case alphabet letters that you know.  
Sing or chant the letter *names* in alphabetical order.

## The Alphabet Letters

a b c d

e f g h i

j k l m

n o p q

r s t u v

w x y z

1. Put a 'dot' to show the starting points of forming the lower case letters.
2. Finger-trace and then write inside the hollow lower case letters to show correct formation.
3. Write the correct capital letters next to their lower case letters.

Say the *sounds* of the capital and lower case alphabet letters that you know.  
Sing or chant the letter *names* in alphabetical order.

# Alphabet Letters and 'Alphabetical Order'

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--	--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--	--

--	--	--	--

In each box write the capital and lower case letter shapes of the alphabet in 'alphabetical order'. Draw a zigzag line under any letters or boxes if you are not sure about the letters.

# Letter/s-sound Correspondences in Book 1

Name:

Date:

s	a	t	i	p	n
c	k	-ck	e	h	r

1. Point under the graphemes and 'say the sounds'.
2. Listen to the sounds and write (or point) to the graphemes.

S	A	T	I	P	N
C	K	CK	E	H	R

These are **capital letters** (graphemes). They **are code for** the **same** sounds as their lower case letters. Can you match them to their lower case letters? Can you say the sounds?

n	c	e	t	r	-ck
k	i	h	a	s	p

Notes:

"Let's find out what I need to help you with."

## Letter/s-sound Correspondences in Book 2

Name:

Date:

m	d	g	o	u	l	-ll
f	-ff	-ss	b	j	y	

1. Point under the graphemes and 'say the sounds'.

2. Listen to the sounds and write (or point) to the graphemes.

M	D	G	O	U	L	LL
F	FF	SS	B	J	Y	

These are **capital letters** (graphemes). They **are code for** the **same** sounds as their lower case letters. Can you match them to their lower case letters? Can you say the sounds?

j	o	b	y	m	-ff	d
u	f	-ll	g	-ss	j	l

Notes:

"Let's find out what I need to help you with."

# Letter/s-sound Correspondences in Book 3

Name:

Date:

ai	-ay	w	oa	ow
-ie	-igh	-le	o	a <sub>2</sub>
e <sub>2</sub>	i <sub>2</sub>	o <sub>4</sub>	u <sub>2</sub>	-y <sub>2</sub>

1. Point under the graphemes and 'say the sounds'. The numbers indicate that you might know more sounds for the graphemes.

2. Listen to the sounds and write (or point) to the graphemes.

AI	-AY	W	OA	OW
-IE	IGH	-LE	O	A <sub>2</sub>
E <sub>2</sub>	I <sub>2</sub>	O <sub>4</sub>	U <sub>2</sub>	-Y <sub>2</sub>

These are **capital letters** (graphemes). They **are code for** the **same** sounds as their lower case letters. Can you match them to their lower case letters? Can you say the sounds?

ow -ay -igh -le ai oa -y -ie w

Notes:

"Let's find out what I need to help you with."



# Letter/s-sound Correspondences in Book 4

Name:

Date:

ee	or	z	-zz	w
wh	ea	-ea	-se	-ze
s <sub>2</sub>	aw	th	i <sub>2</sub>	the

1. Point under the graphemes and 'say the sounds'. The numbers indicate that you might know more sounds for the graphemes.

2. Listen to the sounds and write (or point) to the graphemes.

EE	OR	Z	ZZ	W
WH	EA	-EA	-SE	-ZE
S <sub>2</sub>	AW	TH	I <sub>2</sub>	THE

These are **capital letters** (graphemes). They **are code for** the **same** sounds as their lower case letters. Can you match them to their lower case letters? Can you say the sounds?

or -se ea z ee -zz -ea aw wh

Notes:

"Let's find out what I need to help you with."

# Letter/s-sound Correspondences in Book 5

Name:

Date:

-ng	-nk	v	-ve	-oo
oo	-y <sub>2</sub>	-ey	-x	ch
sh	th	th	ph	the

1. Point under the graphemes and 'say the sounds'. The numbers indicate that you might know more sounds for the graphemes.

2. Listen to the sounds and write (or point) to the graphemes.

-NG	-NK	V	-VE	-OO
OO	-Y <sub>2</sub>	-EY	-X	CH
SH	TH	TH	PH	THE

These are **capital letters** (graphemes). They **are code for** the **same** sounds as their lower case letters. Can you match them to their lower case letters? Can you say the sounds?

v -ey ph -nk -y<sub>2</sub> sh -x th<sub>2</sub> oo<sub>2</sub> -ng -ve ch

Notes:

"Let's find out what I need to help you with."

# Letter/s-sound Correspondences in Book 6

Name:

Date:

qu	ou	ow <sub>2</sub>	oi	oy
-ue	-ue	-er <sub>2</sub>	ar	-ce
-ge	-se	you	are	the

These are whole words.

1. Point under the graphemes and 'say the sounds'. The numbers indicate that you might know more sounds for the graphemes.

2. Listen to the sounds and write (or point) to the graphemes.

QU	OU	OW <sub>2</sub>	OI	OY
-UE	-UE	-ER <sub>2</sub>	AR	-CE
-GE	-SE	YOU	ARE	THE

These are **capital letters** (graphemes). They **are code for** the **same** sounds as their lower case letters. Can you match them to their lower case letters? Can you say the sounds?

oy -ge qu -se<sub>2</sub> ow<sub>2</sub> -ue<sub>2</sub> oi -er<sub>2</sub> ou<sub>2</sub> -ce ar

Notes:

"Let's find out what I need to help you with."

# Letter/s-sound Correspondences in Book 7

Name:

Date:

c <sup>e</sup>	g <sup>e</sup>	-oe	i-e	e-e
o-e	a-e	u-e <sub>2</sub>	air	-are
-ear	-ere	over there	<small>These are whole words.</small> where are you	the <sup>ir</sup> things

1. Point under the graphemes and 'say the sounds'. The numbers indicate that you might know more sounds for the graphemes.

2. Listen to the sounds and write (or point) to the graphemes.

CE	GE	-OE	I-E	E-E
O-E	A-E	U-E <sub>2</sub>	AIR	-ARE
-EAR	-ERE	OVER THERE	WHERE ARE YOU	THE <sup>IR</sup> THINGS

These are **capital letters** (graphemes). They **are code for** the **same** sounds as their lower case letters. Can you match them to their lower case letters? Can you say the sounds?

a-e	c <sup>i</sup>	air	u-e <sub>2</sub>	-ere	o-e
-are	e-e	gy	-oe	i-e	-ear

Notes:

"Let's find out what I need to help you with."

# Letter/s-sound Correspondences in Book 8

Name:

Date:

-er <sub>2</sub>	eer	-ere <sub>2</sub>	-ier	ir
ur	ear <sub>3</sub>	wor	-our <sub>2</sub>	ew <sub>2</sub>
-tch	-ie <sub>2</sub>	ch <sub>3</sub>	ea <sub>3</sub>	-ci

1. Point under the graphemes and 'say the sounds'. The numbers indicate that you might know more sounds for the graphemes.

2. Listen to the sounds and write (or point) to the graphemes.

-ER <sub>2</sub>	EER	-ERE <sub>2</sub>	-IER	IR
UR	EAR <sub>3</sub>	WOR	-OUR <sub>2</sub>	EW <sub>2</sub>
-TCH	-IE <sub>2</sub>	CH <sub>3</sub>	EA <sub>3</sub>	-CI

These are **capital letters** (graphemes). They **are code for** the **same** sounds as their lower case letters. Can you match them to their lower case letters? Can you say the sounds?

-er<sub>2</sub> ear<sub>3</sub> ch<sub>3</sub> eer wor ea<sub>3</sub> -ere<sub>2</sub> -our<sub>2</sub>  
 -ci -ier ew<sub>2</sub> ur -ie<sub>2</sub> -tch ir

Notes:

"Let's find out what I need to help you with."

# Say the Sounds – Code from Book 1 to Book 4

Name:

Date:

**e**<sub>2</sub>

-zz

g

-ay

d

-ck

ee

j

k

ow

t

s

**o**<sub>4</sub>

-ll

**u**<sub>2</sub>

f

**ea**<sub>2</sub>

h

-ss

**i**<sub>2</sub>

b

y

ai

m

n

or

w

oa

c

-ff

-ie

-le

r

**a**<sub>2</sub>

l

z

**-y**<sub>2</sub>

wh

p

**-igh**

Notes:

“Let’s find out what I need to help you with.”

# Say the Sounds – Code from Book 1 to Book 5

Name:

Date:

y ai -ss -ll f  
-x m -ie -nk e<sub>2</sub>  
r ow -zz -ey k d  
v -y<sub>2</sub> -ff sh u<sub>2</sub>  
l -se ea<sub>2</sub> t ch oo<sub>2</sub>  
ph or z i<sub>2</sub> th<sub>2</sub>  
n h oa b w g  
ee -ck -igh -le s<sub>2</sub>  
-ay -ng p -ze a<sub>2</sub> c  
aw j wh -ve o<sub>4</sub>

Notes:

“Let’s find out what I need to help you with.”

# Say the Sounds – Code from Book 1 to Book 6

Name:

Date:

j d or m ai -ll  
-igh qu -ue<sub>2</sub> -zz -y<sub>2</sub>  
-x b ea<sub>2</sub> g -ss o<sub>4</sub> p  
-ce h u<sub>2</sub> -ve -ay f l  
sh ar n a<sub>3</sub> w -ge oo<sub>2</sub>  
-ck er<sub>2</sub> y i<sub>2</sub> th<sub>2</sub> -se<sub>2</sub>  
-ng c e<sub>2</sub> -le ee ch  
ou -nk -ey v -ie<sub>2</sub> r s<sub>2</sub>  
z oa -ff oi t oy  
aw k wh ow<sub>2</sub> ph -ze

Notes:

“Let’s find out what I need to help you with.”



# Say the Sounds – Code from Book 1 to Book 7

Name:

Date:

oa -ng i<sub>2</sub> ff oo<sub>2</sub> z  
th<sub>2</sub> -ll -igh qu h -oe  
m p -ue<sub>2</sub> b ea<sub>2</sub> g<sub>2</sub> d  
o<sub>4</sub> u<sub>2</sub> -ve f i-e l -ck  
ar n -ss -ear k er<sub>2</sub> o-e  
e<sub>2</sub> y ai w ow<sub>2</sub> -se<sub>2</sub> c<sub>2</sub>  
-ie j a-e -le ee ch -air  
ou -zz -oy -ge wh -ay  
a<sub>3</sub> -x -nk v r -are s<sub>2</sub>  
or -ce -y<sub>2</sub> u-e<sub>2</sub> oi t e-e  
-ere ph aw sh -ey -ze

Notes:

“Let’s find out what I need to help you with.”

# Say the Sounds – Code from Book 1 to Book 8

Name:

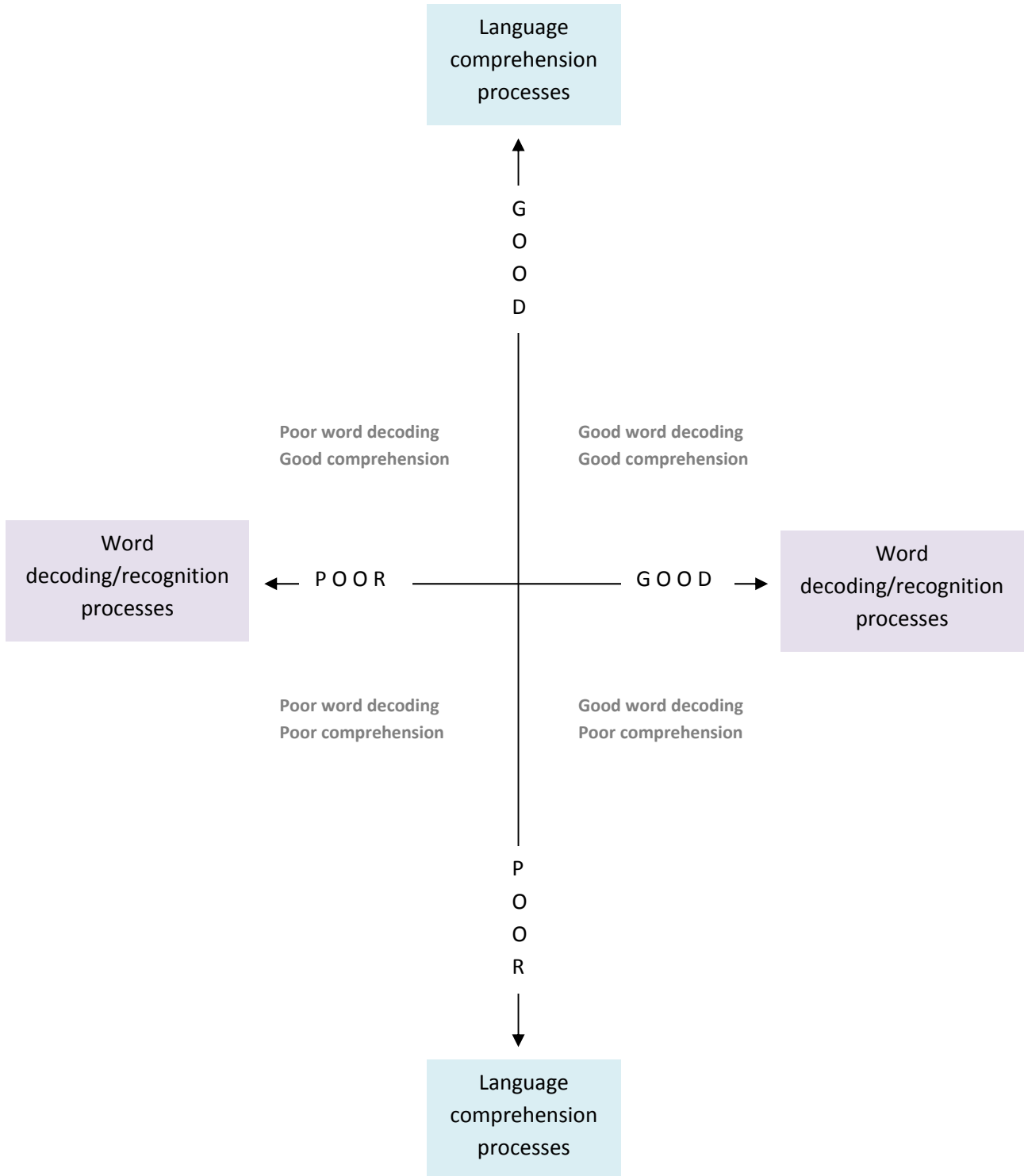
Date:

z ur d o-e c<sub>2</sub> ai b  
ou v er<sub>2</sub> m oi -ck eer  
wh air -ff -ie sh a-e t  
a<sub>3</sub> s<sub>2</sub> oa y ow<sub>2</sub> -zz -oe  
k oo<sub>2</sub> -ve ar -ll -ere<sub>2</sub> -nk  
-ue<sub>2</sub> f -igh j oy -ze aw  
h ir n i-e -ce ear<sub>3</sub> -ge  
-ier ph or<sub>2</sub> -ss -ay th<sub>2</sub> ee  
l -y<sub>2</sub> -ng -ey p u-e<sub>2</sub> -le  
-our<sub>2</sub> r ea<sub>2</sub> w e-e -se<sub>2</sub> e<sub>2</sub>  
qu u<sub>2</sub> g o<sub>4</sub> ch i<sub>2</sub> -x -are

Notes:

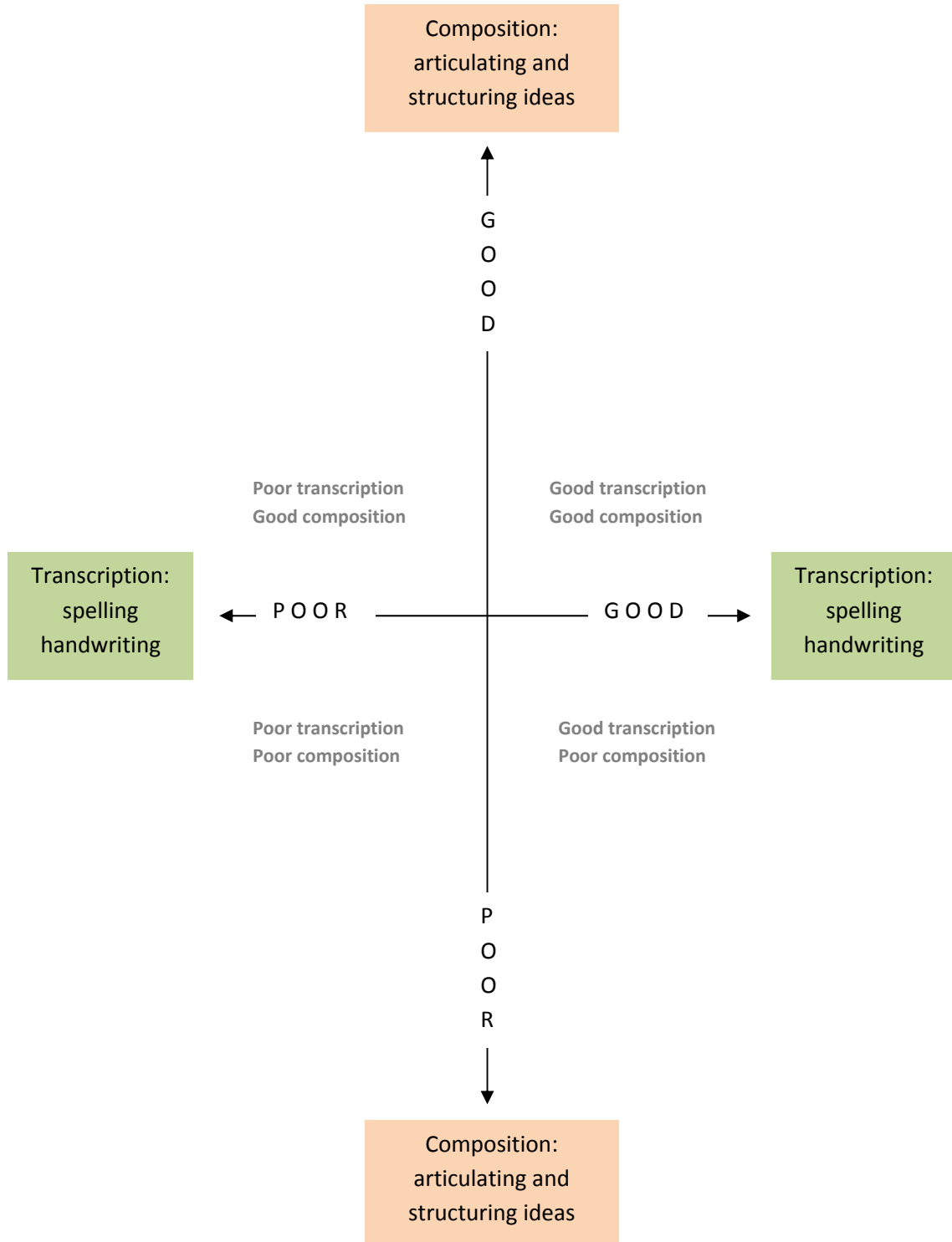
“Let’s find out what I need to help you with.”

## The Simple View of Reading



**Simple View of Reading model:** Original concept - Gough and Tunmer (1986), recommended by Jim Rose (*Final Report, March 2006*)  
 Adopted by UK government (2006) as a *useful conceptual framework*: **reading = decoding x comprehension**  $R = D \times C$   
 Use for training; and a broad analysis of pupils' profiles for next steps planning and monitoring over time. Colour-code and date entries.  
 For pupils with English as an additional or new language, plot for English and for the first language.

## The Simple View of Writing



**Simple View of Writing model:** Adaptation of the SVoR model (Gough and Tunmer 1986) by Debbie Hepplewhite – for **training, analysis** and **planning**. Note: **Spelling** includes: knowledge of the alphabetic code (spelling alternatives) and encoding skill, high-frequency tricky words, spelling word banks, etymology (word origins), morphology (word structures), some spelling rules. **'Teach pupils to plan, revise and evaluate their writing – knowledge which is not required for reading'** (DfE National Curriculum for English, Key Stages 1 and 2 – Draft, 2012).