

Fresh Start Assessment 1

Assessment Pupil Sheet

1. Set 1 single-letter sounds

m a s d t
i n p g o
c k u b
f e l h
r j v y w z x

2. Three-sound words

leg cub
hat sip

3. Phonics Green Word Cards (1.1–1.5)

lip mud
sit cup
pan met

4. Set 1 Best Friends

sh th ch

qu ng nk

chunk shin

sting dish

5. Phonics Green Word Cards (1.6–1.7)

blob spot

flop trip

black fluff

6. Set 2 Speed Sounds

ay ee igh ow

oo oo ar or

air ir ou oy

slay steed

slight flow

groove hood

shard thorn

flair squirt

mouse ploy

7. Set 3 Speed Sounds

ea oi a-e i-e o-e

u-e aw are ur er

ow ai oa ew ire

ear ure tion tious

plead

soil

glade

sprite

drone

crude

claw

snare

gurn

flutter

frown

claim

gloat

slew

retire

gear

fixture

ambitious

prevention

8. Passages

Passage 1 (Module 16)

Drink this ...

Ha!

You are shrinking, shrinking ...

You are as small as a pea.

Let me pick you up and put you on top of this beam.

Stop screaming. No one will come to help you.

Look – a skinny black leg!

Three – six – seven – and one more!

Start spinning, little one!

Spin, spin for the rest of your days!

Passage 2 (Module 26)

I'm in hospital. They're going to put a cast on my leg. They've said I can play football when my leg's healed. Some of the boys from school have been to visit me, which was really nice. They brought me some comics and loads of chocolates. It's funny – I'm missing being at school already. It is so boring lying here.

Passage 3 (Module 32)

We travelled towards open countryside outside the city. My cart was loaded with valuables, fruit and vegetables. I urged my donkey on. I knew he was capable of moving quickly over rough ground. But, as we crossed the marketplace, where traders were packing up their stalls, the ground shifted beneath us.

I lost control of the cart and plunged forward.

Exit Passage (adapted from The Wind in the Willows by Kenneth Grahame)

They waited patiently for what seemed a very long time, stamping in the snow to keep their feet warm. At last they heard the sound of slow shuffling footsteps approaching the door ...

There was the noise of a bolt shot back, and the door opened a few inches, enough to show a long snout and a pair of sleepy blinking eyes.

“Now, the very next time this happens,” said a gruff and suspicious voice, “I shall be exceedingly angry. Who is it this time, disturbing people on such a night?”

“Oh, Badger,” cried the Rat, “let us in, please ...”

Fresh Start Assessment 1

Individual Record and Assessment Guidance

Student

Ask the student to read the sound, word or passage on the Assessment Pupil Sheet and mark them off here. Use the guidance in the assessment instructions column to determine the student's starting point.

Date	Assessment stage	Assessment instructions
	<p>1. Can the student read Set 1 single-letter sounds?</p> <p>m a s d t i n p g o c k u b f e l h r j v y w z x</p>	<p>Ask the student to read the sounds.</p> <ul style="list-style-type: none"> • If the student cannot read the first 16 sounds speedily, follow the steps in Speed Sounds: Part 1. • If the student can read the first 16 sounds, continue the assessment below.
	<p>2. Can the student sound-blend three-sound words?</p> <p>leg cub hat sip</p>	<p>Show the student how you read the word leg.</p> <p>Ask the student to say the sounds and read the word. Ask the student to read the remaining words without your help.</p> <ul style="list-style-type: none"> • If the student cannot read the words, follow the steps in Speed Sounds: Part 2. • If the student can read the words, continue the assessment below.
	<p>3. Can the student read Phonics Green Words Word Time 1.1–1.5?</p> <p>lip mud sit cup pan met</p>	<p>Show the student how you read the Phonics Green Word lip.</p> <p>Ask the student to say the sounds and read the word. Ask the student to read the remaining words without your help.</p> <ul style="list-style-type: none"> • If the student cannot read the words, follow the steps in Speed Sounds: Part 3. • If the student can read the words, continue the assessment below.
	<p>4. Can the student read Set 1 Best Friends?</p> <p>sh th ch qu ng nk chunk shin sting dish</p>	<p>Ask the student to read the sounds and then the words.</p> <ul style="list-style-type: none"> • If the student cannot read the sounds and words speedily, follow the steps in Speed Sounds: Part 4. • If the student can read the sounds and words, continue the assessment below.

Student

Date	Assessment stage	Assessment instructions
	<p>5. Can the student read Phonics Green Words Word Time 1.6–1.7?</p> <p>blob spot flop trip black fluff</p>	<p>Show the student how you read the Phonics Green Word blob.</p> <p>Ask the student to say the sounds and read the word. Ask the student to read the remaining words without your help.</p> <ul style="list-style-type: none"> • If the student cannot read the words, follow the steps in Speed Sounds: Part 5 and teach the Introductory Module. • If the student can read the words, continue the assessment below.
	<p>6. Can the student read Set 2 Speed Sounds?</p> <p>ay ee igh ow oo oo ar or air ir ou oy</p> <p>slay steed slight flow groove hood shard thorn flair squirt mouse ploy</p>	<p>Ask the student to read the sounds and then the words.</p> <ul style="list-style-type: none"> • If the student cannot read the sounds and words, follow the steps in Speed Sounds: Part 6 and teach Modules 1 to 3. • If the student can read the sounds and words, continue the assessment below.
	<p>7. Can the student read Set 3 Speed Sounds?</p> <p>ea oi $\widehat{a-e}$ $\widehat{i-e}$ $\widehat{o-e}$ $\widehat{u-e}$ aw are ur er ow ai oa ew ire ear ure tion tious</p> <p>plead soil glade sprite drone crude claw snare gum flutter frown claim gloat slew retire gear fixture ambitious prevention</p>	<p>Ask the student to read the sounds and then the words.</p> <ul style="list-style-type: none"> • If the student cannot read the sounds and words, follow the steps in Speed Sounds: Part 6 and teach Modules 4 to 13. • If the student can read the sounds and words, continue the assessment below.

Student

Date	Assessment stage	Assessment instructions
	<p>8. Can the student read the passages?</p> <p><i>Passage 1 (Module 16)</i> Drink this ... Ha! You are shrinking, shrinking ... You are as small as a pea. Let me pick you up and put you on top of this beam. Stop screaming. No one will come to help you. Look – a skinny black leg! Three – six – seven – and one more! Start spinning, little one! Spin, spin for the rest of your days!</p> <p><i>Passage 2 (Module 26)</i> I'm in hospital. They're going to put a cast on my leg. They've said I can play football when my leg's healed. Some of the boys from school have been to visit me, which was really nice. They brought me some comics and loads of chocolates. It's funny – I'm missing being at school already. It is so boring lying here.</p> <p><i>Passage 3 (Module 32)</i> We travelled towards open countryside outside the city. My cart was loaded with valuables, fruit and vegetables. I urged my donkey on. I knew he was capable of moving quickly over rough ground. But, as we crossed the marketplace, where traders were packing up their stalls, the ground shifted beneath us. I lost control of the cart and plunged forward.</p> <p><i>Exit Passage (adapted from The Wind in the Willows by Kenneth Grahame)</i> They waited patiently for what seemed a very long time, stamping in the snow to keep their feet warm. At last they heard the sound of slow shuffling footsteps approaching the door ... There was the noise of a bolt shot back, and the door opened a few inches, enough to show a long snout and a pair of sleepy blinking eyes. "Now, the very next time this happens," said a gruff and suspicious voice, "I shall be exceedingly angry. Who is it this time, disturbing people on such a night?" "Oh, Badger," cried the Rat, "let us in, please ..."</p>	<p>Ask the student to read the first passage.</p> <ul style="list-style-type: none"> • If the student cannot read the passage in under 50 seconds, start by teaching Module 11. • If the student can read the passage in under 50 seconds, ask them to read the next passage. <ul style="list-style-type: none"> • If the student cannot read the passage in under 40 seconds, start teaching Module 16. • If the student can read the passage in under 40 seconds, ask them to read the next passage. <ul style="list-style-type: none"> • If the student cannot read the passage in under 40 seconds, start teaching Module 26. • If the student can read the passage in under 40 seconds, ask them to read the next passage. <ul style="list-style-type: none"> • If a student can read this passage in under 60 seconds, consider whether they would benefit more from taking part in full English lessons.