



Guidance on using Phonics Tracker with the Phonics for SEN Programme

Phonics Tracker is a commercially available, online, subscription tool that enables you to assess and track the progress of your pupils. You can select Phonics for SEN as your programme of choice within the software, giving you access to assessment materials that match to the programme progression.

The assessments enable you to baseline pupils and carry out on-going individual assessments to monitor progress. The system allows you to generate reports on individual pupils, groups of pupils and classes.

The following assessments are recommended:

- **Phonemes** – assesses the pupil’s ability to match the sound to the sound spelling – alphabetic **code knowledge**
- **Blending** – assesses the pupil’s ability to **blend** sounds
- **Segmenting** – assesses the pupil’s ability to **segment** words into their component sounds
- **High Frequency Words** – assesses the pupil’s ability to **read** high frequency words
- **Writing High Frequency Words** – assesses the pupil’s ability to **spell** high frequency words

For reference, there is a table showing the words used in the blending and segmenting tests and how they are split into phonemes.

The following assessments may be available but ***are not required***:

- **Phase 1**
- **Screening Check**
- **Letter Names**
- **Writing**

Note also that the Games section does not follow the Phonics for SEN scope and sequence.

Before beginning, make sure the following **settings** are in place:

- ‘Year’ to R (regardless of chronological age)
- ‘Question Order’ to random
- Font to ‘straight k’ if required

Phoneme Test

Instructions:

- Show the pupil the screen with the sound spelling on.
- Ask the pupil say what sound the sound spelling represents.
- Press the green 'correct' button if the pupil gives a correct response and press the red 'incorrect' button if the pupil gives an incorrect response.
- Give the pupil up to 5 seconds to begin to respond before moving on to the next sound spelling.

"I am going to show you some letters. Look at them carefully. Tell me the sound that each letter represents / is a picture of". (Use any alternative explanations to enable the pupil to access to the test).

Discontinue Rule: Cease testing when the pupil makes 3 consecutive errors.

Blending Test

Instructions:

DO NOT SHOW THE PUPIL THE SCREEN.

USE THE PRACTICE ITEMS BELOW TO MAKE SURE THE PUPIL UNDERSTANDS WHAT IS EXPECTED BEFORE THE REAL TEST BEGINS.

- You will see a word on the screen.
- Say the sounds in the word one after the other with a short beat or pause in between each. (You can click the hint button on screen to assist you or can check the table at the end of this document).
- You can only say the sounds **once** for the pupil so make sure they are listening before you say them.
- The pupil blends the sounds and tells you the word.
- Press the green 'correct' button if the pupil gives a correct response and press the red 'incorrect' button if the pupil gives an incorrect response.
- Give the pupil up to 5 seconds to begin to respond before moving on to the next set of sounds.

"I am going to say some sounds that make up a word. Listen to the sounds, push them together and tell me what the word is. Let's do some together first". (Use any alternative explanations or adaptations to enable access to the test).

Practice items: i- n, u- p, c- a- t, s- i- t, j- u- m- p, s- n- a- p
(use only simple examples if necessary)

"Those were practice words, let's see how you do on your own. Listen carefully because I can only say the sounds to you **once and **cannot say them again**".**

Discontinue Rule: Cease testing when the pupil makes 3 consecutive errors.

Writing High Frequency Words Test

Instructions:

DO NOT SHOW THE PUPIL THE SCREEN.

- You will see a list of words on the screen.
- Ask the pupil to spell the words, one by one.
- If the pupil asks, then you may repeat the word for them but they cannot go back to previous words.
- They can record their spelling by writing on a piece of paper or whiteboard or by using a keyboard (with predictive text and spell check disabled) to type.
- Give the pupil up to 5 seconds to begin to respond.
- Press the green 'correct' button if the pupil gives a correct response and press the red 'incorrect' button if the pupil gives an incorrect response.

Discontinue Rule: Cease testing when the pupil makes 3 consecutive errors.

QUESTIONS AND SUPPORT

Phonics Tracker hosts the programme and manages the software. Please contact them directly if you have any technical questions or difficulties.

If you have any questions about assessment principles or results then refer to the training or contact me directly.

Note that Phonics for SEN receives no financial benefit from this association.

	Blending		Segmenting	
	Sounds	Word	Word	Sounds
Updated Book 1 Set 1	/a/ /t/	at	at	/a/ /t/
	/p/ /a/ /t/	pat	pat	/p/ /a/ /t/
	/s/ /a/ /t/	sat	sat	/s/ /a/ /t/
	/t/ /a/ /p/	tap	tap	/t/ /a/ /p/
Updated Book 1 Set 2	/d/ /i/ /d/	did	pan	/p/ /a/ /n/
	/m/ /a/ /n/	man	mat	/m/ /a/ /t/
	/t/ /i/ /n/	tin	sit	/s/ /i/ /t/
	/m/ /a/ /p/	map	pip	/p/ /i/ /p/
Updated Book 1 Set 3	/k/ /i/ /d/	kid	cot	/k/ /o/ /t/
	/d/ /o/ /g/	dog	dot	/d/ /o/ /t/
	/k/ /a/ /n/	can	kit	/k/ /i/ /t/
	/n/ /o/ /t/	not	got	/g/ /o/ /t/
Updated Book 1 Set 4	/k/ /u/ /p/	cup	ran	/r/ /a/ /n/
	/r/ /e/ /d/	red	sun	/s/ /u/ /n/
	/r/ /u/ /n/	run	pet	/p/ /e/ /t/
	/g/ /e/ /t/	get	mug	/m/ /u/ /g/

Updated Book 1 Set 5	/b/ /i/ /n/	bin	bed	/b/ /e/ /d/
	/h/ /a/ /t/	hat	fat	/f/ /a/ /t/
	/l/ /o/ /t/	lot	him	/h/ /i/ /m/
	/f/ /u/ /n/	fun	let	/l/ /e/ /t/
Updated Book 1 Set 6	/v/ /a/ /n/	van	jam	/j/ /a/ /m/
	/w/ /i/ /n/	win	vet	/v/ /e/ /t/
	/j/ /e/ /t/	jet	web	/w/ /e/ /b/
	/f/ /o/ /k/ /s/	fox	fix	/f/ /i/ /k/ /s/
Updated Book 1 Set 7	/y/ /e/ /s/	yes	zig	/z/ /i/ /g/
	/z/ /i/ /p/	zip	zag	/z/ /a/ /g/
	/y/ /e/ /t/	yet	yam	/y/ /a/ /m/
	/z/ /a/ /p/	zap	yes	/y/ /e/ /s/
Updated Book 2 VCC	/i/ /n/ /k/	ink	and	/a/ /n/ /d/
	/e/ /n/ /d/	end	ask	/a/ /s/ /k/
	/a/ /n/ /t/	ant	its	/a/ /n/ /t/
	/e/ /l/ /f/	elf	end	/e/ /l/ /f/
Updated Book 2 CVCC	/s/ /a/ /n/ /d/	sand	must	/m/ /u/ /s/ /t/
	/w/ /e/ /n/ /t/	went	soft	/s/ /o/ /f/ /t/
	/h/ /e/ /l/ /p/	help	lamp	/l/ /a/ /m/ /p/
	/k/ /a/ /m/ /p/	camp	lend	/l/ /e/ /n/ /d/
Updated Book 2 CCVC	/t/ /r/ /i/ /p/	trip	gran	/g/ /r/ /a/ /n/
	/s/ /t/ /o/ /p/	stop	swim	/s/ /w/ /i/ /m/
	/k/ /l/ /a/ /p/	clap	spot	/s/ /p/ /o/ /t/
	/f/ /l/ /a/ /t/	flat	drop	/d/ /r/ /o/ /p/
Updated Book 2 CCVCC	/t/ /r/ /u/ /s/ /t/	trust	stand	/s/ /t/ /a/ /n/ /d/
	/s/ /t/ /a/ /m/ /p/	stamp	blink	/b/ /l/ /i/ /n/ /k/
	/d/ /r/ /i/ /n/ /k/	drink	drift	/d/ /r/ /i/ /f/ /t/
	/s/ /p/ /e/ /n/ /d/	spend	grant	/g/ /r/ /a/ /n/ /t/
Updated Advanced Code	/b/ /r/ /u/ /sh/	brush	shops	/sh/ /o/ /p/ /s/
	/th/ /i/ /n/ /k/	think	thank	/th/ /a/ /n/ /k/
	/t/ /o/ /a/ /s/ /t/	toast	clean	/k/ /l/ /e/ /n/
	/s/ /l/ /e/ /e/ /p/	sleep	brain	/b/ /r/ /a/ /i/ /n/
	/p/ /a/ /i/ /n/ /t/	paint	girl	/g/ /e/ /r/ /l/
	/s/ /o/ /u/ /n/ /d/	sound	brought	/b/ /r/ /o/ /r/ /t/
	/s/ /p/ /o/ /o/ /n/	spoon	group	/g/ /r/ /o/ /o/ /p/
	/f/ /l/ /i/ /e/ /t/	flight	tried	/t/ /r/ /i/ /e/ /d/