

Assessment 1

To assess children using Assessment 1, follow the guidance on pp.68–69 of the *Reading Leader Handbook*.

Set 1 Sounds Group A

m a s d t i n p
g o c k u b f e

Set 1 Sounds Group B

l h r j v y w z x

Set 1 Sounds Group C

Oral blending: d-u-g ch-a-t t-e-n p-o-t t-i-n

Ditty Group (Photocopy Masters 1–10)



in am red bin yes

Red Group

ch ng nk qu sh th



chip shop sunk that



fas gip guk rab

Green Group

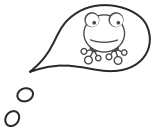


flat pink help thick



plut dimp criff slom

Purple Group



with off thin will
his them that have

Pink Group

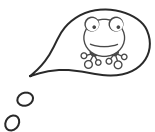
ay ee igh ow oo oo



tray creep sight blow



skay spoom smoll fleep



lots black long this
them went that stop

Orange Group

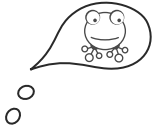
ar or air ir ou oy



start horse stair house boy



norg ouf firb stoy

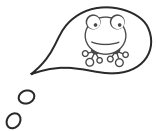


rest smell soft play
feel stay which about

Yellow Group



dorp pight clow thoob
hoy nair ploun gart



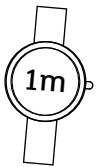
thing right night sleep boy
quick little think know smart

Blue Group

a-e ea i-e o-e u-e oi



steab groit grafe stime
doke vuke sneap shoop



So Gretel sat on a stool and cooked bread and buns and milk puddings. The witch put on her clumpy boots and took the food to the hut, pushing it in at the window.

But Hansel fooled the witch. When she asked to feel his wrist, as proof that he was getting fat, he stuck a twig out of the window. The witch felt the twig.

“Too thin, too thin!” she screeched. “But I will still cook you for my lunch!”

She dragged Hansel into the kitchen.

She looked at Gretel, spooning salt into the pot.

“I will cook you, as well! Get into the oven!”

11

20

32

34

43

54

64

66

76

81

87

96

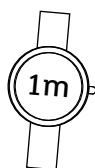
106

Grey Group

ai oa aw ur er ire ear ure ew are ow



joip zewn nair choag zaip frabe smipe snoise



He reached up and put the jar of oil on the high shelf.

“I will sell it,” he said to his yellow dog, pointing at the jar of oil with his long stick.

“I think I will sell it for a jar of gold coins. Think of all the lovely good food I can enjoy when I am a very rich man. I will eat oysters, boiled goose, big joints of lamb and hot bread fresh from the grill. I will eat sweet milk puddings, and banana jelly. I will ask a rich girl – maybe even a princess – to join me. We will marry, and live together in a grand house – maybe a palace – with soft carpets and bright woollen rugs.

“My princess will have the best embroidered dresses, with splendid rings on her fingers and gold around her neck. Our garden will be full of green plants and tall trees. I will grow lemons, and mangoes. And I will appoint a poor man to do all the odd jobs.”

Literacy and Language Group

fleach torg strabe poisk sperk flide plude spove

comfortable invisible operation tomorrow
complained serious while remember
beware enormous

Once upon a time, there was a merchant who had three daughters. He loved all three but kept a special place in his heart for Beauty, the youngest daughter.

Beauty was always sweet-natured and cheerful, unlike the other daughters, who were often grumpy and jealous.

A day came when the merchant had to go away on important business. As he would be gone for some time, he said to his daughters, "What gifts would you like me to bring you?"

The eldest asked for jewels. The second asked for fine clothes.

Beauty said, "Dear father, there is nothing I need. Just your safe return."

Her father insisted, so she replied at last, "Then bring me the loveliest rose you can find."

The merchant's business went well and finally he began his long journey home. In his bag were the gifts for his daughters...apart from the rose for Beauty.

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Assessment 1 individual record








Pupil **Date**
















Set 1 Sounds Group A	m a s d t i n p g o c k u b f e
Set 1 Sounds Group B	l h r j v y w z x
Set 1 Sounds Group C	<i>d-u-g ch-a-t t-e-n p-o-t t-i-n</i>
Ditty Group	 in am red bin yes
Red Group	ch ng nk qu sh th  chip shop sunk that  fas gip guk rab
Green Group	 flat pink help thick  plut dimp criff slom
Purple Group	 with off thin will his them that have
Pink Group	ay ee igh ow oo oo  tray creep sight blow  skay spoom smoll fleep  lots black long this them went that stop
Orange Group	ar or air ir ou oy  start horse stair house boy  norg ouf firb stoy  rest smell soft play feel stay which about
Yellow Group	 dorp pight clow thooob hoy nair ploun gart  thing right night sleep boy quick little think know smart
Blue Group	a-e ea i-e o-e u-e oi  steab groit grafe stime doke vuke sneap shoop  So Gretel sat on a stool... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)
Grey Group	ai oa aw ur er ire ear ure ew are ow  joip zewn nair choag zaip frabe smipe snoke  He reached up and put the jar of oil on the high shelf... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)
Literacy and Language Group Read Write Inc. Spelling	 fleach torg strabe poisk sperk flide plude spove  comfortable invisible operation tomorrow complained serious while remember beware enormous  Once upon a time, there was a merchant... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)

Assessment 1 teacher key

Use the **Assessment 1 teacher key** below to place children in an appropriate group on the Grouping grid (search online for 'Grouping grid from week five').

See p.77 of the *Reading Leader Handbook* for further guidance.

Group	Start the child in the group when they can read:	Teach:
Set 1 Sounds Group A	Few or no Set 1 single-letter sounds	Teach Set 1 single letter sounds and Word Time 1.1–1.3
Set 1 Sounds Group B	Most Set 1 single-letter sounds (cannot blend orally)	Teach gaps in Set 1 single letter sounds and Word Time 1.1– 1.4
Set 1 Sounds Group C	Most Set 1 single-letter sounds and can blend sounds into words orally	Teach gaps in Set 1 single letter sounds and Word Time 1.1–1.4
Ditty Group	All Set 1 single-letter sounds speedily  most words	Teach Set 1 Special friends Review Set 1 single letter sounds Review Word Time 1.1–1.4 Teach Word Time 1.5–1.6 <i>Ditty Photocopy Masters 1–10</i>
Red Group	All Set 1 Sounds speedily  most words  most words	Review Set 1 Sounds and Word Time 1.1–1.5 Teach Word Time 1.6–1.7 Red Ditty Books for reading and <i>Get Writing! Red Ditty Books 1–10</i> Plus <i>Ditty Photocopy Masters 10–20</i> – if needed.
Green Group	 most words  most words  most words	Teach Set 2 Sounds Continue to review Set 1 Sounds Green Storybooks and <i>Get Writing! Green Book</i>
Purple Group	 most words	Teach Set 2 Sounds Continue to review Set 1 Sounds Purple Storybooks and <i>Get Writing! Purple Book</i>

Group	Start the child in the group when they can read:	Teach:
Pink Group	The 6 sounds speedily  most words  most words  most words	Teach remaining Set 2 Sounds Once confident, teach Set 3 Sounds Continue to review Set 1 and 2 Sounds Pink Storybooks and <i>Get Writing!</i> <i>Pink Book</i>
Orange Group	The 6 sounds speedily  most words  most words  most words	Teach Set 3 Sounds (focus on reading) Review Set 1 and 2 Sounds Orange Storybooks and <i>Get Writing!</i> <i>Orange Book</i>
Yellow Group	 most words  most words	Review Set 1, 2 and 3 Sounds Yellow Storybooks and <i>Get Writing!</i> <i>Yellow Book</i>
Blue Group	The 6 sounds speedily  most words  60–70+ words per minute (wpm) Attempts to read with intonation to show comprehension	Review Set 2 and 3 Sounds Blue Storybooks and <i>Get Writing!</i> <i>Blue Book</i>
Grey Group	The 11 sounds speedily  most words  70–80+ words per minute Attempts to read with intonation to show comprehension	Teach multi-syllabic words <i>Read Write Inc. Spelling</i> Grey Storybooks and <i>Get Writing!</i> <i>Grey Book</i>
Comprehension/ Literacy and Language Group	 most words  all words correctly  90–100+ words per minute Reads with intonation that shows some comprehension	<i>Read Write Inc. Spelling</i> <i>Read Write Inc. Literacy and Language</i> <i>Read Write Inc. Comprehension</i>

Search in *Read Write Inc. Phonics* Online for ‘Grouping grid from week five’ and ‘Assessment tracker’ to find the documents you need for listing children in groups and tracking their progress.