



**Top tips for using
formative and summative
assessment in phonics**

A narrative driven multi-sensory systematic synthetic phonics programme

Approved
Phonics
Teaching
Programme



Department
for Education





Contents

- What is formative and summative assessment?
- Formative assessment in Phonics Shed
- Summative assessment in Phonics Shed
- Assessment Weeks
- Phonics Screening Check (PSC)
- Teacher hub





What is formative and summative assessment?

- **Formative Assessment**

- A process of evaluating the students' knowledge as they learn

- **Summative Assessment**

- A more formal type of assessment such as end of block test/assessment





“Close and regular assessment of children as they learn to read is vital if teaching is to match their capacity to learn and if difficulties are to be identified when they first arise, and overcome.”

- Reading by Six - How the Best Schools Do It, Ofsted, 2010





Formative assessment

- **Observation-led**

- responses to tasks and questions
- assessing their input, instigating peer discussions, and completing a review of work covered during the plenary.

- **Planning prompts**

- For example, recapping the grapheme-phoneme correspondence (GPC) taught, particularly as part of the plenary. Each lesson plan has an assessment section to remind the adult of the focus of the formative assessment.





“Once teachers are expert in teaching the school’s chosen phonics programme, they can pay attention to children’s misconceptions and adjust teaching minute by minute through the lesson: reviewing a GPC; repeating a step to support blending; directing attention to a child who has lost focus. This is formative assessment.”

Reading Framework, DfE, 2021

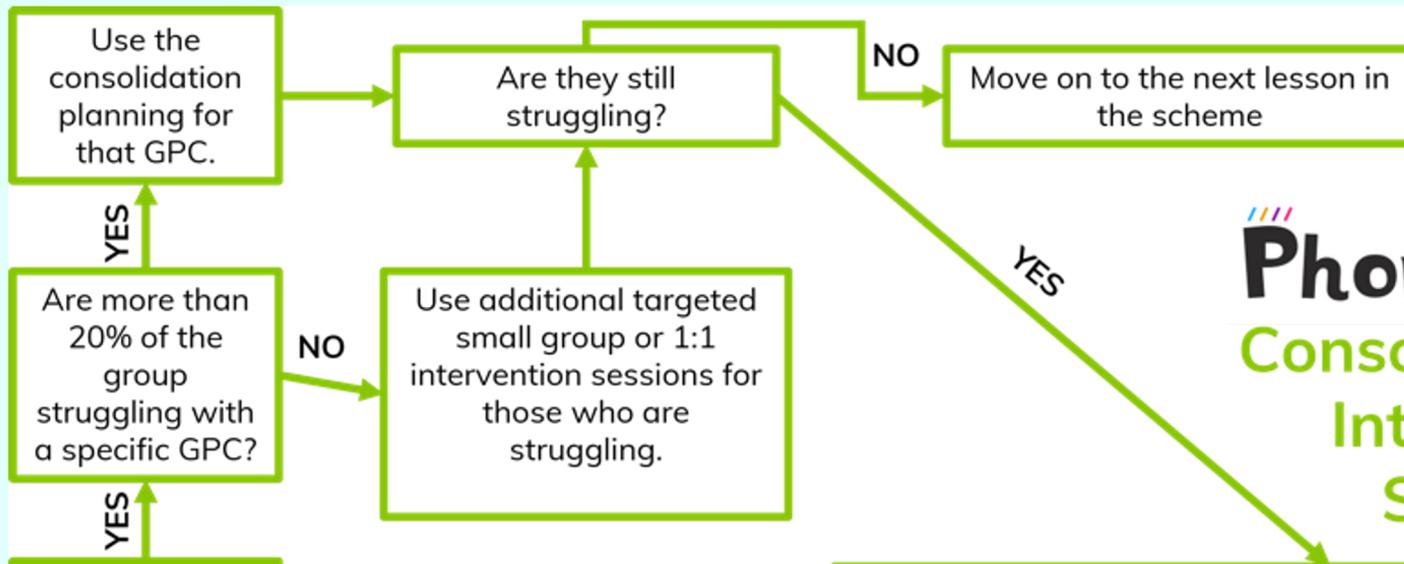




Formative assessment

- By assessing children formatively, you will have evidence to guide your decisions on more immediate changes.
- Same day interventions
- Consolidation plans





Phonics Shed

Consolidation and Intervention Strategy

Try not to slow the overall pace of the scheme for the whole group if not *all* children are struggling.

Plan the time dedicated to assessment and consolidation weeks in advance to allow as many targeted consolidation lessons as possible.

Utilise the additional small group activities from the 'Additional Continuous Provision Suggestions' section outside of sessions for those who are struggling.

Give children more chance to consolidate their learning in a multi-sensory way outside of Phonics session using our Continuous Provision Suggestions.

Provide those who are struggling the most with consistent additional targeted small group or 1:1 intervention sessions, whilst also continuing to follow the scheme with the whole group.

Use our Phonics Shed games online to allow children to consolidate learning at home.

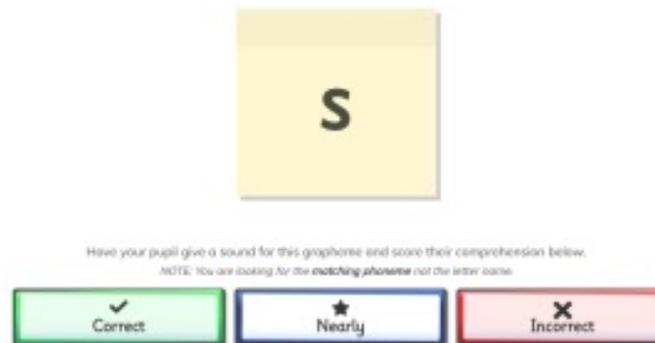




Summative assessment

- Our online resources also include adaptable digital flashcard tools that allows you to mark the level of understanding of both GPCs and HFWs, and a practice Year 1 phonics screening check assessment game with real and alien words and the ability to fully personalise content. There is also the option to assess children on specific decodable word lists linked to the Spelling Shed scheme.

- Needs teacher judgement
- Can be over written



Chapter	Chapter 2									
	Set	Set 1			Set 2			Set 3		
Grapheme	s	a	t	p	i	n	m	d	g	o
Madison	✓	✗	✓	✗	✗	✗	✗	✗	✗	✗
Ella	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓
Sofia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lily	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Isabella	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mia	✓	✓	✓	✓	✗	✗	✓	✗	✗	✗
James	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓





Assessment weeks

Phonics Shed Reception: Medium Term Plan

(based on 6 week half-terms)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chapter 1 Introduction Intro To Phonics Shed (1 week)	Chapter 2 Set 1 <i>/s/, /a/, /t/, /p/</i> and corresponding capital letters, HFWS: 'a', 'at', 'the' (1 week)	Chapter 2 Set 5 <i>/h/, /b/, /f/, /l/</i> and corresponding capital letters, HFWS: 'had', 'him', 'back', 'big', 'but', 'if', 'from', 'of', 'help' (1 week)	Assessment Week	Chapter 2 Consolidation and Interventions (1 week)	Chapter 3 Set 4 <i>/ar/, /or/, /ur/, 'er'/ur/</i> , comparing <i>/ur/</i> sounds, schwa 'er' ending, comparing 'er' sounds, HFWS: 'are', 'for', 'all', 'her' (1 week)
Chapter 1 Element 8 Initial Sounds (1 week)	Chapter 2 Set 2 <i>/l/, /n/, /m/, /d/</i> and corresponding capital letters, HFWS: 'l', 'it', 'it's', 'an', 'in', 'and', 'dad' (1 week)	Chapter 2 Set 6 <i>/j/, /k/, /w/, /x/</i> and corresponding capital letters, HFWS: 'just', 'went', 'want' (1 week)	Chapter 2 Consolidation and Interventions (2 weeks)	Chapter 3 Set 1 <i>/ng/, /ch/, /sh/, unvoiced /th/, voiced /th/</i> and comparing <i>/th/</i> sounds, HFWS: 'children', 'they', 'then', 'them', 'this', 'that', 'with' (1 week)	Chapter 3 Set 5 <i>/ear/, /air/, 'ure'</i> variations and 'a/ar/, HFWS: said, little, can't (1 week)
Chapter 1 Element 9 Beginning to Blend and Segment (1 week)	Chapter 2 Set 3 <i>/g/, /b/, 'c'/k/, 'k'/k/</i> , comparing <i>/k/</i> sounds, and corresponding capital letters, HFWS: 'on', 'got', 'not', 'do', 'to', 'into', 'can' (1 week)	Chapter 2 Set 7 <i>/y/, /z/, /q/, /u/</i> , corresponding capital letters and voiced <i>s/z/</i> , HFWS: 'as', 'is', 'his' (1 week)		Chapter 3 Set 2 <i>/ai/, /ee/, /igh/ and /oa/</i> , HFWS: 'see', 'he', 'she', 'we', 'me', 'be', 'my' (1 week)	Assessment Week
Assessment Week	Chapter 2 Set 4 <i>'ck'/k/, comparing /k/ sounds, /e/, /u/, /r/</i> and corresponding capital letters, HFWS: 'no', 'go', 'so', 'get', 'up', 'put', 'mum' (1 week)	Chapter 2 Set 8 Double Letters 'ff/fi', 'll/l', 'ss/s/, voiced 'ss/z/ and 'zz/z/, HFWS: 'off', 'will' (1 week)	Chapter 2 Alphabet Order (1 week)	Chapter 3 Set 3 <i>'ue'/ou/, /ow/, /oi/, /oo/, 'oo'</i> hard/u/ and comparing 'oo' sounds, HFWS: 'was', 'you', 'now', 'down', 'too', 'look' (1 week)	Chapter 3 Consolidation and Interventions (2 weeks)
Chapter 1 Consolidation and Interventions (2 weeks)	Assessment Week	Chapter 2 Set 8 Additional Double Letters 'tt/t/, 'pp/p/, 'rr/r/, 'mm/m/, 'cc/k/, 'nn/n/, 'dd/d/, 'gg/g/ and 'bb/b/ (2 weeks)	Chapter 2 Vowels and Consonants (1 week)	Assessment Week	
	Chapter 2 Consolidation and Interventions (1 week)		Assessment Week	Chapter 3 Consolidation and Interventions (1 week)	Chapter 2 and 3 Recap (1 week)





Phonics Screening Check

- Phonics screening check simulator
- Chapter 4b
- Long term plan

The screenshot shows a digital interface for a phonics screening check. At the top, it displays '4 / 20 Stage 1' and a 'Back' button on the left and an 'End' button on the right. The central focus is a yellow rectangular card with the word 'eps' written on it in a large, black, sans-serif font. Below the card is a small, green, cartoonish character with large eyes and a red bow. Below the card, there is a prompt: 'Ask your pupil to say this word and score their comprehension below.' At the bottom, there are three buttons: a red button with a white 'x' and the text 'Incorrect', an orange button with a white tilde symbol and the text 'Nearly', and a green button with a white checkmark and the text 'Correct'.





Phonics Shed

Long Term Plan

(based on 39 week average school year)

	Aims for the year	Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Events	September Starters		January Starters		April Starters	
Nursery	Chapter 1 complete	Content (20 weeks)	Settling in with no formal phonics (we suggest using our Phonics Shed books and songs during carpet time, as well as Chapter 1 games on the Phonics Shed site)		Chapter 1 (20 weeks including introduction and consolidation weeks)			
Reception	Chapter 1 recap Chapter 2 & 3 complete	Content (minimum 27 weeks)	Chapter 1 (6 weeks, including introduction)	Chapter 2 (12 weeks, Sets 1 to 8 and additional planning)		Chapter 3 (5 weeks, Sets 1 to 5)		
Year 1	Chapter 4a & 4b complete Scheme up to Chapter 4b complete and secure before screening	Content (13 weeks to complete before Phonics Screening)	Chapter 4a (6 weeks, Sets 1 to 5 with 2 weeks on split digraphs)		Chapter 4b (7 weeks, Sets 1 to 7, Set 1 is a recap)		Phonics Screening Recap and Phonics Screening Practice using word cards or online resource	Begin Chapter 4c (total 16 weeks)
Year 2	Chapter 4c complete	Content	Continue Chapter 4c (total 16 weeks)		Whole Scheme Consolidation and Targetted Interventions			





Assessment Data and Tracking

- Game data
- Assessment flashcard tool – GPCs, HFW, PSC
- Assignment data

Chapter	Chapter 2									
Set	Set 1			Set 2				Set 3		
Grapheme	s	a	t	p	i	n	m	d	g	o
Madison	✓	✗	✓	✗	✗	✗	✗	✗	✗	✗
Ella	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓
Sofia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lily	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Isabella	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mia	✓	✓	✓	✓	✗	✗	✓	✗	✗	✗
James	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Assignment Game PHONICS

06/04/2022 00:00 - 27/07/2022 00:00

active

Pupil	Games Played	Status	Correct	Speed	Difficulty ↓	Total Score
Scary Spice	1 ✓	Larva (267pts)	100%	7.49 s	2.0000	10,000

Current score: 267pts [View Pupil](#)

Phonics Gameplay History

Date	Game	Grapheme	Score	Difficulty	Result	Earnings	View
19/04/2022, 10:09:04	Phonics Shed Garden			Freeplay	10s		
06/04/2022, 09:42:44	Sounding Out	ng	10,000	Medium	5 / 5	10 🍯	View
24/03/2022, 16:06:17	Phonics Shed Garden			Freeplay	7s		
15/11/2021, 12:17:03	Dare in the Air (Spelling)	s	21,000	Medium	1 / 3	21 🍯	View
15/11/2021, 12:13:51	Last Sounds	s	10,000	Medium	5 / 5	10 🍯	View





- Teacher hub
- Assessment, assignments and games
- Any questions

