

Entry Assessment

Only to be used by schools who are new to *Read Write Inc. Phonics*.

Set 1 Sounds Group A and Group B

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

Set 1 Sounds Group C

Oral blending: s-a-t h-e-n l-o-g b-i-n b-u-g

Set 1 Sounds Independent Blending Group



gap win jam yes

Set 2 Sounds Group

ch ng nk qu sh th



quiz sing think slip



fas gip guk rab

Set 3 Sounds Starter Group

ay ee igh ow oo oo ar
or air ir ou oy



lay steep light snow part
horn fair mouse joy



blay noom dight feep
porg gouf lirr

Set 3 Sounds Advanced Group

ea oi a-e i-e o-e u-e aw are ur
er ow ai oa ew ire ear ure
tion tious cious e



smafe vean flime smoke zuke toin
spuat durf jire plure brare

Fluency passage



Read Write Inc. Comprehension Group

The first thing he saw was a patch of soft white light, glowing against the deep blue of the sky. And from it, a strange creature danced up to him on delicate hooves, tossing its head to show off the long pointed horn which grew from its forehead.

Ben had read about unicorns in books, of course. And this one was beautiful! But his family was hungry, and he was in a desperate situation. He stared into the unicorn's large violet eyes...

No. It was impossible to shoot.

And then the unicorn spoke.

"Thank you for sparing my life. I am grateful. I will reward you with a gift – the gift of one wish!"

12

22

32

42

48

57

67

77

82

88

93

104

114

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Entry level individual record

Pupil Date

Set 1 Sounds Group A and Group B	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
Set 1 Sounds Group C	(oral blending) s-a-t h-e-n l-o-g b-i-n b-u-g
Set 1 Sounds Independent Blending Group	 gap win jam yes
Set 2 Sounds Group	ch ng nk qu sh th  quiz sing think slip  fas gip guk rab
Set 3 Sounds Starter Group	ay ee igh ow oo oo ar or air ir ou oy  lay steep light snow part horn fair mouse joy  blay noom dight feep porg gouf lirr
Set 3 Sounds Advanced Group	ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious cious e  smafe vean flime smoke zuke toin spout durf jire plure brare
<i>Read Write Inc.</i> Comprehension Group	 The first thing he saw... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)

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Entry Assessment teacher key

Use the **Entry Assessment teacher key** below to place children in an appropriate group on the Grouping grid (search 'Entry grouping grid' on the *Read Write Inc. Phonics Online* subscription on Oxford Owl).

See pp.64–65 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	Fewer than 16 Set 1 single-letter Sounds	Teach Set 1 single-letter Sounds and Word Time 1.1–1.3
Set 1 Sounds Group B	16 or more 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 4 out of 5 words orally	Teach gaps in Set 1 single-letter Sounds and Word Time 1.1–1.5
Set 1 Sounds Independent Blending Group	 3 out of 4 words	Review Set 1 single-letter Sounds Teach Set 1 Special Friends Teach Word Time 1.6–1.7
Set 2 Sounds Group	All 25 Set 1 single-letter Sounds and all Special Friends  3 out of 4 words  3 out of 4 words	Review Set 1 Sounds – focus on Special Friends Teach Set 2 Sounds and words Review Word Time 1.6–1.7
Set 3 Sounds Starter Group	All Set 1 and 2 Sounds speedily  7 out of 9 words  5 out of 7 words	Continue to review Set 2 Sounds and words Teach Set 3 Sounds and words
Set 3 Sounds Advanced Group	All Set 1, 2 and 3 Sounds speedily  9 out of 11 words	Review Set 2 and 3 Sounds Teach gaps in Set 3 Sounds and words Review Set 2 and 3 words to build speed
<i>Read Write Inc. Comprehension</i>	 80–90+ words per minute Reads with intonation that shows some comprehension	<i>Read Write Inc. Comprehension</i> <i>Read Write Inc. Spelling</i>