

Read Write Inc. Phonics Online Assessment Guidance

Getting Started

All schools with the Ruth Miskin Training Online Subscription can access the online assessment via the School Portal.

Click your name on the far right and choose 'Online assessment' from the dropdown menu.

Adding pupils to the assessment

For each year group, you can either add pupils individually or upload the whole year group (single or multiple classes).

Add individual pupils

1. Use the dropdown boxes to select a year group and their class teacher. Click 'submit' to create the year group.
2. Click a year group to enter pupils' names.
3. For each pupil, enter their first name and the first letter of their surname in the white boxes. If two Xavier T, give each a number in the 'counter' box. Assign each pupil to their **class** teacher.

Add whole year group

1. Click to download the CSV template.
2. Add each pupil's first name and surname to the CSV file. Do not remove the first name and last name column titles.
3. Save the file on your desktop so you can find the document easily.
4. Use the dropdown boxes to select a year group and their **class** teacher.
5. Upload the CSV file from your desktop and click 'submit' to create the year group.

School year groups view

Name = year group

Year = academic year

Students = number of children in the class and how many of them have completed the assessment. If green, all children have completed the assessment. If grey, there are some children who are still required to complete the assessment.

Individual year groups view

This shows all children in the year group, organised by their *Read Write Inc.* group.

Click on the arrows next to the title to sort the view by the children's:

- result
- last assessment date
- tutoring
- class teacher

Assessing each pupil

1. Click 'Take Assessment 1' for a pupil.
2. Use the detailed guidance below to assess children on the four parts of the assessment.
3. Use the following keys on the keyboard for each sound or word:
 - Right arrow = correct (right!)
 - Left arrow = incorrect
 - Z key = return to the previous sound or word.
 - Space bar = move to the next part of the assessment because you already know the child can read these sounds or words from previous assessment. They will be marked as correct.
 - Enter = finish the assessment

These prompts are at the bottom of the screen throughout the assessment.

3. The counter in the far-right corner tells you how many sounds/ words in each part of the assessment. This does not indicate the number of sounds/ words read correctly.
4. Click 'enter' to finish and save the assessment.

Editing the assessment

If you want to edit the assessment at any point during the assessment, you can go back and forth using the Z key, or click on the progress line to change a response.

The assessment autosaves every time you click.

If you need to pause a child's assessment, this will show as 'in progress' and you can continue the assessment later on from your Year group view.

Using the progress line

Each colour on the progress line at the top of the screen matches the relevant Storybook level. Speed Sounds are shown in white and oral blending in black.

Hover over the white dots to see the name of each part of the assessment.

'i' symbol = new section of assessment

Pulsing dot = current position in assessment

Orange dot = sufficient correct responses

Green tick = 100% correct (all sounds/ words read correctly, or used space bar to mark as correct)

Progress line or space bar?

Use the space bar to move through the next part of the assessment because you already know the child can read these words from previous assessment. The words will be marked as correct with a green tick.

Use the progress line to skip to the **start** of the next section because the child has not yet been taught the words.

Remember to skip to the **start** of the next section, then use the space bar to move to the group the child is in.

Remember...

If they're ace - press space!

Not this time? Use the Progress line.

Sound knowledge

Set 1i = first 16 Set 1 single-letter sounds

Set 1ii = remaining Set 1 single-letter sounds

Set 1 Special Friends = 10 Set 1 Special Friends

Set 2i = first 6 Set 2 sounds

Set 2ii = remaining 6 Set 2 sounds

Set 3i = first 6 Set 3 sounds

Set 3ii = remaining Set 3 sounds

1. Start the assessment from the appropriate set of sounds for each child - based on the grids below. For the sound knowledge section only, use the progress line to skip to the correct starting point. All previous sounds will be marked as correct.

Starting point for assessing Sound Knowledge

Current group after Entry Assessment	Sound Knowledge assessment starting point
Set 1 sounds group A, B or C	Set 1 single letter sounds
Set 1 sounds independent blending	Set 1 single letter sounds
Set 2 sounds group	Set 1 Special Friends
Set 3 sounds starter group	Set 2
Set 3 sounds advanced group	Set 3

Current group for Assessment 1, 2 and 3	Sound Knowledge assessment starting point
Set 1 sounds group A, B or C	Set 1 single letter sounds
Ditty and Red	Set 1 single letter sounds
Green and Purple	Set 1 Special Friends
Pink and Orange	Set 2
Yellow	Set 3
Blue and Grey	Set 3

2. Continue to assess sounds as far as the child has been taught. If the child has read the sounds very confidently, you might like to ask them if they can read any more sounds.
3. Use the progress line ('i') to skip to the **start** of the next section of the assessment.

Oral blending

1. Assess oral blending if child's starting point is Set 1 sounds Group A, B or C. If the child is already in Ditty Group or above, use the space bar to mark this section as correct.
2. Play each Fred Talk film. Ask the child to say the sounds and the word. Some children might just tell you the word. You can play each word again if necessary. *Note: You can change*

northern/southern accent in **year group view** by clicking on the yellow pencil icon at the top right of the page.

3. Alternatively, you can Fred Talk each word for the child. Ask the child to look at you as you say the sounds very clearly, e.g. d-u-g.

Reading words using 'Special Friends, Fred Talk'

1. Use the space bar to navigate to the corresponding words for the sounds assessed in the Sound Knowledge section of the assessment. See grid below.

Sound knowledge assessed	Corresponding words
Set 1 single letter sounds	Oral blending (see instructions above) and Ditty group words
Set 1 Special friends	Red to Purple group words
Set 2	Pink to Yellow group words
Set 3	Blue to Comprehension group words

2. Use the image of Fred to explain that the child should read the real words using 'Special friends, Fred Talk'.
3. Use the image of the alien to remind the child that these words are nonsense/ alien words.
4. Once assessed all words as per guidance above, use the progress line ('i') to skip to Speedy reading words for children in Green to Grey groups.

Speedy Reading (Green to Grey groups)

1. Use the progress line ('i') to skip to Speedy reading words for children in Green to Grey groups. Use the space bar to assess Speedy reading words from the group where the child is currently working. If the child is currently working at Green, ask the child to read the Purple group Speedy Green Words.
2. Use the image of Speedy Fred to explain that the child should read the words speedily. Only use your right arrow to mark the words as correct if the child reads the word 'at a glance' without Fred Talk.
3. Stop the speedy reading assessment when the child can no longer read the words without hesitation.

Fluency Passages (Yellow to Grey groups)

1. Use the progress line ('i') to skip to the fluency passages for children in Yellow to Grey Groups.
2. Assess the child's fluency using the passage at the Storybook stage they are currently reading. If the child is currently working at Yellow group, ask the child to read the Blue group fluency passage.
3. Before the child starts to read, you may want to provide a quick introduction to the story including the names and any trickier words in the passage. See *Introductions to Fluency Passages* on Phonics Online on Oxford Owl.
4. Ask the child to read the passage. Time the child for one minute on your watch or a nearby clock.
5. Click on the word they reach after one minute to record their reading speed (words per minute).

6. Use the arrows (right = yes; left = no) to confirm whether they are ready for the next group. Consider:
 - words per minute (Blue 60-70+; Grey 70-80+; Comprehension 80-90+)
 - attempt to read with intonation that shows comprehension
 - number of errors.
7. Decide whether to ask the child to read the next fluency passage.

Individual assessment record

The individual assessment record shows all the detail from the child's assessment:

- the number of sounds the child knows and their sound gaps
- words per minute (if applicable)
- whether progress has stalled since the last assessment - once there are two or more assessment
- whether the child has received tutoring during the last half-term
- correct (green tick) and incorrect (red cross) for each sound and word assessed, including those marked as already known.

The online system recommends the appropriate group for the child based on the assessment result. This information appears as the 'result' on the year group page and automatically populates the assessment trackers.

You may choose from the options in the dropdown box to add a note explaining why a pupils' progress has stalled.

Select 'tutoring' at the top of the Individual assessment record if the child will now receive extra support through daily one-to-one tutoring.

The 'Progress' line graph shows the child's progress each half-term and their progress compared to the majority of the year group in your school.

The individual assessment records are printable and can be viewed online for the whole academic year.

Organising children into progress groups

As the Reading leader, you will decide on the best progress group for each child based on their assessment result, your knowledge of the child and available reading teachers.

Choose this progress group from the dropdown menu at the top of the individual assessment record. The child will appear as 'not assessed' until you choose this group from the dropdown menu.

Children in each year group are organised into your chosen progress group on the individual year group view. Use the arrows to organise by class teacher or those children who are receiving tutoring. You can also download these groups as an editable grouping grid.

Tracking and data grids to analyse the data

Sounds and Storybook trackers

The online assessment will automatically add each child's assessment result to the Storybook and Sounds trackers.

You can access the trackers in the trackers area on the School Portal.

You can manually edit these trackers if needed.

Please note: the total number of pupils in the year group is based on those children assessed in the current half-term.

Do remember to manually add those children who have already completed the Phonics programme to the 'Comp' box and the total number of pupils column.

Sounds and Storybook data grids

The trackers automatically populate interactive data grids so you can analyse pupils' progress.

The **Storybook data grid** provides an overview of how many children in each year group are reading at our minimum level, and those reading below and above.

The **Sounds data grid** provides an overview of how many children in each year group can read the minimum expected number of sounds each half-term, and those who know more or fewer sounds.

Click 'Progress Expectations' to show you the names of those children who are not meeting progress expectations for both sounds and storybooks, and their individual sound gaps or Storybook level.

These grids lead you back to each child's individual assessment record for further detail.

Excel analysis documents

From the year group view, you can download the sounds grid, grouping grid and assessment tracker. These documents will be completed automatically.

Assessment tracker

The online system recommends the correct group for each child based on their assessment result. It automatically adds the date of the assessment in the correct column on the assessment tracker to show each child's assessment point.

It shows those children who are identified for one-to-one tutoring in the 'tutoring' column.

An asterisk indicates the half-term period where individuals received tutoring.

Use the assessment tracker to track **individual** pupil progress through the Read Write Inc. Phonics programme.

You can download this assessment tracker as an Excel document to add further detail e.g. highlight the new assessment date so that it stands out.

You can also add contextual information about a child by adding a comment next to their name e.g. if they were new to school (NTS plus date) or have an EHCP. You can also add comments next to assessment dates, for example to show attendance information for that period.

Sounds Grid

The sounds grid is automatically populated with the sounds each child knows (X) and shows total the number of sounds each child knows.

The sounds grid helps you to analyse the sounds gaps for each child to inform daily group teaching.

You can see which sounds lots of children need to learn, and the children who know the fewest sounds who need daily tutoring.

You can download this grid and add filters for Storybook colour, teacher and whether children can blend.

Grouping Grid

The grouping grid organises pupils into reading progress groups.

It is automatically completed with each child's:

- year group
- Storybook colour group
- assessment result
- whether they are receiving one-to-one tutoring

Complete the 'reading teacher' and 'teaching space' column before sharing the document with your reading team.