

FAST PHONICS



BOOK 1

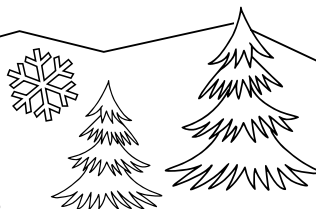
PEAKS 1 to 10

TEACHER GUIDE



www.readingeggs.co.uk

Fast Phonics Teacher Guide

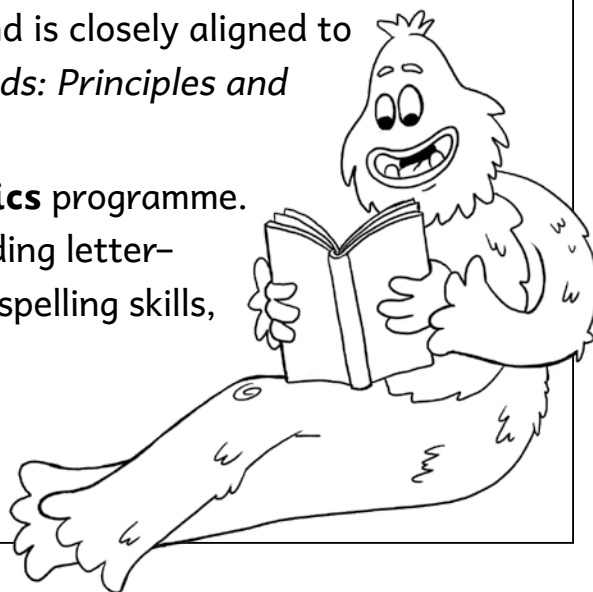


Learning to read is a complicated process, made up of 5 essential elements that children need to master in order to become competent and fluent readers. These 5 essential elements are: **phonemic awareness, phonics instruction, vocabulary, fluency** and **comprehension**.

The **Fast Phonics** programme highlights the proven power of systematic synthetic phonics instruction to boost reading skills fast! The programme is based on best practice educational research and is closely aligned to the Department for Education's *Letters and Sounds: Principles and Practice of High Quality Phonics* scheme.

Book 1 focuses on Peaks 1–10 of the **Fast Phonics** programme. The programme reinforces key phonics skills including letter-sound recognition, blending all through the word, spelling skills, nonwords, syllables and reading captions.

**Learning to read with phonics
has never been so much fun!**



Fast Phonics Book 1 Teacher Guide

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Introduction

Fast Phonics is the complete systematic synthetic phonics programme that's both rigorous and exciting. Phonics has never been so much fun!

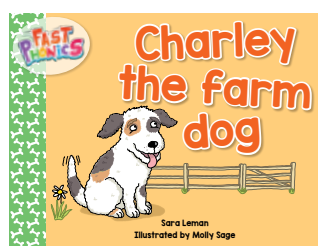
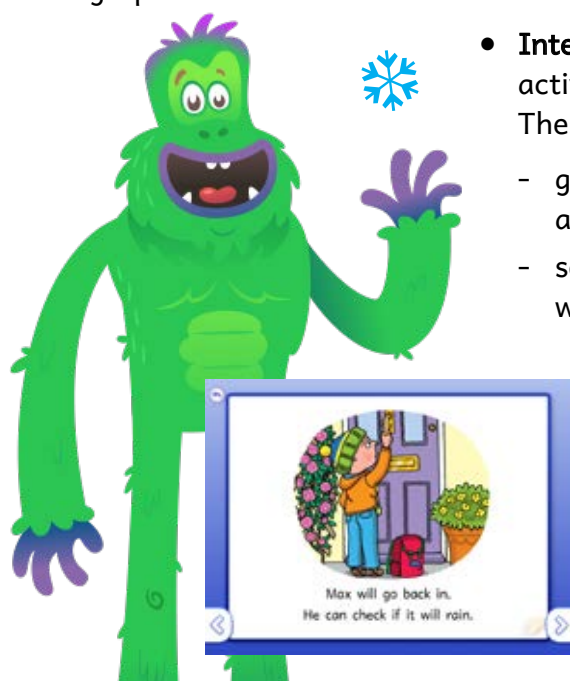


The **Fast Phonics** online reading programme integrates the most effective components of synthetic phonics instruction. Guide your students towards reading success with fast-paced, highly engaging and carefully structured activities.

Fast Phonics teaches, supports, reinforces and assesses students who are learning to read. Based on best practice educational research, and closely aligned to the *Letters and Sounds* sequence, **Fast Phonics** meets the needs of both emergent readers and students who have gaps in their core reading knowledge.

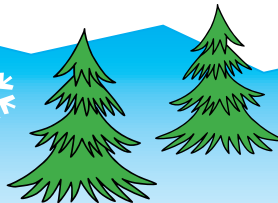
Fast Phonics provides:

- **20 Peaks that each cover a set of letter sounds, aligned to Letters and Sounds phases.** Each Peak has up to 24 parts and focuses on a specific set of letters and sounds.
- **Teaching strategy videos and sound videos.** Each video is animated and designed to engage students whilst they learn. The videos are short and well-paced in order to explain either a reading strategy or to introduce a letter, a specific phoneme, digraph, trigraph or split digraph etc.
- **Interactive activities.** These highly engaging, playful activities are designed to introduce and reinforce new skills. These include:
 - grapheme-phoneme correspondence, taught in an incremental sequence
 - sounding out each phoneme and blending all the way through in order to read the word
 - automaticity and fluency
 - segmenting words into phonemes for spelling
 - comprehension skills.
- **Decodable books.** Each Peak has 1–4 decodable books that each have an accompanying book quiz. The books and quizzes allow the pupil to apply their skills to read and comprehend the text.



- **End of Peak Quiz.** Each Peak concludes with a quiz and individual pupil results are analysed and reported in the Teacher Dashboard. Results can also be viewed by the pupil in their personal **My Progress** area. This is where they can track and review their learning.
- **Motivational rewards.** The key to learning new skills is motivation and **Fast Phonics** ensures that students are engaged and motivated to keep learning. From playful characters such as Yeti and the Furballs; Yeti coins, gems and exciting upgrades to earn; as well as reward animations to watch; **Fast Phonics** ensures students remain on task whilst having fun.





Fast Phonics and synthetic phonics instruction

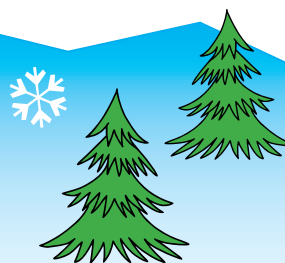
Learning to read is complex

Learning to read is a complicated process. It is made up of 5 essential elements, or building blocks, that children need to experience and master in order to become competent and fluent readers. These 5 essential elements are: **phonemic awareness**, **phonics instruction**, **vocabulary**, **fluency** and **comprehension**.

Phonics is a crucial building block and widely acclaimed by governments, researchers, literacy experts and educators. A longitudinal research project in Clackmannanshire, Scotland, in 2005, produced remarkable gains for students who were taught using synthetic phonics instruction. The Rose Review in 2006 recommended systematic, **synthetic phonics** as a highly effective method of reading instruction.

“Having considered a wide range of evidence, the review has concluded that the case for systematic phonic work is overwhelming and much strengthened by a synthetic approach...”
Rose, 2006, para 51:20





What is synthetic phonics?

For young children to read successfully, they need to understand the **alphabetic code**. This is where individual letters and groups of letters represent the sounds of spoken language. There are 26 letters of the alphabet but there are actually 44 sounds, or phonemes, in the English language. It is very important that children learn to make the association between these letters and sounds in a direct and systematic way.

Synthetic phonics is a method of instruction in which words are broken up into the smallest units of sound (phonemes). It teaches children to first make connections between the letters of written texts (graphemes) and the sounds of spoken language. It simultaneously teaches children how to identify all the phonemes in a word and match them to a letter in order to read or spell correctly.

The **Fast Phonics** programme integrates systematic, synthetic phonics instruction. It teaches students how to break words up, or decode them, into individual sounds and then to blend all the way through the word. For example, in the word **sat**, children learn to identify three individual phonemes: /s/ /a/ /t/ that can be blended together to produce a word. The 'synthetic' part of this phonics instruction derives from the process of synthesising or blending sounds to create words.



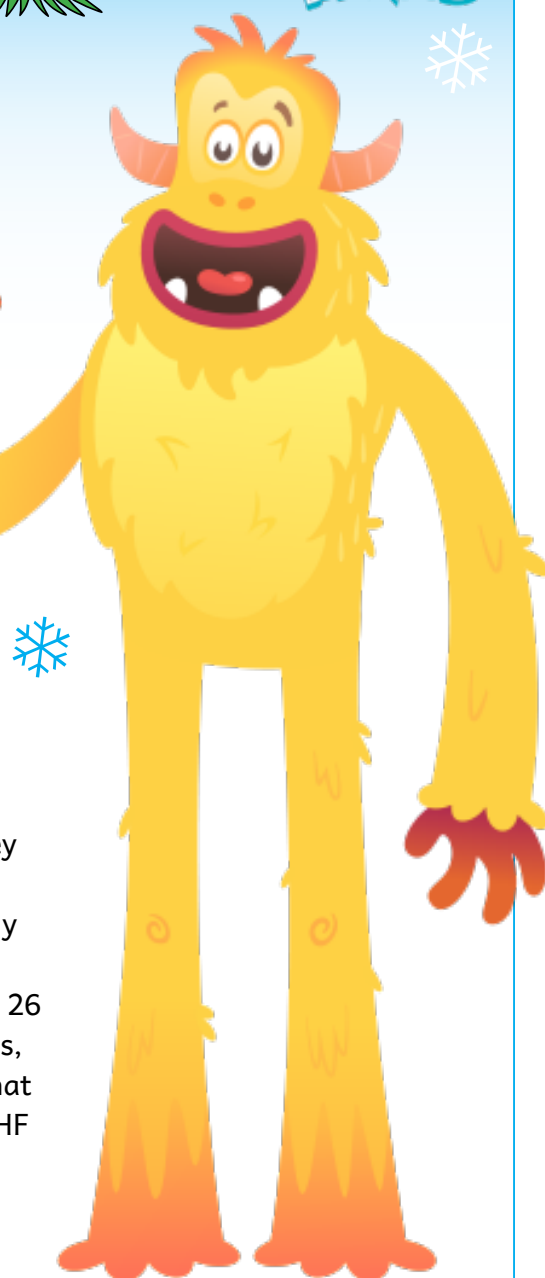
Fast Phonics uses 'sound buttons' under each phoneme to encourage students to sound each one out. It also uses an arrow to show that sounds are blended all the way through the word from left to right.



In **Fast Phonics**, new sounds are not introduced in alphabetical order, but they are introduced **quickly** and **explicitly**. This is so that students are soon able to read and spell a range of easily decodable words. For example, in Peak 1, students are introduced to the sounds /s/, /a/, /t/, /p/ and they can quickly read the words **as**, **at**, **pat**, **sat**, **sap**, **tap** and **taps**.



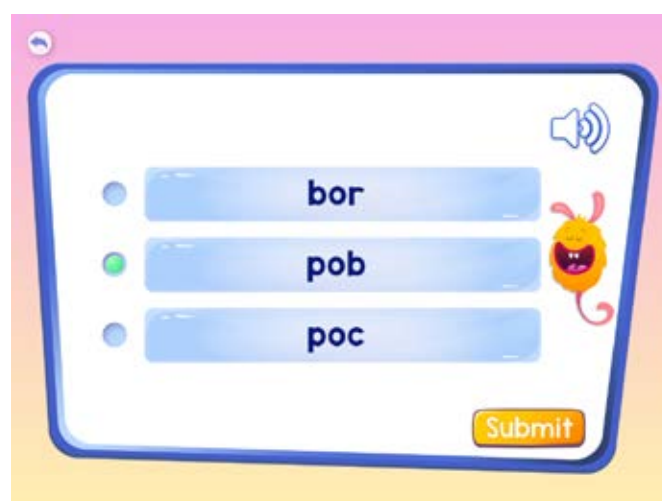
Implementation



Fast Phonics is simple to implement

1. Watch the Strategy and Sound videos

When students commence the **Fast Phonics** programme, they will be placed at the start of a Peak. Each Peak consists of a series of activities, including short, snappy teaching strategy and sound videos. These videos teach specific skills, such as blending or segmenting. Each alphabet video introduces the 26 letters in upper- and lower-case, their corresponding sounds, and their position in a word. In addition, there are videos that teach digraphs, split digraphs, adjacent consonants, tricky HF words and CCVC words etc.



The videos

Alphabet letters and sounds

Video: Letter 's' alphabet

Students learn to identify letter **s** in lower- and upper-case forms, and the sound letter **s** makes. The letters are presented as fun mnemonics to aid memory and recall.



Digraphs

Video: Digraph 'ie'

Students learn that sometimes 2 letters make one sound called a digraph. This video teaches them about the **ie** digraph.



3, 4, 5 letter words

Video: CCVC words

Students learn to recognise and read simple CCVC words. Every video is quirky and fun to make learning more engaging and memorable.



Blending and segmenting strategies

Teaching strategy video: Letter sounds make words

An early teaching strategy video that teaches children how to decode words by sounding out each letter, and then blending all the way through.



Syllables

Teaching strategy video: Words with 2 syllables

In this teaching strategy video, students learn that words can be made from 2 syllables. These teaching strategy videos always feature Yeti and the crazy Furballs.



Progress and activities

2. Keep track of progress

Students can keep track of their progress in a visual way. Each component of a Peak is shown on a map and learning components open as the pupil progresses.



3. Complete the interactive reading, spelling and comprehension activities

Each Peak contains activities that playfully teach fundamental reading and spelling skills. Sets of letters are introduced systematically to allow early word building. The activities have been designed to engage pupil interest, allowing children to practise new skills and reinforce skills already learnt.

Example skills and corresponding activities include:

Phonemic awareness and grapheme-phoneme correspondence

Activity: Who's in the tree?

Aim of the activity: to listen to a sound and find its matching grapheme.

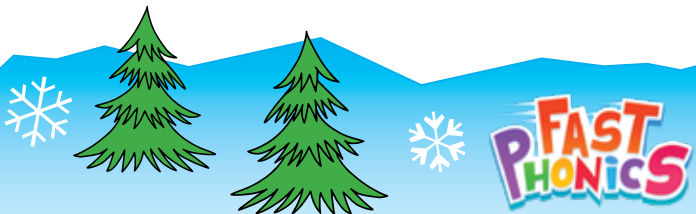


Sounding out and blending

Activity: Stretch it out

Aim of the activity: to encourage students to sound out individual phonemes and blend them together to read the word.



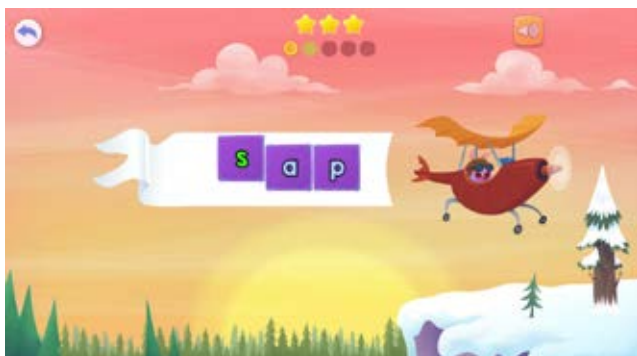


Progress and activities

Automaticity and fluency

Activity: Build a fire

Aim of the activity: to quickly recognise tricky word when presented as one of several words.



Segmenting and letter recall

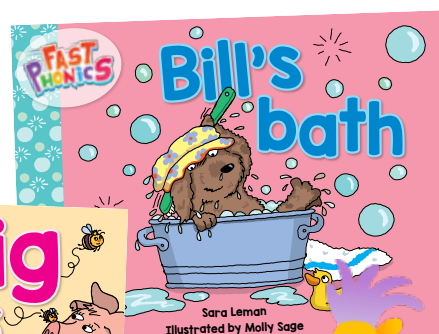
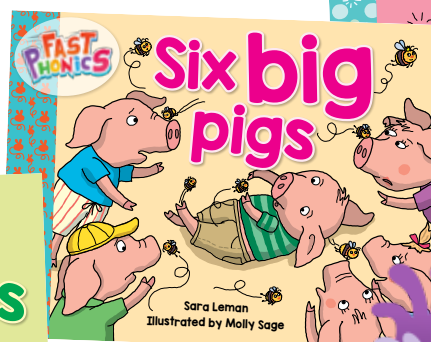
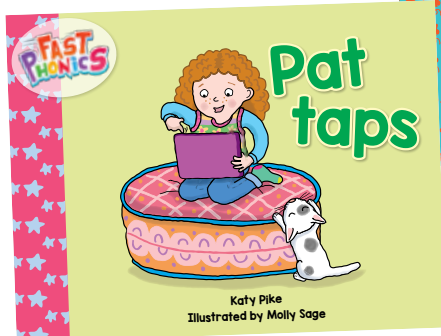
Activity: Fly the flag

Aim of the activity: to segment a word into its individual phonemes for spelling.

Comprehension

Activity: Read a book

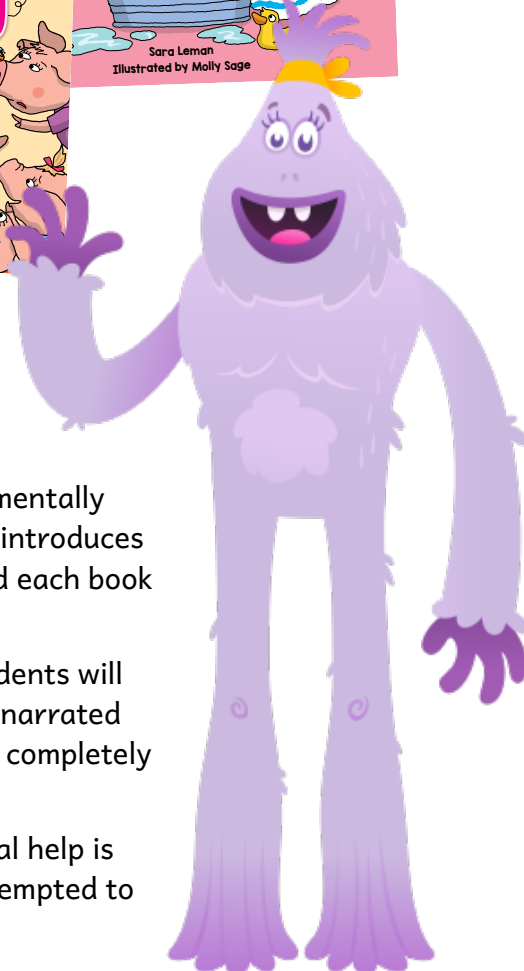
Aim of the activity: to apply decoding skills to read and comprehend a text.



Each Peak features up to 4 fully decodable books that incrementally build in complexity. Every book is beautifully illustrated and introduces new vocabulary in context. Students are encouraged to read each book independently, without audio support.

On completion of a book, there is a comprehension test. Students will answer up to 10 questions about the text. Every question is narrated and has multiple choice answers. The answer options are all completely decodable.

If a pupil is unable to read the book by themselves, additional help is provided. Audio support is offered only after a pupil has attempted to read the book and completed its related quiz.



Rewards

4. Earn rewards

(i) Earn gems and Yeti coins

A score of 80% is necessary to proceed to the next component of the programme.

In addition to providing feedback, the end of activity screen also shows students how many gems they earned. These gems show students how many skills they have mastered. Earning a gem is a reward for learning a new sound, a new word or reading a new book. There are three types of gems to earn:

pink gems: sounds



blue gems: words



green gems: books



Some activities earn Yeti coins. The pupil can use their Yeti coins to purchase alternative versions of the Yeti. Yeti coins and gem status can be viewed on the pupil panel:



Rewards



(ii) Yeti shop

Yeti is the core character in **Fast Phonics**. Students can use the Yeti coins they have earned to buy a different Yeti. The special purple Yeti is the most exclusive upgrade!



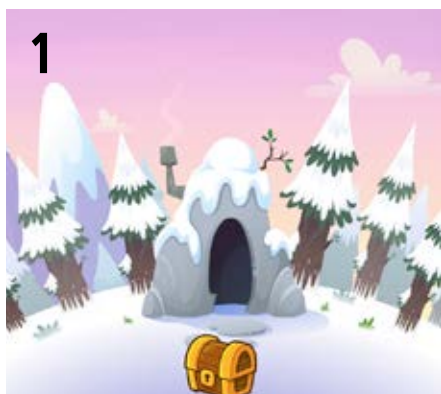
(iii) Peak upgrades

The central feature of every Peak goes through two surprise upgrades as students progress. They are an exciting element of the programme that reward, engage and motivate students.

The 2 upgrade spots are displayed as treasure chests after part 6 and part 13 in each Peak.



Peak 1 opens with Yeti's house which is a simple cave. The first surprise upgrade happens after the pupil completes part 6. Yeti's house becomes more sophisticated. To add to the fun, a final upgrade happens once the pupil has completed part 13. This time, Yeti's house changes significantly, grows even larger and includes lights, a slide and a spa!



Quiz

5. Take a quiz

Each Peak concludes with an **End of Peak Quiz**. Students answer 10 narrated questions. The answers are all multiple choice and fully decodable.

The pupil receives instant feedback after taking the quiz and is rewarded for their efforts. They can then proceed to the start of the next Peak, or repeat the quiz in order to improve their results.



The results of each **End of Peak Quiz** are reported in the Teacher Dashboard. Results can also be viewed by the pupil in their personal **My Progress** area. This is where they can track and review their learning.



(i) Review Peak progress

This screen lets students see an overview of their progress. It records their average score for **End of Peak Quizzes**, as well as the total number of sounds and words learnt, and books read. Results are displayed in a simple, colourful format for students to easily understand.

(ii) Review sounds

In the **My Progress** area, students can keep track of the letters and sounds they have learnt. They can also replay the videos to watch and enjoy at any time.



Quiz

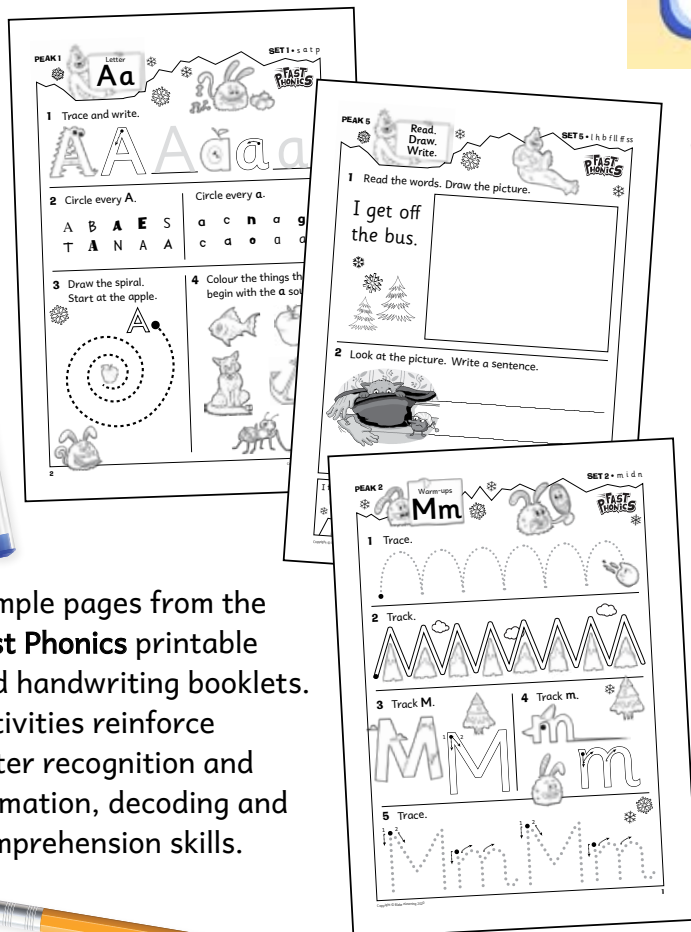


(iii) Review words

Students can review all of the new words they have learnt, organised per Peak. This is ideal for revision and for building confidence. Students can feel proud of their achievements.

(iv) Review books read

This screen in the **My Progress** area shows students the collection of books they have read. Students can proudly watch their library grow, and they can reread any book whenever they want.



Sample pages from the **Fast Phonics** printable and handwriting booklets. Activities reinforce letter recognition and formation, decoding and comprehension skills.

6. Consolidate learning with downloadable, printable booklets

Each Peak has a downloadable, printable booklet for students to complete. These 12-page booklets have been designed to practise and consolidate new skills, including phonemic awareness, grapheme-phoneme correspondence, decoding, segmenting and comprehension.

Learning to read should be a multisensory experience, and the booklets provide additional opportunities for students to develop letter formation and written skills. Each booklet ends with a practical game or activity for students to enjoy.

In addition, each Peak has a downloadable handwriting booklet. Each 10-page booklet encourages correct letter formation, as well as consolidating essential reading skills.

Weekly Planner Phase 2 Week 1: s a t p (set 1)

Learning objectives: Learn new letters and corresponding sounds Sound out and blend words Practise automaticity and fluency			New words: at, as, pat, Pat, sap, sat, tap, taps		
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Introduce the Fast Phonics programme and watch the introductory video. Answer any questions.	Review 's' using Fast Phonics flashcards and sound mat	Review 's' and 'a' using Fast Phonics flashcards and sound mat	Review 's' 'a' and 't' using Fast Phonics flashcards and sound mat	Review 's' 'a' 't' and 'p' using Fast Phonics flashcards and sound mat
Teach	Teach 's' - Watch the letter sound video 's' - Hear and say the sound /s/	Teach 'a' - Watch the letter sound video 'a' - Hear and say the sound /a/	Teach 't' - Watch the letter sound video 't' - Hear and say the sound /t/ Teach decoding and segmenting. - Watch the 'Letter sounds make words' video - Decode by sounding out each letter and then blend them together. Segment by breaking the word into its sounds.	Teach 'p' - Watch the letter sound video 'p' - Hear and say the sound /p/ Teach CVC 'a' words. - Watch CVC 'a' video - Hear and say each sound, then blend to read the CVC word	Re-watch the 'Letter sounds make words' video. Demonstrate decoding and segmenting words: at, as, pat, Pat, sap, sat, tap, taps
Practise	Activity: Snowballs Hear the sound and find the matching letter. <u>Additional activities</u> Encourage children to: - listen to, and identify words that contain the sound /s/, e.g. sun, bus, sister - trace the letter 's' in the air, on the floor, on a partner's back, using finger paint - make the letter 's' from playdough - find and cut out pictures of things that start with 's' N.B. Encourage children to say the sound /s/ as they trace or make the letter.	Activity: Find the sound Hear the initial sound and find the matching picture. Sounds: /a/ /s/ Additional activities as per Monday. Letter focus: 'a' Plus: - Write letter 's' and letter 'a' on cards. Ask children to sort a variety of objects that start with the sound /s/ or /a/, and to place them next to the corresponding letter.	Activity: Flying furballs Identify the correct sound that matches a letter. Focus sounds: /a/ /t/ Activity: Stretch it out Hear and say each sound, then blend to read the word. Activity: Build a fire Identify the word at . Activity: Who's in the tree Hear the sound and find the matching letter. Sounds: /t/ /a/ /s/	Activity: Find the sound Hear the initial sound and find the matching picture. Sounds: /p/ /t/ Activity: Four square Hear the sound and find the matching letter. Sounds: /s/ /a/ /t/ /p/ Activity: Fly the flag See, hear, say and spell a word. Words: tap, sat, pat, sap, Pat, taps Activity: Furball fun Hear and say each sound, then blend to read the word. Determine if it is a real word.	Activity: Yeti stomp Identify the word as . Activity: The daily dozen Read the words and find the matching picture Activity: Read a book Pat taps Read the book and answer 5 questions based on the text Activity: Full circle See, hear, say and spell a word. Change a letter each time to make a new word.
Apply	Fast Phonics printable booklet Peak 1, page 1. Fast Phonics printable handwriting booklet Peak 1, pages 1 & 2.	Fast Phonics printable booklet Peak 1, pages 2 & 3. Fast Phonics printable handwriting booklet Peak 1, pages 3 & 4.	Fast Phonics printable booklet Peak 1, page 4. Fast Phonics printable handwriting booklet Peak 1, pages 5 & 6.	Fast Phonics printable booklet Peak 1, pages 5 & 6. Fast Phonics printable handwriting booklet Peak 1, pages 7 & 8.	Fast Phonics printable booklet Peak 1, pages 7, 8, 9, 10, 11 & 12. Fast Phonics printable handwriting booklet Peak 1, pages 9 & 10.
Assessment: End of Peak 1 quiz Reading record: Pat taps					

Weekly Planner Phase 2 Week 2: m i d n (set 2)

Learning objectives: Recap set 1 letters, and learn new letters and corresponding sounds Sound out and blend words Practise automaticity and fluency			New words: and, did, in, is, it, no, the, dad, map, man, mat, nap, nip, pan, pin, pip, pit, sad, sip, sit, Tim		
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Review 's' 'a' 't' and 'p' using Fast Phonics flashcards and sound mat Review decoding and segmenting words: at, as, pat, Pat, sap, sat, tap, taps	Review 'm' using Fast Phonics flashcards and sound mat	Review 'm' and 'i' using Fast Phonics flashcards and sound mat	Review 'm' 'i' and 'd' using Fast Phonics flashcards and sound mat	Review 'm' 'i' 'd' and 'n' using Fast Phonics flashcards and sound mat
Teach	Teach 'm' - Watch the letter sound video 'm' - Hear and say the sound /m/	Teach 'i' - Watch the letter sound video 'i' - Hear and say the sound /i/	Teach 'd' - Watch the letter sound video 'd' - Hear and say the sound /d/	Teach 'n' - Watch the letter sound video 'n' - Hear and say the sound /n/. Teach CVC 'i' words. - Watch CVC 'i' video - Hear and say each sound, then blend to read the CVC word Teach tricky words. - Watch 'Tricky words' video - Hear and say each sound, then blend to read the word. Understand that the letters in some words make a different sound.	Re-watch the 'Tricky words' video. - Revise how to hear and say each sound, then blend to read the word. Remind children that the letters in some words make a different sound or have letters they have not learnt yet, e.g. the .
Practise	Activity: Who's in the tree? Hear the sound and find the matching letter. Sounds: /m/ /a/ /s/ / Additional activities Encourage children to: - listen to, and identify words that contain the sound /m/, e.g. mat, Sam, camera - trace the letter 'm' in the air, on the floor, on a partner's back, using finger paint - make the letter 'm' from playdough - find and cut out pictures of things that start with 'm' N.B. Encourage children to say the sound /m/ as they trace or make the letter.	Activity: Snowballs Hear the sound and find the matching letter. Activity: Find the sound Hear the initial sound and find the matching picture. Sounds: /m/ /i/ / Activity: Stretch it out Hear and say each sound, then blend to read the word.	Activity: Flying furballs Identify the correct sound that matches a letter. Focus sounds: /d/ /i/ / Activity: Who's in the tree? Hear the sound and find the matching letter. Sounds: /m/ /i/ /d/ /s/ /a/ /t/ / Additional activities as per Monday. Letter focus: 'i' & 'd' Plus: - Write letter 'm' and letter 'd' on cards. Ask children to sort a variety of objects that start with the sound /m/ or /d/, and to place them next to the corresponding letter.	Activity: Find the sound Hear the initial sound and find the matching picture. Sounds: /n/ /d/ / Activity: Fly the flag See, hear, say and spell a word. Words: nip, map, dad, sit, pip Activity: Build a fire Identify the word the . Activity: Knock it down Read the words and, man, it, Tim, did, the, at, sat, in.	Activity: Yeti stomp Identify the word and . Activity: The daily dozen Read the words and find the matching picture Activity: Read a book Tim and the map Read the book and answer 5 questions based on the text Activity: Full circle See, hear, say and spell a word. Change a letter each time to make a new word.
Apply	Fast Phonics printable booklet Peak 2, page 1. Fast Phonics printable handwriting booklet Peak 2, pages 1 & 2.	Fast Phonics printable booklet Peak 2, pages 2 & 3. Fast Phonics printable handwriting booklet Peak 2, pages 3 & 4.	Fast Phonics printable booklet Peak 2, page 4. Fast Phonics printable handwriting booklet Peak 2, pages 5 & 6.	Fast Phonics printable booklet Peak 2, pages 5 & 6. Fast Phonics printable handwriting booklet Peak 2, pages 7 & 8.	Fast Phonics printable booklet Peak 2, pages 7, 8, 9, 10, 11 & 12. Fast Phonics printable handwriting booklet Peak 2, pages 9 & 10.
Assessment: End of Peak 2 quiz Reading record: Tim and the map					

Weekly Planner Phase 2 Week 3: g o c k ck (set 3)



Learning objectives:			New words:		
Recap set 1 & 2 letters, and learn new letters and corresponding sounds Sound out and blend words			Segment for spelling Read a book Build comprehension		
			can, go, got, not, on, to, cap, cat, cot, dig, dog, dot, kid, mop, pot, pots, pig, pop, Sam, sack, sock, tin, top		
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Review set 1 and set 2 letters using Fast Phonics flashcards and sound mat Review decoding and segmenting words e.g. can, go, got, not, on, to, cap, cat, cot, dig, dog, dot, kid, mop, pot, pots, pig, pop, Sam, sack, sock, tin, top	Review 'g' using Fast Phonics flashcards and sound mat	Review 'g' and 'o' using Fast Phonics flashcards and sound mat	Review 'g' 'o' and 'c' using Fast Phonics flashcards and sound mat	Review 'g' 'o' 'c' 'k' and 'ck' using Fast Phonics flashcards and sound mat
Teach	Teach 'g' - Watch the letter sound video 'g' - Hear and say the sound /g/	Teach 'o' - Watch the letter sound video 'o' - Hear and say the sound /o/ Teach CVC 'o' words. - Watch CVC 'o' video - Hear and say each sound, then blend to read the CVC word.	Teach 'c' - Watch the letter sound video 'c' - Hear and say the sound /c/	Teach 'k' - Watch the letter sound video 'k' - Hear and say the sound /k/ Teach 'ck' - Watch the letter sound video 'ck' - Hear and say the sound /ck/	Re-watch the 'Tricky words' video. - Revise how to hear and say each sound, then blend to read the word. Remind children that the letters in some words make a different sound or have letters they have not learnt yet, e.g. the .
Practise	Activity: Snowballs Hear the sound and find the matching letter. <u>Additional activities</u> Encourage children to: - listen to, and identify words that contain the sound /g/, e.g. gold, egg, magazine - trace the letter 'g' in the air, on the floor, on a partner's back, using finger paint - make the letter 'g' from playdough - find and cut out pictures of things that start with 'g' - Practise oral blending by sound-talking words, e.g. Give a bone to the d-o-g.	Activity: Find the sound Hear the initial sound and find the matching picture. Sounds: /g/ /o/ Activity: Stretch it out Hear and say each sound, then blend to read the word.	Activity: Flying furballs Identify the correct sound that matches a letter. Focus sounds: /c/ /o/ Activity: Fly the flag See, hear, say and spell a word. Words: dog, got, top, pig, dig <u>Additional activities</u> as per Monday. Letter focus: 'g' & 'c' Plus: - Say a sound from set 1 or set 2. Ask the children to write the corresponding letter. Check with a partner.	Activity: Four square Hear the sound and find the matching letter. Sounds: /g/ /o/ /k/ /i/ Activity: Fly the flag See, hear, say and spell a word. Words: pot, cap, cat, sock, sack Activity: Yeti stomp Identify the word no . Activity: Furball fun Hear and say each sound, then blend to read the word. Determine if it is a real word.	Activity: Build a fire Identify the word go . Activity: The daily dozen Read the words and find the matching picture Activity: Captions Read a sentence. Find the matching picture. Activity: Read a book Sam can Read the book and answer 5 questions based on the text Activity: Full circle See, hear, say and spell a word. Change a letter each time to make a new word.
Apply	Fast Phonics printable booklet Peak 3, page 1. Fast Phonics printable handwriting booklet Peak 3, pages 1 & 2.	Fast Phonics printable booklet Peak 3, pages 2 & 3. Fast Phonics printable handwriting booklet Peak 3, pages 3 & 4.	Fast Phonics printable booklet Peak 3, page 4. Fast Phonics printable handwriting booklet Peak 3, pages 5 & 6.	Fast Phonics printable booklet Peak 3, pages 5 & 6. Fast Phonics printable handwriting booklet Peak 3, pages 7 & 8.	Fast Phonics printable booklet Peak 3, pages 7, 8, 9, 10, 11 & 12. Fast Phonics printable handwriting booklet Peak 3, pages 9 & 10.
Assessment: End of Peak 3 quiz Reading record: Sam can					



Learning overview

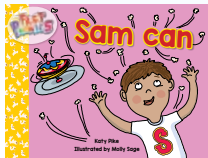

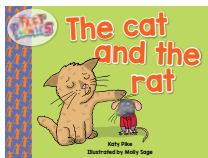
Students will learn:

- Phonemic awareness
- Blending letters for reading
- Fluency and automaticity
- Letter-sound correspondence
- Segmenting for spelling
- Reading comprehension

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
1 Phase 2	Set 1: s, a, t, p	6 videos Letter sound videos for: s, a, t, p CVC a video Letter sounds make words video	15 activities Phonemic awareness and letter-sound correspondence (x 6) Sounding out and blending (x 2) Automaticity and fluency (x 3) Segmenting for spelling (x 2) Read a book and comprehend (x 1) End of Peak 1 quiz	8 words at, as, pat, Pat, sap, sat, tap, taps	1 book Pat taps 
2 Phase 2	Set 2: m, i, d, n	6 videos Letter sound videos for: m, i, d, n CVC i video Tricky words video	15 activities Phonemic awareness and letter-sound correspondence (x 6) Sounding out and blending (x 1) Automaticity and fluency (x 4) Segmenting for spelling (x 2) Read a book and comprehend (x 1) End of Peak 2 quiz	22 words a, and, did, in, is, it, no, the, dad, map, man, mat, nap, nip, pan, pin, pip, pit, sad, sip, sit, Tim	1 book Tim and the map 


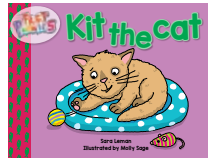




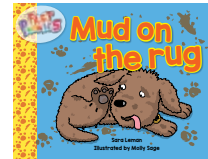
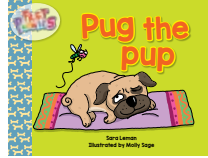


Learning overview

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
3 Phase 2	Set 3: g, o, c, k, ck	6 videos Letter sound videos for: g, o, c, k, ck CVC o video	15 activities Phonemic awareness and letter-sound correspondence (x 4) Sounding out and blending (x 2) Automaticity and fluency (x 3) Segmenting for spelling (x 3) Reading and comprehending (x 1) Read a book and comprehend (x 1) End of Peak 3 quiz	25 words can, go, got, not, on, to, cap, cat, cot, dig, dog, dot, kid, mop, pan, pans, pot, pots, pig, pop, Sam, sack, sock, tin, top	1 book Sam can 
4 Phase 2	Set 4: r, e, u	7 videos Letter sound videos for: r, e, u CVC e video CVC u video Vowels and consonants video Syllables video	15 activities Phonemic awareness and letter-sound correspondence (x 4) Sounding out and blending (x 3) Automaticity and fluency (x 3) Segmenting for spelling (x 1) Reading and comprehending (x 1) Read a book and comprehend (x 2) End of Peak 4 quiz	35 words am, get, I, it, to, up, cannot, carrot, cup, kick, Kit, mad, men, Moppet, muck, mud, mug, neck, nips, peg, pen, pocket, pup, rat, rats, red, rocket, rug, run, sick, sits, socks, sun, ten, ticket	2 books The red rocket  The cat and the rat 


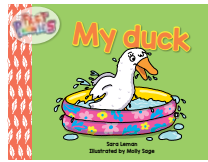

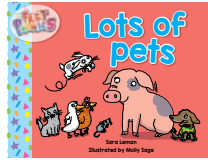



Learning overview

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
5 Phase 2	Set 5: l, h, f, b, ll, ff, ss	6 videos Letter sounds videos for: l, h, f, b Mixing up b & d video Double letters video	18 activities Phonemic awareness and letter-sound correspondence (x 5) Sounding out and blending (x 3) Automaticity and fluency (x 3) Segmenting for spelling (x 2) Read a book and comprehend (x 4) End of Peak 5 quiz	53 words gets, had, has, he, him, his, of, off, see, back, bad, bed, bell, big, Bill, bin, bit, bug, bun, bus, carrots, doll, fan, fed, fig, fill, fin, fit, fusspot, gap, hat, hid, hill, hiss, hop, hot, hut, huff, kiss, led, leg, let, lots, mess, parrot, peck, puff, rabbits, ruff, sunset, tag, tan, tell	4 books Bill  Kit the cat  Carrots  Hot dog 
6 Phase 3	Set 6: j, v, w	4 videos Letter sound videos for: j, v, w The five short vowels video	20 activities Phonemic awareness and letter-sound correspondence (x 6) Sounding out and blending (x 4) Automaticity and fluency (x 2) Segmenting for spelling (x 3) Read a book and comprehend (x 4) End of Peak 6 quiz	54 words an, for, her, into, put, puts, sees, she, this, will, with, bucket, egg, fun, fuss, hen, hug, jacket, jam, Jess, jet, job, jog, kitten, legs, less, lost, Meg, met, naps, nut, Peg, pet, Pug, puts, rag, Ravi, rub, runs, Ted, tells, tick, tub, tum, tug, van, velvet, vet, visit, wag, web, wet, wig, win	4 books Peg and Meg  Ravi's pen  Mud on the rug  Pug the pup 




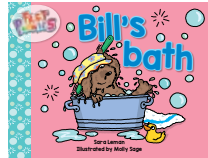






Learning overview

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
7 Phase 3	Set 7: x, y, z, zz, qu	5 videos Letter sound videos for: x, y, z, q Mixing up p & q video	20 activities Phonemic awareness and letter-sound correspondence (x 6) Sounding out and blending (x 1) Automaticity and fluency (x 4) Segmenting for spelling (x 2) Reading and comprehending (x 1) Read a book and comprehend (x 5) End of Peak 7 quiz	43 words do, my, yes, bag, box, buzz, cobweb, Dot, duck, fix, fizz, hops, Jack, lap, lemon, lets, locks, lot, miss, pack, packs, pick, picks, picnic, pond, quack, quick, quit, quiz, six, taxi, tops, unzip, wax, well, yap, Yasmin, yell, yet, yum, zap, zigzag, zip	5 books Off on a jet  My duck  A visit to the vet  Lots of pets  Six big pigs 



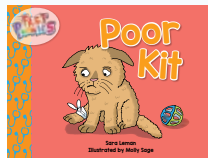

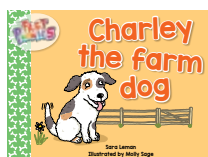


Learning overview

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
8 Phase 3	Set 8: sh, ch, th, ng	5 videos Letter sound videos for: sh, ch, th, ng Digraphs video	19 activities Phonemic awareness and letter-sound correspondence (x 2) Sounding out and blending (x 4) Automaticity and fluency (x 4) Segmenting for spelling (x 3) Reading and comprehending (x 1) Read a book and comprehend (x 4) End of Peak 8 quiz	55 words look, than, that, them, you, we, bats, bath, cash, chat, chickens, chill, chin, chip, chips, chop, cubs, den, dish, fish, fox, full, hush, jug, king, lid, long, magnet, mitten, moth, moths, much, napkin, path, rang, rash, rich, rid, ring, rip, rubs, rush, shall, shed, shell, ship, shock, shop, shut, sings, song, such, thick, thin, wings	4 books Fish for Kit  Bill's bath  The bug  Sunset 
9 Phase 3	Set 9: ai, ee, igh, oa	4 videos Letter sound videos for: ai, ee, igh, oa	20 activities Phonemic awareness and letter-sound correspondence (x 3) Sounding out and blending (x 3) Automaticity and fluency (x 3) Segmenting for spelling (x 5) Reading and comprehending (x 1) Read a book and comprehend (x 4) End of Peak 9 quiz	73 words along, but, if, its, me, oh, out, aim, beep, boat, butterfly, check, checks, coat, deep, dull, fail, feel, feet, fight, foal, goat, hails, high, hum, Jeep, keen, laptop, last, light, loads, looks, mail, mash, Max, meet, might, mum, nail, need, needs, Nell, night, oak, paid, pain, popping, rain, Rex, right, rings, road, sail, seed, seem, set, sets, sheep, sigh, sighs, sight, sixteen, soap, sunlit, tail, teeth, tight, toad, train, tree, wait, week, weep	4 books King Rex  Can a chicken get mail?  Off on a boat  Max gets wet 



Learning overview

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
10 Phase 3	Set 10: oo, ar, or, ur	5 videos Letter sound videos for: oo (as in moon), oo (as in book), ar , or , ur	18 activities Phonemic awareness and letter-sound correspondence (x 4) Sounding out and blending (x 5) Automaticity and fluency (x 2) Segmenting for spelling (x 3) Read a book and comprehend (x 3) End of Peak 10 quiz	74 words are, be, by, must, so, too, was, bags, bark, barn, bedroom, bench, book, born, burn, car, card, cart, Charley, cook, cool, cord, cork, corn, curl, curls, dark, door, far, farm, farms, food, foot, fork, fur, good, goodnight, hard, harm, hurt, Karl, lick, loops, moon, Nan, next, oops, park, parks, pool, pools, poor, purr, rocks, rooftops, room, shoo, soon, sort, tart, trip, turnips, turn, turns, urn, wags, waits, woof, wood, wool, yard, yum, zoo, zoom	3 books Poor Kit  A visit to the moon  Charley the farm dog 



Peak 1 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 1: s, a, t, p	2	Letter sound videos for: s, a, t, p CVC a video Letter sounds make words video	at, as, pat, Pat, sap, sat, tap, taps

Part	Activities	Skills
1	Letter sound video – ‘s’	Phonemic awareness and letter-sound correspondence Identify letters s and S. Hear and say the sound s.
2	Snowballs	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter.
3	Letter sound video – ‘a’	Phonemic awareness and letter-sound correspondence Identify letters a and A. Hear and say the sound a.
4	Find the sound	Phonemic awareness and letter-sound correspondence Hear the initial sound and find the matching picture. Sounds: a, s
5	Letter sound video – ‘t’	Phonemic awareness and letter-sound correspondence Identify letters t and T. Hear and say the sound t.
6	Flying furballs	Phonemic awareness and letter-sound correspondence Identify the correct sound that matches a letter. Focus sounds: a, t
7	Teaching strategy video – Letter sounds make words	Decoding and segmenting Decode by sounding out each letter and then blend them together. Segment by breaking the word into its sounds.
8	Stretch it out	Sound out and blend Hear and say each sound, then blend to read the word. Words: at, sat, as
9	Build a fire	Automaticity and fluency Identify the word at.
10	Who’s in the tree?	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: t, a, s
11	Letter sound video – ‘p’	Phonemic awareness and letter-sound correspondence Identify letters p and P. Hear and say the sound p.
12	Find the sound	Phonemic awareness and letter-sound correspondence Hear the initial sound and find the matching picture. Sounds: p, t
13	Four square	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: s, a, t, p

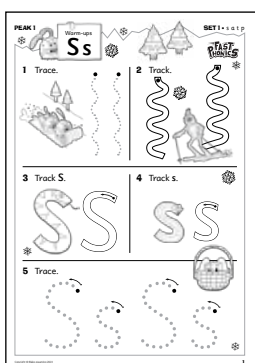
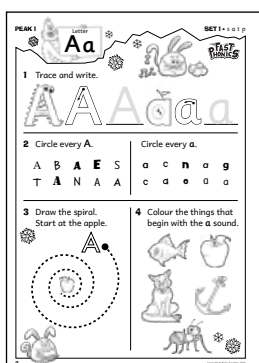
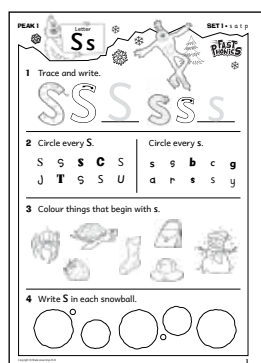
Peak 1 overview

Part	Activities	Skills
14	CVC a video	Sound out and blend Hear and say each sound, then blend to read the CVC word.
15	Fly the flag	Segment for spelling See, hear, say and spell a word. Words: tap, sat, pat, sap, Pat, taps
16	Furball fun	Sound out and blend Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: at, as, tap, sat, pat, sap Nonsense words: pas, tas, ast, pas
17	Yeti stomp	Automaticity and fluency Identify the word as.
18	The daily dozen	Automaticity and fluency Read the words and find the matching pictures. Words: pat, sat, tap, sap, taps (repeated)
19	Read a book	Read and comprehend Read the book: Pat taps Answer 5 questions based on the text.
20	Full circle	Segment for spelling See, hear, say and spell a word. Change a letter each time to make a new word. Words: tap, sap, sat, pat, sat, sap, tap
21	End of Peak 1 Quiz	Assessment Answer 10 questions based on skills learnt. Students can see their results displayed in the My Progress area.

Additional resources

Fast Phonics printable booklets

Peak 1, pages 1–12 and Peak 1, Handwriting, pages 1–10



Fast Phonics reading record *Pat taps*



Peak 2 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 2: m, i, d, n	2	Letter sound videos for: m, i, d, n CVC i video Tricky words video	a, and, did, in, is, it, no, the, dad, map, man, mat, nap, nip, pan, pin, pip, pit, sad, sip, sit, Tim

Part	Activities	Skills
1	Letter sound video – ‘m’	Phonemic awareness and letter-sound correspondence Identify letters m and M. Hear and say the sound m.
2	Who’s in the tree?	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: m, a, s,
3	Letter sound video – ‘i’	Phonemic awareness and letter-sound correspondence Identify letters i and I. Hear and say the sound i.
4	Snowballs	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter.
5	Find the sound	Phonemic awareness and letter-sound correspondence Hear the initial sound and find the matching picture. Sounds: m, i
6	Stretch it out	Sound out and blend Hear and say each sound, then blend to read the word. Words: mat, sit, is
7	Letter sound video – ‘d’	Phonemic awareness and letter-sound correspondence Identify letters d and D. Hear and say the sound d.
8	Flying furballs	Phonemic awareness and letter-sound correspondence Identify the correct sound that matches a letter. Focus sounds: d, i
9	Who’s in the tree?	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: m, i, d, s, a, t
10	Letter sound video – ‘n’	Phonemic awareness and letter-sound correspondence Identify letters n and N. Hear and say the sound n.
11	Find the sound	Phonemic awareness and letter-sound correspondence Hear the initial sound and find the matching picture. Sounds: n, d
12	CVC i video	Sound out and blend Hear and say each sound, then blend to read the CVC word.
13	Fly the flag	Segment for spelling See, hear, say and spell a word. Words: nip, mad, dad, sit, pip

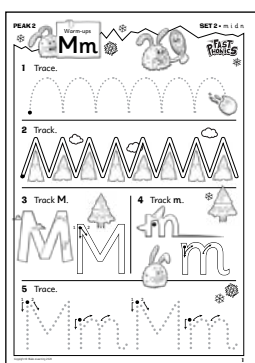
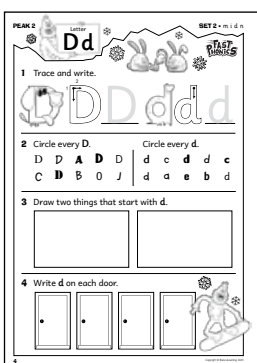
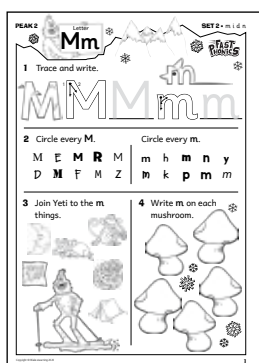
Peak 2 overview

Part	Activities	Skills
14	Teaching strategy video – 'Tricky words'	Sound out and blend Hear and say each sound, then blend to read the word. Understand that the letters in some words make a different sound. These are 'tricky' words to learn.
15	Build a fire	Automaticity and fluency Identify the word the .
16	Knock it down	Automaticity and fluency Read the words and , man , it , Tim , did , the , at , sat , in
17	Yeti stomp	Automaticity and fluency Identify the word and .
18	The daily dozen	Automaticity and fluency Read the words and find the matching pictures. Words: Tim , map , pan , pip , nap , man , nip , pin , mat , sad , dad , sap
19	Read a book	Read and comprehend Read the book: Tim and the map Answer 5 questions based on the text.
20	Full circle	Segment for spelling See, hear, say and spell a word. Change a letter each time to make a new word. Words: map , mat , sat , sit , pit , pip , sip , sap , map
21	End of Peak 2 Quiz	Assessment Answer 10 questions based on skills learnt. Students can see their results displayed in the My Progress area.

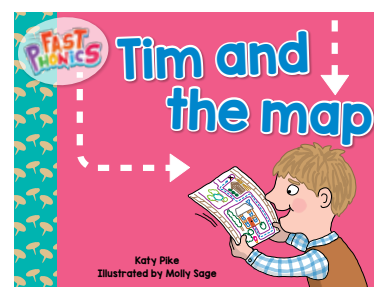
Additional resources

Fast Phonics printable booklets

Peak 2, pages 1–12 and Peak 2, Handwriting, pages 1–10



Fast Phonics reading record *Tim and the map*



Peak 3 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 3: g, o, c, k, ck	2	Letter sound videos for: g, o, c, k, ck CVC o video	can, go, got, not, on, to, cap, cat, cot, dig, dog, dot, kid, mop, pans, pot, pots, pig, pop, Sam, sack, sock, tin, top

Part	Activities	Skills
1	Letter sound video – ‘g’	Phonemic awareness and letter-sound correspondence Identify letters g and G . Hear and say the sound g .
2	Snowballs	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter.
3	Letter sound video – ‘o’	Phonemic awareness and letter-sound correspondence Identify letters o and O . Hear and say the sound o .
4	Find the sound	Phonemic awareness and letter-sound correspondence Hear the initial sound and find the matching picture. Sounds: o, g
5	CVC o video	Sound out and blend Hear and say each sound, then blend to read the CVC word.
6	Stretch it out	Sound out and blend Hear and say each sound, then blend to read the word. Words: on, got, not
7	Letter sound video – ‘c’	Phonemic awareness and letter-sound correspondence Identify letters c and C . Hear and say the sound c .
8	Flying furballs	Phonemic awareness and letter-sound correspondence Identify the correct sound that matches a letter. Focus sounds: c, o
9	Fly the flag	Segment for spelling See, hear, say and spell a word. Words: dog, got, top, pig, dig
10	Letter sound video – ‘k’	Phonemic awareness and letter-sound correspondence Identify letters k and K . Hear and say the sound k .
11	Four square	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: g, o, k, i
12	Letter sound video – ‘ck’	Phonemic awareness and letter-sound correspondence Identify letters c and k . Hear and say the sound ck .
13	Fly the flag	Segment for spelling See, hear, say and spell a word. Words: pot, cap, cat, sock, sack

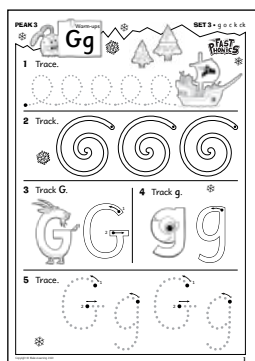
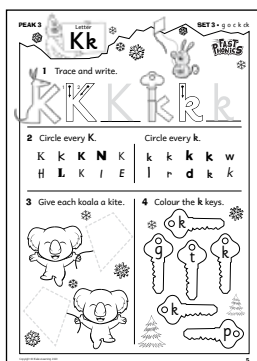
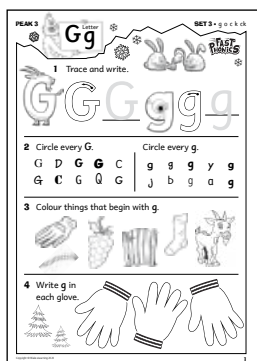
Peak 3 overview

Part	Activities	Skills
14	Yeti stomp	Automaticity and fluency Identify the word no .
15	Furball fun	Sound out and blend Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: not, got, can, pop, pit Nonsense words: kag, dos, pid, pog, sot
16	Build a fire	Automaticity and fluency Identify the word go .
17	The daily dozen	Automaticity and fluency Read the words and find the matching pictures. Words: mop, sock, dog, cat, tin, dot, map, pot, pig, pop, sack, pin
18	Captions	Read and comprehend Read a sentence. Find the matching picture.
19	Read a book	Read and comprehend Read the book: Sam can Answer 5 questions based on the text.
20	Full circle	Segment for spelling See, hear, say and spell a word. Change a letter each time to make a new word. Words: pit, pat, cat, cot, dot, dog, dig, pig, pit
21	End of Peak 3 Quiz	Assessment Answer 10 questions based on skills learnt. Students can see their results displayed in the My Progress area.

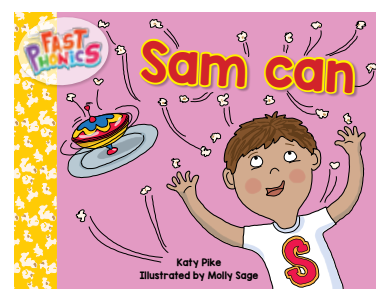
Additional resources

Fast Phonics printable booklets

Peak 3, pages 1–12 and Peak 3, Handwriting, pages 1–10



Fast Phonics reading record *Sam can*



Peak 4 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 4: r, e, u	2	Letter sound videos for: r, e, u CVC e video CVC u video Vowels and consonants video Words with 2-Syllables video	am, get, I, it, to, up, cannot, carrot, cup, kick, Kit, mad, men, Moppet, muck, mud, mug, neck, nips, peg, pen, pocket, pup, rat, rats, red, rocket, rug, run, sick, sits, socks, sun, ten, ticket

Part	Activities	Skills
1	Letter sound video – ‘r’	Phonemic awareness and letter-sound correspondence Identify letters r and R . Hear and say the sound r .
2	Snowballs	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter.
3	Letter sound video – ‘e’	Phonemic awareness and letter-sound correspondence Identify letters e and E . Hear and say the sound e .
4	Find the sound	Phonemic awareness and letter-sound correspondence Hear the initial sound and find the matching picture. Sounds: e, r
5	CVC e video	Sound out and blend Hear and say each sound, then blend to read the CVC word.
6	Stretch it out	Sound out and blend Hear and say each sound, then blend to read the word. Words: ten, red, neck
7	Letter sound video – ‘u’	Phonemic awareness and letter-sound correspondence Identify letters u and U . Hear and say the sound u .
8	Flying furballs	Phonemic awareness and letter-sound correspondence Identify the correct sound that matches a letter. Focus sounds: u, e
9	CVC u video	Sound out and blend Hear and say each sound, then blend to read the CVC word.
10	Fly the flag	Segment for spelling See, hear, say and spell a word. Words: mud, run, men, rug, sun
11	Who’s in the tree?	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: u, r, e, g, c, d
12	Yeti stomp	Automaticity and fluency Identify the word to .
13	Teaching strategy video – ‘Vowels and consonants’	Sound out and blend Hear and say each sound, then blend to read the word. Understand that 5 letters are vowels, and the rest are consonants. Identify the vowel in a word.

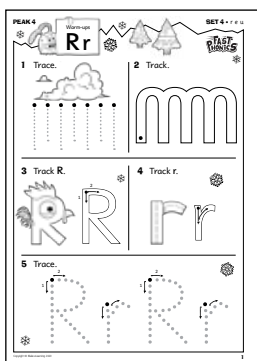
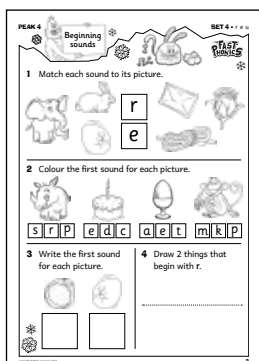
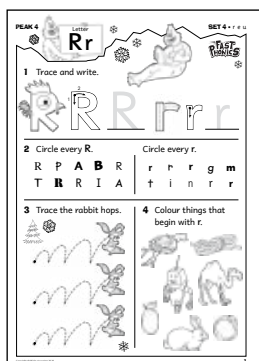
Peak 4 overview

Part	Activities	Skills
14	The daily dozen	Automaticity and fluency Read the words and find the matching pictures. Words: dog, ten, sit, peg, mug, sun, red, run, pen, rug, men, cup
15	Teaching strategy video – 'Words with 2 syllables'	Sound out and blend Hear and say each sound, then blend to read the word. Understand that words have 'beats' that are called syllables. Identify the vowel in each syllable.
16	Silly bulls	Sound out and blend Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: pocket, rocket, ticket, carrot, cannot
17	Knock it down	Automaticity and fluency Read the words to, go, did, the, and, no, up, sack, kid
18	Read a book	Read and comprehend Read the book: The red rocket Answer 5 questions based on the text.
19	Flip and spin	Sound out and blend Read the word and find the matching picture. Words: pen, pup, sun, rat, kick, mud, ten, nip, rug, men
20	Captions	Read and comprehend Read a sentence. Find the matching picture.
21	Read a book	Read and comprehend Read the book: The cat and the rat Answer 5 questions based on the text.
22	End of Peak 4 Quiz	Assessment Answer 10 questions based on skills learnt. Students can see their results displayed in the My Progress area.

Additional resources

Fast Phonics printable booklets

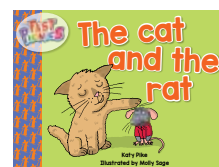
Peak 4, pages 1–12 and Peak 4, Handwriting, pages 1–10



Fast Phonics reading record

The red rocket

The cat and the rat



Peak 5 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 5: l, h, f, b, ll, ff, ss	2	Letter sounds videos for: l, h, f, b Mixing up b & d video Double letters video	gets, had, has, he, him, his, of, off, see, back, bad, bed, bell, big, Bill, bin, bit, bug, bun, bus, carrots, doll, fan, fed, fig, fill, fin, fit, fusspot, gap, hat, hid, hill, hiss, hop, hot, hut, huff, kiss, led, leg, let, lots, mess, parrot, peck, puff, rabbits, ruff, sunset, tag, tan, tell

Part	Activities	Skills
1	Letter sound video – ‘l’	Phonemic awareness and letter-sound correspondence Identify letters l and L. Hear and say the sound l.
2	Find the sound	Phonemic awareness and letter-sound correspondence Hear the initial sound and find the matching picture. Sounds: l, u
3	Letter sound video – ‘h’	Phonemic awareness and letter-sound correspondence Identify letters h and H. Hear and say the sound h.
4	Flying furballs	Phonemic awareness and letter-sound correspondence Identify the correct sound that matches a letter. Focus sounds: h, l
5	Letter sound video – ‘f’	Phonemic awareness and letter-sound correspondence Identify letters f and F. Hear and say the sound f.
6	Four square	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: f, l, h, k
7	Letter sound video – ‘b’	Phonemic awareness and letter-sound correspondence Identify letters b and B. Hear and say the sound b.
8	Who’s in the tree?	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: l, h, b, g, o, c
9	Teaching strategy video – ‘Mixing up b & d’	Sound out and blend Hear and say each sound, then blend to read the word. Multi-sensory approach to help children distinguish letter b from letter d.
10	Stretch it out	Sound out and blend Hear and say each sound, then blend to read the word. Words: bed, led, fed
11	Fly the flag	Segment for spelling See, hear, say and spell a word. Words: hat, doll, hut, bus, bell
12	Yeti stomp	Automaticity and fluency Identify the word off.
13	Knock it down	Automaticity and fluency Read the words the, to, get, no, is, had, off, go, has
14	Teaching strategy video – ‘Double letters’	Sound out and blend Hear and say each sound, then blend to read the word. Understand that double letters make one sound.

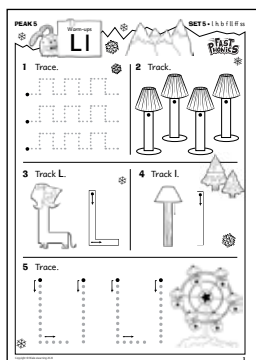
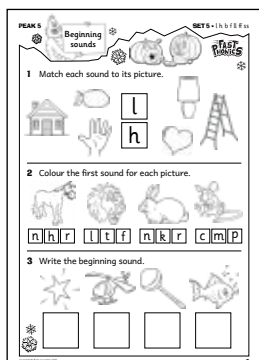
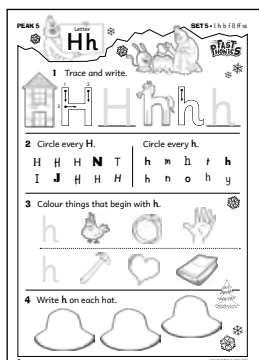
Peak 5 overview

Part	Activities	Skills
15	Tickle giggle	Phonemic awareness and letter-sound correspondence Hear the word and find its match.
16	Read a book	Read and comprehend Read the book: Bill Answer 5 questions based on the text.
17	Flip and spin	Sound out and blend Read the word and find the matching picture. Words: bed, bug, dig, gap, leg, nip, hat, sun, rug, peck
18	Read a book	Read and comprehend Read the book: Kit the cat Answer 5 questions based on the text.
19	Silly bulls	Sound out and blend Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: parrot, rabbit, fusspot, pocket, sunset
20	Read a book	Read and comprehend Read the book: Carrots Answer 5 questions based on the text.
21	The daily dozen	Automaticity and fluency Read the words and find the matching pictures. Words: bell, doll, hut, bus, bed, leg, bad, fan, bun, fig, hill, hat
22	Read a book	Read and comprehend Read the book: Hot dog Answer 5 questions based on the text.
23	Full circle	Segment for spelling See, hear, say and spell a word. Change a letter each time to make a new word. Words: big, pig, pit, bit, fit, fin, bin, big
24	End of Peak 5 Quiz	Assessment Answer 10 questions based on skills learnt. Students can see their results displayed in the My Progress area.

Additional resources

Fast Phonics printable booklets

Peak 5, pages 1–12 and Peak 5, Handwriting, pages 1–10



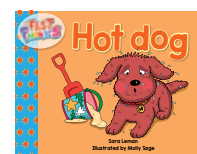
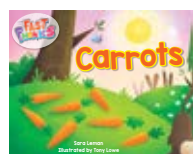
Fast Phonics reading record

Bill

Kit the cat

Carrots

Hot dog



Peak 6 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 6: j, v, w	2	Letter sounds videos for: j, v, w The five short vowels video	an, for, her, into, put, puts, sees, she, this, will, with, bucket, egg, fun, fuss, hen, hug, jacket, jam, Jess, jet, job, jog, kitten, legs, less, lost, Meg, met, naps, nut, Peg, pet, Pug, puts, rag, Ravi, rub, runs, Ted, tells, tick, tub, tum, tug, van, velvet, vet, visit, wag, web, wet, wig, win

Part	Activities	Skills
1	Letter sound video – ‘j’	Phonemic awareness and letter-sound correspondence Identify letters j and J. Hear and say the sound j.
2	Find the sound	Phonemic awareness and letter-sound correspondence Hear the initial sound and find the matching picture. Sounds: j, b
3	Letter sound video – ‘v’	Phonemic awareness and letter-sound correspondence Identify letters v and V. Hear and say the sound v.
4	Flying furballs	Phonemic awareness and letter-sound correspondence Identify the correct sound that matches a letter. Focus sounds: v, j
5	Letter sound video – ‘w’	Phonemic awareness and letter-sound correspondence Identify letters w and W. Hear and say the sound w.
6	Four square	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: j, v, w, b
7	Who’s in the tree?	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: c, g, o, j, a, v
8	Stretch it out	Sound out and blend Hear and say each sound, then blend to read the word. Words: vet, web, jet
9	Teaching strategy video – ‘The five short vowels’	Phonemic awareness and letter-sound correspondence See each vowel and hear the corresponding short vowel sound.
10	Fly the flag	Segment for spelling See, hear, say and spell a word. Words: hut, run, wet, van, jet
11	Furball fun	Sound out and blend Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: vet, jog, wag, job, van Nonsense words: dop, vap, ost, wes, tep
12	Send a message	Segment for spelling and comprehend Hear a word and spell it. Match the sentence to a picture.
13	Yeti stomp	Automaticity and fluency Identify the word put.
14	Read a book	Read and comprehend Read the book: Peg and Meg Answer 5 questions based on the text.

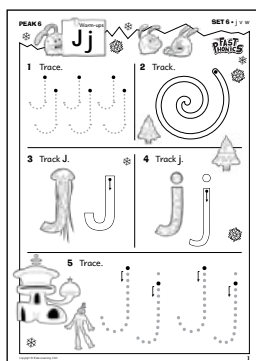
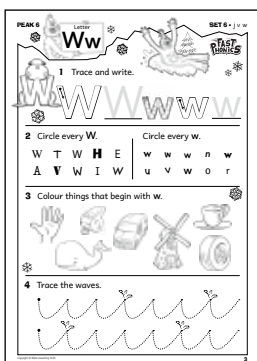
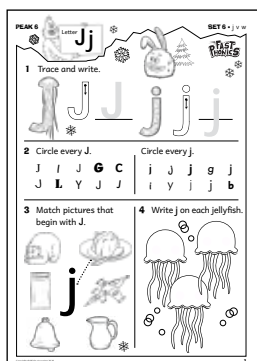
Peak 6 overview

Part	Activities	Skills
15	Flip and spin	Sound out and blend Read the word and find the matching picture. Words: jam, jet, jog, vet, van, web, win, kiss, wig, bell
16	Silly bulls	Sound out and blend Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: bucket, velvet, jacket, visit, kitten
17	Read a book	Read and comprehend Read the book: Ravi's pen Answer 5 questions based on the text.
18	Tickle giggle	Phonemic awareness and letter-sound correspondence Hear the word and find its match.
19	Mountain climb	Phonemic awareness and letter-sound correspondence Hear the word and find the missing sound.
20	Read a book	Read and comprehend Read the book: Mud on the rug Answer 5 questions based on the text.
21	Knock it down	Automaticity and fluency Read the words hill, doll, hiss, less, tick, fuss, will, put, he
22	Read a book	Read and comprehend Read the book: Pug the pup Answer 5 questions based on the text.
23	Full circle	Segment for spelling See, hear, say and spell a word. Change a letter each time to make a new word. Words: vet, jet, met, mat, rat, hat, pat, pet, vet
24	End of Peak 6 Quiz	Assessment Answer 10 questions based on skills learnt. Students can see their results displayed in the My Progress area.

Additional resources

Fast Phonics printable booklets

Peak 6, pages 1–12 and Peak 6, Handwriting, pages 1–10



Fast Phonics reading record

Peg and Meg *Ravi's pen*
Mud on the rug *Pug the pup*



Peak 7 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 7: x, y, z, zz, qu	3	Letter sounds videos for: x, y, z, q Mixing up p & q video	do, my, yes, bag, box, buzz, cobweb, Dot, duck, fix, fizz, hops, Jack, lap, lemon, lets, locks, lot, miss, pack, packs, pick, picks, picnic, pond, quack, quick, quit, quiz, six, taxi, tops, unzip, wax, well, yap, Yasmin, yell, yet, yum, zap, zigzag, zip

Part	Activities	Skills
1	Letter sound video – ‘x’	Phonemic awareness and letter-sound correspondence Identify letters x and X. Hear and say the sound x.
2	Find the sound	Phonemic awareness and letter-sound correspondence Hear the initial sound and find the matching picture. Sounds: x, w
3	Letter sound video – ‘y’	Phonemic awareness and letter-sound correspondence Identify letters y and Y. Hear and say the sound y.
4	Snowballs	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter.
5	Letter sound video – ‘z’	Phonemic awareness and letter-sound correspondence Identify letters z and Z. Hear and say the sound z.
6	Flying furballs	Phonemic awareness and letter-sound correspondence Identify the correct sound that matches a letter. Focus sounds: x, z
7	Fly the flag	Segment for spelling See, hear, say and spell a word. Words: yet, box, zip, yap, zap
8	Yeti stomp	Automaticity and fluency Identify the word this.
9	Send a message	Segment for spelling and comprehend Hear a word and spell it. Match the sentence to a picture.
10	Letter sound video – ‘q’	Phonemic awareness and letter-sound correspondence Identify letters q and Q. Hear and say the sound q.
11	Four square	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: q, y, z, x
12	Teaching strategy video – ‘Mixing up p & q’	Sound out and blend Hear and say each sound, then blend to read the word. Multisensory approach to help children distinguish letter p from letter q.
13	Find the sound	Phonemic awareness and letter-sound correspondence Hear the initial sound and find the matching picture. Sounds: q, p
14	The daily dozen	Automaticity and fluency Read the words and find the matching pictures. Words: quack, quit, quiz, fizz, pack, pick, zap, buzz, quick, zip, yap, yell
15	Read a book	Read and comprehend Read the book: Off on a jet Answer 5 questions based on the text.

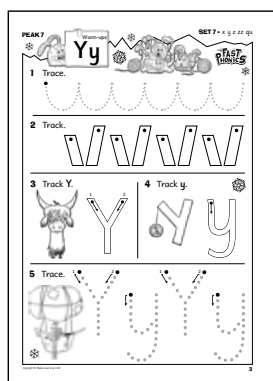
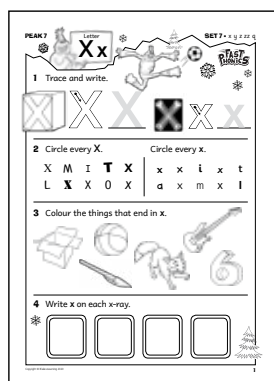
Peak 7 overview

Part	Activities	Skills
16	Silly bulls	Sound out and blend Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: picnic, zigzag, lemon, cobweb, unzip
17	Build a fire	Automaticity and fluency Identify the word my .
18	Read a book	Read and comprehend Read the book: My duck Answer 5 questions based on the text.
19	Knock it down	Automaticity and fluency Read the words my, and, this, his, it, off, has, her, tell, he
20	Read a book	Read and comprehend Read the book: A visit to the vet Answer 5 questions based on the text.
21	Read a book	Read and comprehend Read the book: Lots of pets Answer 5 questions based on the text.
22	Mountain climb	Phonemic awareness and letter-sound correspondence Hear the word and find the missing sound.
23	Read a book	Read and comprehend Read the book: Six big pigs Answer 5 questions based on the text.
24	Yes or no questions	Read and comprehend Read the question. Is the answer yes or no?
25	End of Peak 7 Quiz	Assessment Answer 10 questions based on skills learnt. Students can see their results displayed in the My Progress area.

Additional resources

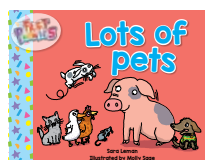
Fast Phonics printable booklets

Peak 7, pages 1–12 and Peak 7,
Handwriting, pages 1–10



Fast Phonics reading record

Off on a jet *My duck* *A visit to the vet*
Lots of pets *Six big pigs*



Peak 8 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 8: sh, ch, th, ng	3	Letter sounds videos for: sh, ch, th, ng Digraphs video	look, than, then, that, them, you, we, bats, bath, cash, chat, chickens, chill, chin, chip, chips, chop, cubs, den, dish, fish, fox, full, hush, jug, king, lid, long, magnet, mitten, moth, moths, much, napkin, path, rang, rash, rich, rid, ring, rip, rubs, rush, shall, shed, shell, ship, shock, shop, shut, sings, song, such, thick, thin, wings

Part	Activities	Skills
1	Teaching strategy video – ‘Digraphs’	Sound out and blend Hear and say each sound, then blend to read the word. Understand that sometimes 2 letters can make one sound.
2	Letter sound video – ‘sh’	Phonemic awareness and letter-sound correspondence Identify letters sh. Hear and say the sound sh.
3	Fly the flag	Segment for spelling See, hear, say and spell a word. Words: shop, ship, shell, fish, dish
4	Letter sound video – ‘ch’	Phonemic awareness and letter-sound correspondence Identify letters ch. Hear and say the sound ch.
5	Rolling along	Sound out and blend Oral blending of individual sounds. Find the matching picture.
6	Furball fun	Sound out and blend Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: zip, quit, this, ring, hush Nonsense words: zup, poth, shan, ulp, fot
7	Letter sound video – ‘th’	Phonemic awareness and letter-sound correspondence Identify letters th. Hear and say the sound th.
8	Rolling along	Sound out and blend Oral blending of individual sounds. Find the matching picture.
9	Build a fire	Automaticity and fluency Identify the word we.
10	Letter sound video – ‘ng’	Phonemic awareness and letter-sound correspondence Identify letters ng. Hear and say the sound ng.
11	The daily dozen	Automaticity and fluency Read the words and find the matching pictures. Words: ring, wing, king, shop, sing, cash, fish, shell, long, moth, chin, thick
12	Four square	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: ch, sh, th, ng
13	Yeti stomp	Automaticity and fluency Identify the word for.
14	Read a book	Read and comprehend Read the book: Fish for Kit Answer 5 questions based on the text.

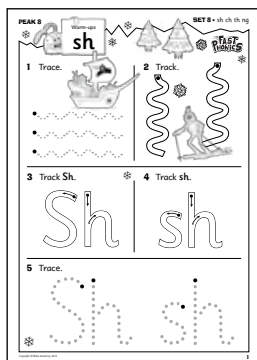
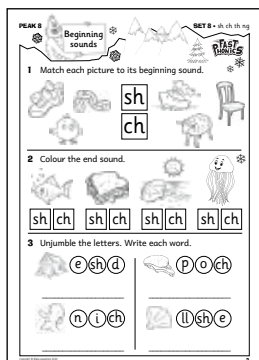
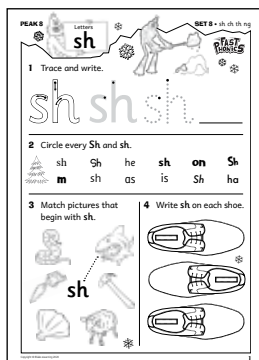
Peak 8 overview

Part	Activities	Skills
15	Knock it down	Automaticity and fluency Read the words me, we, he, my, his, her, this, them, that, with
16	Send a message	Segment for spelling and comprehend Hear a word and spell it. Match the sentence to a picture.
17	Read a book	Read and comprehend Read the book: Bill's bath Answer 5 questions based on the text.
18	Mountain climb	Phonemic awareness and letter-sound correspondence Hear the word and find the missing sound.
19	Captions	Read and comprehend Read a sentence. Find the matching picture.
20	Read a book	Read and comprehend Read the book: The bug Answer 5 questions based on the text.
21	Silly bulls	Sound out and blend Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: sunset, mitten, chicken, napkin, magnet
22	Read a book	Read and comprehend Read the book: Sunset Answer 5 questions based on the text.
23	Full circle	Segment for spelling See, hear, say and spell a word. Change a letter each time to make a new word. Words: ship, chip, chin, thin, than, can, cash, rash, rang, ring, rip, ship
24	End of Peak 8 Quiz	Assessment Answer 10 questions based on skills learnt. Students can see their results displayed in the My Progress area.

Additional resources

Fast Phonics printable booklets

Peak 8, pages 1–12 and Peak 8, Handwriting, pages 1–10



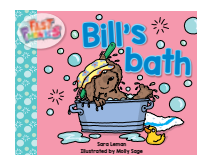
Fast Phonics reading record

Fish for Kit

The bug

Bill's bath

Sunset



Peak 9 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 9: ai, ee, igh, oa	3	Letter sounds videos for: ai, ee, igh, oa	along, but, if, its, me, oh, out, aim, beep, boat, butterfly, check, checks, coat, deep, dull, fail, feel, feet, fight, foal, goat, hails, high, hum, Jeep, keen, laptop, last, light, loads, looks, mail, mash, Max, meet, might, mum, nail, need, needs, Nell, night, oak, paid, pain, popping, rain, Rex, right, rings, road, sail, seed, seem, set, sets, sheep, sigh, sighs, sight, sixteen, soap, sunlit, tail, teeth, tight, toad, train, tree, wait, week, weep

Part	Activities	Skills
1	Letter sound video – ‘ai’	Phonemic awareness and letter-sound correspondence Identify letters ai. Hear and say the sound ai.
2	Stretch it out	Sound out and blend Hear and say each sound, then blend to read the word. Words: rain, wait, nail
3	Letter sound video – ‘ee’	Phonemic awareness and letter-sound correspondence Identify letters ee. Hear and say the sound ee.
4	Fly the flag	Segment for spelling See, hear, say and spell a word. Words: feel, meet, need, pain, mail
5	Snowplough	Segment for spelling Hear a word. See part of the word onscreen. Find the missing grapheme(s) to complete it. Words: rain, sail, tail, nail, see, mail, deep, jeep, feet, teeth
6	Four square	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: ch, sh, ai, ee
7	Letter sound video – ‘igh’	Phonemic awareness and letter-sound correspondence Identify letters igh. Hear and say the sound igh.
8	Rolling along	Sound out and blend Oral blending of individual sounds. Find the matching picture.
9	Build a fire	Automaticity and fluency Identify the word along .
10	Letter sound video – ‘oa’	Phonemic awareness and letter-sound correspondence Identify letters oa. Hear and say the sound oa.
11	The daily dozen	Automaticity and fluency Read the words and find the matching pictures. Words: boat, goat, soap, nail, coat, toad, road, light, foal, feet, rain, teeth
12	Send a message	Segment for spelling and comprehend Hear a word and spell it. Match the sentence to a picture.
13	Knock it down	Automaticity and fluency Read the words me, we, see, he, she, her, he, right, feel
14	Read a book	Read and comprehend Read the book: King Rex Answer 5 questions based on the text.

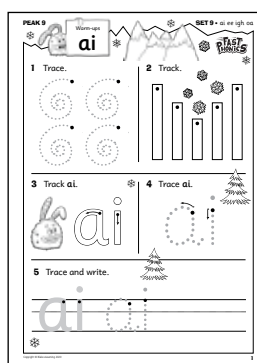
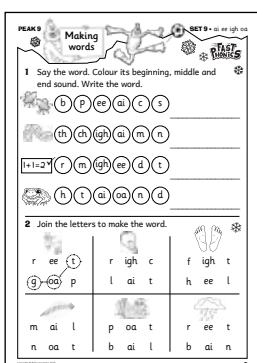
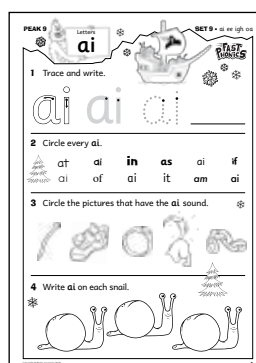
Peak 9 overview

Part	Activities	Skills
15	Mountain climb	Phonemic awareness and letter-sound correspondence Hear the word and find the missing sound.
16	Snowplough	Segment for spelling Hear a word. See part of the word onscreen. Find the missing grapheme(s) to complete it. Words: rain, seed, road, light, boat, train, night, tree, coat, sheep
17	Read a book	Read and comprehend Read the book: Can a chicken get mail? Answer 5 questions based on the text.
18	Furball fun	Sound out and blend Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: high, oak, week, aim, seem Nonsense words: veen, quigh, fip, hab, gax
19	Silly bulls	Sound out and blend Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: popping, sixteen, sunlit, napkin, magnet
20	Read a book	Read and comprehend Read the book: Off on a boat Answer 5 questions based on the text.
21	Yes or no questions	Read and comprehend Read the question. Is the answer yes or no?
22	Read a book	Read and comprehend Read the book: Max gets wet Answer 5 questions based on the text.
23	Full circle	Segment for spelling See, hear, say and spell a word. Change a sound each time to make a new word. Words: rain, ran, rash, mash, mat, might, right, rat, pat, pan, pain, rain
24	End of Peak 9 Quiz	Assessment Answer 10 questions based on skills learnt. Students can see their results displayed in the My Progress area.

Additional resources

Fast Phonics printable booklets

Peak 9, pages 1–12 and Peak 9, Handwriting, pages 1–10



Fast Phonics reading record

King Rex

Max gets wet

Off on a boat

Can a chicken get mail?



Peak 10 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 10: oo, ar, or, ur	3	Letter sounds videos for: oo, ar, or, ur	are, be, by, must, so, too, was, bags, bark, barn, bedroom, bench, book, born, burn, car, card, cart, Charley, cook, cool, cord, cork, corn, curl, curls, dark, door, far, farm, farms, food, foot, fork, fur, good, goodnight, hard, harm, hurt, Karl, lick, loops, moon, Nan, next, oops, park, parks, pool, pools, poor, purr, rocks, rooftops, room, shoo, soon, sort, tart, trip, turnips, turn, turns, urn, wags, waits, woof, wood, wool, yard, yum, zoo, zoom

Part	Activities	Skills
1	Letter sound video – 'oo'	Phonemic awareness and letter-sound correspondence Identify letters oo. Hear and say the sound oo.
2	Flying furballs	Phonemic awareness and letter-sound correspondence Identify the correct sound that matches a letter. Focus sounds: oo, igh
3	Letter sound video – 'oo'	Phonemic awareness and letter-sound correspondence Identify letters oo. Hear and say the sound oo.
4	Stretch it out	Sound out and blend Hear and say each sound, then blend to read the word. Words: soon, look, pool
5	The daily dozen	Automaticity and fluency Read the words and find the matching pictures. Words: foot, book, cook, food, room, pool, wool, moon, zoo, wood, boot, good
6	Letter sound video – 'ar'	Phonemic awareness and letter-sound correspondence Identify letters ar. Hear and say the sound ar.
7	Rolling along	Sound out and blend Oral blending of individual sounds. Find the matching picture.
8	Fly the flag	Segment for spelling See, hear, say and spell a word. Words: card, moon, bark, yard, food
9	Letter sound video – 'or'	Phonemic awareness and letter-sound correspondence Identify letters or. Hear and say the sound or.
10	Tickle giggle	Phonemic awareness and letter-sound correspondence Hear the word and find its match.
11	Letter sound video – 'ur'	Phonemic awareness and letter-sound correspondence Identify letters ur. Hear and say the sound ur.
12	Four square	Phonemic awareness and letter-sound correspondence Hear the sound and find the matching letter. Sounds: oo, ar, or, ur
13	Snowplough	Segment for spelling Hear a word. See part of the word onscreen. Find the missing grapheme(s) to complete it. Words: burp, curl, hurt, surf, turn, cart, park, corn, wood, cook

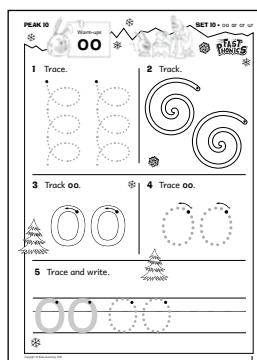
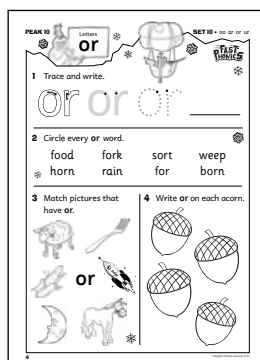
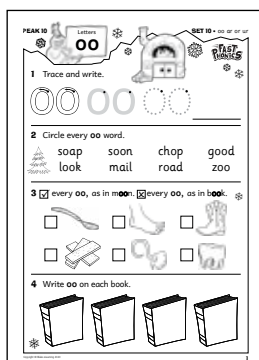
Peak 10 overview

Part	Activities	Skills
14	Read a book	Read and comprehend Read the book: Poor Kit Answer 5 questions based on the text
15	Silly bulls	Sound out and blend Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: kennel, morning, garden, market, having
16	Flip and spin	Sound out and blend Read the word and find the matching picture. Words: curl, fur, boot, fork, burn, surf, church, corn, fort, book
17	Read a book	Read and comprehend Read the book: A visit to the moon Answer 5 questions based on the text
18	Knock it down	Automaticity and fluency Read the words too, see, are, you, or, look, right, they, now
19	Mountain climb	Phonemic awareness and letter-sound correspondence Hear the word and find the missing sound.
20	Read a book	Read and comprehend Read the book: Charley the farm dog Answer 5 questions based on the text
21	Furball fun	Sound out and blend Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: wool, car, room, cord, barn Nonsense words: luch, chigh, jart, zoon, chim
22	Send a message	Segment for spelling and comprehend Hear a word and spell it. Match the sentence to a picture.
24	End of Peak 10 Quiz	Assessment Answer 10 questions based on skills learnt. Students can see their results displayed in the My Progress area.

Additional resources

Fast Phonics printable booklets

Peak 10, pages 1–12 and Peak 10, Handwriting, pages 1–10

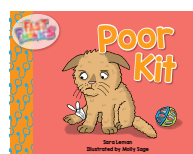


Fast Phonics reading record

Poor Kit

A visit to the moon

Charley the farm dog



Decodable books – Peaks 1 to 10

Title	Peak, Phase and Letter sets	New decodable words and HF words	Decodable books
Pat taps	Peak 1 Phase 2 Set 1	at, as, pat, Pat, sap, sat, tap, taps	
Tim and the map	Peak 2 Phase 2 Sets 1-2	a, and, in, is, no, the, dad, map, man, mat, pan, pin, Tim	
Sam can	Peak 3 Phase 2 Sets 1-3	go, can, got, not, on, to, cat, dog, pot, pop, Sam, tin, top	
The red rocket	Peak 4 Phase 2 Sets 1-4 + polysyllabic words carrots, rocket, cannot, pocket, ticket	am, get, I, it, to, up, cannot, carrot, Moppet, nips, pocket, red, rocket, sick, sits, sun, ticket	
The cat and the rat	Peak 4 Phase 2 Sets 1-4	kick, Kit, mad, mud, rat, rug	
Bill	Peak 5 Phase 2 Sets 1-5	has, bad, bed, big, Bill, huff, puff, ruff, tag	
Kit the cat	Peak 5 Phase 2 Sets 1-5	had, him, his, off, back, bit, bug, gap, hat, hid, hop, leg, let, tan	

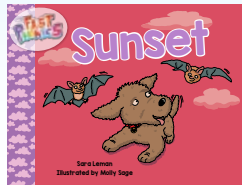




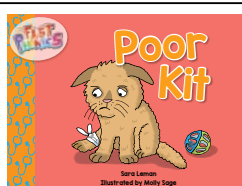


Decodable books – Peaks 1 to 10

Title	Peak, Phase and Letter sets	New decodable words and HF words	Decodable books
Carrots	Peak 5 Phase 2 Sets 1-5	of, see, carrots, fill, hill, lots, rabbits	
Hot dog	Peak 5 Phase 2 Sets 1-5	he, gets, hot	
Peg and Meg	Peak 6 Phase 3 Sets 1-6	an, for, her, she, will, with, egg, hen, Meg, nut, Peg, pet, Ted, wet	
Ravi's pen	Peak 6 Phase 3 Sets 1-6 + polysyllabic words Ravi, pocket, jacket	sees, this, jacket, Jess, jog, lost, pen, Ravi, runs, tells	
Mud on the rug	Peak 6 Phase 3 Sets 1-6	puts, bucket, rag, rub	
Pug the pup	Peak 6 Phase 3 Sets 1-6	into, fun, hug, legs, naps, Pug, tub, tum, tug	
Off on a jet	Peak 7 Phase 3 Sets 1-7 + polysyllabic word ticket	do, bag, Jack, lets, locks, miss, packs, picks, tops	

Decodable books – Peaks 1 to 10

Title	Peak, Phase and Letter sets	New decodable words and HF words	Decodable books
My duck	Peak 7 Phase 3 Sets 1–7	my, box, Dot, duck, quack	
A visit to the vet	Peak 7 Phase 3 Sets 1–7 + polysyllabic word Yasmin	fix, lap, lot, well, Yasmin	
Lots of pets	Peak 7 Phase 3 Sets 1–7	hops, pond, yap	
Six big pigs	Peak 7 Phase 3 Sets 1–7 + polysyllabic word taxi	yes, buzz, quick, six, taxi, zig, zag	
Fish for Kit	Peak 8 Phase 3 Sets 1–8	cash, chat, fish, rush, shop, shut	
Bill's bath	Peak 8 Phase 3 Sets 1–8	bath, full, jug, rid, rubs, shall, shell, sings, song	
The bug	Peak 8 Phase 3 Sets 1–8	look, you, long, moth, rip, shock, such, wings	

Decodable books – Peaks 1 to 10

Title	Peak, Phase and Letter sets	New decodable words and HF words	Decodable books
Sunset	Peak 8 Phase 3 Sets 1–5 + polysyllabic word chickens	bats, chickens, cubs, den, fox, moths, shed	
King Rex	Peak 9 Phase 3 Sets 1–9 + polysyllabic word along	along , hum, Nell, Rex, rings	
Can a chicken get mail?	Peak 9 Phase 3 Sets 1–9 + polysyllabic words laptop, butterfly	its , beep, boat, butterfly, feel, feet, goat, high, Jeep, laptop, light, mail, night, pain, rain, road, sail, sigh, tail, toad, weep	
Off on a boat	Peak 9 Phase 3 Sets 1–9	but, oh, out , coat, checks, fail, hails, keen, last, loads, looks, might, needs, paid, right, seem, sighs, sight, set, soap, tight, wait, week	
Max gets wet	Peak 9 Phase 3 Sets 1–9	if , check, dull, Max, meet, mum, sets	
Poor Kit	Peak 10 Phase 3 Sets 1–10	are, so, too , bench, burn, curls, fur, good, hurt, lick, next, oops, poor, purr, soon, turns, urn, waits	
A visit to the moon	Peak 10 Phase 3 Sets 1–10	must, was , cool, dark, far, farms, goodnight, loops, moon, pools, rocks, rooftops, room, trip, zoom	
Charley the farm dog	Peak 10 Phase 3 Sets 1–10	be, by , bark, barn, bags, bedroom, book, car, Charley, cook, corn, door, food, harm, Karl, Nan, parks, shoo, tart, turnips, wags, woof, yard, yum	

FAST PHONICS • READING RECORD SHEET



Book
Pat taps



**FAST
PHONICS**

Name _____

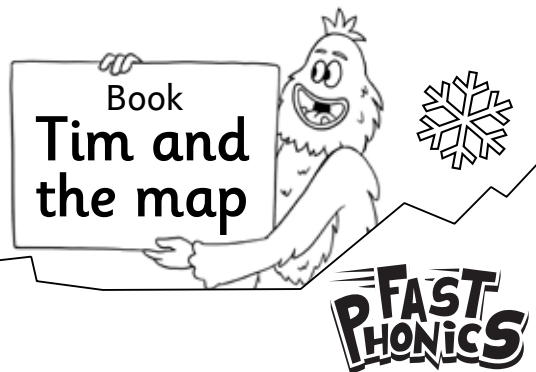
Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Pat sat.		
3	Tap “as”.		
4	Tap.		
5	Tap “at”. Tap.		
6	Tap “sap”.		
7	Pat taps “sap”. Tap.		
8	Pat taps “sat”. Tap.		
9	Pat taps. Tap, tap, tap.		
		Results	



Additional comments/observations

Signed _____ Date _____



Name _____

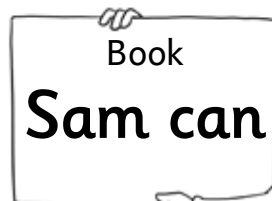
Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Tim is a man.		
3	Tim and the map.		
4	Tap, tap, tap.		
5	The pin is in the map.		
6	Is the pin in the map? No.		
7	The pin is in the mat.		
8	The map is in the pan.		
9	Dad sat. The pin is in Dad!		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Name _____

Age _____

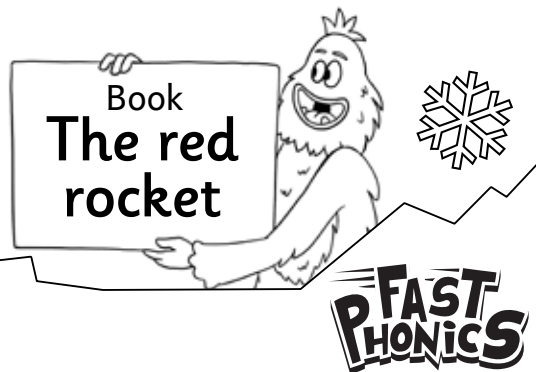
Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Sam is sad.		
3	Sam got a map on a mat.		
4	Sam got a tin and a top.		
5	Sam got a pot and a pan.		
6	Sam got the pot to go pop, pop, pop!		
7	Sam got a dog and a cat.		
8	Sam sat on the mat.		
9	Sam is not sad!		
		Results	



Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	The rocket is red. It is a top rocket.		
3	Can I get a ticket?		
4	The ticket is in a pocket. I can get on the rocket.		
5	A dog, a cat and Moppet get on the rocket.		
6	I am on the rocket. The rocket can go!		
7	It can go up, up, up! The rocket can go up to the sun.		
8	The dog sits. Moppet nips a carrot. The cat is sick in a sack.		
9	I can go on a rocket. A dog and Moppet can go on a rocket. The cat cannot.		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Book
**The cat
and the rat**



**FAST
PHONICS**

Name _____

Age _____

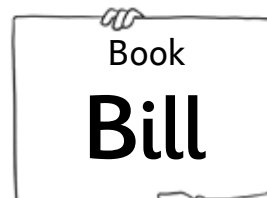
Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	The sun is up. Kit the cat is on the rug.		
3	A rat in red is on the rug.		
4	The red rat can nip the cat. Nip, nip, nip!		
5	Kit the cat is sad. Kit the cat got mad.		
6	The red rat can not sit on the rug.		
7	Kit the cat can kick. Kick! Kick! Kick!		
8	The rat in red is not on the rug.		
9	The red rat is in the mud.		
		Results	



Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Bill is a dog.		
3	Bill has a tag.		
4	Bill is a big dog.		
5	Bill is a bad dog.		
6	Run, cat! Run! Huff! Puff!		
7	Up, up, up to the top!		
8	Bill is a mad dog. Ruff! Ruff!		
9	Go to bed, Bill!		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



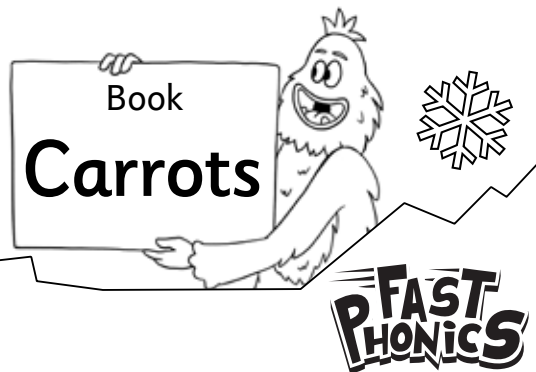
Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Kit the tan cat had a nap on the bed.		
3	A big bug hid in the gap.		
4	The bug bit Kit on his leg. Nip!		
5	Kit sat up. Nip! Nip!		
6	Get off, bug! Get off the bed!		
7	Kit hid in a hat.		
8	Can the bug let him back?		
9	Hop off the bed, bug. Let Kit nap.		
		Results	

❄ Additional comments/observations

Signed _____ Date _____



Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Ten rabbits sit on a hill.		
3	The rabbits can see lots of carrots in the sun.		
4	Hop, hop, hop to the carrots.		
5	I can see ten bad rats.		
6	Ten bad rats get a big sack.		
7	Ten bad rats fill up the sack.		
8	Off run the ten bad rats. Lots of carrots fill the sack.		
9	Ten sad rabbits sit on a hill.		
		Results	

❄ Additional comments/observations

Signed _____ Date _____



Book
Hot dog



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Bill is a dog.		
3	The sun is up.		
4	Bill the dog is in the sun.		
5	The sun is hot. Bill is a hot dog in the sun.		
6	Bill has a nap in the sun. The sun is hot.		
7	Bill gets hot. Bill gets red. Bill has a red leg.		
8	Bill is a red dog.		
9	Bill is a sad dog. He gets a pat.		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Peg is ten. She has a pet hen.		
3	The pet hen is Meg. Meg is a red hen.		
4	The hen is in her pen. She is wet and sad.		
5	Peg will let Meg in. “Sit on the bed, Meg.”		
6	Meg the hen will not get wet on Peg’s bed.		
7	Peg fed Meg on the bed. She let her peck at a nut.		
8	Meg sits with Peg and Ted. Meg is not a sad pet.		
9	Meg the red hen gets off the bed. She has an egg for Peg!		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Book
**Ravi's
pen**



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Jess has a jog to get fit. Jess runs and runs.		
3	She sees Ravi. She can see he is sad.		
4	"I lost a pen." It is not in his jacket pocket.		
5	Jess sits with Ravi. He is sad.		
6	Jess sees the pen. It is in the gap.		
7	"I will get the pen!" she tells Ravi.		
8	"Is this the pen?"		
9	"It is!" Ravi is not sad. He has his pen back!		
		Results	



Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Book
**Mud on
the rug**



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Bill the dog sat in mud.		
3	Mud on a dog. A dog in a mess!		
4	Can Peg get the mud off the rug?		
5	Peg got a rag and a bucket.		
6	Rub, rub, rub at the mud.		
7	Rub, rub, rub with the rag.		
8	Peg puts the rag back in the bucket.		
9	No mud on the rug. No mud on Bill.		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Can I see Pug the pup? He naps on his rug.		
3	Pug has a run in the sun. He can tug.		
4	Pug sees a bug in the mud. The mud is fun!		
5	Pug the pup has mud on his legs and his tum.		
6	Get into the tub, Pug. Rub off the mud.		
7	Go and sit on the rug, Pug. Pug can get a hug.		
8	Pug the pup sits on the rug. He sees a bun.		
9	Pug has the bun. The bun is in Pug's tum!		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Book
**Off on
a jet**



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	The sun is up. Jack is not.		
3	Get up, Jack! Get up and go.		
4	Jack gets a bag. He packs socks and tops.		
5	Jack packs his bag. He locks it.		
6	He has to go. Do not miss the bus.		
7	Run, run, run to the bus! He gets on and the bus can go.		
8	Jack picks up the ticket. The ticket lets him on the jet.		
9	The jet can go up. Jack is off on the jet!		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Book
My duck



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	This is my pet duck, Dot.		
3	"Quack."		
4	Will my duck fit in this bucket?		
5	"Quack."		
6	Will my duck fit in this bag?		
7	"Quack."		
8	Will my duck fit in this box?		
9	"Quack, quack, quack!"		
		Results	



Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Yasmin has got a pet duck, Dot.		
3	Dot is not well. She is sick.		
4	Yasmin tells the vet. Yasmin and Dot will visit her.		
5	A sick cat is at the vet. She sits on a lap.		
6	A man picks up a big rabbit. It has had a lot of carrots!		
7	The vet tells Yasmin to get Dot.		
8	The vet sees Dot. She tells Yasmin she can fix her.		
9	The vet can fix a sick duck. Quack, quack!		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	My pet is a dog. My dog can yap, yap, yap.		
3	Tim has a pet cat. His cat can hiss.		
4	My pet is a rabbit. My rabbit hop, hop, hops.		
5	Peg has a pet hen. Her hen can peck, peck, peck.		
6	My pet is a rat. My rat can run and run and run.		
7	Sam has a pet pig. His pig can dig in the mud.		
8	My pet is a duck. My duck gets wet in the pond.		
9	I can see a dog, a cat, a rabbit, a hen, a rat, a pig and a duck. Lots and lots of pets!		
		Results	



Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Six big pigs in the sun.		
3	Six big pigs sit in the mud.		
4	Buzz, buzz, buzz!		
5	Six big pigs in a fix. Quick!		
6	Can the pigs run? Yes! Six big pigs run to the hill.		
7	The pigs zig and zag up to the top. Huff and puff!		
8	Buzz, buzz, buzz! Can six big pigs fit?		
9	Six big pigs can fit in a big taxi.		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Name _____

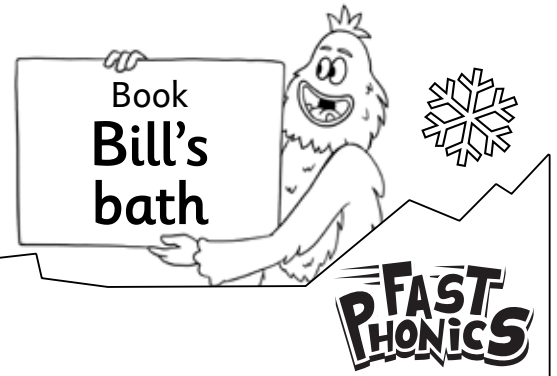
Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Peg is in a rush to get to the shop.		
3	She has to get a fish for her cat, Kit.		
4	Has she got cash?		
5	Yes. Peg has cash in her pocket.		
6	Has she got a bag? Yes. She picks it up.		
7	Jacket on. Off to the fish shop.		
8	Peg runs. She cannot chat. Rush, rush!		
9	Peg gets to the shop. She sees it is shut. No fish for Kit.		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Name _____

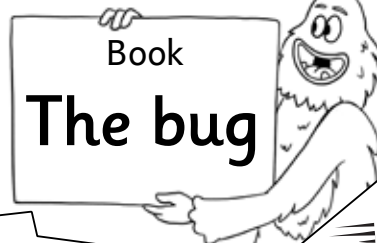
Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Bill is full of mud. He has to get a bath.		
3	Peg has to fill the bath. Will she fill it with a shell? No.		
4	Shall Peg fill the bath with a cup? No.		
5	Will Peg fill the bath with a jug? No.		
6	Shall Peg fill the bath with a bucket? Yes!		
7	Quick! Get into the bath, Bill. Peg will get rid of the mud and the mess.		
8	Peg rubs the mud off. Rub, rub, rub. It is a big job.		
9	Bill sings a song for Peg. This bath is fun!		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Can you see the bug?		
3	It is a bug in a bed. Zzzzzzzzzz.		
4	The bed is hot in the sun.		
5	It has had a long nap in its bed. Get up, bug! Quick!		
6	Zip! Rip!		
7	Look! It has got big wings.		
8	This is such a shock! It is not a bug.		
9	Can you see? This bug is a moth.		
		Results	



Additional comments/observations

Signed _____ Date _____



Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	It is sunset.		
3	Can you see six fox cubs in the den?		
4	The sun is in bed. The fox cubs get up.		
5	All the bats get up at sunset.		
6	Can you see the moths? The moths zigzag in a rush.		
7	The chickens go back in the shed at sunset.		
8	The big pig naps in his pen at sunset.		
9	Bill yaps and yaps <i>a lot</i> at sunset!		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Book
King Rex



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	King Rex is sad. He is not well.		
3	Nell rings the bell. Ring, ring!		
4	"I am Nell. I can sing you a song. You will get well."		
5	The king tells Nell to sing her song.		
6	Nell sings a long song. King Rex has a nap. Zzzzzzzz.		
7	"Do not sing a long song, Nell. I cannot hum along."		
8	Nell sings a quick song for the king. Rush, rush!		
9	King Rex is not sad. He hums and hums. Nell can see that he is well!		
		Results	



Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Book
Can a chicken
get mail?



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Is it wet in the rain? Can a shell feel pain?		
3	Can a dog wag its tail? Can a chicken get mail?		
4	Has a carrot got feet? Can a bus go 'Beep'?		
5	Can a laptop weep? Can I chat in a Jeep?		
6	Is the sun up at night? Is a sack of bugs light?		
7	Can a butterfly sigh? Can a rocket go high?		
8	Can I sail in a boat? Can I sing to a goat?		
9	Can you kiss a big toad? Can you jog up the road?		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Book
**Off on
a boat**



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Yasmin cannot wait! She is off on a boat for a week. A week might not seem long, but Yasmin is keen for lots of fun.		
3	Yasmin needs to pack. She puts her coat, socks, tops and soap into her bags. At last she can go!		
4	Yasmin hails a taxi to get her to the boat. She loads her bags. It is tight, but her bags fit. Yasmin is off. She chats in the taxi.		
5	Yasmin looks out of the taxi. "It might rain," she sighs, but Yasmin will not get wet. She will be on the boat and off into the sunset.		
6	Yasmin checks her pocket. She has got her ticket and her cash. She has her hat, her maps and her bags. She cannot fail!		
7	The taxi is paid, and Yasmin has her bags and hat. Beep, beep! The taxi is off up the road.		
8	Yasmin looks and looks but she cannot see the boat. Oh no! Her boat has set sail. It is out of sight and off into the sunset. Yasmin feels sad. She might weep.		
9	But wait! That is not the right boat. This is Yasmin's boat. She sees it and runs to get on it. Yasmin sails off into the sunset. See you in a week!		
		Results	



Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



**FAST
PHONICS**

Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Max is off to visit Ravi. He looks up. It is dull.		
3	Max will go back in. He can check if it will rain.		
4	Max looks at the map. No rain. He can go to meet Ravi.		
5	Max sets off but he can feel rain. Pit-pat, pit-pat.		
6	It rains and rains and rains. Max gets wet.		
7	His feet get wet. His legs get wet. This is no fun for Max.		
8	<i>Beep beep!</i> Max sees Ravi and his mum in a taxi.		
9	Max gets in the taxi. He can meet Ravi and get out of the rain.		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Kit the cat sits on a bench next to the urn. He licks his fur. Peg looks at Kit. "You are not to sit on the bench, Kit."		
3	Peg tells Kit that the urn is too hot. "It can burn you, Kit. Get off!"		
4	Kit looks at Peg and then turns his back to her. He has a lot of fur to lick. He will hop off the bench as soon as he has had his bath.		
5	"Kit! Get off!" yells Peg. Kit licks his tail. This is a job he cannot rush. "You are a bad cat, Kit."		
6	Kit waits for Peg to go. He can tell she is mad at him, but he licks his leg. He kicks it and it rubs on the hot urn. Oops!		
7	Poor Kit is in pain. The urn is so hot, it burns his leg. It hurts a lot! Kit needs to see the vet.		
8	The vet looks at Kit's fur and checks his burn. It is not too bad. She tells Kit he needs to be a good cat. He cannot sit on the bench next to the hot urn.		
9	Kit will be a good cat. He will not let his fur get a burn. Kit curls up in Peg's lap. He feels good now. <i>Purr ... purr ... purr.</i>		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	It is a dark night and Nell is in bed. She looks at the moon. "The moon is so cool," she sighs.		
3	Nell cannot wait to visit the moon. She needs to get into the big rocket.		
4	Nell checks this and checks that. Then she zooms up, up, and off to the moon!		
5	The moon is far-off. Nell looks out and sees dark rooftops in the night.		
6	Nell looks out as the rocket zooms along. She sees pools, ponds and farms. The pigs, ducks and goats are far-off dots.		
7	Up and up zooms the rocket. At last Nell can see the moon. It looks so big! She can see rocks on top.		
8	This is so much fun, but all too soon Nell must go back. The rocket loops the moon and zooms back to the rooftops.		
9	Nell's room is dark and her bed feels good. "My trip to the moon was so cool! I will visit you soon," sighs Nell. "Goodnight, Moon!"		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

FAST PHONICS • READING RECORD SHEET



Name _____

Age _____

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Karl is in the car. He is off to visit Nan and Pop's farm. Karl cannot wait to see Charley the farm dog.		
3	Mum parks the car in the yard. Nan is at the door. It is good to see her. "Woof! Woof!" barks Charley. Charley is big and has loads of fur.		
4	Karl gets a big kiss and a hug off Nan. Charley wags her tail. It will soon be dark, so Mum and Pop go to the car to get the bags.		
5	Nan is a good cook. She has lots of food for Karl and Mum. Charley looks at the corn, turnips and tart. Yum! Nan tells poor Charley to go to the yard.		
6	That night, Karl is up in his room. He is keen to go to bed, so he shuts his book. It feels good to be at the farm.		
7	"Woof! Woof! Woof!" barks Charley in the dark. She can see a fox by the barn. The fox might harm the chickens. "Woof! Woof! Shoo!" she barks.		
8	Karl sighs. He puts on the light and gets up. He runs to the door and sees Charley in the yard. The fox jogs off in the night.		
9	Karl is at the barn. He hugs Charley and pats her fur. "Now I will get you a big <i>bucket</i> of corn, turnips and tart! Good dog, Charley!"		
		Results	

❄ Additional comments/observations

Signed _____ Date _____

Placement Test Record Sheet

Use this to assess each child's existing knowledge of phonics. If a child has some skills, they can be placed into the **Fast Phonics** program at the appropriate starting point. For each letter, ask the child, 'Say the letter sound.' For the words, 'Try to read each word.'

Mark the phoneme with a tick if the child can say it correctly. Stop the assessment as soon as the child makes more than 3 or 4 errors in a row. If the child is unsure of any skills within a Peak, place the child at the beginning of that Peak.



Name _____ Date _____

Peak 1 • Set 1			Peak 5 • Set 5			Peak 9 • Set 9		
s			l			ai		
a			h			ee		
t			b			igh		
p			f			oa		
Peak 2 • Set 2			ll			Peak 10 • Set 10		
m			Peak 6 • Set 6			oo		
i			j			ar		
d			v			or		
n			w			ur		
Peak 3 • Set 3			Peak 7 • Set 7					
g			x					
o			y					
c			z					
k			qu					
ck			Peak 8 • Set 8					
Peak 4 • Set 4			sh					
e			ch					
r			th					
u			ng					



Fast Phonics Placement Test

Peak 1 • Set 1

s	a	t	p
---	---	---	---

at sat tap

Peak 2 • Set 2

m	i	d	n
---	---	---	---

it man pin
and the

Fast Phonics Placement Test

Peak 3 • Set 3

g	o	c	k	ck
---	---	---	---	----

on got pick

dog sack no

.....
pots and pans

Peak 4 • Set 4

e	r	u
---	---	---

red sun peg neck

carrot to Moppet

.....
The sun is up.

Fast Phonics Placement Test

Peak 5 • Set 5

l	h	b	f	ll
---	---	---	---	----

fed hut doll fan
bed rabbit off sunset

.....

The bus is on the hill.

Peak 6 • Set 6

j	v	w
---	---	---

wet van mess jet
will put he bucket

.....

The vet got into his van.

Fast Phonics Placement Test

Peak 7 • Set 7

x	y	z	qu
---	---	---	----

yet zap box quiz
quick picnic my zigzag

.....

Is the sun wet?

Peak 8 • Set 8

sh	ch	th	ng
----	----	----	----

shop fish much chin
them this wing magnet

.....

The chicken pecks at the shell.

Fast Phonics Placement Test

Peak 9 • Set 9

ai

ee

igh

oa

rain

need

soap

nail

light

road

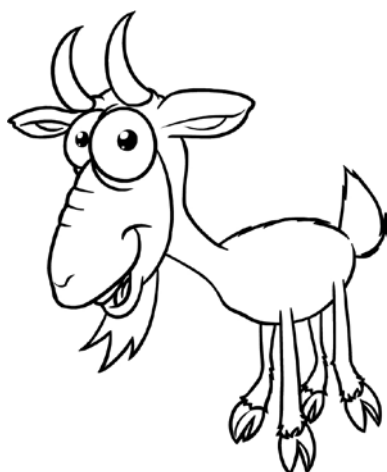
teeth

sheep

we

her

she



The goat got on
the train at night.

Fast Phonics Placement Test

Peak 10 • Set 10

oo

ar

or

us

book

hurt

cart

fork

moon

born

curl

barn

so

too

be

.....

The poor farm dog hurt
her leg.



Name _____

✓ ✗ if the child can say each letter's name and sound.



Phase 2, set 1	name	sound	date and comments
s			
a			
t			
p			
Phase 2, set 2	name	sound	date and comments
m			
i			
d			
n			
Phase 2, set 3	name	sound	date and comments
g			
o			
c			
k			
ck			
Phase 2, set 4	name	sound	date and comments
e			
r			
u			
Phase 2, set 5	name	sound	date and comments
l			
h			
b			
f			
ff			
ll			
ss			



Name _____



✓ ✗ if the child can say each letter's name and sound.



Phase 3, set 6	name	sound	date and comments
j			
v			
w			

Phase 3, set 7	name	sound	date and comments
x			
y			
z			
q			
zz			


Phase 3, set 8	sound	date and comments
sh		
ch		
th		
ng		

Phase 3, set 9	sound	date and comments
ai		
ee		
igh		
oa		

Phase 3, set 10	sound	date and comments
oo		
ar		
or		
ur		



Phase 2 letters and sounds resource

s	a	t	p
m	i	g	n
g	o	c	k
ck	e	r	u
l	h	b	f
ff	ll	ss	

Phase 3 letters and sounds resource

j

v

w

y

z

zz

qu

sh

ch

th

ng

ai

ee

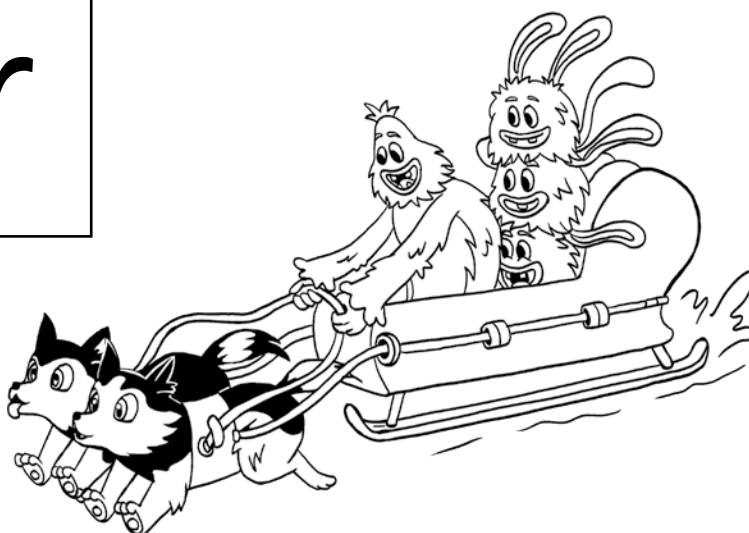
igh

oo

ar

or

ur



ORAL BLENDING ASSESSMENT



Name _____

Sound-talk each word. ✓ if the child can blend independently.

✗ if incorrect and record the response.

date	Phase 2, set 1	✓ or ✗	response and comments
	a-t		
	s-a-t		
	t-a-p		
	p-a-t		

date	Phase 2, set 2	✓ or ✗	response and comments
	a-m		
	i-t		
	d-a-d		
	p-a-n		

date	Phase 2, set 3	✓ or ✗	response and comments
	o-n		
	t-a-g		
	c-a-p		
	k-i-d		
	s-o-ck		

date	Phase 2, set 4	✓ or ✗	response and comments
	u-p		
	r-i-p		
	g-e-t		

date	Phase 2, set 5	✓ or ✗	response and comments
	l-e-t		
	h-o-p		
	b-u-g		
	f-i-t		
	h-u-ff		
	b-e-ll		
	f-u-ss		

ORAL BLENDING ASSESSMENT



Name _____

Sound-talk each word. ✓ if the child can blend independently.

✗ if incorrect and record the response.

date	Phase 3, set 6	✓ or ✗	response and comments
	j-e-t		
	v-a-n		
	w-i-n		
	j-o-g		

date	Phase 3, set 7	✓ or ✗	response and comments
	b-o-x		
	y-a-p		
	z-i-p		
	qu-i-t		
	f-i-zz		

date	Phase 3, set 8	✓ or ✗	response and comments
	sh-o-p		
	r-i-ch		
	th-i-n		
	k-i-ng		

date	Phase 3, set 9	✓ or ✗	response and comments
	w-ai-t		
	b-ee-p		
	n-igh-t		
	g-oa-l		

date	Phase 3, set 10	✓ or ✗	response and comments
	l-oo-k		
	b-oo-t		
	f-ar-m		
	c-or-n		
	s-ur-f		



ORAL SEGMENTATION ASSESSMENT



Name _____

Say each word aloud. ✓ if the child can orally segment independently.

✗ if incorrect and record the response.

date	Phase 2, set 1	✓ or ✗	response and comments
	sap		
	at		
	pat		
	tap		

date	Phase 2, set 2	✓ or ✗	response and comments
	man		
	sit		
	dip		
	nap		

date	Phase 2, set 3	✓ or ✗	response and comments
	tag		
	pop		
	cat		
	kit		
	pack		

date	Phase 2, set 4	✓ or ✗	response and comments
	pet		
	rag		
	mud		

date	Phase 2, set 5	✓ or ✗	response and comments
	leg		
	hop		
	bed		
	fan		
	puff		
	tell		
	hiss		

ORAL SEGMENTATION ASSESSMENT



Name _____

Say each word aloud. ✓ if the child can orally segment independently.

✗ if incorrect and record the response.



date	Phase 3, set 6	✓ or ✗	response and comments
	jog		
	vet		
	wig		
	van		

date	Phase 3, set 7	✓ or ✗	response and comments
	mix		
	yes		
	zap		
	quick		
	buzz		

date	Phase 3, set 8	✓ or ✗	response and comments
	shell		
	chop		
	thick		
	long		

date	Phase 3, set 9	✓ or ✗	response and comments
	pain		
	feet		
	light		
	foal		

date	Phase 3, set 10	✓ or ✗	response and comments
	took		
	food		
	card		
	fork		
	curl		



BLENDING ASSESSMENT



Name _____

✓ if the child can read each word independently.

✗ if incorrect and record the response.

date	Phase 2, set 1	✓ or ✗	response and comments
	sap		
	at		
	tap		
	pat		

date	Phase 2, set 2	✓ or ✗	response and comments
	map		
	nip		
	and		
	tan		

date	Phase 2, set 3	✓ or ✗	response and comments
	got		
	gap		
	can		
	Kit		
	sack		

date	Phase 2, set 4	✓ or ✗	response and comments
	pen		
	rat		
	mug		

date	Phase 2, set 5	✓ or ✗	response and comments
	lap		
	hot		
	bag		
	fun		
	off		
	hill		
	mess		

BLENDING ASSESSMENT



Name _____

✓ if the child can read each word independently.

✗ if incorrect and record the response.

date	Phase 3, set 6	✓ or ✗	response and comments
	Jack		
	van		
	well		
	jog		
date	Phase 3, set 7	✓ or ✗	response and comments
	fox		
	yell		
	zip		
	quack		
	buzz		
date	Phase 3, set 8	✓ or ✗	response and comments
	ship		
	chicken		
	moth		
	wing		
date	Phase 3, set 9	✓ or ✗	response and comments
	pain		
	sheep		
	might		
	road		
date	Phase 3, set 10	✓ or ✗	response and comments
	good		
	zoom		
	hard		
	fork		
	turnip		



Blending assessment resource

Phase 2, set 1

sap
at
tap
pat

Phase 2, set 2

map
nip
and
tan

Phase 2, set 3

got
gap
can
Kit
sack

Phase 2, set 4

pen
rat
mug

Phase 2, set 5

lap
hot
bag
fun
off
hill
mess



Blending assessment resource

Phase 3, set 6

Jack

van

well

jog

Phase 3, set 7

fox

yell

zip

quack

buzz

Phase 3, set 8

ship

chicken

moth

wing

Phase 3, set 9

pain

sheep

might

road

Phase 3, set 10

good

zoom

hard

fork

turnip



SEGMENTATION ASSESSMENT - PHASE 2



Name _____

Read each word aloud. ✓ if the child can segment and spell the word independently. ✗ if incorrect and record the response.

date	Phase 2 (VC, CV)	✓ or ✗	response and comments
	at		
	is		
	it		
	an		
	in		
	am		
	on		
	up		
	if		
	to		
	no		
	go		

date	Phase 2 (CVC)	✓ or ✗	response and comments
	sat		
	hop		
	man		
	fit		
	beg		
	cup		
	lap		
	kid		
	doll		
	sock		
	puff		
	mess		



SEGMENTATION ASSESSMENT - PHASE 3



Name _____

Read each word aloud. ✓ if the child can segment and spell the word independently. ✗ if incorrect and record the response.

date	Phase 3 (Phase 2 tricky words)	✓ or ✗	response and comments
	to		
	the		
	no		
	go		
	I		
	into		

date	Phase 3 (CVC)	✓ or ✗	response and comments
	job		
	wax		
	yap		
	vet		
	zip		
	buzz		
	wing		
	dark		
	quit		
	sheep		
	path		
	such		
	tail		
	moon		
	sigh		
	boat		
	cook		
	teeth		
	fight		
	corn		
	turn		
	rain		
	cork		
	harm		
	wood		



HIGH FREQUENCY WORDS ASSESSMENT - PHASE 2



Name _____

✓ if the child can read the word independently.

✗ if incorrect and record the response.

date	Phase 2 (VC, CV)	✓ or ✗	response and comments
	at		
	is		
	it		
	an		
	in		
	am		
	on		
	up		
	if		
	of		
	as		
	he		
	to		
	no		
	go		
	I		
	a		

date	Phase 2 (CVC)	✓ or ✗	response and comments
	had		
	off		
	see		
	can		
	got		
	has		
	did		
	not		
	the		
	into		



HIGH FREQUENCY WORDS ASSESSMENT - PHASE 3



Name _____

✓ if the child can read the word independently.

✗ if incorrect and record the response.

date	Phase 3 (CV)(VC)	✓ or ✗	response and comments
	be		
	we		
	he		
	me		
	my		
	an		
	do		
	if		
	oh		
	so		
	by		

date	Phase 3	✓ or ✗	response and comments
	will		
	them		
	look		
	that		
	this		
	see		
	then		
	with		
	put		
	too		
	but		
	yes		
	for		
	you		
	she		
	was		
	along		
	her		
	are		
	than		
	its		





High frequency words assessment resource

Phase 2 – (CV) (VC)

at	on	to
is	up	no
it	if	go
an	of	I
in	as	a
am	he	

Phase 2 (CVC)

had	has
off	did
see	not
can	the
got	into



**High frequency words assessment resource**

Phase 3 – (CV) (VC)

be

my

oh

we

an

so

he

do

by

me

if

Phase 3

will

with

she

them

put

was

look

too

along

that

but

her

this

yes

are

see

for

than

then

you

its



Class record sheet

Name	Peaks									
	1	2	3	4	5	6	7	8	9	10



Class record sheet

[illegible]



Fantastic Phonics!



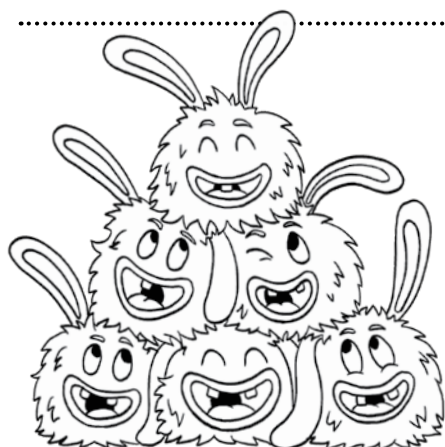
You have been working
hard on Fast Phonics.



Well done!



FABULOUS WORK ON FAST PHONICS!



You have
completed
10 Peaks!

