# Ready to Read Phonics Plus assessment process for gathering a baseline and subsequent monitoring of progress

| Baseline Assessment Activity | Result | Additional Baseline Assessment Activity | Entry Point along the Scope & Sequence | Result | Entry Point along the Scope & Sequence | 10-week check-ins |
|---|---|---|---|---|---|---|
| Alphabet Test and GKR Phonemic Awareness Test (Section 1) | The child achieves fewer than 5 sounds in the Alphabet Test and fewer than 4 items in the GKR Phonemic Awareness Test… | | …start with the phonological knowledge and phonemic awareness activities. Move to Kākano \| Seed books when the child is ready. | | | 1. After 10 weeks, return to the previous assessment activity. In the Alphabet Test, only check and record new items taught. Revisit all items in section 1 of the GKR Phonemic Awareness Test. If a child was given the Adapted Bryant Test as part of their baseline, assess all items in this test, stopping when the child makes a total of 10 errors. |
| | The child achieves between 5 and 10 sounds in the Alphabet Test and fewer than 4 items in the GKR Phonemic Awareness Test… | | … start at the beginning of Kākano \| Seed books. | | | 2. Continue to do these 10-week checks until a child shows they have full knowledge of sounds and phonological awareness and are ready to move on to reading Colour Wheel books. |
| | The child achieves at least 10 + sounds in the Alphabet Test and at least 4/7 items in the GKR Phonemic Awareness Test … | Add the Adapted Bryant Test of Basic Decoding Skills. Stop when the child makes a total of 10 errors. | | The child decodes less than 10 words… | …select the texts in Kākano \| Seeds that best match the letter combinations the child needs to learn | 3. Once a child knows all their letter sounds in the Alphabet Test and can blend all items in Section 1 of the GKR Phonemic Awareness Test, you no longer use these assessments in the 10-week checks. Only use the Bryant Test of Basic Decoding skills for subsequent 10 weekly checks. |
| | | | | The child decodes 10 - 20 words… | …start at the beginning of Tupu \| Seedlings | 4. Any child who has made little or no progress after 10 weeks should receive more intensive tier 2 support focused on activities to build phonological awareness and phonemic knowledge This should be flexible and fluid (see advice on grouping children). |
| | | | | The child decodes 20 - 30 words… | …select the texts in Tupu \| Seedlings that best match the letter combinations the child needs to learn | 5. If a child has made no progress after 20 weeks, discuss and plan next steps with your SENCO or LSC and child's whānau. |
| | | | | The child reads 30 – 40 words… | …start at the beginning of Māhuri \| Saplings | |
| | | | | The child decodes 40 - 50 words… | …start at the beginning of Rākau \| Trees, combined with the Colour Wheel books | |
| | | | | The child reads all the words… | …go straight to the Colour Wheel books | |

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