

Phonics Survey

Before beginning Phonics Launch lessons, administer the Phonics Survey to individual students. The data you collect will help you determine a starting place in the lesson sequence and provide information to guide you in supporting individual students during instruction. The Phonics Survey is broken down into four parts. First, you will determine letter and sound knowledge. If the student can name 40 or more letters out of 52, then you can move on to administer the CVC Inventories, which assess decoding and encoding skills. From there, the Scoring Matrix 1: CVC Words will help you determine a starting place in the lesson sequence or whether you need to move on to the additional inventories as needed according to the matrix.

Directions

STEP 1 (Letter-Sound Assessment) Download and administer the Letter-Sound Assessment (pioneervalleybooks.com/phonicslaunch-resources). Students will be asked to name upper- and lowercase letters and then tell you what sound each letter spells. Use the Letter-Sound Recording Form to determine whether the student should be placed in the Pre-Launch Alphabetic Kit (20 or fewer letters), at Ready, Set, Go Lesson 1 (21–39 letters), or move on to the CVC portion of the assessment (40 or more letters).

STEP 2 (Decoding Inventory: CVC) Administer the CVC section of the Decoding Inventory. Have students read each word in the first row of the Decoding Inventory Student Form one at a time. Say, Please read this word. Wait for 5 seconds. If the student does not respond, mark as incorrect and ask the student to try the next word. To be correct, the student must give the natural pronunciation of the word without teacher support. If a student sounds out the letters (s-e-t) but does not put the sounds together, it is still an error. After students finish reading the first line, record their scores on the Decoding Inventory Recording Sheet. Then administer the encoding part of the CVC assessment.

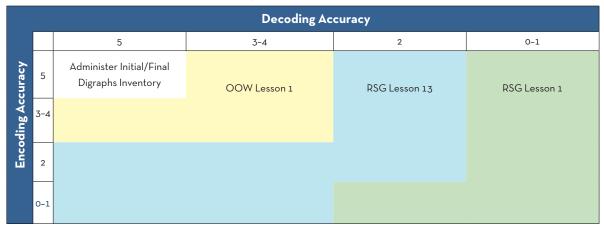
STEP 3 (Encoding Inventory: CVC) Give each student a piece of paper and a pencil. Use the words listed on the CVC portion of the Encoding Inventory and say, I am going to ask you to spell some words. Try to spell each word the best you can. Some of the words may be hard. If you don't know how to spell the word, say it slowly and write down all the sounds you hear. After students finish writing the words, record their scores on the Encoding Inventory Recording Sheet.

STEP 4 (Placement) Take the Decoding and Encoding scores from the CVC portion of the assessments and plug them into the Scoring Matrix 1: CVC Words. Depending on how the student scores, you will either place them in the appropriate sequence of lessons or move on to the additional inventories as needed according to the matrix.

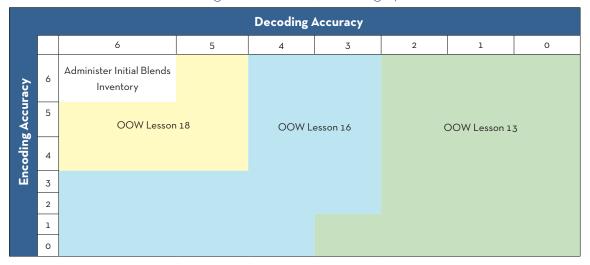


Phonics Lesson Placement

Scoring Matrix 1: CVC Words



Scoring Matrix 2: Initial/Final Digraphs



Scoring Matrix 3: Initial Blends

			De	ecoding Acc	uracy			
		6	5	4	3	2	1	0
ıracy	6	Administer Final Blends/ Final Digraphs/Floss Rule Inventory						
Encoding Accuracy	5		OOW Les	sson 21		OOW Le	esson 19	
poor	4							
ŭ	3							
	2							
	1							
	0							



Phonics Lesson Placement (continued)

Scoring Matrix 4: Final Blends/Final Digraphs/Floss Rule

				Deco	ding Accura	асу		
		6	5	4	3	2	1	0
racy	6	Administer Silent e Inventory						
Encoding Accuracy	5			BU Lesson 4		BU Lesson 1	OOWL	esson 23
- B	4							
i bo	3							
Enc	2							
	1							
	0							

Scoring Matrix 5: Silent e

			Decoding Ac	curacy		
		4	3	2	1	0
Encoding Accuracy	4	Administer Vowel Teams 1 Inventory	BU Lesson 11		BU Lesson 7	
ding ⊿	3					
Enco	2					
	1					
	0					

Scoring Matrix 6: Vowel Teams 1

			De	coding Acc	uracy			
		6	5	4	3	2	1	0
Accuracy	6	Administer Vowel Teams 2 Inventory						
g Acc	5		I	BU Lesson 15			BU Lesson 13	
ië	4							
Encoding	3							
	2							
	1							
	0							



Phonics Lesson Placement (continued)

Scoring Matrix 7: Vowel Teams 2

			ا	Decoding Ac	curacy			
		6	5	4	3	2	1	0
>	6	Administer Vowel-r						
rac	0	Combinations 1 Inventory						
Encoding Accuracy	5			BU Lesson 21			BU Lesson 19	
ding	4			DO Lesson 21			DO Lesson 19	
nco	3							
	2							
	1							
	0							

Scoring Matrix 8: Vowel-r Combinations 1

			[Decoding Ac	curacy			
		6	5	4	3	2	1	0
Encoding Accuracy	6	Administer Diphthong Vowel Teams Inventory						
Accı	5		MO Lesson 5	MO Le	esson 3		MO Lesson 1	
ding	4							
nco	3							
ш	2							
	1							
	0							

Scoring Matrix 9: Diphthong Vowel Teams

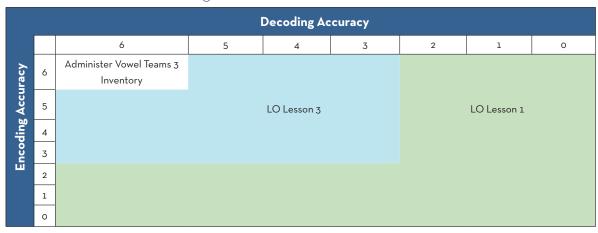
			ı	Decoding Ad	curacy			
		6	5	4	3	2*	1*	0*
>	6	Administer Vowel-r						
rac	0	Combinations 2 Inventory						
Encoding Accuracy	5		MO Lesson 14	MO Le	sson 12		MO Lesson 10	
ding	4							
nco	3							
	2*							
	1*							
	0*							

^{*}If data and observation indicate the need for lessons containing three-letter blends, begin at MO Lesson 8, then continue with Diphthong Vowel Teams.



Phonics Lesson Placement (continued)

Scoring Matrix 10: Vowel-r Combinations 2



Scoring Matrix 11: Vowel Teams 3

			[Decoding Ac	curacy			
		6	5	4	3	2	1	0
Encoding Accuracy	6	Begin with LO Lesson 13						
Accı	5		L	O Lesson 7			LO Lesson 4	
ding	4							
ncoc	3							
ш	2							
	1							
	0							



Letter-Sound Recording Sheet

Directions

Use the Letter-Sound Assessment to determine what upper- and lowercase letters a student can name and whether they know the sound each letter spells. Follow the directions on the Letter-Sound Assessment Form to assess students individually. Transfer the data from the assessment to this recording sheet.

Data

Assessments	Score
Assessment 1: Naming Letters	/52
Assessment 2: Letter-Sound	/26

Placement/Next Steps

If students score ...

- 20 or fewer on letter names, begin at Pre-Launch Alphabetic Lesson 1.
- 21-39 on letter names begin at Ready, Set, Go Lesson 1.
- At least 40 on letter names, then administer the CVC Decoding and Encoding Inventories.

For additional information on teaching letter names and sounds, reference the *Phonics Launch Handbook*.

Decoding Inventory Student Form

On Our Way CVC Words

rat bop set win mug

Initial/Final Digraphs

shut chip thin mesh path such

Initial Blends

plot slug crab brim sped clip

Building Up

Final Blends/Final Digraphs/Floss Rule

junk cost plump child rung stick

Silent e

cube drive mope plane



Decoding Inventory Student Form (continued)

Building Up Vowel Teams 1

deep played creaking wait speech gray

Vowel Teams 2

spoon loading blown coach foot drooled

Moving On

Vowel-r Combinations 1

dirty perm starting curl order murky

Diphthong Vowel Teams

growl round knew haunt pointed yawn

Lifting Off

Vowel-r Combinations 2

square board hairy swore rare pair



Decoding Inventory Student Form (continued)

Lifting Off Vowel Teams 3

field flight weigh niece threat splurge

Prefixes and Suffixes

*Use the results as a data source for decoding and encoding affixes. All students receiving this survey will begin with LO Lesson 13 because the lessons also include instruction in morphology.

graceful disagreed enjoyment largest uncurl barely



Student: ____

Decoding Inventory Recording Sheet

Date: _____

Place a chec reads a wor Additionally	ck ma d, writ /, add	ect: Use this form to record observations about individual students. rk next to the words the student reads correctly. If a student incorrectly te the miscued word next to the actual word in the reflection column. helpful observations about how the student reads the words (segments ets it started with first sound, etc.).
Decoding C	VC W	ords: SCORE/5
WORD		REFLECTION
rat		
bop		
set		
win		
mug		
Decoding In	itial/F	inal Digraphs: SCORE/6
WORD		REFLECTION
shut		
chip		
thin		
mesh		
path		
such		
Decoding In	itial B	lends: SCORE/6
WORD)	REFLECTION
plot		
slug		
crab		
brim		
sped		
clip		
		PIONEER VALLEY BOOKS • 2025

foot

drooled

Decoding Inventory Recording Sheet (continued)

WORD	REFLECTION
junk	
cost	
plump	
child	
rung	
stick	
Decoding Silent e: SCORE _	/4
WORD	REFLECTION
cube	
drive	
mope	
plane	
	ORE/6
Decoding Vowel Teams 1: SC	
Decoding Vowel Teams 1: SC WORD	ORE/6 REFLECTION
Decoding Vowel Teams 1: SC	
Decoding Vowel Teams 1: SC WORD deep	
Decoding Vowel Teams 1: SC WORD deep played	
Decoding Vowel Teams 1: SC WORD deep played creaking	
Decoding Vowel Teams 1: SC WORD deep played creaking wait speech	
Decoding Vowel Teams 1: SC WORD deep played creaking wait speech gray	REFLECTION
Decoding Vowel Teams 1: SC WORD deep played creaking wait speech gray	REFLECTION
Decoding Vowel Teams 1: SC WORD deep played creaking wait speech gray Decoding Vowel Teams 2: SC	REFLECTION ORE/6
Decoding Vowel Teams 1: SC WORD deep played creaking wait speech gray Decoding Vowel Teams 2: SC WORD	REFLECTION ORE/6
Decoding Vowel Teams 1: SC WORD deep played creaking wait speech gray Decoding Vowel Teams 2: SC WORD spoon	REFLECTION ORE/6

Decoding Inventory Recording Sheet (continued)

Decoding Vowel-r Combinations 1: SCORE/c	Decoding	Vowel-r	Combinations	1: SCORE	/6
--	----------	---------	---------------------	----------	----

WORD	REFLECTION
dirty	
perm	
starting	
curl	
order	
murky	

Decoding Diphthong Vowel Teams: SCORE __/6

WORI	D	REFLECTION
growl		
round		
knew		
haunt		
pointed		
yawn		

Decoding Vowel-r Combinations 2: SCORE __/6

WOR	D	REFLECTION
square		
board		
hairy		
swore		
rare		
pair		



Decoding Inventory Recording Sheet (continued)

Decoding Vowel Teams 3: SCORE __/6

WORI	D	REFLECTION
field		
flight		
weigh		
niece		
threat		
splurge		

Decoding Prefixes and Suffixes: SCORE __/6

WOR	D	REFLECTION
graceful		
disagreed		
enjoyment		
largest		
uncurl		
barely		



Encoding Inventory Recording Sheet

Student				Date:	
A 1	15.0		1 1		

Analyze and Reflect: Use this form to record observations about individual students. Note strengths as well as issues such as letter reversals, letter formation habits, and confusions in the reflection column. Circle the sounds that are misspelled. Please note that only the shaded column will count toward the overall score; however, all other observations should inform your instruction.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Encoding CVC Words: SCORE __/5 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL
map	m	а	р
sob	S	0	b
dig	d	i	g
fun	f	u	n
pet	р	е	t

Encoding Initial/Final Digraphs: SCORE /6 (Please note the score should reflect only the misspellings from the shaded column)

	2 .8	pinor o o o n	
WORD	INITIAL	VOWEL	FINAL
chop	ch	0	р
shed	sh	е	d
thin	th	i	n
dash	d	а	sh
bath	b	а	th
much	m	u	ch

Encoding Initial Blends: SCORE __/6 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL
clog	cl	0	g
snap	sn	а	р
crib	cr	i	b
drum	dr	u	m
fled	fl	е	d
skit	sk	i	t

Encoding Inventory Recording Sheet (continued)

Encoding Final Blends/Final Digraphs/Floss Rule: SCORE __/6 (Please note the score should reflect only the misspellings from the shaded column)

		0 1 -		Irom the shaded column,
WORD	INITIAL	VOWEL	FINAL	REFLECTION
hunt	h	u	nt	
find	f	i	nd	
craft	cr	а	ft	
risk	r	i	sk	
kept	k	е	pt	
dress	dr	е	SS	

Encoding Silent e: SCORE __/4 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL
note	n	o_e	t
grade	gr	a_e	d
swipe	SW	i_e	р
flute	fl	u_e	t

Encoding Vowel Teams 1: SCORE __/6 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL
leaf	I	ea	f
tray	tr	ay	
rain	r	ai	n
keep	k	ee	р
sway	SW	ay	
neat	n	ea	t

Encoding Vowel Teams 2: SCORE __/6 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL
toast	t	oa	st
snow	sn	OW	
good	g	00	d
float	fl	oa	t
tool	t	00	
crow	cr	OW	

AUNCH Encoding Inventory Recording Sheet

Encoding Vowel-r Combinations 1: SCORE __/6 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL
girl	g	ir	1
burn	b	ur	n
stork	st	or	k
shirt	sh	ir	t
charm	ch	ar	m
fern	f	er	n

Encoding Diphthong Vowel Teams: SCORE __/6 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL
spoil	sp	oi	I
flew	fl	ew	
town	t	OW	n
lawn	I	aw	n
glue	gl	ue	
shout	sh	ou	t

Encoding Vowel-r Combinations 2: SCORE __/6 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL
score	sc	ore	
chair	ch	air	
shore	sh	ore	
fairy	f	air	У
roar	r	oar	
share	sh	are	

Encoding Vowel Teams 3: SCORE __/6 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL
bright	br	igh	t
splice	spl	i_e	С
thread	thr	ea	d
chief	ch	ie	f
eight		eigh	t

Encoding Inventory Recording Sheet (continued)

Encoding Prefixes and Suffixes: SCORE __/6 (Please note the score should reflect only the misspellings from the shaded column)

WORD	PREFIX	INITIAL	VOWEL	FINAL	SUFFIX	REFLECTION
displace	dis		a_e			
nicest			i_e	С	est	
unknown	un	kn	ow			
cowardly			ow, ar		ly	
department	de		ar		ment	
mouthful			ou	th	ful	