

Documenting Decoding and Encoding Skills

watching for motor, speech, and visual difficulties

Record student name on this page. Avoid assuming mastery. Present all sounds. Use random order. Unless otherwise stated, default to the common sound for each letter. Indicate mastery level. Record notes noticing posture, especially position of head and body. Where is the head in relation to the mid-line? Is the head cocked to one side? Are the sounds spoken clearly using Standard mouth formation? How does the student respond when they don't know?

Be developmentally sensitive and present only the quantity that the student can respond to without tiring or becoming frustrated. You may need to do several short sessions over a day or days.

1 = not known
2 = familiar but needs work
3 = fully mastered

hear a sound, mimic that sound

hear a sound, say its name

hear a combination of sounds
mimic those sounds (this list is not exhaustive
but can help identify speech difficulties)

	1	2	3
a short			
a long			
e short			
e long			
i short			
i long			
o short			
o long			
u short			
u long			
b			
c			
d			
f			
g			
h			
j			
k			
l			
m			
n			
p			
q			
r			
s			
t			
v			
w			
x			
y			
z			

	1	2	3
a short			
a long			
e short			
e long			
i short			
i long			
o short			
o long			
u short			
u long			
b			
c			
d			
f			
g			
h			
j			
k			
l			
m			
n			
p			
q			
r			
s			
t			
v			
w			
x			
y			
z			

	1	2	3
bl			
fl			
gl			
sl			
br			
dr			
gr			
pr			
tre			
sca			
spi			
stu			
smo			
sna			
swi			
spl			
spr			
scr			
str			
squi			
ft			
ow			
ump			
end			
ing			
ank			
int			
rud			
thr			
wef			
ret			

Notes (use reverse as needed)

Documenting Decoding and Encoding Skills

watching for motor, speech, and visual difficulties

Record student name on this page. Don't assume mastery. Present all sounds. Use random order. Unless otherwise stated, default to the common sound for each letter. Indicate mastery level. Record notes noticing posture, especially position of head and body. Where is the head in relation to the mid-line? Is the head cocked to one side? Watch the eyes. i.e. Are they tracking smoothly? Are the sounds spoken clearly using Standard mouth formation? How does the student respond when they don't know?

Be developmentally sensitive and present only the quantity that the student can respond to without tiring or becoming frustrated. You may need to do several short sessions over a day or days.

1 = not known
2 = familiar but needs work
3 = fully mastered

see a letter, say its name

	mastered		mastered
A		a	
B		b	
C		c	
D		d	
E		e	
F		f	
G		g	
H		h	
I		i	
J		j	
K		k	
L		l	
M		m	
N		n	
O		o	
P		p	
Q		q	
R		r	
S		s	
T		t	
U		u	
V		v	
W		w	
X		x	
Y		y	
Z		z	

see a letter, say its sound

	mastered		mastered
A		a	
B		b	
C		c	
D		d	
E		e	
F		f	
G		g	
H		h	
I		i	
J		j	
K		k	
L		l	
M		m	
N		n	
O		o	
P		p	
Q		q	
R		r	
S		s	
T		t	
U		u	
V		v	
W		w	
X		x	
Y		y	
Z		z	

see a group of letters, say their sounds

	1	2	3
bl			
fl			
gl			
sl			
br			
dr			
gr			
pr			
tre			
sca			
spi			
stu			
smo			
sna			
swi			
spl			
spr			
scr			
str			
squi			
ft			
ow			
ump			
end			
ing			
ank			
int			
rud			
thr			
wef			
ret			

Notes

Documenting Decoding and Encoding Skills

watching for motor, speech, and visual difficulties

Record student name on this page. Don't assume mastery. Present all sounds. Use random order. Unless otherwise stated, default to the common sound for each letter. (vowels: l = long sound; s = short sound) Indicate mastery. Record notes noticing posture, especially position of head, hands, and body. Where is the body in relation to the mid-line? Watch the eyes. i.e. Are they tracking smoothly? Are the sounds spoken clearly using Standard mouth formation? How does the student respond when they don't know?

Be developmentally sensitive and present only the quantity that the student can respond to without tiring or becoming frustrated. You may need to do several short sessions over a day or days.

1 = not known

2 = familiar but needs work

3 = fully mastered

see a letter, write it (copy it) using standard format and formation

	mastered		mastered
A		a	
B		b	
C		c	
D		d	
E		e	
F		f	
G		g	
H		h	
I		i	
J		j	
K		k	
L		l	
M		m	
N		n	
O		o	
P		p	
Q		q	
R		r	
S		s	
T		t	
U		u	
V		v	
W		w	
X		x	
Y		y	
Z		z	

Notes

hear a sound, write its letter in both upper and lower case

	mastered		mastered
A l		a l	
A s		a s	
B		b	
C		c	
D		d	
E l		e l	
E s		e s	
F		f	
G		g	
H		h	
I l		i l	
I s		i s	
J		j	
K		k	
L		l	
M		m	
N		n	
O l		o l	
O s		o s	
P		p	
Q		q	
R		r	
S		s	
T		t	
U l		u l	
U s		u s	
V		v	
W		w	
X		x	
Y		y	
Z		z	

hear a letter name, write that letter in both upper and lower case using standard format

	mastered		mastered
A l		a l	
A s		a s	
B		b	
C		c	
D		d	
E l		e l	
E s		e s	
F		f	
G		g	
H		h	
I l		i l	
I s		i s	
J		j	
K		k	
L		l	
M		m	
N		n	
O l		o l	
O s		o s	
P		p	
Q		q	
R		r	
S		s	
T		t	
U l		u l	
U s		u s	
V		v	
W		w	
X		x	
Y		y	
Z		z	

Documenting Decoding and Encoding Skills

watching for motor, speech, and visual difficulties

Record student name on this page. Don't assume mastery. Unless otherwise stated, default to the common sound for each letter. Indicate mastery level. Record notes noticing posture, especially position of head, hands, and body. Where is the body in relation to the mid-line? Watch the eyes. i.e. Are they tracking smoothly? Are the sounds spoken clearly using Standard mouth formation? How does the student respond when they don't know?

Be developmentally sensitive and present only the quantity that the student can respond to without tiring or becoming frustrated.

- 1 = not known
2 = familiar but needs work
3 = fully mastered

Hear a word part and write it with letters
Hear a phonetic word and write it with letters
Identify which are whole words or "real" words and which are not.

	1	2	3	Word?
bim				
cat				
tab				
stal				
dot				
bet				
fat				
gom				
hid				
job				
kit				
lep				
tap				
lis				
ap				
hot				
dic (or dik)				
flut				
slop				
just				
grun				

Hear a short sight word and write it with letters (gr. 1 and up)

	1	2	3
the			
was			
come			
find			
said			
two			
you			
four			
have			
want			
what			
who			
again			
could			
does			
would			
because			
give			
pretty			

Notes

Documenting Decoding and Encoding Skills

watching for motor, speech, and visual difficulties

Record student name on this page. Don't assume mastery. Present all sounds. Use random order. Unless otherwise stated, default to the common sound for each letter. Indicate mastery level. Record notes noticing posture, especially position of head and body. Where is the body in relation to the mid-line? Watch the eyes. i.e. Are they tracking smoothly? Are the sounds spoken clearly using Standard mouth formation? How does the student respond when they don't know?

Be developmentally sensitive and present only the quantity that the student can respond to without tiring or becoming frustrated. You may need to do several short sessions over a day or days.

1 = not known

2 = familiar but needs work

3 = fully mastered

see a letter, say its name

	mastered		mastered
A		a	
B		b	
C		c	
D		d	
E		e	
F		f	
G		g	
H		h	
I		i	
J		j	
K		k	
L		l	
M		m	
N		n	
O		o	
P		p	
Q		q	
R		r	
S		s	
T		t	
U		u	
V		v	
W		w	
X		x	
Y		y	
Z		z	

see a letter, say its sound

	mastered		mastered
A		a	
B		b	
C		c	
D		d	
E		e	
F		f	
G		g	
H		h	
I		i	
J		j	
K		k	
L		l	
M		m	
N		n	
O		o	
P		p	
Q		q	
R		r	
S		s	
T		t	
U		u	
V		v	
W		w	
X		x	
Y		y	
Z		z	

see a group of letters, say their sounds

	1	2	3
bl			
fl			
gl			
sl			
br			
dr			
gr			
pr			
tre			
sca			
spi			
stu			
smo			
sna			
swi			
spl			
spr			
scr			
str			
squi			
ft			
ow			
ump			
end			
ing			
ank			
int			
rud			
thr			
wef			
ret			

Notes

Student Visuals

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

qu

r

s

t

u

v

w

x

y

z

th

sh

ch

wh

cl

ra

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Qu

R

S

T

U

V

W

X

y

z

Th

Sh

Ch

Wh

Cl

Ra