Year 2 English Phonics

Student assessment

Decoding, encoding, digraphs, vowel patterns and reading unfamiliar words.

Suggested time: 20–30 minutes

Name: _____ Date: _____

Instructions: Try your best. You may draw, write or explain your thinking. Ask an adult to read instructions if needed.

Sound patterns and reading

1. Read these words aloud: ship, chin, thin, brush, splash. Ask an adult to tick words read independently.

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2. Circle or write the two words with the same vowel sound: rain, train, ran, run.

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3. Read these words aloud: cake, bike, home, cube. What do you notice about the final e?

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4. Read: light, night, bright. Underline the letters that represent the long i sound.

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Blending and spelling

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5. An adult says the word "shop". Write the word and mark the sounds you hear.

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6. An adult says "train" and "float". Write both words.

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7. Fill in the missing letter team: s__p (a boat); ch__r (something to sit on); n__t (after sunset).

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8. Write two words that rhyme with "play".

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Reading and applying phonics

9. Read this sentence aloud: The bright green frog jumped into the pond.

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10. Read these made-up words aloud: shup, chabe, plim. They are not real words; use the sound patterns you know.

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11. Choose the correctly spelled word in each pair: bote / boat; nite / night; cheep / cheap.

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12. Write one sentence using two of these words: rain, bright, boat, shop.

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How to use this assessment

Keep the experience encouraging and flexible. Allow breaks. For the first attempt, avoid giving the answer. Record whether the child worked independently, needed a hint, or needed a demonstration.

Suggested answers and what to look for

1. Record independent decoding; /sh/, /ch/, /th/ and consonant blends.

2. rain and train.

3. Silent-e patterns often make the vowel long in these examples.

4. igh.

5. shop; /sh/ /o/ /p/.

6. train; float.

7. ship, chair, night.

8. Examples: day, stay, say, tray.

9. Observe accuracy and phrasing; do not require memorisation.

10. Expected plausible readings using regular sound patterns; no vocabulary knowledge required.

11. boat, night, cheap.

12. Any meaningful sentence with two target words.

What to observe

Read words aloud individually. For spelling prompts, the adult should say the word naturally without spelling it. Track whether errors arise from blending, vowel patterns, digraphs or letter formation.

Simple recording guide

For each question, mark: I = independent; P = completed after a prompt; S = completed with support; N = not yet. Write down the child’s explanation, not just whether the final answer was correct.

Suggested next steps

Choose one or two skills to practise through short, enjoyable activities. Revisit similar questions after a few weeks. A single assessment does not determine a child’s ability or future potential.

Parent notes

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