Purpose of the phonics test:
This test is designed to evaluate the student’s phonetic knowledge. Students who struggle to pronounce sounds / nonsense words correctly will benefit from using Toe By Toe.

Instructions for the TBT phonics test:
Working from left to right ask your student to read each sound / nonsense word. The assessor marks the correct responses with a tick and incorrect ones with a dot. Take the students first answer. However, if your student makes a mistake and rapidly self corrects then count this as a tick.
It is critical that you DO NOT COACH YOUR STUDENT DURING THE TEST.
There are 40 sounds/nonsense words within this test split into sections.

TOE BY TOE Phonics Test
Name of student:..............................................................................................................
Date of Birth:.....................................................................................................................
Actual age of student: (years/ months):..........................................................................
Name of Assessor:............................................................................................................
Test date before starting Toe By Toe:.............................................................................
Test date after completing Toe By Toe:.............................................................................
Total score ..................................................................................................................... / 40
Section 1.
Letter sounds.

\[
\begin{array}{c}
b \quad d \quad qu \quad ch \\
\end{array}
\]

Section 2.
Phonemes- units of sound.

\[
\begin{array}{c}
ux \quad sith \quad dess \quad pidd \\
\end{array}
\]

Section 3.
Phonemes- units of sound.

\[
\begin{array}{c}
pob \quad dub \quad bod \quad pud \\
\end{array}
\]

Section 4
Two and three letter initial blends.

\[
\begin{array}{c}
gl \quad dw \quad shr \quad spr \\
\end{array}
\]

Section 5
Mute ‘e’. The ‘e’ remains silent at the end of the word. Its function is to change the preceding vowel from short to long.

N.B. Note to assessor please do not share this with your student.

\[
\begin{array}{c}
sade \quad ene \quad clibe \quad brose \\
\end{array}
\]

Section 6
Simple polynons - multi syllable nonsense words.

\[
\begin{array}{c}
axitripp \quad astoppet \quad grepsannat \quad lippenfonn \\
\end{array}
\]

Section 7
More simple polynons, including blends.

\[
\begin{array}{c}
thrannox \quad grundigop \quad fritchipode \quad clipackile \\
\end{array}
\]

Section 8
Vowel combinations.

\[
\begin{array}{c}
atcheemop \quad estoaming \quad painaytog \quad fursoapert \\
\end{array}
\]

Section 9
Nonsense words including the soft ‘c’ and ‘g’ and ‘cc’ and ‘c/c’.

\[
\begin{array}{c}
ilercinnog \quad gipgepper \quad vaccondail \quad accertone \\
\end{array}
\]

Section 10
Digraphs - two letters that make a single sound.

\[
\begin{array}{c}
loinattaul \quad taulerpoy \quad autioning \quad mawcial \\
\end{array}
\]