

Phonics Screener

K-2 Quick-Check

SECTION 1 · TAKE A QUICK LOOK

PHONICS SCREENER, K-2

QUICK FORM

Five-Skill Quick Form — One Student, One Pass

Two items from each of the five skills, ten items total. A first look before deciding which skill (pages 10–14) to check in full.

STUDENT

SCREENER

DATE

TOTAL CORRECT - /10

#	SKILL	ITEM	WHAT THE STUDENT SAID (WRITE IT)	CORRECT?
1	Letter sounds	m		☐ Y ☐ N ☐ NO
2	Letter sounds	a		☐ Y ☐ N ☐ NO
3	CVC blending	cat		☐ Y ☐ N ☐ NO
4	CVC blending	bat		☐ Y ☐ N ☐ NO
5	Begin/End sounds	cat		☐ Y ☐ N ☐ NO
6	Begin/End sounds	hen		☐ Y ☐ N ☐ NO
7	Rhyming	cat / hat		☐ Y ☐ N ☐ NO
8	Rhyming	cat / dog		☐ Y ☐ N ☐ NO
9	Digraphs	ship		☐ Y ☐ N ☐ NO
10	Digraphs	shop		☐ Y ☐ N ☐ NO

A FIRST LOOK, NOT A FULL CHECK

Ten items, two from each of the five skills. This page tells you where to look closer, not how a student compares to any norm — give the full form (pages 10–14) for any skill that looks shaky here.

WHERE EACH ITEM COMES FROM

Every item here is the first one or two items on the matching full form: letter sounds (page 10), CVC blending (page 11), beginning/ending sounds (page 12), rhyming (page 13), and digraphs (page 14).

Phonics Screener: Letter Sounds, Blends, Digraphs and CVC Quick-Check

Page 7 of 23

BRIGHT PATH SPED

SKILL IN FULL

PHONICS SCREENER, K-2

ning Quick Check

yme and five that do not, in mixed order. Say both words; the student says yes or no.

SCREENER

DATE

WORD 2	STUDENT SAYS (WRITE YES/NO)	KEY	CORRECT?
hat		yes	☐ Y ☐ N ☐ NO
dog		no	☐ Y ☐ N ☐ NO
wig		yes	☐ Y ☐ N ☐ NO
cup		no	☐ Y ☐ N ☐ NO
og		yes	☐ Y ☐ N ☐ NO
in		no	☐ Y ☐ N ☐ NO
		yes	☐ Y ☐ N ☐ NO
		no	☐ Y ☐ N ☐ NO
		yes	☐ Y ☐ N ☐ NO
		no	☐ Y ☐ N ☐ NO

SAY THIS BEFORE EACH PAIR

"I will say two words. Tell me yes if they rhyme, and no if they do not." Say both words once, at a normal pace.

ed order, so
no better
screener's
t.

Quick-Check

Page 13 of 23

BRIGHT PATH SPED

BRIGHT PATH SPED



CONTENTS

What Is Inside, and Where

23 pages: three sections, a worked example and a set of binder tabs.

Before you begin

PAGES 4–5



**Start Here —
Three Steps**
START HERE **4**



**Binder Cover and
Divider Tabs**
SETUP **5**

01 Take a Quick Look

PAGES 7–8



**Five-Skill Quick
Form — One
Student, One Pass**
QUICK FORM **7**



**Whole-Class
Quick-Pass Screen**
ROSTER **8**

02 Check Each Skill in Full

PAGES 10–14



**Letter-Sound
Quick Check**
CHECKLIST **10**



**CVC Word
Blending Quick
Check**
CHECKLIST **11**



**Beginning and
Ending Sound
Quick Check**
CHECKLIST **12**



**Rhyming Quick
Check**
CHECKLIST **13**



**Digraph Quick
Check — sh, ch, th,
wh, ng**
CHECKLIST **14**

03 Log, Report and Share

PAGES 16–21



**Phonics Screening
Data Log**
LOG **16**



**Phonics Screening
Progress Graph**
TRACKER **17**



**Caseload
Summary**
ROSTER **18**



**Classroom
Teacher
Observation
Checklist**
CHECKLIST **19**



**Family and Team
Update**
NOTES **20**



**Phonics Screening
Phrase Bank**
REFERENCE **21**

Worked example

PAGE 22



**A Five-Skill
Screen, Filled In —
Invented Student**
EXAMPLE **22**

THREE WAYS TO USE THIS FILE

A first look

The quick form (page 7), one student, five minutes.

A closer check

The five full forms (pages 10–14), for the flagged skill.

A class or caseload sweep

The quick-pass (page 8) and caseload summary (page 18).



START HERE

Start Here — Three Steps

Ninety seconds of reading. The quick form takes about five minutes; all five full forms take about twenty.



1

Take a quick look

Give the five-skill quick form (page 7) to one student, or the whole-class quick-pass (page 8) across a room, in one sitting.

Both pages count what was observed today; neither sets an age expectation or a cut score.



2

Check a flagged skill in full

If a skill stands out, give that skill's full ten-item form (pages 10–14) for a closer, slower look.

Every form tells you exactly what to say and what to count — nothing here is a finding or a label for what caused a pattern.



3

Log, graph and share

Record each skill's count on the data log (page 16) the same day, and plot the combined score on the graph (page 17).

The caseload page (page 18), the family and team update (page 20) and the phrase bank (page 21) turn the counts into a conversation, ready to send or bring to a meeting.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it is not a standardized or norm-referenced test. It is a quick classroom check, observational only, never a clinical finding.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A quick-check row records what was heard or "said today, never a norm, a passing score, or a name for what a pattern means. Your team writes its own criteria for what a count means, on its own paperwork.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.

I need more sessions than the data log holds. Print the sheet again and number the pages; the log only needs the count from each session, not every item.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY

A completed screen is student information even though nothing on the page is a clinical term. Store, share and destroy it the way your school already handles any working data sheet.

QUICK FORM

Five-Skill Quick Form — One Student, One Pass

Two items from each of the five skills, ten items total. A first look before deciding which skill (pages 10–14) to check in full.

STUDENT

SCREENER

DATE

TOTAL CORRECT – /10

#	SKILL	ITEM	WHAT THE STUDENT SAID (WRITE IT)	CORRECT?
1	Letter sounds	m		☐ Y ☐ N ☐ NO
2	Letter sounds	a		☐ Y ☐ N ☐ NO
3	CVC blending	cat		☐ Y ☐ N ☐ NO
4	CVC blending	bat		☐ Y ☐ N ☐ NO
5	Begin/End sounds	cat		☐ Y ☐ N ☐ NO
6	Begin/End sounds	hen		☐ Y ☐ N ☐ NO
7	Rhyming	cat / hat		☐ Y ☐ N ☐ NO
8	Rhyming	cat / dog		☐ Y ☐ N ☐ NO
9	Digraphs	ship		☐ Y ☐ N ☐ NO
10	Digraphs	shop		☐ Y ☐ N ☐ NO

A FIRST LOOK, NOT A FULL CHECK

Ten items, two from each of the five skills. This page tells you where to look closer, not how a student compares to any norm — give the full form (pages 10–14) for any skill that looks shaky here.

WHERE EACH ITEM COMES FROM

Every item here is the first one or two items on the matching full form: letter sounds (page 10), CVC blending (page 11), beginning/ending sounds (page 12), rhyming (page 13), and digraphs (page 14).



CHECKLIST

Letter-Sound Quick Check

Ten lowercase letters, five vowels and five common consonants. Point to each letter; write the sound the student gives.

STUDENT

SCREENER

DATE

#	LETTER	REFERENCE WORD	SOUND GIVEN (WRITE IT)	CORRECT?
1	m	as in "mop"		☐ Y ☐ N ☐ NO
2	a	as in "cat"		☐ Y ☐ N ☐ NO
3	t	as in "top"		☐ Y ☐ N ☐ NO
4	s	as in "sun"		☐ Y ☐ N ☐ NO
5	p	as in "pan"		☐ Y ☐ N ☐ NO
6	i	as in "pig"		☐ Y ☐ N ☐ NO
7	n	as in "net"		☐ Y ☐ N ☐ NO
8	o	as in "dog"		☐ Y ☐ N ☐ NO
9	e	as in "bed"		☐ Y ☐ N ☐ NO
10	u	as in "bug"		☐ Y ☐ N ☐ NO

A QUICK CHECK, NEVER A NORM

This page counts how many of ten common letter sounds were given correctly today. It does not compare the count to an age, a grade, or any other student, and it is not a clinical or standardized tool.

SHORT VOWEL SOUNDS, FOR REFERENCE ONLY

- ☐ a, e, i, o, u are scored as their short vowel sound here (a as in cat, e as in bed, i as in pig, o as in dog, u as in bug).
- ☐ Mark a long-vowel or letter-name answer as not correct for this page; it is still worth writing down in the notes column on the data log.

TRACKER

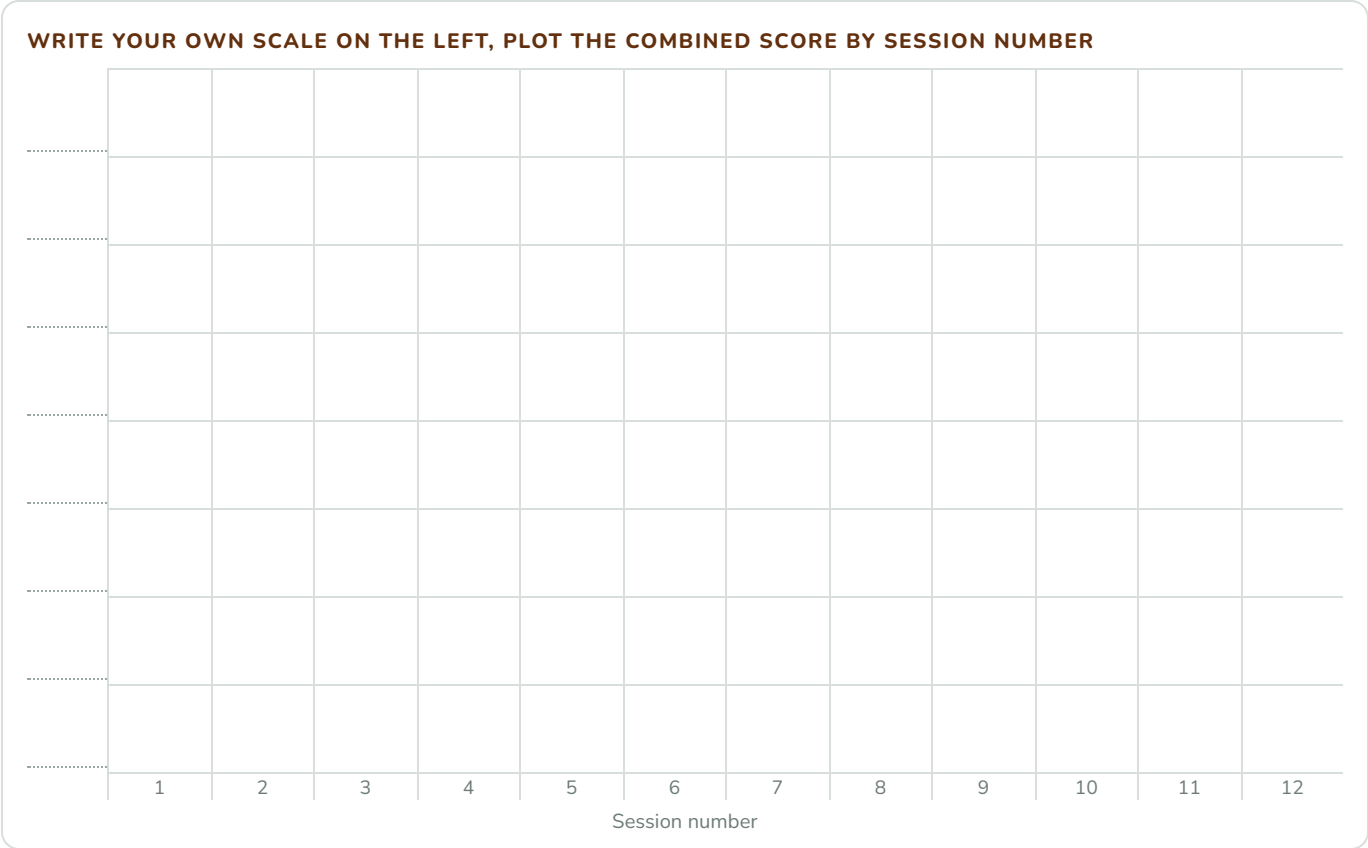
Phonics Screening Progress Graph

Plot the combined score (the five skill counts added together, 0–50) by session, and note which skill sits furthest behind the rest.

STUDENT

COMBINED SCORE, OUT OF 50

HIGHER IS MORE CORRECT



SESSION	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Combined score /50												
Skill furthest behind												

SKILL FURTHEST BEHIND, ON THE THIRD ROW

Write the skill with the lowest count that session (letter sounds, CVC blending, begin/end, rhyming, or digraphs), copied from the data log (page 16), so the trend and the skill driving it sit on the same x-axis.

WHEN THE COMBINED SCORE CLIMBS BUT ONE SKILL DOES NOT

A rising combined score with the same skill named every session on the third row is worth a second look — it may mean the other four skills are carrying the total. Bring both rows to the meeting, not the total on its own.

✎ NOTES

Family and Team Update

Ready to send after a quick form or a full skill check. Plain language, no jargon, no score presented as a finding.

STUDENT

DATE

COMPLETED BY

WHAT WE SCREENED TODAY

In plain, observable words — no scores.

NUMBERS FROM TODAY (COPY FROM THE DATA LOG)

#	SKILL	COUNT OUT OF 10	NOTES
1			
2			
3			
4			
5			

WHAT WE NOTICED

ONE THING TO TRY AT HOME OR IN THE CLASSROOM

WHAT THE FAMILY OR TEAM NOTICED (SEND BACK)

NEXT CHECK-IN DATE

QUESTIONS? CONTACT

EXAMPLE

A Five-Skill Screen, Filled In — Invented Student

SAMPLE · INVENTED STUDENT

Maya T. is invented, and so is every mark, count and score on this page. Every number can be re-checked against the row above it.

Maya T., invented example (not a real student). Two sessions: 9/9 (baseline) and 10/7 (most recent), all five full skill checks both times.

LETTER-SOUND QUICK CHECK (PAGE 10): 9 OF 10 CORRECT AT THE 10/7 SESSION

LETTER	REFERENCE WORD	WHAT HAPPENED	CORRECT?
m	as in "mop"	correct	Yes
a	as in "cat"	correct	Yes
t	as in "top"	correct	Yes
s	as in "sun"	correct	Yes
p	as in "pan"	correct	Yes
i	as in "pig"	correct	Yes
n	as in "net"	correct	Yes
o	as in "dog"	correct	Yes
e	as in "bed"	correct	Yes
u	as in "bug"	said /uh/, not the short u sound	No

DIGRAPH QUICK CHECK (PAGE 14): 6 OF 10 CORRECT AT THE 10/7 SESSION — THE SKILL FURTHEST BEHIND BOTH SESSIONS

WORD	DIGRAPH	CORRECT?
ship	sh	Yes
shop	sh	Yes
chip	ch	Yes
chop	ch	No
that	th	Yes
this	th	No
when	wh	Yes
whip	wh	No
ring	ng	Yes
sing	ng	No

DATA LOG (PAGE 16): BOTH SESSIONS, ALL FIVE SKILLS

DATE	LETTERS	CVC	BEGIN/END	RHYME	DIGRAPHS	COMBINED
9/9 (baseline)	6	5	4	7	3	25
10/7 (most recent)	9	8	7	9	6	39

HOW THIS BECOMES THE CASELOAD ROW (PAGE 18)

Combined score moved from 25 at baseline to 39 most recently — up 14 points, a 56 percent increase. Every skill rose: letters +3, CVC blending +3, begin/end +3, rhyming +2, digraphs +3. On the caseload grid this is one row: baseline 25, most recent 39, skill furthest behind digraphs, next step for the team to write.

HOW EVERY NUMBER ABOVE CHECKS OUT

- ☐ Combined score each session is the sum of the five skill counts: baseline $6+5+4+7+3=25$; most recent $9+8+7+9+6=39$.
- ☐ Point change (most recent – baseline, ÷ baseline, × 100, rounded): $14 \div 25 = 56$ percent.
- ☐ Every count above can be re-added from the rows on the pages named next to it — nothing on this page is typed twice without a page to check it against.