

# Grade 1 Phonics Assessment: Sounds and Patterns

*Learning objective: To identify, segment, and blend phonemes, and apply spelling rules for common graphemes.*

Read each question carefully. Use your best handwriting and check your spellings.

Max the monkey was feeling very hungry. He found a bright, yellow banana sitting on a high branch. 'I might be able to reach that,' he said to his friend Pip the caterpillar. Max stretched his arms up, but the branch was too tight to pull down. He needed a clever plan to get his snack.

*Word bank: bright · knight · fright · light · might · tight · sight*

**1. Find two words in the passage that contain the 'igh' trigraph. (2 marks)**

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**2. Add the correct suffix (-ed or -ing) to the root word 'jump' to finish this sentence: Max was \_\_\_\_\_ up and down to reach the fruit. (2 marks)**

**3. Write the plural form for these nouns: 1. Fox (\_\_\_\_\_) 2. Monkey (\_\_\_\_\_) (2 marks)**

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**4. Look at the word 'caterpillar'. How many syllables can you hear? Clap the word to help you. (2 marks)**

**5. Explain why the word 'knight' has a 'k' at the beginning even though we do not say it. What do we call this type of letter? (4 marks)**

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**6. Choose three words from the word bank and write three separate sentences. Each sentence must include one of your chosen words. (8 marks)**

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**7. Creative Writing: Write a short story (4-5 sentences) about Pip and Max finding a hidden treasure. Use at least two words containing the 'ee' sound and two words containing the 'oa' sound. (5 marks)**

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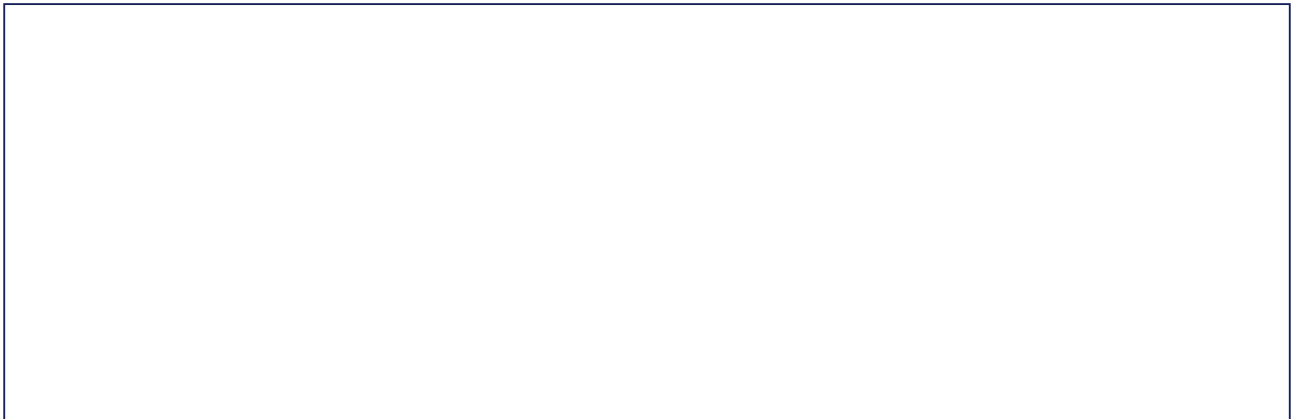
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**Draw: Draw a picture of Max the monkey and Pip the caterpillar working together to solve a puzzle. Label one item in your picture using a word that contains a split digraph (e.g., cake, kite, bone).**



*Extension challenge: Total: /25*