



## Attachment 9

# Phonics Check – the most common student errors

Noting student errors is the starting point for teachers in determining what phonics instruction students need.

The table below summarises the eight most common errors.

Word checked	Teacher records of student responses	Analysis
Any word, any letter	Student response	Use of letter name for sound
mep	mip	Unconsolidated letter-sound knowledge for e, in this case
charb phope	sharb phop	Unconsolidated consonant digraph-sound knowledge for the 'ch' or 'sh' Doesn't know 'o_e' vowel digraph <b>Common errors:</b> ch/sh/th
lig shup doil charb	leg shop doily shard	Pronouncing a pseudo word as a real word that bears resemblance
mep barst emp haps	meq darst enp naps	Possible difficulty discriminating letters visually <b>Common errors:</b> p/q/b/d/ n/m/r/h v/w/y
rird splam	rrid spalm	Reversing the order of the letters in words, e.g. 'ir' becomes 'ri' (possible visual processing issue) <b>Common errors:</b> More common in words with 4 or more phonemes
vus yop	vuz eeop	Over generalisation or incorrect application of the less common sound a letter represents, e.g. 'z' for 's', reading y as the end of word 'y' (ee)
forest	forest	Confusing voiced and unvoiced sounds, e.g. 'e' or 'i' for the unvoiced 'e' in forest <b>Common errors:</b> 't' for 'd'; 'p' for 'b'; 'z' for 's'; 'th' in 'both' and 'the'

There are certainly other types of errors that students make, but this summary covers the most common errors. Having an awareness of the most common errors will help teachers focus their instruction.