









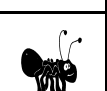





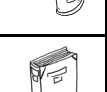







# THRASS® PROFILECARD

Name

Class

LIST 1	LIST 2	LIST 3	LIST 4	LIST 5	THRASS HOTWORDS	LIST 6	LIST 7	LIST 8	LIST 9	LIST 10	
2	3-letter words				THRASS 500 BASEWORDS			6-letter words		7	8+
T500R T10a	30	85		160		108		65	27	25	
T500S T10b	30	85		160		108		65	27	25	

Beginning and End Pictures

		PL	LLL	LLC	LFL	LFC	GL	KL	PHL	KSY	KGR	KWR	KR	KS	KA
		C1					CS	C1	C1	C1	C1	C1	C1	C1	C1
		C2	ag	AG	ag	AG	T	C2	C2	C2	C2	C2	C2	C2	C2
		CS						CS	CS	CS	CS	CS	CS	CS	CS
		C3	hn	HN	hn	HN	D	C3	C3	C3	C3	C3	C3	C3	C3
		C4					G	C4	C4	C4	C4	C4	C4	C4	C4
		WC	az	AZ	az	AZ		WC	WC	WC	WC	WC	WC	WC	WC
		V1					VS	V1	V1	V1	V1	V1	V1	V1	V1
		V2	ou	OU	ou	OU	T	V2	V2	V2	V2	V2	V2	V2	V2
		VS						VS	VS	VS	VS	VS	VS	VS	VS
		V3					D	V3	V3	V3	V3	V3	V3	V3	V3
		V4	vz	VZ	vz	VZ	G	V4	V4	V4	V4	V4	V4	V4	V4

S - Section  
WC - Whole Chart

T1 T2a T2b T3a T3b T4 T5 T6 T7 T8a T8b T9a T9b T9c

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## THRASS PROFILECARD INSTRUCTIONS

### COPYRIGHT

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### ANY STAGE AT ANY TIME

There are ten stages to be taught and assessed but you can introduce the information and/or skills from any stage at any time. The appropriateness of the information and/or skills will depend on the age and ability of the learner, the circumstances and your teaching method and style! For example, there is nothing wrong with telling three-year-old “Chloe” (or Chris) that her name begins with the digraph ‘c’ ‘h’ and she is looking after the ‘school’ on the picturechart - because her ‘c’ ‘h’ represents the same phoneme as heard in “school” (the phoneme /k/) - but not the phoneme represented by the ‘c’ ‘h’ digraph in ‘chair’ (for Charlie and Chelsea) and ‘chef’ (Charlotte and Michelle). It is the actual assessment of the stages, not the introduction of information and/or skills, that tends to go in a linear direction from stage T1 to stage T10.

### THRASS HOTWORDS

As you move through the stages, especially after T2. Letter Location, teach your learners to read and spell the hotwords of English. The hotwords are one-hundred words that we see-a-lot. Use the THRASS Spelling Procedure, “Say, Name, Cover, Write, Check” (TEACHING THRASS, p82), along with the THRASS HOTWORDS CARDS to teach the ten lists of ten words:

**SAY:** Say the word.

**NAME:** Name the letters.

**COVER:** Cover the word.

**WRITE:** Write the word.

**CHECK:** Check the letters.

If you obtain a box of the THRASS HOTWORDS CARDS, shuffle the cards from a particular list (or a number of the ten lists) and then select some or all of the hotwords for your learners to read and/or spell. Encourage your learners to sometimes read the hotwords by synthesising (blending) the phonemes represented by the blue consonant graphemes and red vowel graphemes on the reverse side of the cards (with or without first manipulating the associated THRASS MAGNETIC GRAPHEME tiles, T-49).

### THRASS 500 BASEWORDS

As you move through the stages, especially after T2. Letter Location and having learnt some or all of the hotwords, teach your learners to read and spell the five-hundred basewords of English (starting with the 2-letter words and ending with the 8+letter words). The THRASS 500 SERIES is based on the 500 basewords. Use the Big Books, Guided Readers, Echo CDs and Reading for Meaning book in this series, along with the associated Phoneme-Grapheme Book and 380 Book, to help your learners become familiar with the basewords - see TEACHING THRASS p89 and Implementation Grid, S1.

### COLOURING-IN AND/OR DATING THE PROFILECARD BOXES

Please read the advice ‘Don’t forget to be happy with the assessments’ on page 18 of TEACHING THRASS, especially the advice that ‘The section and whole-picture [Whole Chart] assessments are to see if the information learnt in previous rows has been retained. Sometimes the learning of new information and skills causes a change in a learner’s thinking and/or behaviour – so help may be needed with the recall and retention of previously learnt information and skills.’

For all of the ten stages, please note the advice given at the start of each stage, under the heading ASSESSMENT, and the summary information on pages 16-17. Please pay particular attention to which resources may or may not be used for sub-stage and stage outcomes. For example, in T1. Picture Location, it is permissible to assess individual rows using the desk-size Picturechart but Section and Whole Chart assessments are performed using the class Picturechart (to make sure that all learners become familiar with the large class-size charts – especially, as the learners progress through the stages, the ‘Periodic Table of Phonics’, the class-size THRASS Graphemechart). Note that stages T2 to T4 are all assessed using the class-size Graphemechart, although other resources, as recommended on pages 32-49, may have been used to teach the skills in the first place. Please note that for Keyword Location, the learners are not required to actually read the word, merely to say the word (based on their knowledge of the outline picture) to indicate that they understand that print conveys meaning. If the word ‘station’ was placed under the picture of the dog and the learner ‘pointing, with an index finger, directly underneath each keyword and naming it’ said “dog”, they would earn the mark. This stage completes Phase 1 (they know the pictures, letters, graphemes and keywords) and they are ready to learn how to blend, read and spell the keywords (Phase 2), analyse the keywords (Phase 3) and read and spell the five-hundred basewords (Phase 4).

STAGE NAME	THE LEARNER IS ABLE TO	ASSESSMENT
T1. Picture Location	locate and name the outline pictures	Class Picturechart
T2. Letter Location	locate and name the letters	Graphemechart
T3. Letter Formation	name and correctly form the letters	Graphemechart
T4. Grapheme Location	locate and name graphemes	Graphemechart
T5. Keyword Location	locate and name the keywords	Class Picturechart
T6. Phoneme Location	locate and articulate the phonemes	Graphemechart
T7. Keyword Synthesis	blend, read and spell the keywords	P-G Book
T8. Keygrapheme Recall	visualise and spell the keygraphemes	SNW Sheet
T9. Keyword Analysis	read, spell and analyse the keywords	THRASS CV Tests
T10. THRASS 500 Tests	read and spell the basewords	THRASS 500 Tests

Profilecards may be used by the learner and/or the teacher. If desirable, use different colours to indicate a baseline assessment or a different school year. If at the start of the program, a new learner is able to successfully demonstrate a stage outcome, it is only necessary to colour-in the WC (Whole Chart) box – as may be the case with, say, Picture Location, when learners may become very familiar with the outline pictures, as a direct result of using a picturechart at home to create stories (using the chart as a storyboard).

The profilecard is downloadable from [www.thrass.co.uk](http://www.thrass.co.uk) tel. 01829 741413  
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