TEACHING PORTFOLIO

Phonics and early literacy

Phonics materials put sounds inside short stories, so young learners practice listening for sounds, reading and spelling in meaningful text.

Student names have been removed or changed in every sample. All samples are for review only.

© 2026 Farah M. · Portfolio sample for review only · Not for reuse or redistribution · farah.m.academic@gmail.com

Phonics and spelling mastery exam (Grade 2)

A semester exam built around short stories: students find words with a target vowel sound, write the sound symbol, and watch for traps.

Phonics & Spelling

G2	NAME :	SCORE : / 100

Mastery Exam

PART 1 · Sound Detective (30 points)

Instructions: Read the passage below carefully. Find every word that contains the short a /a/ or short o /o/ sound. Circle each word, and write the sound symbol (/a/ or /o/) above the vowel. Be careful — some words may look short but are not!

A Trip to the Pond

On a hot Saturday, Tom and his dad packed a snack and a damp cloth in a small bag. Tom popped a bottle of juice into his pocket and grabbed a flap of his cap. They walked past lots of trash by the path. A flock of black birds flapped above the pond. Tom's hobby is fishing, but today he wanted a quick bath in the cool water. "It's far better than staying at home," he said. His dad just laughed and nodded slowly.

Now count the words you circled. Write the total in each box.

Total words with /a/: _____	Total words with /o/: _____

Section B — Short e , Short i , and Short u Sounds (10 points)

Instructions: Read the story. Above each underlined word, write the correct sound symbol: /e/, /i/, or /u/. Two of the underlined words are TRAPS — they do not have a short e, i, or u sound. Draw an X through those trap words.

The Summer Track Meet

Every summer, our school holds a big track meet on the last Friday before the holiday. Ben was ready to visit the field early. He had to finish his stretches and lift his bag onto the bench. Soon, the loud buzz of the crowd filled the air. Ben felt his head spin a little. His coach said, "Nothing else matters now. Just run!" The whistle blew, and Ben dashed past the fence. He did not win, but he tried his best and chose to smile.

Listed below are eight words from the passage. *Write the correct sound symbol (/e/, /i/, /u/) on the line. If the word does NOT have a short e/i/u sound, write* **"TRAP"** *instead.*

1. summer → _____
2. ready → _____
3. visit → _____
4. finish → _____
5. lift → _____
6. buzz → _____
7. head → _____
8. chose → _____

Quick check: Look at the trap words you marked. Write what kind of vowel sound they actually have (for example, "long o" or "long a").

WHY I DESIGNED IT THIS WAY

Instead of testing sounds in isolated word lists, each part starts with a short story. Students hunt for words that contain the target sound, write the sound symbol above them and count them. Some words look short but are not, so students must listen to the sound, not just look at the spelling.

© 2026 Farah M. · Portfolio sample for review only · Not for reuse or redistribution · farah.m.academic@gmail.com