

Phonics Screening Check

A guide for Year 1 parents

What is Phonics?

Phonics is a way of teaching children to read quickly and skillfully. They are taught in a sequence of phases from phase 1 to phase 6. It can also help with spelling.

Phonics Vocabulary

Phonemes: The smallest units of sound that are found within a word

Grapheme: The spelling of the sound e.g. Th

Digraph: Two letters that make one sound when read

Trigraphs: Three letters that make one sound

CVC: Stands for consonant, vowel, consonant.

Segmenting is breaking up a word into its sounds.

Blending : Putting the sounds together to read a word

Tricky words: Words that cannot easily be decoded.

Phase 1 – Getting Ready

- 1. Tuning into sounds**
- 2. Listening and remembering sounds**
- 3. Talking about sounds**
 - Music and movement
 - Rhythm and rhyme
 - Sound effects
 - Speaking and listening skills

Phase 2 – Getting to know the letters and sounds

Children will learn their first 19 phonemes:

Set 1: s a t p **Set 2:** i n m d

Set 3: g o c k **Set 4:** ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill) ss (as in hiss)

They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phoneme.

It is important to say these words clearly.

Phase 2 – Helping at Home

Oral blending: the robot game

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.

Changing roles so that you say the whole word and your child robot talks the word helps with spelling.

Phase 3 – Learning the long vowel sounds

Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.

They will learn another 26 phonemes:

j, v, w, x, y, z, zz, qu

ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure

Phase 3 – Helping at Home

c	a	t
---	---	---

• • •



f	i	sh
---	---	----

• • —



Phase 3 – Helping at Home

log
duck
fill

Phase 3 – Helping at Home

l	o	g
---	---	---

• • •

d	u	ck
---	---	----

• • -

f	i	ll
---	---	----

• • -

Phase 4 – Learning consonant blends

Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).

Phase 4 doesn't introduce any new phonemes.

It focuses on reading and spelling longer words with the phonemes they already know.

These words have **consonant clusters** at the beginning: **spot**, **trip**, **clap**, **green**, **clown**

...or at the end: **tent**, **mend**, **damp**, **burnt**

...or at the beginning and end! **trust**, **spend**,
twist

Phase 4 – Helping at Home

Practice saying the sounds in 1 breath, very close together. These letters do not change their individual sounds when they are together, but rather blend without any pause almost seamlessly.

Making alliterative strings with games such as, I went to the shop and I bought a slipper, a slug, a slide and a.....

Making lists of as many words as possible that end in the same blend. How many can we find in a minute?

Phase 5 – Learning more long vowel sounds

Teach new graphemes for reading

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
a-e, e-e, i-e, o-e, u-e

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant, but/put, cow/blow,
tie/field, eat/bread, farmer/her, hat/what, yes/by/very,
chin/school/chef, out/shoulder/could/you.

Phase 5 – Helping at home

Allow children to play with sounds. Read a variety of real and non-real words, sort words into real and non-real words, can you still read the non-real words?

This skill of reading unfamiliar words helps children when they are encountering new words that stretch their vocabulary. It is the same skill that adults use when reading the name of a prescription medication, unfamiliar name or place name.

Activities such as the colouring activity on the table can help to develop this skill.

Phase 6 – Learning more long vowel sounds

Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.

Children might learn about past tense, rules for adding 'ing' and irregular verbs

'tion' and 'sion' words

Phase 6 – Learning at Home

When spelling, encourage your child to think about what “looks right”.

Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

tray
rain
boil
boy
throat
snow

trai
rayn
boyl
boi
throwt
snoa

Phonics Screening

The Year 1 Phonics Screening Check is a national statutory check of your child's ability to read words using phonics. Most children will complete the check unless the headteacher decides that a child should not take part because they have not shown any understanding of grapheme-phoneme correspondences so far. Parents will be advised if this is the case.

The phonics screening check will take place on the week commencing Monday 12th June. If a child is absent during that week, they may take the check any time until Friday 25th June. If a child does not take the check during this period and returns to school after 25th June, they should be marked as absent. Children must only attempt the phonics screening check once during the check window.

Why do we screen phonics?

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.

What is the phonics screening check like?

Your child will sit with a teacher he or she knows and be asked to read 40 words aloud.

Your child may have read some of the words before, while others will be completely new.

The check normally takes just a few minutes to complete and there is no time limit. If your child is struggling, the teacher will stop the check. The check is carefully designed not to be stressful for your child.

What sounds does the phonics screening check contain?

Section 1

The words in section 1 will have a variety of simple word structures (for example CVC, VCC, CCVC and CVCC) using: single letters (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q(u), r, s, t, u, v, w, x, y, z)

some consonant digraphs (ch, ck, ff, ll, ng, sh, ss, th, zz)

frequent and consistent vowel digraphs (ar, ee, oi, oo, or)

What sounds does the phonics screening check contain?

Section 2

The words in section 2 will have a variety of more complex word structures (for example CCVCC, CCCVC, CCCVCC and two syllable words) with some:

additional consonant digraphs (ph, wh)

less frequent and consistent vowel digraphs, including split digraphs (a-e, ai, au, aw, ay, ea, e-e, er, ew, i-e, ie, ir, oa, o-e, ou, ow, oy, ue, u-e, ur)

trigraphs (air, igh).

Real words and non-words

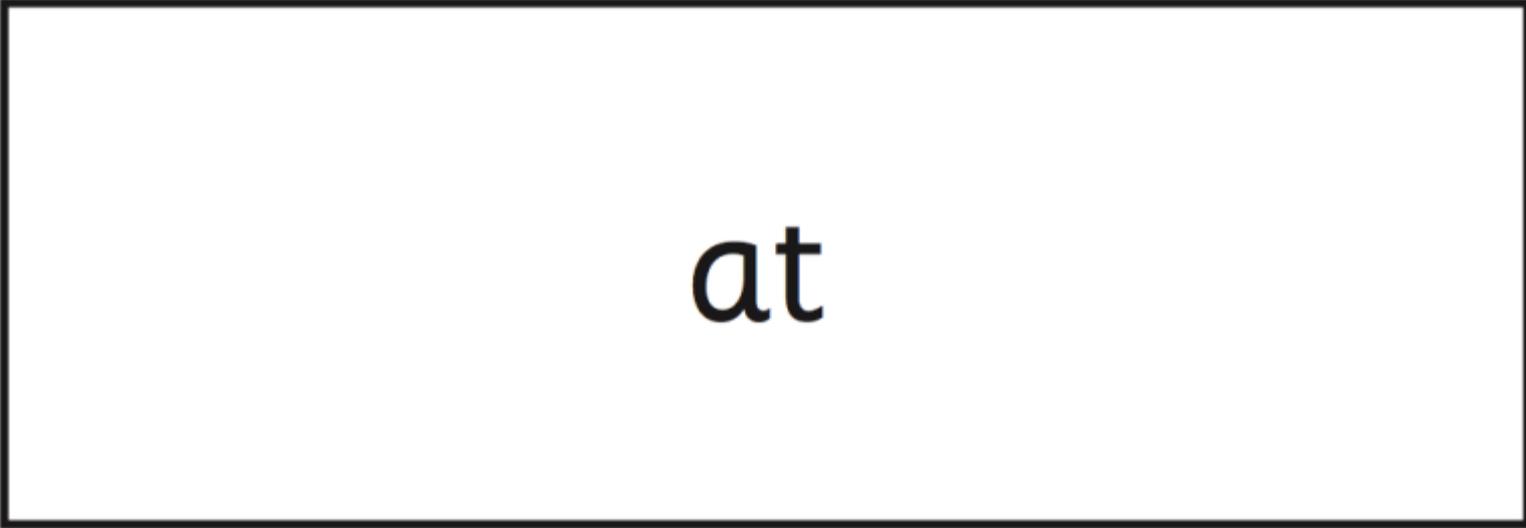
In addition to a range of real words, the Phonics Screening Check includes a number of non-words. Non-words are words that are not real. To allow the child to identify the word as a non-real word it is presented with a picture of an alien and the child is encouraged to sound out the strange alien name as shown on the flashcard.

Non-words are included to check that the child is using phonics and not just using sight vocabulary to read the words.

Some children can try to make a real word and this is why we frequently practice reading non-words so that the children become used to the silly game.

Real word cards

This is an example the way that the real words are presented.



at

The font is consistent with our school handwriting policy and clear for the children to see.

Non-word cards

This is an example the way that the non-words are presented.

ot



We can copy the flashcards onto coloured paper to help dyslexic children.

Phonics Screening Test

Example video



Phonics Screening Preparation

Your child will receive a work from home pack. These packs are individually tailored to the sounds that they found difficult during our practice, which will take place prior to Christmas. Packs will not be given out until after Christmas. Please try to use these activities daily for a few minutes each night to ensure that your child achieved their full potential in phonics this year.

Phonics Screening Reporting

Headteachers must report each child's phonics screening check score to parents by the end of the summer term.

Headteachers should also report whether or not a child has met the standard.

If your child fails to achieve the standard to pass the phonics screening check they will continue to receive support in phonics and will retake the check after 12 months in Year 2.

Questions

Please feel free to talk to us about the phonics screening check and ask any questions that you may have.