

What is phonics?

- Children are taught to read by breaking down words into separate sounds or **phonemes**. They are then taught how to blend these sounds together to read the whole word.
- Children have a 20mins phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.
- There are around 40 different sounds.

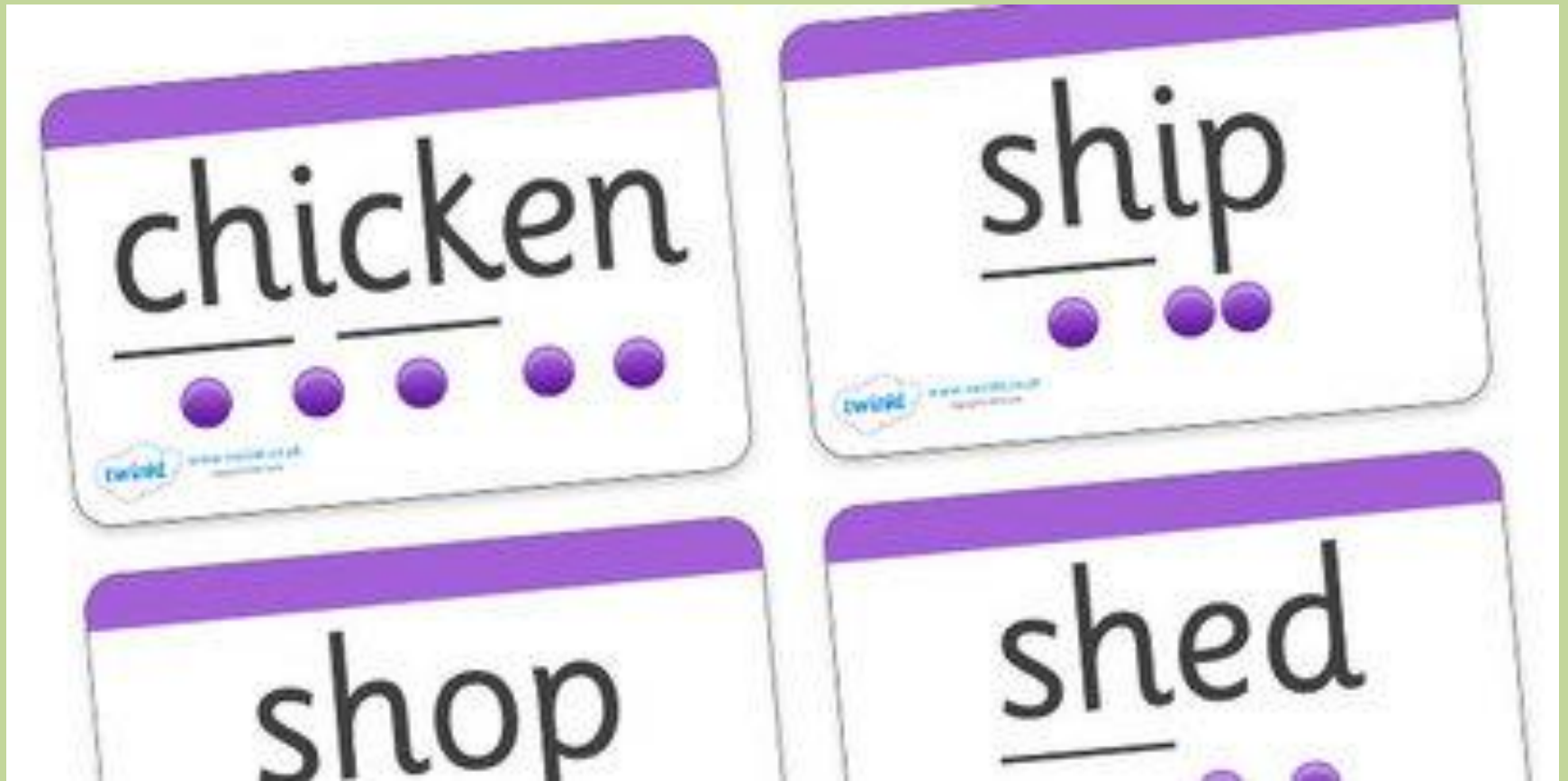


Grow the code grapheme chart

Phase 2, 3 and 5

s s ss c se ce st sc	t t tt	p p pp	n n nn kn gn	m m mm mb	d d dd	g g gg	c c k ck cc ch	r r rr wr	h h	b b bb	f f ff ph	l l ll le al	j j jg dge ge	v v vv ve
w wh	x	y	z z zz s se ze	qu	ch ch ture	sh sh ch ti ssi si ci	th th	ng ng	nk nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si

Sound Buttons



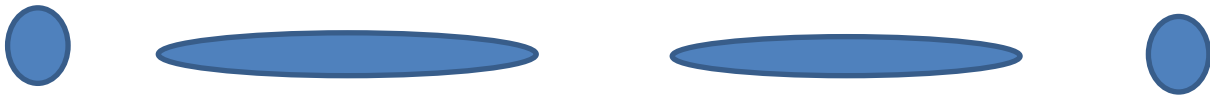
van





home

leaves



What is the phonics screening check?

- A statutory assessment for all year 1 (some Y2) children.
- It is designed to confirm whether individual children have learnt phonic decoding to an appropriate standard.
- It is not an assessment of their all-round reading level.

Why are the children being screened?

- Every Year 1 child in the country will be taking the **Phonics Screening Check** in the same week in **June**.
- The aim of the check is to ensure that all children are able to read by the end of year two.
- This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in year 2.











How are the children assessed?

- read a list of **40 words**; they will read 1:1 with a familiar teacher.
- combination of 'real' and 'non real' (pseudo) words.
- pseudo words are designed to assess pure **decoding** skills as they do not rely on a child's visual memory (sight reading).

How are the words introduced?

- Large text word boxes.
- 'Non real' words are highlighted using an image of an alien.
- Simple word structures developing into more complex words including 2 syllable words.

Section 1	Section 1	Section 2	Section 2
chip	fod 	elbow	slimp 
hill	bep 	taylor	craint 
jars	zat 	sequins	splet 
shack	ult 	whirling	strave 

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What will the children be expected to do?

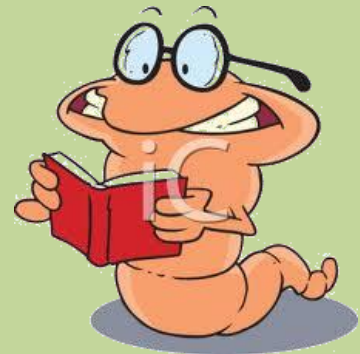
- The check is very similar to tasks the children already complete during phonics lessons.

- Children will be asked to 'sound out' a word and blend the sounds together.eg d-o-g - dog



- The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words.

THIS IS NOT A READING TEST



When will the screening take place?


- The screening will take place throughout the week beginning **Monday 9th June**. The children cannot retake the test at any other time so it is very important your child is in school during this week.


- The check has been designed so that children of all abilities will be able to take part.





Example Check

Check 1
Section 1

stip 

prool 

darps 

thand 

Check 1
Section 2

moat

shape

hair

crate

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Who will complete the check?

- The children will complete the check one at a time in a quiet area of the school.
- I will conduct all of the screening checks with the children.
- The screening will only take 5-10mins with each child.

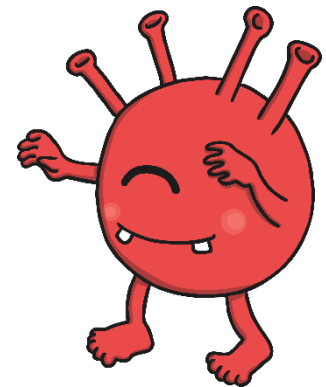


Shhhhh!

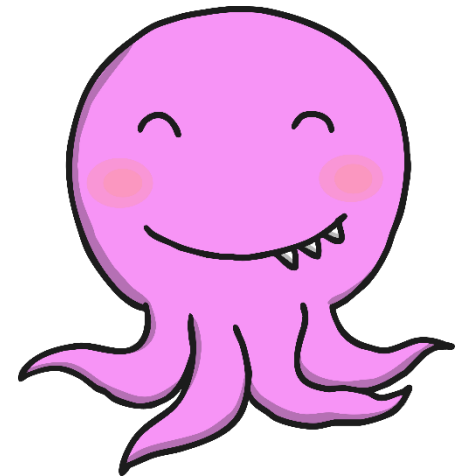
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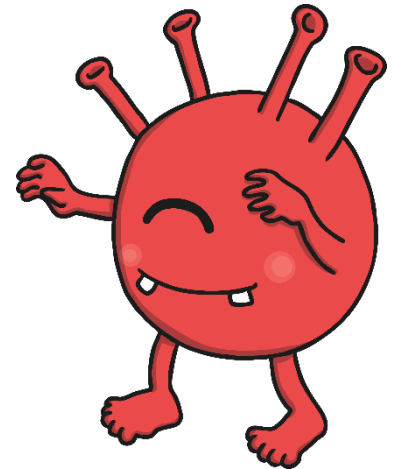
queer



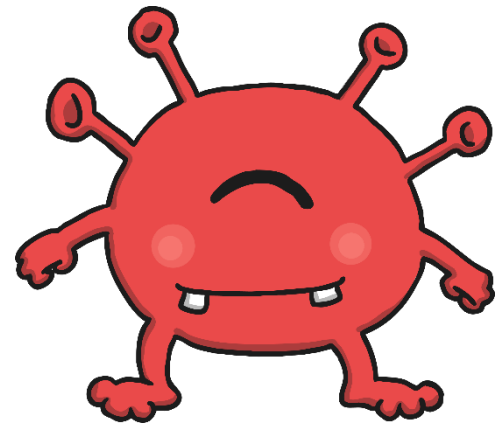
stin



kigh



groiks



chip

thorn

stroke

waiting

Example words

Section 1			
Word	Correct	Incorrect	Comment
tox			
bim			
vap			
ulf			
geck			
chom			
tord			
thazz			
blan			
steck			
hild			
quemp			
shin			
gang			
week			
chill			
grit			
start			
best			
hooks			

Section 2			
Word	Correct	Incorrect	Comment
voo			
jound			
terg			
fape			
snemp			
blurst			
spron			
stroft			
day			
slide			
newt			
phone			
blank			
trains			
strap			
scribe			
rusty			
finger			
dentist			
starling			

Total correct

What are the likely errors children may make?

- mixing up b, d and sometimes p.
- blending letters in the wrong order/missing out adjacent consonants (e.g. str) when 'putting the word back together'
- reading digraphs incorrectly eg 'ar' as 'ur'
- not recognising digraphs as distinct units of sound e.g saying i - g - h as opposed to 'igh'
- pronouncing split digraphs incorrectly
- guessing words eg: scribe to scribble, nigh to night, tabe to table

How do children meet the standards?

- Pass mark in previous years has been 32/40 words.
- As last year the benchmark will remain unknown until after the screening period
- If a child correctly reads the benchmark number of words or over, they are said to 'have met' the standards.
- If they read any less, their screening check data will be reported as 'not met'.

What happens after the check?

- Individual standards will be communicated to parents in the end of year report.
- Children who did not meet the standards will be retested the following year and support will be provided to further their phonic decoding skills.

How are children being supported at school?

- Daily phonics sessions with a focus on all phase 5 graphemes.
- Weekly guided reading sessions
- Additional sessions that support, digraph recognition and the decoding of real and pseudo words
- Intervention for children who, based on current assessments, have been identified as potentially performing below expectations or for those needing a 'boost'.

How can I support my child at home?

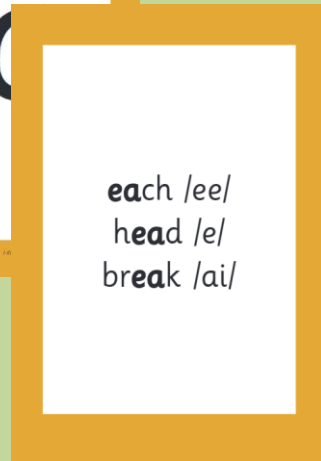
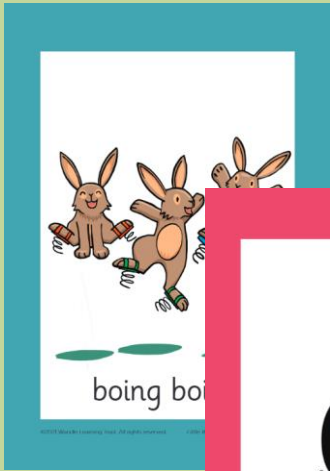
- Regular reading, identifying and correcting errors.
- Spotting and identifying digraphs in books and in spelling sets.
- Practise reading words in every day situations: e.g. on signs, labels
- Playing phonics games on the internet



Our Phonics Scheme



How we make learning stick



What's in the Phonics screening check?

All Phase 2 and 3 GPCs are tested.

Phase 4: example words

VCC	ant	
CCVC	frog	green
CVCC	best	boast
CCVCC	clump	spoil
CCCV		three
CCVC	scrub	screen
CCCVCC	strict	

All phases: words ending in -s

hats	keeps	crowds	spikes
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All phases: two-syllable words

panic	model	forest	portrait	blossom
label	saucers	reptiles	reaching	beehive

Phase 5 GPCs: vowels

/ai/	a-e	ay		
/ee/	e	ea	e-e	ie
/igh/	i	i-e	ie	
/oa/	o	o-e	ou	ow
/oo/	u-e	ew	ue	ou
/yoo/	u	u-e	ew	ue
/ow/	ou			
/e/	ea			
/oi/	oy			
/or/	au	aw		
/ar/	a*			
/u/	ou			
/oo/	u*			

*depending on accent

Phase 5 GPCs: consonants

/s/ c	/sh/ ch	/c/ ch
/j/ g	/f/ ph	/w/ wh

How can you help?

- Encourage your child to 'sound out' when reading or writing. Focusing particularly on spotting more unusual sound patterns.

Eg

Digraph- 2 letters making one sound

cow

Trigraphs- 3 letters making one sound

night

Split digraphs- 2 vowels with a consonant inbetween. Use to be known as 'magic e'!

spine - i_e

How can you help?

- Encourage your child to use their sound mat when writing and use their actions to find the sound they need.
- Children can practise their phonics by playing games online. The children particularly like 'Buried Treasure'

• <http://www.phonicsplay.co.uk/BuriedTreasure2.html>



How can you help?

- REMEMBER: Phonics is not the only thing needed to become a fluent reader.
- Please continue to read with your child and encourage them to:
- Sound talk the words you don't know straight away.
- Re-read to check it makes sense.
- Encourage the use of expression and prosody.
- Use pictures for clues.
- Ask questions about the book.
- And most importantly ENJOY READING!

Questions?

