



# 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.

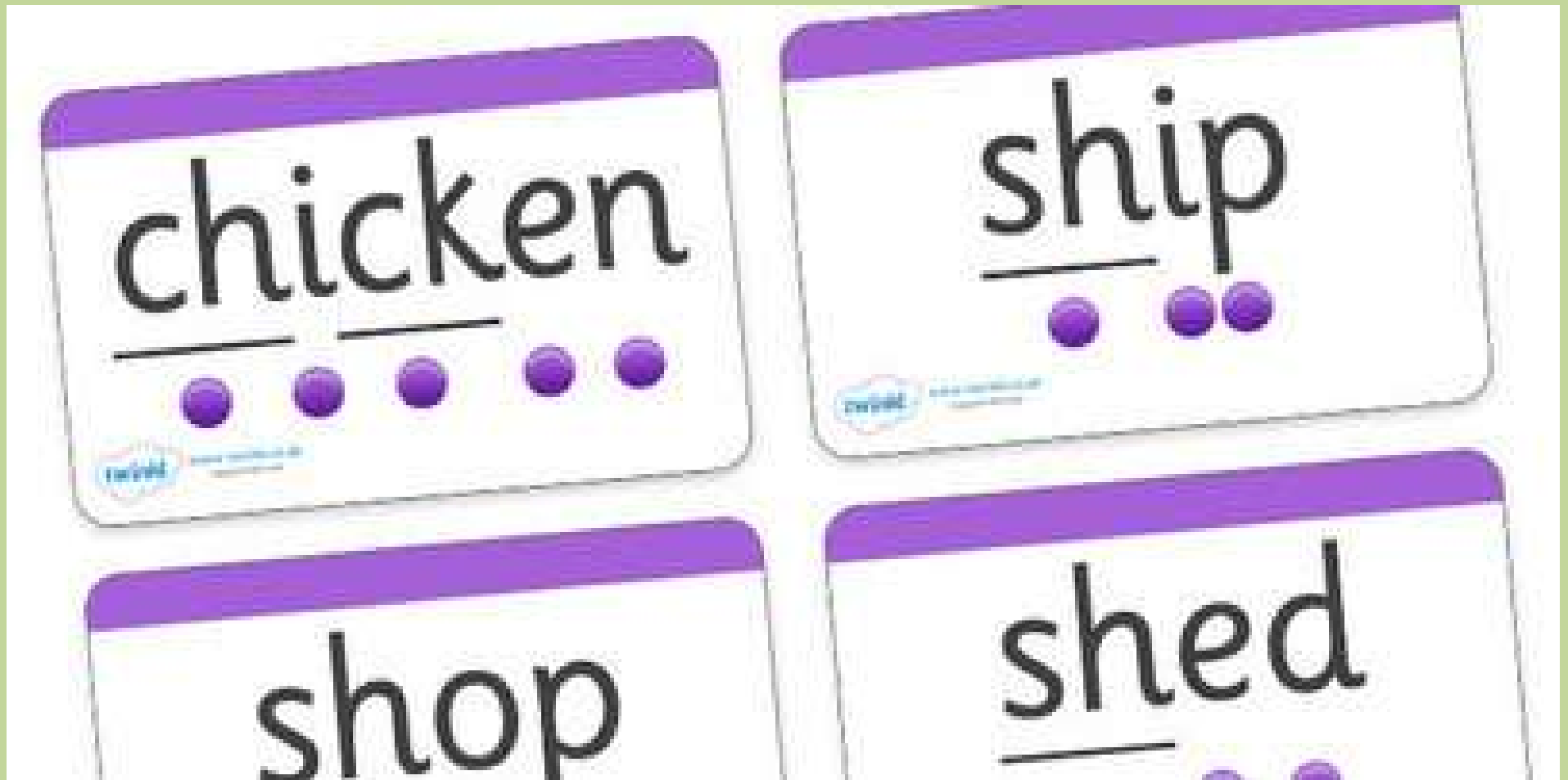


# Grow the code grapheme chart

## 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 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 tch ture	sh ch ti ssi si ci	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 ul	yoo ue u u-e ew	oo u oul	or a al	or aw au aur oar 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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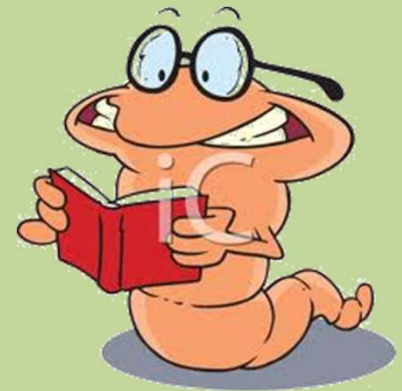
# What will the children be expected to do?

- 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 8<sup>th</sup> 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

Practice for the Phonics Screening Check

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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.

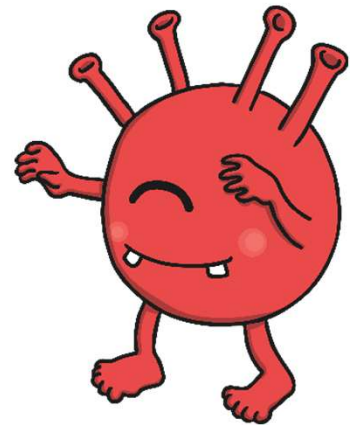


Shhhhh!

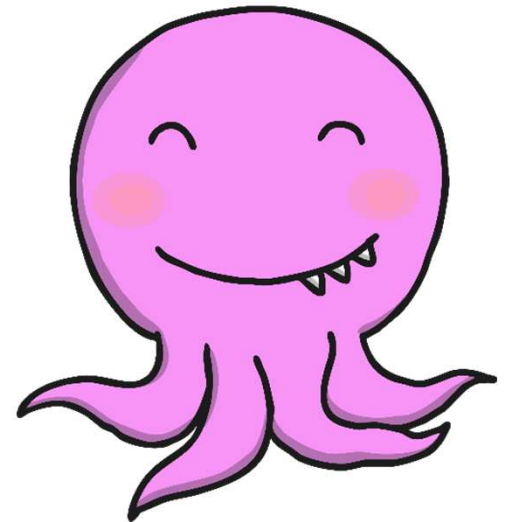
poil



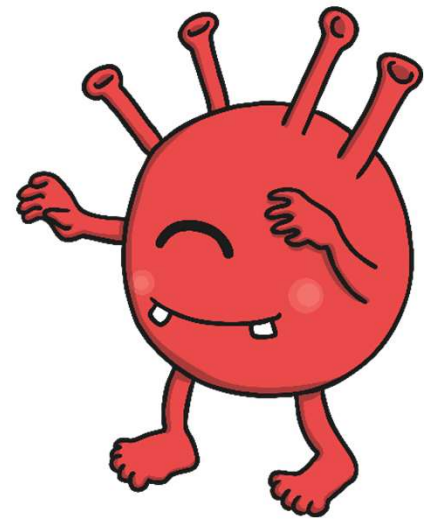
queer



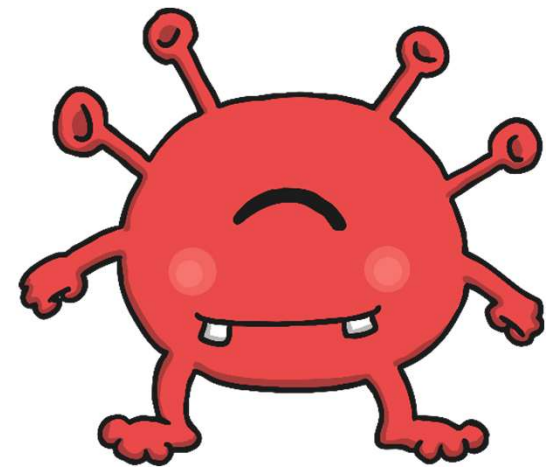
stin



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?

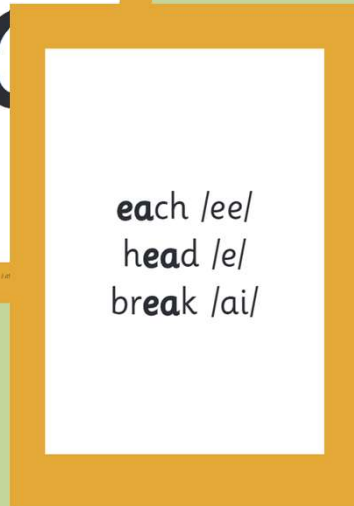
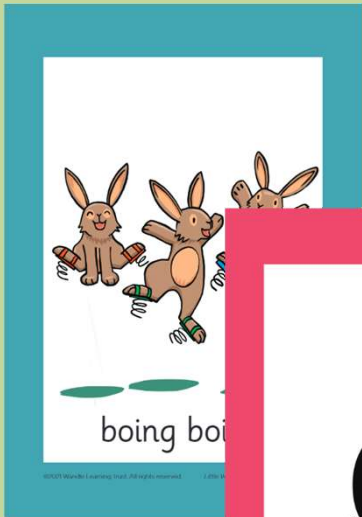
- Regular reading, identifying and correcting errors.
- Spotting and identifying digraphs in books and in spelling sets.
- Practise reading words in every day situations: e.g. on signs, labels
- Playing phonics games on the internet



# 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	spoilt
CCCV		three
CCCVC	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?

