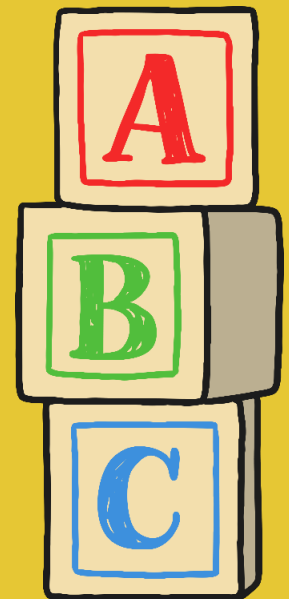




Year One

Phonics Screening Check

A Guide for Parents



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What is Phonics?

Children begin to learn phonics (sounds) in early years, both nursery and reception. Once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read and spell words.

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There are 5 Stages in phonics that are taught across Key Stage 1 (Reception to Year 2).



Why Teach Phonics?

Phonics helps children to develop good reading and spelling skills.

Alongside spoken language, the ability to read and write is a vital skill for all children, paving the way for an enjoyable and successful school experience.

At Emscote we follow a systematic synthetic phonics approach called **'Floppy's Phonics'**.

"Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers"

Sir Jim Rose, Rose Review of Reading 2006



Learning Phonics

Phoneme (hear)

A single unit of sound that you hear in a word

e.g. c a t (3 sounds or phonemes)

(there are 44 phonemes in total – 20 vowel sounds and 24 consonant sounds)

Grapheme (see)

A letter or group of letters that represent a sound – some graphemes have more than one letter! night

There are many ways to make the 'i' sound?

igh

ie

l/i

y

ig

i_e



Digraphs – have 2 letters to make the sound
Trigraphs – have 3 letters to make the sound
Split vowel digraphs – vowel sound is split across a consonant e.g. a_e (make)

Learning Phonics – Phase 1

Phase 1 (from first spoken words) – Early Years

- Focuses on developing children’s speaking and listening skills
- Lays the foundations for the phonic work in Phase 2
- An emphasis to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
 - *Tuning in to sounds* (auditory discrimination)
 - *Listening and remembering sounds* (auditory memory and sequencing)
 - *Talking about sounds* (developing vocabulary and language comprehension)
- Links with the Lilac Reading Band Books


























Learning Phonics – Phase 2

Phase 2 (initial sounds) – starting in Reception

- Children learn these sounds or phonemes individually
- Links with Pink Reading Band Books

My Phase 2 Sound Mat

| | | | | | | | |
|--|--|---|---|--|---|---|---|
| s  | a  | t  | p  | i  | n  | m  | d  |
| g  | o  | c  | k  | ck  | e  | u  | r  |
| h  | b  | f  | ff  | l  | ll  | ss  | |

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Note: Equivalent to Stage 1 / Start of Stage 2 Floppy Phonics Sounds

Learning Phonics – Phase 3

Phase 3

- Children should already be able to blend and segment words containing the sounds taught in Phase 2
- Links with Red and Yellow Reading Band Books

My Phase 3 Sound Mat

| | | | | | | | |
|--|--|---|---|---|---|---|--|
| j  | v  | w  | x  | y  | z  | zz  | qu  |
| ch  | sh  | th  | ng  | ai  | ee  | igh  | oa  |
| oo  | oo  | ar  | or  | ur  | ow  | oi  | ear  |
| air  | ure  | er  | | | | | |



Learning Phonics – Phase 4

Phase 4

- Children should know graphemes for all phonemes
- They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words, and segment in order to spell them
- Children have begun reading straightforward two-syllable words, as well as reading and spelling some tricky words
- Key focus – consolidation of the children’s knowledge and to help them learn to read and spell words which have adjacent consonants, such as **trap**, **string** and **milk**
- We introduce the split vowel digraphs as they are commonly used in reading (a_e / e_e / i_e / o_e / u_e)

Links with Yellow, Blue and start of Green book bands

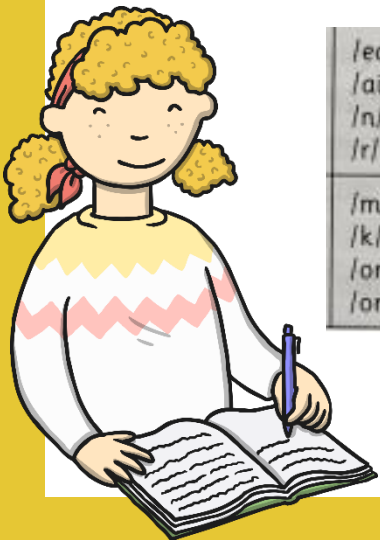


Learning Phonics – Phase 5








Phase 5

- Ability to read and spell some polysyllabic words
- Learn more graphemes and phonemes
(**ai** as in **rain**, but now they will be introduced to **ay** as in **day** and **a-e** as in **make**)
- Alternative pronunciations for graphemes will also be introduced, e.g. **ea** in **tea**, **head** and **break**
- More complex graphemes are taught in Year 2

| | | | | | | |
|-------|-----|-----|-----|------|------|-----|
| /ear/ | ear | eer | ere | ier | | |
| /air/ | air | are | ear | ere | | |
| /n/ | n | nn | kn | gn | | |
| /r/ | r | rr | wr | rh | | |
| <hr/> | | | | | | |
| /m/ | m | mm | mb | mn | | |
| /k/ | c | k | ck | ch | qu | que |
| /or/ | or | ore | our | oor | oar | |
| /or/ | aw | au | al | augh | ough | |



My Phase 5 Sound Mat

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

*even

twinkl visit [twinkl.com](https://www.twinkl.com)

Note: Equivalent to Stage 4 Floppy Phonics Sounds

Learning Phonics

Blending

Using the individual phonemes learnt to read the word.

Segmenting

Breaking down the word in to different phonemes.

| | | |
|-------------------------------|------------------------------|------------------------------|
| <u>sh</u> <u>ll</u> • • • | <u>f</u> <u>ish</u> • • • | <u>j</u> <u>azz</u> • • • |
| <u>sh</u> <u>ock</u> • • • | <u>c</u> <u>ash</u> • • • | <u>qu</u> <u>iz</u> • • • |
| <u>j</u> <u>am</u> • • • | <u>J</u> <u>ill</u> • • • | <u>j</u> <u>et</u> • • • |

Sound Buttons
– dots and dashes to mark the individual phonemes



What is the Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when they took the check previously.

The phonics screening check is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard.



All children learn at different rates. We want all children to be successful in reading and enjoy the skill of being able to read.

The ability to read is key to unlocking all areas of the wider curriculum. It is a vital skill for children to learn.

What Happens During the Check?

The check contains 40 words. Each child will sit one-to-one and read each word aloud to a teacher. The check will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).



Year 1 Phonics

Screening check: Answer sheet

| | |
|------------|--|
| First name | |
| Last name | |

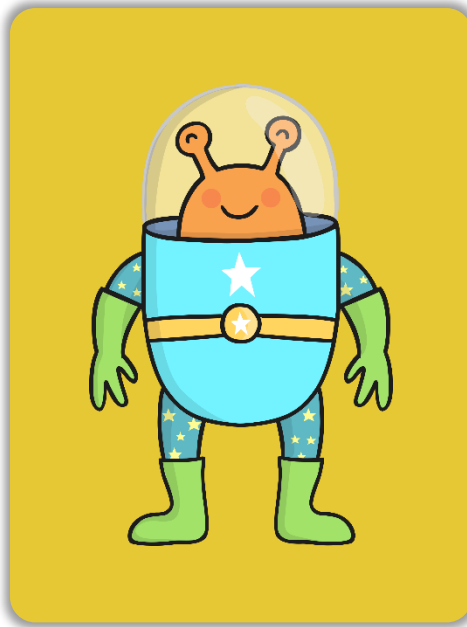
Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

| Section 1 | | | | Section 2 | | | |
|-----------|---------|-----------|---------|-----------|---------|-----------|---------|
| Word | Correct | Incorrect | Comment | Word | Correct | Incorrect | Comment |
| pib | | | | kigh | | | |
| vus | | | | girst | | | |
| yop | | | | baim | | | |
| elt | | | | yune | | | |
| desh | | | | floods | | | |
| chab | | | | groiks | | | |
| poil | | | | strom | | | |
| queep | | | | splaw | | | |
| stin | | | | fair | | | |
| proom | | | | flute | | | |
| sarps | | | | goat | | | |
| thend | | | | shine | | | |
| chip | | | | crept | | | |
| jazz | | | | shrubs | | | |
| farm | | | | scrap | | | |
| thorn | | | | stroke | | | |
| stop | | | | index | | | |
| truck | | | | turnip | | | |
| jump | | | | waiting | | | |
| lords | | | | portrait | | | |

Total correct

Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.



What Happens During the Check?

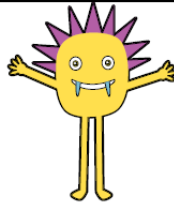
Alien Words

Section 1

desh



chab



poil



queep



Real Words

Section 2

fair

flute

goat

shine

Reporting to Parents

By the end of the summer term all schools must report each child's results to their parents. They will also confirm if the child has met the standard threshold. This will come out in school reports.

Children who do not achieve the expected level will retake the check when they are in Year 2.



How Are the Results Used?

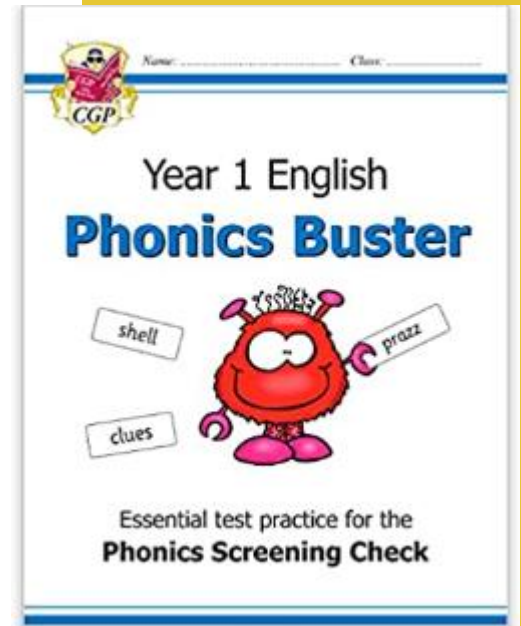
Results from the check will be used by schools to analyse their own performance and for Ofsted to use in inspections.

It also helps the school review how phonics is taught moving forward – and particularly when children move to Year 2. Children that do not achieve the standard are given additional support in school.



How Can you Help your Child at Home?

- Play lots of sound and listening games with your child
- Read as much as possible to and with your child (3-4 times a week)
- Encourage and praise – get them to have a 'good guess'
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in seen. Next move your finger under the whole word as you say it
- Discuss the meaning of words if your child does not know what they have read
- Many online resources are available (*phonics play, BBC Bitesize, youtube videos, PhonicsScreeningTest.co.uk*)



- *CGP books are a great practice resource that you can purchase (search CGP Phonics Year 1.)*

QR code on last page too!

Questions

Sheet to take home...

- Phase 2, 3 and 5 sound mat to continue to practise saying sounds

This week's home learning...

- phonics screening home practise sheet (there are more example sheets on the school website under Curriculum / Literacy)

- Any Questions?
- Thank you for your support





Reading is a skill for life...

