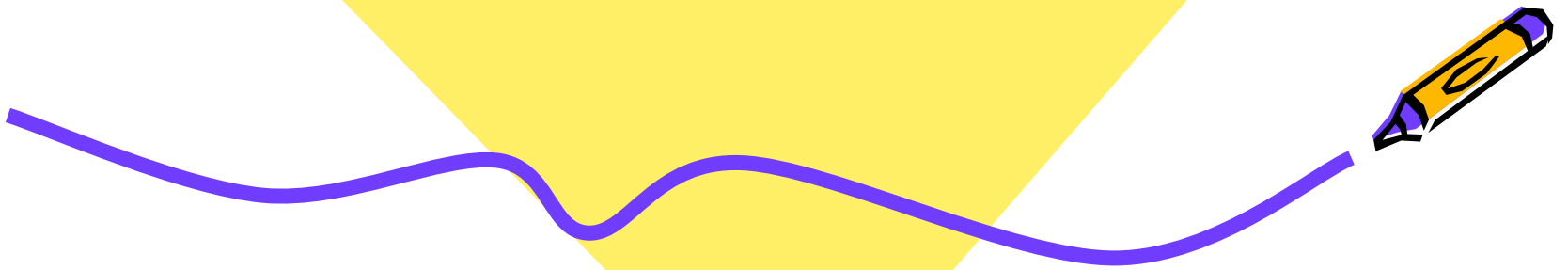


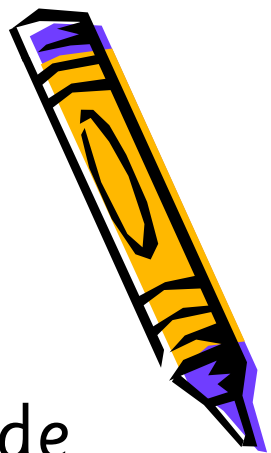


Year 1 Phonic
Screening Check



What is phonics?

- Phonics is a way of teaching children to decode quickly and skilfully.
- Children are initially 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.
- Phonics teaches children to identify the phonemes that make up each word.



What is the Year 1 Phonics Screening Check?

- The National Phonics Screening Check was introduced in 2012 to all Year 1 pupils and is a quick and easy check of your child's phonics knowledge.
- To assess whether each child has learnt phonic **decoding** to an appropriate level – **it is not a reading test.**
- All checks will take place during the week beginning 11th June this year.



Why does my child have to undertake this check?

- It is a **statutory requirement** for all schools to carry out the check.
- To make sure that all pupils of Year 1 age have grasped fundamental phonics skills and to confirm our judgements about those children that need extra support to improve their reading skills.



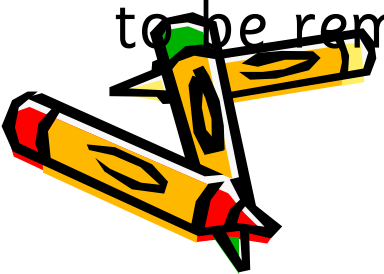
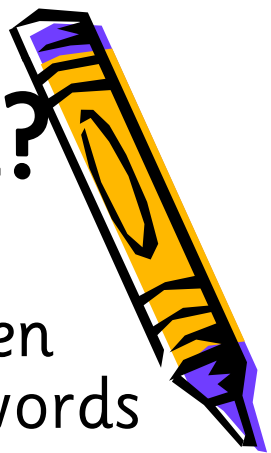
Who administers the check to my child?

- Each child will undertake the check with Miss Abbott in a quiet room away from the rest of the class.
- The check takes about ten minutes and is very similar to tasks the children already complete during phonics lessons.
- There will be **no** phonic prompts in the room to help children.
- Miss Abbott **cannot** prompt or remind your child to sound out and blend the words.

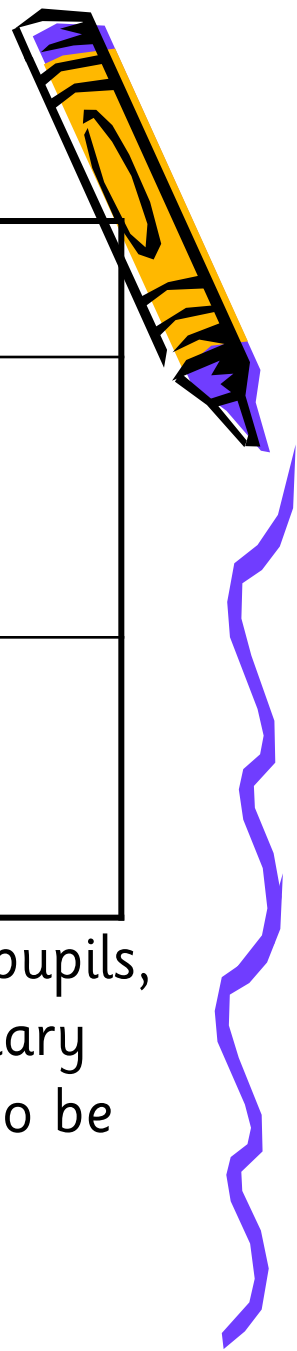


How are the checks administered?

- In a way that is low-key and not made into a big thing. We've already had a trial run so the children know what to do. They are also decoding these words most days during the phonics sessions in school.
- The check comprises of a list of 40 real words and pseudo words (non-words). The pseudo words have a picture of an alien by the side of them.
- Your child needs to **de-code the words** to Miss Abbott – sounding out rather than reading on sight so they don't mis-read the word.
- They must blend the word to be awarded the mark. If they only segment, but don't blend, they won't be able to be reminded and they won't get the mark.



Examples of words



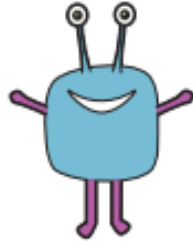
	Words	Non-words
Section 1 (Phase 2 & 3)	chip farm jump	desh stin sarps
Section 2 (Phase 4 & 5)	flute shrubs portrait	strom groiks splaw

Non-words are included because they will be new to all pupils, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. Your child has to be able to decode them accurately.



Example of materials

yair



river

blies



diving

keam

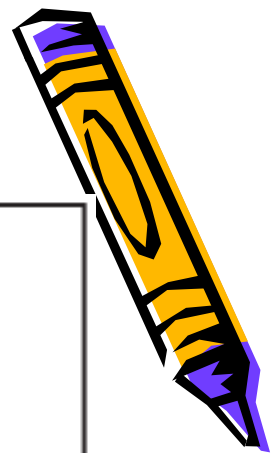


beehive

whape



midnight



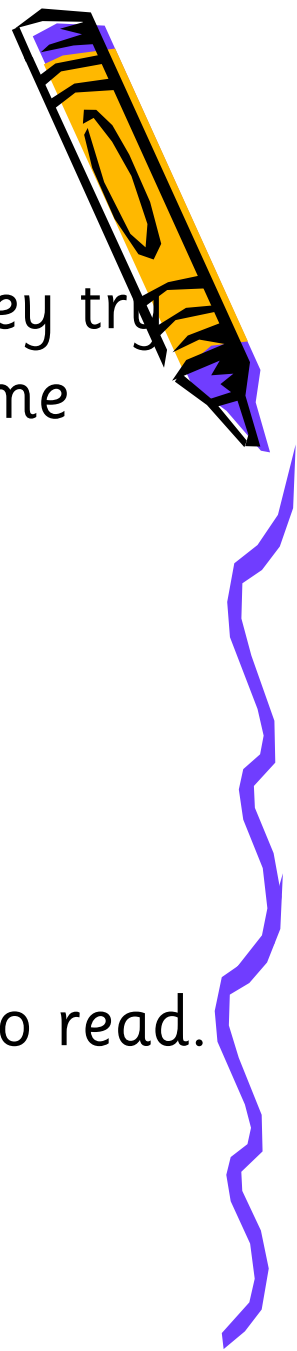
Example of materials

- There are often words that trip children up as they try to 'read' them for sense. In the past these are some words that children mis-read...

- **strom** – storm
- **yewn** - yawn
- **clain** – clown
- **jair** – jar

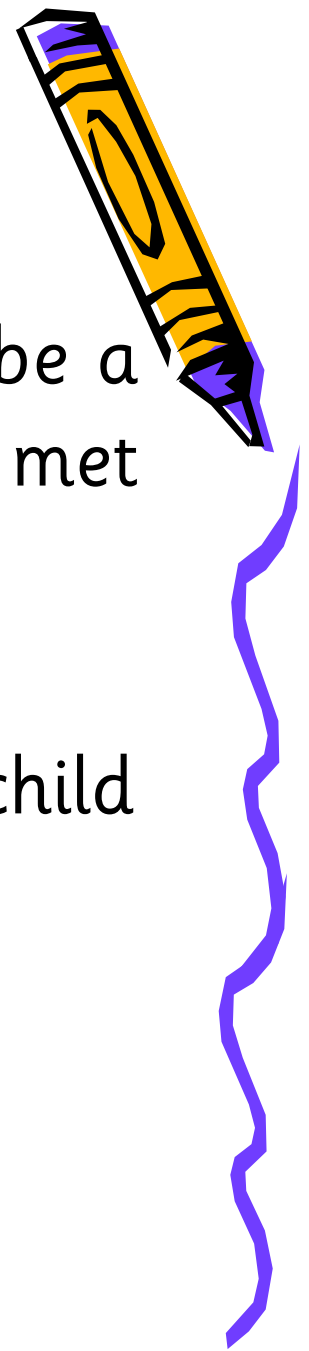
Words with **split vowel digraphs** in are also tricky to read.

rude, **stripe**, **whape**, **rice**



How will I find out how my child did in the screening check?

- Within the end of year report there will be a comment stating whether your child has met the National Standard or not.
- We will also include a copy of the mark sheet so you can see which words your child could read, or those they struggled with.
- Your child's teacher cannot tell you their result any earlier than this.



How can you help?

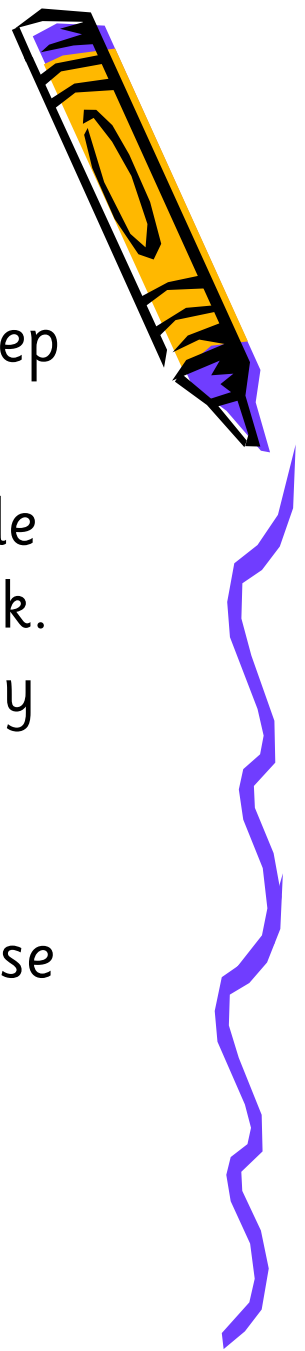
- Carry on reading normally with your child employing all the different reading strategies - the main aim is that we want your child to be a 'reader' and phonics is not the only way you become a good reader.
- Ensure children notice the digraphs, trigraphs and split digraphs as a 'unit' in words.
- Remember that there are many different methods that we use to read:

Sounding out, re-reading to check it makes sense, using the pictures for clues, asking questions about the story, using contextual clues etc.



How can you help?

- Lots of children in Year 1 have progressed beyond needing to segment and blend... but they need to keep those skills sharp for this check!
- The Buried Treasure game allows children to de-code real and pseudo words – just as they do in the check. The children should play Phase 4 and 5 games. They can play the Buried Treasure, Picnic on Pluto or Dragon's Den game.
- Playing this 2 or 3 times a week will really help those children who have moved past the need to segment and blend when reading.



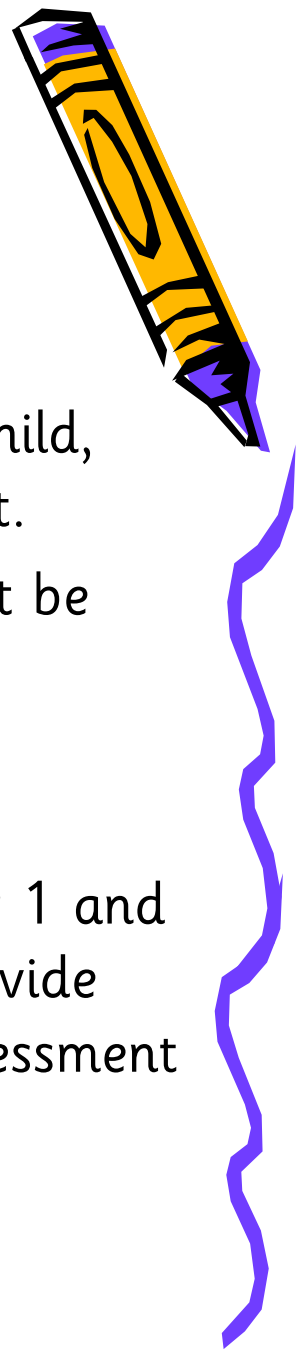
How can you help?

- <http://www.phonicsplay.co.uk/Phase4Menu.htm>
- You can also use the screening check materials from previous years to make up games of pairs, or to have a practise of the pseudo words.
- <https://www.gov.uk/government/publications/phonics-screening-check-2015-materials>
- <https://www.gov.uk/government/publications/phonics-screening-check-2016-materials>



What happens if my child does not reach the standard?

- Miss Hodgson already has a good understanding of your child, and is already providing extra support to those who need it.
- Last year the pass mark was 32/40. The pass mark will not be given to schools until 2 weeks after the check has been administered. It might not be 32 this year.
- The screening check will identify children who have phonic decoding skills below the level expected for the end of Year 1 and who therefore need more help. Schools are expected to provide extra help and children will then be able to re-take the assessment when they are in Year 2.



Terminology



Blending

This is when children say the sounds that make a word and they are able to merge the sounds together until they hear what the word is.

Vital for learning to read and for the screening check!

Segmenting

The opposite to blending, children say a word and break it up into the individual phonemes.

Vital for learning to spell!



Terminology

Phoneme (a sound in a word)

e.g. cat, sheep, (3 phonemes) milk, from, flute (4 phonemes)

Graphemes (letters or sequences of letters that represent a phoneme
can be 1, 2 or 3 letters)

e.g. f/i/sh l/igh/t sh/i/p NOT s/h/i/p

Digraphs (2 letters that make 1 sound)

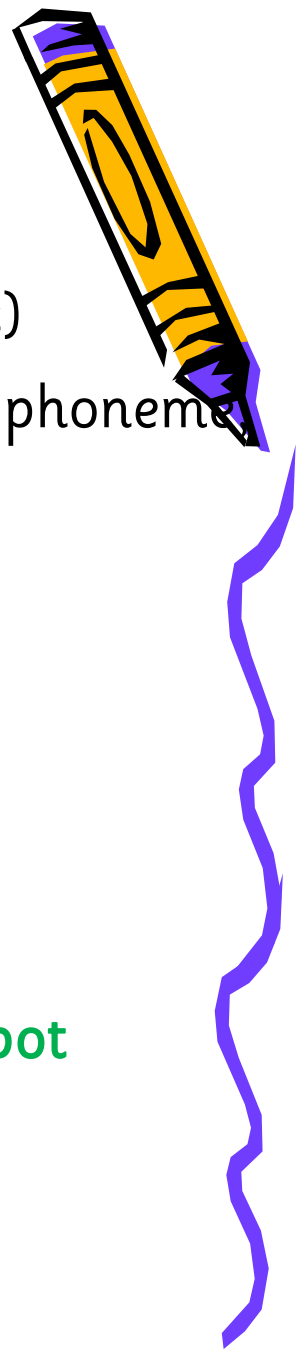
e.g. sh, ch, ai, ee, or, ay, ea, aw

Trigraphs (3 letters that make 1 sound)

e.g. igh, ure, ear, air

Split digraph – **these are the ones that are often hard to spot**

e.g. a_e, e_e, i_e, o_e, u_e flute, spine



Any questions?

