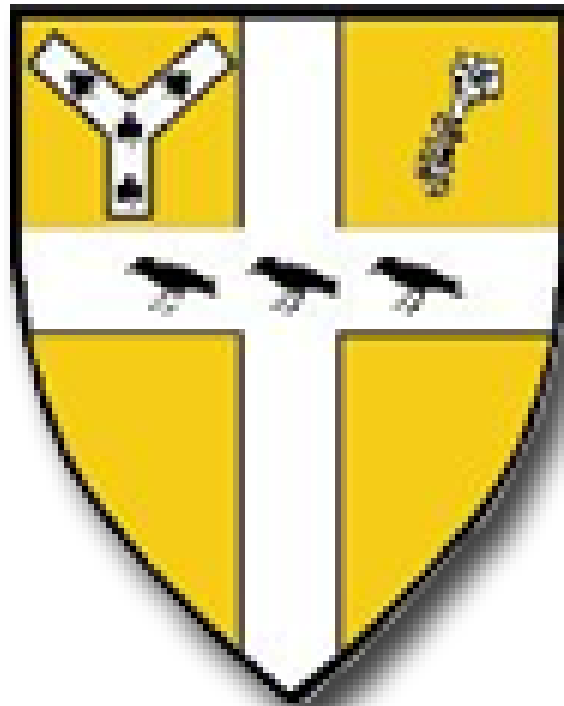


Phonics Screening Check



Phonics



Phonics is a way of teaching children to read quickly and skilfully.

They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make – such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.

Phonics



Phonic sounds are the building blocks for reading and writing.

Children begin to learn phonics in the Early Years. They are taught to read by breaking down words into separate sounds or 'phonemes'. The phonic sounds (phonemes) are the smallest unit of sound that can be heard within words.

Once children begin learning the sounds that letters and groups of letters make, also called GPCs (Grapheme-Phoneme Correspondences), they can use this knowledge to read and write words.

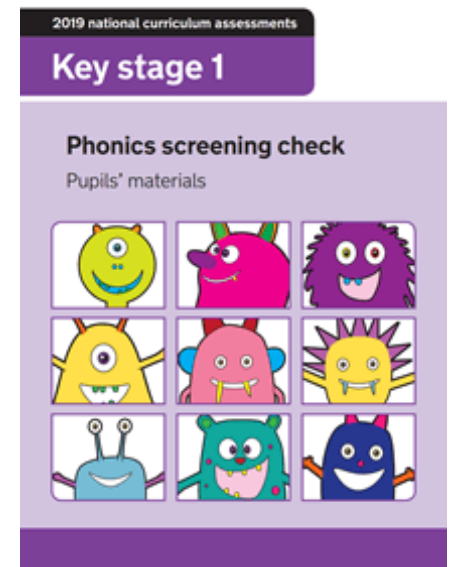
The children are taught how to **blend** sounds together to read the whole word and to **segment** (break it into its phonemes) to help them write a word.

Phonics Screening Check

The phonics screening check is a quick and easy check of your child's phonics knowledge. It is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.

Children in Year 1 nationally will all take 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 receive the required result when they were in Year 1, or if they have not taken the check before.



Phonics Screening Check

This year, the phonics screening check will take place during the week commencing:

Monday 6 June 2022



How does the check work?

Your child will sit with a teacher he or she knows and be asked to read 40 words aloud – 20 real words and 20 pseudo (non-words/nonsense) words.

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.

2019 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		
cat				the					
pot				meat					
stop				well					
cut				come					
mark				lens					
ing				thick					
oil				step					
class				spare					
blow				few					
shell				head					
bag				back					
quick				cut					
shop				small					
egg				stop					
rest				step					
chick				snaps					
plug				label					
swamp				marsh					
soft				blow					
yack				marble					

Total correct

Pseudo words



The phonics screening check will contain pseudo (non-words/nonsense) words. Your child will be told before the check that there will be non-words that he or she will not have seen before. The pseudo words will be shown to your child with a picture of an alien. The children will be familiar with this because we use 'non-words' when we teach phonics.

Non-words are important to include because words such as 'vap' or 'jound' are new to all children. Children cannot read the non-words by using their memory or vocabulary; they have to use their decoding skills. This is a fair way to assess their ability to decode.

Examples of words

in

at

beg

sum

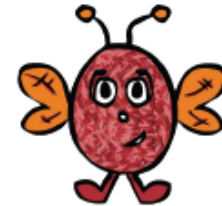
ot



vap



osk



ect



After the check



We will report your child's phonic screening result with the end of year report in the summer term, indicating if they have met the standard threshold.

Children who have not met the standard in Year 1 will retake the check in Year 2.

All children are individuals and develop at different rates. The screening check ensures that teachers understand which children need extra help with phonic decoding.

How can I help my child?

- Play lots of sound and listening games with your child – including use of our subscription to www.PhonicsPlay.co.uk
- Read as much as possible to and with your child. Try to make time to read with your child every day. Grandparents and older brothers or sisters can help, too.
- Highlight particular sounds or use “sound buttons” when you read with your child.
- Read ‘decodable readers’ books. These are books which are written with words made up of the letters your child has learnt. Your child will be able to work out new words from their letters and sounds, rather than just guessing.

How can I help my child?

- With all books, encourage your child to 'sound out' unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures to guess. Once your child has read an unfamiliar word you can talk about what it means and help him or her to follow the story.
- Encourage your child to blend the sounds all the way through a word.
- Word games like 'I-spy' can also be an enjoyable way of teaching children about sounds and letters. You can also encourage your child to read words from your shopping list or road signs to practise phonics.
- Encourage and Praise 😊



Useful websites and games

Phonics Play website – see information letter for log in details:

<https://www.phonicsplay.co.uk/>

Phonics Bloom – has some free phonics games:

<https://www.phonicsbloom.com/>



Topmarks – links to a range of interactive phonics games:

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

Half pint kids – online decodable reading books (these do not align with letters and sounds, however you may find them useful to help develop your child's confidence and fluency:

<https://halfpintkids.com/online-materials/>











































Other useful information

Oxford Owl – Year 1 Screening Check information page:

<https://home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/year-1-phonics-screening-check/>

The School Run – information leaflet:

https://www.theschoolrun.com/system/files/attachments/articles/y1_phonics_screening_check_guide_for_parents_2022.pdf

a 	o 	x 	t 	e 	p 	r 	i 	n 	m 	h 	b 	d 	g 
s ss 	c k ck 	q qu 	u oo 	j 	y 	ch 	sh 	th 	w wh 				
v 	f ff ph 	ow ou 	l ll 	oa ow oe oe 	oo ue ew ue 	ar 							
ng 	z zz 	ai ay a e 	ear 	igh ie ie 	ee e e ea 	air 							
ure 	oi oy 	or aw au 	er ur ir 	I no go the into he she we me be was									
you they all are my her said have like so do come some were there little one when out what													