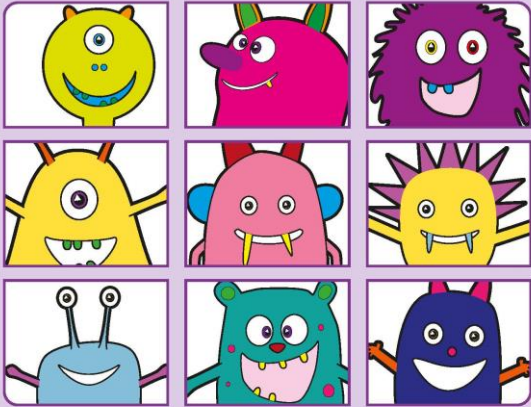


Key stage 1

Phonics screening check

Pupils' materials



Phonics

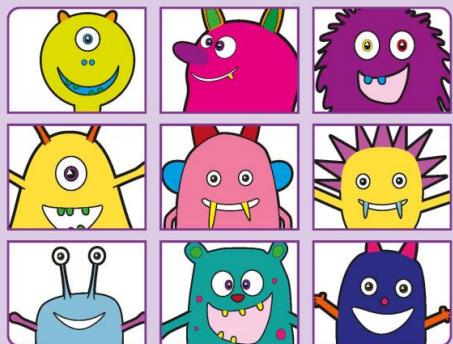
Screening Check

at Walter Infant School and Nursery

Key stage 1

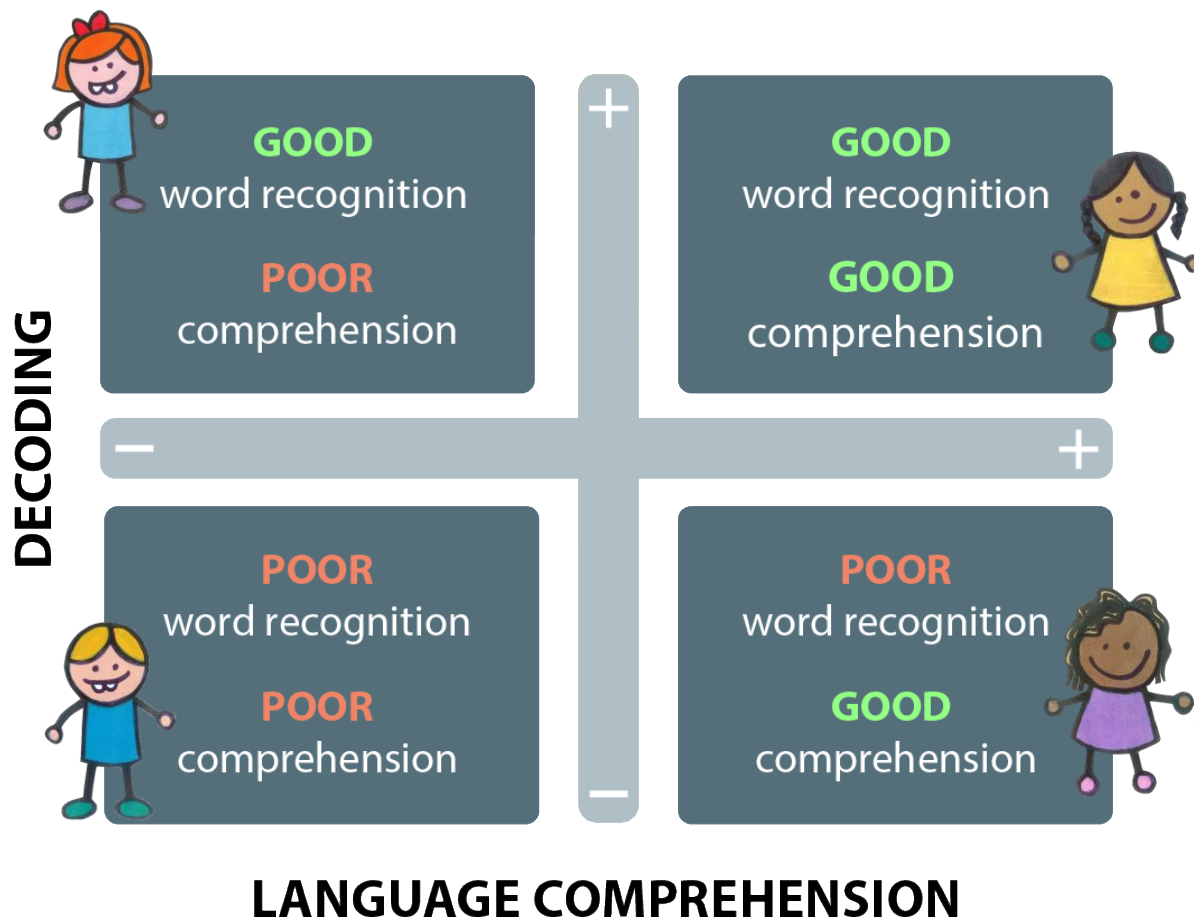
Phonics screening check

Pupils' materials



Mrs Judy Hargreaves - Headteacher
Miss Lisa Palmer - Year 1 Lead
Mr Justin Lee - English Lead

The Simple View of Reading



Reading can be broken down into two processes or dimensions: word recognition and language comprehension.

Phonics helps with word recognition or decoding words so they can be read.

Phonics does not help develop language comprehension; the understanding of what is being read. This is done through questioning and discussion before, during and after reading a book or text.

What is Phonics? Why is it so important?

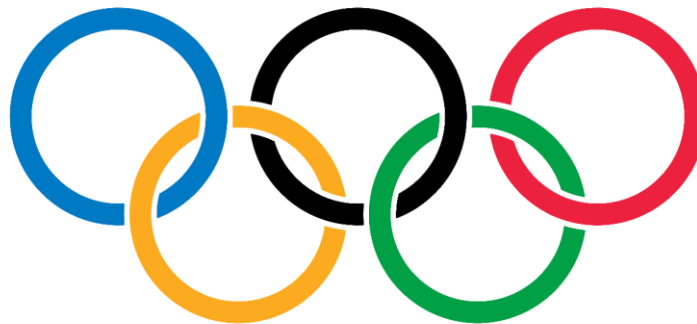
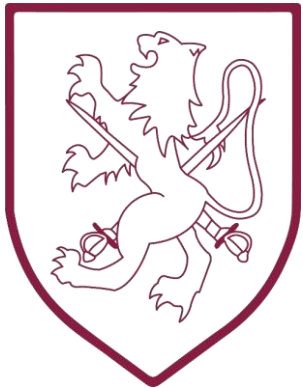
Phonics is a strategy used for word reading or decoding; we can also use it for spelling (encoding).

Phonics is important because it should be taught as the prime method for decoding (reading) and encoding (spelling) newly encountered or unfamiliar words.



Print to Meaning

Phonics gives the children a strategy needed for word recognition only. Language comprehension is primarily developed through our Guided Reading sessions. Phonics is about turning the marks on the page, the symbols or letters into a sound. Below are some examples of this. What do the following symbols mean?



The English Language

There are 26 letters
in the alphabet.

26

abcdefghijklmnop
qrstuvwxyz

40+ phonemes or
sounds in the English
language, accounting
for regional dialects.

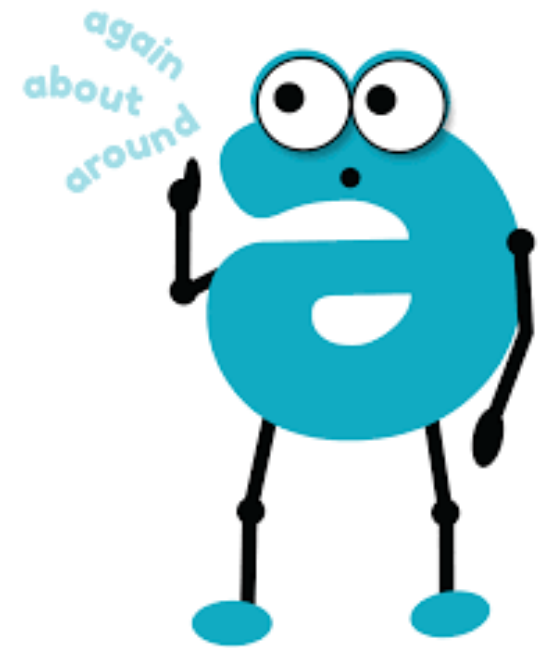
40+

200+

Over 200 graphemes or written representations of these sounds.
Sounds or phonemes can have one or more grapheme for example
the sound s can be spelt with an 's' or a 'c'.

The Added Schwa

The schwa sound is the 'uh' sound. It exists in many words in the English language. It is an unstressed vowel sound, where the vowel is neither long or short. It is the most common vowel sound; however, we must be very careful not to add it on when enunciating a phoneme.



m = “mm” and not “muh”

s = “ss” and not “suh”

Also, remember to keep the phonemes ‘clipped’ so they are not elongated. Keep them short and snappy.



m = “mm” and not “mmmmmm”

s = “ss” and not “ssssssssssss”

Sound Buttons

We can add sound buttons to words to help the children to segment and blend. We use a dot for a single letter grapheme, a dash for a multi-letter grapheme and a curve for a digraph. Here are some examples:

c a t
• • •

s h o p
— • •

t a p e
• — •

Rocket Phonics

An SSP is a systematic synthetic phonics programme. The Reading Framework and the DfE suggests and strongly urges all schools to select an SSP that best suits their needs. The DfE published a list of approved SSPs for schools to choose from.

We use Rocket Phonics to plan, teach and deliver our phonics learning in school.



Rocket Phonics Progression

Rocket Phonics also uses Colour Bands, similar to our home and guided reading books. They start at the beginning of F2 and progress through the programme, until the end of Year 2.

Pink (A, B & C)	Red (A, B & C)	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White
Foundation 2	Year One				Year Two				



We make adaptations to personalise our phonics provision at Walter Infant School and Nursery. This is so we can tailor the learning to the needs of our children.

We use other resources, such as Phonics Play, to help teach the children how to decode pseudo (made up not real words) or alien words; more about these later.

You can access Phonics Play at home:

www.phonicsplay.co.uk

Username: walter123

Password: walter123

Enunciation and Pronunciation of Phonemes

It is very important to make the sound of each letter or group of letters correctly; we are going to teach you how in a moment or two!

We teach the children how to move their mouths and tongues to pronounce the sound.

If children have speech and language difficulties this will be much harder for them to do, so they will receive additional support. Alphablocks, on the BBC website or iPlayer, is very good at teaching the letter names and phonemes or sounds.



Technical Vocabulary

Letters – the 26 letters of the alphabet.

Vowel – the letters a, e, i, o, u.

Consonant – all the letters that are not vowels.

Grapheme – the written representation of a sound or phoneme made up of one or more letters.

Phoneme – the smallest possible units of sounds that makes up a word.

Digraph – two letter grapheme (ea, ay)

Trigraph – three letter grapheme (igh, ear)

Quadgraph – four letter grapheme (eigh)

Split digraph – where the letter 'e' at the end of the word changes the vowel sound, e.g. snake, flute or mike.

Common exception words – words that are not so easily; or impossible to decode using phonics.

Grapheme-Phoneme correspondence (GPC) – the process of identifying that a grapheme represents a phoneme or sound.

Segment – breaking down words into their smallest possible phonemes or phonemes.

Blend – to join the phonemes or sounds together to make a word.

Decode – when phonics is used for reading.

Encode – when phonics is used for spelling.

Graphemes and Phonemes

The children have five discrete phonics lessons a week. By the end of Year One, the children are expected to know all the following phonemes and graphemes. We are going to practise these together.

Rocket Phonics Sounds Mat 1

s sun	a apple	t tap	i insect	p pan
n net	m mouse	d dog	g goat	o octopus
k kite	ck duck	e elephant	u umbrella	r rabbit
h hat	b bat	f frog	ff cliff	l ladder
ll shell	ss dress	j jug	v van	w web
x fox	y yellow	z zebra		

Rocket Phonics Sounds Mat 2

zz fizzy	qu queen	ch chick	sh sheep	th thumb
ng ring	ai train	ee bee	igh light	oa boat
oo moon	or car	ur fork	ow owl	oi coin
ear ear	air chair	ure manure	er hammer	wh wheel
ph ph	ay crayon	a-e cake	a acorn	e-e scene
ie shield	ea peach			

Rocket Phonics Sounds Mat 3

i child	i-e time	ie pie	y spy	o-e rope
ow snow	oe toe	o piano	ey key	u unicorn
u-e statue	ew news	er herbs	ir bird	ou cloud
oy toy	aw strawberry	oul should	a father	al palm
ear ear	or world	eer deer	ere here	are square
our four	ore snore			

Rocket Phonics Sounds Mat 4

oor door	augh daughter	ce celery	ci city	cy cycle
ge germ	gi giraffe	gy gymnast	ea bread	se cheese
ch chef	dge bridge	ge package	o mother	le bottle
ed mixed	mb comb	kn knot	gn sign	wr writing
tch hatching	s treasure	si television	ci college	ssi station
ti musician	ture picture	y pyramid	sc scissors	st whistle
percussion				

S



a



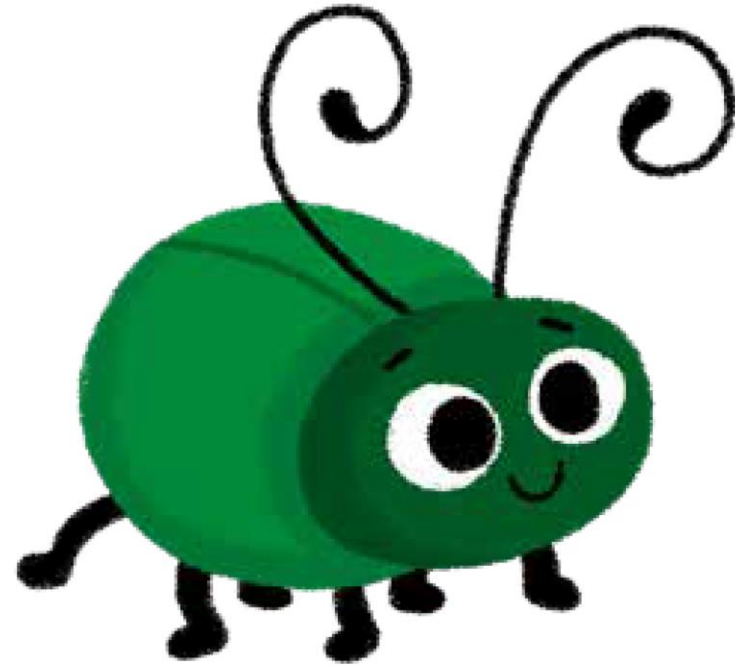
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n



m



d



g



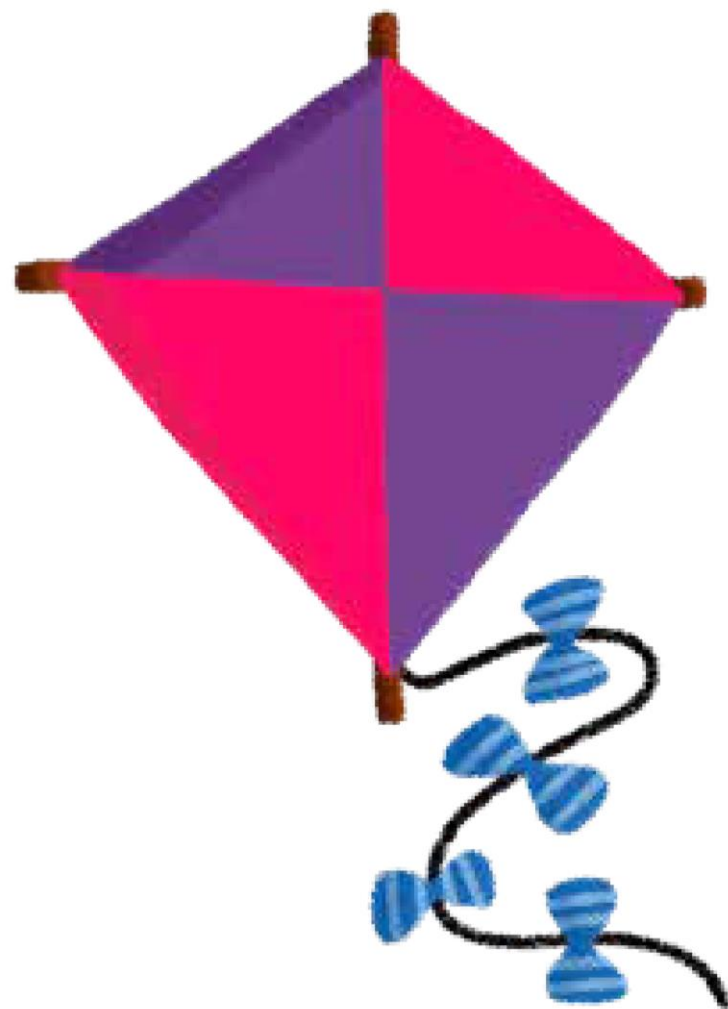
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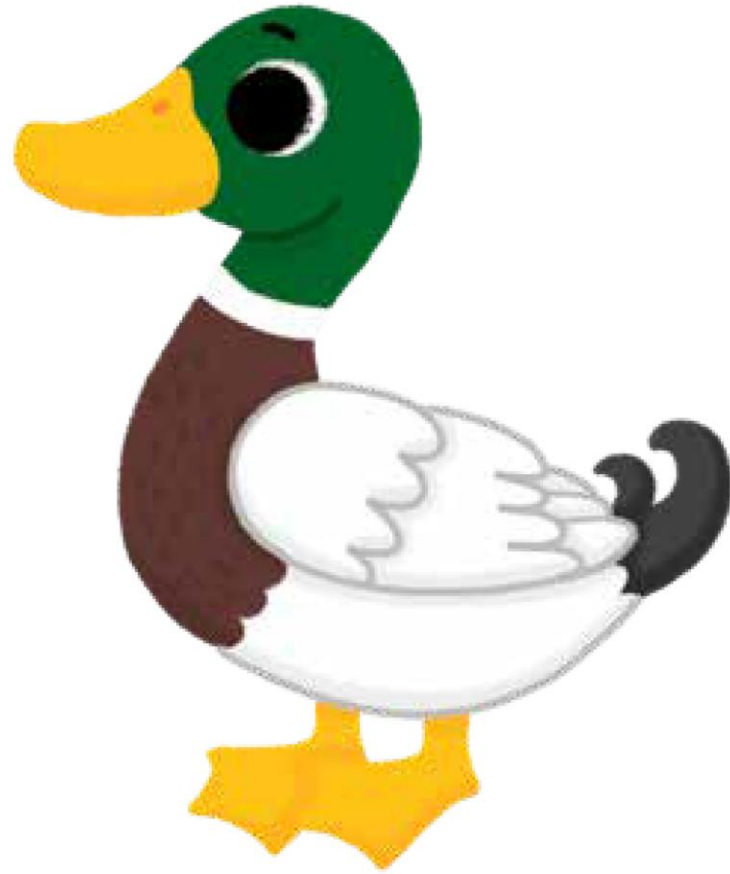
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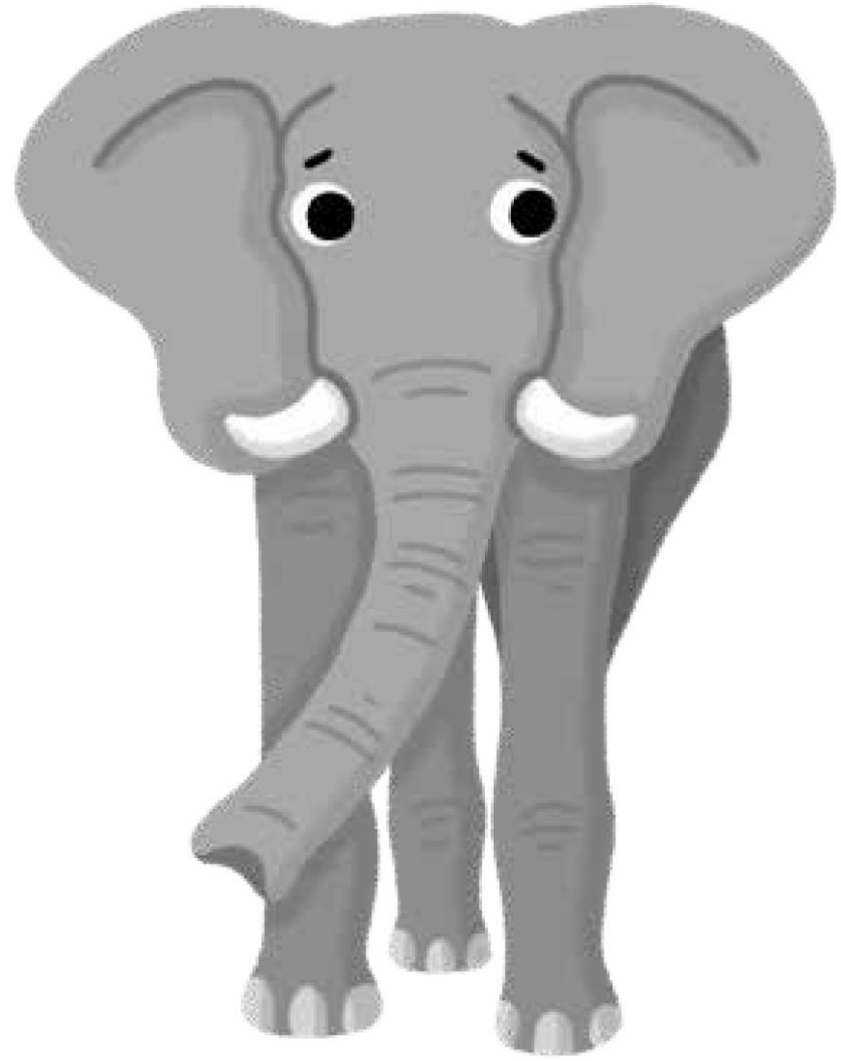
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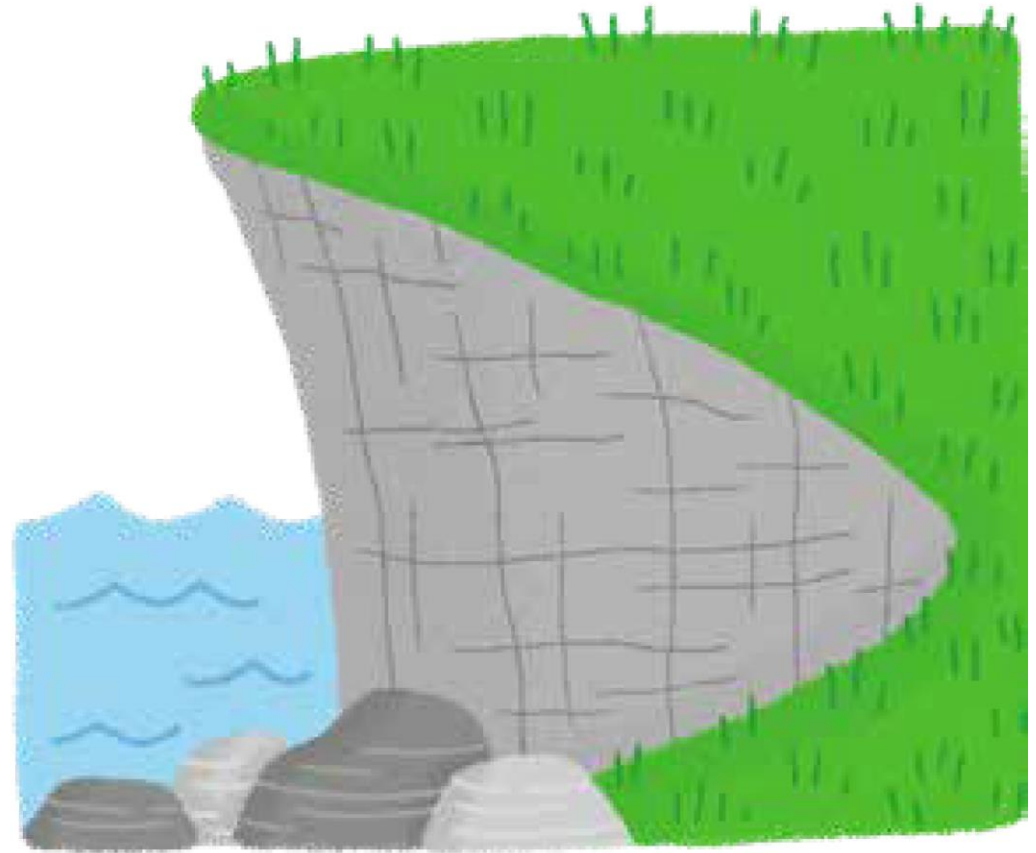
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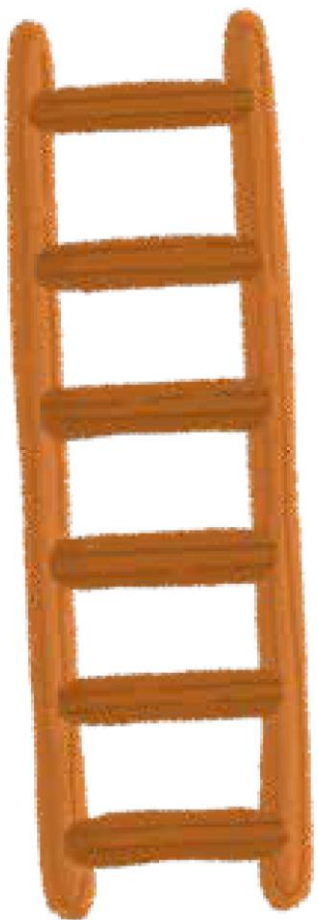


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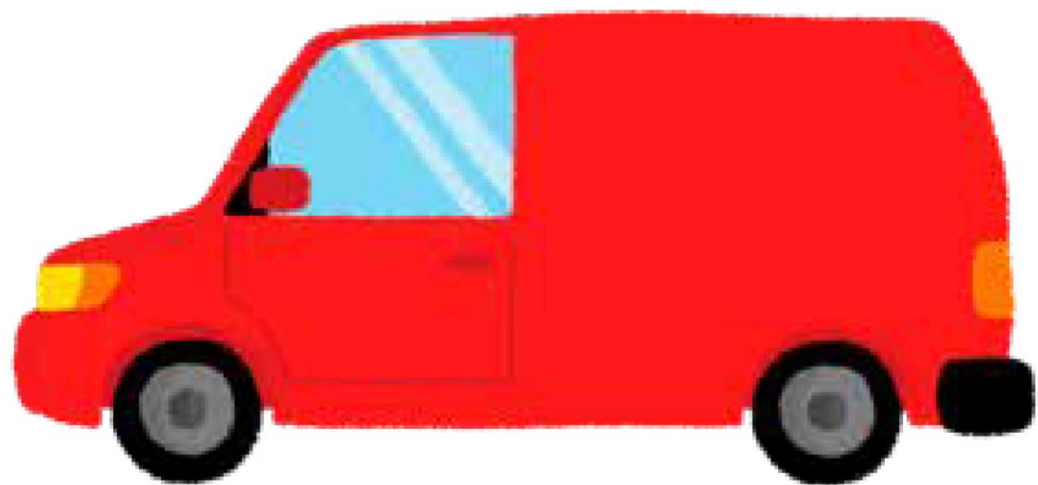
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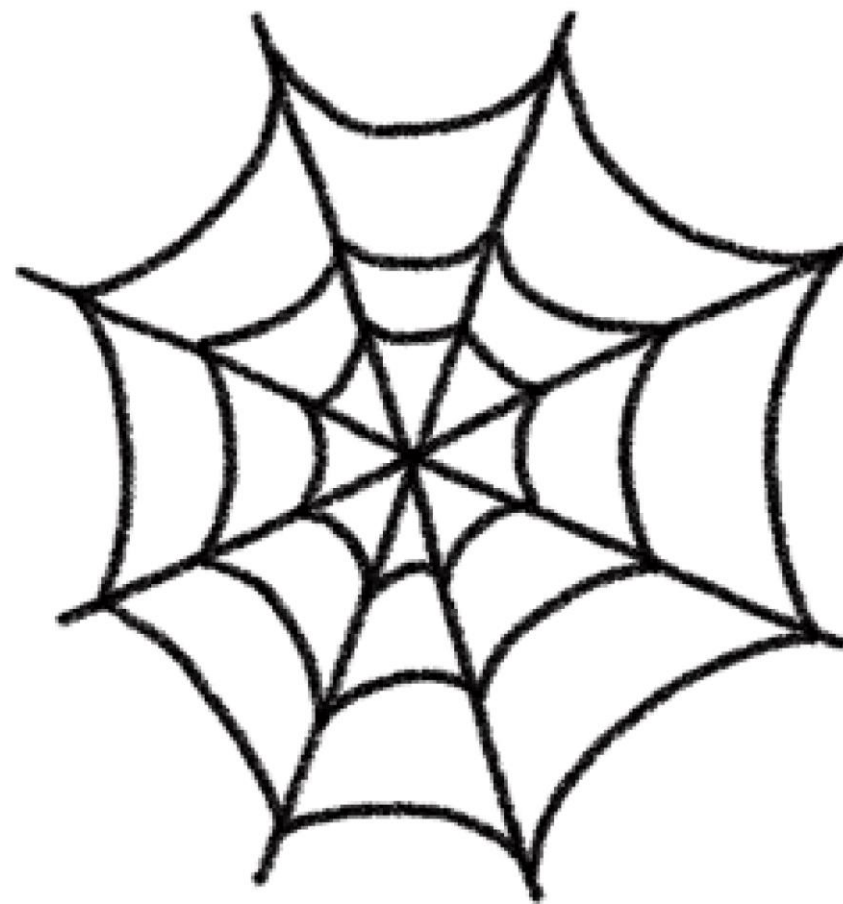
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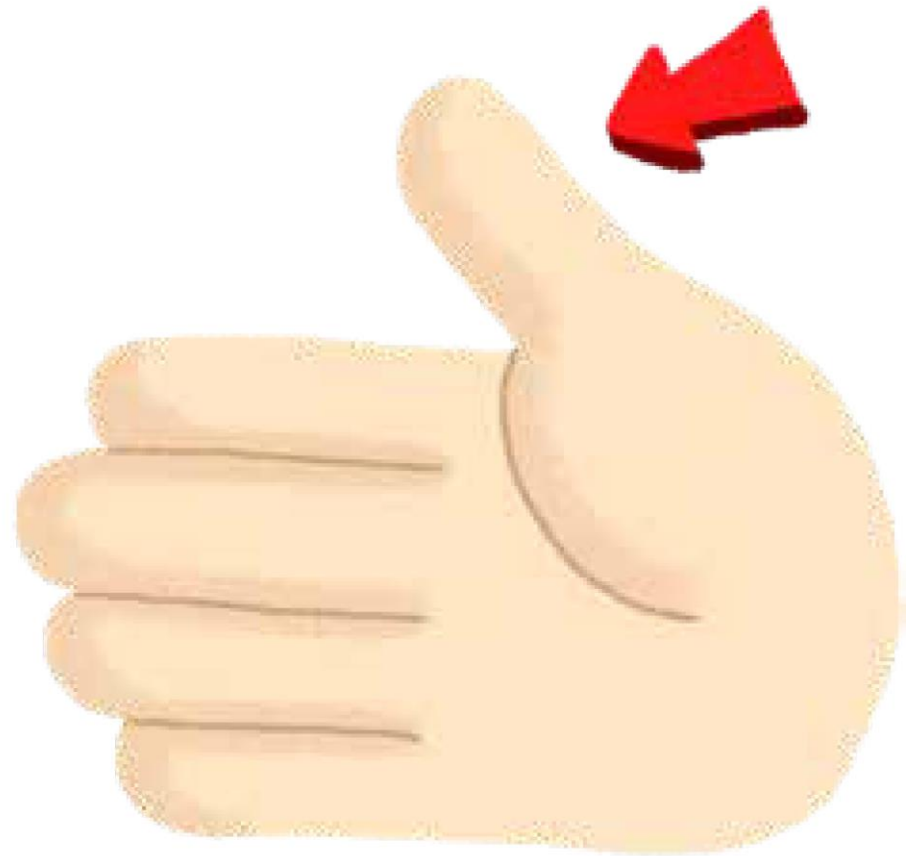
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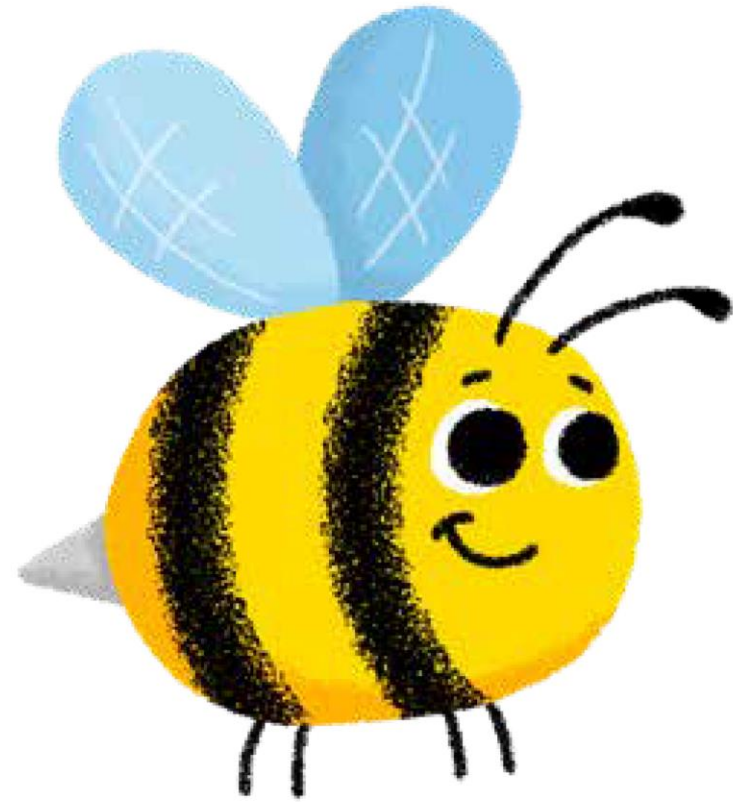
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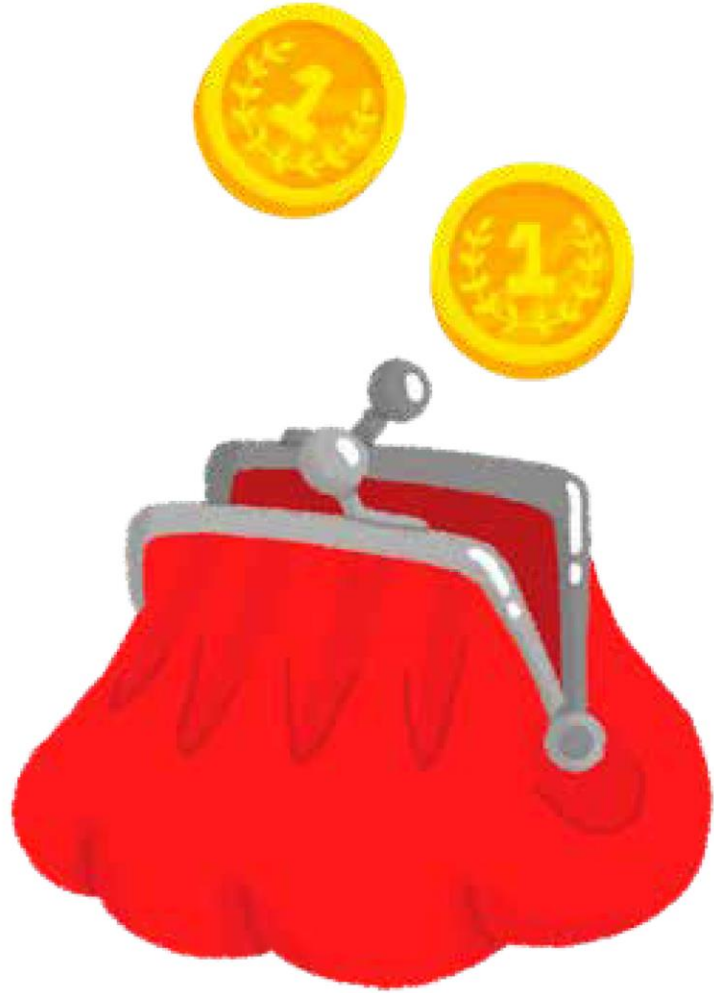
ar



or



wr



Ow



Oi



ear



air



wre



er



This phoneme should be taught as 'uh' and not 'ergh'.

ay



ou



ie



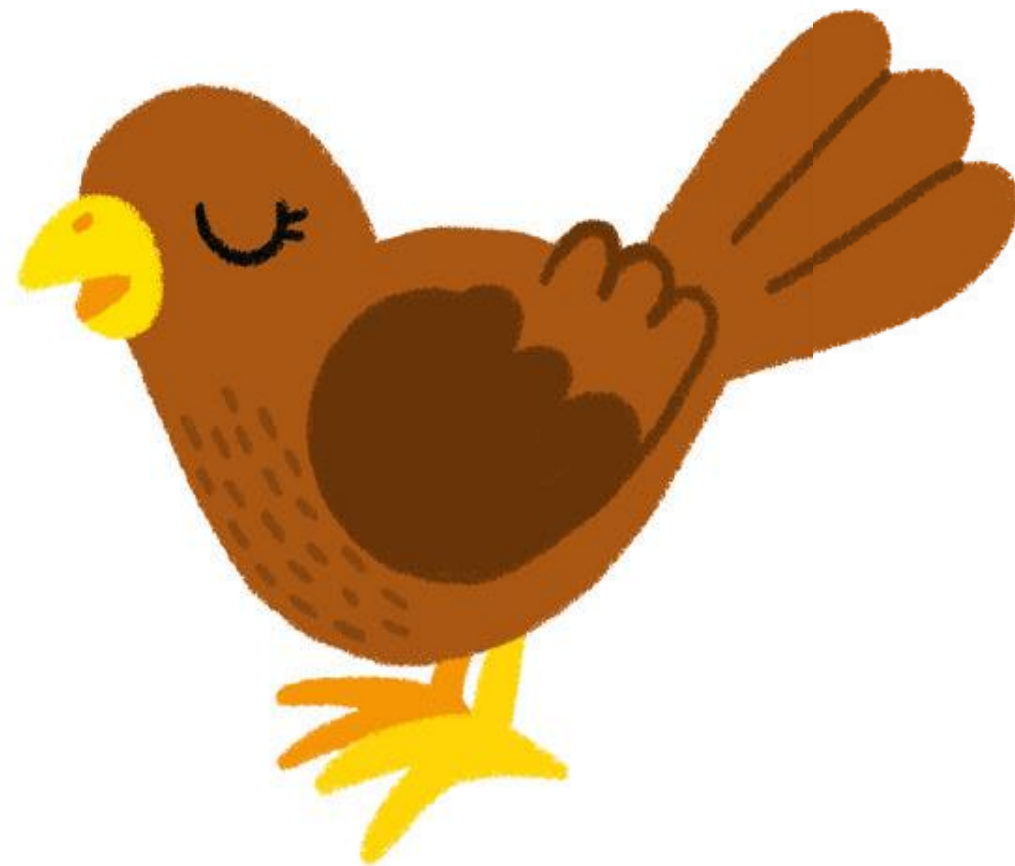
ea



oy



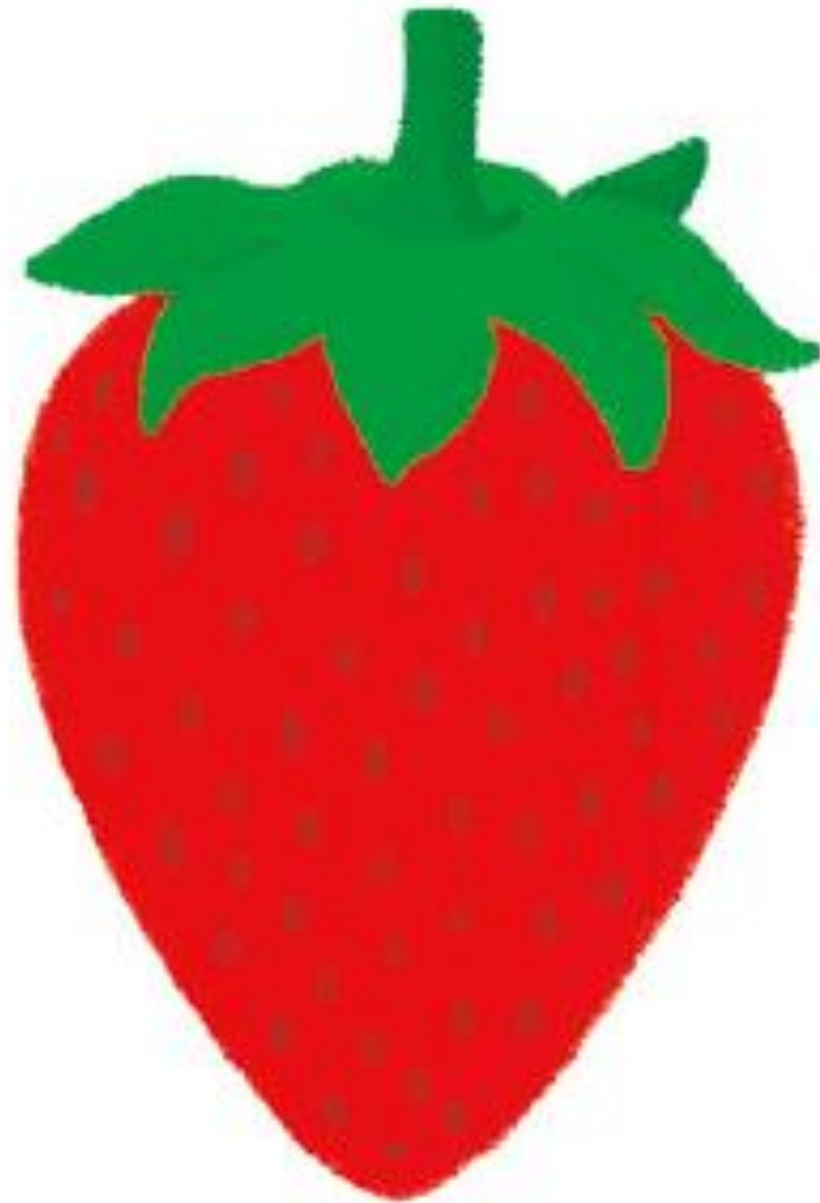
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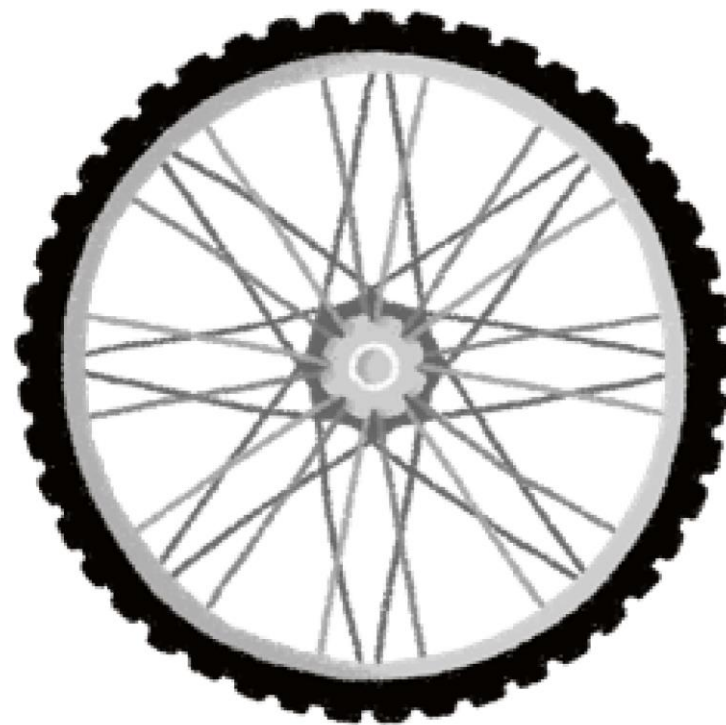
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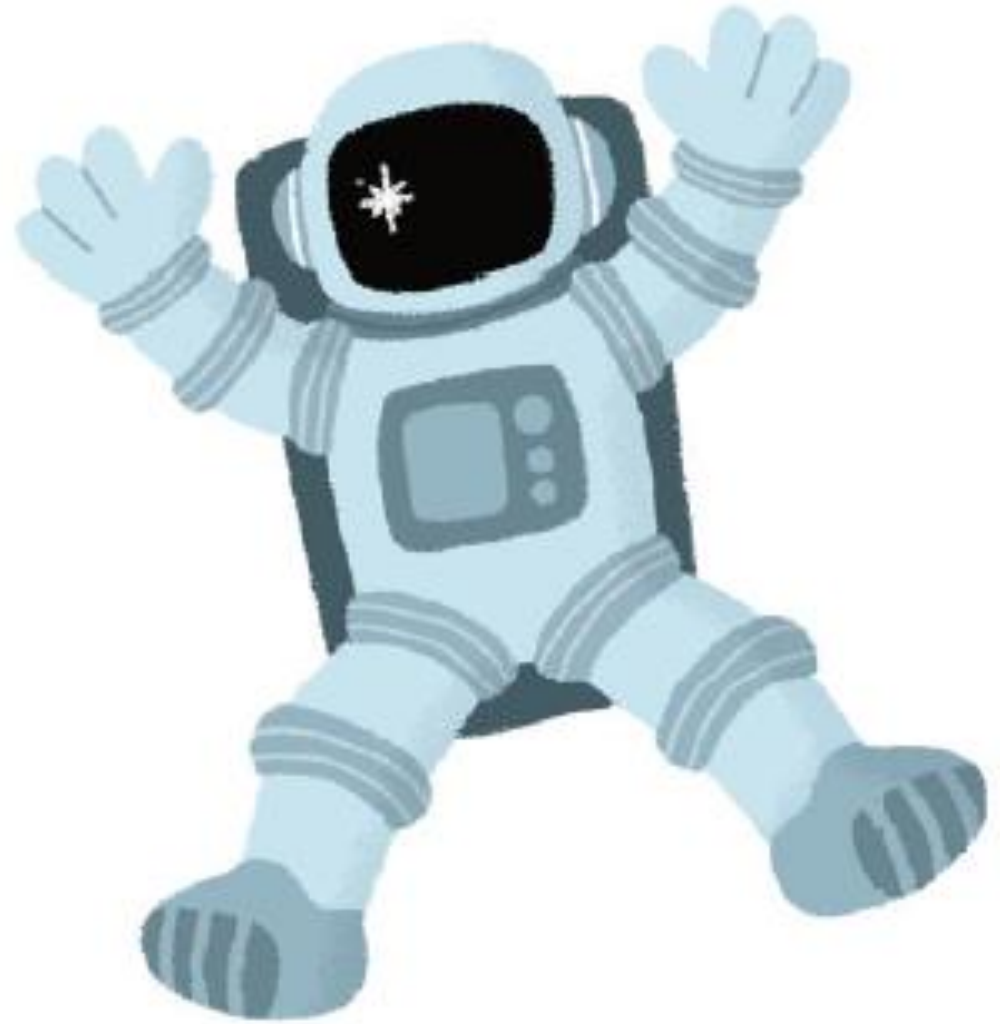
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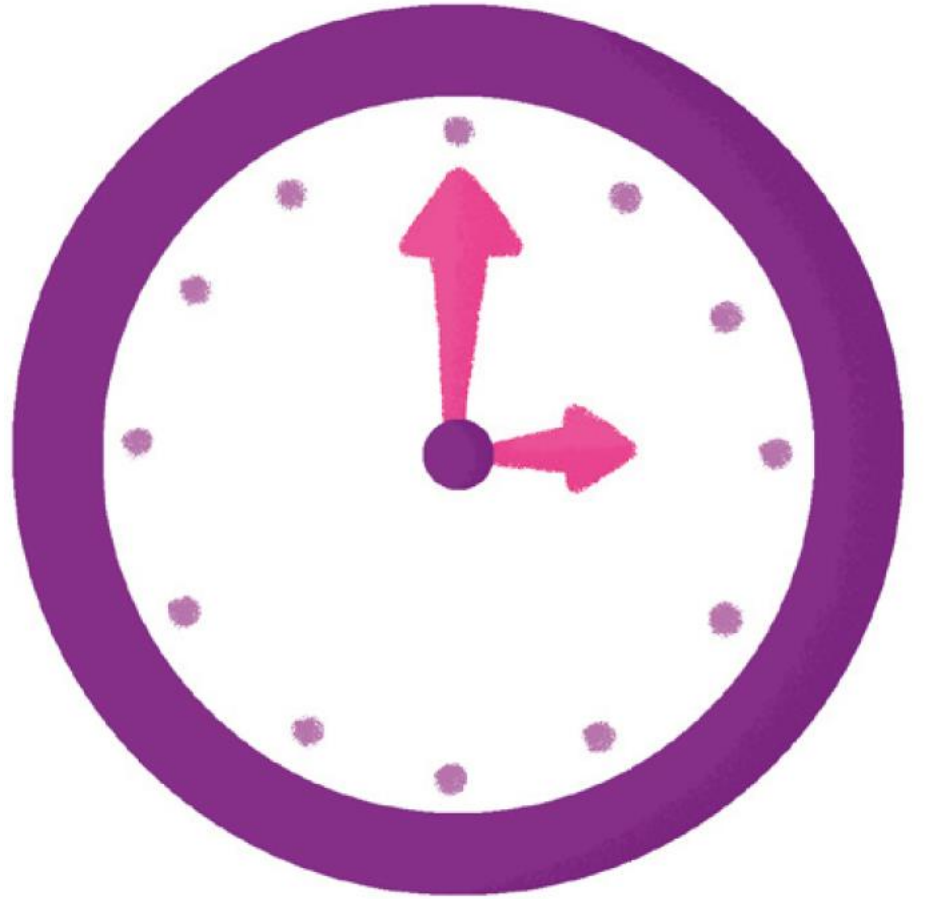
a_e



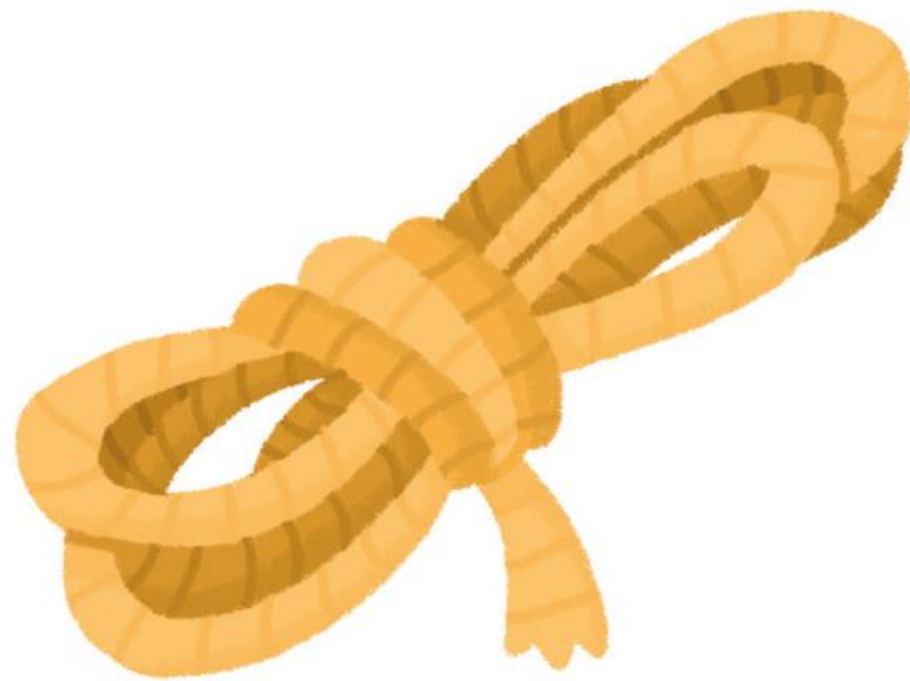
e_e



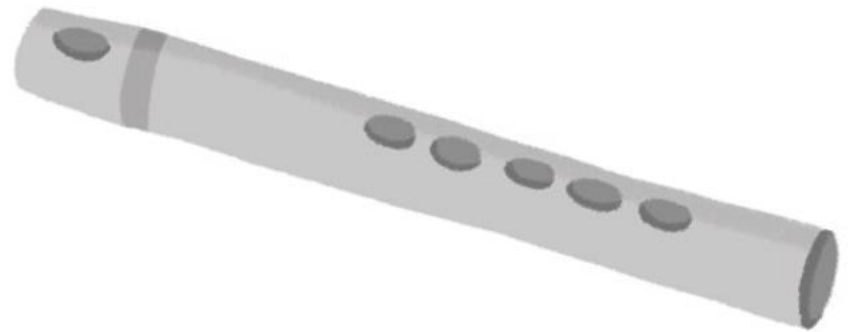
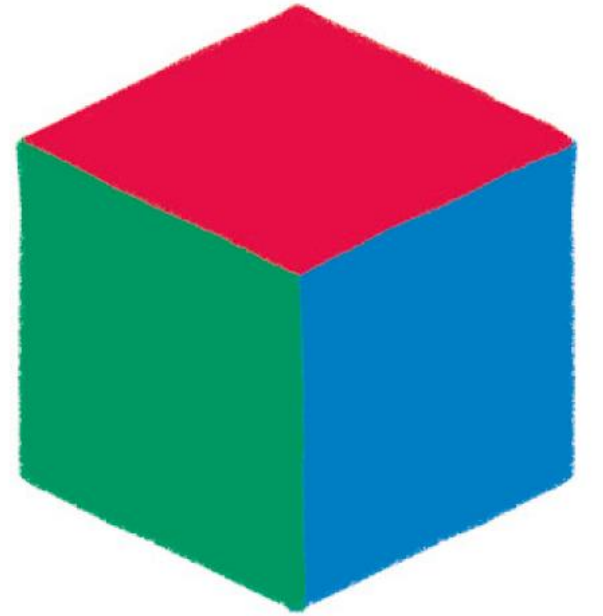
lie



o _ e



we



Split Digraph

The split digraph is where the 'e', usually at the end of a word, changes the vowel sound in the middle of the word to its letter name.

When two vowels go out walking, the first one does the talking!



Alternative Pronunciations

a (south) as in hat, acorn, fast or was

a (north) as in hat, accord or was

e as in bed or he

i as in tin or mind

o as in hot or no

u (south) as in but, unit or put

u (north) as in but or unit

Alternative Pronunciations

ow as in **down** or **low**

ie as in **pie** or **chief**

ea as in **sea** or **head**

er as in **farmer** or **her**

ou as in **out, you, could** or **mould**

Alternative Pronunciations

y as in **yes, by, gym** or **very**

ch as in **chin, school** or **chef**

c as in **cat** or **cell**

g as in **got** or **gent**

ey as in **money** or **they**

Alternative Graphemes

The children learn that some phonemes can have multiple graphemes, for example: ai, ay, a_e, eigh, ey or ei. These are called alternative graphemes. They also learn more common exception words. It is important that the children are encouraged to spell the alternative graphemes by their letter name, for example 'igh' is made up of the letters 'i-g-h' and not the letter sounds or phonemes.

ai	ay	a_e	eigh	ey	ei
rain	crayon	snake	weight	grey	rein

Alternative Graphemes

c	ee	ai	sh	or	er	oa	oo
king	dream	crayon	chef	claw	colour	snow	chew
sock	even	snake	station	autumn	golden	toe	cube
quit	chief	eight	session	talk	dirt	nose	fruit
box	happy	grey	confusion	dinosaur	work	open	youth
school	monkey	rein	suspicious	pour	litre		
	people				etc. (too many to list)		

Alternative Graphemes

oo bush could	n knight gnome	j gem judge	s cell science	i pyramid donkey	ear here steer	air care bear
----------------------------	-----------------------------	--------------------------	-----------------------------	-------------------------------	-----------------------------	----------------------------

igh sky slime pie	ur girl hammer heard
-----------------------------------	--------------------------------------

e head	o what	ar bath (south)	ow out	oi toy	ure four
------------------	------------------	------------------------------	------------------	------------------	--------------------

ch patch	f dolphin	m thumb	ng tank	r write	v glove	w wheel
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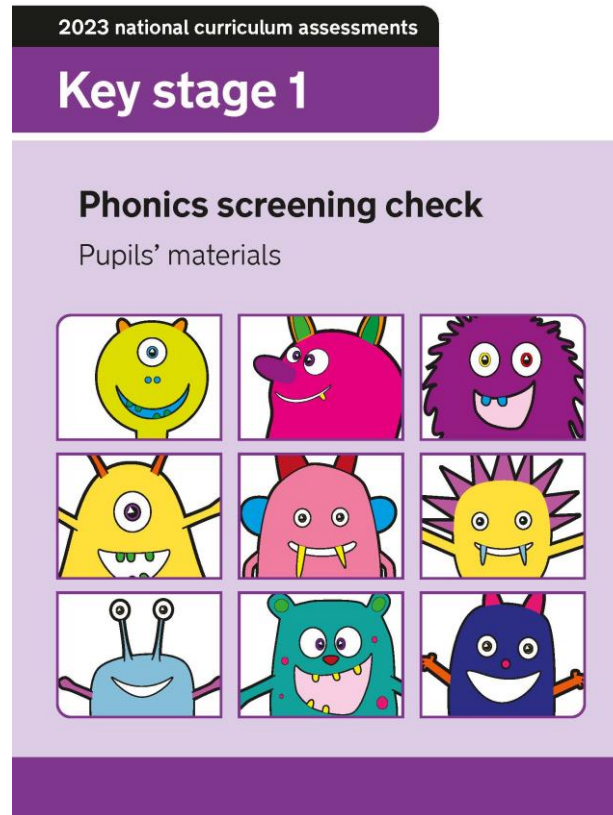
Common Exception Words Examples

Common Exception Words used to be called tricky words.

They are words that cannot usually be decoded or encoded using phonics although there are some exceptions e.g. out, looked.

I	he	are	said	little	oh
no	she	her	have	one	Mrs
the	we	was	like	were	people
to	me	all	so	there	their
go	be	they	do	what	called
into	you	my	some	when	Mr
			come	out	looked
					asked
					could

The children will complete the Phonics Screening Check towards the end of Year One

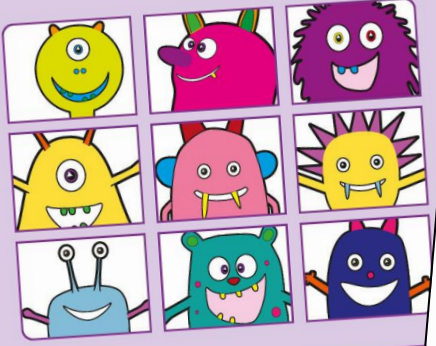


What does it look like?

2023 national curriculum assessments

Key stage 1

Phonics screening check
Pupils' materials



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Section 2

swept


dreams

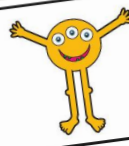
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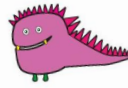
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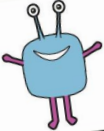
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Section 2

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Section 1

twin


crack

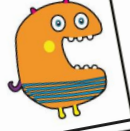
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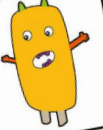
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Section 1

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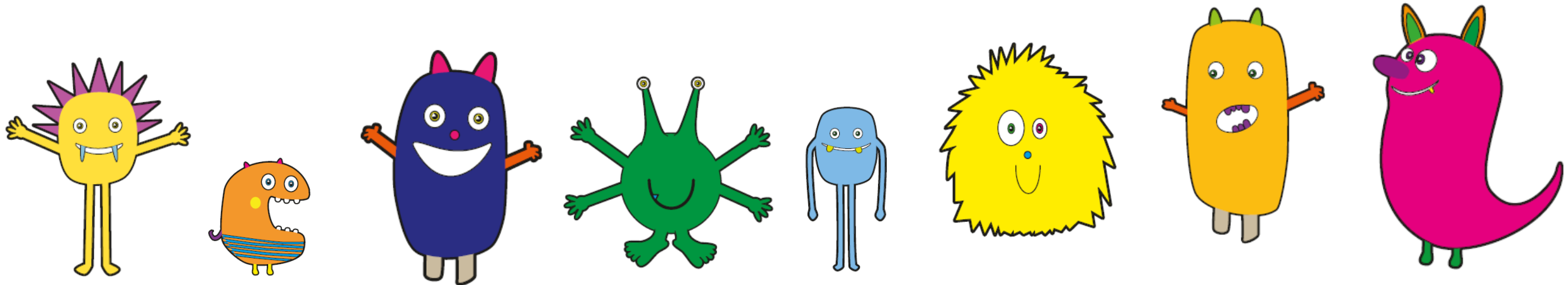
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What is the Phonic Screenings Check?

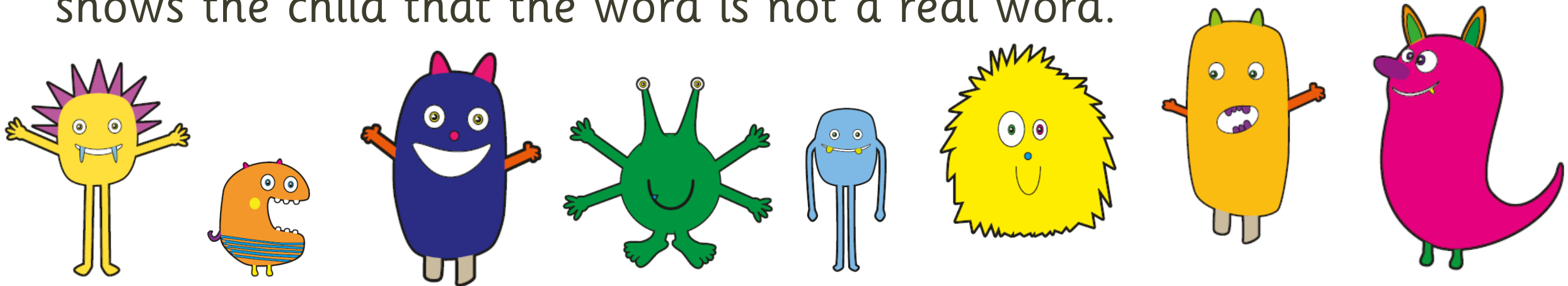
The Phonics Screening Check is meant to show how well your child can apply the phonics skills they have learned up to the end of Year 1. It also helps to identify any children that will need additional help with phonics and reading. The Department for Education defines the checks as “short, light-touch assessments” that take about four to nine minutes to complete.



The checks consists of **20 real words and 20 non-words** that your child will be asked to read. They read these to a qualified teacher who is known well to the child. Non-words (or nonsense words, or pseudo words) are decodable by applying phonics skills. They don't mean anything and are made up. Your child will need to read these with the correct sounds to show that they understand the phonics rules, and an ability to decode newly encountered words. They are used to doing this in school during our phonics lessons.



The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. The teacher administering the check with your child will give them a few practise words to read first, including some non-words, so they have an understanding of what they have to do. Each of the non-words is presented with a picture of a monster or alien, as if the word is the creature's name, for example 'shob' or 'glibe'. The alien or monster shows the child that the word is not a real word.



Real Words...

Section 2

boy

scoop

foam

white

Section 1

twin

crack

tuft

ports

Section 1

chip

hill

jars

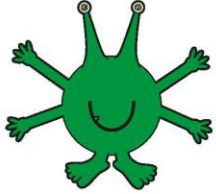
shack

Pseudo (not real) words...

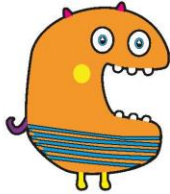
Try using your phonics to decode the words:

Section 1

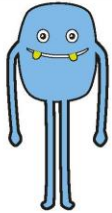
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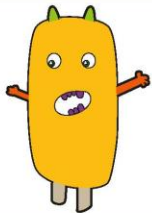
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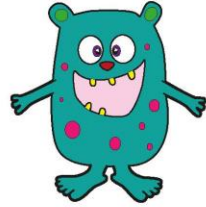


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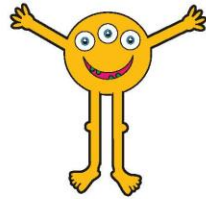


Section 2

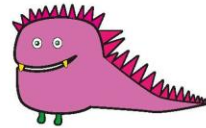
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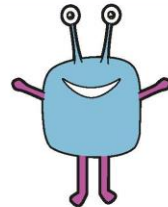
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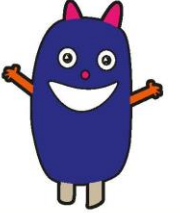


phibe

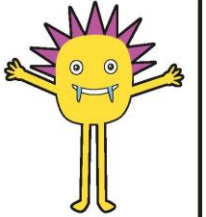


Section 1

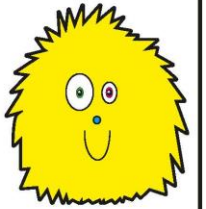
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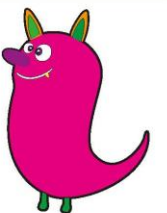
shob



farn



chesh



When, where and who?

- The screening check is going to start in the week beginning Monday 10th June 2024.
- The checks will be administered by Mrs Hargreaves, Mrs Bell and possibly Miss Palmer. The children will complete the check in a quiet place. These spaces have been identified and all children will be familiar with the rooms.
- We are hopeful that all the screening checks will take place in the first week, but any children who are absent in the first week, will have the chance to be screened in the second week. Any child that does not take the check in the allotted two week time period will not complete the check. Please ensure your child comes to school everyday.



Scores

- Your child will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard.
- Since 2013 the "pass threshold" has been 32, which means children had to read at least 32 words out of 40 correctly. The threshold mark is communicated to schools at the end of June, after the tests have been completed and the scores submitted.
- You will be told how your child did at the end of term. The whole school results will be published in September 2024. If your child's score falls below the standard, they will be given extra phonics help and can re-take the Phonics Screening Check in Year 2.



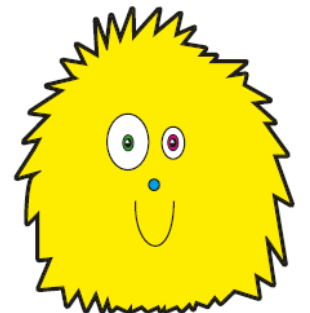
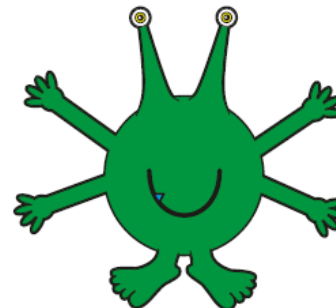
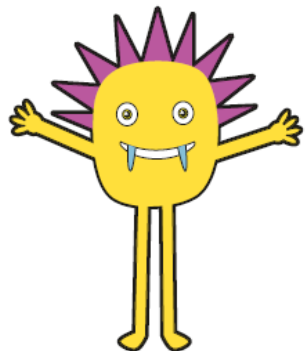
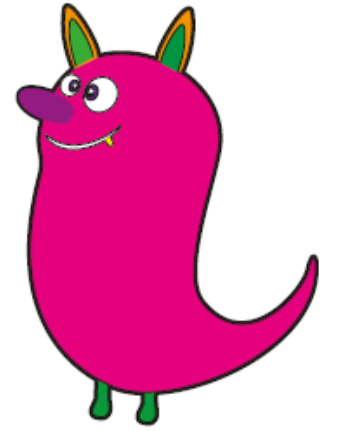
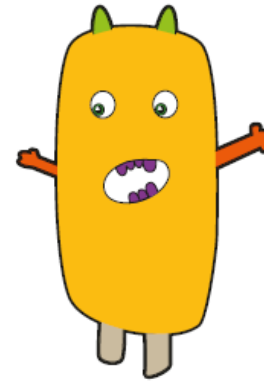
How can I support my child?

- Visit Phonics Play

- Read with your child each day and practise decoding unfamiliar words by segmenting and blending e.g. sh – oo – t ‘shoot’

- Visit <http://www.theschoolrun.com/english/phonics> for further information

- Make sure your child has a good nights sleep and a filling, healthy breakfast every morning.



Any Questions?

