

Year 1 Phonics

Screening Check



Phonics

at Walter Infant School and Nursery

Year 1 Phonics

Screening Check



Mrs Judy Wheeler – Headteacher
Ms Stephanie Rees – Year 1 Lead
Mr Justin Lee – English Lead

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.

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



What is synthetic phonics?



What other words
are there for
synthesise?

Synthesise, fuse,
integrate, mix, alloy,
merge, coalesce,
arrange or blend.



Synthetic phonics is the breaking down of words
into their smallest possible sounds and synthesised:

c-a-t d-o-g ph-o-n-i-c-s

It is a strategy that can be used for both word reading and spelling.
A lot of research has been done into using synthetic phonics.

The English Language

There are 26 letters
in the alphabet.

26

abcdefghijklmnopqrstuvwxyz

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'.

Enunciation and Pronunciation of Phonemes

The shape of our mouths and the sounds that we make when 'sounding out' in phonics is essential. The way we say each individual phoneme or letter sound is important. It is not always easy, it takes a lot of practise and even some teachers can get this wrong. In England, when we talk, we do not tend to open our mouths very wide. You might want to try to over emphasise the sound or phoneme a little more than usual and open your mouth a bit wider. If the sound or phoneme is spoken incorrectly then the child will not be able to blend or segment. Look at our Walter Reading Hub or Walter Tube, our YouTube channel, to hear the correct pronunciation of the sounds. Mr Thorne Does Phonics is another useful resource.



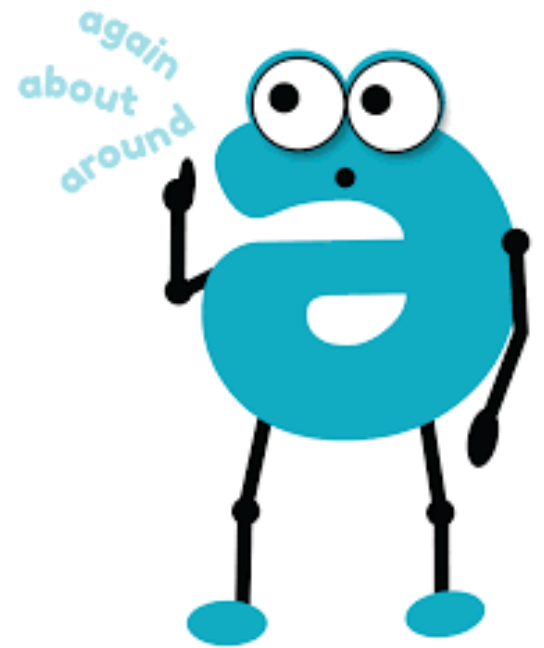
https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw

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 “mmmmmmmm”

s = “ss” and not “ssssssssssssss”

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
• — •

Phonic Groups

The children are grouped by phase and ability.



Lesson Structure

Phonic lessons always follow the same format or structure. It begins with the learning intention, or introduction. The children revisit GPCs that they have already learned or any common exception words; this is usually through the use of flash cards. The children are taught something new or consolidate and build on previous learning. They have an opportunity to practise this skill through reading or writing. Finally, the children apply the newly taught skill; this could be by reading sentences or spelling new words. A phonics session provides lots of opportunities for talking, reading and writing.

An example of a lesson from Phonics Play:

Introduce	We are learning a new grapheme ay .
Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes Flashcards: Speed Trial , Flashcards: Time Challenge .
Teach	Write the grapheme ay . Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc.
Practise	Play Buried Treasure. Words: lay, stray, spray, crayon, sclay, glay, deflay . Buried Treasure, Dragon's Den, Picnic on Pluto .
Apply	Hold up sentence on card or whiteboard. One child reads – encourage them to blend if they get stuck. Then all children read together. Can a crayon spray paint? Can a stray cat play? Do not delay unless you want to stay all day. Sentences .
Assess	Make notes on assessment sheet.

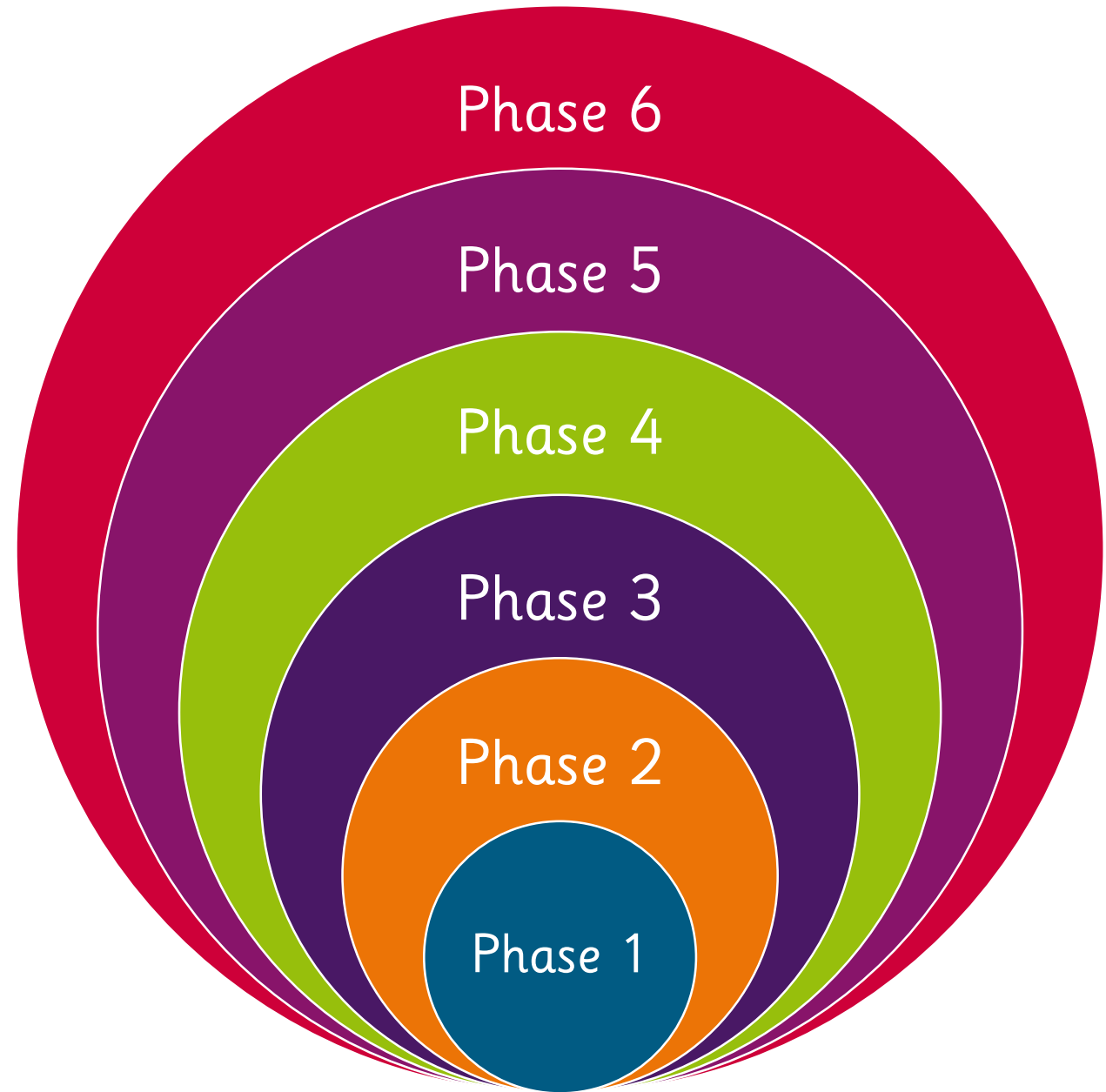
Lesson Structure

Like all subjects, in Phonics learning must be consolidated, revisited and practised time and time again to ensure it has been assimilated by the children. The adults teaching the phonics sessions ensure the children master the skills taught. This might mean repeating a lesson or returning to a phonic phase to ensure it has been learned and can be applied.



Revise, Revisit and Consolidate

All phonics sessions begin with a revise or revisit stage. This allows the children to practise all the skills or knowledge taught from the previous phases. For example, although a child might be working in Phase 3, they would still be applying and revisiting knowledge from Phase 1 and 2.



Lesson Times

Phonics sessions are rapid and taught at pace. This is adjusted according to the ability of the group; however, all sessions should be busy, active and speedy. This is to ensure the lessons are never dull and packed full of activities. The children love their phonics lessons; partly due to this approach. In Year 1 and 2, a Phonic lesson is 25 minutes.



Key Stage 1



Letters and Sounds and Phases

We follow the Letters and Sounds guidance, which we supplement with the resources on the www.phonicsplay.co.uk website.

Letters and Sounds breaks the teaching of Phonics down into Six Phases.





Phase One

Aspect 1 – Environmental Sounds

- Going on sound walks
- Making or matching animal sounds
- Listening for sounds that are all around us
- Sounds of different weather

Aspect 2 – Instrumental Sounds

- Exploring sounds using instruments
- Matching sounds to their instruments
- Playing instruments alongside stories
- Making loud and quiet noises

Aspect 3 – Body Percussion

- Clapping patterns
- What sounds can we make with different body parts?
- Develop an awareness of sound patterns and rhythms

Aspect 4 - Rhythm and Rhyme

- Telling rhyming stories
- Singing nursery rhymes
- Counting or clapping the syllables in words
- Odd one out games, for example cat, dog, mat.

Aspect 5 – Alliteration

- Listening for the first sound in a word
- Matching objects that begin with the same initial sound
 - Playing I-spy games

Aspect 6 – Voice Sounds

- Exploring different mouth movements
- Making different vocal sounds
- Using robot voices to sound out words (c-a-t)
























Aspect 7 – Oral Blending and Segmenting

- Games that involve breaking down words into sounds or phonemes and blending.
- Segmenting words together and then blending.

Phase Two

2

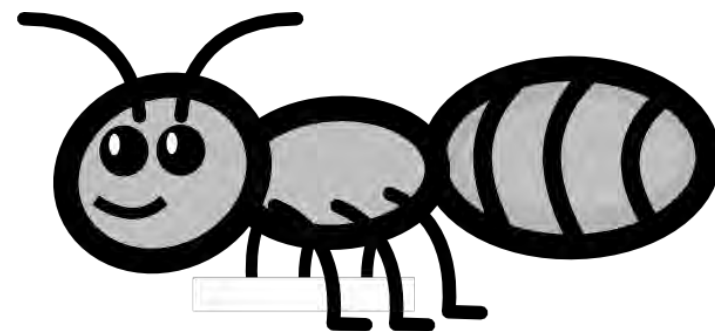
Children begin to learn that letters make phonemes or sounds. They are taught the 19 most common phonemes. They learn how to blend and read CVC (consonant-vowel-consonant) and VC words. They also learn some common exception words.

s  sock	a  ant	t  tomato	p  penguin	i  igloo	n  nest	m  mouse	d  dog
g  grape	o  orange	c  cat	k  key	ck  clock	e  elephant	u  umbrella	r  rainbow
h  hat	b  balloon	f  fish	ff  muffin	l  lion	ll  bell	ss  grass	

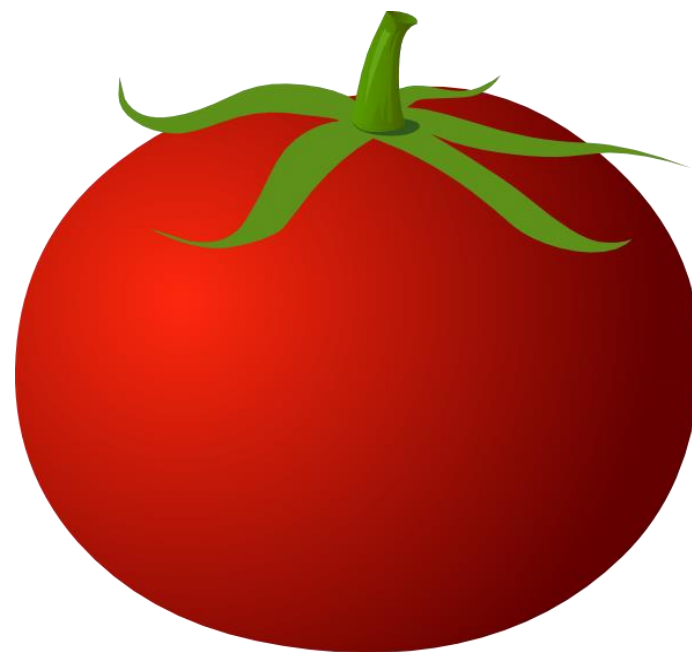
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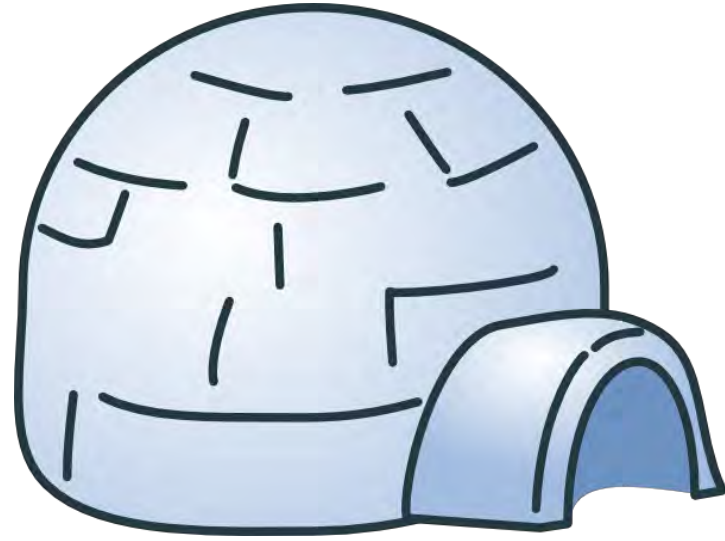
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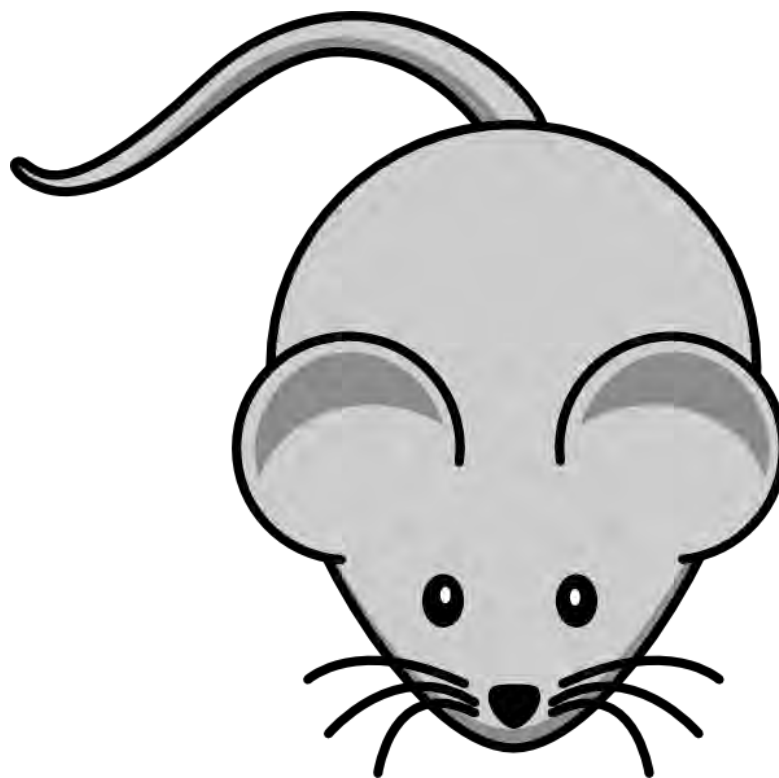
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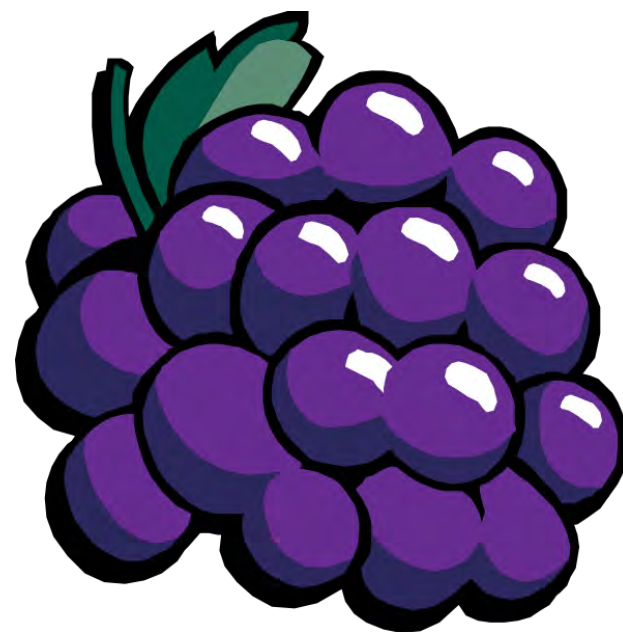
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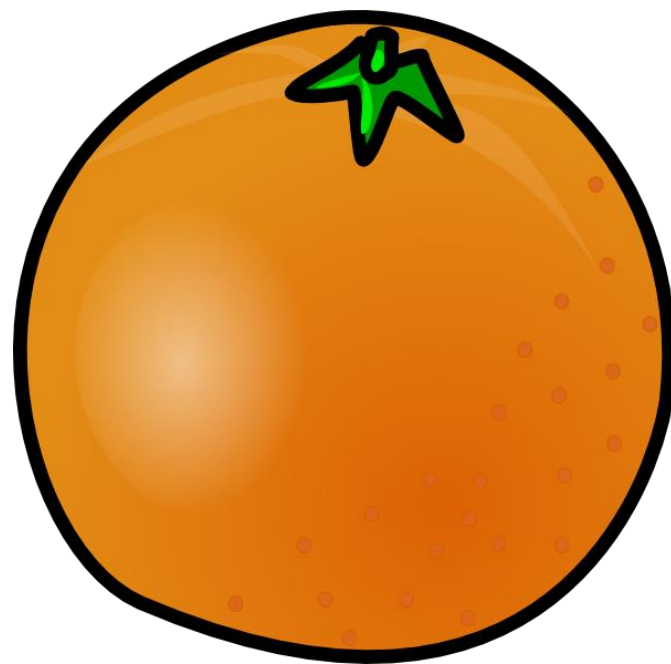
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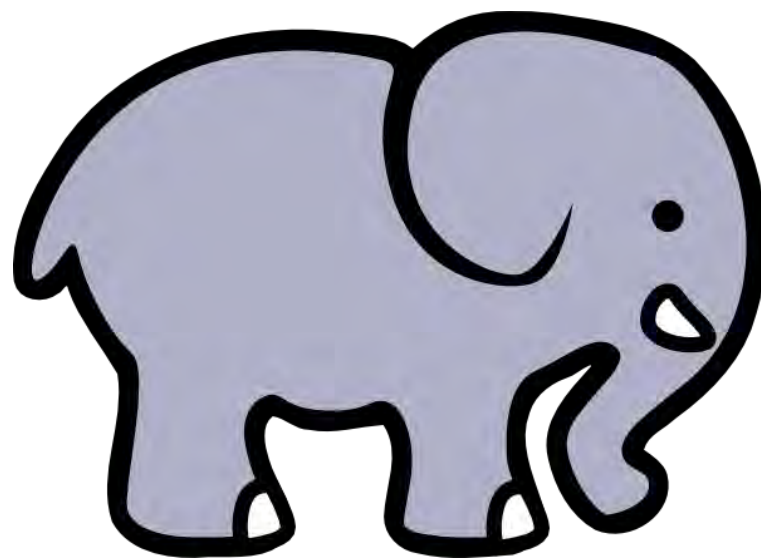
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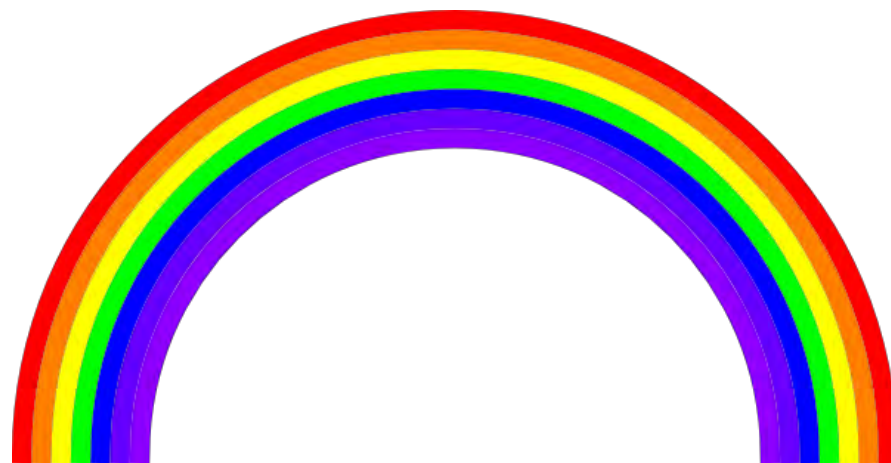
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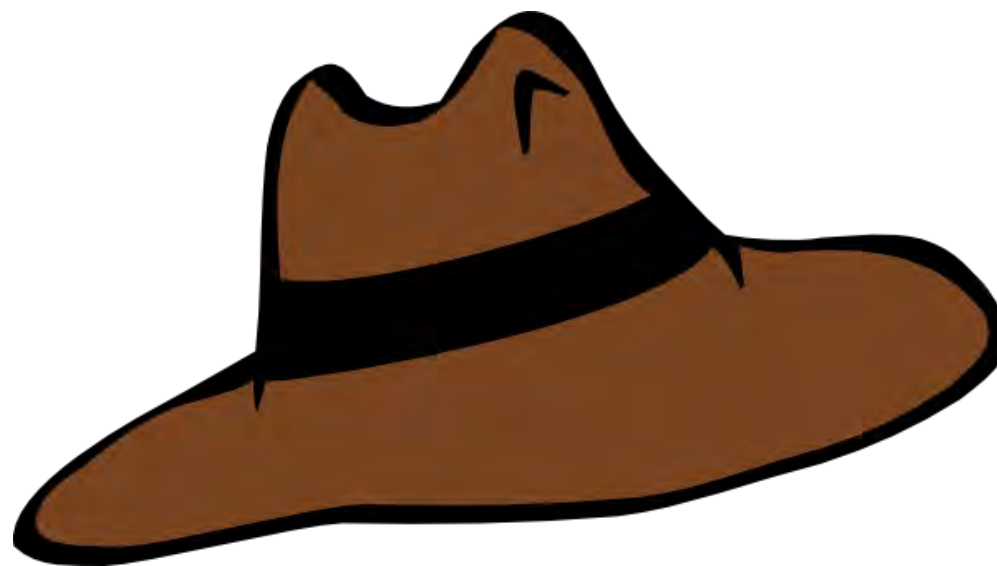
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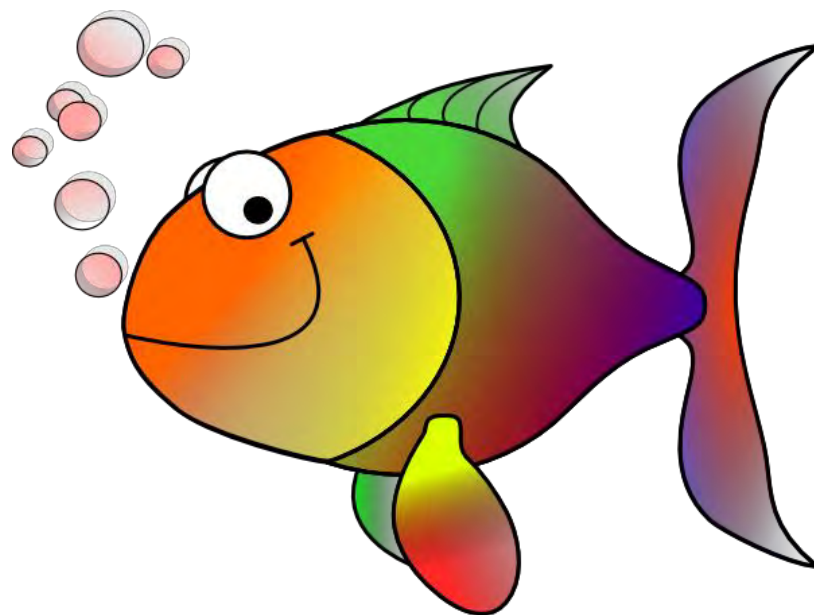
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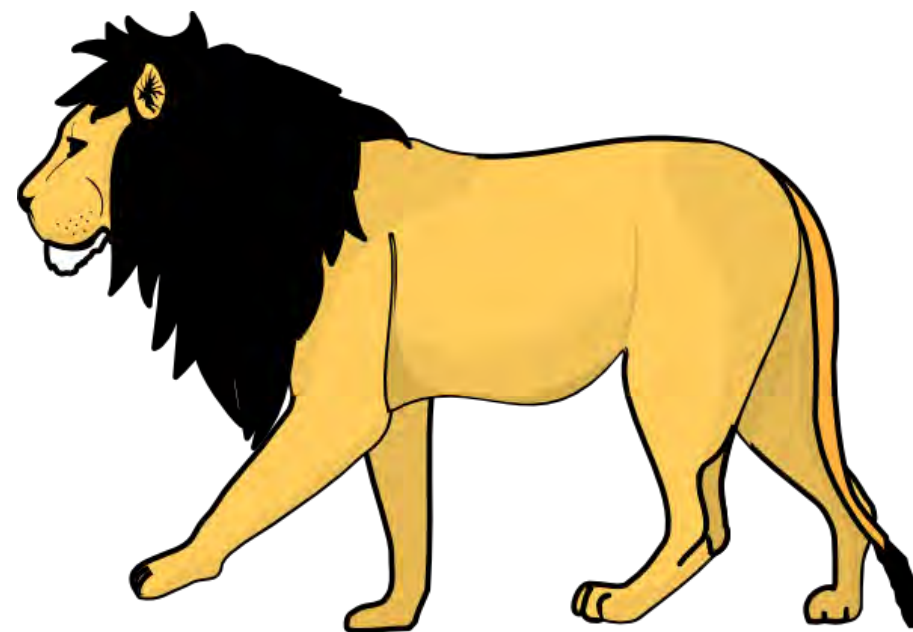
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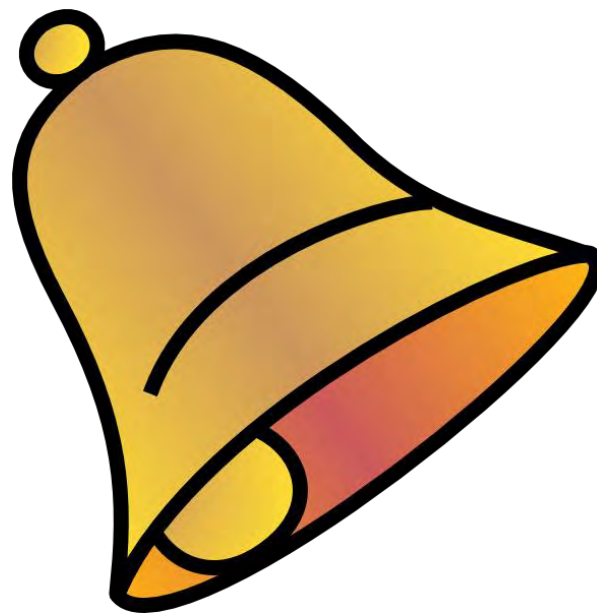
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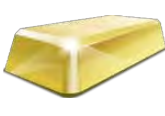

Phase Three

Children are introduced to the remaining phonemes. This includes a wider range of digraphs and trigraphs. The children are also taught more common exception words.



j  jelly	v  volcano	w  web	x  fox	y  yoyo	z  zebra	zz  pizza	qu  queen	ch  chicken
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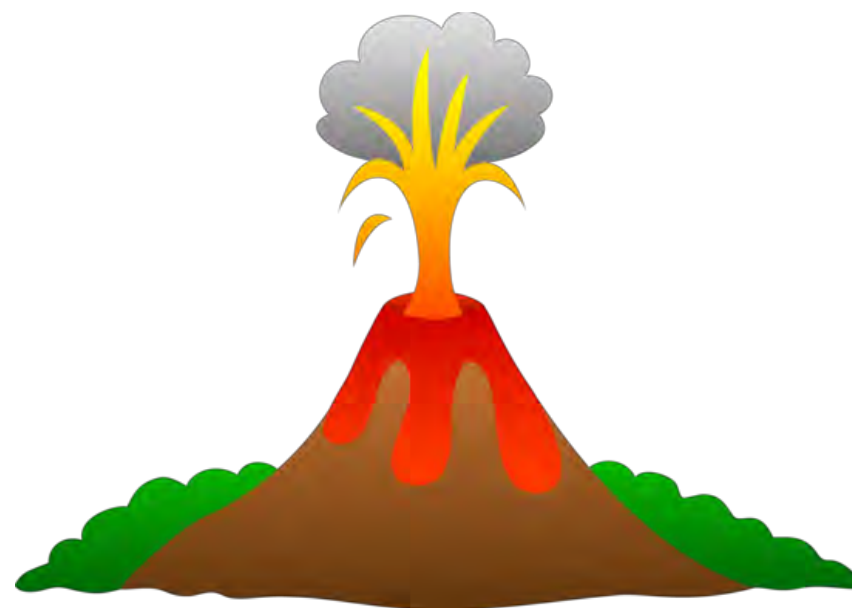
sh  shoe	th  thumb	ng  ring	ai  snail	ee  sheep	igh  night	oa  boat	oo  moon	oo  book
---	--	---	--	---	---	---	---	---

ar  star	or  fork	ur  burger	ow  owl	oi  coin	ear  ear	air  chair	ure  pure	er  hammer
---	---	---	--	--	---	---	--	---

j



V



w



X



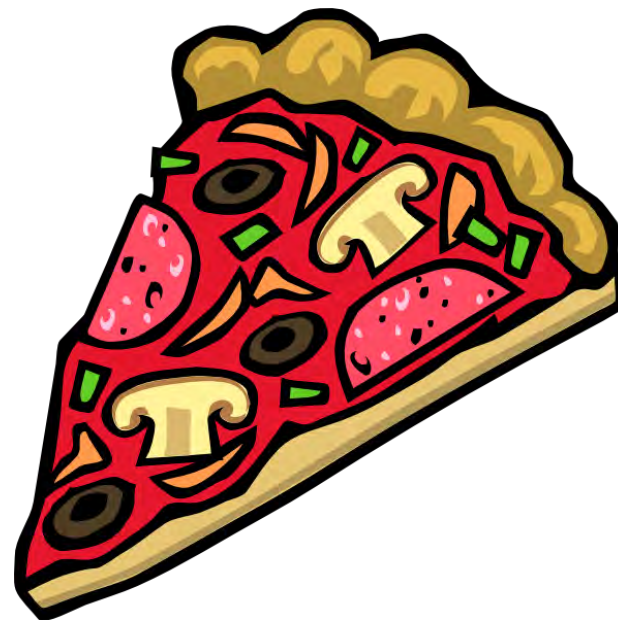
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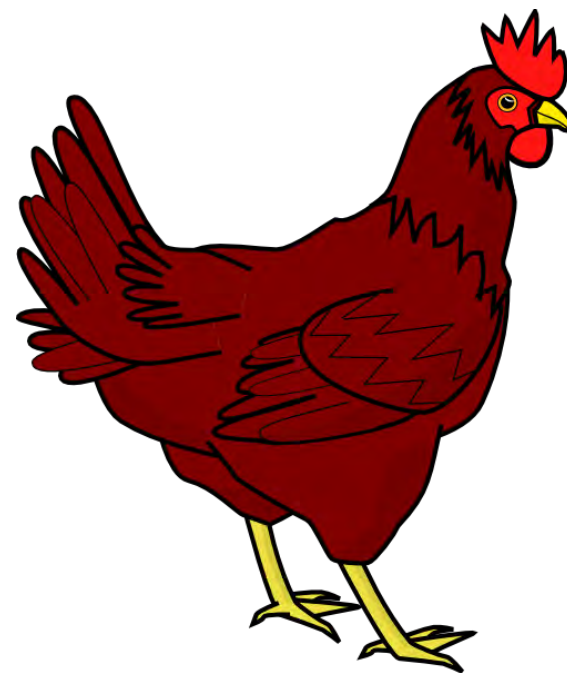
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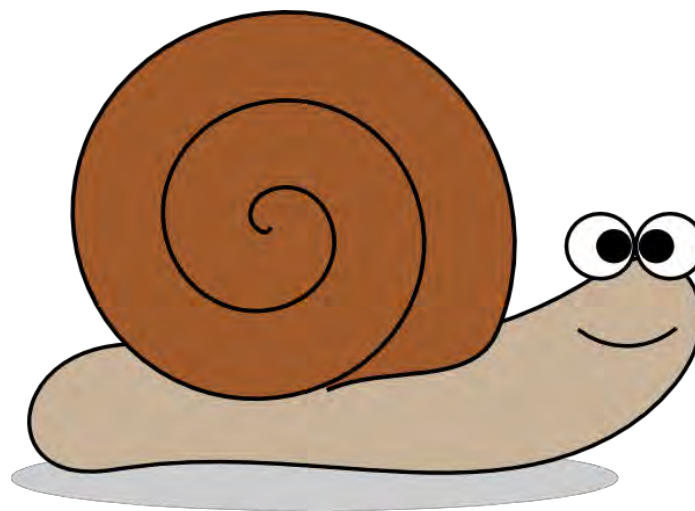
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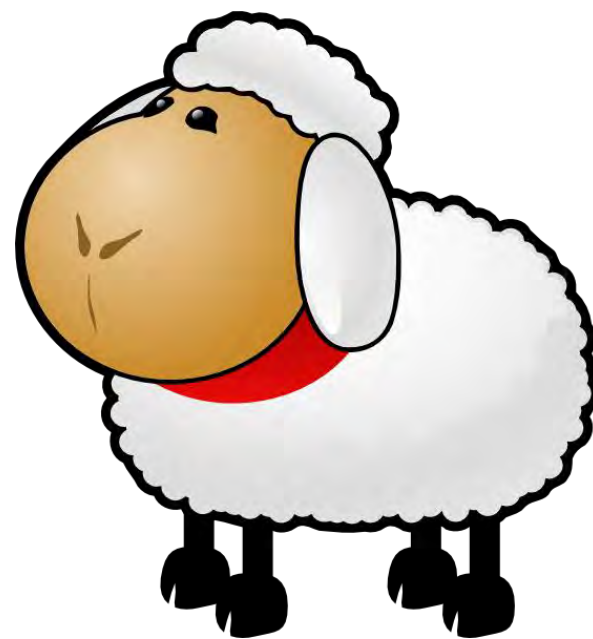
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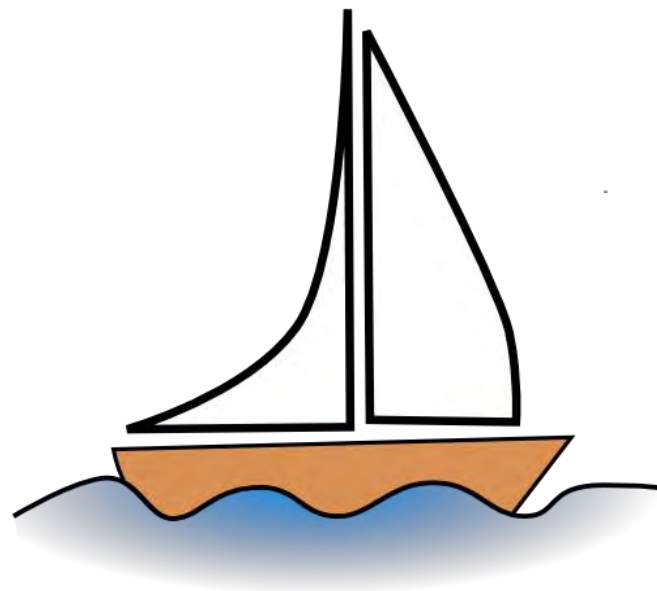
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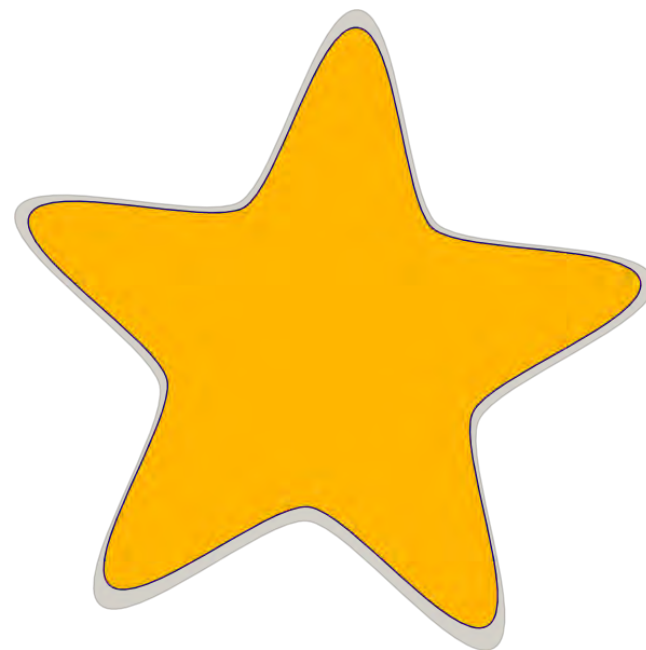
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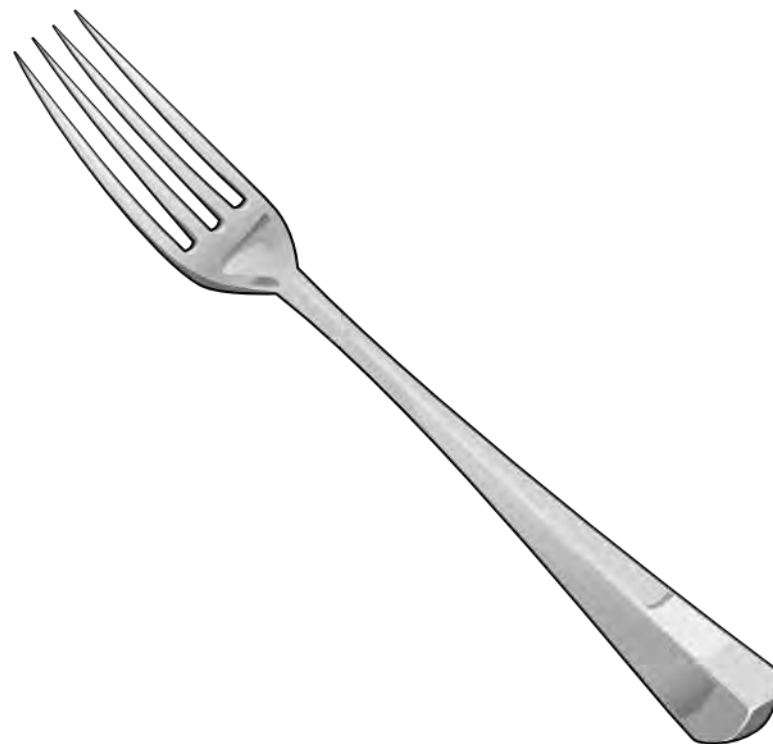
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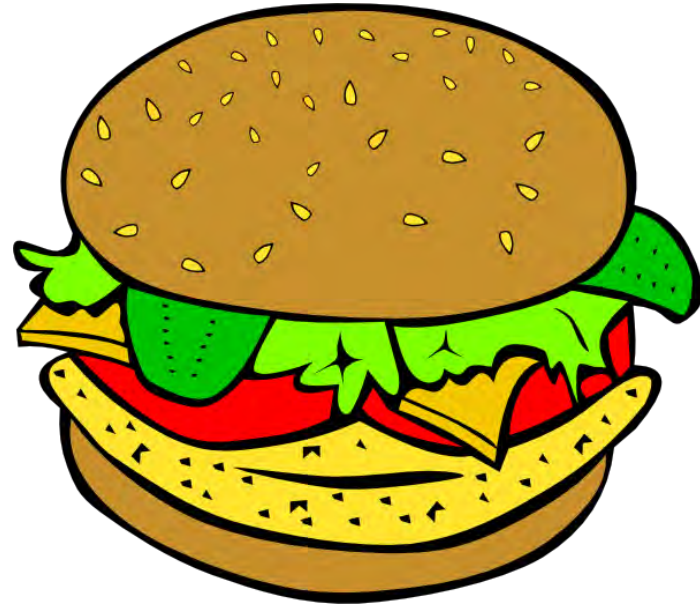
ar



or



ur



ow



oi



ear



air



wre



er



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

Phase Four

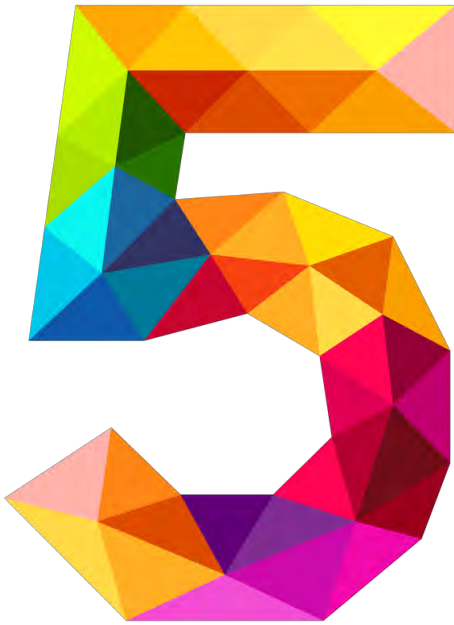
















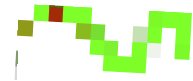



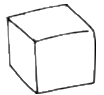
During this phase children are not taught any new phonemes. From now on the teaching and learning of phonics is focused on consolidating the skills necessary for decoding and encoding new words.

The children begin to use phonics to decode and spell much longer words. They are taught words which have adjacent consonants, including CCVC and CVCC words. The adjacent consonants can sometimes be tricky to hear or sound out, for example: milk; belt; fact. They also learn some additional common exception words. Multi-syllabic words are also introduced.

Phase 5

A lot of time is spent learning Phase 5, therefore we split it into four sections 5a, 5b, 5c and 5d. The first graphemes that are taught in Phase 5 are listed below.

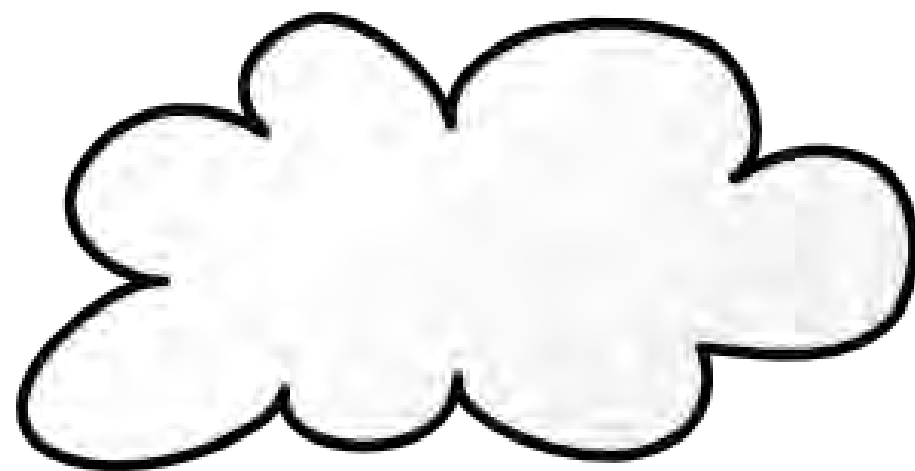


ay  crayon	ou  cloud	ie  tie	ea  leaf	oy  boy	ir  girl	ue  glue
aw  saw	wh  whistle	ph  dolphin	ew  screw	oe  toe	au  sauce	ey  donkey
a_e  snake	e_e  delete	i_e  bike	o_e  bone	u_e  cube		

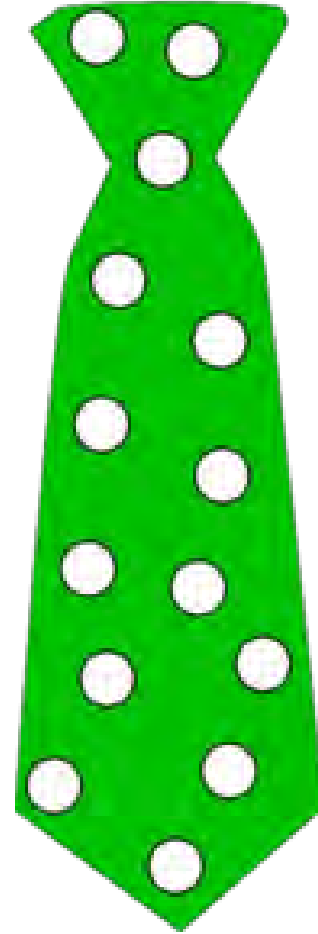
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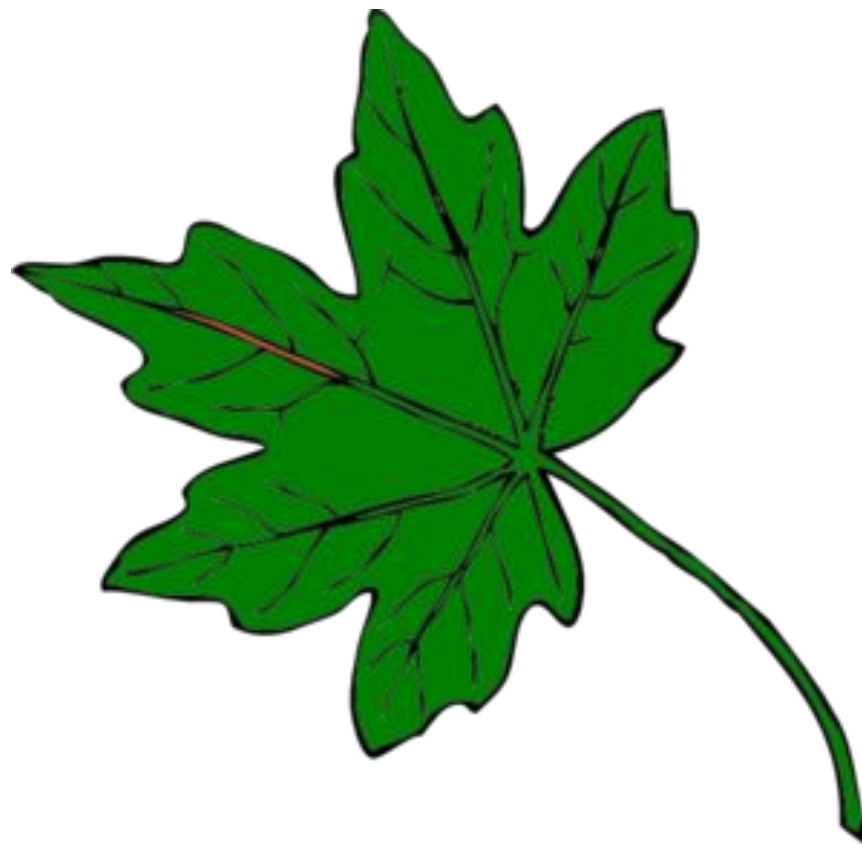
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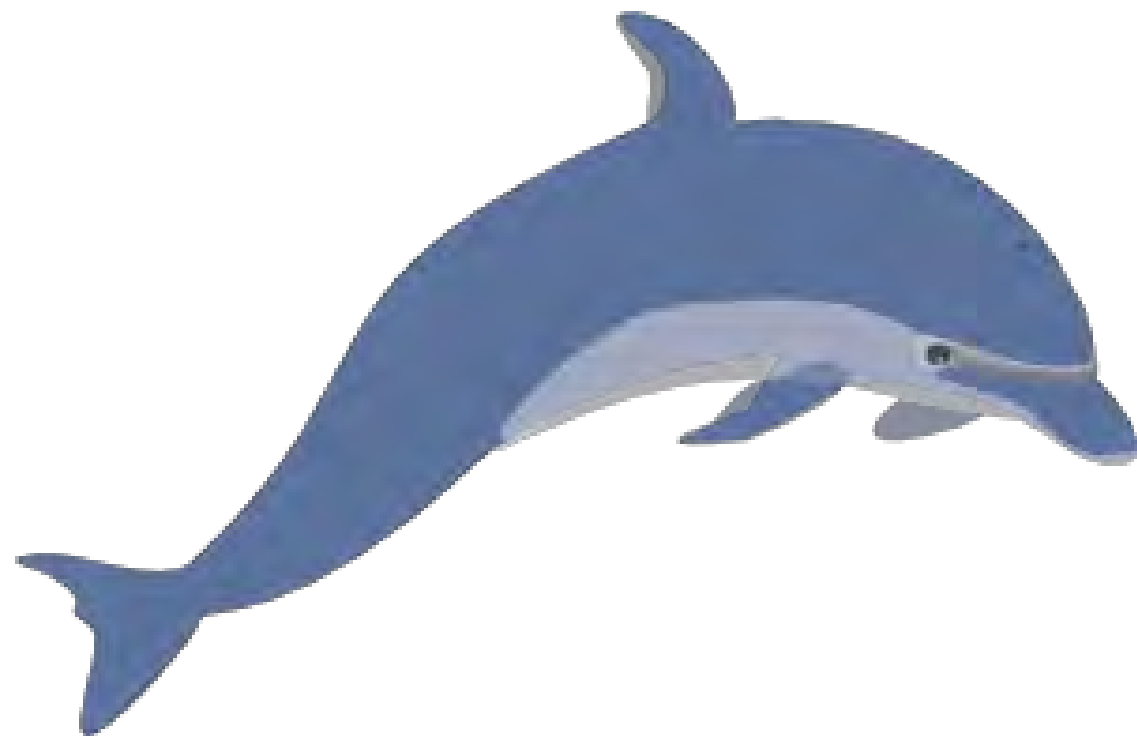
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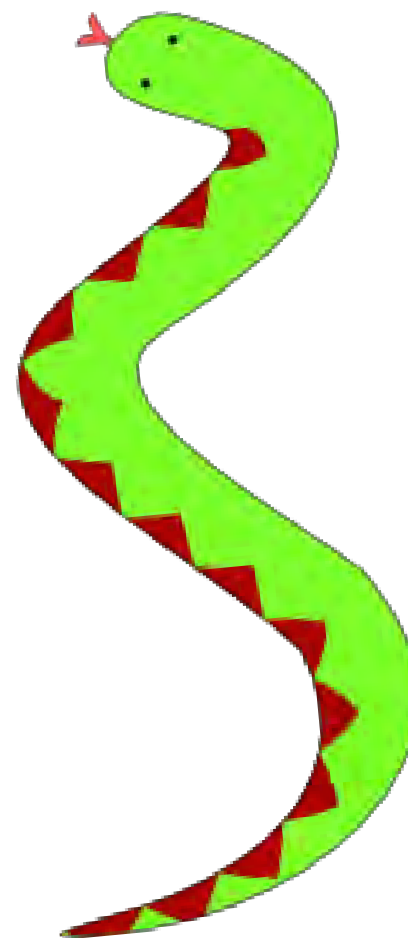
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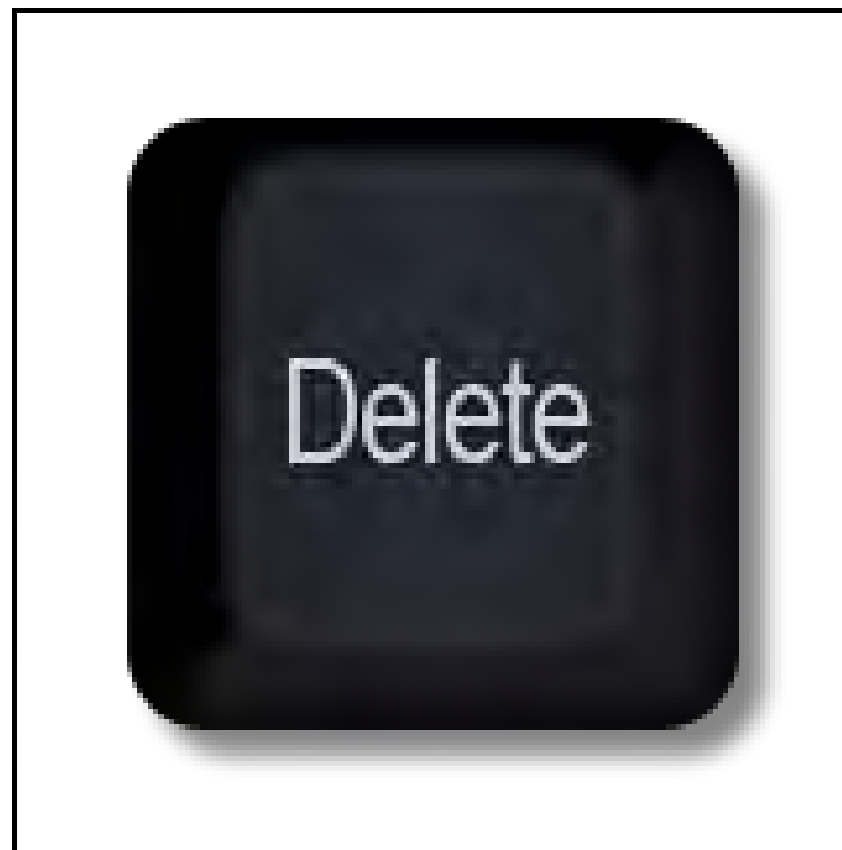
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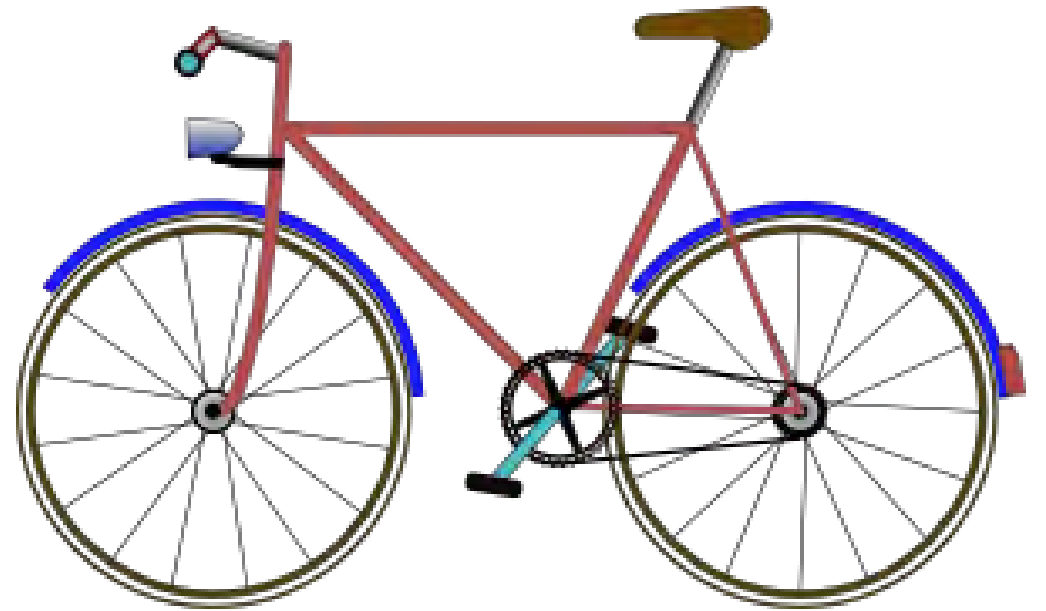
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e_e



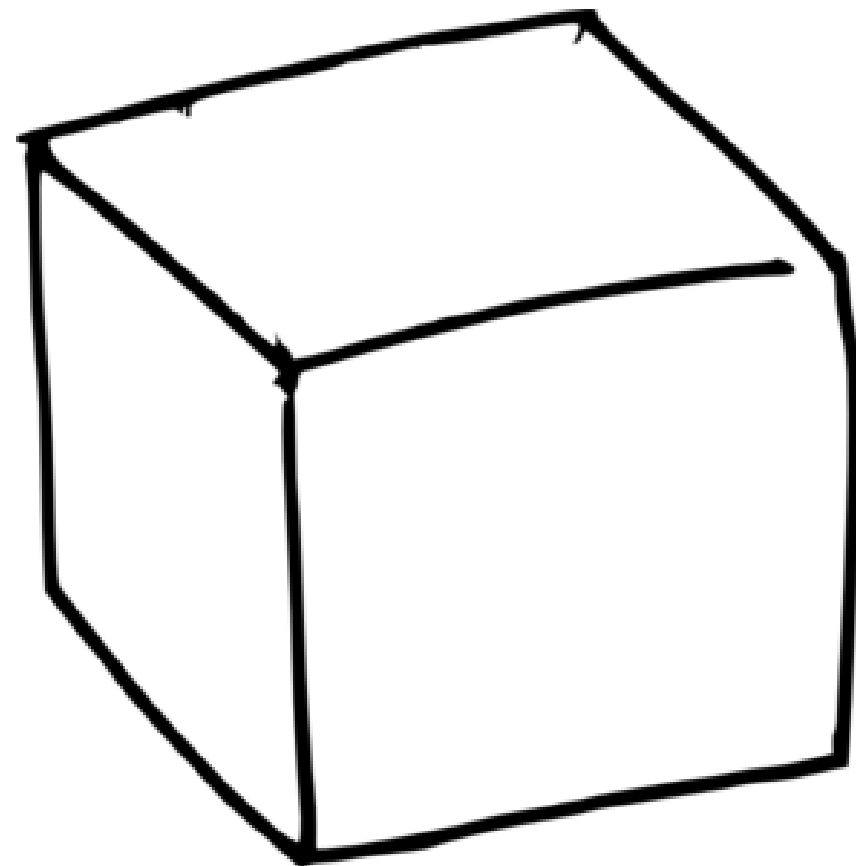
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o_e



w_e







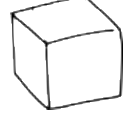
Split Digraph



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!



a_e	e_e	i_e	o_e	u_e
				
snake	delete	bike	bone	cube

s n a k e

Alternative Phonemes



The children learn alternative pronunciation of graphemes. For example, the use of the letter 'c' to make a hard 'k' sound as in 'cat' or a soft 's' sound as in 'city'.



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

igh	ur
sky	girl
slime	hammer
pie	heard

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

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

ch	f	m	ng	r	v	w
patch	dolphin	thumb	tank	write	glove	wheel

Common Exception Words

Common Exception Words used to be called tricky words.
They are words that cannot be decoded or encoded using phonics.

Phase 2	Phase 3		Phase 4		Phase 5
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

At the end of year one...



What does it look like?

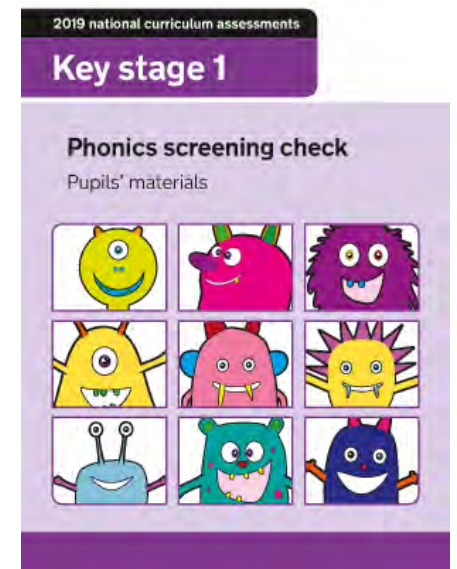


What is the Phonic Screenings Check?

The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help.

The Department for Education defines the checks as “short, light-touch assessments” that take about four to nine minutes to complete.

**Year 1 Phonics
Screening Check**



The checks consist of **40 words and non-words** that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything – your child will need to read these with the correct sounds to show that they understand the phonics rules behind them

Year 1 Phonics Screening Check



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 practice words to read first – including some non-words – so they understand more about what they have to do. Each of the non-words is presented with a picture of a monster / alien, as if the word were that type of creature e.g. dog, cat, horse etc. The children know that if there is a picture the word is not real.

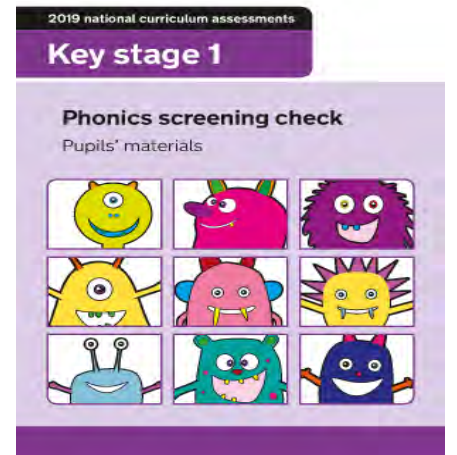
Year 1 Phonics Screening Check



Real Words...



Year 1 Phonics Screening Check



Non-real (pseudo) words...

ot



vap



osk



ect



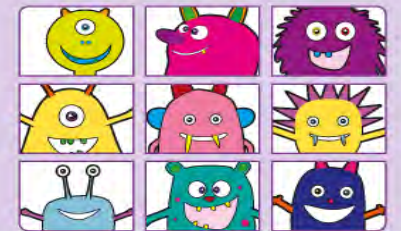
Year 1 Phonics
Screening Check

2019 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials

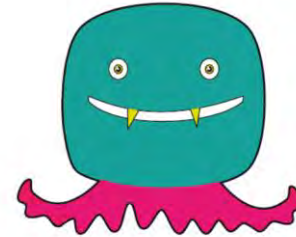


Would you pass?

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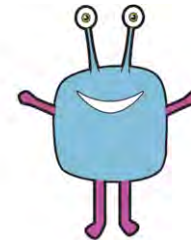
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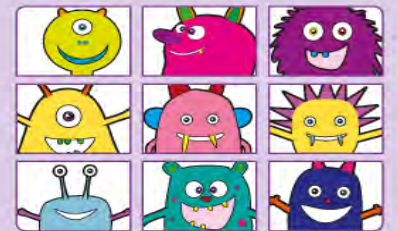
Year 1 Phonics
Screening Check

2019 national curriculum assessments

Key stage 1

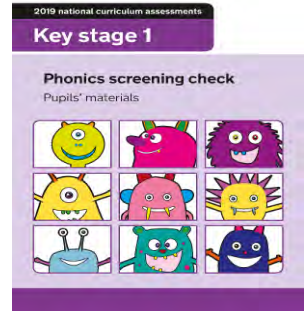
Phonics screening check

Pupils' materials



When, where and who?

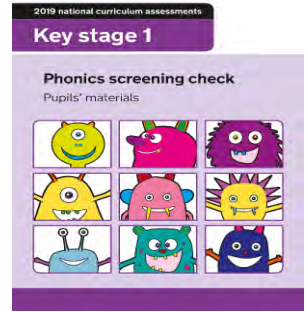
- The screening check has to start in the week beginning Tuesday 7th June 2022.
- The checks will be administered by Mrs Wheeler, Ms Rees and Mrs Prickett. We have all been working with the children in phonics and the children are all aware of our arrangements.
- The children will need a quiet place to work and 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 who does not take the test in the allotted two week time period will not take the test. Please ensure your child comes to school everyday.



Year 1 Phonics
Screening Check

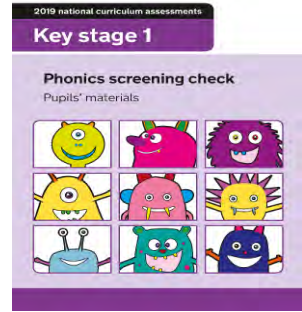
Scores

- 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 but our schools' results will not be published until September 2022. 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.



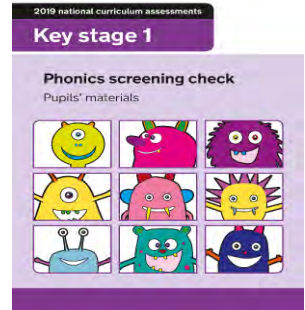
How can I support my child?

- Visit Phonics Play – you can register as a parent user.
- 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.



Year 1 Phonics
Screening Check

Any Questions?



Year 1 Phonics
Screening Check

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.