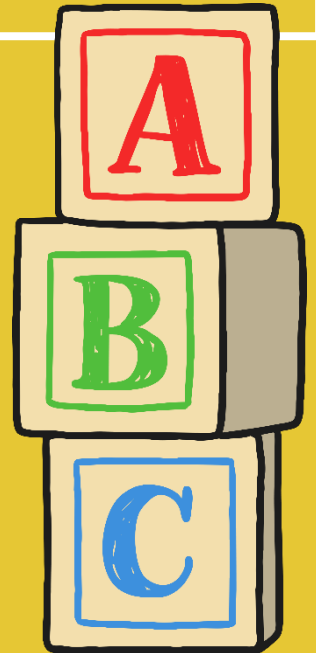


Year One

Phonics Screening Check

A Guide for Parents



What is Phonics?

Phonics is...

Skills of
segmentation and
blending



Knowledge of
the alphabetic
code.

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.



Some Definitions

A **Phoneme**

This is the smallest unit of sound in a word.



How many phonemes can you hear in
cat?

Some Definitions

A **Grapheme**

This is a letter or group of letter that represents a sound



How many graphemes can you see in
cat?

- A phoneme you hear



- A grapheme you see



A word doesn't always have the same number of phonemes and graphemes!

The initial code

- Unit 1 - a, i, s, m, t
- Unit 2 - n, o, p
- Unit 3 - b, c, g, h
- Unit 4 - d, f, v, e
- Unit 5 - k, l, r, u
- Unit 6 - j, w, z,
- Unit 7 - x, y, ff, ll, ss
- All words have a CVC structure.
- Unit 8 - VCC, CVCC
eg. ant lost
- Unit 9 - CCVC eg.
stop, gloss,
- Unit 10 - CCVCC,
CCCVC, CCVCCC,
eg. blink, stroll,
prompts,
- Unit 11 - sh, th, ch,
ck.

Extended Code

Through the extended code, the children learn that -

- * Some sound symbols (graphemes) represent more than one sound ('ea' in steak, bread, sea)

- * Many sounds (phonemes) can be represented by more than one grapheme (ie spelled in more than one way

for example ay, ea, a-e, ai)

Still using the skills of segmenting (breaking up) and blending (putting together) sounds that they learnt in the initial code.

Spend one or two weeks learning one sound working with words containing it.

Example lesson - '**One sound different spellings - word puzzles**'

ea - great

a_e - cave (split digraph)

ay - play

ai - rain

Same
sounds,
different
spelling...

r a i n	s a y	c a m e	p l a y
t a k e	b r e a k	p a i n	c a v e
d a y	g a t e	g r e a t	t a i l
g a m e	p a i l	t r a y	s t e a k

<u>ai</u>	<u>ay</u>
<u>ea</u>	<u>a - e</u>

Rainy day, sunny day

Seek the Sound



If it rains, Kate and James stay in. They play and paint.

If the rain stops, they get snails from the path by the gate.

If it is a sunny day, Kate and James get some hay and play with the rabbit. His name is Cotton Tail.

There are 48 word lists in total in the extended code to be covered.

Vowel Sound Spellings

'oe'
oa boat
ow grow
o most
o-e note
oe toe
ough though
ou soul
ew sew

'ee'
ee keep
ea seat
e me
y funny
ey key
e-e eve
ie chief
ei receive
i variation
eo people

'or'
or for
our your
ore more
a ball
al walk
oor door
au fraud
aw lawn
oar board
ar warm
ough fought
augh daughter

'i'
i in
y myth

'u'
u tub
ou touch
o Monday
oo blood

'ue'
u-e tune
u pupil
ew few
ue cue

'ear'
ear near
eer deer
ere here

'er'
er her
ur turn
ir girl
or world
ear learn
our colour
ar collar
re centre
yr zephyr

'ar'
ar jar
a glass
al calm
er clerk
ear heart

'air'
air chair
are dare
ear pear
eir their
ere where
ayor mayor
ayer prayer
ae aeroplane

'o'
o not
a was
ou cough

'ae'
a table
ai rain
a-e game
ea great
ay say
ey they
ei vein
aigh straight
eigh eight

'e'
e bed
ea bread
ai said
ie friend
eo leopard

'ow'
ow cow
ou out
ough drought

'oo'
oo book
oul could
u put
o woman

'a'
a cat

'oi'
oi join
oy boy

'oo'
oo boot
ue blue
ew grew
ou soup
u super
u-e flute
o do
ui suit
oe shoe
ough through

'ie'
igh night
i-e like
y dry
i wild
ie pie
eigh height

PhonicBooks
www.phonicbooks.co.uk info@phonicbooks.co.uk

Same **spelling**, different **sounds**...

'o'

pot

cot

go

so

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 in Year 1 or they have not taken the test before.

Headteachers should decide whether it is appropriate for each of their pupils to take the phonics screening check. The phonics screening check is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard.



What Happens During the Test?

The test contains 40 words. Each child will sit one-to-one and read each word aloud to a teacher. The test 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).



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.



Some examples from previous years

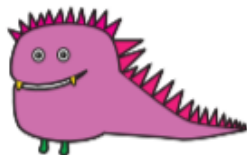
flisp



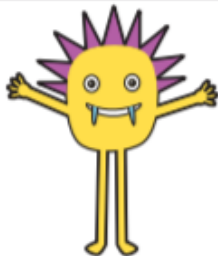
braint



scrid



splote



delay

modern

saucers

charming

Section 1			
Word	Correct	Incorrect	Comment
reb			
wup			
jub			
eps			
vuss			
quop			
zook			
chack			
skap			
blorn			
meft			
veems			
chop			
sing			
dart			
shock			
flat			
skill			
gift			
coins			

Section 2			
Word	Correct	Incorrect	Comment
var			
slirt			
weaf			
pobe			
flisp			
braint			
scrid			
splote			
twice			
gloom			
turn			
mode			
blast			
groans			
spray			
strike			
delay			
modern			
saucers			
charming			

Total correct

We note down your child's attempt and analyse any common mistakes, so that we can fill any gaps in your child's understanding in future phonic lessons.

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. Children who do not achieve the expected level will retake the test 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.



How Can I Help My Child at Home?

- Read as much as possible to and with your child.
- Play games – **soundswap**
- Practice dictation.
- Sing songs together (alphabet, vowels)
- Read stories and nursery rhymes. Recognise patterns with sounds.
- 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 been. 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.