Phonics Screening Check Year 1

A guide for parents

**What is Phonics?**

Phonics is a way of teaching children to read quickly and skilfully. Children are taught how to recognise the sounds each individual letter makes and to identify the sounds that different contributions of letters make such as ‘sh’ and ‘oo’. Children are 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. At Sound and District Primary School we teach phonics, following the Letters and Sounds Programme.

**Why Phonics?**

Research shows that when phonics is taught in a structured way, starting with the easiest sounds and progressing through to more complex sounds, it an effective way of teaching children to read. It is particularly helpful for children aged 5‐7

**What is the phonics screening check?**

The National phonics screening check is a statutory assessment that was introduced in 2012 to all Year 1 pupils and is a quick and easy check of your child’s phonics knowledge.

**What is in the phonics screening check?**

It comprises of a list of 40 words and nonsense words. It will assess phonics skills and knowledge learnt through reception and year 1. Your child will read one‐one with a teacher. It will be your child’s current teacher so it is a familiar face. They will be asked to ‘sound out’ a word and blend the sounds together. The check is very similar to tasks the children already complete during phonics lessons.

**Is it stressful to test such young children?**

The assessment will be age appropriate and the adults involved will all be familiar with it. The children at Sound and District Primary are familiar with the set up as we are constantly reviewing children’s progress in a similar way. Most children will complete the check in about 10-15 minutes. Children who need longer will be given a break in between sections of the check. There will be a few practise words at the beginning to make sure your child understands the activity. We have also been careful to ensure that children are not aware they are being tested.

**What are Nonsense or Pseudo words and why are they included?**

These are words that are phonetically decodable but not actual words with an associated meaning e.g. brip, snorb. These words are included in the check specifically to assess whether you child can decode a word using phonic skills and not their memory. The pseudo words will be shown to your child with a picture of an alien. The children will be asked what the aliens name is by reading the word. This will make the check a bit more fun and provides the children with a context for the nonsense word. Crucially it does not provide any clues, so your child has to be able to decode it.

**How will the results from the screening be used?**

You will be informed of your child’s progress in phonics and how he or she has done in the screening check, towards the end of the summer term. All of the children are individuals and develop at different stages. The screening check ensures that teachers understand which children need support with decoding. The purpose of learning phonics is to support children to learn to read. Some children struggle with phonics but are good readers. If this is the case for your child, don’t worry if they don’t pass the test. Becoming a fluent reader is the ultimate goal and phonics is just one way that this goal can be achieved.

**What happens if a child struggles with the screening check?**

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 help. Schools are expected to provide extra help and children will then be able to re‐take the assessment in year 2.

**How can I help my child?**

* There are a number of things that parents can do to support early reading development:
* Let your child see you enjoy reading yourself. They are influenced by you and what you do! Immerse your child in a love of reading.
* Make time for your child to read their school book to you.
* With all books, encourage your child to ‘sound out’ unfamiliar words and then blend from left.
* We will send home practise materials with your child. Please practise these with them at home. Don’t worry if they find it difficult, it is important not to put pressure on them.
* There are many phonic games for children to access on the internet.

We hope this information is useful. Remember, we are here to help your child achieve their very best. If you have any questions please ask Miss Wade.

**The Terminology**

**Phoneme**

A phoneme is the smallest unit of sound in a word It is generally accepted that most varieties of spoken English use about 44 phonemes.

# Graphemes

A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

**Segmenting and blending**

Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

**Digraph**

This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in ‘boat’ and is also known as a **vowel digraph.** There are also **consonant digraphs**, for example, /sh/ and /ch/.

**Trigraph**

This is when three letters come together to make one phoneme, for example /igh/.

**Split digraph**

A digraph in which the two letters are not adjacent – e.g. m**a**k**e**

## Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonantvowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC).

**Phase 1**

Phase One of ‘Letters and Sounds’ concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects.

Each aspect contains three strands:

* Tuning in to sounds (auditory discrimination)
* Listening and remembering sounds (auditory memory and sequencing)
* Talking about sounds (developing vocabulary and language comprehension)

**Phase 2**

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

**Set 1**: s, a, t, p

**Set 2**: i, n, m, d

**Set 3**: g, o, c, k

**Set 4**: ck, e, u, r

**Set 5**: h, b, f, ff, l, ll, ss

The children will begin to learn to blend and segment to help begin reading and spelling. This

will begin with simple words.

**Words using set 1:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| at | sat | pat | sat | sap |

**Words using set 1 and 2:**

|  |  |  |  |
| --- | --- | --- | --- |
| **(+i)** | **(+n)** | **(+m)** | **(+d)** |
| it  is  sit  pit  pip  sip  tip | an  in  nip  pan  pin  tan  nap  tin | am  man  mat  map  Pam  Tim  Sam | dad  sad  dim  din  did  Sid  and  dip |

**Words using set 1-3:**

|  |  |  |  |
| --- | --- | --- | --- |
| **(+g)** | **(+o)** | **(+c)** | **(+k)** |
| tag  gag  gig  gap  nag  sag  gas  pig  dig | got  on  not  pot  top  dog  tot  pop  mog | can  cot  cop  cap  cat  cod | kid  kit  Kim  Ken |

**Words using set 1-4:**

|  |  |  |  |
| --- | --- | --- | --- |
| **(+ck)** | **(+e)** | **(+u)** | **(+r)** |
| kick  sock  sack  dock  pick  sick  pack  tuck | get  pet  ten  net  pen  peg  met  men | up  mum  run  mug  cup  sun  mud | rim  rip  ram  rat  rag  rug  rot |

**Words using set 1-5:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(+h)** | **(+b)** | **(+f and ff)** | **(+l and ll)** | **(+ss)** |
| had  him  his  hot  hut  hop  hum  hit  hat  has  hack | but  big  back  bet  bad  bag  bed  bud  beg  bug  bun | of  if  off  fit  fin  fun  fig  fog  puff  huff  cuff | lap  let  leg  lot  lit  bell  fill  doll  tell  sell  Bill | less  hiss  mass  mess  boss  fuss  hiss  pass  kiss  Tess |

Alongside this, children are introduced to tricky words. These are the words that are irregular. This means that phonics cannot be applied to the reading and spelling of these words.

**The tricky words introduced in phase 2 are:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| to | the | no | go | I |

**Phase 3**

By the time children reach Phase 3, they will already be able to blend and segment words

containing the 19 letters taught in Phase 2. Over the twelve weeks which Phase 3 is expected

to last, twenty-five new graphemes are introduced (one at a time).

**Set 6:** j, v, w, x

**Set 7**: y, z, zz, qu

**Consonant digraphs**: ch, sh, th, ng

**Vowel digraphs**: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

|  |  |
| --- | --- |
| **Sounds** | **Word example** |
| **j** | jam |
| **v** | vet |
| **w** | win |
| **x** | box |
| **y** | yes |
| **z** | zip |
| **zz** | buzz |
| **qu** | quick |
| **ch** | chop |

|  |  |
| --- | --- |
| **Sounds** | **Word example** |
| **oo (short)** | cook |
| **ow** | now |
| **ar** | star |
| **air** | hair |
| **ear** | hear |
| **er** | term |
| **ur** | curl |
| **or** | fork |
| **ure** | pure |

|  |  |
| --- | --- |
| **Sounds** | **Word example** |
| **sh** | shin |
| **th** | thick |
| **ng** | song |
| **ai** | train |
| **igh** | sight |
| **oa** | boat |
| **oi** | coil |
| **oo (long)** | boot |
| **ee** | tree |

**Tricky words:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| we | me | be | was | no | go |
| my | you | they | her | all | are |

**Phase 4**

By Phase 4, children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the previous phases

**Tricky words:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| said | so | she | he | have | like |
| some | come | were | there | little | one |
| they | all | are | do | when | out |
| what | my | her |  |  |  |

**Phase 5**

Children will be taught new graphemes and alternative pronunciations for these graphemes, as well as graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling.

**New graphemes for reading:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sound** | **Word example** |  | **Sound** | **Word example** |  | **Sound** | **Word example** |  | **Sound** | **Word example** |
| **ay** | day |  | **oy** | boy |  | **wh** | when |  | **a\_e** | make |
| **ou** | out |  | **ir** | girl |  | **ph** | photo |  | **e\_e** | these |
| **ie** | tie |  | **ue** | blue |  | **ew** | new |  | **i\_e** | like |
| **ea** | eat |  | **aw** | saw |  | **oe** | toe |  | **o\_e** | home |
|  | | | | | | **au** | Paul |  | **u\_e** | rule |

**Tricky words:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| oh | their | people | Mr | Mrs | looked |
| called | asked | water | where | who | again |
| thought | through | work | mouse | many | laughed |
| because | different | any | eyes | friends | once |
| please |  |  |  |  |  |

**Phase 6**

In phase 6, the focus is on learning spelling rules for word endings (these are known as suffixes). The children will learn how words change when you add certain letters. There are 12 different suffixes taught:

**-s -es -ing -ed**

**-er -est -y -en**

**-ful -ly -ment -ness**

**Phonics at home**

**Tips for teaching your child the sounds:**

* It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name, eg. **Paul**.
* When you talk about letters to your child, remember to use the letter sounds: **a buh cuh duh e ...** rather than the alphabet names of the letters: **ay bee see dee ee** . The reason for this is that sounding out words is practically impossible if you use the alphabet names. **eg. cat, would sound like: see  ay  tee**
* When saying the sounds of **b**, **d**, **g**, **j** and **w** you will notice the 'uh' sound which follows each, for example buh, duh... You cannot say the sound without it, however, try to emphasise the main letter sound.

**Websites** - Online games for children

http://www.phonicsplay.co.uk/

great games – can link to Letters and Sounds, select letters used in each game

http://www.tutpup.com/

A very addictive site. You can register your child, and then the child can make up their own user name and compete with other children across the world. Spelling matches (different levels) and also maths. Awards given to motivate children.

www.starfall.com

phonic games and phonic stories

http://www.bbc.co.uk/schools/wordsandpictures/cvc/index.shtml http://www.ictgames.com/literacy.html http://www.bbc.co.uk/schools/ks1bitesize/literacy/ http://www.kenttrustweb.org.uk/kentict/content/games/literacy\_menu.html

Adult Resources

http://www.communication4all.co.uk/http/PhonicsWeb.htm

http://www.societyforqualityeducation.org/stairway/readingmaterial.pdf

hundreds of sentences for dictation or reading practice, linked to phonics

http://www.adrianbruce.com/reading/games.htm

http://bogglesworldesl.com/phonics\_monsters.htm

http://www.phonicsinternational.com/

Ruth Miskin phonics cards can be bought from book shops, or from Amazon for £4.50:

http://www.amazon.co.uk/ruth-miskin-phonics- cards/s?ie=UTF8&keywords=ruth%20miskin%20phonics%20cards&page=1&rh=i%3 Aaps%2Ck%3Aruth%20miskin%20phonics%20cards