

# Year 1 Phonics Screening Check

2020

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# Year 1 Phonics Screening Check Week

**Statutory assessment = attendance vital**

Designed to be a light touch  
summative (end of year)  
assessment of phonic ability to see  
if pupils are reaching the age  
expected standard.

# The 'Check'

Consists of 40 words:

20 real words and 20 alien/nonsense words

There is a standard set as a 'pass' rate.

If children do not reach it, they will re-take the test at the same time the following year (end of Year 2)

# The 'Check'

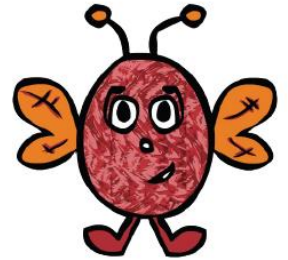
- Approx 5-10 minutes but no time limit
- 1:1 with class teacher
- Self correction allowed
- Don't have to do 40 all words at one time – can have a rest and come back later
- No time limit for each response
- Assessment can be split over the week

# Real and Alien/Nonsense words

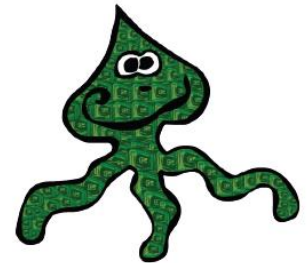
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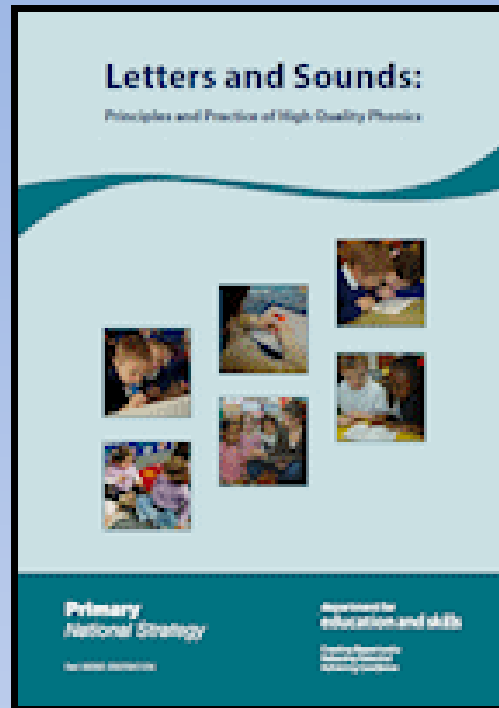
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# How do we help as a school?

- By ensuring we follow a clear phonics progression from Reception into Year 1 and that children's progress in phonics is specifically assessed and tracked through to Year 1 and during Year 1 and 2
- By providing good quality and appropriate resources for the teaching of the higher levels of phonics in Year 1
- By ensuring a rich reading environment in the school so that children can apply their skills in real contexts
- Reception and Year 1 – 20 minutes per day and embedded in other activities and areas of the curriculum.

# The Publication 2007



Free download:

<https://www.education.gov.uk/publications/standard/publicationdetail/page1/DFES-00281-2007>



## Letters and Sounds Programme

- Organised into 6 phases, progressing from early listening of sounds to decoding and spelling complex words and phrases.

Phase	When is this taught?	Number of new graphemes	Additional information
<b>3</b>	Reception 12 weeks	27	One grapheme learned for each sound. Most graphemes are 2 letters representing one sound (digraphs, e.g. ch) but some are 3 letters (trigraphs, e.g. air).
<b>4</b>	Reception/Year 1 Up to 6 weeks	0	This is a consolidation unit. There are no new graphemes to learn. Reading and spelling of tricky words continues.
<b>5</b>	Throughout Year 1 Ongoing	22 + alternative pronunciations and spellings of learnt sounds	This is a huge phase and precedes the learning of spelling rules. Children learn alternative sounds for graphemes and choose best bet when reading words. They learn alternative spellings of phonemes and choose best bet when spelling words.

- Each phase provides a range of activities, including:
  - Letter recognition – sounds and letter names
  - Oral blending for reading
  - Oral segmenting for spelling
  - Reading and spelling high frequency and tricky words
  - Identifying sounds in words and the graphemes that represent them using sound buttons, e.g. **chain**
  - Caption and picture match – children are given captions containing high frequency and tricky words and have to match them to the correct pictures
  - Yes/no questions with thumbs up or down for the answer. e.g. Can a bird hop?
  - Lots of whiteboard work – teacher says a word, children sound talk, count the phonemes and spell it
  - Tricky words – identifying the tricky parts of words
  - Sentence substitution – substitute one word at a time and read through – does it make sense?

# The check results

- The check outcome will be communicated in the end of year reports

# How can you help at home?

Read as often as possible, both your child's reading book and for pleasure!

Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school.

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.

Children who read books often at age 10 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

# How can you help at home?

## Useful web sites (these are all on the Year 1 page on the school website)

- <https://www.mrthornenetwork.com/>
- <http://www.coxhoe.durham.sch.uk/curriculum-links/literacy>
- <https://www.bbc.co.uk/cbeebies/shows/alphablocks>
- <http://www.bbc.co.uk/schools/wordsandpictures/phonics/>
- <https://www.bbc.co.uk/education/topics/zcqqtfr>
- <https://www.phonicsplay.co.uk/freeIndex.htm>
- <http://www.sparklebox.co.uk/literacy/letters-and-sounds/&.WeyNzGhSzIU>
- [www.ictgames.com/literacy.html](http://www.ictgames.com/literacy.html)
- <http://www.getreadingright.com.au/phoneme-pronunciation/>
- <http://www.primaryresources.co.uk/english/english.htm&A>

# Thank you for listening...

We are happy to try to answer any questions you may have.



There are some sound mats at the exit.  
Please feel free to take one to help support your child at home.