



# Phonics Screening Check Year 1

## Information for parents and carers

*This leaflet is to inform you about the National Phonics Screening Check which takes place in the Summer Term for children in Year 1.*

### **What is the Phonics Screening Check?**

It is a short statutory assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The results of the check will further inform our continual assessment of the children's phonic knowledge. Here at Raeburn we already identify children who need extra help so that they can be given support or intervention in school to improve their reading skills.

### **Who takes the Screening Check?**

All children in Year 1 take part in the Phonics Screening Check and any children in Year 2 who did not reach the required standard. The assessment is age appropriate and the children often enjoy the focus time with the teacher. It is organised in a similar way to our regular classroom assessments.

### **What does the Screening Check involve?**

It comprises of a list of 40 words which the children read one-to-one with a teacher. The check is a combination of both real and made up words which rely on phonics purely to decode. The non-words (alien/nonsense) that have been made up will be shown by a picture of an imaginary creature. Non words are important to include because they are new to all children and do not rely on memory or vocabulary: pupils have to use their decoding skills. Pupils who read non-words should have the skills to decode any unfamiliar word. Children regularly encounter these non-words as part of our Read Write Inc. Phonics programme in school.

### **What happens after the Screening Check?**

The outcome of the check will be shared with parents/carers. The pupils who have not met the expected level on the check will continue to be supported in school and re-take the assessment the following year (summer term of Year 2). All pupils are individuals and develop at different rates. We structure our Read Write Inc. Phonics sessions in school to cater for different pupil's needs; some children receive additional group or 1:1 support if required.

### **10 questions answered (Oxford Owl website)**

<https://home.oxfordowl.co.uk/preparing-for-the-phonics-screening-check/>





# Progression in Phonics

## What is Phonics?

Phonics is a way of teaching children to read. They are taught how to recognise the sounds that individual and combinations of letters make. We call these combinations '**special friends**' in school. They are then taught to blend these sounds together to make a word. Children can then use this knowledge to segment and blend new words that they see or hear. We teach phonics so that children will have the tools to read any word.

## How does phonics teaching progress?

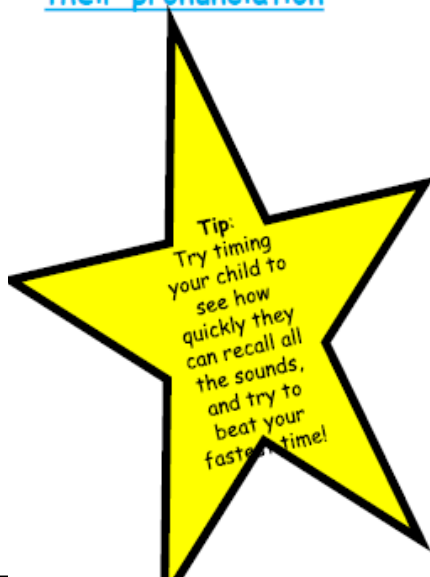
We follow a structured systematic synthetic phonics programme in school called Read Write Inc. Phonics which teaches our children the appropriate skills so that they can begin their reading journey. We teach the sounds first in a particular order and then teach children to blend those sounds together in order to read words. This is part of a daily speed sounds lesson. In addition, we teach the children to read words in matched storybooks. These are carefully selected to include the sounds that they can already read: setting them up for success. We regularly assess and group children so that they are receiving phonics teaching at the appropriate level.

### Initial sounds

s	a	t	p	i	n	m	d	t	o
g	c	k	u	b	f	e	l	h	sh
r	j	v	y	w	th	z	ch	qu	x
ng	nk								



### Further sounds and their pronunciation



Tip:  
Try timing  
your child to  
see how  
quickly they  
can recall all  
the sounds,  
and try to  
beat your  
fastest time!

ay: may I play

ee: what can you see

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at a book

ar: start the car

or: shut the door

air: that's not fair

ir: whirl and twirl

ou: shout it out

oy: toy for a boy

## Special Friends

Special friends are often underlined on words during our sessions. Children will also need to be able to spot these special friends in words where the dash is not used. They should be encouraged to spot the special friends in words that are unfamiliar to them.



## Correct Pronunciation

Please refer to these tables or use the internet link to help with pronunciation of the sounds.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

<b>ea:</b> cup of <u>tea</u>
<b>oi:</b> spo <u>il</u> the boy
<b>a-e:</b> make a cake
<b>i-e:</b> nice smile
<b>o-e:</b> phone home
<b>u-e:</b> huge brute
<b>aw:</b> <u>yawn</u> at <u>dawn</u>
<b>are:</b> <u>share</u> and <u>care</u>
<b>ur:</b> <u>purse</u> for a <u>nurse</u>
<b>er:</b> a <u>better</u> <u>letter</u>
<b>ow:</b> <u>brown</u> <u>cow</u>

<b>ai:</b> <u>snail</u> in the <u>rain</u>
<b>oa:</b> <u>goat</u> in a <u>boat</u>
<b>ew:</b> <u>chew</u> the <u>stew</u>
<b>ire:</b> <u>fire</u> <u>fire</u> !
<b>ear:</b> <u>hear</u> with your <u>ear</u>
<b>ure:</b> <u>sure</u> it's <u>pure</u> ?
<b>tion:</b> (celebr <u>ation</u> )
<b>tious / cious:</b> (scrumptious / delicious)
<b>e:</b> <u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u>

## Chatty Special Friends

These are vowel sounds which have been split in a words and are referred to as chatty special friends in school.

# Read Write Inc. Phonics

## Set 2 Sounds

ay	ee	igh	ow	oo	oo
or	ar	air	ir	ou	oy

## Set 1 Sounds

m	a	s	d	t	i	n
p	g	o	c	k	ck	u
b	f	e	l	h	sh	r
j	v	y	w	th	z	ch
qu		x	ng	nk		

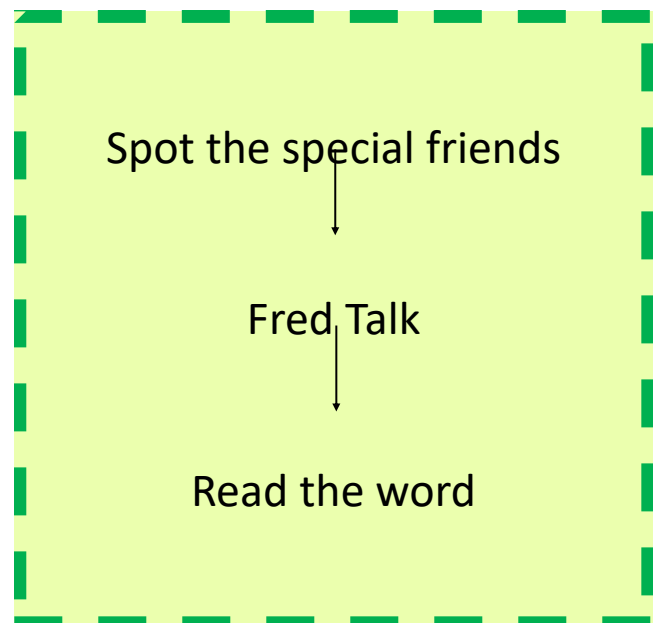
## Set 3 Sounds

ea	oi	a-e	i-e	o-e
u-e	aw	are	ur	er
ow	ai	oa	ew	ire
ear	ure	tion	ious	ious

# Reading a range of words

## Real and Non-words

Please encourage your child to read as many different words as they can either in their reading books or using flash cards. Use the steps below to help.



## REAL WORDS

argue	invite	pursue	sort
bead	jaunty	queue	sphinx
chew	ladder	quiet	statue
drawer	lawn	quit	theft
escape	main	renew	threw
evening	moan	repeat	thundering
fairground	pew	rocker	tie
flute	pie	rule	trash
fork	pole	scratch	turning
golf	prophet	seventh	use
gran	proud	shelving	value
handstand	prune	sighting	woe

# Examples of nonsense words

aib  
arfue  
  
bew  
bleme  
blied  
bountain  
bup



chawn  
cheme  
chound  
cleam  
clied  
curt  
dack



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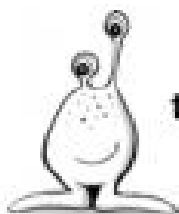
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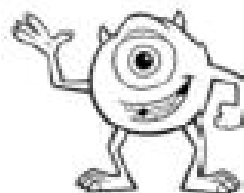
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# How can I help my child at home?

## Reading

- Recap on the sounds in the simple/complex chart inside their Read Write Inc. storybooks.
- Use flash cards to help pupils build confidence in identifying and blending sounds in real and nonsense words. Again, remind your child to spot any special friends/chatty special friends first and say this out loud before blending the sounds to read the whole word.
- As always , we would encourage you to hear your child read aloud regularly; even if it is only a couple of pages per day. Your child should be able to read the story, speedy and red words in their storybook. Whilst reading, encourage your child to use their phonics knowledge to decode any words they get stuck on and remind them to spot any special friends/chatty special friends first. Then use Fred Talk to read the word. After repeated reading of a text, you should notice their fluency increase and they will use less 'Fred talk'.
- Read to your child – especially rhymes and poetry which help children learn the sounds.
- Go on a word hunt when you are out and about - can they spot any special friends in unfamiliar words on signs/labels?
- Play games with your child (matching sound cards, word track games).

## Websites

<https://www.ruthmiskin.com/en/find-out-more/parents/> - RWI information for parents including some video clips.

<https://www.oxfordowl.co.uk/for-home/find-a-book/read-write-inc-phonics--1/> - RWI information, videos and links to free e-books.

<http://www.phonicsplay.co.uk> - look at phase 4 and phase 5 activities such as buried treasure.

[https://www.youtube.com/channel/UC7sW4j8p7k9D\\_qRRMUsGqyw](https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw) – Mr Thorne you tube videos featuring Geraldine the Giraffe.

[http://www.familylearning.org.uk/phonics\\_games.htm](http://www.familylearning.org.uk/phonics_games.htm) - games

