A decorative header bar with a purple-to-pink gradient and a wavy bottom edge. A solid pink vertical rectangle is positioned in the top right corner.

Welcome to

Phonics Screening Check
Information for Parents Meeting
2019

Phonic Terminology

A *phoneme* is the smallest unit of sound in a word

A *grapheme* is the letter, or letters, representing a phoneme:

t *ai* *igh*

A *digraph* is where two letters make one sound:

sh *ch* *or*

<https://www.youtube.com/watch?v=GPhFQuPSG0o>

Phonic Terminology

A *trigraph* is where three letters make one sound:

igh

ear

ure

A *split digraph* is where there are two vowels with a consonant in between. (used to be magic e!!)

spine - *i_e*

Phase 1- This underpins everything!

- ▶ **Aspect 1 - General sound discrimination - environmental**
- ▶ The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.
- ▶ **Aspect 2 - General sound discrimination - instrumental sounds**
- ▶ This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.
- ▶ **Aspect 3 - General sound discrimination - body percussion**
- ▶ The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Phase 1- This underpins everything!

- ▶ **Aspect 4 - Rhythm and rhyme**

- ▶ This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out. Tapping beats to fine tune hearing.

- ▶ **Aspect 5 - Alliteration**

- ▶ The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

- ▶ **Aspect 6 - Voice sounds**

- ▶ The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Phase 1- This underpins everything!

▶ **Aspect 7 - Oral blending and segmenting**

- ▶ In this aspect, the main aim is to develop oral blending and segmenting skills. This comes as the last strand and it is integral to our lessons. Good blending and segmenting comes from have 1-6 aspects in place and embedded.
- ▶ To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.
- ▶ The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

Phonic Phases 2-5

- ▶ Phase 2 – Children learn letters from the alphabet, how to sound out simple vc and cvc words.
- ▶ Phase 3 – Children learn to read and spell cvc words with all alphabet letters and some digraphs. Children learn letter names.
- ▶ Phase 4 – Children learn to read and spell words with 4 sounds – these will include some digraphs.
- ▶ Phase 5 – Children learn to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

Phase 5 – Same letters – Different sounds

may

mean

make

bread

pain

read

A Real Treat

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete.

‘Help me pack the green bag,’ said mum. ‘We need sun cream and lots to eat.’

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel.

‘Oh, no,’ said Tom. ‘We’ll be here for a week!’

Dad went to speak to the driver to see if he could help.

Reading two and three syllable words

Children learn to blend the phonemes in each syllable

i.e. thirteen is split thir/teen

th-ir

t-ee-n

What is the Phonics Screening Check

- ▶ The phonics screening check is a statutory assessment for all children in Year 1.
- ▶ The phonics screening check will take place during the week commencing **Monday 10th June 2019**.
- ▶ The phonics screening check comprises a list of 40 words that children read one-to-one with a teacher.
- ▶ There is no time limit but the phonics screening check would normally take between five and ten minutes for each child.
- ▶ The check will take place in a quiet area of the school and a sticker reward will be given to each child.



Shhhhh!

What will the children be expected to do?

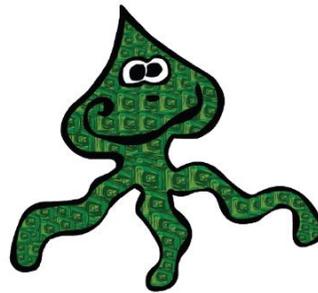
- Children will be asked to read words aloud.
- They will be told that they can 'sound out' before trying to say the whole word if this helps them.
- The check is divided into 2 sections and the words become progressively more difficult, a previous check included:
 - ▶ *yop, queep, farm, truck, girst, flute, index, portrait...*
- The focus of the check is to see which sounds the children know and how these can be put together or blended to read a word, therefore the children will be asked to read made up 'nonsense' words

THIS IS NOT A READING TEST

The phonics screening check will be constructed of 20 real words and 20 non-words.

beg

ect



The non-words will be presented with a picture prompt (a picture of an imaginary creature) and children will be asked to name the type of creature.

Examples – real and nonsense...

in

at

beg

sum

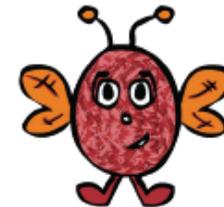
ot



vap



osk



ect



What will the check look like?

The check will begin with simple words and moves on to more complex words. There will be:

- ▶ Simple CVC words for example the non-word 'vap'
- ▶ Words with consonant digraphs such as 'chill'
- ▶ Words with vowel digraphs such as 'week' or 'hooks'
- ▶ Words with adjacent consonants such as 'start' or non-words such as 'jound'
- ▶ Words containing split digraphs such as 'phone' or 'slide'
- ▶ Words with alternative spellings of phonemes such 'day' and 'trains'
- ▶ Non-words that can be pronounced in alternative ways for example 'voo'
- ▶ Two- syllable words such as 'dentist' or 'starling'

How will the data be used?

The data will be used in the following ways:

- ▶ Individual children' results will be made available to parents, so that parents are kept informed about their child's progress in developing word reading skills.
- ▶ School-level results will be recorded and made available to the school, the Local Authority and Ofsted on RaiseOnline for data analysis and monitoring and for use in inspections.
- ▶ National results will be reported to track standards over time.
- ▶ National and local authority results will be reported to allow schools to benchmark the performance of their children. National threshold is then released late June.

How can you help at home?

- Encourage your child to 'sound out' when reading or writing. Focusing particularly on spotting more unusual sound patterns.

For example

- Digraphs- 2 letters making one sound *cow*
- Trigraphs- 3 letters making one sound *night*
- Split digraphs- 2 vowels with a consonant in between
spine - ie
- Encourage your child to use their sound mat when writing.
- Children can practise their phonics by playing games online.

How can you help at home

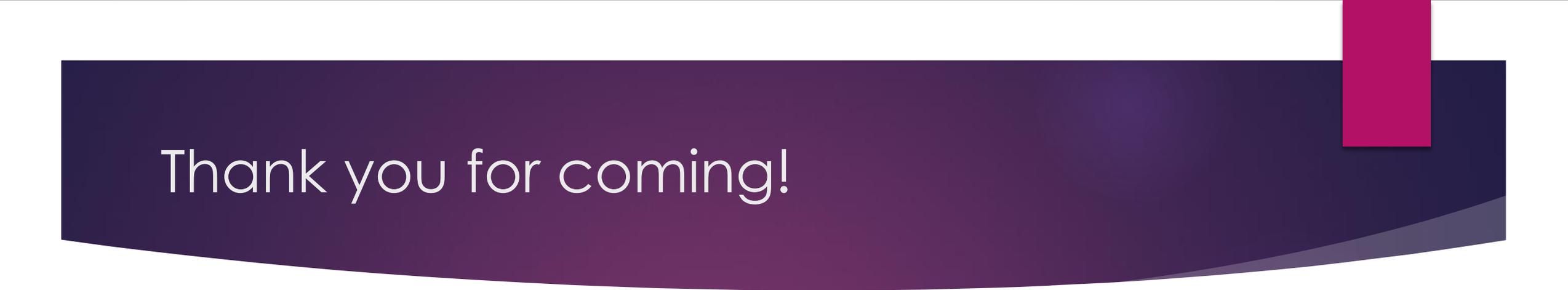
- REMEMBER: using phonics is not the only strategy needed to become a fluent reader.
- Please continue to read with your child each evening and encourage them to:
 - Sound out and then blend the sounds
 - Re-read to check it makes sense
 - Use pictures for clues
 - Ask and answer questions about the book
- And most importantly **ENJOY READING!**

You tube can help!

- ▶ <https://www.youtube.com/watch?v=LlLeh-ok7rs> = Mr Thorn does phonics.
- ▶ <https://www.youtube.com/watch?v=ybiJTZNLvTI&list=PLZ85Xu1OO7OjZIVlrGlwoyW0VqzJItLeQ> Jolly phonics sounds with actions.
- ▶ <https://www.oxfordowl.co.uk/> Reading
- ▶ Teaching your monster to read app.
- ▶ Phonics play.

Any questions?





Thank you for coming!

We have a selection of practise materials for you to collect and use at home, please make sure you get a copy.