

Phonics Screening Information Meeting

Cottesmore St Mary School



What is it??

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.

Head teachers 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 sufficient phonic decoding and blending skills to an appropriate standard.

What does the test look like?

in

at

beg

sum

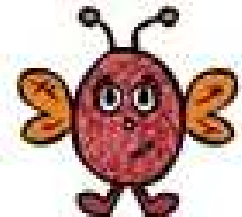
ot



vap



osk



ect



When will the test be?

- The test will take place in the week beginning Monday 10th June 2019



**Some of these words are
real, for example...**

in





at

beg

sum

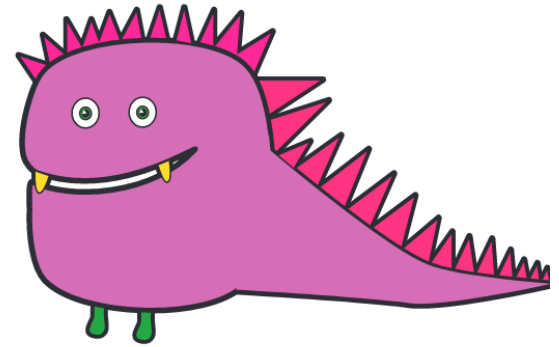
**Some of these words are 'nonsense'
words, for example...**

Check 1
Section 1

stip	
prool	
darps	
thand	

SCHOLASTIC Practice for the Phonics Screening Check Page 7 of 16

All 'nonsense' words are accompanied by a picture of an imaginary creature, so that the children know that this is NOT a real word.
For example...



osk

This ensures that they are not trying to match a 'nonsense' word, to a word in their vocabulary.

We know your child and so...

-We will know if they are tired, or not reading to their best ability. If this happens, we will pause the test and continue when they are ready.

What is the purpose of the test?

-Academic research has found that the best way to teach reading at an early age is to teach systematic phonics during Reception and Year 1.

-The test informs the teacher if the children are able to phonetically decode words to an appropriate level.

Do the children know this is a test?

- The children will not know that this is a test.
- No pressure will be placed upon the children.
- They will not be told if they get the word right or wrong during the test.



After the test...

- The pass mark is unknown – it was 32/40 last year.
- If your child does not achieve the expected score, we will know to support them further with their phonic decoding skills in Year 2. They will retake the test in year 2 if they do not pass in Year 1.



How should I support my child leading up to June?

- Most importantly, make whatever you do with your child, **FUN** and **APPEALING**.
- Practise with them **little** and **often**.
- Read their reading book and other books daily.
- Be aware of the sounds they should know.
- Use these sounds to make words up for them and play a game with these made up words.

Games..

- * phonics treasure hunt
- * spellings – based on different phonic sound each week
 - * play pairs or snap
- * writing in chalk on the floor.



Useful websites

starfall.com – games, stories etc.

teach my monster to read

<http://www.phonicsplay.co.uk/> (you need a free login)

Mr Thorne videos

<https://www.youtube.com/user/breakthruchris>
- good for pronouncing the sound correctly.

Aps Link

<http://www.ourict.co.uk/best-phonics-apps-for-teaching/>



How Can I Help My Child At Home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- 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 letter, e.g. /c/ in cat, or the letter group, e.g. /ng in sing. 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.

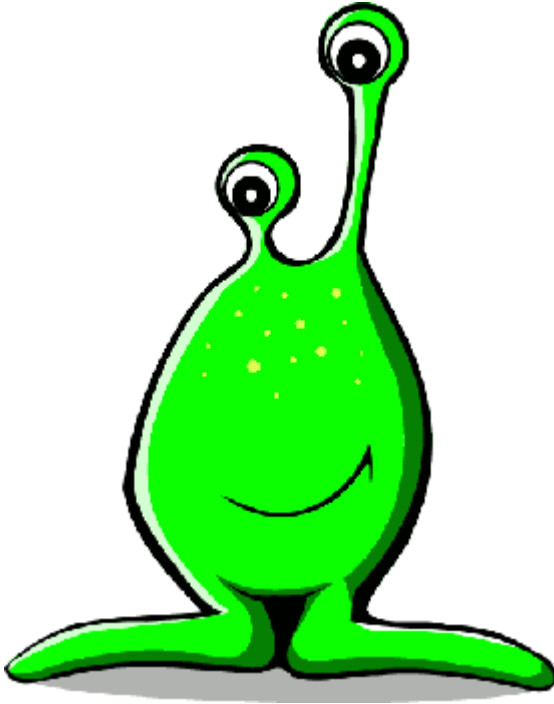
Read often at home...



For example...

What is his name?

Thirk Boing



Here are the sounds that will
be included in words in
the test...

ar – car

ng- strong

ch- chips

sh- shop

th- this

ee- week

oi- soil

oo- boot

or- torch

a-e- came

ai-rain

ay- day

And more...

ea – beach

er – butter

i-e – smile

ie- pie

ir- girl

oa- boat

o-e- home

ph – phone

ou- pound

ow- cow/snow

oy- boy

ue- glue

ur- hurt

igh- night

wh-when

qu-queen

And more!

au – haunt

aw - saw

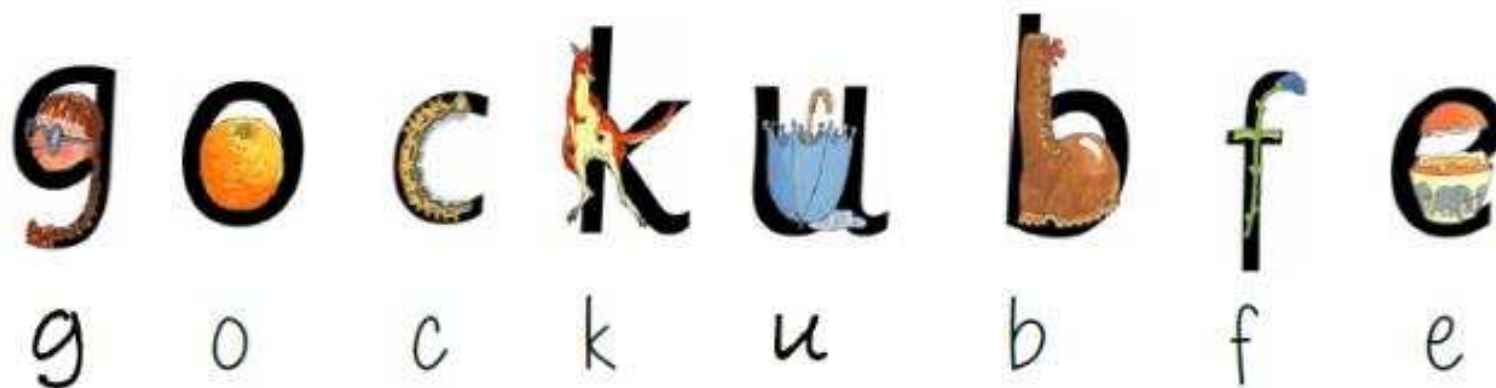
e-e – these

ew- chew/new

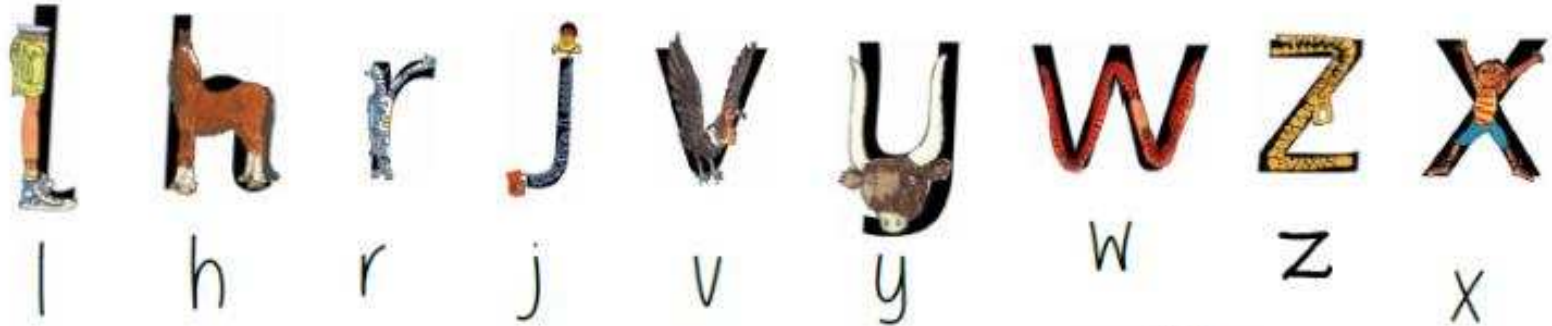
u-e – rude /tube

air- hair

Set 1 sounds



Set 2 sounds



Set 3 sounds



ay



ee



igh



ow



oo



oo



ar



or



air



ir



ou



oy



ea



oi



a_e



i_e



o_e



u_e



aw



are

Split Digraphs

- - a-e - cake
- - e-e - these
- - i-e - slide
- - o-e - home
- - u-e - cube



Word recognition

Phonics – splitting words into small units of sounds called phonemes.

Simple phonemes: m d t a s

Digraphs: ch sh ay

Trigraphs: igh tch

Split digraphs: a-e o-e eg cake, smoke

blending

Oral blending

Hearing a series of spoken sounds and merging them together to make a spoken word – no text or print is used.

For example, when a teacher calls out the sounds 'b-u-s', the children blend it together orally and say 'bus'.

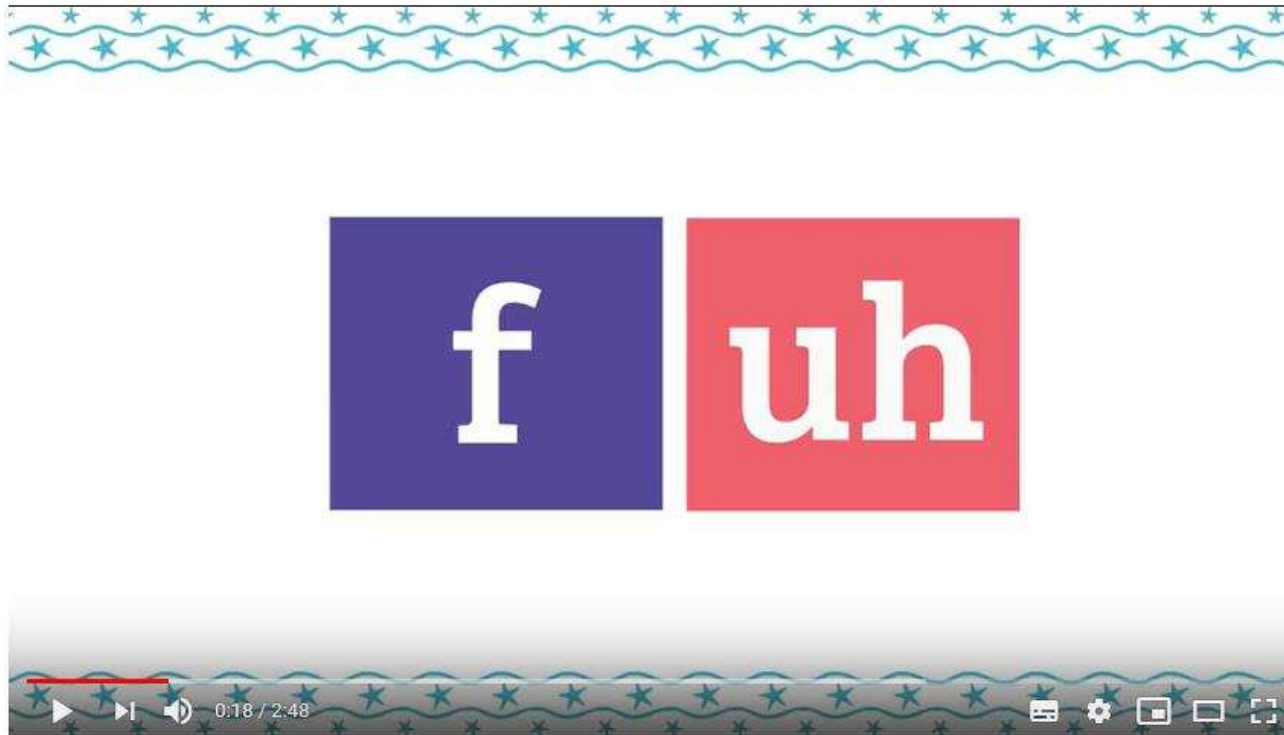
Blending phonemes

Recognising the phonemes (sounds) in a written word, for example **ch-o-p**, and merging or synthesising them in the order in which they are written to pronounce the word 'chop'.



<https://www.youtube.com/watch?v=EYx1CyDMZSc>

How to pronounce the sounds.



mat twist champ

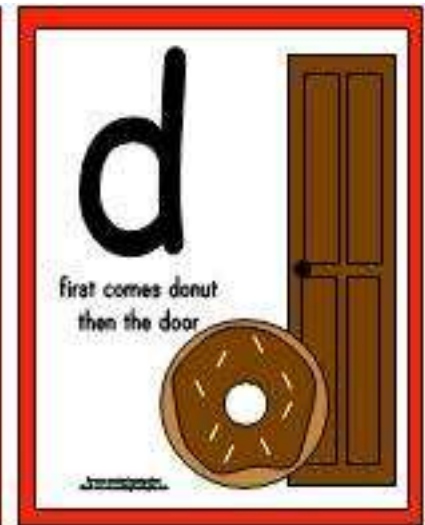
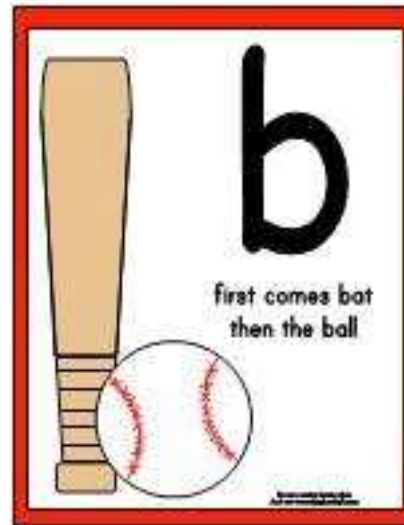
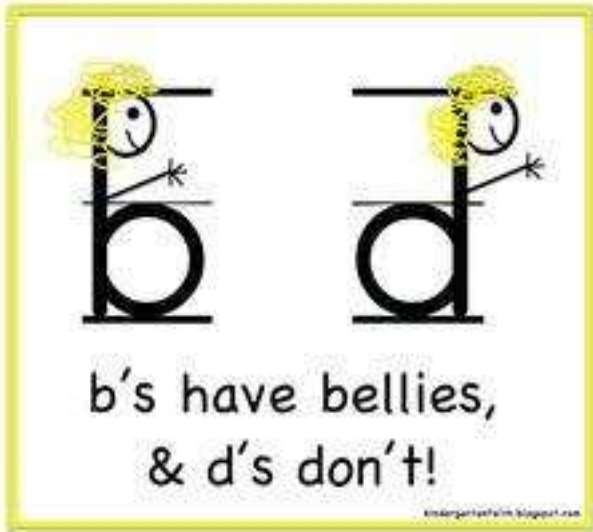
teacher light



The children can write their own sound buttons under the words in the screening test. They use a dot for a letter that is making a sound on it's own, and a line to show when letters are working together to make one spoken sound. The children know these as 'special friends' and are used to reading words by finding the special friends in the words first.

b and d

Some children are confusing b and d... this mistake



Little b is in a big B

B = B b