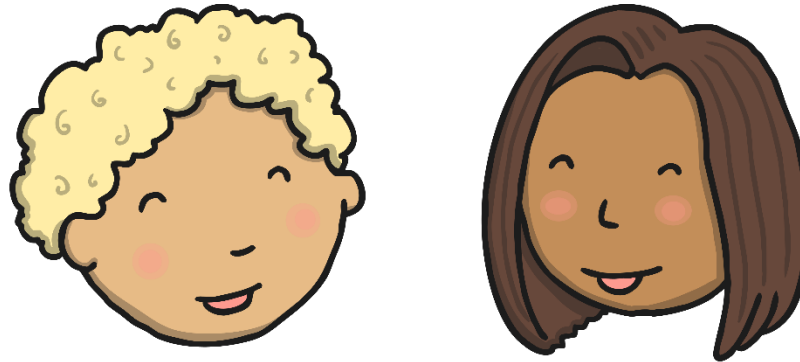




**Year 1**  
**Phonics Screening Check**  
**June 2018**



# Meeting objectives

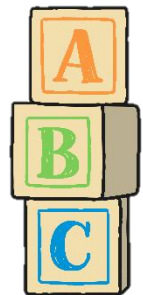
- To understand what the Y1 Phonics Screening Check challenge is all about
- To have an overview of how we teach phonics at Hillcross
- How you as parents/ families can help
- To answer any of your questions

# What Is Phonics?

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. Children then develop segmenting for writing skills; breaking the word into sounds to spell it out.

Children have a phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.

There are around 40 different sounds.



# 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.
- The phonics screening check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.
- The aim of the check is to ensure that all children are able to read by the end of year two.
- This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in year 2

# What Happens During The Test?



The test contains 40 words.

Each child will sit one to one and read each word aloud to a teacher.

The test will take approximately 10 minutes per child; although all children are different and will complete the check at their own pace.

Rest breaks are allowed where necessary

The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense/alien words).

# What Happens During The Test?



The check is very similar to tasks the children already complete during phonics lessons.

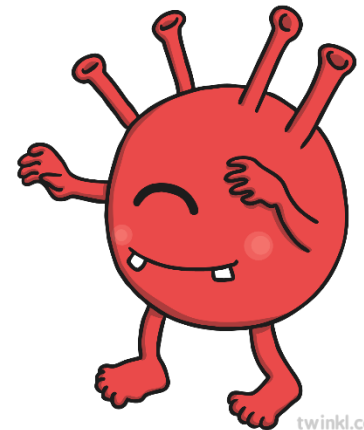
Children will be asked to 'sound out' a word using phonics fingers and blend the sounds together e.g. d-o-g - dog

The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words.

# Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have.

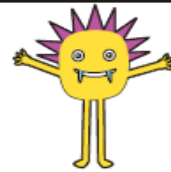
Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.



# Example Of The Check

## Section 2

jigh



woats



rird



phope





# Example Of The Check

Section 1
chin
deck
horn
queen

# Reporting To Parents

By the end of the Summer term all schools must report their child's results to parents.

They will also confirm if the child has met the standard threshold.

Children who do not achieve the expected level will retake the test when they are in Year 2.

For the past 6 years the pass mark has been 32 out of 40, although the pass mark is not confirmed until after the phonics screening week.



# How Are The Results Used?

Results from the check will be used by schools to analyse their own performance and for Ofsted to use in inspections.



# How we will support your child

- Daily phonics 20 minutes
- Differentiated groups
- On going assessments every half term/ sounds and tricky words
- Practise tests – Getting children familiar with the layout of the screening check
- Interventions to boost gaps from after half term and throughout the year

# How Can I Help My Child At Home?

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

Eg

- Digraph- 2 letters making one sound
- **c**ow
- Trigraphs- 3 letters making one sound
- **n**ight
- Split digraphs- 2 vowels with a consonant inbetween.
- spine - **i**\_e

# How Can I Help My Child At Home?

- 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.
- Use **phonics fingers**

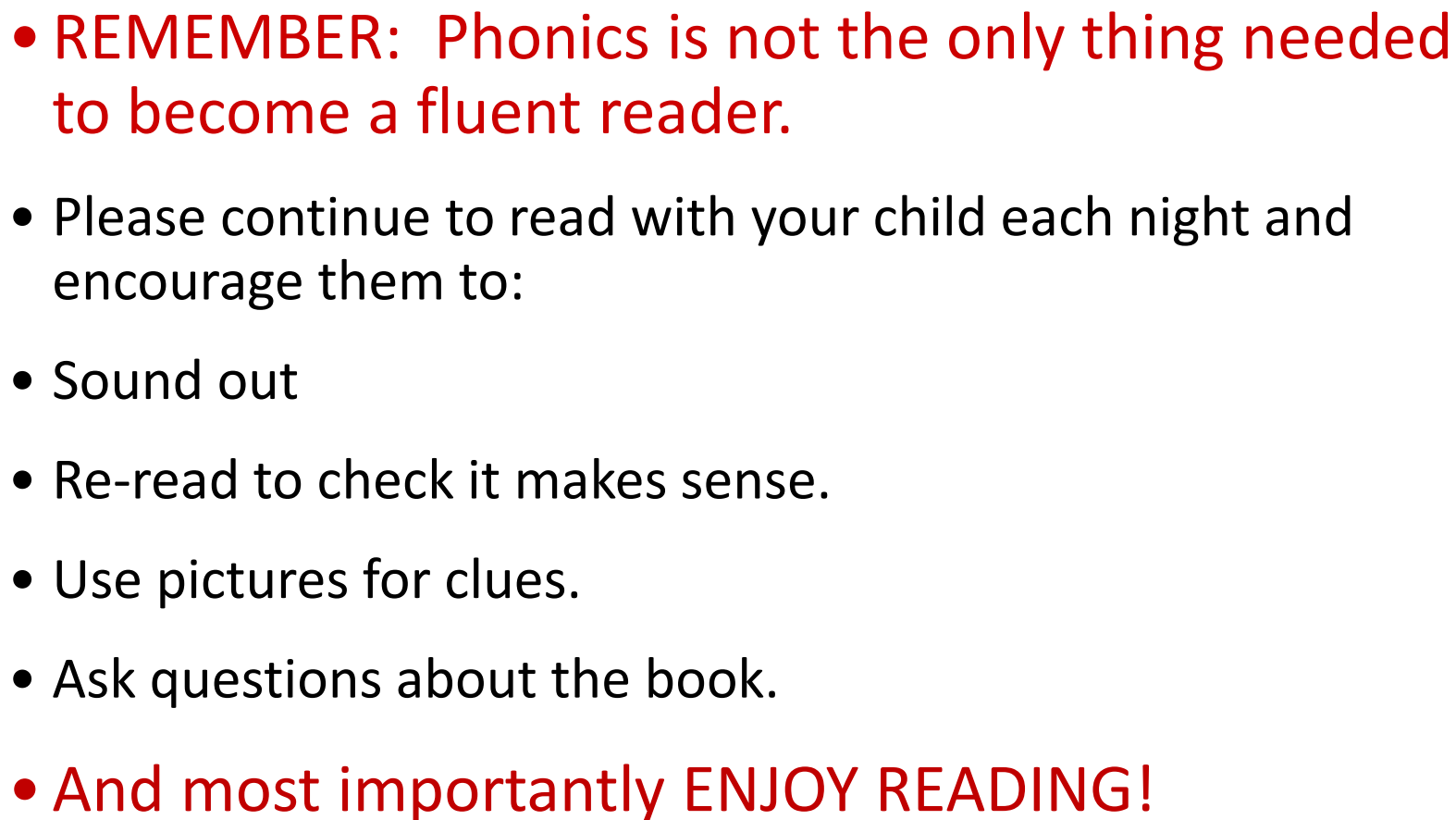
# How Can I Help My Child At Home?

Play lots of phonics games with your child ([www.phonicsplay.co.uk](http://www.phonicsplay.co.uk))

Read as much as possible to and with your child.

Encourage and praise – get them to have a ‘good guess’. What sounds within a tricky word can they spot?



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