

KS1 Phonics Screening Check 2023

Information for Parents, Carers & Guardians



What is Phonics?

- Children begin to learn phonics (sounds) in the EYFS (Nursery and Reception).
- Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.
- Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.
- Understanding phonics will also help children know which letters to use when they are writing words.
- Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound **k** can be spelled as **c**, **k**, **ck** or **ch**.
- The first initial sounds that are taught are '**s**', '**a**', '**t**', '**p**', '**i**', '**n**'. These can immediately be blended for reading to make simple CVC words e.g. sat, pin.
- Children then develop segmenting for writing skills; breaking the word into sounds to spell it out.

What is the Phonics Screening Check?

- It is a statutory requirement for all schools to carry out the screening check. It is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard.
- The phonics screening check is taken individually by all children in Year 1 in England, and is usually taken in June. It is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.
- 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.
- Teachers are aware of the children who require support and support will already be in place for those students since autumn.

It will be a short, simple screening check to make sure that all children have grasped fundamental phonic skills. It checks that your child can:

- ❖ Sound out and blend graphemes (letters representing sounds) in order to read simple words.
- ❖ Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- ❖ Read a selection of nonsense words (known as pseudo words) to check that your child is not guessing words and is able to read new words.



What are pseudo words (nonsense words) or alien words and why are they included?

These are words that are phonically decodable but are not actual words with an associated meaning e.g. brip, snorb. Alien words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.

The pseudo words will be shown to your child with a picture of an alien and they will be asked to tell their teacher what sort of monster it is by reading the word. This not only makes the check a bit more fun, but provides the children with a context for the nonsense word which is independent from any existing vocabulary they may have. Crucially, it does not provide any clues, so your child just has to be able to decode it.

Nonsense words

Section 1

stin



proom



sarps



thend



Real words

Section 2

fair

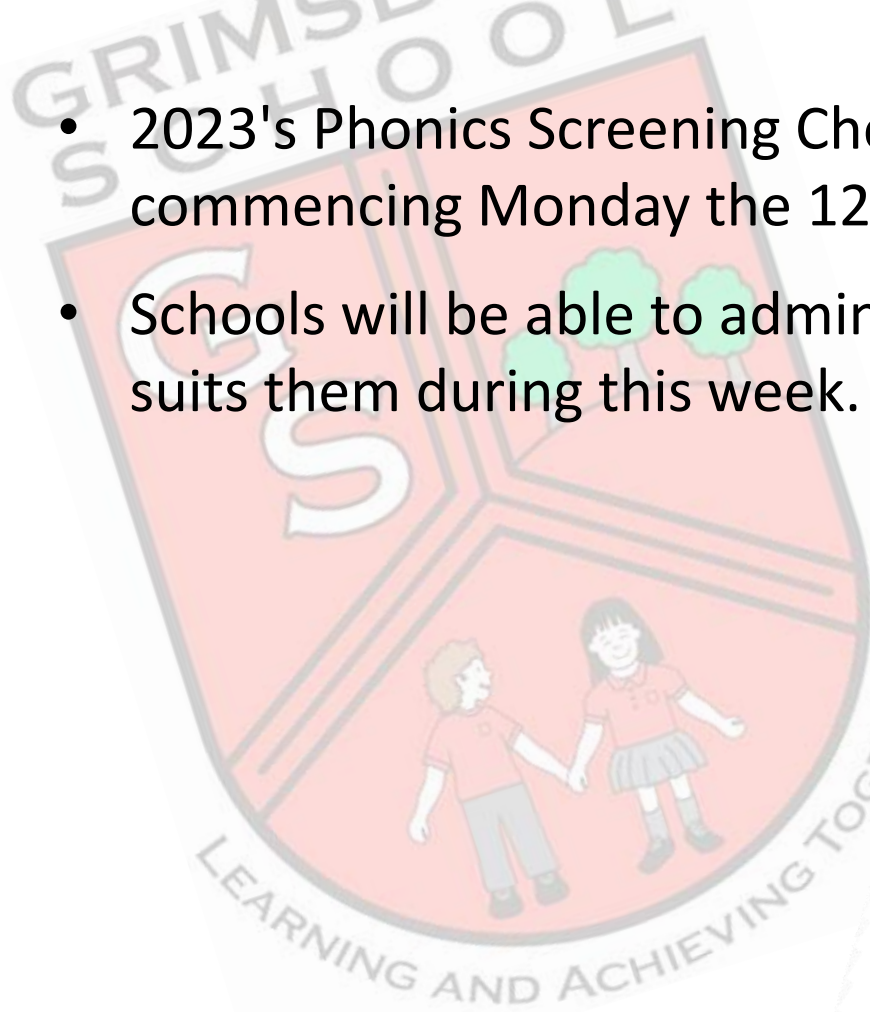
flute

goat

shine

When will the check happen?

- 2023's Phonics Screening Check will happen the week commencing Monday the 12th June.
- Schools will be able to administer the check at any time that suits them during this week.



How is the check structured?

- It comprises a list of 40 words and non-words, which a child will read one-to-one with a teacher.
- There are two sections in check: Half of the words cover phonic skills and knowledge covered in Reception, and half of the words are based on Year 1 phonic skills.
- Your child will read up to four words per page for their teacher and they will probably do the check in one sitting. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace.
- The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).
- It is not a stressful situation as the teacher will be well-equipped to listen and understand your child's level of skills. There will be a few practice words first to make sure your child understands the activity.
- The words will gradually get harder through the check as the combinations of letters become more complicated. Children will also need to recognise 'alternative' sounds in real words, such as 'y' in the word happy having the pronunciation 'ee'.
- Teachers will have supported children in preparing for this check and children will have already had lots of experiences of sitting with their teacher to carry out half termly checks in the style of the screening check.

How is this reported to Parents?

- By the end of the summer term all schools must report each child's results to their parents.
- They will also confirm if the child has met the standard threshold. Schools will be expected to provide extra help to children who do not achieve the expected level so they are able to retake the Phonics Screening Check when they are in Year 2.
- We will inform you of what support we have put in place to help them improve and what you can do at home to help them as well.

How are the results used?

It is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

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

The school will report your child's results to you by the end of the summer term as well as to the local authority, but the results won't be published in a league table as with SATs.

Is there a pass mark?

The check is not about passing or failing but checking appropriate progress is being made. If children do not reach the required standard, then the teacher will be in touch to discuss plans and offer additional, tailored support to ensure that your child can catch up. Children progress at different speeds so not reaching the threshold score does not necessarily mean there is a serious problem. Your child will re-sit the check the following summer term.

For the last few years, the threshold for meeting the expected standard that has been set by the government has been 32 correct answers out of 40.

Do all schools and children have to participate?

All schools and academies in England must take part in the phonics screening check unless they are an independent school.

It should be taken by as many children as possible, and the Government have worked closely with SEND specialists to make this happen. Where necessary, adjustments will be made and appropriate guidance provided.

For children who are working well below the level of the screening check (for example, if they have shown no understanding of letter-sound correspondences), there will be a disapplication process so they do not have to take part. Head teachers should decide whether it is appropriate for each of their pupils to take the phonics screening check. Parents will be informed if a child is disappplied.

How Can I Help My Child at Home?

In school we are continually checking your children's phonic development within our approach to the assessment of reading. This screening forms part of our overall assessment procedure. However, there are a number of things that parents can do to support early reading skill development:

- Immerse your child in a love of reading: share books and magazines with your child, take them to the library to choose books, read to them regularly, point out texts around you, e.g. in the street etc.
- Practicing reading daily automatically helps with decoding!
- Play lots of sound and listening games with your child.
- 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 one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been.
- Communicate with your child's teacher through their reading record
- Attend any parents workshops the school offers or take a look at resources and information shared from workshops which have taken place already this year. Check out website <https://www.grimsdyke.harrow.sch.uk/page/?title=Parent+Workshops&pid=156>

Useful Websites

- Use phonics play www.phonicsplay.co.uk. This is a website which is packed with interactive phonics games to help children to learn to hear sounds, blend and segment sounds.
- Alphablocks - lots of videos and games to help with recognising letters and reading www.bbc.co.uk/cbeebies/shows/alphablocks
- Phonics Games - A variety of different interactive games www.ictgames.com/mobilePage/forestPhonics/index.html
- BBC Bitesize - this game allows your child to listen to the sounds in a word and to pick the correct letter. Then they can see what word they have made with all of the sounds together. www.bbc.co.uk/bitesize/topics/zyfkng8/articles/zt27y4j

Further sounds and their pronunciation

ay: <u>ma</u> y I <u>pl</u> ay
ee: what can you <u>see</u>
igh: fly <u>high</u>
ow: <u>blow</u> the <u>snow</u>
oo: <u>po</u> o at the <u>zo</u> o
oo: <u>loo</u> k at a <u>boo</u> k
ar: sta <u>rt</u> the <u>ca</u> r
or: shut the <u>door</u>
air: that's not <u>fair</u>
ir: wh <u>ir</u> l and tw <u>ir</u> l
ou: sh <u>ou</u> t it <u>ou</u> t
oy: toy for a <u>bo</u> y



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


Further sounds and their pronunciation

ea: cup of <u>tea</u>
oi: spo <u>il</u> the bo <u>y</u>
a-e: make a ca <u>ke</u>
i-e: nice sm <u>ile</u>
o-e: phone ho <u>me</u>
u-e: huge br <u>ute</u>
aw: <u>yawn</u> at <u>dawn</u>
are: <u>share</u> and <u>care</u>
ur: <u>purse</u> for a <u>nurse</u>
er: a better <u>letter</u>
ow: <u>brown</u> <u>cow</u>

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



• Practice a mix of non-words and real words.

high 

girst 

baim 

Ask your child to draw 'sound buttons' underneath each sound, to show they can correctly identify each one.

Say all the sounds individually then put the word together.

k - igh = high

g - ir - s - t = girst

b - ai - m = baim



Some real word examples

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

Nonsense words/Alien word examples

aib	dea	gainty	hurp
arfue	deesh	gam	jea
bew	depew	gaunty	jea
bleme	deplied	gawn	jole
blied	descroy	geck	joudest
bountain	dess	gick	koe
bup	dest	glese	lort
chawn	dis	gloy	maunch
cheme	enroy	goot	melp
chound	escake	gowl	mept
cleam	exglode	grize	mip
clied	foast	grune	mirst
curt	frelt	hess	
dack	fup	hinner	
		hoost	

nass	reshied	sweast	vuse
numper	rube	swoat	wab
nurn	scaub	teb	wheck
penue	sclue	thid	whem
phantob	scray	thimney	yass
phopics	shar	thirt	zie
phot	shag	thrair	zoil
phream	snill	thrust	zort
phrew	spratch	thruke	
poil	spraw	thru	
puge	sprew	toam	
quair	stame	tockney	
quig	stod	vaw	
quiss	stolphin	vurf	
	stro		

I spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go online

Look online & in app stores for appropriate word & spelling games.

Make space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!