

# The Year 1 Phonics Screen

## A guide for parents



# What is the phonics screen?

The phonics screening check is taken individually by all children in Year 1 in England.

The **government** feels it is designed to give teachers and parents information on how their child is progressing in phonics.

The **government** say 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.

# What do we think about the phonics screen?

- We continually assess children with their reading and their phonics development so we do not need a test to tell us if they need extra help! We already know.
- If a child needs a little extra help with their phonics, we will make sure they get it.
- Your report cards and any additional conversations with a teacher will make sure you know if your child is finding phonics or learning to read difficult.
- We will share information on how you can help on the report cards, newsletters, the school website and in conversations with you.



# What do we think about the phonics screen?

- We do not need a test to give us the information about your child's phonic and reading skills.
- From the moment they join us, we teach pre reading and reading skills alongside individual phonics lessons, and we assess each child on these skills all the way through school.
- The phonics screen is compulsory, but we ensure children have the skills to be readers and not just pass a test.

# How does phonics help you read?

- Children learn their 'sounds' and then they learn to put them together (blending)
- This helps with unfamiliar words.
- But!!!! Not all words can be 'sounded out', so we teach them how to read these 'tricky words'
- The children learn about digraphs, trigraphs and split digraphs, consonant blends in their every day lessons!! If you don't know what they are - see the information at the end of this presentation

# Other evidence on the role of phonics

Much has been written about phonics and how it helps children to read. You can look at some of this research and thinking on line

- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/194057/phonics\\_check\\_leaflet\\_2013\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/194057/phonics_check_leaflet_2013_.pdf)
- Just google how does phonics help reading!



# How do we assess phonics skills?

- We do not need a test to give us the information about your child's phonic and reading skills.
- From the moment they join us, we teach pre reading and reading skills alongside individual phonics lessons, and we assess each child on these skills all the way through school.
- The phonics screen is compulsory, but we ensure children have the skills to be readers and not just pass a test.

# What does the test look like?

- The test has 20 'real' words and 20 'pseudo' words.
- We call the pseudo words 'alien words' with the children. These have a picture next to them to show the children they are not 'real words'.
- The government believe that this will show if the children can use their phonic skills to 'sound out' the words.



# What does the test look like?

- There are examples to show you what they look like:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299972/phonics\\_screening\\_check\\_sample\\_materials\\_-\\_children\\_s\\_materials.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299972/phonics_screening_check_sample_materials_-_children_s_materials.pdf)

# Where can I find more information about the test?

- Lots of websites have information. Here are a few that are easy to understand:
- <http://www.oxfordowl.co.uk/home/reading-owl/expert-help/the-year-1-phonics-screening-check>
- <http://www.twinkl.co.uk/resource/t-c-1253-year-1-phonics-screening-check-a-guide-for-parents>
- Or just search online!

# How do we deliver the test?

- Each child will work with the class teacher on their own
- They will have the booklet with them
- They have a pencil, write the 'sound buttons' under the words and 'sound them out' and then blend the sounds to read the word.
- They then say the word. We will do it exactly as we do in class, sound buttons, 'sound it out' twice and then 'blend' (say the word).



# How can we help at home?

- You can practise reading different words, real and 'alien'. Get them to do the 'sound buttons' underneath and 'sound it and say it' just like they do at school
- Look online for some examples, or ask us.
- Use the phonics play website. Look at websites for further information on how to support your child with this 'quiz' (as we like to call it in school!)
- The school website has videos on phonics to show you how we do this.

# Is there anything else?

- Your class teacher is happy to provide any further advice or information
- Please practice at home, but only for a few minutes at a time!
- Do it in a relaxed atmosphere, and do not call it a test - it's a quiz!
- Make sure you know how to pronounce all of the 'sounds'. See our website or the jolly phonics website for further information.

# Is there anything else?

- We will let you know if your child has passed or not passed with the required mark with your end of year report. It is important to think about this in relation to your child the letter will either say:
  1. They have passed the test with the required mark
  2. They have not passed the test with the required mark but we have no concerns about their reading, or
  3. They have not passed the test with the required mark but we have already shared with you during the year they find this difficult and we will continue to support them with their own personal progress
- We then redo the test (quiz!) in year 2 with those who have not passed with the required mark.
- We continue to work with all children to develop their reading skills, and phonics is a part of that, but not all of it!



# Quick guide to phonics!

## Phonics terms

- **phoneme** - the smallest single identifiable sound, e.g. the letters 'sh'
- represent just one sound, but 'sp' represents two (/s/ and /p/)
- **blending** (vb) - to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
- **segment** (vb) - to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- **consonant blend** - two (or three) letters making a sound, e.g. br, st, fr, str, bl, pl
- **digraph** - two letters making one sound, e.g. sh, ch, th, ph,
- **trigraph** - three letters making one sound, e.g. igh, are, air
- **vowel digraphs** - comprise of two vowels which, together, make one sound, e.g. ai, oo, ow, ee, io
- **split digraph** - two letters, split, making one sound, e.g. a-e as in make or i-e in site
- **grapheme** - the written form of a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- **grapheme-phoneme correspondence (GPC)** - the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

# Further information on phonics

See the following sites for further help or ask your class teacher!

Visit the school website. Click on curriculum and then literacy and it has a phonics and grammar glossary of terms.

You can also look at:

- <http://www.phonicsplay.co.uk/SubjectKnowledge.htm>

Or just look it up online.