

Year 1 Phonics Screening



Monday 11th March 2024

The family of St Agnes loves, learns and grows together as followers of Jesus.



Overview

- Phonic Language/Glossary of Terms
- Curriculum Focus
- Why are children screened?
- When are the children screened?
- What will the children do?
- Example questions, test results
- How can you support your child at home.

Phonics language

- Phoneme
- Grapheme
- GPC
- Digraph
- Trigraph
- Oral Blending
- Blending
- Oral Segmenting
- Segmenting

Glossary of terms

- **Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.
- **Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.
- **GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
- **Digraph** - A grapheme containing two letters that makes just one sound (phoneme).
- **Trigraph** - A grapheme containing three letters that makes just one sound (phoneme).
- **Oral Blending** - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.
- **Blending**- This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.
- **Oral Segmenting** - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.
- **Segmenting** - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

•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

rain, day, cloud, tie, seat, see, goat, toe, book, balloon, card, fork, author, burn, girl day,

Trigraphs- 3 letters making one sound

night, near, chair, pure, match

Split digraphs- 2 vowels with a consonant in between. Used to be known as the magic e!

spine - a-e, e-e, i_e, o-e, u-e

Consonant Clusters- nest, lamp, ink, frog, tree

Curriculum Focus

- Focus on children reading widely, for pleasure and meaning.
- Focus on Language Comprehension
- Emphasis on accurate spelling, grammar and punctuation.
- Presence of phonics as a route to support children in becoming fluent readers and writers; decoding to support reading, encoding to support spelling



Balanced Instruction Approach

- Phonic approach
- Whole language approach
- Reading for meaning

Prof Dominic Wyse 'Teaching children to read and make sense of texts is crucial to improving their life chances' (Jan, 2022)

Why are the children being screened?

- Every Year 1 child in the country will be taking the phonics screening check in the same week beginning **10th June 2024**.
- The aim of the check is to ensure that all children are able to read, are well on their way to being fluent and have grasped the basics of decoding.

This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in year 2.



When will the screening take place?

- The screening is a short statutory assessment which will take place throughout the week beginning **Monday 10th June 2024**. The children cannot retake the test at any other time so it is very important your child is in school during this week.
- The check has been designed so that children of all abilities will be able to take part. The DFE defines these phonic tests as '**short light-touched assessments**'



What will the children do?

❑ It will take 5 to 9 minutes to complete; although all children are different and they will complete at their own pace. Rest breaks may be given during the test if the child requires it.

❑ They will be asked to 'sound out' a word and blend the sounds together. e.g. d-o-g - dog, they can use robot arms, phonic fingers to support them.



❑ The check will consist of 40 words and non-words;

❑ There are 2 sections with progression from easier words from phases 2-4 to the expected level phase 5; these graphemes the children will have been taught in Reception and in Year 1

❑ Nonsense words or Pseudo words are a collection of words used that follow phonic rules that your child has been taught, but they do not mean anything.

❑ Children will know the word is a real or 'alien' word, by the presence of an alien image next to the word.

Examples of words

in

at

beg

sum

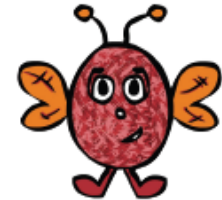
ot



vap



osk



ect



High expectations

- High standard threshold of 32 out of 40.
- Doesn't take into account children's preferred reading styles and children develop at different stages.
- Fluent readers alter the phonemes to create 'real' words.
Eg. **strom** was being read as **storm**.

How will it be administered?

- Your child's class teacher will conduct the screening check with each child in a quiet, comfortable space away from distraction;
- The children are used to this and have been practising on a daily basis through phonic lessons, but also half termly since September the children have practised past papers.
- We are not permitted to indicate to the children at the time whether they have correctly sounded out and / or blended the word.
- We have to accept their last response



And the results....?

- ❑ St Agnes' will be scored against a national standard (*threshold yet to be determined by DfE*), however in the past it has been 32 out of 40. The pass mark for 2024 will be revealed to teachers after the check has been administered.
- ❑ We will inform you of whether they fall below or within this standard, and all children will receive plenty of praise and encouragement for taking part.
- ❑ If your child's score falls below the national standard they will re-take the Phonics Screening Check in Year 2.

Let's have a go ...

How would you say?

ot

vap

osk

ect

gork

poax

fredge

brosh

droom

crebe



Phonics

Examples of Real Words

- waiting
- brighter
- wishing
- reaching
- midnight
- beehive

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1			
Word	Correct	Incorrect	Comment
vol			
teg			
jat			
ind			
tull			
shog			
foid			
thard			
frem			
cloin			
bulm			
harnd			
quiz			
back			
doom			
short			
freed			
dress			
fund			
think			

Section 2			
Word	Correct	Incorrect	Comment
jair			
clain			
yewn			
tabe			
clisk			
thrand			
strad			
scroy			
nigh			
brown			
main			
rude			
drink			
crowds			
splat			
stripe			
comic			
giving			
pumpkin			
fighters			

Total correct	
----------------------	--

How can you help?

- Encourage them to use their sounds and actions to find the sound they need.
- Revise the Phase 2, 3 & 5 graphemes at home with your child.
- Practise the ELS grapheme, picture and rhyme
- Practise reading the sample real and pseudo words with your child, encouraging them to 'sound out' the word and blend it together.
- Help your child to use their phonic knowledge to 'make up' pseudo words using single letters, digraphs and trigraphs.
- Use online games on www.phonicsplay.co.uk to read real and pseudo words.



ELS Essential Letters and Sounds		ELS GUIDE FOR PARENTS	
		GRAPHEME INFORMATION SHEET PHASE 5	
Grapheme	Picture	Rhyme	
ay		play all day	
ou		a proud cloud	

How can you help?

kigh



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 = kigh

g - ir - s - t = girst

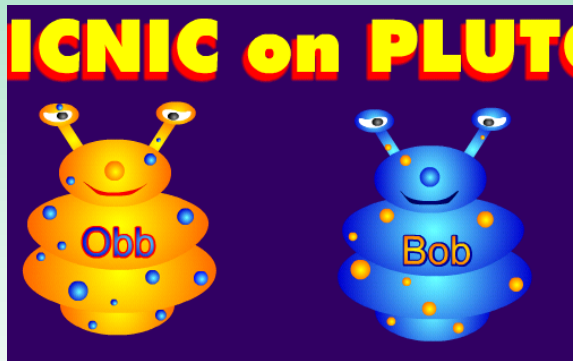
b - ai - m = baim



The synthesis of sounds



<https://sg.search.yahoo.com/search?fr=mcafee&type=E211SG384G91826&p=Mr+Thorns+Phase+3+Phonics>



PhonicsPlay.co.uk

Useful Phonic Websites

- **Phonics Games** - A variety of different interactive games
www.ictgames.com/mobilePage/forestPhonics/index.html
- **Topmarks Interactive Phonics, Bending and Spelling Games**
<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
- **Letters and sounds initial sound game-** this game lets your child reveal a sound/letter and then try to find the picture that starts with the same sound. www.letters-and-sounds.com/phase-3-games.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

Phonics play - there are several free games to play that will help your child with their blending and segmenting.

www.phonicsplay.co.uk/Phase3Menu.htm

- **Oxford Owl Help for Parents** - our ELS Phonics Programme support for parents
https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/?fbclid=IwAR0XQsezraqQYfjxLeeM3lQ90MeQBGc1Z2_DIBDbYaw9WRXTvLELYHusggs

How can you help?

- REMEMBER: Phonics is not the only skill needed to become a fluent reader.

- Please continue to **immerse** your child in a love of reading. Ensure you 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!



**One of the greatest gifts adults can
give is to read to children**

Carl Sagan



We continue at Saint Agnes' to strive to work together with you as parents to provide the best learning opportunities for your child.

Thank you for attending this morning.

Questions?



