

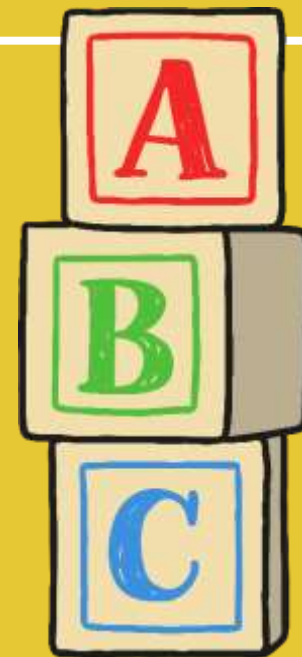


# Year One

## Phonics Screening Check

A Guide for Parents

12<sup>th</sup> October 2022



# 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.



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



Some examples of real words which have been included in previous tests.

During phonics teaching we encourage child to 'spot the digraph' first before the start sounding out.

E.g.

clouds

Spot the digraph - ou  
C l – ou – d , cloud

spree

Spot the digraph - ee  
S p r – ee , spree

Section 2

print

clouds

spree

stroke

# 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.

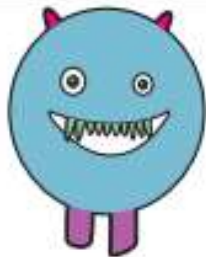


Section 1

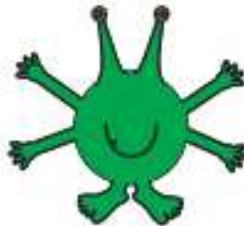
skap



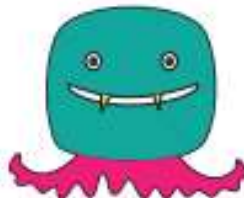
blorn



meft



veems



Section 2

var



slirt



weaf



pobe



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



# 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.

They will also help to inform the additional phonics support that children may require.





# 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 one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been. Next move your finger under the whole word as you say it.
- Encourage children to spot the digraphs before they sound out the word.
- Discuss the meaning of words if your child does not know what they have read.









































# Sound Mats

## Level 2 and 3 Sound Mat

 <b>s</b>	 <b>a</b>	 <b>t</b>	 <b>p</b>	 <b>i</b>	 <b>n</b>	 <b>m</b>	 <b>d</b>	 <b>g</b>	 <b>o</b>
 <b>c</b>	 <b>k</b>	 <b>e</b>	 <b>u</b>	 <b>r</b>	 <b>h</b>	 <b>b</b>	 <b>f</b>	 <b>l</b>	 <b>ff</b>
 <b>ll</b>	 <b>ss</b>	 <b>j</b>	 <b>v</b>	 <b>w</b>	 <b>x</b>	 <b>y</b>	 <b>z</b>	 <b>zz</b>	 <b>qu</b>
 <b>ch</b>	 <b>sh</b>	 <b>th</b>	 <b>th</b>	 <b>ng</b>	 <b>ai</b>	 <b>ee</b>	 <b>igh</b>	 <b>oa</b>	 <b>oo</b>
 <b>oo</b>	 <b>ar</b>	 <b>or</b>	 <b>ur</b>	 <b>ow</b>	 <b>oi</b>	 <b>ear</b>	 <b>air</b>	 <b>ure</b>	 <b>er</b>

# Sound Mats

## Level 5 Sounds

<b>ay</b>  pr <u>ay</u>	<b>oy</b>  bo <u>y</u>	<b>ie</b>  t <u>ie</u>	<b>ea</b>  l <u>ea</u> f	<b>a_e</b>  c <u>a</u> ke	<b>i_e</b>  sl <u>i</u> de	<b>o_e</b>  bo <u>o</u> ne	<b>u_e</b>  c <u>u</u> be	<b>u_e</b>  fl <u>u</u> te	<b>e_e</b>  trape <u>ze</u>	<b>ou</b>  mo <u>u</u> th	<b>a</b>  a <u>a</u> corn	<b>e</b>  e <u>e</u> qual
<b>i</b>  l <u>i</u> on	<b>o</b>  ho <u>o</u> tel	<b>u</b>  u <u>u</u> nicorn	<b>ch</b>  ch <u>ch</u>	<b>ch</b>  Chri <u>ch</u> stmas	<b>ir</b>  g <u>ir</u> l	<b>ue</b>  stat <u>ue</u>	<b>ue</b>  gl <u>ue</u>	<b>y</b>  sun <u>y</u>	<b>aw</b>  sa <u>aw</u>	<b>au</b>  a <u>au</u> tumn	<b>ow</b>  win <u>ow</u>	<b>oe</b>  to <u>oe</u>
<b>wh</b>  w <u>wh</u> el	<b>c</b>  c <u>c</u> ity	<b>g</b>  g <u>g</u> em	<b>ph</b>  d <u>ph</u> in	<b>ea</b>  br <u>ea</u> d	<b>ie</b>  sh <u>ie</u> ld	<b>tch</b>  wi <u>tch</u>	<b>are</b>  ba <u>are</u>	<b>ear</b>  pe <u>ar</u>	<b>ore</b>  co <u>ore</u>	<b>ew</b>  sc <u>ew</u>	<b>ew</b>  ste <u>ew</u>	