

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered in a clean, sans-serif font.

# Year One Phonics Screening

# What is phonics?

- Children begin to learn phonics (sounds) in Reception.
- Once children begin learning sounds they use this knowledge to read and spell words.
- 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.
- Children have a focussed phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.

# Definitions

- A **phoneme** - the smallest unit of sound in a word.
- A **grapheme** – the letter(s) representing a phoneme.

t                  ai                  igh

- A phoneme can be represented in more than one way **c**at, **k**ennel, **ch**ick.
- The same grapheme may represent more than one phoneme **m**e **e**t.

# Definitions

- Digraph - Two letters which make one sound.
- A consonant digraph contains two consonants sh ck th ll.
- A vowel digraph contains at least one vowel ai ee ar oy.
- Split digraph - Two letters which are not adjacent eg snake  
a-e e-e i-e o-e u-e
- Trigraph - Three letters which make one sound igh ear air ure.

# What is the phonics screening check?

- The check is very similar to tasks the children already complete during phonics lessons.
- Children will be asked to 'sound out' a word and blend the sounds together.eg 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.
- The screening will contain 40 words.

# Examples of words

in

at

beg

sum

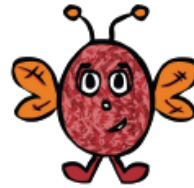
ot



vap



osk



ect













# Graphemes covered in the screening

Grapheme	Example Word
a	cat
ar a	arm father
b	bat
c ck k ch	cat check key school
ch	check
d	dog
e ea	hen bread
ee e ea e-e ie	see he each eve chief
f ff ph	fit puff photo
g	gum
h	hat
i	hit
j g	jam gem
l ll	leg hill
m	man
n	net
ng	sing
o	hot
oi oy	Coin toy
oo	look
oo ue u-e	room blue brute

or au aw	born launch raw
p	pet
qu	quilt
r	red
s ss c	sit miss cell
sh ch	shop chef
t	top
th	both
th	this
u	cup
v	vet
w wh	Wet when
y	yet
z zz s	zip buzz hens
ai a-e ay	rain cake say
air	hair
er ur ir	fern burn girl
ew	stew
igh i i-e ie	high mind time tie
oa oe o-e ow	goat toe bone snow
u ue u-e	unit cue huge

# Grow the code

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u oul	 ar a al
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent



# Split digraphs

a-e

e-e

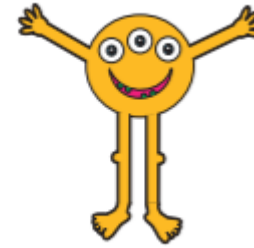
i-e

o-e

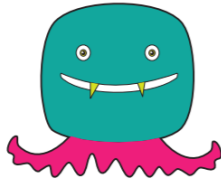
u-e

amaze

zome



meve



cute

twice

# When will the screening take place

- The screening will take place during the week beginning Monday 6<sup>th</sup> June. The children cannot retake the test at any other time so it is very important your child is in school during the week of the screening.
- The check has been designed so that children of all abilities will be able to take part.

# Who will complete the check

- The children will complete the check one at a time in a quiet area of the school.
- A familiar adult will conduct all of the screening checks with the children.
- The screening will take about 10mins with each child. However, all children are different and will complete it at their own pace.

# Reporting to parent

- The phonics check results will be included in your child's end of year report.
- It will confirm if your child has met the standard threshold.
- Children who do not achieve the expected level will retake test in year 2.

# Information for parents

- ALT Curriculum Statement
- Earth Curriculum Statement
- EYFS Vision
- Art
- Computing
- DT
- English
- Oracy
- Geography
- History
- Historic England and Young/Uns
- Project
- Maths
- Calculation Policy
- MFL
- Music
- PE
- PSHE
- RE
- Science
- Curriculum
- Newsletters
- Curriculum
- Overviews
- Knowledge
- Organisers
- Reading Scheme
- Phonics and Early Reading
- Wider Reading
- Challenge

## Phonics and Early Reading

**Phonics and Early Reading at Earth Primary School**

**Introduction**  
Early Reading is the development of young children's skills in making their learning to read. In reading to learn, their skills include word recognition, fluency and comprehension. The school's approach to reading is based on the following principles:  
Children do not automatically learn how to read and will need to be explicitly taught. Providing high-quality learning experiences of high quality is essential to help children make progress in early reading skills.

**Reading Intention**  
The intention is to ensure that all Earth Primary School will:  
- have a clear strategy, a consistent and comprehensive approach  
- engage with all young readers across a range of subjects and in a range of places  
- be clear and open to all  
- and have a strong focus on the importance of reading for learning and progression for their next stage of education.

**Earth's approach to reading will:**  
- be an assessment for learning, through identifying what every child knows and can do identify those children who need more support, identify those children who need further challenge – and planning to meet their needs to the  
- provide L1 reading resources across the range of curriculum subjects  
- ensure the provision of appropriate resources  
- use the school's success in children's reading assessments in our Phonics and Reading  
- use to inform parents.

**Implementation**  
Phonics  
There is a daily English Class (Reception & Year 1) reading lessons.  
The school children use Little Wandle Letters and Sounds Revised as their (phonics) reading program.

**Definitions**

- A **phoneme** – the smallest unit of sound in a word
- A **grapheme** – the letters representing a phoneme

t ai igh

- A phoneme can be represented by more than one way (oi, oar, oar, oar)
- The same grapheme may represent more than one phoneme (the 'ai')

Resources for Parents from <https://www.littlewandlelettersandsounds.org.uk/resources-for-parents/>

**Autumn 1 sounds**  
Download a guide to how children are taught to say their sounds in Reception Autumn 1.  
[Download PDF](#)

**Autumn 2 sounds**  
Download a guide to how children are taught to say their sounds in Reception Autumn 2.  
[Download PDF](#)

**How to write capital letters**  
Download a guide to how children are taught to write capital letters.  
[Download PDF](#)

**Spring 1 sounds**  
Download a guide to how children are taught to say their sounds in Reception Spring 1.  
[Download PDF](#)

# How can you help?

- Read with your child every day. Encourage your child to 'sound out' when reading or writing. Focusing particularly on spotting more unusual sound patterns.
- Children can practise their phonics by playing games online.

- Phonics Play

<http://www.phonicsplay.co.uk>

- Teach your monster to read

<https://www.teachyourmonster.org/>

