



# Year 1 Phonics Screening Check

12<sup>th</sup> – 16<sup>th</sup> June 2017

# What is the Year 1 Phonics Screening Test?

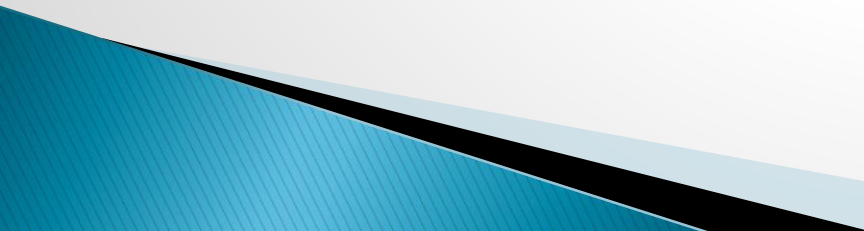
- ▶ The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.
- ▶ It is a statutory requirement for all schools to carry out the screening check.
- ▶ Year 1 pupils in maintained schools and academies will take the phonics screening check in 2017 between **12th and 16th June**.
- ▶ It will identify the children who need extra help so they are given support to improve their reading skills.
- ▶ They will then be able to retake the check so that schools can track pupils until they are able to decode.

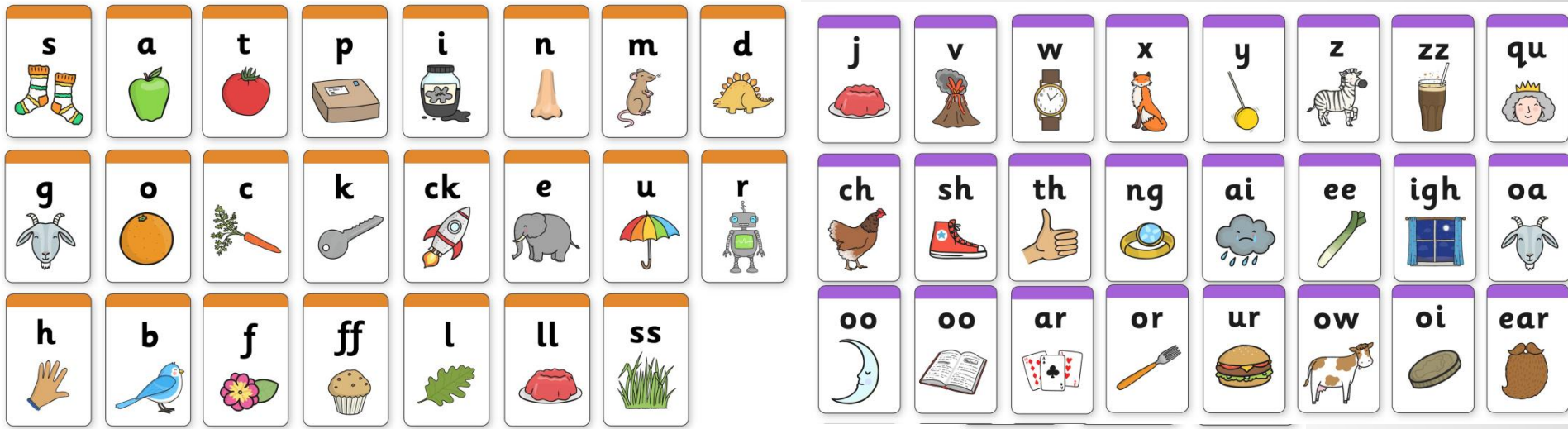
# Why has it been introduced?

Its purpose is to:

- ▶ Encourage schools to provide rigorous synthetic phonics teaching for all pupils, with decoding as the prime strategy for reading unknown words.
- ▶ Confirm that pupils have learned phonic decoding to an age-appropriate standard by the end of Year 1, after two years of phonics teaching in school.
- ▶ Support the early identification of pupils who may need additional support to acquire phonics knowledge and skills.
- ▶ Learning to decode using phonics is widely believed to be an essential skill to becoming a fluent reader. Decoding skills are best learned quickly through systematic synthetic phonics teaching, balanced with wider reading experiences including the development of comprehension skills and reading for pleasure. The check is focused solely on decoding and only includes words that are phonically decodable (words classified as tricky words in *Letters and Sounds* are not included).
- ▶ It is not an assessment of the wider skills a reader uses to make sense of text.

# What skills do the children need?

- To give the sound when shown any grapheme that has been taught. To blend phonemes in order to read words.
  - Know most of the common grapheme-phoneme correspondences.
  - Read phonically decodable one-syllable and two-syllable words.
  - To read non-words as well as real words; know that non-words need to be blended and do not make sense.
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These are the graphemes children have been taught to date and will be assessed on in the Phonics Test in both words and non-words.



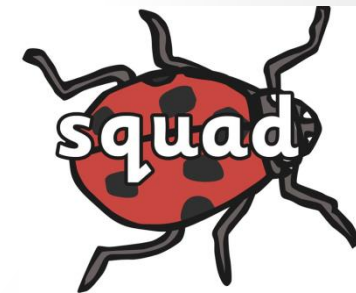


# Phonics is simple until...

One sound – different  
*graphemes*



One grapheme –  
different *sounds*



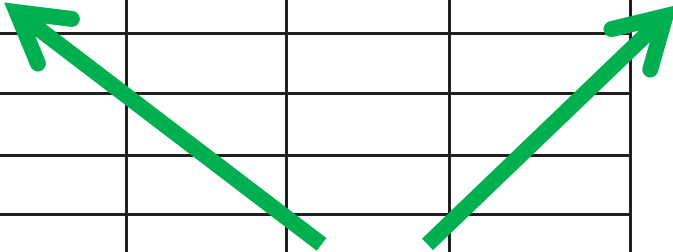
# What will the check look like?

- ▶ It will be a short, simple screening check to make sure that all pupils have grasped fundamental phonics skills and to see that nobody slips through the net. It comprises a list of 40 words and non-words, which a child will read one-to-one with a teacher.
- ▶ It will be very similar to the phonics assessments that are carried out regularly at the school, so your child will already be very familiar with the type of format.
- ▶ Half the words cover phonics skills which tend to be covered in Reception, and half the words are based on Year 1 phonics skills.
- ▶ The test should take between approximately 4 and 9 minutes depending on the child.

Section 1			
Word	Correct	Incorrect	Comment
tox			
bim			
vap			
ulf			
geck			
chom			
tord			
thazz			
blan			
steck			
hild			
quemp			
shin			
gang			
week			
chill			
grit			
start			

Section 2			
Word	Correct	Incorrect	Comment
voo			
jound			
terg			
fape			
snemp			
blurst			
spron			
stroft			
day			
slide			
newt			
phone			
blank			
trains			
strap			
scribe			
rusty			
finger			

Non-word





hiff

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road

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noot

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shame

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shong

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first

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isp

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thigh


# Why are non-words included in the screening check?

- ▶ Non-words are an established assessment method in many schools, and are included in many phonics programmes.
  - ▶ They are included because they will be new to all pupils, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words.
  - ▶ Pupils who can read non-words should have the skills to decode almost any unfamiliar word.
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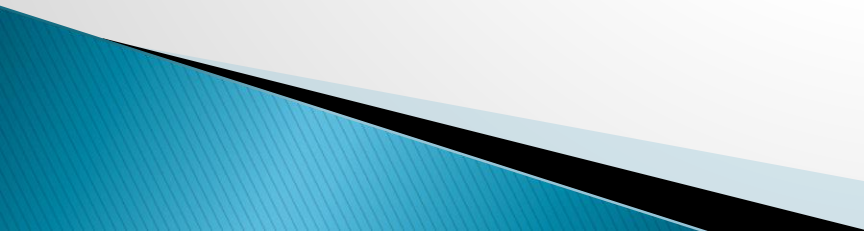
# Potential difficulties

Difficulty	You could try
<p>The child recognises digraphs (sounds presented by two letters) when shown them on a flashcard, but does not say it as one sound when blending a word. E.g. saying <b>s - o - i - l</b> rather than <b>s - oi - l</b></p>	<p>Writing the word on a card and asking your child to write the sound buttons on it. They should draw a dot under single letter sounds and a line under digraphs. E.g.</p> <p><b>soil</b>      <b>drain</b>      <b>smart</b></p> 
<p>The child says each sound correctly when they are blending, but then say the sounds in a different order when saying the whole word. E.g. Blends the non-word <b>s - p - l - o - t</b> but the reads it as <b>spolt</b>.</p>	<p>Practise reading 'alien words' and blending the sounds in order.</p>
<p>When reading non-words, reading it as a word that looks similar, rather than blending first. E.g. reads <b>s - t - r - o - m</b> as <b>storm</b></p>	<p>Practise at reading 'alien words' and explaining it does not need to make sense and that even good readers may need to blend it first.</p>
<p>When reading two syllable words the child tries to blend it in one go rather than splitting the words into syllables.</p>	<p>Show your child how to cover half the word and read that first, then the second half and put it together. E.g. shelt/er      soft/est      twist/ing</p>

# How can we prepare our child?

- ▶ You do not need to worry about doing anything extra with your child. Simply carry on reading with them every night as this is a perfect opportunity for your child to practice using their phonics knowledge to decipher new words.
  - ▶ We are doing practise of reading non-words (alien words) within our phonics lessons.
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# How will the results from the phonics screening check be used?

- ▶ Parents will be informed of the results in the pupils end of year report.
  - ▶ The results will be a clear indicator of those children who do require a little additional support when they move into year 2 and this will be addressed by their current and subsequent teacher.
  - ▶ The results of the cohort as a whole are used to compare how Valley pupils do compared with other schools nationally.
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# Thank you!

trains

creep



snoust

strand

thrind

