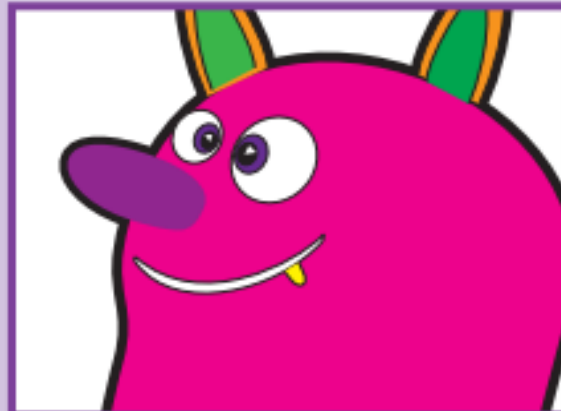
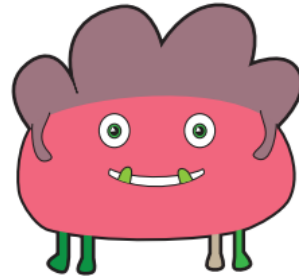
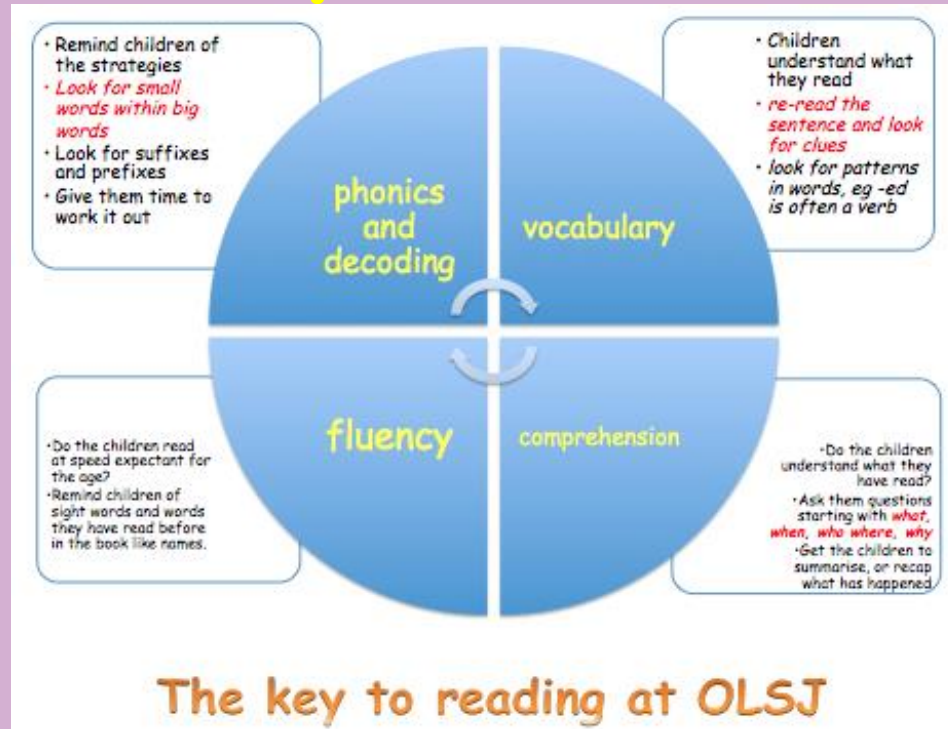


KS1 Phonics Screening Check

glips



What is phonics and why is it important?



Flep

sprobe

flipe

grup

grupe

What is phonics?

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.

There are around 40 different sounds.



How do we teach phonics?
























Children have two 20 minute phonics lessons each day.

They have a shared reading lesson.
They also have daily guided reading linked to their phonics phase.






























There are around 40 different sounds.

Phase 2 Sound Mat




































| | | | | | |
|--|---|--|--|--|---|
|  s |  a |  t |  p |  i |  n |
|  m |  d |  g |  o |  c |  k |
|  ck |  e |  u |  r |  h |  b |
|  f |  l |  ff |  ll |  ss | |

Can you look at the letters and make the sounds?


























Phase 3 Sound Mat

| | | | | | |
|---|---|---|--|--|---|
|  j |  v |  w |  x |  y |  z |
|  zz |  qu |  ch |  sh |  th |  ng |
|  ai |  ee |  igh |  oa |  oo |  oo |
|  ar |  or |  ur |  ow |  oi |  ear |
|  air |  ure |  er | Can you look at the letters and make the sounds? Can you hear and say the sounds in a word? Can you say the word, finger the word then write the word? | | |

Phase 5 Sound Mat

| | | | | | | | | | | |
|--|--|--|---|--|--|---|---|---|--|---|
|  c |  k |  ck |  ch |  f |  ff |  ph |  j |  g |  ge |  dge |
|  s |  ss |  se |  c |  ce |  m |  mm |  mb |  w |  wh | |
|  l |  ll |  r |  ff |  wr |  z |  zz |  ze |  s |  se | |
|  ol |  oy |  ai |  a-e |  a |  ay |  ear |  eer | | | |

Phase 5 Sound Mat

| | | | | | | | | |
|--|--|--|---|--|--|--|--|---|
|  ee |  ea |  ey |  y |  n |  nn |  kn |  ou |  ow |
|  ie |  i |  le |  igh |  y |  oa |  oe |  aw |  o_e |
|  oo |  li |  oo |  ue |  ew |  or |  ow |  au |  a |
|  er |  ir |  ur |  or | | | | | |

What is the KS1 Phonics Screening Check?

The Year 1 / 2 phonics screening check is designed to ensure children are progressing well in reading

| Section 1 | | | |
|-----------|---------|-----------|---------|
| Word | Correct | Incorrect | Comment |
| sut | | | |
| yad | | | |
| dop | | | |
| uct | | | |
| meck | | | |
| shig | | | |
| joil | | | |
| chort | | | |
| blem | | | |
| drell | | | |
| fusp | | | |
| quisk | | | |
| shop | | | |
| yell | | | |
| peel | | | |
| check | | | |
| plug | | | |
| sweep | | | |
| soft | | | |
| yards | | | |

| Section 2 | | | |
|-----------|---------|-----------|---------|
| Word | Correct | Incorrect | Comment |
| vaw | | | |
| meast | | | |
| waib | | | |
| zome | | | |
| brend | | | |
| throst | | | |
| stret | | | |
| spraw | | | |
| few | | | |
| fried | | | |
| beak | | | |
| cute | | | |
| crust | | | |
| trails | | | |
| strip | | | |
| scraps | | | |
| label | | | |
| vanish | | | |
| blossom | | | |
| thankful | | | |

What is the phonics screening check?

It will check that your child

can:

Sound out and blend graphemes in order to read simple words.

Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.

Read a selection of nonsense words which are referred to as pseudo words.



What are nonsense, pseudo or Alien words and why are they included?

These are words that are phonically decodable but are not actual words with an associated meaning

e.g. brip, snorb.

They are used to check phonics knowledge.

beg

sum

osk



ect



Is there a pass mark?

The pass mark has always been 32 out of 40. If children do not reach the required standard, then the teacher will be in touch to discuss plans and offer additional, tailored support to ensure that your child can catch up.

Children progress at different speeds so not reaching score does not necessarily mean there is a problem. Your child will re-sit the check in the summer term in Year 2

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1 Concentrate on reading quality (it isn't all about reading lots)**

Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is a valuable reading. Be on the lookout for reading, wherever it is!
- 2 Ask your child lots of questions**

All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Why' questions, such as: 'Who? What? When? Where? Why?' 'Iy' them when talking about books; for example, 'what do you think Harry is feeling?'
- 3 Ask your child to make predictions about what they have read**

If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover?' 'Where do you think he will go?'
- 4 Ask your child to summarise what they have read**

When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'
- 5 Ask your child to write about what they have read**

Write, or draw pictures, from anything you've read! Eg writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.
- 6 Read and discuss reading with friends or family**

Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'
- 7 Maintain the motivation to read**

Talk about the joy of reading whenever you can. Your child on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight!'

Education Endowment Foundation (2019). *Preparing for Change: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation, London. Available online: <https://eef.org.uk/eef-reports>

Education Endowment Foundation (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation, London. Available online: <https://eef.org.uk/eef-reports>

Bransford, J., Hertz, E., & Cunningham, A.J., Kavic, R.K.W., & Conell, J.M. (2019). *Literacy Development: Evidence Review*. Education Endowment Foundation, London. Available online: <https://eef.org.uk/eef-reports>



How can I help?

Read with your child.

Read all three books in their book bag as all develop the reading skills and most support their phonics.

<https://www.olsj.towerhamlets.sch.uk/learning/reading-early-reading>

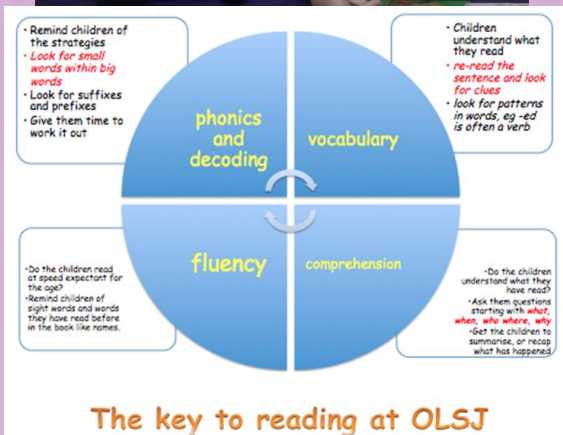
<https://youtu.be/gUP4Eocgzok>

Go on BugClub and practice the phonics sounds.

Read the books on BugClub linked to the phonics sounds.

Play phonics games.

Encourage your child to 'sound out' when reading or writing. Focusing particularly on spotting more unusual sound patterns.



Some phonics games:

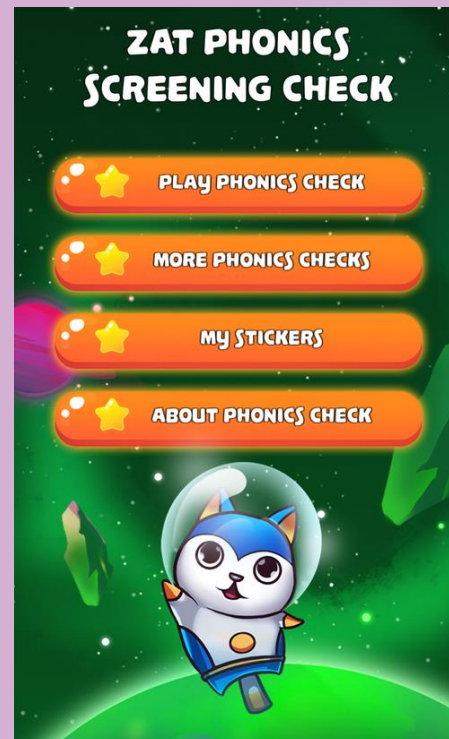
'ZAT PHONICS SCREENING CHECK' Free App

And

'BURIED TREASURE' Free internet activity

And

Phonics bloom



Please remember...

Phonics is not the only thing needed to become a fluent reader. Please continue to read with your child each night and encourage them to:

Sound out the words

Re-read sentences to check it makes sense

Use pictures for clues

Ask questions about the books

And most importantly

ENJOY READING!

QUESTIONS?

