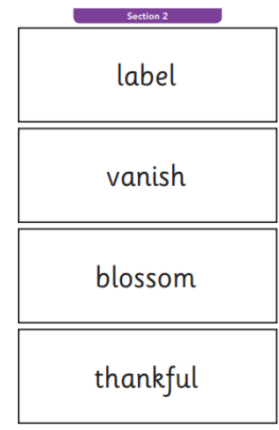
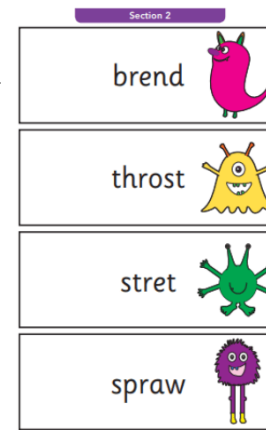
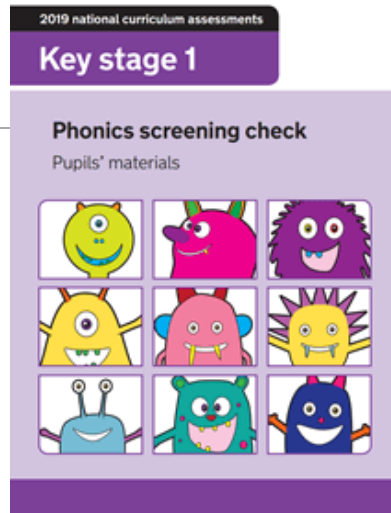


Phonic Screening Check

Information & Workshop





Aims

To explain:

- the Phonics Screening Check
- decoding using phonic knowledge
- how to use sound buttons to support decoding



Phonic Screening Check

- The statutory 'phonics screening check' was introduced in 2012.
- It is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.
- It checks 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.
- It takes place nationally at the beginning of June. This year it's from 10th to 14th June with the following week available if anyone is absent.



Phonic Screening Check

- The check is not about passing or failing but checking appropriate progress is being made. If children do not reach the required standard, then extra support will be offered to ensure your child can catch up.
- Children progress at different speeds so not reaching the threshold score does not necessarily mean there is a serious problem. Your child will re-sit the check in June whilst in Year 2.
- For the last few years, the threshold mark set by the government has been 32 correct answers out of 40.
- The results will be shared in your child's report. Schools then submit the data to the LA which is then recorded nationally.

Phonic Screening Check

- The check takes place individually away from distraction.
- The children read 40 words to an adult they know. There are 20 real words and 20 pseudo words. The pseudo words have an alien/ monster next to them.
- There are 4 words on each page.
- The children can read the words in any order and have a break if needed.
- We encourage the children to add sound buttons to the words to help them identify the sounds and ensure children take their time.

Section 2

label

vanish

blossom

thankful

Section 2

brend



throst



stret



spraw



Decoding

- Early readers should use their **phonic knowledge** as the **only route** to decoding unknown words.

To decode, children need to:

- look at the **letters** in a word
- recognise them
- recall the **sounds** they make
- say the separate sounds in order from left to right
- Blend the sounds together from left to right to say the whole word

map m-a-p = map

hot h-o-t = hot

Recalling the sounds

Little Wandle phonics lessons in Reception & Year 1 are spent learning the alphabetic code progressively, so the children know the sound the letter or letters represent when they decode a word.

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	 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 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 ui	yoo ue u u-e ew	 oo u* oul	 ar a*		
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	air are ear	zh su si			

*depending on regional accent

How to Say the Sounds

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 tail in the rain	Open your mouth wide and say ai ai ai	ay a a-e aigh ey ea
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	ea e e-e ie y ey
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ie i i-e y
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	o o-e ou oe ow

Make sure you are saying the sounds correctly to support your child.



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



How to say Phase 5 sounds

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

Sound Buttons

sat - individual letters represent each sound

rain-individual letters represent the r and n but the middle sound is represented by the letters ai

night-individual letters represent the n and t but the middle sound is represented by the letters igh

smile-individual letters represent the s, m, l but the digraph ie is split by the consonant l

sat

• • •

rain

• — •

digraph-2
letters that
represent 1
sound

night

trigraph-3 letters
that represent 1
sound

smile

split digraph-a digraph
in which the 2 letters are
not next to each other.
They are split by a
consonant. e.g. ie

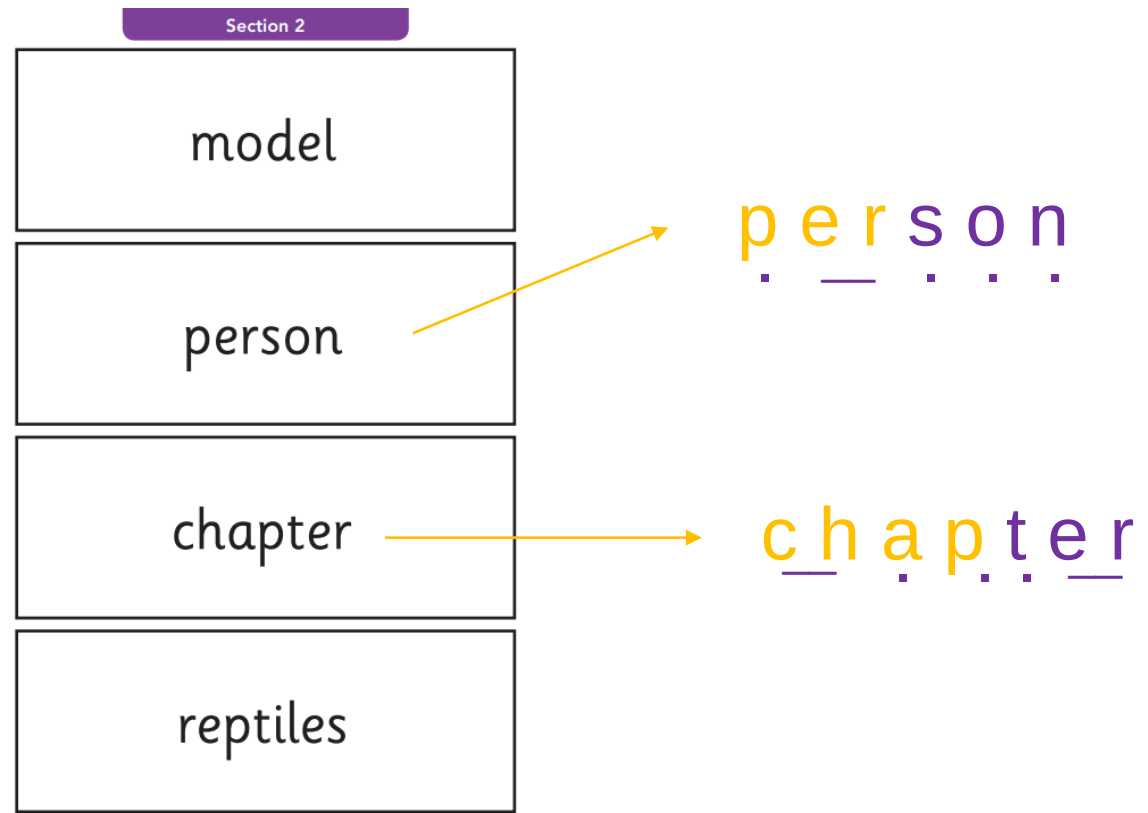
just

• • • •

adjacent consonants -
consonants that appear next
to each other to form a
'blend'.
e.g. **st mp str bl** These
make separate sounds NOT
ONE.

Reading longer words

Add sound buttons and chunk into syllables



Let's have a go...

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 ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg 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 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

Thank you for your continued support

