

Phonics Meeting

Yr 1

24.11.15.

Phonics Screening Check

13th June 2016



What is the check?

Every Year 1 child will be completing the statutory phonics screening check in the same week. Also, any Year 2 children who didn't pass last year will retake the test.

The check is very similar to tasks the children already complete during phonics lessons.

Overview of the phonics screening check

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills in Year 2.

The check consists of **20** real words and **20** pseudo-words that a pupil reads aloud to the teacher.

Last year the pass mark was 32 out of 40.



What will the children do?

Each check will take 4 to 9 minutes to complete.

Children will be asked to 'sound out' a word and blend the sounds together. e.g. d-r-e-ss *dress*.

The check will consist of 40 words and non-words;

Children will be told if the word is a real or 'alien' word, with a corresponding alien image.

How will it be administered





Teachers will conduct all of the screening checks with the children.

The children will complete the check one to one in a quiet area of the school.

We are not permitted to indicate to the children at the time whether they have correctly sounded out and / or blended the word.

Practice Words from the 2014 check

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/324044/STA147079e.pdf

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

And the results

Children will be scored against a national standard.

We will inform you of whether they fall below or within this standard.

If your child's score falls below the national standard they can re-take the Phonics Screening Check in year 2.

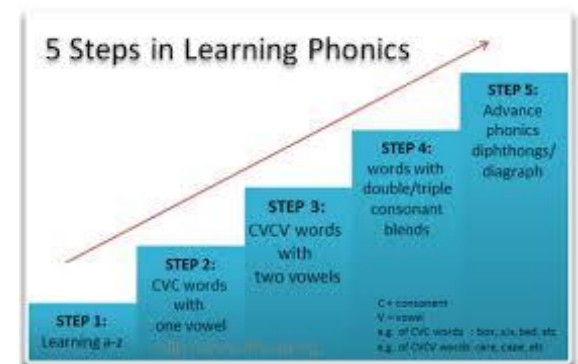
What is synthetic phonics?

When your child is learning to read there are two crucial things to learn:

- the sounds represented by written letters
- how to blend the sounds together to make words

Children are taught to read letters or groups of letters by saying the sound(s) they represent – so, they are taught that the letter ‘t’ is a bouncy sound.

Children can then start to read words by blending (synthesising) the sounds together to make a word.



How phonics is taught

- Children have 20mins daily discrete phonics lessons;
- 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 44 different sounds.

The Alphabetic Code

a	e ea	i	o	u	ay a-e ai	ee y ea e	igh i-e ie i	ow o-e oa o
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b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k ck ch	dd	gg		g ge	pp		tt	wh			tch

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

Ways to help your
child.....

Say the sounds

The 44 sounds taught through phonics.

Sounds you would like to hear spoken aloud and in example words.

<http://www.oxfordowl.co.uk/for-home/reading-owl/expert-help/phonics-made-easy>

Teach your monster to read



Using Espresso at home

- Log into Espresso through the link the home page of www.abbeyprimary.co.uk
- On the welcome page choose Key Stage 1
- At the top right hand corner of the page is the search box
- For Phase 3 sounds and words type in Polly's phonics
- For Phase 4 sounds and words type in Kim's phonics



These first sounds should all be stretched slightly. Try to avoid saying uh after each one. E.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

m – mmmmmountain (keep lips pressed together hard)

s – sssssnake (keep teeth together and hiss – unvoiced)

n – nnnnnnet (keep tongue behind teeth)

f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

l – lllllleg (keep pointed curled tongue behind teeth).

r – rrrrrrobot (say rrr as if you are growling)

v – vvvvvvulture (keep teeth on bottom lip and force air out gently)

z – zzzzzzig zzzzzag (keep teeth together and make a buzzing sound)

th – thhhhank you (stick out tongue and breathe out sharply)

sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)

ng – thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)

nk – I think I stink (make a piggy oink noise without the oi! nk nk nk)

These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound:

t – (tick tongue behind the teeth – unvoiced)

p - (make distinctive p with lips – unvoiced)

k – (make sharp click at back of throat)

c - as above

h – (say h as you breathe sharply out – unvoiced)

ch - (make a short sneezing sound)

x – (say a sharp c and add s – unvoiced)

You will find it harder to avoid saying uh at the end of these sounds.

d – (tap tongue behind the teeth)

g – (make soft sound in throat)

b – (make a short, strong b with lips)

j – (push lips forward)

y – (keep edges of tongue against teeth)

w – (keep lips tightly pursed)

qu – (keep lips pursed as you say cw – unvoiced)

The short vowels should be kept short and sharp:

a: a-a-a (open mouth wide as if to take a bite of an apple)

e: e-e-e (release mouth slightly from a position)

i: i-i-i (make a sharp sound at the back of the throat – smile)

o: o-o-o (push out lips; make the mouth into o shape)

u: u-u-u (make a sound in the throat)

