



Year 1

Phonics Screening

A guide for parents.

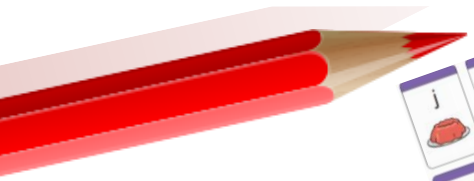


What is Phonics?



Children are taught to read by breaking down (segmenting) words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.

Children in Key Stage 1 have a phonics lesson daily and they are encouraged to use these strategies to read and write in other lessons.



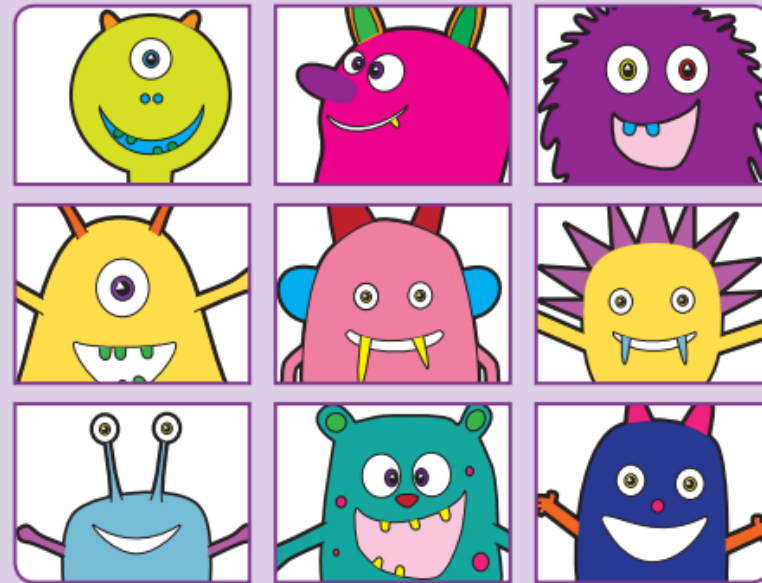
What is the aim of the check?

- The Phonics Screening Check is designed to confirm whether individual children have learnt phonic decoding (i.e. apply their knowledge of letter-sound relationships) and blending (i.e. the skill of joining individual speech sounds (phonemes) together to make a word) skills to an appropriate standard
- This 'mid-point' check will allow teachers to ensure that any gaps in children's knowledge is filled by the end of Year 2.

Key stage 1

Phonics screening check

Pupils' materials



When will the screening happen?

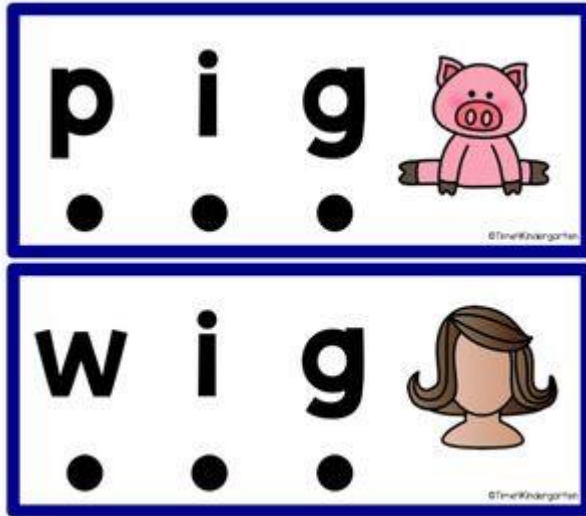


Every Year 1 child in the country will be taking the Phonics Screening Check in June.

Those children who don't pass will be taking the check again the following academic year.

The results will be reported to parents as part of the annual school report.

What do we expect children to do?



- 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

THIS IS NOT A READING TEST

Example words



Section 2

Alien/Pseudo
words

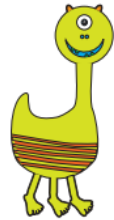
var



slirt



weaf



pobe



Section 2

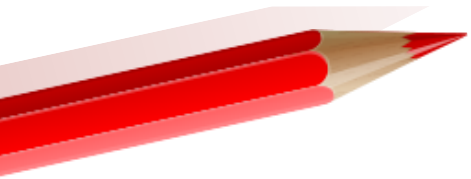
twice

gloom

turn

mode

Real words



How will the children complete the check?



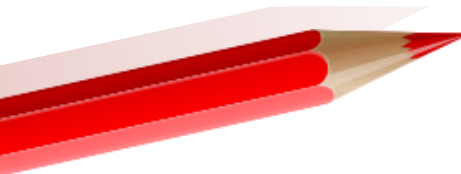
The children will complete the check one at a time in a quiet area of the school.

The screening will only take 5-10 mins with each child.

How can you help?



The way in which you learnt to read, is probably very different from the way we teach children to read now, so here is a quick guide to some of the things you can do to help you child in preparation for the Screening Check.

1. Remind your child to look for the following when faced with an unfamiliar word (real or alien/pseudo)
 - Look for any familiar digraphs first, then any trigraphs, then any split digraphs (special friends). What ever is left are single phonemes.
 2. Encourage children to use sound buttons when breaking the words down.
 - A dot for a single phoneme, a small line for a digraph/trigraph and a hook for an split digraphs. These should all be placed under the letters in the word. (see next slide for information on sound buttons)
 3. Play some online games/ complete any additional homework sent home.
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Using sound buttons

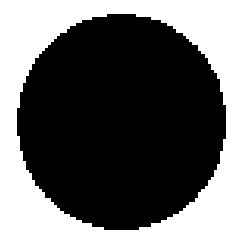


We use sound buttons to help children recognise the different parts of a word. (single phonemes, digraphs, trigraphs and split digraphs)

buttons

lines

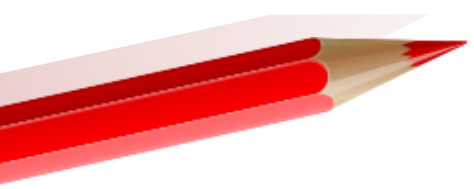
hooks



single phoneme

digraph or trigraph

split digraph



Using sound buttons



buttons



A button tells us that a grapheme (letter) makes an individual sound for example:



cat
● ● ●



lines



A line shows us that more than one grapheme (letter) joins together to make a new sound (digraph or trigraph) for example:



rain
● — ●



hooks



A hook, like a line, shows us that more than one grapheme (letter) joins together to make a new sound BUT those letters are split (split digraph) for example:



cake
● — ●

Online Phonics Games



Click on the links below to access free phonics games.



[Phonics Bloom](#)



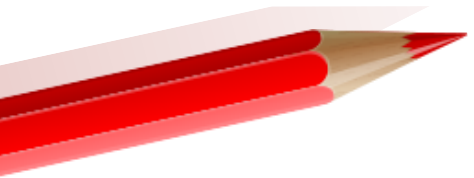
[Education.com](#)

[Top Marks](#)



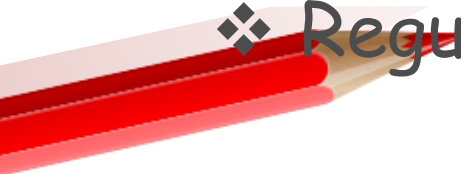
Phonics and Reading Lessons at Dilkes

- Daily phonics sessions
- Daily guided reading sessions



Guided Reading



- ❖ Exposure to a range of high quality texts.
 - ❖ An understanding of vocabulary.
 - ❖ To be able to discuss ideas, thoughts and opinions
 - ❖ Regular practice to develop fluency and expression.
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Reading Comprehension

Use our background knowledge to connect text.



Understand and explore new vocabulary and commit to our working memory.

Probing questions. Inference.



Scan for information. Who, what, where? It's literally right there.



Predict, ask questions, I wonder- read on to find out more.



Visualise



Put together to build gist.





Use our background knowledge to connect text.

Understand and explore new vocabulary.

What does this word/sentence tell you about _____?

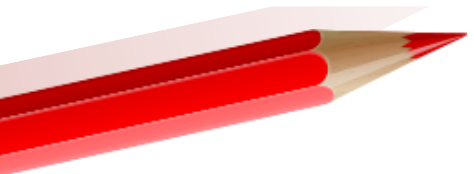
Can you find a word/sentence that backs up what you have just said about _____?

Why did the author use the word _____ to describe _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase _____?





**Predict, ask questions, I wonder ... ,
read on to find out more.**

Where do you think
_____ will go next?

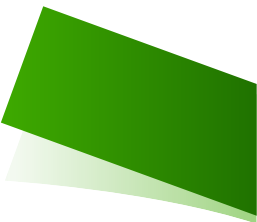
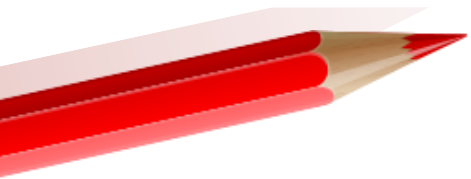
What do you think
_____ will say/do next?

What do you think
this book/section/
chapter will be
about?

Can you think of any
other stories that start
like this? How do they
end? Do you think this
will end the same way?

What sentence or
phrase do you think
will come next?

Draw what you
think is going to
happen next.





**Scan for information.
Who, what, where?
It's literally right there.**

Where/when is the story set?

Who is/are the main character(s) in the story?

How does the story end?

What do you think is happening here?

Is there a good/bad character? Who is it? How can you tell?

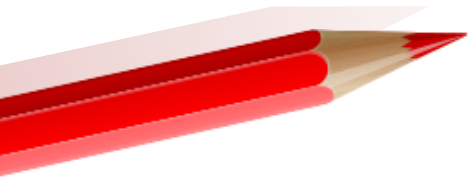
Is there a dilemma in this story? What is it?

How is the dilemma resolved?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?





Probing questions. Inference.

What do you think
_____ is saying/thinking/
feeling at this point?
Why?

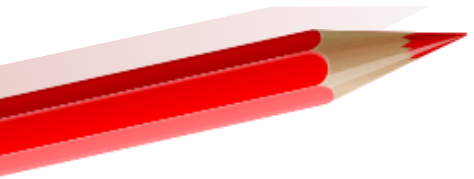
What do you think
the author meant
when _____?

Why does the author
use the word
_____ here?

What do you think
the word _____
means? Why do you
think that?

Can you explain
why _____?

Why do you think
_____?



Reading Comprehension Questions

Mai and Gran

Mai was by herself
in Gran's house.

"This is dull," said Mai.



1 Where does this story take place? Tick **one** box.

At Mai's house

At Gran's house

At school

2 Mai says, "This is dull." Which of these words means the same as 'dull'? Tick **one** box.

Boring

Funny

Sad

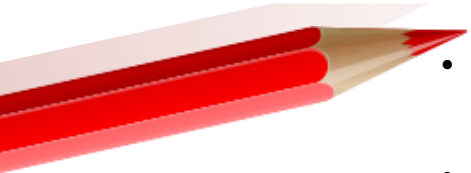
Mai spotted a sweet little dog.
She had a look at it.
But then ... crash!
The dog fell off the shelf!



3 What did Mai spot on the shelf?



How can you help at home?

- Focus on an enjoyment of reading
 - Enjoy stories together - reading and listening just as important.
 - Little and often
 - Question children about what they have read. Talk about the story at the start, in the middle and at the end of reading. Discuss the plot, the characters (feelings and actions), how it makes you feel, predict what will happen.
 - Look up definitions of words together.
 - All reading is valuable - it doesn't just have to be stories of the book they bring home.
 - Please sign in their diaries everyday they have read and when your child has finished their book.
- They will be given the opportunity to change this during the school day.
- 



Thank you

Thank you for your ongoing support



Thank
You!