

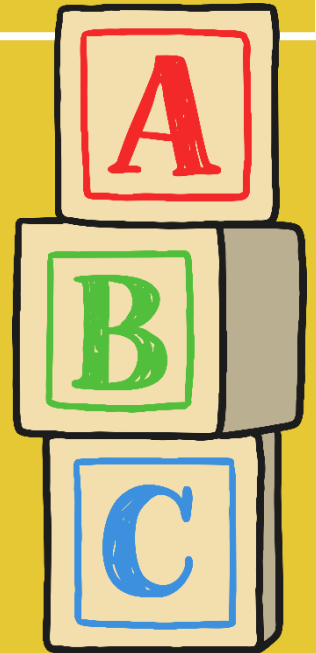


Year One / Two

# Phonics Screening Check

A Guide for Parents

Thursday 21<sup>st</sup> October 2021



# What is Phonics?

Video

<https://home.oxfordowl.co.uk/blog/what-is-phonics/>



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# How Can I Help My Child at Home?

## My Phase 2 Sound Mat

s



a



t



p



i



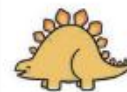
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m



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b



f



ff



l



ll






ss



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# How Can I Help My Child at Home?

## My 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 					

# How Can I Help My Child at Home?

## My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

# How Can I Help My Child at Home?

## Phase 2 Tricky Words

the  
to  
I  
no  
go  
into

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## Phase 3 Tricky Words

you  
they  
all  
are  
my  
her  
he  
she  
we  
me  
be  
was

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## Phase 4 Tricky Words

said  
like  
do  
come  
there  
little  
out  
have  
so  
some  
were  
one  
when  
what

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## Phase 5 Tricky Words

oh  
could  
their  
people  
Mr  
Mrs  
looked  
called  
asked

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# Changes to Phonics Programmes

The DfE are launching a new process to validate what they are calling Full Synthetic Phonics Programmes. Full programmes are programmes that come complete with support, resources, training and decodable books as part of the package. Since Letters and Sounds doesn't come with all these elements built in, it will not be able to be included as a validated full synthetic phonics programme.

Letters and Sounds (2007) was quite deliberately never intended to provide all these things. Instead, it offered schools the flexibility (and crucially, affordability) of choosing the support, resources, training and decodable books that worked best for them to deliver the Letters and Sounds (2007) programme. The DfE have been clear that this has been done very successfully by some schools.

As a school we have been using Phonics Play for 3 years to teach daily synthetic phonics lessons, alongside a mixture of books including Songbird, Oxford Reading Tree and Floppy Phonics.



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# Changes to Phonics Programmes

The final list of all validated programmes won't be available until all the rounds have finished in Spring 2022.

## The DfE States:

There is no statutory requirement for schools to choose one of the SSP programmes on the validated list. However, validation status indicates that a programme has been self-assessed by its publisher and judged by a small panel with relevant expertise and that both consider it to meet all of the [Department for Education \(DfE\) criteria](#) for an effective systematic synthetic phonics programme.

A complete systematic synthetic phonics (SSP) programme is one that provides:

- all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools
- sufficient support for children in reception and key stage 1 to become fluent readers
- a structured route for most children to meet or exceed the expected standard in the year one phonics screening check
- all national curriculum expectations for word reading through decoding by the end of key stage 1

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# Our Phonics Results



Pass rates in June 2019:

Moggerhanger Year 1s (current Year 4s):	92%
Moggerhanger Year 2 Retakes:	100%
National Pass rate:	82%

Pass rates in October 2020 (delayed from June 2020):

Moggerhanger Year 2s (current Year 3s):	85.7%
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# What is the Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.



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# Changes due to Lockdown in 2021

Unfortunately, due to lockdown and school closures last school year, this check was cancelled nationally. The DfE states that, in the 2021-2022 academic year, it is statutory for schools to administer the Phonics Screening Check to Year 2 pupils during the second half of the 2021 Autumn Term and to return results to their local authority. The autumn check is intended to ensure that any Year 2 pupils, who need support in learning to decode using phonics, are not missed.

Children who are currently in Year 1 will be expected to take the check in June 2022, along with any Year 2 pupils who do not pass in the Autumn.



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# What Happens During the Test?

The test contains 40 words. Each child will sit one-to-one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).



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# Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.



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Section 1

skap



blorn



meft



veems



Section 2

var



slirt



weaf



pobe



# Phonics Screening Test

Video of Phonics Screening Test

<https://www.youtube.com/watch?v=46SyC6bZOF8>

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# Reporting to Parents

By the end of the summer term all schools must report each child's results to their parents. They will also confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in Year 2.



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# How Are the Results Used?

Results from the check will be used by schools to analyse their own performance and for Ofsted to use in inspections.



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# How Can I Help My Child at Home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child, practise sound mats and key words
- Encourage and praise – get them to ‘sound and blend’
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been. Next move your finger under the whole word as you say it.
- Encourage children to spot the digraphs before they sound out the word.
- Discuss the meaning of words if your child does not know what they have read.

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# Any questions?



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# Parent Question:

Question - What if a child reads the pseudo word 'zobe' to rhyme with 'come'?

Answer – This would be incorrect as the children have to use their knowledge of digraphs (split o-e) and not use knowledge of sight words or 'exceptions' to rules (come is a Tricky Word that does not follow the usual grapheme phoneme correspondence of o-e).

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