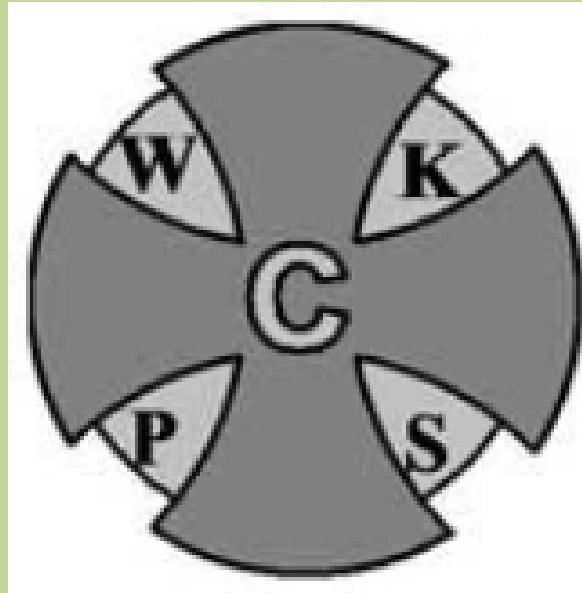


# West Kirby Primary School



Tuesday 20th October 2020











































# Year 1 Phonics Screening



# 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.
- Children have a 25 minutes phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.
- There are around 40 different sounds.



a 	o 	x 	t 	e 	p 	r 	i 	n 	m 	h 	b 	d 	g 
s ss 	c k ck 	q qu 	u oo 	j 	y 	ch 	sh 	th 	w wh 				
v 	f ff ph 	ow ou 	l ll 	oa ow oe o_e 	oo ue ew u_e 	ar 							
ng 	z zz 	ai ay a_e 	ear 	igh ie i_e 	ee e_e ea 	air 							
ure 	oi oy 	or aw au 	er ur ir 	I no go the to into he she we me be was									
you	they	all	are	my	her	said	have	like	so	do	come	some	
were	there	little	one	when	out	what							

# What is the phonics screening check?

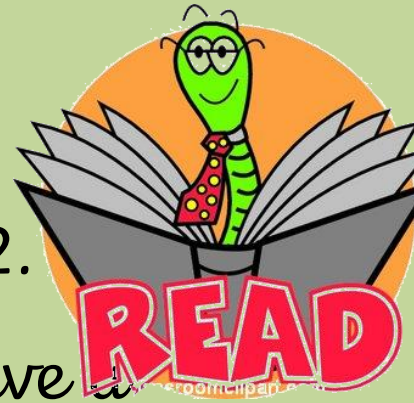
- statutory assessment for all year 1 (some Y2) children.
- designed to confirm whether individual children have learnt phonic decoding to an appropriate standard.
- not an assessment of their 'all round' reading level.

# Why are the children being screened?

- In normal circumstances every Year 1 child in the country takes the phonics screening check in the same week in June. However due to Covid-19, this was not possible in June 2020 and therefore the children who were in Y1 in 2019-20 will now be assessed in the second half of this Autumn term while they are in Y2.

- The aim of the check is to ensure that all children are able to read by the end of year 2.

- This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in year 2.



# How are the children assessed?

- read a list of 40 words; they will read 1:1 with Miss O'Toole as she is experienced in carrying out the Phonic Screening Check.
- combination of 'real' and 'nonsense' (alien) words.
- nonsense words are designed to assess pure decoding skills as they do not rely on a child's visual memory (sight reading).

# How are the words introduced?

- large text word boxes.
- 'non real' words are highlighted using an image of an alien.
- simple word structures developing into more complex words

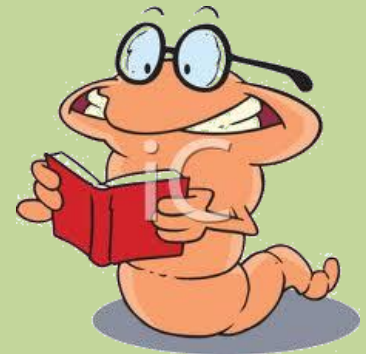
# What will the children be expected to do?

- 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 and therefore the children will be asked to read made up 'nonsense' words.



THIS IS NOT A READING TEST

# When will the screening take place?

- The screening will take place during the last week in November & the first week in December. It is therefore very important that your child is in school during these weeks wherever possible.
- The check has been designed so that children of all abilities will be able to take part.



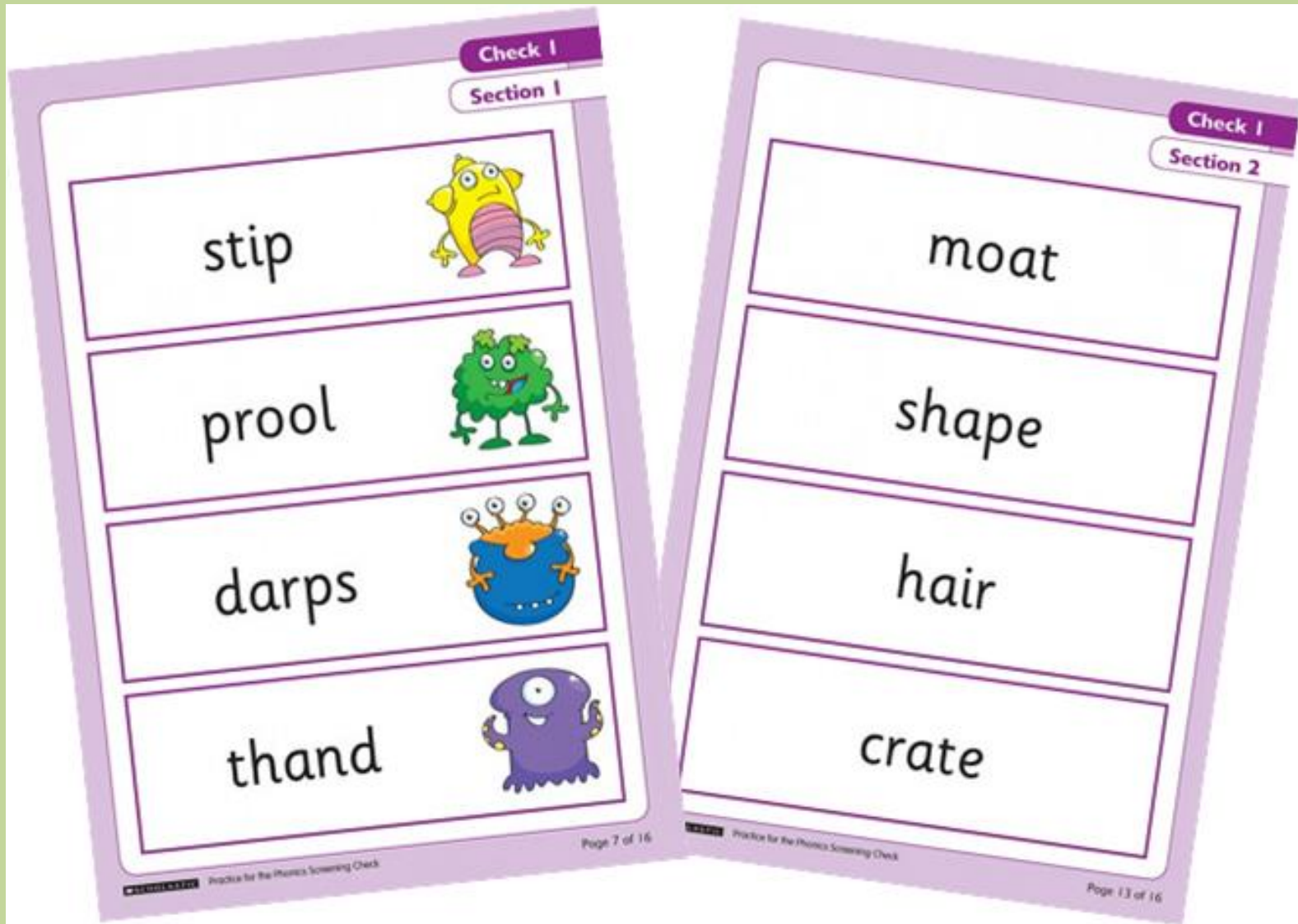
# Who will complete the check?

- The children will complete the check one at a time in a quiet area of the school.
- Miss O'Toole will conduct the screening checks with the children in most instances.
- The screening will only take 5-10mins with each child.



Shhhhh!

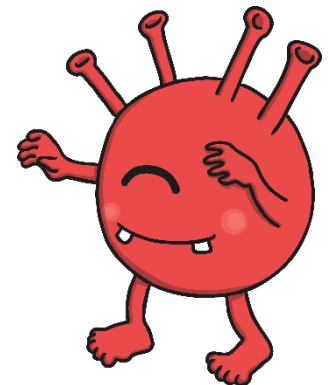
# Example Check



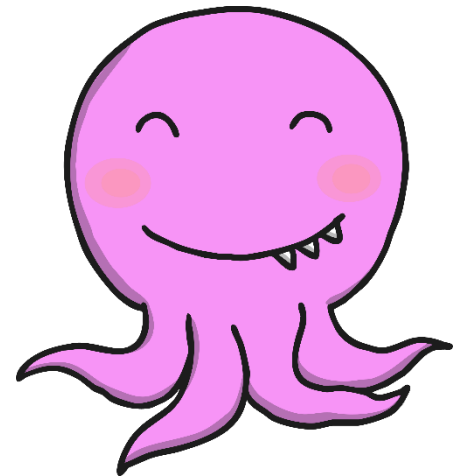
poil



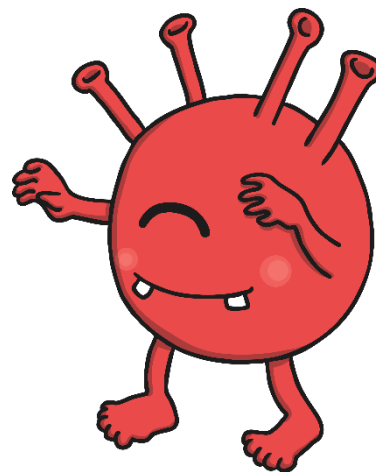
queer



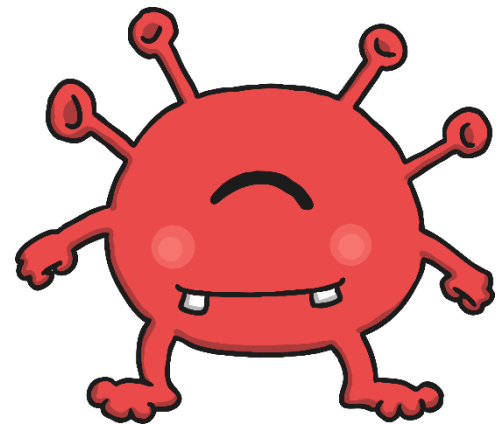
stin



# kigh



# groiks



**chip**

thorn

**stroke**

**waiting**

# Example words

Section 1			
Word	Correct	Incorrect	Comment
tox			
bim			
vap			
ulf			
geck			
chom			
tord			
thazz			
blan			
steck			
hild			
quemp			
shin			
gang			
week			
chill			
grit			
start			
best			
hooks			

Section 2			
Word	Correct	Incorrect	Comment
voo			
jound			
terg			
fape			
snemp			
blurst			
spron			
stroft			
day			
slide			
newt			
phone			
blank			
trains			
strap			
scribe			
rusty			
finger			
dentist			
starling			

Total correct

# What are the likely errors children may make?

- mixing up b, d and sometimes p and q.
- blending letters in the wrong order/missing out adjacent consonants (e.g. str) when 'putting the word back together'
- reading digraphs incorrectly eg 'ar' as 'ur'
- not recognising digraphs or trigraphs as distinct units of sound e.g saying i – g – h as opposed to 'igh'
- pronouncing split digraphs incorrectly
- guessing words eg: scribe to scribble, nigh to night, tabe to table

# How do children meet the standards?

- Pass mark in previous years has been 32/40 words.
- As last year the benchmark will remain unknown until after the screening period.
- If a child correctly reaches the benchmark number of words or over, they are said to 'have met' the standards.
- If they reach any less, their screening check data will be reported as 'not met'.

# What happens after the check?

- Individual standards will be communicated to parents as part of the interim report in January 2021
- Children who did not meet the standards will be retested the following year and support will be provided to further their phonic decoding skills.

# How are children being supported at school?

- Daily phonics sessions with a focus on all phase 5 graphemes and revisiting phases 2,3 and 4
- Weekly guided reading sessions
- Additional sessions that support digraph recognition and the decoding of real and nonsense words
- In class interventions for children who, based on current assessments, have been identified as potentially performing below expectations or for those needing a 'boost'.
- Key-rings are updated regularly with new graphemes which have been taught.

# How can I support my child at home?

- Regular reading, identifying and correcting errors (in a positive way).
- Spotting and identifying digraphs in books.
- Practise reading words in every day situations: e.g. on signs, labels.
- Playing phonic games on the internet.
- Regularly using the phonic keyrings (aim to do this at least twice a day).
- Playing games with the resources sent home in book bags.
- Make it fun!

# How can you help?

<http://www.phonicsplay.co.uk>



# How can you help?

- 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
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.
- And most importantly ENJOY READING!

# How can you help?

Please ensure your child brings their book bag into school every Monday. The books will then be quarantined and the bags will be sent home with new books in on Wednesdays.

# Questions?



Email your questions to [ks1@westkirbyprimaryschool.co.uk](mailto:ks1@westkirbyprimaryschool.co.uk)