

Phonics Screening check

The Phonics Screening Check was first piloted in 300 school in summer 2011.

The check has to be administered by all maintained schools, academies, free schools, pupil referral units and maintained nursery schools with registered children who will reach the age of six before the end of the school year.

From summer 2012 the check has been administered in mid-June for all Y1 children and in Y2 for children who:

- Didn't reach the expected standard in Y1 the previous year.
- Were absent when the check took place in y1.
- Had recently arrived in the country when the check took place in Y1 and could not speak confidently in English.
- Entered the schooling system in Y2.

The check lasts for a week and is administered by a teacher, not related to the child. The Phonics screening check is a reading test only so there will be no writing or spelling.

The check should last between 5-10 minutes for each child, but there is no time limits for the child's response.

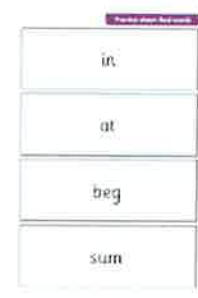
How is the paper is broken up?

The check comes in two sections. Section 1 contains easier words, (mainly containing set 1 and 2 sounds), than section 2 (containing mainly set 2 and 3 sounds). At the end of section 2 there will be some two- syllabic words to read.

The children are to read 40 items (20 real words and 20 alien/ nonsense words) to a teacher.



Nonsense words are cued with a picture of a creature, which the children are to name, so that they are clear the words are nonsense.



40 - 60% of real words are to be less common words the children are likely to have seen before.

The children are allowed to self- correct, but there is to be no prompting of any kind by the teacher, and the teacher can only accept the child's final answer, even if the previous answer was correct.

Sections	Page 1	Page 2	Page 3	Page 4	Page 5
Section 1	Four pseudo-words (alien)	Four pseudo-words (alien)	Four pseudo-words (alien)	Four real words	Four real words
Section 2	Four pseudo-words (alien)	Four pseudo-words (alien)	Four real words	Four real words	Four 2-syllable real words

Video: www.youtube.com/watch?v=IPJ_ZEBh1Bk

How can you support your child to prepare for the check?

- Look at previous phonics screening papers online.
- Practise reading a range of words containing sets 1, 2 and 3 sounds.
- Reminding the children to take their time when reading.
- Follow the reading method.

The reading method.

The children have been taught a way to read unfamiliar words.

1. Find any special friends. The children have been taught to actually say the special friends in order as they appear in the word.
2. Sound out the word, using Fred Talk.
3. Read the word aloud.

E.g. the word is 'speak'.

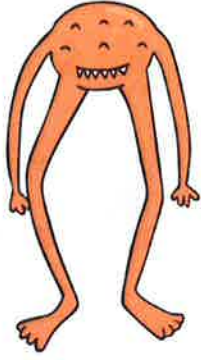
1. Special friend 'ea'
2. Sound it out, s-p-ea-k
3. Say the word, 'speak'

Even if the children think they know the word, they are encouraged to follow this method for all the words during the screening check.

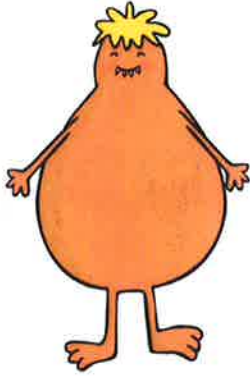
Scoring

In 2012 and 2013 schools were told what the pass mark was when opening the check, (it was 32).

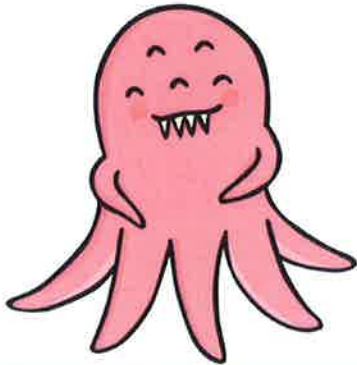
From 2014, schools were no longer told the pass mark before the check takes place. The children's scores have to be submitted first and then a threshold mark will be submitted on the DfE's website a fortnight from the Phonics screening date.



dox



prow



whabe



strinks

midnight

reaching

fuel

strike



At St. Robert Southwell Catholic School

Supporting at home

With Read, Write Inc we are using pure sounds, ('m' not 'muh', 's' not 'suh', etc) so that your child will be able to blend the sounds into words more easily.

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

- m - mmmmmountain (keep lips pressed together hard)
- s - ssssssnake (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).

The long vowel sounds are all stretchy sounds

ay: ay may I play

ee: ee what do you see?

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at a book

ar: start the car

or: shut the door

air: that's not fair

ir: whirl and twirl

ou: shout it out

oy: toy for a boy

All our teachers and teaching assistants have been trained in the Read, Write Inc programme and they can show you how to pronounce these sounds. We hope that you will not hesitate to ask for any help. We are here for your child!

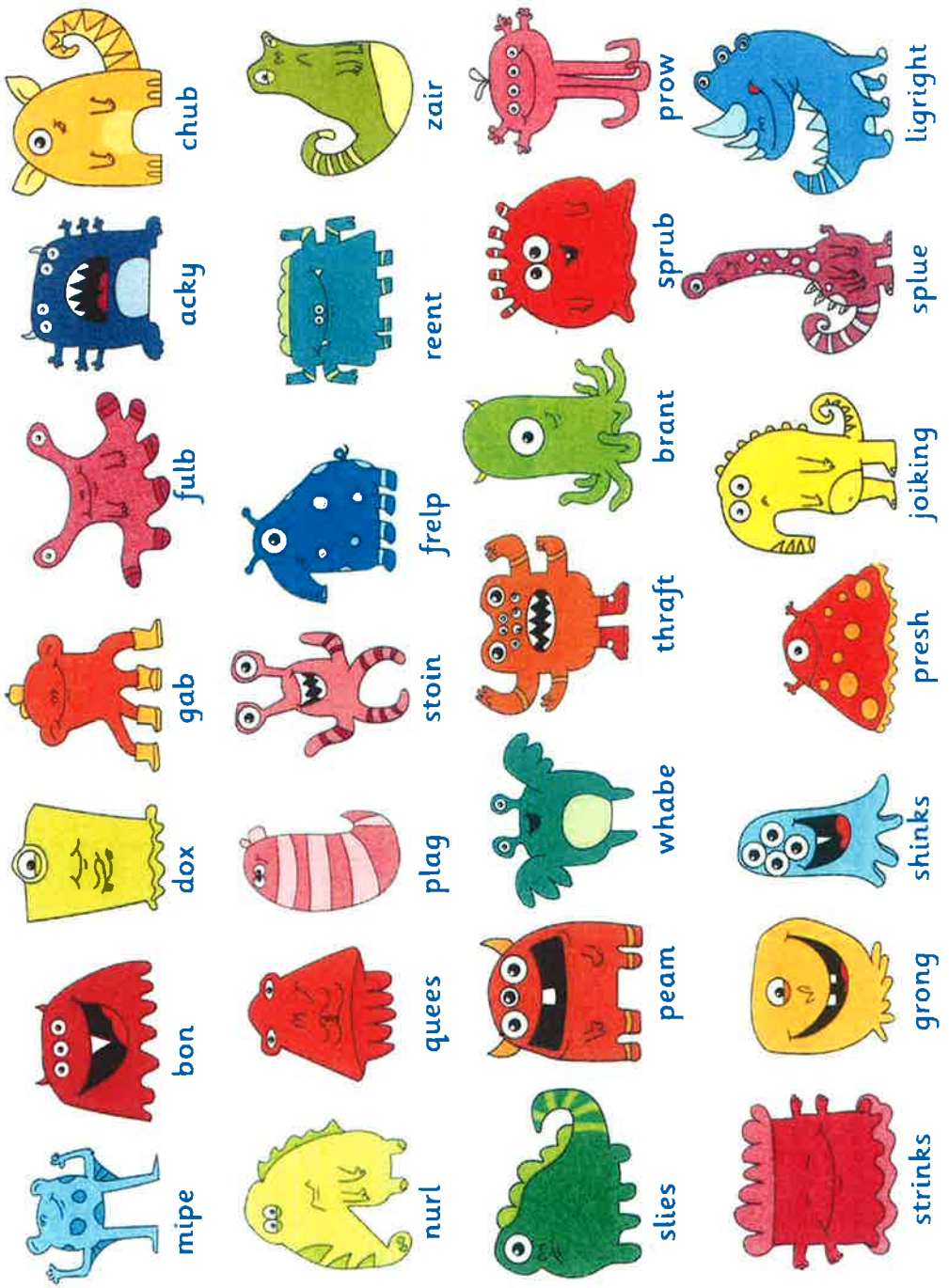
The children are taught the sounds in 3 sets.

Set 1 Sounds are taught in the following order:

m a s d t, i n p g o, c k u b, f e l h sh, r j v y w, th z ch qu x ng nk

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	Set 2 Sounds	Set 3 Sounds	
ay	ay: may I play?	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see?	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	oa: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse with a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: what can you hear?	
ure		ure: sure it's pure?	



“Can you pronounce the words of the pupil class?”

