



Olive School

# Phonics Screening Check



## Defining Key Terms

### Aims for today's session

- To look at what we teach in Phonics.
- To define the key terms we will be talking about.
- To discuss what is meant by the 'Phonics Screening Check'.
- To show you examples of the Screening Check.
- To show you what you can do to help your child.

- Decoding.
- Blending.
- Phoneme.
- Grapheme.
- Digraph (for example, 'ay' in play).
- Trigraph (for example, 'igh' in light).
- Split digraph (for example, 'a-e' in cake).
- Four-letter grapheme (for example, 'augh' in taught).



## Phase 2 Phonemes

m, a, s, d, t, i,  
n, p, g, o, c, k,  
h, u, e, r, b,  
f/ff, l/ll, ck.

## Phase 3 Phonemes

ss, j, v, w, x, y, z, zz,  
qu, ch, sh, th, ng, nk,  
ay, ai, ee, igh, oa, ow,  
ou, oo, oo, ar, oy, or,  
ir, ur, ure, er, air,  
ear.



## Phase 5 Phonemes

a-e, ea, e-e, ie, i-e,  
oe, o-e, ue, u-e, ew,  
aw, augh, ir, ou, oy,  
u-e as in cube, u-e as  
in flute, ph, wh.



## Phase 5 Alternatives

- Alternative I - kid, kind.
- Alternative O - hot, hotel, cold.
- Alternative C - city, cat, success.
- Alternative G - golf, genie.
- Alternative M - limb.
- Alternative J - edge.
- Alternative N - knee.
- Alternative R - wrist.
- Alternative S as /zh/ - treasure.

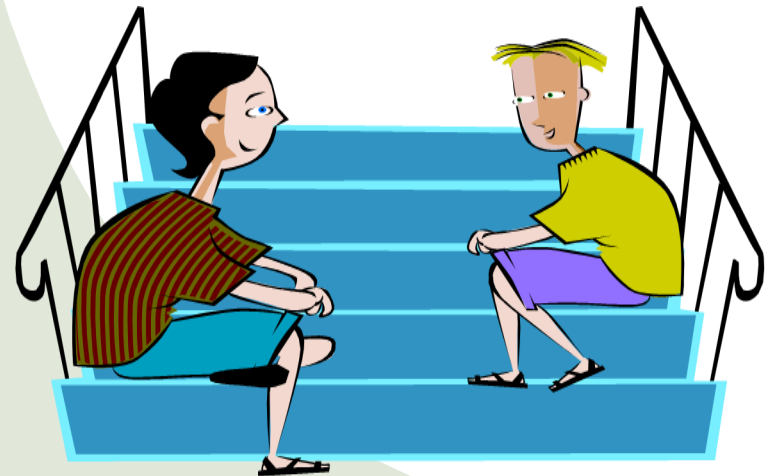


## Phase 5 Alternatives

- Alternative ow - cow, blow.
  - Alternative ie - tie, field.
  - Alternative ea - eat, bread.
  - Alternative a - hat, what.
  - Alternative y - yes, by, very.
  - Alternative ch - chin, school, chef.
  - Alternative ou - out, shoulder, could, you.
- 
- Different A sounds - eigh, ey, ei.
  - Different E sounds - e, y, ey, eo as in people.
  - Different I sound of y, different O sounds: ow, o, ough.
  - Different oo sounds - ui, ou.
  - Different or sound of al, our and or.
  - Alternative pronunciation of er - farmer, her.

## Phase 5 Alternatives

- Alternative pronunciation for ur - or.
- Alternative pronunciation for or - au.
- Introducing the concept of homographs, specifically wind, bow and read.



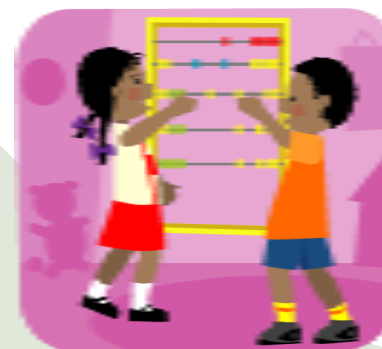
## What do we mean by '**decoding**' a word?

- Look at the word.
- Look to see if there are any digraphs, tri-graphs or split digraphs in it.
- Start at the left and say all of the sounds you can see in the word.
- Then we want them to **blend** all of those sounds back together to say the word that is written.



## What do you mean by '**nonsense** word'?

- A nonsense word is a made up word, but one that is decodable using real sounds.
- Children just have to decode using the right sounds - they don't need to look for a meaning.
- We do encourage children to decide if a word is a real word or a nonsense word as this helps them to decide on which alternative pronunciation to use.



# How do you decode a word properly?

- Start at the left.
- Look for digraphs, trigraphs and split digraphs.
- Don't miss any sounds.

spea

lake

lake









# Phonics Screening Check



## What is it?

It is a short assessment to check that children can decode words to an appropriate standard.

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

## Why do we need it?

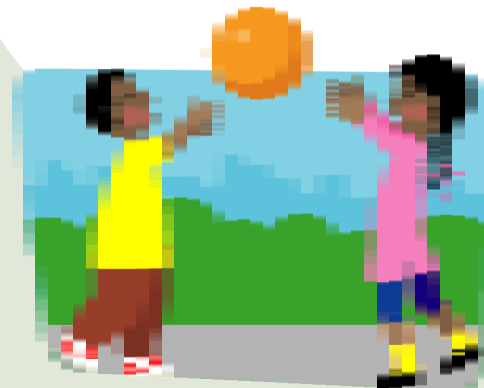
It helps teachers to identify children who may need extra help in school so that they can improve their reading skills.



## What happens after it?

A teacher will mark the assessments. The expectation is that children will be successful with 33 out of the 40 words.

If they do not achieve this, extra support will be put into place within the classroom and the child will have the chance to take the Phonics Screening Test again at the end of Year 2.



## Who is involved?

A Year 1 teacher will administer the Phonics Screening Test, as it is important that the child feels comfortable reading with a familiar adult.

## Where will it take place?

The test will take place in school. Children will be taken out of class one at a time for between 4 and 8 minutes, depending on the speed at which they read.

## What you can do to help.

- You can help by hearing your child read regularly.
- Practise the phonemes they have learnt in school - ask your child which sound they did each day.
- Familiarise yourself with the phonemes. Please ask if you are not sure how to pronounce a phoneme. We are happy to help.



# Resources.

<http://www.letters-and-sounds.com>

- Say a word and ask your child to sound out the word on their chin. Make it into a game. My turn, your turn.
- Let your child phonetically spell words like dilishus. - this may be incorrect in terms of written spelling, but it is phonetically decodable.

Play the free games on: -  
<http://www.letters-and-sounds.com>

Blending Bingo  
Dragons' Den  
Picnic on Pluto  
Buried Treasure

