



Year 1



Phonics

Screening













































# What is phonics?

• Children are taught to read by breaking down words into separate sounds known as '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.

Although there are only 26 letters in the alphabet, there are 44 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					

# The 44 phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										

[https://www.youtube.com/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)

# Phonics Consists of:

- Identifying sounds in spoken words.
- Recognising the common spelling of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.

# Some Definitions

## *A Phoneme*

*This is the  
smallest unit of  
sound in a  
word.*



*How many phonemes can you  
hear in **cat**?*

# A grapheme

These are the letters that represent the phoneme.



Children need to practise recognising the grapheme and saying the phoneme that it represents.

The grapheme could be 1 letter, 2 letters or more! We often refer to these as sound buttons:

t

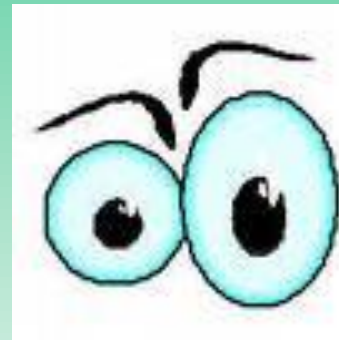
ai

igh

- A *phoneme* you *hear*.



- A *grapheme* you *see*.



*A word always has the same number of phonemes and graphemes!*



# Segmenting

- 'Chopping Up' the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word him and stork.

*Activity time!*

# Segment and Blend these words...

- drep
- blom
- gris

Nonsense games like this help to build up  
skills – and are fun!

# Segmenting Activity

- Write these words on your boards. Add the 'sound buttons' and see how many phonemes (sounds) are in each word.
  - shelf
  - dress
  - sprint
  - string
  - diving

# Did you get it right?

- shelf = sh – e – l – f = 4 phonemes
- dress = d - r - e – ss = 4 phonemes
- sprint = s – p – r – i – n – t = 6 phonemes
- string = s – t – r – i – ng = 5 phonemes
- *Where there is more than one syllable in a word, we encourage the children to break the word up into syllables when segmenting e.g. m-i-d (mid) n-igh-t (midnight).*

# When will the screening take place?

- The screening check will take place throughout the week beginning **Monday 13<sup>th</sup> June 2016**. The children cannot retake the test at any other time **so it is very important your child is in school during this week**. However, the following week can be used to check the children under special circumstances.

- The check has been designed so that children of all abilities will be able to take part.



# Why are the children being screened?

- Every Year 1 child in the country will be taking the phonics screening check during the same two week period in June.
- The aim of the check is to ensure that all children are able to read by the end of Year Two.
- This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in Year Two.



# 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.*

d o g 



**THIS IS NOT A READING TEST!**

# Examples of words:

in

at

beg

sum

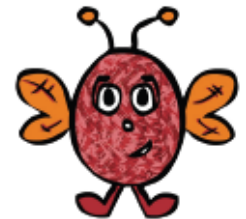
ot



vap



osk



ect





# Who will conduct the check?

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

- Each Year 1 class teacher will conduct the phonics screening check with their own class.

- The screening usually takes about 5-10 minutes per child, however, we will not rush the children during the check.



Shhhhh!

# How can you help?

· Encourage your child to 'sound out' when reading or writing. Focusing particularly on spotting more unusual sound patterns.

Eg

Digraph- 2 letters making one sound

cow

Trigraphs- 3 letters making one sound

night

Split digraphs- 2 vowels with a consonant inbetween. Use to be known as the magic e!

spine - i\_e

# Split digraphs

- When we conducted a mock Phonics Screening Check in April, we found that a lot of the children found it difficult to spot the *split digraphs* in the words.
- Therefore, it would be great if we all continued to work on encouraging the children to look for split digraphs in words. Children should look carefully when they see the letter 'e' at the end of the word e.g. *cake*, *rice*, *stone*.

# How can you help?

- Encourage your child to use their sound mat when writing and use their actions to find the sound they need.

- Children can practise their phonics by playing games online. The children particularly like 'Buried Treasure'

- <http://www.phonicsplay.co.uk/BuriedTreasure2.html>



# 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:
- Segment (sound out the words) carefully.
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.
- And most importantly **ENJOY READING!**

# Questions?

