

# Kings Worthy Primary School



Year 1 Phonics Screening

October 2020

# Hopefully by the end you will...

- Greater understanding of what the phonics screening test is.
- Understanding of some of the terminology.
- Gather some ideas and techniques to support children at home.



# What is Phonics?

- Skills of segmentation and blending
- Knowledge of alphabetical code
- Identifying sounds in words
- Recognising common spellings of each phoneme
- Blending phonemes in reading
- Segmenting phonemes in spelling

# Phonics

## Technical terms:

Phoneme

Grapheme

CVC / VC / CV / CVCC / CCVC

Digraph / vowel digraph

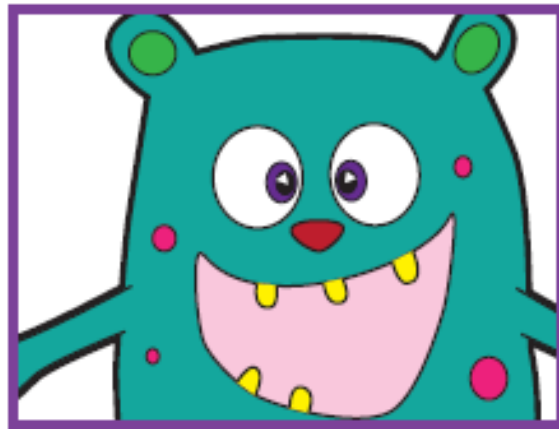
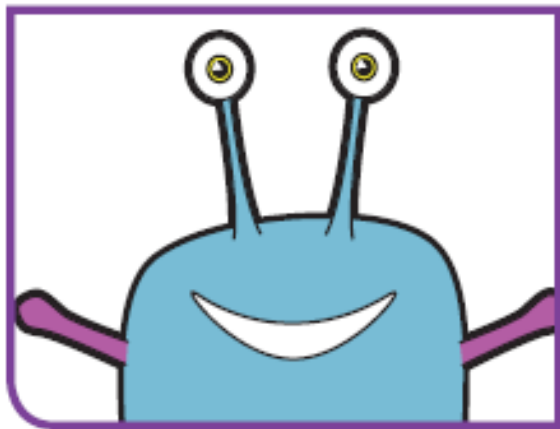
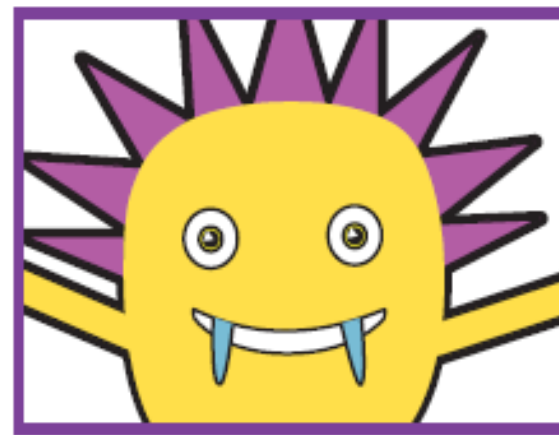
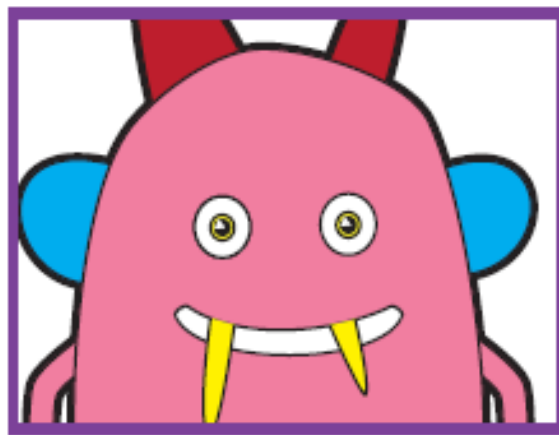
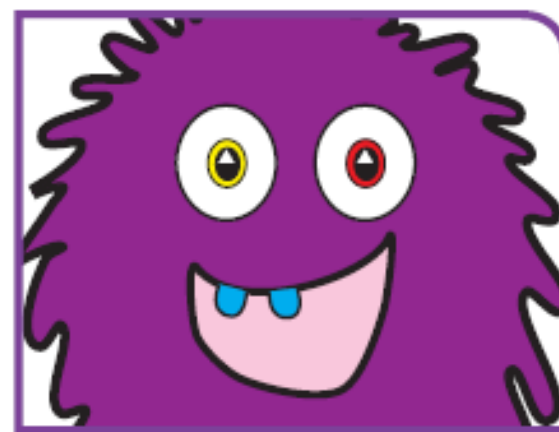
Segment



# Phonics



- \* **Phoneme** – the smallest single identifiable sound, e.g. ‘sh’ – one sound.
- \* **Grapheme** - a letter or a group of letters representing one sound.
- \* **CVC / VC / CV / CVCC / CCVC** – Consonant / Vowel e.g. cat, is, to, frog, duck
- \* **Digraph / vowel digraph** – two letters making one sound / two vowels that make one sound.
- \* **Segment** - to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/



# Background to the Phonics Screening Test



The Year 1 Phonics Screening Test was introduced in 2012 as a result of the government's commitment to the systematic teaching of synthetic phonics in schools. The purpose is to:

- ▶ Encourage schools to provide rigorous synthetic phonics teaching for all pupils, with decoding as the prime strategy for reading unknown words.
- ▶ Confirm that pupils have learned phonic decoding to an age-appropriate standard by the end of Year 1, after two years of phonics teaching in school.
- ▶ Support the early identification of pupils who may need additional support to acquire phonics knowledge and skills.

# What does is Assess?



- ▶ The check is intended to confirm whether individual pupils have learned phonic decoding to an age-appropriate standard by the end of Year 1, i.e. to assess whether pupils can:
- ▶ Give the sound when shown any grapheme that has been taught
- ▶ Blend phonemes in order to read words
- ▶ Know most of the common grapheme-phoneme correspondences
- ▶ Read phonically decodable one-syllable and two-syllable words.



# What does the test look like?

- ▶ The Phonics test consists of a mixture of real and pseudo (nonsense) words which the child is required to read using their phonic skills.
- ▶ Nonsense words are included because they will be new to all pupils and therefore will test phonic decoding skills without reliance on knowledge of words encountered previously or from visual memory.
- ▶ Nonsense words are accompanied by a picture of an imaginary monster which the child is asked to name.
- ▶ The test is split into two sections.

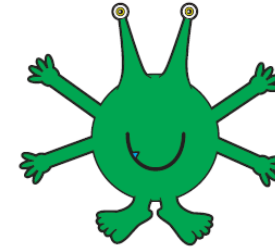


# A few more imaginary monsters...

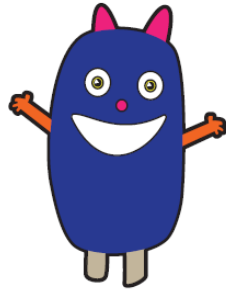
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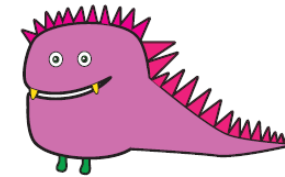
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thrand



frem



# Section 1



- ▶ Section 1 contains 20 words comprising of 8 real and 12 nonsense words. The words are made up of a selection of the more common grapheme-phoneme correspondences and consist of a variety of phonological structures, for example:
- ▶ CVC words such as tip, moon, bell
- ▶ VCC words such as act, imp
- ▶ CCVC words such as pram, crack, sweet
- ▶ CVCC words such as tent, roost, chimp

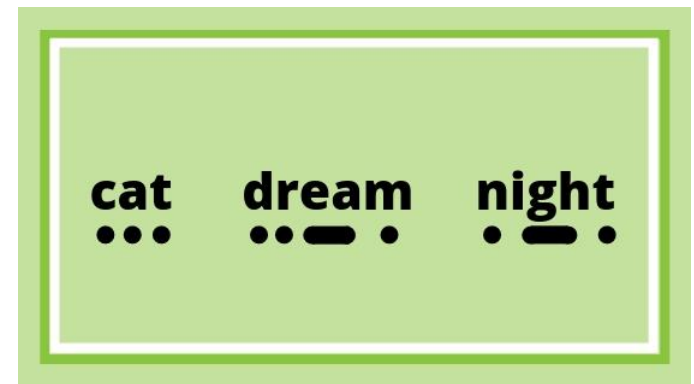
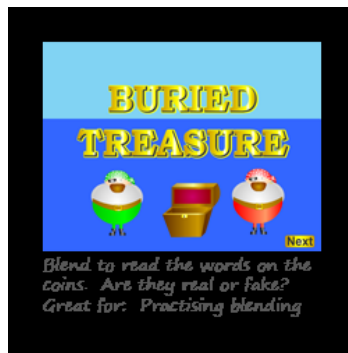
# Section 2



- ▶ Section 2 contains a total of 20 words comprising of 12 real and 8 nonsense words. The words will contain some more advanced grapheme-phoneme correspondences.
- ▶ CV words such as hair, pay, thigh
- ▶ CVC words such as head, shake, bowl
- ▶ CCVC words such as stove, plain, thrush
- ▶ CVCC words such as paint, roast, found
- ▶ CCVCC words such as frost, steams, shrink
- ▶ CCCV words such as screw, stray, splay
- ▶ CCCVC words such as scrape, strum, splat
- ▶ CCCVCC words such as strict, sprint, splits
- ▶ It also includes 4 two-syllable words, containing a variety of grapheme configurations, between 5 and 8 letters in length, for example music, velvet, machine, farmyard.

# Activities to Help Prepare for the Test

- ▶ Systematic and effective phonics teaching through Reception and Year 1.
- ▶ Ensure that nonsense words are included in everyday phonics activities.
- ▶ Games such as Buried Treasure, Quick Read and Sound Buttons.



# What next?



- ▶ When the test was introduced the pass mark was set at 32 out of 40.
- ▶ From 2014 onwards, the pass mark was not announced in advance, however it has remained at 32 to date.
- ▶ Usually, children who do not meet the required standard in Year 1 should be given extra support and phonics intervention. They are then required to take the test again in Year 2.

# Ways to Help Blending...

- ▶ Sound buttons as you read (sausages and peas or meatballs and spaghetti)
- ▶ Robot talk / disco dancing
- ▶ Using fingers on your arms
- ▶ Continuous blending

**shop**  
— ● ●

**cat**  
● ● ●

**church**  
— — —

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/sound-blending-phonics-video>

# Phonics Lessons



- Phonics is taught every day in a discreet 20 minute lesson.
- It is structured in the same way in each lesson and in every class.
- Revisit and review what has been learnt before.
- Teach a new letter or key focus for the lesson.
- Practice what the children have been taught – reading or spelling with the new letter.
- Applying what they have been taught – reading or writing words, captions or sentences.

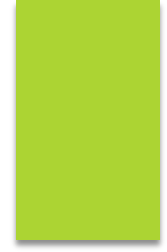


# Cued Articulation



- All 44 sounds (phonemes) of the English phonological system have a separate hand sign which is related to where and how in the mouth the sounds are made.
- Cued articulation is not a sign language.
- Helps children distinguish between phonemes.
- **<https://www.youtube.com/watch?v=BPLnfNciLbA>**

# Supporting Phonics at Home



- Reading – little and often
- Phonics play [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- Learning letter sounds and word building
- Spellings – Common exception words
- Making up your own alien words
- Provide appropriate support and encouragement with any work at home.



**Any Questions?**

