



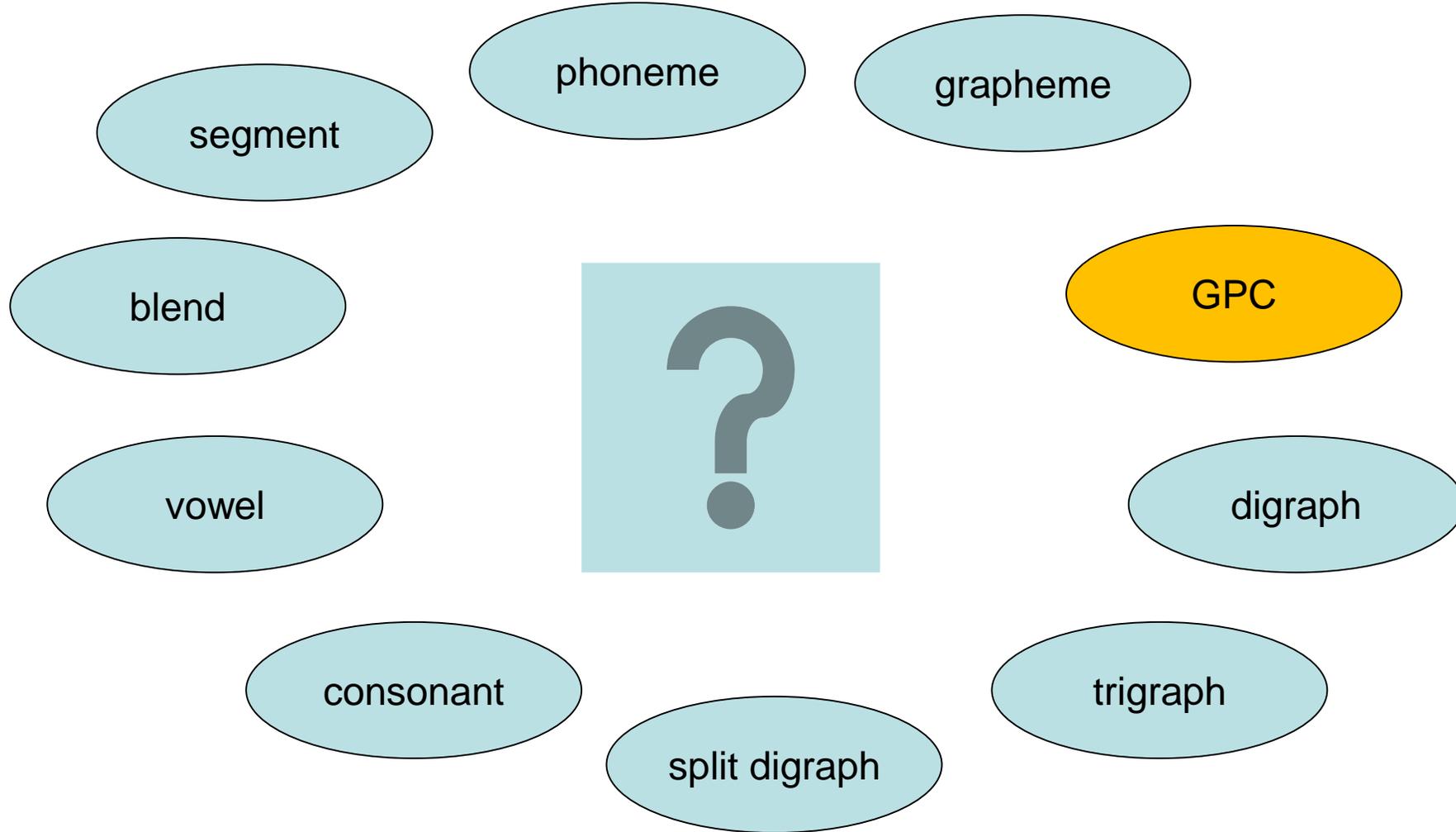
Year 1 Phonics Check

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Phonic Subject Knowledge



Overview of the check

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an *appropriate standard*. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that pupils read aloud to the check administrator.

Pupils who should take the check

With some exceptions, all pupils who have reached the end of year 1 must take the check. This includes pupils registered at maintained nursery schools who will reach the age of 6 before the end of the school year, the equivalent age to those pupils in year 1 at primary and infant schools.

Unless the exceptions apply to them, pupils in year 2 must also take the check if they:

- did not meet the required standard in year 1
- have not taken it before

Structure of the phonics screening check

The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words.

Section 1

- Page 1 Four pseudo-words
- Page 2 Four pseudo-words
- Page 3 Four pseudo-words
- Page 4 Four real words
- Page 5 Four real words

Section 2

- Page 6 Four pseudo-words
- Page 7 Four pseudo-words
- Page 8 Four real words
- Page 9 Four real words
- Page 10 Four real words

All pseudo-words in the check are accompanied by a picture of an imaginary creature. This provides a context for the child (naming the type of imaginary creature) to ensure that they are not trying to match the pseudo-word to a word in their vocabulary.

Content of the phonics screening check

Section 1

- The words in section 1 will have a variety of simple word structures (for example CVC, VCC, CCVC and CVCC) using:
 - single letters (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q(u), r, s, t, u, v, w, x, y, z)
 - some consonant digraphs (ch, ck, ff, ll, ng, sh, ss, th, zz)
 - frequent and consistent vowel digraphs (ar, ee, oi, oo, or)

Content of the phonics screening check

Section 2

- The words in section 2 will have a variety of more complex word structures (for example CCVCC, CCCVC, CCCVCC and two syllable words) with some:
 - additional consonant digraphs (ph, wh)
 - less frequent and consistent vowel digraphs, including split digraphs (a-e, ai, au, aw, ay, ea, e-e, er, ew, i-e, ie, ir, oa, o-e, ou, ow, oy, ue, u-e, ur)
 - trigraphs (air, igh)

Administering the check

- Pupils must only attempt the check once during the check window.
- The check must be administered on a one-to-one basis by a member of staff who is trained in phonics and known to the pupil.
- The check administrator must not be a relative or carer of the pupil taking the check.

Administering the check

- The check is not strictly timed, but we expect each pupil to take between 4 and 9 minutes to complete it.
- If a pupil finds it difficult to concentrate, or may experience fatigue during the check, we may use rest breaks to make it more manageable. Rest breaks can be given whenever they are needed.
- The check must be completed on the same day.

Reporting check results

- STA will publish the threshold mark on Monday 24 June.
- Schools must report their pupils' check scores to their chosen LA.
- By the end of the summer term, headteachers must report the pupil's score to parents.
- DfE does not publish school-level results for the phonics screening check in performance tables.

Phase 5 phonics
in Year 1

The children take part in phonics sessions every day. These are fun sessions involving lots of speaking, listening and games.

We use a systematic phonics programme called Letters and Sounds.

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.

Phase 5

The purpose of this phase is to:

- * Learn new graphemes and alternative pronunciations.
- * Learn alternative spellings of phonemes.
- * Become quicker at recognising graphemes in words (e.g. oy) and at blending the phonemes they represent.
- * Learn to choose the appropriate graphemes to represent phonemes (e.g. ai/ay) and begin to build word-specific knowledge of the spellings of words (Train of Best Fit).

New Graphemes

ay - day

ou - out

ie - tie

ea - eat

oy - boy

ir - girl

ue - blue

aw - saw

wh - when

ph - photo

ew - new

oe - toe

au - Paul

ey - key

a-e - make

e-e - these

i-e - like

o-e - home

u-e - rule

To be able to read, write and spell
independently Phase 5 100 High
Frequency Words:

oh, their, people, Mr, Mrs, looked, called,
asked, said, so, have, like, some, come,
were, there, little, one, do, when, what, out

Alternative Pronunciations

- i - fin, find
- ow - cow, blow
- y - yes, by, very
- o - hot, cold
- ie - tie, field
- ch - chin, school, chef
- c - cat, cent
- ea - eat, bread
- ou - out, shoulder, could, you
- g - got, giant
- er - farmer, her
- u - but, put (south)
- a - hat, what

Alternative Spellings

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
					eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

New phoneme

/zh/
vision

Questions?