



Phonics Screening in Year 1

Wednesday 4th February 2026



The Starting Point...

Our Mission Statement ...

God's love is at the heart of our Catholic School family.

We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves.

We will encourage everyone to be the best that we can be.



Why are the children being screened?



The phonics screening check is designed to confirm whether children have learnt phonic decoding to an appropriate standard. It will identify those who need extra help to improve their decoding skills.



What is the Phonics Screening Check?



The check consists of 20 real words and 20 pseudo-words (nonsense/fake words) that children read aloud.



What does the screening entail?

- Children will be given 40 words to read. 20 of the words are real words and 20 of them are non-words. The non-words or 'nonsense' words will have a picture of an alien next to them so children will know they are not real words.
- Children will be asked to 'sound out' a word and blend the sounds together

e.g. b-e-g = beg or e-c-t = ect

- 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' (pseudo) words.



Examples of words:

bash

A13

seek

A14

mess

A15

tank

A16

simp



A25

strup



A26

phit



A27

zote



A28



Examples of words:

in

at

beg

sum

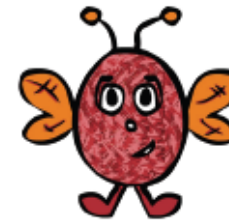
ot



vap



osk



ect





Examples of words:

Check 1

Section 1

stip	
prool	
darps	
thand	



When, Where, Who and How?

- The check will take place throughout the week beginning **Monday 8th June to Friday 12th June.**
- It is very important your child is in school during this week!
- The children will complete the check one at a time in a quiet area of the school with their class teacher.
- Each check will take about 5 - 10 minutes, but some may take longer.
- In our experience children seem to enjoy this time spent reading words with the teacher but if a child did become distressed the screen would be stopped at that point.





The Results

In previous years the pass mark has been 32 out of 40.

Once the school has been informed of the pass mark we will be able to inform you of your child's results. Whether your child has met the required standard is then shared with parents in the end of year report.

If your child has not achieved the expected result, they will receive additional phonics support in Year 2 and will have a chance to re-sit the phonics screening check in the final term of Year 2.



How do we prepare in school?

- Daily phonics lessons
- Reading groups 3 x week
- Constantly modelling spelling on the board
- Phonics activities throughout the day (in English, early morning work)
- Reading to the children as often as we can!
- Extra 1:1 support for children with any gaps
- Phonics Screening Check practice



Today we are thinking of ways of spelling the /oa/ phoneme.

Write down all the different ways of writing our sound that you can think of.



oa

o

o-e

ou

oe

ow



Where in the word?

Ask children to identify the 'grow the code' GPCs on each slide by saying if the sound is at the beginning, middle or end and saying how it is written. Then point and sweep as children blend the words.



yellow





coat



home



total



oa

o

ow

ou

oe

sgroanw



house:



The wind groans through
the old windows.



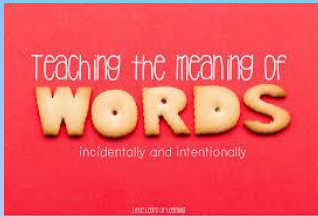


WHAT CAN PARENTS DO TO
HELP AT HOME?



Reading is key.
Foster a LOVE of books and reading.

Read...read...read... and
read some more.....



Say each sound in the word from left to right.

Blend the sounds by pointing to each letter, i.e. /b/ in bat, or letter group, i.e. /igh/ in igh, as you say the sound, then run your finger under the whole word as you say it.

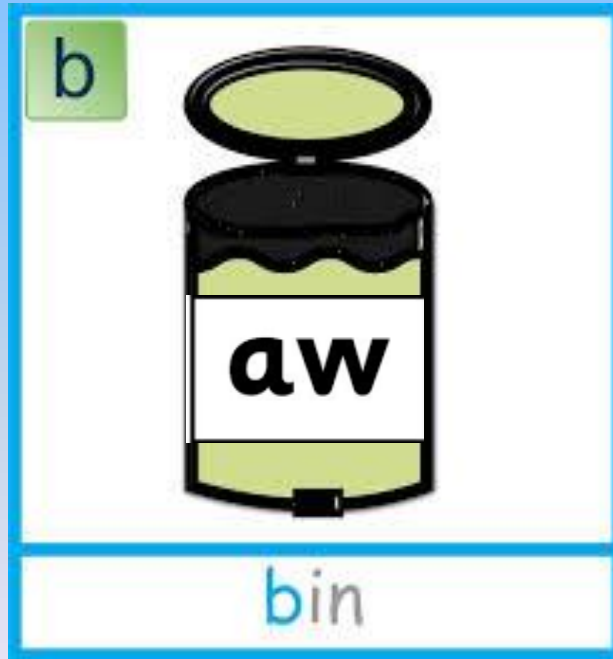
Talk about the meaning if your child does not understand the word they have read.

Work at your child's pace. Use the flashcards sent home to practise regularly 😊.

Always be positive and give lots of praise and encouragement.

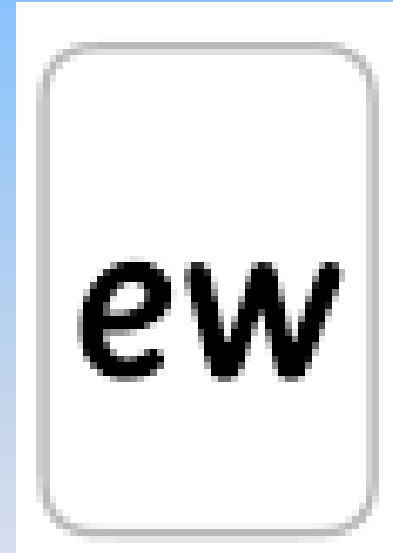


Try sticking your phonics cards to some bins and use them for target practice. Get your child to say the sound and if they get it right they can throw it in the correct bin.



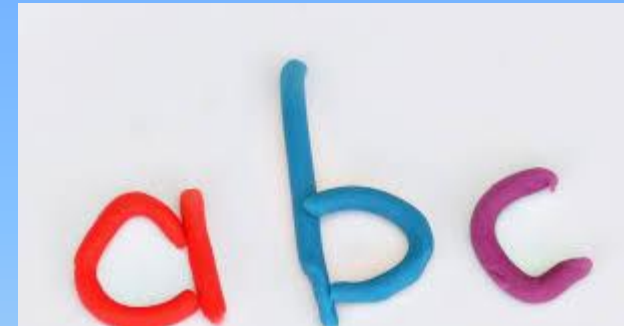


Try sticking your phonics cards to a wall and using a nerf gun to shoot the sound. Get your child to say the sound and if they get it right they can shoot it.





Try making the sound out of plasticine.



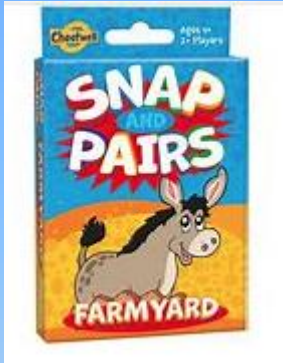


Try having a treasure hunt around the house.





Get 2 sets of phonics cards and play pairs or snap. Get them to say the sound as they turn the card over.





Keep using your phonics cards to practise your letters and sounds. If your child does find them difficult to learn, please don't try to overload their memory. Pick 2 sounds and focus on them for a few days with some others that they know. Then once they learn these take away some of the ones they knew and add in 2 they don't know. This should be done little and often. However, make it fun.

You can use the same ideas for the tricky words. From our test results so far these still really need practice for quite a few.

All of this really helps embed your children's learning and improves their reading.

The more we practice, the easier they are to learn. Little and often. 2 minutes 5 times a day is better than once for 10 minutes.



Articulation of phonemes

Each phoneme needs to be enunciated clearly and precisely.

Each sound needs to be said sharply and clipped: “D” not “DER” “M” not “MER” for accuracy in blending.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



Unfamiliar words

e.g.

- braits
- slooam
- phope
- spoilt
- strike

Can you see any
digraphs,
trigraphs or split
digraphs?

Decoding the word

THEN BLEND TO
READ THE WORD



PRACTISE reading pseudo and real words. Some will be going home in your child's reading folder on Friday!



Other ways to support your child's reading/ phonics

- Support with spelling homework
- Use the internet or apps to play phonics games with your child. Some of these games include nonsense words which is good practise for the screening.
- Here is one of our favourites: Buried Treasure:

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



Definitions

Phoneme: The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

Grapheme: way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. 'p', 2 letters e.g. 'sh', (a digraph) 3 letters e.g. 'igh' (a trigraph)

Blending: Children blend phonemes together to make a word e.g. r-u-n

Segmenting: Children split the word into sounds to help them write it.

Pseudo word: a made up word (to check phonetic application as opposed to memory).



Focusing on Phonics

Encourage your child to 'sound out' when needed in reading or writing.

Help them to spot where more than one letter work together to make one sound.

Digraph- 2 letters making one sound

cow, photo

Trigraphs- 3 letters making one sound

night

Split vowel digraphs- 2 vowels with a consonant in-between.

spine - i_e make - a_e



For more information:

<https://www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video/phonics-screening-check-structure-and-content-of-the-check>

<https://collins.co.uk/pages/what-is-the-phonics-screening-check>

If you have any further questions please do email us:

mrsroyce@st-thomas.surrey.sch.uk

mrsterracotta@st-thomas.surrey.sch.uk



Thank you for your time this evening.

Any questions?