



Phonics Screening

What is it for?

This statutory assessment is used to ensure that children are developing phonetic knowledge and are on track to becoming fluent readers.

This helps us understand what support your child may need heading into Year Two.

When is it?

Every Year One child in England will partake in the screening during the week beginning the 6th June 2022.

What is it?

This is NOT a reading test.

It focuses on **segmenting** and **blending sounds**, which we have been practising in phonics every day.

There will be a mix of 40 real words and 'pseudo' or alien words. The 'pseudo' words are used to demonstrate that the children can phonetically decode a word and are not relying on memory reading skills. This is because it is important to encourage the skill of segmenting and blending.

Can you fail the screening?

The Government sets a national standard (in previous years this has been 32/40 correct answers) for the screening.

If your child does not achieve the pass mark, they will have the opportunity to be tested again when they are in Year Two (Autumn or Summer terms).

We will support the children throughout this process and we will continue to offer additional interventions in any areas that the children are finding difficult.

We will advise you of your child's score by the end of the Summer term.

For example:

dog d - o - g → dog

goat g - oa - t → goat

night n - igh - t → night

quake qu - a k e → quake


ot

o-t

quem

qu-e-m

pobe

p-o-b-e


spraw
























s-p-r-aw

How can you help?























Continue reading at home and encourage your child to segment words. Notice patterns within words:

- **Digraph:** two letters making one sound e.g. oa, oo, ie, aw
- **Trigraph:** Three letters making one sound e.g. igh, ear, air
- **Split digraph:** a vowel digraph split by a consonant (used to be known as the magic 'e') e.g. a-e, o-e
- **Consonant blend:** two or more consonants together e.g br, spr




























My Phase 2 Sound Mat

| | | | | | | | |
|---|--|--|---|---|---|--|--|
| s  | a  | t  | p  | i  | n  | m  | d  |
| g  | o  | c  | k  | ck  | e  | u  | r  |
| h  | b  | f  | ff  | l  | ll  | ss  | |

My Phase 5 Sound Mat

























| | | | | | | | |
|---|---|--|--|--|--|--|---|
| ay  | ou  | ie  | ea  | oy  | ir  | ue  | ue  |
| aw  | wh  | ph  | ew  | ew  | oe  | au  | ey  |
| a-e  | e-e*  | i-e  | o-e  | u-e  | u-e  | | |

*even

| | | | | | | | |
|--|--|---|---|---|---|--|--|
| j  | v  | w  | x  | y  | z  | zz  | qu  |
| ch  | sh  | th  | ng  | ai  | ee  | igh  | oa  |
| oo  | oo  | ar  | or  | ur  | ow  | oi  | ear  |
| air  | ure  | er  | | | | | |

My Phase 3 Sound Mat

Phase 4 Blends and Clusters

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| st  | nd  | mp  | nt  | nk  | ft  | sk  | lt  |
| lp  | lf  | lk  | pt  | xt  | tr  | dr  | gr  |
| cr  | br  | fr  | bl  | fl  | gl  | pl  | cl  |

How can you help?

- Use the sounds at the front of the book to help recognise the different graphemes.
- Spot these graphemes throughout the book and practice segmenting and blending them.
- Read all different types of books and enjoy it! Learning to read encompasses all types of text.

How can you help?

There are a variety of games online that can help support this and the ones we use in school are:

- <https://www.teachyourmonster.org/teachyourmonstertoread>
- <https://www.phonicsbloom.com/>

Questions?