

## 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.



#### WHEN IS IT?

Every Year One child in England will partake in the screening during the week of the 10<sup>th-</sup> 14<sup>th</sup> June 2024.





### 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 at the end of the Summer term (with the end of year report).

dog	d - o - g	 dog
goat	g - oa - t	 goat
night	n - igh - t	 night
quake	qu - a k e	 quake





#### spraw

s - p - r - aw

pobe

p–obe

quem qu – e – m

ot o-t

#### HOW CAN YOU HELP?

Ensure your child attends school so they don't miss core learning.

Continue reading at home (or read regularly at home if you don't currently) 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



#### **GROW THE CODE**

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#### PHASE 5

#### How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

#### Sounds introduced in Phase 2

Grapherne and mnemonic	Pronunciation phrase	Phase S Graphemes
S	Show your teeth and let the a hiss out wasau assess	c so co st sc
n	Open your lips a bit; put your tongue behind your teeth and make the <b>nenne</b> sound <b>nenne</b>	kn gn
<b>M</b>	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b> .	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say $ccc$	ch
r	Show me your teeth to make a <b>ner</b> sound <b>nerr</b>	wr
1	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>ITTE ITTE</b>	ph
Ŷ	Open your mouth a little put your tongue up to the top of your mouth, behind your teeth, and press <b>100 1011</b>	le al
Ĵ	Pucker your lips and show your teeth; use your tongue as you say []]	g dge ge
X	Put your teeth against your bottom lip and make a bucking sound www.www.	**

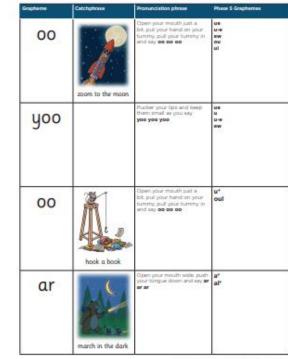
Grapheme and mnemonic	Pronunciation phrase	Phase S Graphemes
Ŵ	Pucker your lips and keep them small as you say <b>w w w</b>	wh
٩Ż	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzz</b>	10 20
de	Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>	tch ture"
sh	Show me your teeth and push the air out <b>shuhahshuhsh</b>	ch ti sai si ci
e	Open your mouth wide and say eee	a.
Ŀ	Pull your lips back and make the I sound at the back of your mouth III	х
Q	Make your mouth into a round shape and say <b>o o o</b>	•
Ù	Open your mouth wide and say <b>u u</b>	c⊷e o ou

"Note that the pronunciation of 'ture' has a slight schwa sound at the end.

#### PHASE 5

Sounds introduced in Phase 3

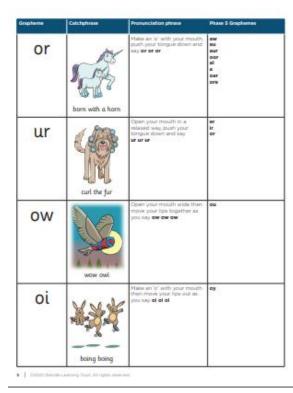
Grapherne	Catchphrase	Pronunciation please	Phase 5 Graphemes
ai	tal in the rain	Open your mouth wide and way at all all	ny a-e eigh aigh ay as
ee	sheep in a jeep	Service with your lips apart and say <b>so ee ee</b>	ea e-e le y ey
igh	a light in the night	Open your mouth in a reliaced way and say <b>igh igh igh</b>	la I I- S V
oa	soap that goat	Male an 's' with your mouth and say os de os	0 0-8 0u 0u 0e 0

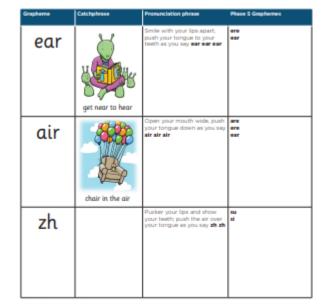


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DESCRIPTION AND ADDRESS TO A STREET ADDRESS ADDRES

#### PHASE 5





"depending on regional accent

### 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?

The Little Wandle parent resources can be found here: <u>https://www.littlewandlelettersandsounds.org.uk/resour</u> <u>ces/for-parents/</u>

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

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





# QUESTIONS?