



Phonics Information Session

We will discuss:

- The Year 1 Phonics Screening Check
 - How Phonics is taught at Petersfield
 - How you can support your child at home
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Year 1 Phonics Screening Test

- Week beginning 10th June 2019
- Compulsory for all students in England
- Shows how well your children can use their phonics skills reading and identifies students who need further help
- Children are scored against a national standard. The main result is whether they fall above or below this standard
- Children who do not meet the required standard will be given further support and have the opportunity to retake the test in Year 2



The Test

- 40 words and pseudo words (we call these alien or nonsense words) that match what we've been learning in phonics
- Focus is on children blending accurately when reading words
- Children read one on one with a teacher in a quiet room. The test takes around 5-10 minutes.
- Nonsense or alien words have a picture of a monster next to them in order to give these words a context (we use this in class too)



Example

drank

treats

scram

stroke

glips



floost



splam



strobe



After the test...

- We are not permitted to indicate to the children at the time whether they have correctly sounded out and / or blended the word.
 - Children will be scored against a national standard - the level required to pass has not been announced this year. In previous years the pass mark has been 32/40.
 - You will receive your child's result in their end of year report.
 - If your child's score falls below the national standard they will be given additional support and will retake the Phonics Screening Check in Year 2.
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Phonics

Phonics is an essential part of your child's learning. It enables them to blend sounds and then read words.

As well as this, they learn to listen for the sounds in words so that they can write them in order to spell words.

Children use phonics all the time at school - in almost everything they do.

We make phonics **fun** by using stories, objects, rhymes, games and actions.

Phonics

- Reading: recognising letters by giving them a sound and then blending the sound to pronounce the word
 - Spelling: segmenting words into individual sounds using letters to represent sounds
 - The Phonics Screening Check is concerned with **reading only**
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Daily Phonics at School

- Every day the children have a 25 minute phonics lesson
 - Fast paced approach
 - We use the Letters and Sounds phonics program
 - There are 6 phonics phases which the children work through at their own pace.
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Phonics Terms

- Terms your children learn at school:

- **Phonemes:** The smallest units of sound that are found within a word (e.g. c a t ch i p)

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- **Grapheme:** The written representation of the sound. Graphemes can be made using 1, 2, 3 or 4 letters e.g. p, ai, tch or ough
 - **Diagraph:** Two letters (a grapheme) that make one sound (a phoneme) when read e.g. sh ng
 - **Trigraphs:** Three letters that make one sound igh
 - **Split vowel diagraph:** Two letters separated by a consonant e.g. tape flute
 - **CVC:** Stands for consonant, vowel, consonant pin sit web
 - **Segmenting:** Breaking up a word into its sounds.
 - **Blending:** Putting the sounds together to read a word
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Saying the sounds

- Sounds should be articulated clearly and precisely.
- Be careful an 'uh' sound is not added to the end of sounds
- Be aware of bad pronunciations that can be found online (YouTube etc.)

[Correct articulation of phonemes](https://www.youtube.com/watch?v=BqhXUW_v-1s)

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Phoneme Frame

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Sound Buttons

cat feet night game

Your turn! How many sounds?

- speed
 - foil
 - crayon
 - jumper
 - kraidling
 - fich
 - Franday
 - quade
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Helping at Home

- You can access phonics games on <http://www.phonicsplay.co.uk/>
 - Emphasise clear pronunciation
 - Ask your child to practice the Phase 3 and 5 sounds in the middle of their reading record regularly
 - Reading: Ask your child to **segment** the words and then **blend** them to help them to read the words
 - Writing: Give your children words from their spelling test to spell and ask them to **segment** them and then **blend** them. Also, ask them to put them into sentences
 - Importance of sharing 'real' texts
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Any questions?

