

**St Mary's C of E Primary School**  
**Phonics in Key Stage 1**

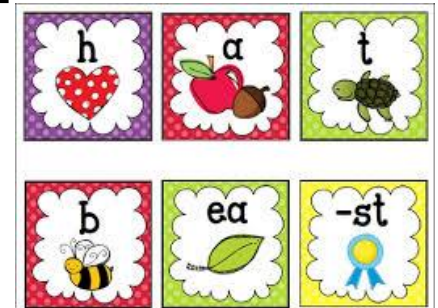


# **Phonics Screening Check information for parents of Year 1 children.**

\*What is the Phonics Screening Check?

\*How do we teach Phonics?

\*Activities and ideas of how to practise  
at home



## **What is the Phonics Screening Check?**

- A short 1-1 test for all Year 1 children.
- Throughout the country, children in Year 1 will be taking part in the Phonics Screening Check during the same week in June 2025 (Week commencing 9<sup>th</sup> June 2025).
- The Phonics Screening Check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.

# Working together

- We know how important it is for us to work together to give your child the best chance to succeed.
- Reading together at home is one of the easiest but most important ways in which you can help your child.
- To support your child in becoming an effective and confident reader we aim to work with you to develop their knowledge of phonics (letter sounds) to enable them to decode different words they may come across.
- All children in Foundation and Key Stage 1 take part in a daily phonics lesson.

## **What is phonics?**

Simply the relationship between letters and sounds in a language.

Words are made up of small units of sounds called phonemes.

Phonics teaches children to identify the different phonemes that make up each part of a word.

## **Phonemes (a sound in a word)**

e.g c- a- t- (3 phonemes)

## **Graphemes (letters or sequences of letters that represent a phoneme, can be 1,2,3,4 letters)**

e.g f/i/ sh

kn/igh/ t

p/ow/d/er

## **Blending:**

This is when children say the phonemes (sounds) that make a word and they are able to merge the sounds together until they hear the word.

i.e f-i-sh fish

This is vital for learning to read.

## **Segmenting:**

The opposite to blending, children say a word and break it up into the phonemes that make the word up.

This is vital for learning to spell.

i.e sharp sh-ar-p

# Segmenting for spelling

1	2	3	4
sh	ar	p	
p	ow	d	er
ea	t		

# What happens during the Phonics Screening check?

The check contains 40 words.

Each child will sit one to one and read each word to a teacher. Children are encouraged to blend the words as they read them. e.g f/i/sh

The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace.

The list of words the children need to read is a combination of real and pseudo words (alien words).



The children have completed practise Screening Checks so they know what to expect. It also helps us to monitor their progress and identify any children who need extra support.

## **Pseudo words (nonsense/alien words)**

The pseudo words will be shown to your child with a picture of an alien next to them.

This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have.

Pseudo words are included because they will be new to all children. They do not favour children with a good vocabulary knowledge or visual memory of words.





## Example of the check

### Real words:

beg

rain

forest

stroke

portrait

### Pseudo/Alien Words:

osk 

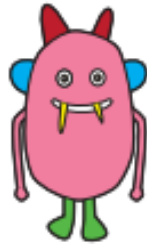
spoik 

meech 

splaw 

phoats 

besb



quab



barp



chell



twig

flick

vest

horns

## **Reporting to parents**

By the end of the Summer Term (enclosed with your child's school report), you will receive information stating whether your child has met the standard threshold.

The pass score is only released to schools once test scores have been submitted to the Local Education Authority and a national pass score is decided upon. (The pass score is usually 32 out of 40.)

Children who do not achieve the expected level will retake the screening check when they are in Year 2.



# **How we are supporting the children in school**

Through recent assessments we have identified some common errors that we are working on in Phonics lessons:

- recognising that a word has a split sound/digraph e.g. a-e, e-e, i-e, o-e, u-e (snake, swede, bike, smoke, cute)
- Some children may add sounds that aren't there e.g. instead of ig, they might say 'ing'
- Some children tend to rush so we encourage them to slow down and sound the word out carefully first before reading it. This helps them to avoid making avoidable mistakes.



## **How can I help my child at home?**

Your child has been provided with some word mats in their Phonics Packs (with more given out before Easter). Words are a combination of real and pseudo (alien/nonsense) words.

Please support your child to practise:

- a) identifying the sounds in their Phonics Pack (on individual sound cards and Phase 2-5 Sound Mats).
- b) reading the words on their word mat by sounding out and blending.
- c) the sounds that are also in the middle of your child's Reading Record.

**Please try and do this regularly.**

- Read as much as possible with your child, enjoy sharing and discussing books together.
- Play Phonics games together. The phonics pack also has some websites for games you can play.



## How can I help my child at home?

- If your child is struggling to read or decode a word, encourage them to say each sound in the word from left to right.
- It might help them to point to each letter i.e. c/a/t or the letter group i.e. ng in s/i/ng and then slide their finger along as they blend the sounds.
- Discuss the meaning of words if your child is unsure of what they have read.
- Inside your child's Phonics Pack, you have all been provided with four sets of QR codes for practise Screening Checks. Please practise these regularly with your children.



**Any questions?**

**I hope you found this useful.**

**Please do not hesitate to  
contact us if you have any  
further questions.**