

ASHMOLE



PRIMARY

A Member of the Ashmole Academy Trust

Year 1 Phonics Screening Check

Information and Guidance on the
Expectations for 2022/2023

Friday 6th January 2023

Key Stage 1 National Curriculum Assessments

What is Phonics?

What is the phonics screening check?

Why are the children being screened?

What are pseudo words?

What does the check look like?

How will the check be carried out?

How we are helping the children to prepare.










































How will you know if they have met the PSC standard?

How to help support your child at home.

What is Phonics?

- Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.
- Children have a 30 minutes phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.
- There are around 40 different sounds.

What is Phonics?

a 	o 	x 	t 	e 	p 	r 	i 	n 	m 	h 	b 	d 	g 
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What is the Phonics Screening Check?

- The Phonics Screening Check is a statutory assessment for all children in Year 1 across the country.
- Every school will administer the PSC during the week commencing Monday 12th June 2023.
- It consists of 40 words that must be read one-to-one to a teacher. It is a combination of real and pseudo words.
- The Phonic Screening Check is not a reading test. It is an assessment of children's ability to decode words using their phonic knowledge.

What does the PSC look like?

The PSC is divided into two sections

Section 1

A variety of simple word structures (CVC - cat, VCC - ant, CCVC - step and CVCC - past) using single letters (a, b, c and so on) Some consonant digraphs, for example, ch, ck, ff, ll, ng, sh, ss, th, zz and frequent and consistent vowel digraphs, for example, ar, ee, oi, oo, or.

What does the PSC look like?

Section 2

This will contain a variety of more complex word structures (CCVCC - stand, CCCVC - scrap, CCCVCC - spring and two syllable words) with some additional consonant digraphs, for example, ph, wh, some less frequent and consistent vowel digraphs including split digraphs, for example, a-e, e-e, i-e and trigraphs air, igh, ear.

(C - Consonant, V -Vowel, Digraphs - 2 letters making one sound, Trigraphs - 3 letters making one sound)

What does the PSC look like?

Examples of real words included

in	grand
at	cloaks
beg	scrap
sum	strike

What does the PSC look like?

What are pseudo words?

Pseudo words are pronounceable combinations of letters that can be read by the application of grapheme-phoneme conversion rules, but they are, by definition, not real words in English.









Why have pseudo been included?

Pseudo words are new to all children and therefore test their ability to decode words. This means that they do not favour children with good vocabulary or visual memory of words, therefore the check tests them on their ability to use phonics to read words.

All non-words in the screening check are accompanied by a picture of an imaginary creature to provide a context for the pupil (naming the type of imaginary creature). This is to ensure that they are not trying to match the non-word to a word in their vocabulary.

What does the PSC look like?

Examples of pseudo words/non words

ot 	braft 
vap 	thrant 
osk 	sprop 
ect 	strow 

How will the Phonics Screening Check be carried out?

- Prior to the test children will be shown practice sheets with examples of real and non-words. Therefore, when they come to take the PSC the materials will be familiar to them.
- The test will be carried out by your child's class teacher. It will occur in a comfortable, noise free and well-lit environment away from distractions.
- There is no time limit for the test but it normally takes between 4 and 9 minutes per child.
- If the teacher administering the test believes a child is finding it difficult to concentrate during the PSC then rest breaks may be taken when needed.
- Modifications may be made to the PSC to suit the individual needs of children e.g. font size, reducing the number of words on each page

How are we helping the children to prepare for the PSC at school?

- Focused Phonics lessons planned specifically for the phase that the children are currently at.
- Phonics assessments are carried out every term to assess which phase each child is at. Children at Ashmole should have completed phase 6 by the end of Year 2.
- Individual and small group reading with children - they are encouraged to decode unfamiliar words using their phonic knowledge.
- 1:1 Phonics interventions for any children that we feel need further support.

How will you know if your child has met the PSC standard?

This information will be included in the end of year report.

What does this mean?

- They have a secure knowledge of the phonic content that has been taught in Year 1 and they are able to apply it when reading.
- In 2022 this meant that children had read at least **32** out of **40** words correctly.

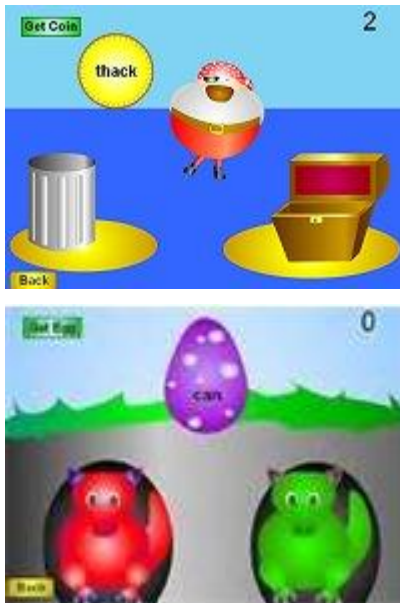
What happens if your child does not meet the PSC standard?

- They will receive further support in Year 2 including small group work and 1:1 catch up programmes if necessary
- Children will focus on consolidating the Phase 3 and 5 sounds, as well as introducing the new Phase 6 content
- At the end of Year 2 they will be re-tested to check that they have met the standard set by the government.

How to help support your child at home

- Some fun ways to help support your child prepare for the PSC.
- ICT games are used in Literacy lessons which encourage children to decode words using their phonic knowledge and then decide whether it is a real or fake word.

How to help support your child at home



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

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

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

How to help support your child at home

- When reading at home encourage children to sound out both familiar and unfamiliar words in their books
- Encouraging children to read everywhere e.g. whilst shopping
- Making up non-words of their own

Supporting your child at home with their reading.

🐾 Before reading 🐾

Practising phonics: Phase 4

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleLSrevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the words

free points
bright starts
groans swoops
frowns Star
slurps

Read the tricky words

are the they
of we no
there puts my
she to some

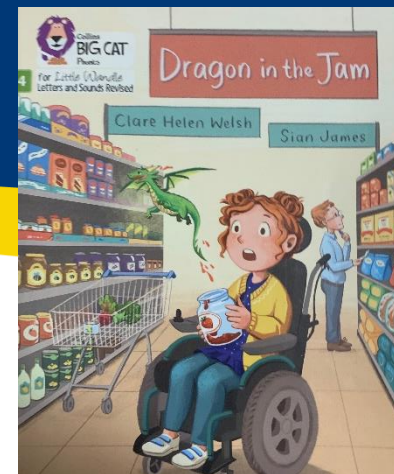
Vocabulary

Ask the children to read these words. Check understanding.

beetroot greens
sweetcorn begs
agrees chomps
trail plush

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.



Before you start reading, there is some guidance that allows your child to recap some of the sounds and key words that they will read in this book.

There is also a section which highlights key vocabulary which will allow your child to have a broader understanding of the book.

Supporting your child at home with their reading.

Review: After reading

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

Read 1: Decoding

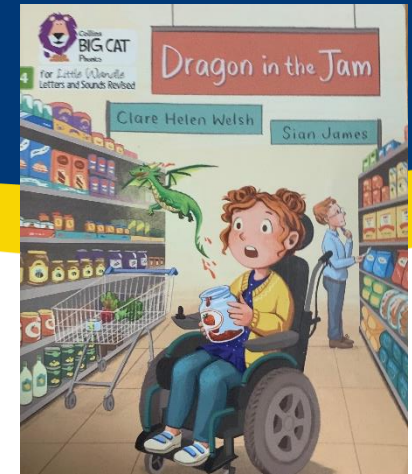
- Focus on words with adjacent consonants and long vowels.
 - Point to **points** on page 2. Ask the children to sound out and blend. (*p/oi/n/t/s*)
 - Ask the children to sound out and blend these words:
fright agrees swoops Slurper

Read 2: Prosody

- Model reading each page with expression to the children.
- After you have read each page, ask the children to have a go at reading with expression.
- Read the book together with you as the narrator and half the children reading the spoken words for Dad and the other half reading the spoken words for Star.

Read 3: Comprehension

- Turn to pages 14 and 15 and ask the children to retell the story about Star's plan, the trail and what she hoped to do.
- For every question ask the children how they know the answer. Ask:
 - On page 5, why do you think Dad groans? (e.g. *because Star keeps asking for things that aren't on the list*)
 - What frightened Star? (*She sees a bright green dragon in a jar of jam.*)
 - Why does Star lay a trail of food? (e.g. *so the dragon follows her*)
 - On page 12, what do you think Star is doing? (*looking for the dragon*)
 - On page 13, which dragon is called Slurper? Why is it a good name? (*It is the real dragon. It slurps up milk and food.*)
 - Why does Star give the toy dragon back to the shop assistant? (*because she has her own real dragon!*)



After reading the book, there are three key ideas which will support your child's reading skills.

1. Decoding- sounding out and blending words.
2. Prosody- Using Expression
3. Comprehension- Answering questions about the text.

Any Questions?

