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Headteacher: Mrs R Carlyle

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Year 1 Phonics Screening

Dear Parents and Carers,

I am writing to inform you about the National Phonics Screening Test which will take place in Key Stage 1 during the week beginning 12th June. This letter aims to explain the process, in addition to providing you with ideas to help your child with phonics at home. There will also be a Phonic meeting on Monday 5th June at 3.30pm in our **Junior Hall**.

Who takes the test?

All children in year 1. In addition, any child in year 2 who did not reach the required level when they took the test in year 1 will take the test again in year 2.

What is phonics?

Phonics is a way of teaching children to read. They are taught how to:

- Recognise the sounds that each individual letter makes
- Identify the sounds that different combinations of letters make e.g. sh and oo
- Blend these sounds together from left to right to make a word

Children can then use this knowledge to segment and blend new words that they hear or see.

Why phonics?

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.

What is the phonics screening check?

As you may have already heard, the government introduced an annual phonics screening check. This will further inform our continual assessment of the children's phonic knowledge and the results of the check will be shared with parents/carers in the end of year report.

It comprises of a list of 40 words that children read one-to-one with a teacher. The list is a combination of both real and made up, non-words which rely purely on using phonics to decode. The non-words are words that have been made up and will be shown with a picture of an imaginary creature to help them.

The phonics screening check will take place on a one-to-one basis, but the children will largely be unaware of it being a test, as they have already participated in many practice ones and different groups with many adults in school.

What are nonsense words?

Your child will be told during the check which words are nonsense words (that he/she will not have seen before). Your child will be familiar with this because we already use 'nonsense words' when teaching phonics in school, which they will know as 'Nonsense Nan' words. Nonsense words are important to include because words such as 'vap' or 'jound' are new to all children. Children cannot read the non-words by using their memory or vocabulary; they must use their decoding skills. This is a fair way to assess their ability to decode.

After the check

We will tell you about your child's progress in phonics and how he or she has done in the screening check as part of the end of year report. If your child has found the check difficult, we will also tell you what support we have put in place to help him or her improve. You might like to ask your child's class teacher, after the phonics check, how you can support your child to take the next step in reading. All children are individuals and develop at different rates. The screening check ensures that teachers understand which children need extra help with phonic decoding.

Helping your child with phonics

Phonics works best when children are given plenty of encouragement and learn to enjoy reading and books. Parents play a very important part in helping with this. Some simple steps to help your child learn to read through phonics:

Step 1 – identify the digraph or trigraph (children are allowed to underline the sounds)

Step 2 – Supersonic Phonic Fingers (say each sound separately)

Step – read the word (blend sounds together)

- Use the speed sounds chart. Point to a sound and ask your child to say the sound.
- Choose 4 sounds to display at home that your child is unfamiliar with. Use the sound phrases first to identify the sound and then move onto just saying the correct sound. Then move on to some other sounds when they have mastered these.
- You can then highlight these sounds when you read with your child.
- Practise a mixture of real and nonsense words for your child to practise. An example of a phonics screening check test has been included.
- Make up nonsense words and ask your child to read. Then ask your child to make up a nonsense word for you to read.
- With all books, encourage your child to 'sound out' (use phonic fingers) unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures to guess. Once your child has read an unfamiliar word you can talk about what it means and help him or her to follow the story.
- Although we encourage and ask for you to read five times a week, try to make time to read with your child every day. We cannot stress how important both reading in school and at home is in moving children forward in all subjects. Grandparents and older brothers or sisters can help too. Encourage your child to blend the sounds all the way through a word.

- Word games like 'I-spy' can also be an enjoyable way of teaching children about sounds and letters. You can also encourage your child to read words from your shopping list or road signs to practice phonics.
- There are a few games online that are free. Some of these are:

<https://timeforphonics.co.uk/phonics-games/>

<https://www.phonicsplay.co.uk/>

<https://letters-and-sounds.com/>

If you have any questions, please do not hesitate to contact myself or your child's class teacher.

Yours sincerely,

Mr Williams

Year 1 leader

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
				c	ce		se			

b	c	d	g	h	j	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp	tt	wh			tch
	ck				ge						
	ch			dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e		oor	are	ur	ow	oi			
ue		ore	aw	er					
ew	au								

Examples of phonics screening check assessment. Please note these are the answer sheet for the teacher administering the test. This is not the sheet children will read from.

Section 1			
Word	Correct	Incorrect	Comment
dat			
cag			
rin			
ept			
jash			
quib			
coid			
quass			
glog			
blard			
disp			
murbs			
chum			
kick			
reef			
short			
blot			
greet			
dust			
parks			

Section 2			
Word	Correct	Incorrect	Comment
tay			
sloam			
zued			
meve			
clend			
braits			
scrug			
splue			
high			
feast			
goal			
shape			
trunk			
groups			
straw			
scribe			
model			
person			
chapter			
reptiles			

Phrases to help remember the sounds

ai: train in the rain
ee: eat the sweet
<u>igh</u> : light at night
oa: toad on a boat
oo: poo on the moon
oo: a <u>cook book</u>
ar: go far in the car
or: corn corn corn
ur: slurp and burp
ow: a cow in town
oi: coin in a toilet
air: hair on the chair
ear: Len's two ears
ure: a sure cure
er: answer a letter

ay: clay on the tray
ea: dream of cream
ie: fly on the pie
oe: Joe's toe
ue: blue glue
a-e: bake the cake
e-e: repeat and delete
i-e: ride the bike
o-e: a red rose
u-e: toot the flute
oy: joy of the boy
ir: first or third
ou: shout it loud
aw: paw on a claw
wh: wet the whale
are: stare at the hare
Kn: natter and knit
wr: write with Ron
ph: flash on a phone
au: haunt the fort
gn: Norman gnome
ore: gnaw at the core
ey: lucky key
y: cheeky sneaky
ew: crew that flew