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Pear Tree Class Phonics Screening Meeting

Thursday 2nd February 2023

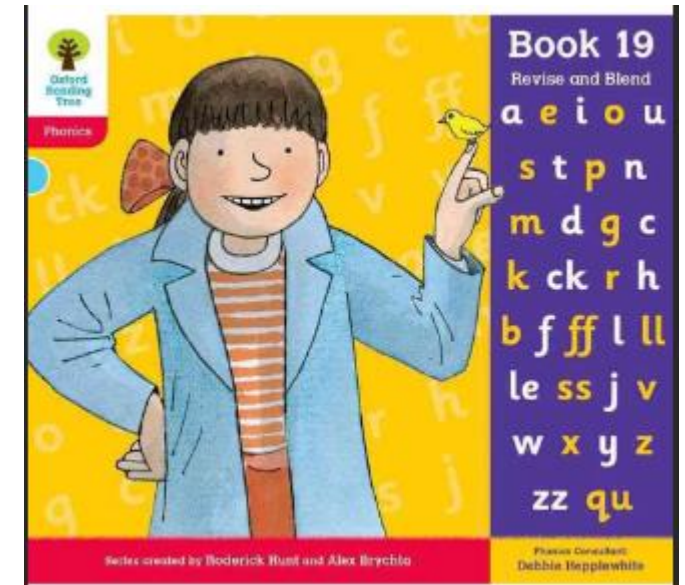


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Phonics screening will take place in June.



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The official guidance in England:

Teachers should use **Systematic Synthetic Phonics** programmes and ‘cumulative’
decodable reading books for beginners



Why is it ‘**synthetic**’ phonics?

Synthesising = sounding out and blending the sounds
to read the *unknown* words

(aloud or silently!)



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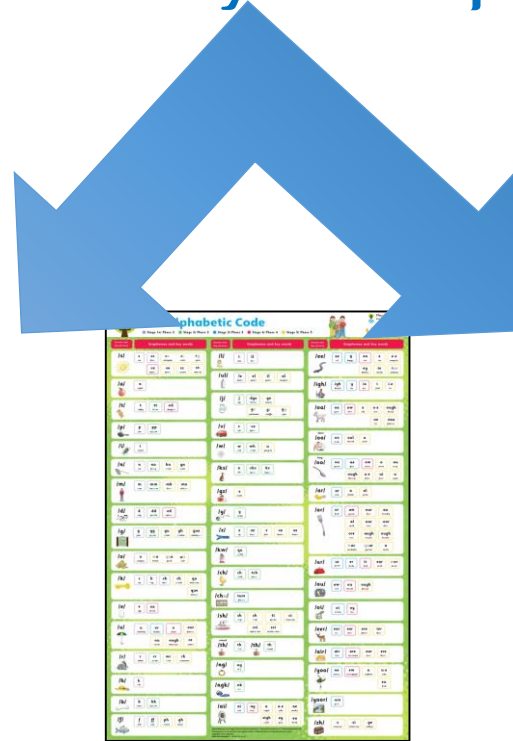


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A two-pronged approach to synthetic phonics teaching and learning

Systematic:

Planned
incremental
phonics
programme



Incidental:

•individual
•group
•class
- as needed



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The synthetic phonics

teaching principles work for all!

- ✓ The 'alphabetic code' is taught **systematically** - and **incidentally** when required
- ✓ **Same** alphabetic code and phonics skills need to be taught **no matter** how different the children may be – some may need **extra** practice!
- ✓ Children **all** succeed – to talk, to read, to spell, to write



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But one size does not fit all

But children learn in different ways

“...all beginners have to come to terms with the **same** alphabetic principles if they are to learn to read and write...

...It **cannot be left to chance**, or for **children to ferret out, on their own**, how the alphabetic code works.”

Sir Jim Rose in response to common misunderstandings
(Final Report, March 2006)



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What *is* the alphabetic code?

Allotting letter symbols for the smallest sounds of speech is the basis for creating a spelling code - enabling us to communicate through **writing**.

Translating the letter symbols into sounds is the basis for **reading**.

We can show this **visually** on a chart
to make the alphabetic code **tangible**.



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Graphemes or spelling alternatives
-across the rows

Sounds

- down the left columns as there are fewer sounds than graphemes

The Alphabet Code

Page 1 of 3 | Page 2 of 3 | Page 3 of 3

Column 1: Aa

Column 2: Bb

Column 3: Cc

Column 4: Dd

Column 5: Ee

Column 6: Ff

Column 7: Gg

Column 8: Hh

Column 9: Ii

Column 10: Jj

Column 11: Kk

Column 12: Ll

Column 13: Mm

Column 14: Nn

Column 15: Oo

Column 16: Pp

Column 17: Qq

Column 18: Rr

Column 19: Ss

Column 20: Tt

Column 21: Uu

Column 22: Vv

Column 23: Ww

Column 24: Xx

Column 25: Yy

Column 26: Zz



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Graphemes or spelling Alternatives

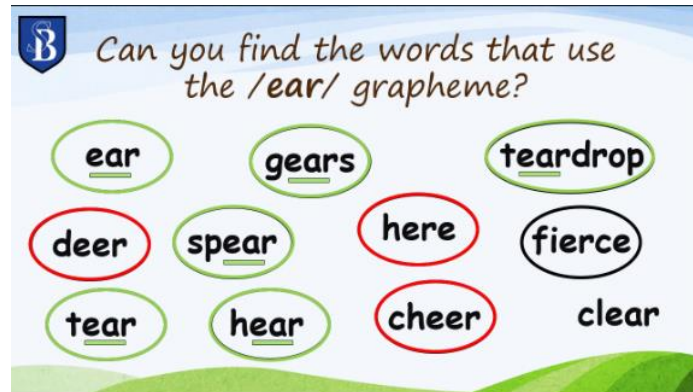
Graphemes are letters or letter groups that are code for the sounds:

e.g. sound /ai/ **a**corn, **a**id, pl**ay**, **ca**ke, gre**y**, sle**igh**, str**ai**ght



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Trigraph – 3 letters that make the sound



Diagraph – 2 letters that make the same sound

ch sh th wh ph
ck ay ai ey ue ee
oo ie qu ow er
ew oa oe ar ur



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Sounds (phonemes)

The ‘sounds’ are the ‘**phonemes**’, these are the smallest sounds of speech that change the meaning of a word:

e.g. /**b**/ /oa/ /t/ compared to /**k**/ /oa/ /t/

Some ‘sounds’ are **two phonemes combined**:

e.g. letter **x** in ‘fox’ is code for two phonemes /**k+s**/

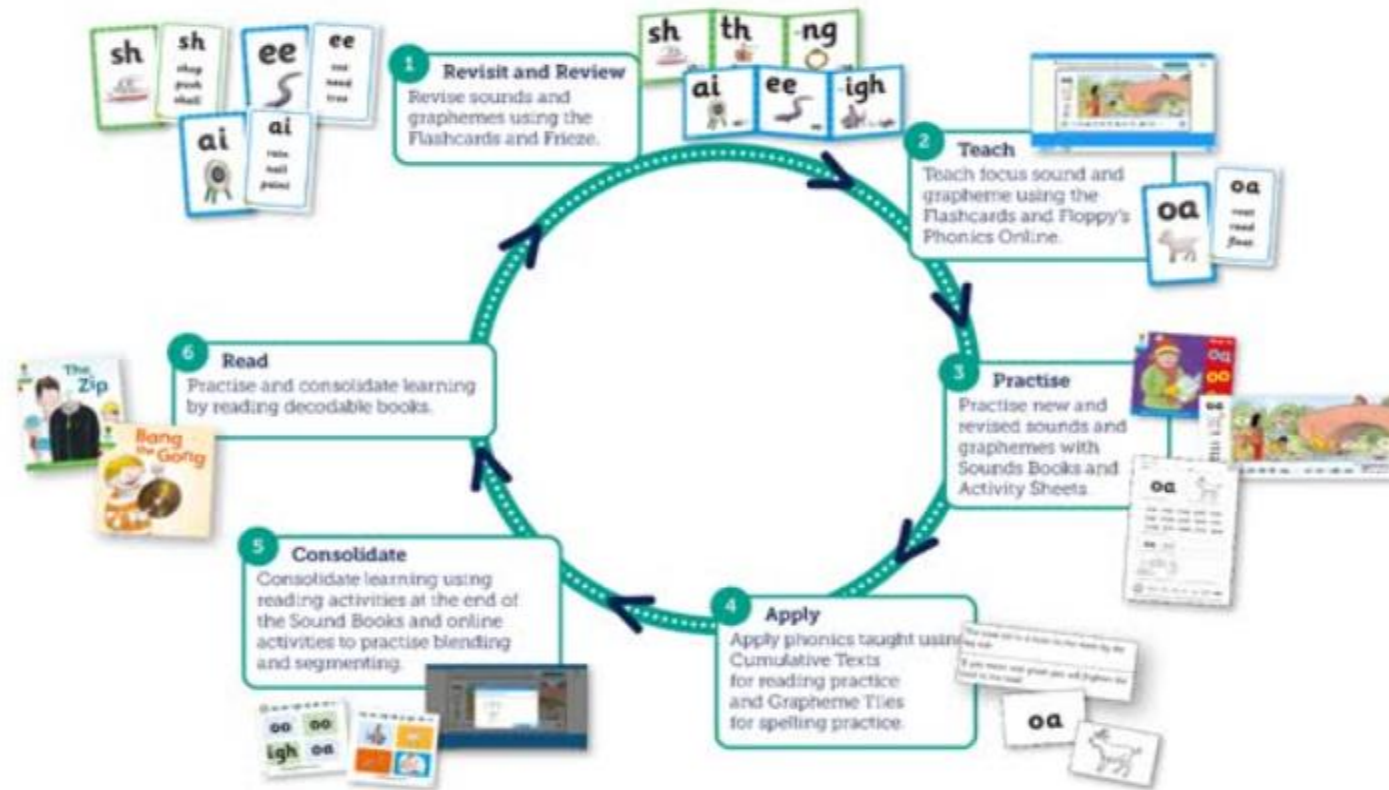


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Teaching sequence



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Oral blending and oral segmenting

1. **Sub-skill** of **reading** without letters:

Say, “Pull up the /z//i//p/ of your /k//oa//t/.”

2. **Sub-skill** of **spelling** without letters:

“Mat, /m/ /a/ /t/. Spoon /s/ /p/ /oo/ /n/.”

This helps your child’s awareness of sounds.



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Decoding

1. Study the printed word from left to right to recognise any 'letter groups'
2. Finger-track under each grapheme (letter or letter group) from left to right whilst saying each sound
3. Run your finger right under the whole printed word, from left to right, when you say the whole word



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Sound dashes / writing lines

Speed ● ● — ●	crayon ● ● — ● ●
Slight ● ● — ●	toast ● — ● ●
Broom ● ● — ●	foil ● — ●
Crawl ● ● — ●	jumper ● ● ● ● —



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What does the Phonics Screening Check test?

- Ability to blend phonemes together – CVC, CCVC, CVCC and polysyllabic words – which have two or more syllables, for example:

children shampoo

melting chicken

tonight



- Knowledge of graphemes (the letters which represent sounds)



























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What sounds will the children be expected to know?




















Level 1+ Floppy's Phonics

s  sun	a  apple	t  teddy	p  pan
i  insect	n  net	m  man	d  dog
g  gate	o  octopus	c  cat	k  key
-ck  duck	e  egg	u  umbrella	r  rabbit
h  hat	b  bone	f  fish	-ff  cuff
l  lion	-ll  hill	-le  bottle	-ss  dress

Level 2 Floppy's Phonics

j  jug	v  van	w  web	-x  fox
y  yo-yo	z  zip	-zz  buzz	qu  queen
ch  chick	sh  ship	th  this thumb	-ng  ring
-dge  bridge	-ve  glove	wh  wheel	-cks  ducks
-tch  hatch	-nk  ink		

Level 3 Floppy's Phonics

ai  aim	ee  eel	-igh  knight	oa  goat
-oo  cook	oo  spoon	ar  arm	or  fork
ur  purse	ow  owl	oi  oil can	ear  ear
air  hair	-er  builder	er  herbs	-ue  rescue
-ue  glue	-ure  pure	-ture  picture	



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Level 4







Floppy's Phonics

-ay  tray	oy  toy	ea  eat	-ie  pie
ow  bow	ew  newspaper	-ew  screw	ou  mouth
ir  bird	aw  yawn	eer  deer	-are  scarecrow
-ce  dance	-ea  bread	o  onion	-ed  dropped rained

Level 5

split digraphs

Floppy's Phonics

a-e  cake	e-e  compete	i-e  ice	o-e  rose
u-e  cube	u-e  flute		



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What does the test involve?





- 1-1 with class teacher in a quiet space
- 40 words to read
- 20 real words
- 20 pseudo (alien) words
- The check will take approximately 10 minutes to complete



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Here are some example of the words the children will need to read.

Practice sheet: Real words
in
at
beg
sum

Practice sheet: Pseudo words	
ot	
vap	
osk	
ect	

label
vanish
blossom
thankful



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How will I know how many words my child read correctly?

The score will be reported in your child's Annual Report.

If your child has not reached the threshold level, they will retake the check in Year 2.



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How can I help my child at home.

Read through the graphemes daily to ensure your child can remember them. Please use the sound mats sent home.

Read the real and alien words sent home. Sound buttons can be drawn underneath the words by the children if it helps.



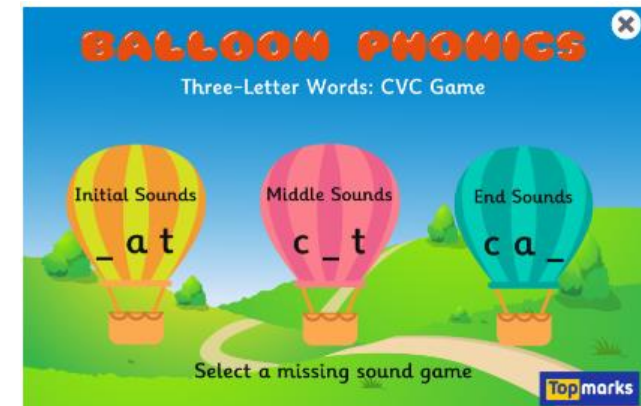
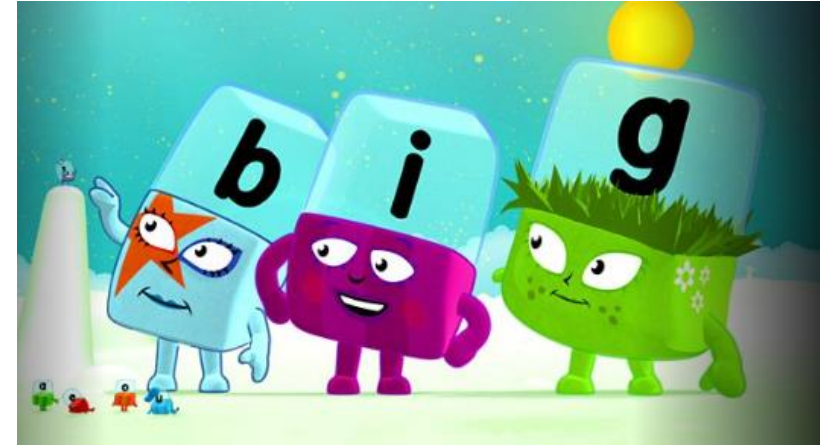
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Useful websites

- BBC iPlayer – Alphablocks
- Youtube – Mr Thorne's Phonics
- Phonics play – www.phonicsplay.com
- Top Marks – www.topmarks.co.uk



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Questions



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