



Parent Workshop

Year 1 Phonic Screening

DECEMBER 2024

Level 5 Mnemonics

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	ew  screw	ew  stew	y  sunny
aw  saw	au  autumn	ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin
ea  bread	ie  shield	tch  witch	are  bare	ear  pear	ore  core		

The new sound is displayed within a word linked to the mnemonic for Level 5.



Level 5 Overview



Teaching Week	Focus	Common Exception Words for Reading	Common Exception Words for Spelling	Teaching Week	Focus	Common Exception Words for Reading	Common Exception Words for Spelling
1	'ay' saying /ai/	could, should	said, so	16	'ow'/'oe' saying /oa/	once, please	thought through
2	'oy' saying /oi/	would, want	have, like	17	'wh' saying /w/	live, coming	work house
3	'ie' saying /igh/	oh, their	some, come	18	'g' saying /j/ 'c' saying /s/	Monday, Tuesday	many laughed
4	'ea' saying /ee/	Mr, Mrs	were, there	19	'ph' saying /f/	Wednesday, brother	because different
5	'a_e' saying /ai/	love, your	little, one	20	'ea' saying /e/	more, before	any eye
6	'i_e' saying /igh/ 'o_e' saying /oa/	people, looked	do, when	21	'ie' saying /ee/	January, February	friend also
7	'u_e' saying / yoo/ and /oo/ /oo/ and /oo/ 'e_e' saying /ee/	called, asked	what, oh	22	adding -ed (root word unchanged)	April, July	once please
8	'ou' saying /ow/	water, where	could, should, would	23	adding -s and -es	scissors, castle	live coming
9	Long Vowel Sounds	who, why	want, their	24	adding -er and est (adj)	beautiful, treasure	Monday Tuesday
10	'ch' saying /c/ 'ch' saying /sh/	thought, through	Mr, Mrs	25	'tch' saying /ch/	door, floor	Wednesday brother
11	'ir' saying /ur/	work, house	love, your	26	adding -ing and -er (verbs)	bought, favourite	more before
12	'ue' saying / yoo/ and /oo/	many, laughed	people, looked	27	'are'/'ear' saying /air/	autumn, gone	January February
13	'ew' saying / yoo/ and /oo/	because, different	called, asked	28	unspoken 'e'	know, colour	April July
14	'y' saying /ee/	any, eye	water, where	29	'ore' saying /or/	other, does	scissors castle
15	'aw'/'au' saying /or/	friend, also	who, why	30	adding un-	talk, two	beautiful treasure

What is the phonic screening check?

- Short phonic assessment for all children in Year 1 to assess whether children have learnt phonic decoding to an appropriate standard.
- This usually takes place in June.
- It provides teachers and parents with further information on how your child is progressing in phonics journey. The outcomes are reported to the DfE and provides information to create a national measure.
- It is a statutory requirement for all schools across England to carry out the check.

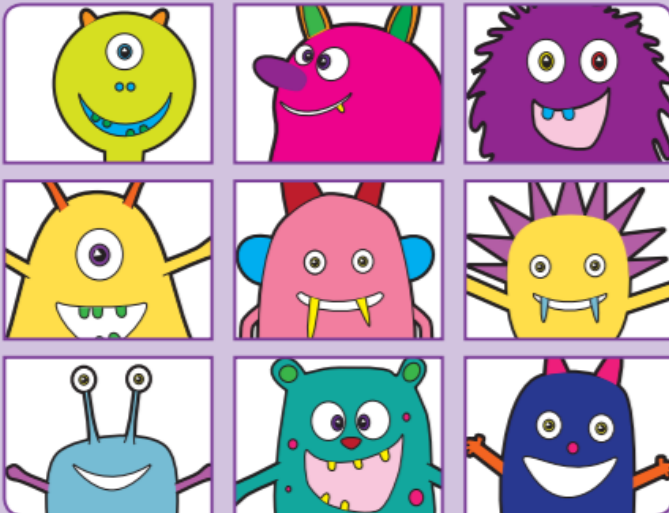
What does it consist of?

2019 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



- The test consists of 40 words, some pseudo and some real words that your child will read one-to-one with their class teacher.
- We will go through some practice questions first with your child to make sure they understand the activity.

Practice sheet: real words

in

at

beg

sum

Practice sheet: pseudo-words

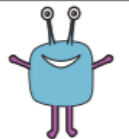
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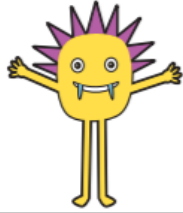
ect



What does it consist of?

Section 1

sut



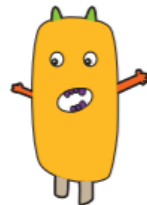
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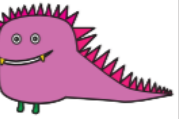


uct



- These are some examples from the 2019 paper of Pseudo words.
- These words are used because they will be new to all of the children. Children who can read these non-words should have the skills to decode unfamiliar words.
- They are presented alongside a picture of an imaginary creature. This helps children understanding that these words should not be matched to their existing vocabulary.

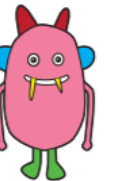
vaw



meast



waib



zome



What does it consist of?

shop

yell

peel

check

crust

trails

strip

scraps

- Here are some examples of real words.
- Half of these words were phonic skills that were covered in Reception and the rest are based on Year 1 phonic skills.
- Using end of Reception phonics assessments, we were able to support children revisit those sounds that were not fully grasped in Reception.
- More information and previous phonic screening materials can be found:

[Gov Website](#)

How we will help in school

- Four weekly phonics sessions in class, following the Twinkl Phonics scheme of work.
- Using Phonics Play and other interactive games to make phonics learning more engaging.
- Regular assessments to help to identify pupils who would benefit from additional phonic support, including but not exclusive to, smaller targeted intervention groups.
- Providing your child with a phonic reading book and access to online phonic reading books
- Provide lots of wider reading opportunities to apply their phonic skills

What can I do to support my child at home?

- ▶ Read with your child regularly, ask them to spot their digraphs within words.
- ▶ Use the parent information sheets that are shared weekly practise their sounds and support them to identify these sounds in words.

This week, we have been learning to read and spell words containing **dge** and **ge** saying /j/.



Level 6

The /j/ Sound Family

dge This spelling is used when the /j/ sound comes at the end of a word and after a short vowel sound. (Short vowels are spoken as a pure sound).

badge
bridge

g This spelling is sometimes used when the /j/ sound is followed by e, i or y.

gem
gymnast
giant

ge This spelling is used when the /j/ sound comes at the end of a word and after a long vowel sound, a vowel digraph or a consonant. (Long vowels are spoken like letter names.)

huge
barge
orange
challenge

j This spelling is used when the /j/ sound is at the start or in the middle of words.

jump
jelly
injury

What can I do to support my child at home?

- Login to Twinkl phonic Rhino readers to provide your child with a wide range of phonetically decodable texts.
- Login to Twinkl phonics app where they can play lots of games where they have to apply their phonic knowledge.

Three easy ways to get started...

The image shows three promotional cards for Twinkl's phonic resources. The first card, 'eBook Library', features book covers for 'The Padlock' and 'Big Mud Mess' and describes a collection of eBooks and supporting resources. The second card, 'Buy Printed Books', shows covers for 'One Night Ter', 'Cats and Big Cats', and 'Robot Kick Toys at Night', offering sturdy copies for delivery. The third card, 'Download the App', shows a tablet displaying a game and includes the App Store and Google Play logos.

eBook Library
Our colourful collection of eBooks and supporting resources. New books each month!

[See eBook Collections](#)

Buy Printed Books
Order your own sturdy copies of the books for delivery. Available as a complete set of 96, or as individual level bundles.

[See Printed Books](#)

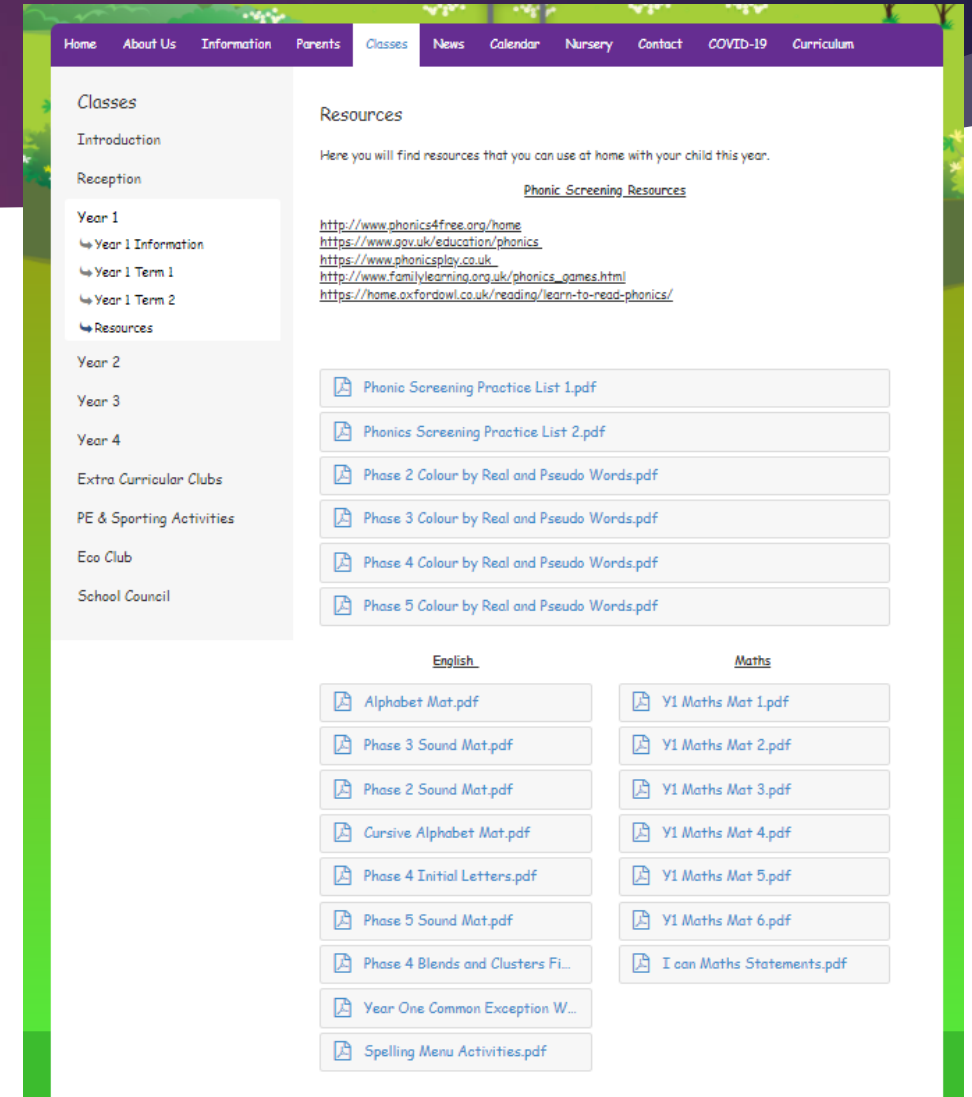
Download the App
Read the books anywhere, any time with the Rhino Readers app. Available for iOS and Android devices.

Download on the App Store



What can I do to support my child at home?

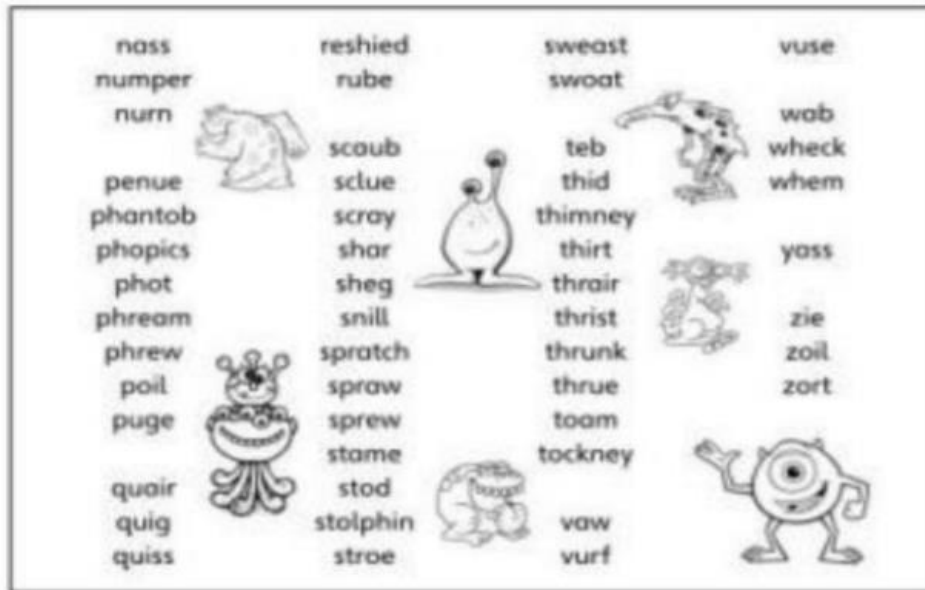
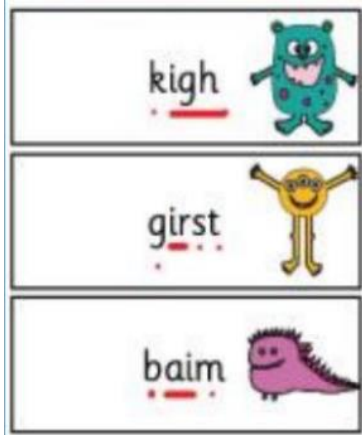
- Head to your child's class page where you will find lots of useful resources include examples of past phonic screen check papers and useful links to website
- Use the sounds mats available under the Resources and then English section of our class web page to practice sounds with your child.
- There are lots of websites to make learning fun for your child to practice.



The screenshot shows a school website with a purple navigation bar containing links for Home, About Us, Information, Parents, Classes, News, Calendar, Nursery, Contact, COVID-19, and Curriculum. The 'Classes' page is active, displaying a sidebar menu with options like Introduction, Reception, Year 1 (with sub-links for Year 1 Information, Year 1 Term 1, Year 1 Term 2, and Resources), Year 2, Year 3, Year 4, Extra Curricular Clubs, PE & Sporting Activities, Eco Club, and School Council. The main content area is titled 'Resources' and includes a sub-section for 'Phonic Screening Resources' with several external website links. Below this, there are five PDF links for 'Phonic Screening Practice List' and 'Phase 2-5 Colour by Real and Pseudo Words.pdf'. At the bottom, there are two columns of PDF links under the headings 'English' and 'Maths', including 'Alphabet Mat.pdf', 'Phase 3-5 Sound Mats.pdf', 'Cursive Alphabet Mat.pdf', 'Phase 4 Initial Letters.pdf', 'Phase 5 Sound Mat.pdf', 'Phase 4 Blends and Clusters Fi...', 'Year One Common Exception W...', 'Spelling Menu Activities.pdf', 'Y1 Maths Mat 1-6.pdf', and 'I can Maths Statements.pdf'.

What can I do to support my child at home?

- Practice a mix of real and pseudo words. Resources and links are under our 'Phonic Screening Resources' section. Ask your child to draw the sound buttons underneath each word.



REAL WORDS			
argue	invite	pursue	sort
bead	jaunty	queue	sphinx
chew	ladder	quiet	statue
drawer	lawn	quit	theft
escape	main	renew	threw
evening	moan	repeat	thundering
fairground	pew	rocker	tie
flute	pie	rule	trash
fork	pole	scratch	turning
golf	prophet	seventh	use
gran	proud	shelving	value
handstand	prune	sighting	woe

- Lots of Reading!
Rereading home reading book and, soon to come, a library book.

What if my child is struggling to decode a word?

- If your child does not say a sound correctly in a word. Ask them to try again.
- If they still say the sound incorrectly, point to the letter and tell your child the sound it makes. And then say try again.
- If they are still struggling to blend the correct sounds, then model this for them left to right, say the sounds then read the word.
- If it is a real word, talk about the meaning of the word to your child if they do not understand it.
- Be positive and give lots of praise and encouragement.

FAQs

How long does it take?

- *It should take 4-9 minutes to complete, if a child requires a break, we can accommodate this.*

Where does the check take place?

- *We will use a quiet room in school outside of the classroom. There will not be any resources on the walls to help your child.*

Will my child know it is a 'test'?

- *We present our daily phonics lessons learning sounds and then applying to real and pseudo words. This activity is not new to them. They have also completed a mock phonics screening to help us with targeted support for groups of pupils.*

What if my child is absent?

- *If a pupil is absent during the check week, we can administer the check to them up until the end of June. Any child who is absent from school for this entire period will be recorded as absent in the results data and they will sit the test the following June alongside the Year 1 cohort.*

FAQs

How will I know my child's results?

- *We will report your child's score to you by the end of the summer term. This will include whether or not your child has met the expected standard to ensure that you are aware of your child's progress in developing phonics decoding skills.*

What if my child does not meet the expected standard?

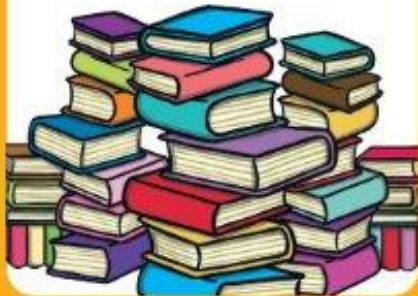
- *A pass mark previously has been 32 out of 40. If a pupil has not met the expected standard, we will outline the support that will be put in place to help your child as they enter Year 2. Those children who do not meet the expected standard will receive targeted intervention in Summer 2 of Year 1 and this will continue into Year 2. These children will resit the phonic screening with their Year 2 teacher in June 2026.*

The purpose is to become better readers and in turn better writers.

Reading Every Day Goes a Very Long Way

Student A Reads

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



Student B Reads

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



Student C Reads

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



Want to be a better reader? Read more!

Any Questions?

