

National Phonics Screening Check

The National Phonics Screening Check will take place in Key Stage 1, during the week beginning **9th June 2025**. This pack aims to explain the process, in addition to providing you with ideas to help your child with phonics at home.

Who takes the check?

All children in Year 1 take the Phonics Screening Check. 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. If, for any reason, we feel that there is a valid reason why your child should not take the test in Year 1, the class teacher will discuss this with you. Please note, this is only done in exceptional circumstances and your child would still be eligible to take the test when they are in Year 2.

What is phonics?

Phonics is a way of teaching children to read. Children 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 sounds – it is the most effective way of teaching young children to read.

What is the Phonics Screening Check?

The Phonics Screening Check is taken individually by all children in England, in June of Year 1. It is designed to give teachers, parents and carers information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

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 one-to-one and the children will largely be unaware of it being a test as they have already participated in some practise ones.

What are nonsense (pseudo) words?

During the check, your child will be told which words are nonsense words (he/she will not have seen these words before). Your child will be very familiar with nonsense words because we already use 'nonsense words' when teaching phonics in school. 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 have to use their decoding skills. This is a fair way to assess their ability to decode.

After the check

As part of the end of year report, we will tell you about your child's progress in phonics and how he or she has done in the Phonics Screening Check. 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 how you can support your child to take the next step in reading. All children are individuals and develop at different rates. The Phonics 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/carers play a **very important part** in helping with this.

Here are some simple steps to help your child learn to read through phonics:

Step 1 - identify 'special friends' (children are allowed to underline the sounds)

Step 2 - Fred talk the sounds (say each sound separately)

Step 3 - read the word (blend sounds together)

- Use the speed sounds chart. Point to a sound and ask your child to say the sound.
- Use the sound phrases first to identify the sound and then move onto just saying the correct sound.
- 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 them. Then ask your child to make up a nonsense word for you to read.
- With all books, encourage your child to 'sound out' / 'Fred talk' 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.
- Try to make time to read with your child every day. 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 be fun as well as using resources such as www.phonicsplay.co.uk and the Teach Monster app.

Further information on the RWInc Phonic Scheme we use at Walford Nursery & Primary School can be found here: <https://www.walfordprimaryschool.co.uk/read-write-inclusive/>

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		se			
					ce					

b	c	d	g	h	j	p	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				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

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

Phrases to help remember the sounds:

ay: <u>ma</u> y I <u>pl</u> ay
ee: what can you <u>se</u> e
igh: fly <u>h</u> igh
ow: <u>bl</u> ow the <u>sn</u> ow
oo: <u>p</u> oo at the <u>z</u> oo
oo: <u>l</u> ook at a <u>b</u> ook
ar: start the <u>car</u>
or: shut the <u>door</u>
air: that's not <u>fair</u>
ir: wh <u>ir</u> l and tw <u>ir</u> l
ou: sh <u>ou</u> t it <u>ou</u> t
oy: toy for a <u>bo</u> y

ea: cup of <u>tea</u>
oi: spo <u>i</u> l the bo <u>y</u>
a-e: make a cake
i-e: nice smile
o-e: phone home
u-e: huge brute
aw: <u>yawn</u> at <u>dawn</u>
are: sh <u>are</u> and <u>care</u>
ur: <u>purse</u> for a <u>nurse</u>
er: a better <u>letter</u>
ow: <u>brown</u> <u>cow</u>
ai: sn <u>ai</u> l in the <u>rain</u>
oa: <u>goat</u> in a <u>boat</u>
ew: <u>chew</u> the <u>stew</u>
ire: <u>fire</u> <u>fire</u> !
ear: <u>hear</u> with your <u>ear</u>
ure: <u>sure</u> it's <u>pure</u> ?
tion: (celebrat <u>ion</u>)
tious / cious: (scrumptious / delicious)
e: <u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u>

Set 2 and 3 Sounds and Pictures

ay ā-e ai



ee ea e



igh i-e



ow ō-e oa



ou ow



oi oy



ire



ear



ure



tion tious
cious



oo ū-e ew



ar



or aw



air are



ir ur er



Additional sounds and their phrases

Ruth Miskin (the founder of Read, Write, Inc.) has a very useful website that includes useful video clips and information about Read, Write, Inc. <http://www.ruthmiskin.com/en/parents/>



ue

come to the rescue!
rescue, blue, glue, queue, due



ie

terrible tie!
tie, magpie, lies, tried, pie, lie



au

Paul the astronaut
Paul, astronaut, August, author, dinosaur, pause



e-e

go Pete and Steve!
Pete, Steve, these, theme, complete



kn

knock knock, who's there?
knock, knight, knee, kneel, know, knot, knit



ck

tick tack clock
tick, tack, clock, rock, lick, pick, back, snack, meck, stick, duck

Examples of the 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			