



TELFORD INFANT SCHOOL LOVING LEARNING

Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.

Phonics Assessment in Year One



Aims of our presentation

- To explain assessment in Year One.
- To explain what phonics is.
- To share the format of and approach to the Statutory Phonics Screening Check in Year One.
- To offer guidance on how you can support your child at home.



How do we make assessments?

- Collect evidence all day every day.
- Reading: 1 to 1, guided reading, whole class or through conversations at story time.
- Written pieces of learning.
- Talking to the children.
- Working alongside the children.
- Observations of activities.



Assessment Language

At the end of Year 1 your child will either be:

- **Greater depth** – deep understanding and can apply skills independently across all areas of the curriculum.
- **Expected** – secure understanding and can apply skills independently.
- **Working towards** – consolidating understanding and can apply skills with increasing independence.



What is phonics?

- Children need to know that words are represented by graphemes (how each sound is written) and phonemes (the sound that they make.)
- Some phonemes are made up of two or more graphemes.
 - Digraphs – qu, sh, ch, ng, ai, ea, oo.
 - Trigraphs – igh, air, ear, ure.
 - Split digraphs – a_e, e_e, i_e, o_e and u_e.
- Children need to be able to **segment** a word using their robot arms and then **blend** it back together to say the whole word.
- There are around 40 different sounds to learn.

- 
-
- dog
 - chat
 - strong
 - chair

What is the phonics screening check?



- The aim of the check is to ensure that all children are able to use phonics confidently to support their reading and to identify children that might need extra support with this.
- The phonics screening check week is Monday 9th June – Friday 13th June – please do not plan to be away during this time.
- The phonics screening check is statutory. Every child in Year 1 in England takes part.
- Children will either meet the expected standard or not – historically the pass mark has been 32 out of 40.



What is the phonics screening check?

- Parents will be informed of their child's phonics screening result in the end of year report.
- Children who do not meet the expected standard in Year 1, retake the screening in Year 2. There will be an opportunity to discuss this with your child's class teacher at the end of the year.

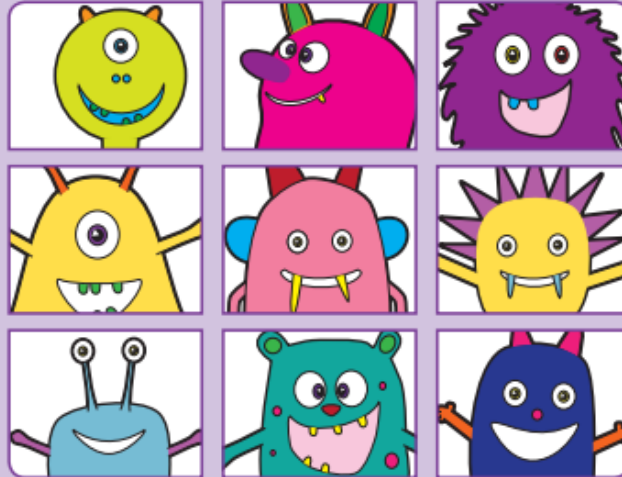
Phonics screening paper

2019 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



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Section 1

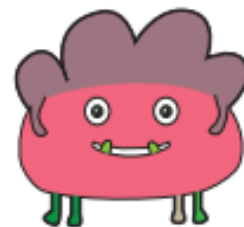
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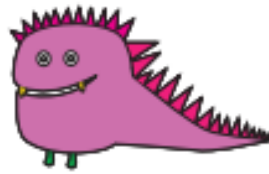
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Section 2

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Section 2

label

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Year 1 Phonics Screening check video



https://www.youtube.com/watch?v=IPJ_ZEBh1Bk&ab_channel=DepartmentforEducation

Alien or nonsense words

- Alien or nonsense words are used to check that children can segment and blend a non word using their phonics knowledge.

ot	
vap	
osk	
ect	

Phonics resources

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  evil	i  lion	o  gold	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	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	ve  serve	ore  core	ew  screw	ew  stew	

Pronunciation video



https://www.youtube.com/watch?v=TTe5_Em0BHQ&ab_channel=LettersandSoundsforHomeandSchool

Pronunciation video



<https://www.youtube.com/watch?v=4ugGQqMmvFA>



How can you help at home?

- Encourage your child to use their sound mats when writing at home.
- Encourage your child to segment words that they are unsure of using their robot arms and then blend the sounds to say the whole word.
- Read appropriate level books for your child so that they can build their phonics skills, e.g. Rhino Readers that we are sending home.



How can you help at home?

- REMEMBER: Phonics is not the only thing needed to become a fluent reader.
- Please continue to read with your child as often as possible and encourage them to:
- Sound out or model sounding out (segmenting and blending)
- Use pictures for clues.
- Ask questions about the book.
- Re-read to check it makes sense.
- Read to your child.
- Share amazing texts with your child and enjoy reading!



Any questions?

