



Phonics meeting -
7.10.25

Organisation

- Children have a 20 minutes Phonics session every morning.
- Children are regularly assessed in their Phonics and regrouped accordingly.
- Reading books are matched to their Phonics knowledge.
- Phonics catch up sessions (Phonics café) will be offered to children who need extra support.



Lesson structure

Recap sounds already covered



Sound of the day (Special friend)

'Oh there you are'

Find the sound on the chart

Fred the frog - 'I say, you say'

Green words - real and alien!

Say it, stamp it, write it



Recap 'special friends' already covered



Order of sounds

- Set 1
- Set 2
- Set 3

Children move onto the next set of sounds when they know all of the sounds in the set that they are learning.



Green Words



All green words are phonetically decodable.



We read a mixture of real words and alien words



We press the sound button to read each individual sound then blend it together. E.g.
d-o-g, g-r-ee-n, s-n-ai-l



Red Words



- **All red words are sight words.**

(They have these in their reading diaries. The set that they should be focusing on will be highlighted).



These are words we can't use our phonics to decode and we just need to know. E.g. me, my, you, he, the

Top Tip Number 1

Pure sounds - Say the sounds correctly!
No 'uh' at the ends of sound makes it
easier to blend later.

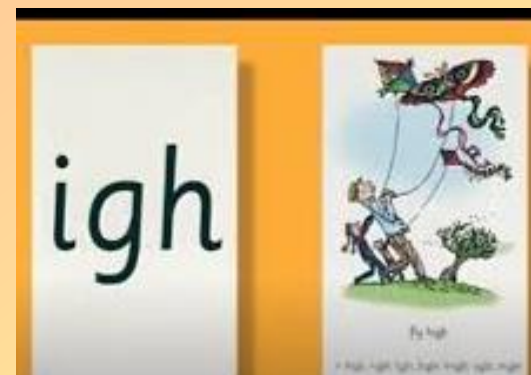


Top Tip Number 2

Know your diagraphs and trigraphs!

Some letters have 'special friends'

Some sounds are represented by two or three letters.





MOST IMPORTANTLY



Read with your child as much as you can.

Vocabulary, imagination and knowledge of the world grows through reading.

Wide variety of books - not just the favourites.





Year 1 Phonics Screening Check



What Is The Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1, or they have not taken the test before. Head teachers should decide whether it is appropriate for each of their pupils to take the phonics screening check.

The phonics screening check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.

What Happens During The Test?



The test contains 40 words.

Each child will sit one to one and read each word aloud to a teacher.

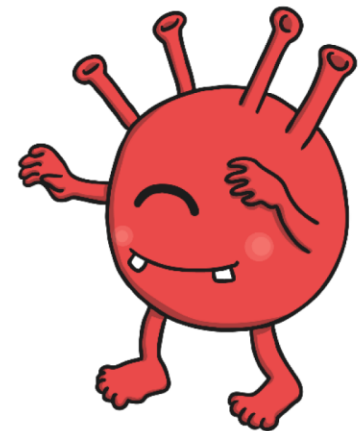
The test will take approximately 10 minutes per child; although all children are different and will complete the check at their own pace.

The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).

Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have.

Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.



Example Of The Check

Practice sheet: Real Words

beg

twinkl.co.uk

at

twinkl.co.uk

sum

twinkl.co.uk

in

twinkl.co.uk

Example Of The Check

Practice sheet: Pseudo Words

vap



twinkl.co.uk

osk



twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk

Reporting To Parents

By the end of the Summer term all schools must report their child's results to parents.

They will also confirm if the child has met the standard threshold.

Children who do not achieve the expected level will retake the test when they are in Year 2.



How Can I Help My Child At Home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a 'good guess'.



How Can I Help My Child At Home?

- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, e.g. /c/ in cat, or the letter group, e.g. /ng/ in sing. Next move your finger under the whole word as you say it.
- Discuss the meaning of words if your child does not know what they have read.

