

Phonics Screening Check KS1



Thursday 23rd April 2026

Miss Rolfe

The purpose of this session is to find out about the Phonics Screening Check and how you can support your child at home.

Session overview (Approximately 30 minutes)

Today we will be talking about:

- The Phonics Screening Check
- Phonics in KS1
- How you can support your child with reading/phonics at home.

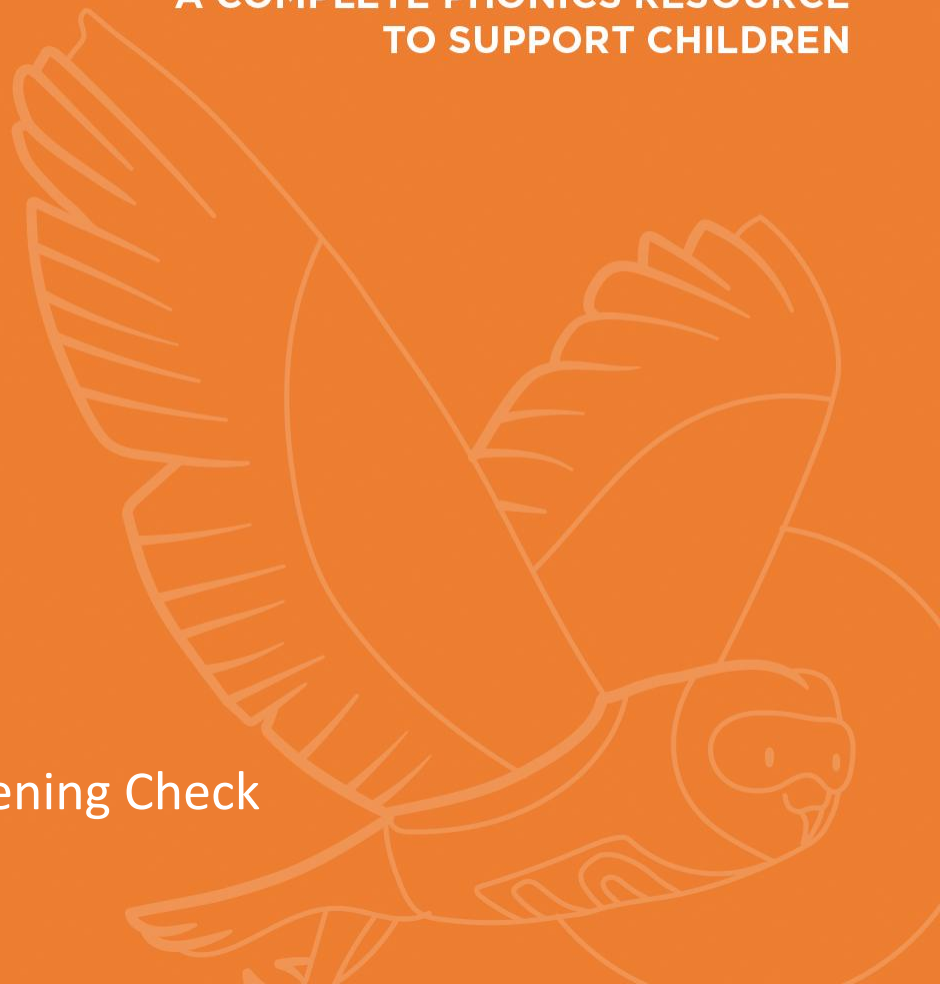
Please feel free to ask any questions during the session



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

**Teach reading:
change lives**

Parent workshop: Year 1 Phonics Screening Check





**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)





Phonics

Did you know there are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling them?**

This is why English is one of the most complex languages to learn!

Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.



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Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

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Terminology

Phoneme: The smallest unit of sound that can be identified in words.

Grapheme: A letter or group of letters used to represent a particular phoneme when writing.

Digraph: A grapheme using two letters to represent one phoneme.

Trigraph: A grapheme using three letters to represent one phoneme.

Blend: To combine individual phonemes into a whole word, working from left to right.

Segment: To identify each of the individual phonemes in a word, working from left to right.

Adjacent Consonant: Two or more consonants that come together in a word without any intervening vowel or vowels (for example, 'd-r' in 'drop', 's-t-r' in 'strap').

Split Digraph: A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a_e' in 'take').

The progression

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk * words with -s /s/ added at the end (hats sits) * words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er * words with double letters * longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 * longer words, including those with double letters * words with -s /z/ in the middle * words with -es /z/ at the end * words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants * CVCC CCVC CCVCC CCCVC CCCVCC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /aɪ/ ay play /oʊ/ ou cloud /ɔɪ/ oy toy /eə/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today


























*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.


Autumn 2 Phase 5 graphemes	New tricky words
/ɪr/ ir bird /iə/ ie pie /oʊ/ /yoʊ/ ue blue rescue /juː/ u unicorn /oʊ/ o go /ɪʃ/ i tiger /ə/ a paper /e/ e he /aɪ/ a-e shake /iː/ i-e time /oʊ/ o-e home /oʊ/ /yoʊ/ u-e rude cute /e/ e-e these /oʊ/ /yoʊ/ ew chew new /e/ ie shield /ɔː/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eɪ/ y funny /eɪ/ ea head /w/ wh wheel /oʊ/ oe ou toe shoulder /ɪʃ/ y fly /oʊ/ ow snow	any many again who whole where two school call different thought through friend work

In Reception your child will have been taught the Phase 2 and Phase 3 sounds

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

 a	 e	 i	 o	 u
--	--	--	--	--

What your child been taught so far in Year 1

Your child has been taught most of Phase 5, they know:

- new graphemes for the Phase 2 and 3 sounds (sounds they already know)
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.

Grow the code grapheme mat										Phase 2, 3 and 5			
S													
s	t	p	n	m	d	g	c	r	h				
ss	tt	pp	nn	mm	dd	gg	ck	rr					
se			kn	mb			ck	wr					
ce			gn				cc						
st							ch						
sc													
b	f	l	j	v	w	x	y	z	qu				
bb	ff	ll	jj	vv	wh			zz					
	ph	le	dge	ve				s					
		al	ge					se					
								ze					
ch	sh	th	ng	nk	a	e	i	o	u				
tch	ch				ea		y	a	o-e				
ture	ti								ou				
	ssi												
	si												
	ci												

Grow the code grapheme mat					Phase 2, 3 and 5		
					yoo		
ai	ee	igh	oa	oo	ue	u*	a*
ay	ea	ie	o	ue	u	oul	al*
a	e	i	o-e	u-e			
a-e	e-e	i-e	ou	ew			
eigh	ie	y	oe	ou			
aigh	y		ow	ui			
ey							
ea							
					zh		
or	ur	ow	oi	ear			
aw	er	ou	oy	ere	su		
au	ir			eer	si		
oor	or			ear			
al							
a							
oar							
ore							

*depending on regional accent



Let's say the Phase 5 sounds



**How to say the
Phase 5 sounds**

Reading words

Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence
- start to distinguish between different phonemes/graphemes.



Tricky words

- These words have unusual spellings e.g. he, the, was, all, people.
- They are taught in a systematic way.



Children are now learning to read the Phase 5 tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want, any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work, once, laugh, because, eye.

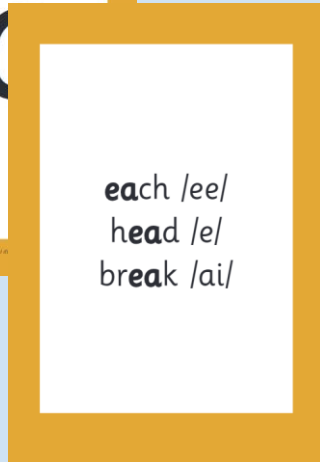
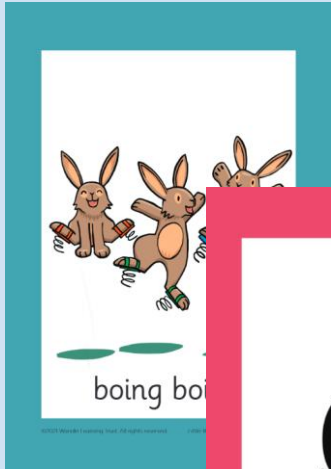


Tricky words



How we teach tricky words

How we make learning stick





Spelling

- Your child will be taught how to spell words every day using the graphemes they have been taught so far.
- They will practise writing a dictated sentence. The teacher will say the sentence, show them how to write it and then ask the children to write it independently.
- In Year 1, there are increasingly challenging words to spell, e.g. longer words, compound words, plurals. This all matches the Little Wandle sequence of learning.

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.





Phonics Screening Check



What is the Year 1 Phonics Screening Check?



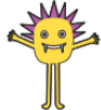



- The national phonics screening check was introduced in 2012 to all Year 1 pupils. It is a short, statutory assessment to ensure that children are making sufficient progress in the phonics skills required to read words and are on track to become fluent readers who can enjoy reading for pleasure and for learning.
- It is designed to give teachers and parents 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.

This term we are preparing for the Phonics Screening Check

In June, all year 1 children are expected to complete the year 1 Phonics Screening Check.

What is the Phonics Screening Check?

- It is a quick check of your child's phonics knowledge.
- It is **not** designed to create any stress or anxiety for your child.
- It assesses decoding skills using phonics.
- It consists of 40 words (20 real words, 20 'alien words').
- If children do not achieve the required score in Year 1, they will retake the screening at the end of Year 2.

Section 1	Section 1
sut 	shop
yad 	yell
dop 	peel
uct 	check

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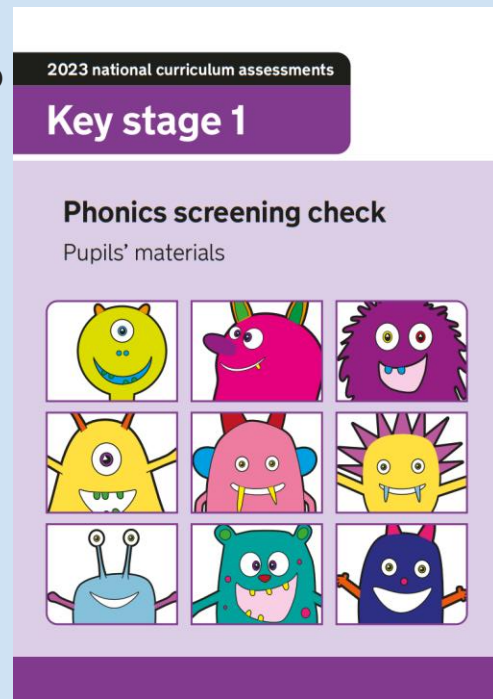
How does the check work?

- Your child will sit with a member of staff that they know.
- They will be asked to read 40 words aloud.
- This takes just a few minutes to complete, but there is no time limit.
- If your child is struggling, the teacher will stop.
- It has been carefully designed not to be stressful for your child.

What does the PSC assess?

It checks that your child can:

- Sound out and blend graphemes in order to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- Read a selection of nonsense words which are referred to as pseudo words.





What are 'alien words'?

tabe



Trinity CE
Primary School



**Why we teach alien words
for Phonics Screening Check**

What are 'alien words'?



- The check will contain 20 'alien words'.
- The children will be familiar with alien words and will start to read them this term.
- Alien words assess children's decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.
- Children cannot read these words by using their memory or known vocabulary, so they have to use their decoding skills. This is a fair way to assess their ability to decode.
- The Phonics Screening Check will be administered in June.



Outcome of the Phonics Screening Check



Is there a Pass Mark?

- The check is not about passing or failing but checks that appropriate progress is being made.
- If children do not reach the required standard, then the teacher will be in touch to discuss plans and offer additional, tailored support to ensure that your child can catch up.
- Children progress at different speeds so not reaching the threshold score does not necessarily mean there is a serious problem.
- Your child will re-sit the check the following summer term.

What happens to the Results?

- The school will report your child's results to you by the end of the summer term as well as to the local authority, but unlike the KS2 SATs, the results won't be published in a league table.
- If you have any concerns, do talk to your child's teacher about this in a parents' meeting or after school.



Reading at home

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**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

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The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Reading a book at the right level

This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



What should I do if my child is struggling to decode a word?

- Say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, i.e. /b/ in bat, or letter group, i.e. /igh/ in sigh, as you say the sound, then run your finger under the whole word as you say it.
- Talk about the meaning if your child does not understand the word they have read.
- Work at your child's pace.
- Always be positive and give lots of praise and encouragement.



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Read to your child

Sharing books at home:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language.
 - Encourage your child to use new vocabulary.
 - Make up sentences together.
 - Find different words to use.
 - Describe things you see.



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**Children are made readers
on the laps of their parents.**

— Emilie Buchwald

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Supporting your child with phonics

[Little Wandle Phonics Website](#)

Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



How to say Phase 5 sounds

Do you have any questions?



crolfe@trinityprimaryschool.org