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**Welcome to the  
phonics screening check  
meeting for parents**

**Year 1 Teachers:  
Mrs Adhikari & Miss Harrid**



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## What is phonics?

**Phonics is a way of teaching children to read quickly and skilfully. It is one of the first steps for children who are learning to read.**



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## Why is it important to teach phonics?

- Phonics are taught to help children learn to read.
- Research shows that phonics is an effective way of teaching children to read.
- Phonics gives children the skills they need to tackle new words. Children can then go on to read any kind of text fluently and confidently.
- Children taught using phonics tend to read more accurately than those taught using other methods.



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**In phonics, children are taught to:**

- **Recognise the sounds that each individual letter makes**
- **Identify the sounds that different combinations of letters make – such as ‘sh’, ‘ar’ or ‘ai’ digraphs and ‘air’, ‘ear’, ‘igh’ trigraphs.**
- **Blend these sounds together from left to right to make a word.**
- **Use the knowledge of sounds learnt, to decode new words they come across.**



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**How do we teach phonics in our school?**

**We follow five structured phases in phonics teaching**

**Phase 1 – Nursery**

**Phases 2 and 3 – Reception and Year1**

**Phases 4 and 5 – Year 1**

**Recap of phase 5 – Year 2**

***Miss Harrid will now demonstrate a phonics lesson for you.***



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## What is the phonics screening check?

- The phonics check is designed to confirm whether individual children have learnt phonic decoding to an appropriate standard.
- The check is made up of a list of 40 words split into 2 sections that children read one-to-one with their teacher.
- The list is a combination of both real and pseudo-words (monster words)



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## What are pseudo-words or monster words?

- **Monster words are words that are not real. There will be pictures of monsters next to these words so children are aware.**
- **Monster words are important to include, because children have to read them by using their phonic decoding skills. They cannot rely on their memory or vocabulary.**



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## Section 1

**The words in this section will have a variety of simple word structures using single letters (a-z), some consonant digraphs (ch,ck,ff,ll,ng,sh,ss,th,zz) and consistent vowel digraphs (ar,ee,oi,oo,or)**



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## Section 2

**The words in section 2 will have a variety of more complex word structures with some additional consonant digraphs(ph,wh). Some less frequent and consistent vowel digraphs, including split digraphs (a-e,ai,au,aw,ay,ea,e-e,er,ew,i-e,ie,ir,oa,o-e,ou,ow,oy,ue,u-e,ur) and trigraphs (air,igh)**



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## Section 1

tox

bim **simple words**

chom

glet

emp

shin **digraph**

chill

fork **vowel digraph**

## Section 2

hoat

cape

blurst

chair **trigraph**

day

slide **split digraph**

blank

trains



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## When is the screening check?

- Schools will carry out the phonic screening check during the **week beginning 11<sup>th</sup> of June.**
- We will do two mock tests with children before the real test. (This will take place during April and May.)



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## Who will carry out the check?

- Teachers will carry out the phonics check with each pupil, on a one to one basis and record whether their response to each word is correct or incorrect.
- The results will be provided in written form and cannot be given verbally.



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## What happens after the check?

- If your child found the check difficult, we will tell you about the support that will be put in place to help him / her to improve their phonic decoding in year 2
- Parents / carers will be given information on how to help their child at home
- The children will be retested in year 2



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## How can you help at home?

- It's essential that your child develop a love for books and reading.
- So please read with your child on a daily basis. Encourage your child to phoneme finger words that they cannot read.



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- **We teach four new sounds each week, so please ask your child about the sounds that they have learnt in class.**
- **Encourage your child to share words with the sound they have learnt in class.**
- **Make up some real and nonsense words using sounds such as c-oa-t, l- oa- t and ask your child to blend the sounds.**



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**Thank you !**

**Any questions ?**