

Year 2 Phonics Screening Check (DfE)

As you may be aware, government legislation states that typically, all children in Year 1 will sit a Phonics Screening Check towards the end of the year to demonstrate whether they have achieved expected standards for Phonics. However, due to the spring term lockdown and school's partial re-opening in the summer term, they will take this check in year 2. All children will all take part in the phonics screen in November this year. In order for us to work together to provide your child with the best possible opportunity to achieve this standard we have provided the following information.

What is the Phonics Screening Check?

The phonics screening check is a quick check of your child's phonics knowledge. It helps your school confirm whether your child has made the expected progress in Phonics. It is taken on a 1:1 basis with a familiar adult. Miss Shahi will deliver the phonics check with the children.

How does it work?

Your child will sit with Miss Shahi and be asked to read 40 words aloud. Your child may have read some of the words before, while others will be completely new. The check will contain a mix of real words and 'non-words' (or 'nonsense/'alien' words' such as 'vap' or 'jound'). These pseudo words are included because they 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. The check normally takes just a few minutes to complete and there is no time limit. If your child is struggling, the teacher will stop the check. The check is carefully designed not to be stressful for your child. If your child does not meet the required standard to the pass the test in November, they will retake the test again in the summer term of year 2.



What is phonics?

Phonics is a way of teaching children to read quickly and skilfully. Children are taught how to recognise the sounds each individual letter makes and to identify the sounds that different contributions of letters make such as 'sh' and 'oo'. Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word. At Christ Church, we teach phonics daily following the Letters and Sounds Programme. The following link will take you to a website that you may find useful while supporting your child with phonics at home:

<https://lettersandsounds.org.uk/for-home/y2-phonics-screening-check-revision>

We have attached some other resources that may also support you at home; all of these will be familiar to your child as they use them regularly at school too.

What about after the check?



The outcome of the phonics screening check will be reported to you by the end of the summer term with your child's end of year report. If your child has found the check difficult, you will be told what support has been put in place to help him or her improve. You might like to ask how you can support your child to take the next step in reading.

Please remember: **All children are individuals and develop at different rates.**

Thanks,

Year 2 Team

How you can help your child at home

Practice sounds at home

Initial sounds

s	a	t	p	i	n	m	d	t	o
g	c	k	u	b	f	e	l	h	sh
r	j	v	y	w	th	z	ch	qu	x
ng	nk								


Further sounds and pronunciations

ay: <u>may</u> I <u>play</u>
ee: what can you <u>see</u>
igh: fly <u>high</u>
ow: <u>blow</u> the <u>snow</u>
oo: <u>poo</u> at the <u>zoo</u>
oo: <u>look</u> at a <u>book</u>
ar: <u>start</u> the <u>car</u>
or: shut the <u>door</u>
air: that's not <u>fair</u>
ir: <u>whirl</u> and <u>twirl</u>
ou: <u>shout</u> it <u>out</u>
oy: toy for a <u>boy</u>

ea: cup of <u>tea</u>
oi: <u>spoil</u> the boy
a-e: make a <u>cake</u>
i-e: nice <u>smile</u>
o-e: <u>phone</u> home
u-e: <u>huge</u> <u>brute</u>
aw: <u>yawn</u> at <u>dawn</u>
are: <u>share</u> and <u>care</u>
ur: <u>purse</u> for a <u>nurse</u>
er: a <u>better</u> <u>letter</u>
ow: <u>brown</u> <u>cow</u>

ai: <u>snail</u> 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: (<u>celebration</u>)
tious / cious: (<u>scrumptious</u> / <u>delicious</u>)
e: <u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u>

Practice a mix of 'non- words' and real words.

kigh 

Ask your child to draw 'sound buttons' underneath each sound, to show they can correctly identify each one.

girst 

Say all the sounds individually then put the word together.

baim 

k-igh = kigh
g - ir - s - t = girst
b -ai - - -m = baim

REAL WORDS

argue	invite	pursue	sort
bead	jaunty	queue	sphinx
chew	ladder	quiet	statue
drawer	lawn	quit	theft
escape	main	renew	threw
evening	moan	repeat	thundering
fairground	pew	rocker	tie
flute	pie	rule	trash
fork	pole	scratch	turning
golf	prophet	seventh	use
gran	proud	shelving	value
handstand	prune	sighting	woe

aib	dea	gainty	hurp
arfue	deesh	gam	jea
bew	depew	gaunty	jea
bleme	deplied	gawn	jole
blied	descroy	geck	joudest
bountain	dess	gick	
bup	dest	glese	
	dis	gloy	koe
chawn	enroy	goot	lort
cheme	escake	gowl	maunch
chound	exglode	grize	melp
cleam		grune	mept
clied	foast	hess	mip
curt	frelt	hinner	mirst
dack	fup	hoost	

Websites available to help your child

<http://www.ictgames.com/literacy.html>

<http://www.bbc.co.uk/schools/wordsandpictures/phonics/>

http://www.familylearning.org.uk/phonics_games.html

<http://phonicsplay.co.uk/>

<http://www.letters-and-sounds.com/>

Don't forget to read books and library books.

Practicing reading daily automatically helps your child with their decoding skills!

