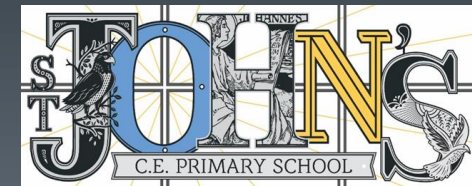
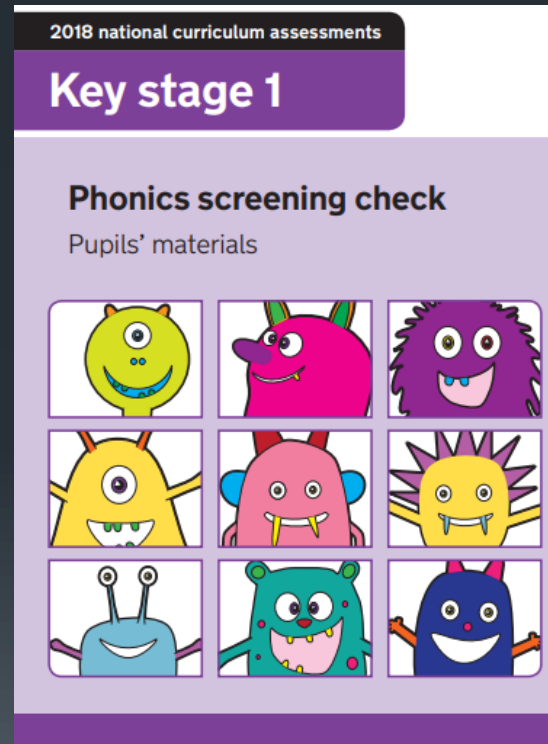


Year 1 Phonics Screening Check & Read Write Inc.



What is the Phonics Screening Check?

- All Year 1 children sit the screening check in June each year.
- Children are given 40 words to decode and read.
- These 40 words include real and 'alien' words.
- Children must identify the sounds in the word and blend them together accurately.
- In previous years, the pass mark has been 32/40

Alien Words

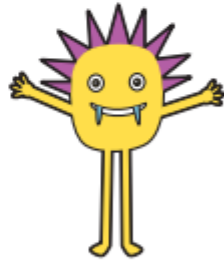
jash



quib



coid



quass



Real Words

trunk

groups

straw

scribe

Complex Speed Sounds											
Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk	
ph	le	mb	kn	wr	se		s	ci			
					c		se				
					ce						
b	c	d	g	h	j	p	qu	t	w	x	y
bb	k	dd	gg		g	pp		tt	wh		ch
	ck				ge						tch
	ch				dge						
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				ā-e	y	i-e	ō-e			
					ai	ea	ie	oa			
						e	i	o			
							y				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
ū-e			oor	are	ur	ow	oi				
ue			ore		er						
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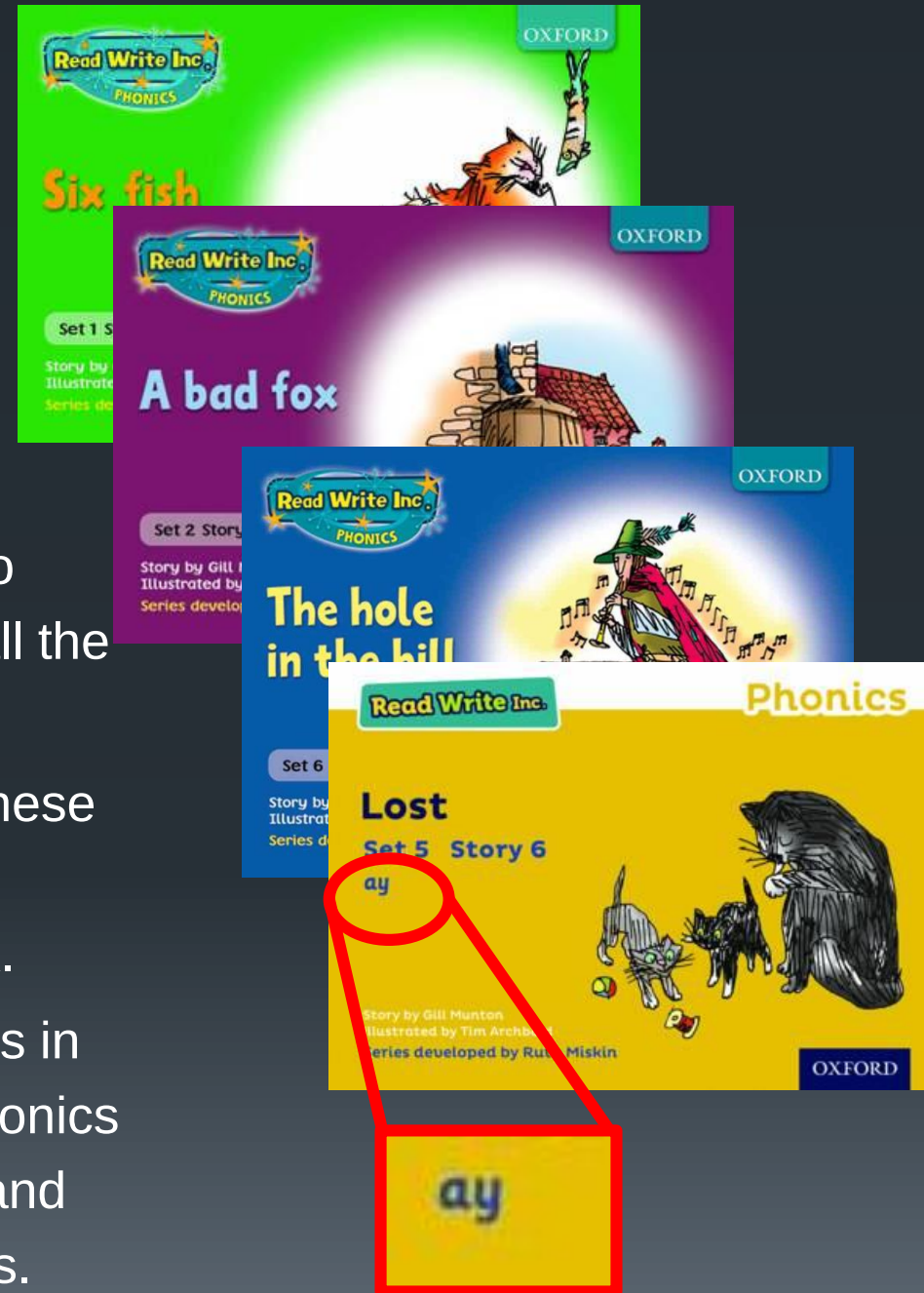
- Children are successful if they know all of the sounds and their alternative graphemes (spellings).

- We use a systematic scheme of phonics called Read Write Inc.



- Read Write Inc. begins in Reception and continues through to the end of Year 1, teaching each of these sounds throughout the 2 years until they are fluent.

- Read Write Inc. tailors to your child's reading ability.
- Children are grouped according to their ability to allow them make accelerated progress in reading.
- Each book teaches the children to read a specific sound, including all the sounds taught previously.
- Children should be able to read these books independently as they are studied in school during the week.
- These books are the biggest focus in Year 1 as they consolidate the phonics they have been taught in school and ensures they make good progress.



Assessment

- All children are assessed every half term (if not more regularly) to track their reading progress.
- Children move through the colours, each getting more complex and challenging.



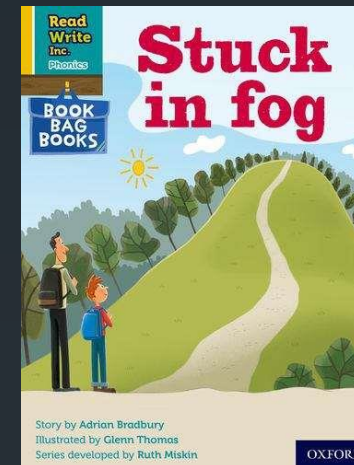
- Rest assured, if your child is not making good progress through the scheme, you will be informed in due course. We take appropriate steps to support your child so that they are ready and confident to sit the check in June.

Book Bag Books

- Your children will be bringing home 2 different books:



Read Write Inc Story Book they have been learning in school – this must be read independently and with fluency



A new Read Write Inc Book Bag Book (from January) that is precisely matched to their reading stage – not seen before but will need to be read independently.
This will be recorded in the Reading Record.

Building Fluency

- Regular reading at home will reinforce what has been taught in school and will help to build their fluency.
- Encourage them to read with more expression. This will help them to move away from sounding 'robotic' when they are reading.
- Help them to create a love of reading – if they see you valuing and enjoying reading, they will too!
- Model good reading to your children – show them how to read like a 'story teller'. You may choose to read sections of the story to demonstrate, or read them a different story at bedtime.
- Re-reading pages/stories is good practice too. Now that they have decoded all the words on the page, there are no words left unknown and can re-read at a greater speed.
- Reassure them that they can use their phonics chart to help them decode more challenging words!



Fluent Readers

- Do they react appropriately to punctuation marks: exclamations, questions, speech and full stops? Do they use correct intonation in the voice to show they have understood these?
 - Can they answer questions about the story? Making inferences, predictions and finding evidence of these in the text builds their reading comprehension.
 - Use the questions at the back of the book as a guide to challenge your children further.
-
- Most importantly – encourage a love of reading! If you value reading, your children will too!

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.