Phonics Screening Check
Parent Session

Friday 9th May 2025

Aims of today's session

- To explain what a Phonics Screening Check is.
- To understand why schools are asked to complete a Phonics Screening Check.
- To show you the process of the screening.
- To explain how best you can support your child.
- To answer any questions.

Why does the check exist?

Primarily for schools to identify the success of their phonics provision and to track KS1 children.

A sound knowledge of phonics has been proven to enable children to make accelerated progress with their reading.

To ensure we are best supporting out children to become fluent, confident readers.

It is a statutory assessment.

Who will take the Phonics Screening?

- Year 1 children
- Some Year 2 children

- It will be carried out at the beginning of June.

What does the Phonics Screening Check look like?

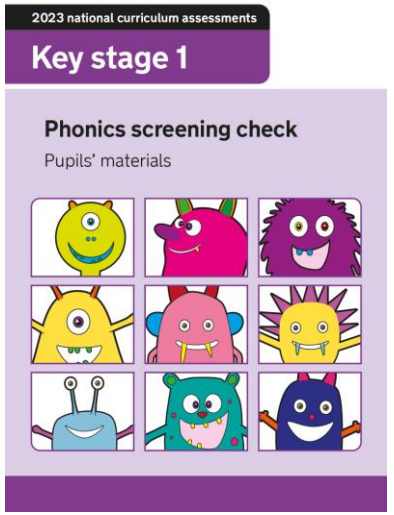
There are 40 words for the children to read. 20 are ‘pseudo’ (made up) words and 20 are real words.

The check is split into Phase 2/3 and Phase 4/5.

The pseudo (alien) words have alien characters next to them, so the children know if it is a made up word.

Children must read the words accurately.

The pass rate is usually 32/40.



Administering the Phonics Screening Check

- Each child will complete the Phonics Screening Check with a familiar adult.
- The adult who administers the assessment is not able to say anything to the child.
- We are currently carrying out ‘mock’ screenings to ensure children have the skill set to take their time and read all the words accurately.
- Rests and breaks can be given within the assessment.

What your child been taught so far

Your child has been taught Phase 5, they know:

- new graphemes for the Phase 2 and 3 sounds
- that the same grapheme can have alternative pronunciations.

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



How we teach Phase 5

The progression

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 **Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ 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
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ 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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Reporting the results

- By the end of the Summer term, all schools must report the results to the Local Authority.

- Data from the check will be used by DfE to determine which pupils have not met the expected standard in phonics.

- Y1 Children not meeting the standard will be able to re take the check in Year 2.

- You will be notified of the results after they have been submitted and collated by DfE. Schools will report pupils' results to parents in their annual reports.

Threshold

- Schools are not made aware of the threshold until the phonics checks have been administered to avoid maladministration (cheating).

The threshold could be anywhere between 32-36. Previous years have been 32.

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.



Let’s show off what we know!

‘Alien words’

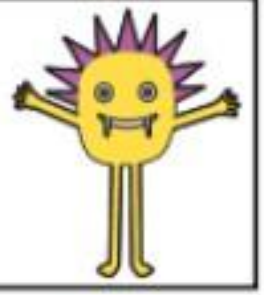


The check will contain 20 ‘alien words’.
The children are familiar with alien words.
Alien words assess children’s decoding skills and are used in lessons for the purpose of preparing for the Phonics Screening Check **only**.

Section 1 – Phase 2/3

Section 1

sut



yad



dop



uct



Section 1

shop

yell

peel

check

Section 2 – Phase 4/5

Section 2

brend



throst



stret



spraw



Section 2

label

vanish

blossom

thankful

‘Alien words’

tabe 

Let’s practise!

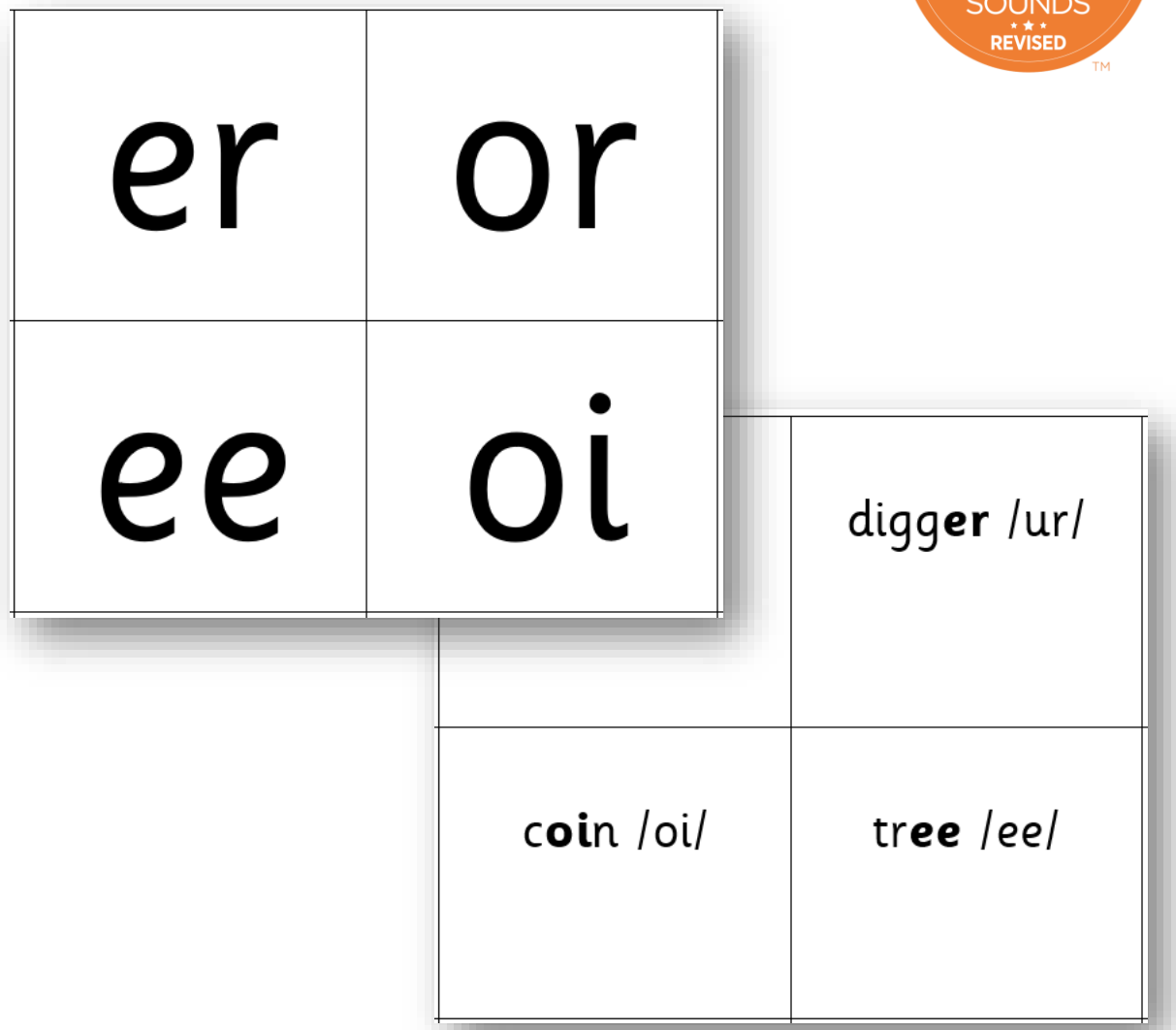
Reading at home

How can I help my child?

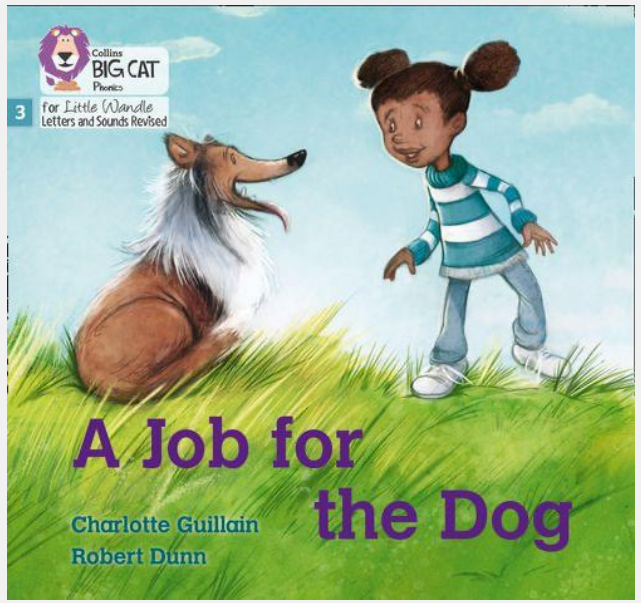
Read **DAILY** with your child.

Support school by ensuring your child is confidently able to recall all the sounds in the books.

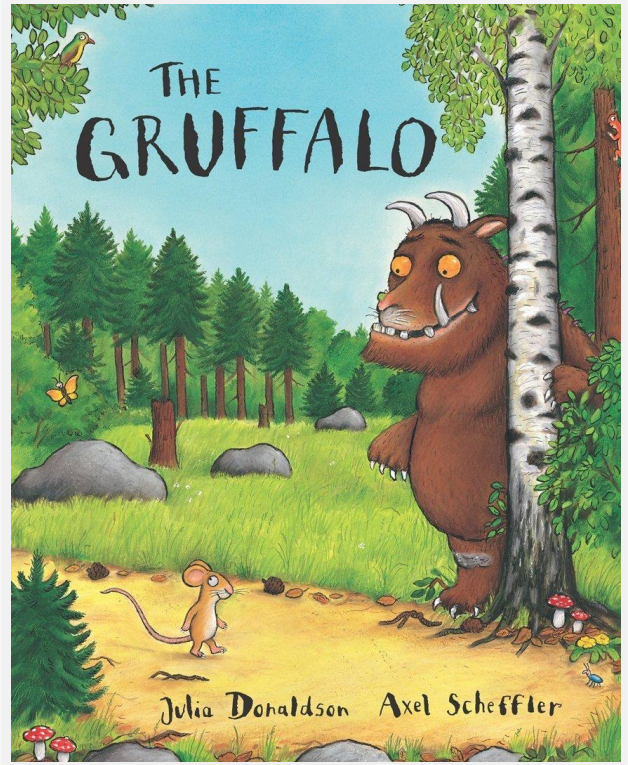
Practice papers are available online, but are not essential for you to carry out at home.
https://monsterphonics.com/the-phonics-screening-check/



Books going home







Read to your child

The shared book is for YOU to read:

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.



Listening to your child read their phonics book

Your child should be able to read their book without your help.
If they can't read a word read it to them.
Talk about the book and celebrate their success.



How can I help my child at home?

- Play lots of sound and listening games with your child e.g. ‘I spy with my little eye something beginning with ‘th’ / the ‘ee’ sound in it…’

- Go on www.phonicsplay.co.uk
https://home.oxfordowl.co.uk

- Listen to pronunciation of sounds: https://vimeo.com/742982775

- Read as much as possible to and with your child - encourage your child to soun out any words they are unsure of.

