

Achieving Success in the Phonics Screening Check

Janet Thompson



Content of the phonics screening check

Section 1

20 words, eight real and 12 pseudo-words with the following structures:

- 3 CVC (orthographical) pseudo-words (3 words);
- 1 VCC (orthographical) pseudo-word (1 word);
- 4 real words and 4 pseudo-words

representations of the CVC phonological representation (orthographical representation) list

- 2 real words and 2 pseudo-words

of the CCVC phonological representation

- 2 real words and 2 pseudo-words

of the CVCC phonological representation

The pseudo-words in each section

Table 1

Phonological representation	Orthographical representation	Real word examples
C V C	C V C	cat
	<u>CC</u> V C	this
	C V <u>CC</u>	mash
	C <u>VV</u> C	moon
	<u>CC</u> V <u>CC</u>	shall
	<u>CC</u> <u>VV</u> C	charm
V C C	V C C	act
C C V C	C C V C	pram
	C C <u>VV</u> C	greed
	C C V <u>CC</u>	clock
C V C C	C V C C	bend
	C <u>VV</u> C C	feeds
	<u>CC</u> V C C	chips

Section 2

- The words in section 2 will have a variety of more complex word structures (for example CCVCC, CCCVC, CCCVCC and two syllable words) with some:
- additional consonant digraphs (p'
- less frequent and consistent vowel digraphs (ai, au, aw, ay, ea, e-e, er, ew, i-e, i
- trigraphs (air, igh)

Table 2

Phonological representation	Orthographical representation	Real word examples
C V	C <u>V</u>	say
	C <u>VV</u>	lair
	<u>CC</u> <u>VV</u>	thigh
C V C	C <u>V</u> C	head
	C <u>V</u> C <u>V</u>	mate
	<u>CC</u> <u>V</u> C <u>V</u>	shame
C C V C	C C <u>V</u> C <u>V</u>	stove
	C C <u>V</u> C	bread
	<u>CC</u> C V <u>CC</u>	thrush
C V C C	C <u>V</u> C C	joust
C C V C C	C C V C C	clump
	C C <u>V</u> C C	clowns
	<u>CC</u> C V C C	shrink
C C C V	C C C <u>V</u>	spree
C C C V C	C C C V C	scrum
	C C C <u>V</u> C <u>V</u>	scrape
C C C V C C	C C C V C C	strict

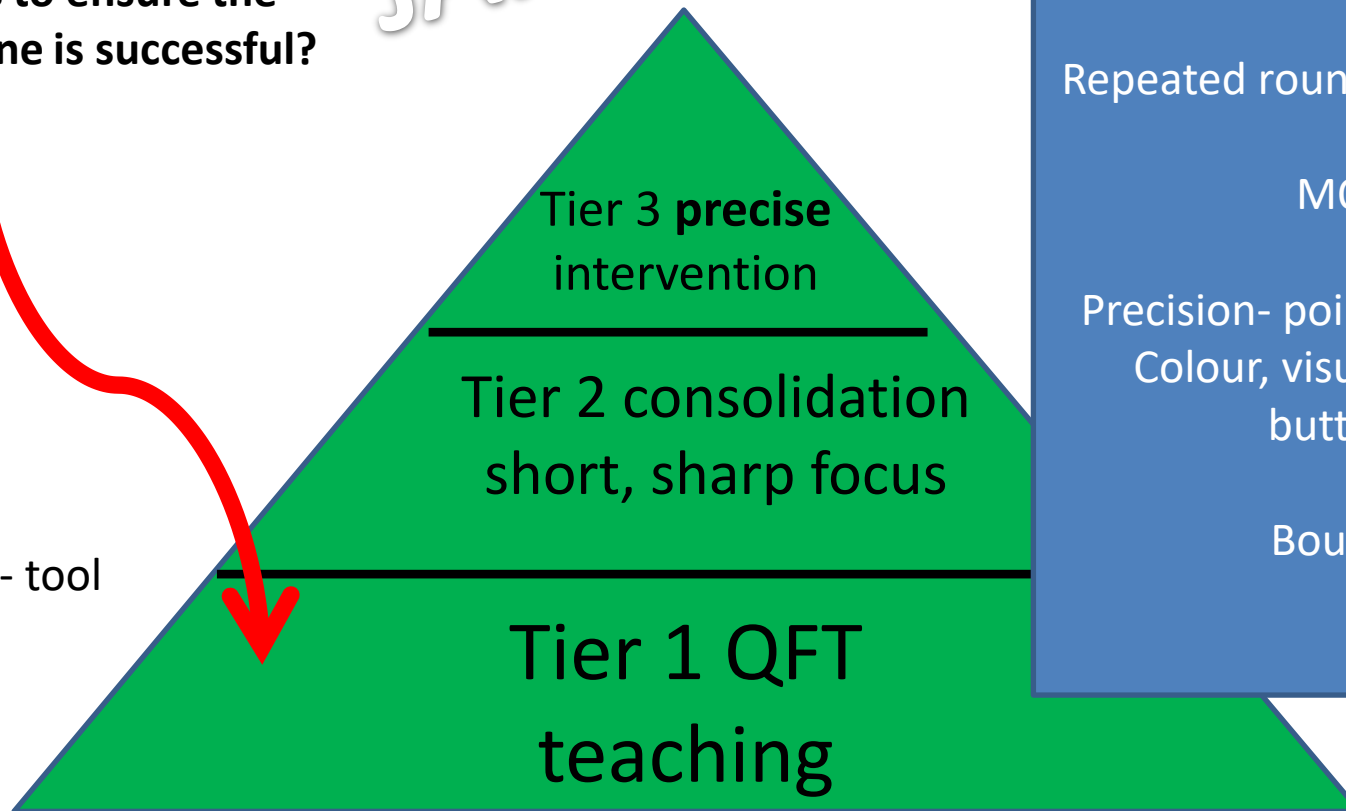
Keep-up , not catch-up

Group/whole class QFT

JANET NOTES

What do you do in QFT lessons to ensure the everyone is successful?

TA
Support
MMM
Position- tool
kit



Tips
Scaffolding skills

AFL keep-up strategy:

Target teach- spotlight
'Sound the sounds/Fred
talk,,,,, EVERYONE/BACK
ROW, IMRAN, EVERYONE...'

Repeated rounds of blending

MOY

Precision- point and sweep
Colour, visuals, sound
buttons

Bounce

Summary

Keep up, not catch up to support our lowest attainers

- Children in key positions in class
- Strategic use of adults to support key children
- Scaffolding skills used with precision and skill
- Assessment for learning (AFL) used effectively to adjust, revise key learning in the lesson + follow-up practise that day.
- Daily short sharp phonics additional daily practise to revisit what is required that day. Not a lesson re-run.
- Systematic 1-1 intervention to address a precise gap. 3 weekly review/assessment before end of term.
- Monitoring and analysis to ensure they succeed in every part of the lesson.
- Frequent group changes to address needs.
- Alien words as assessment tool. Periodic use for familiarity for PSC.
- No repeated exposure of the same alien words.

Phonics Screening 'On Track' Sheet Year One

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		<i>PSC Tracker</i>					
(80% 8/10 of any test to be achieved if testing words & sounds already taught)			November scores *19/40 on track	January	February 25/40 On track	Apr/May 35/40	Test *35/40 + 32/40 (80% bench mark)
ENTRY	(ch below go in box to left of green)						
November							
(January is exactly half way to test date)							
Feb/March							
April/ May							
Test- June							



m

Top Tips

- Blending
- GPC code recognition
- Scaffolding skills
- Intervention features

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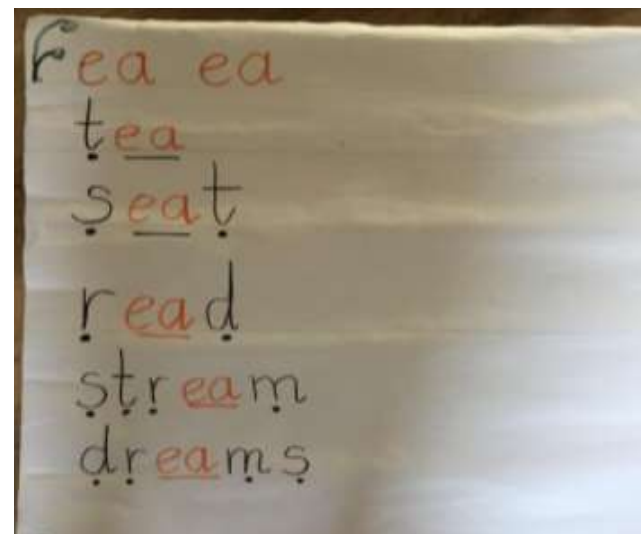


Visuals around the room:

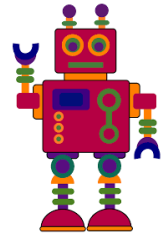
Use as you teach.

Display the focus phoneme.

Frequently refer to throughout the day.



Blending Skills



- Start with **two** sounds then add third sound
- Start with **continuous sounds** (a e f i l m n o r s u v w z)
- Say the first sound the loudest and then get softer as you get to the end of the word. Children tend to start blending with the loudest sound they heard.

m a n

- Blend the first two letter sounds together and then snap it with the final letter sound.

ma - n

- Stretch the word in a continuous flow of sounds.

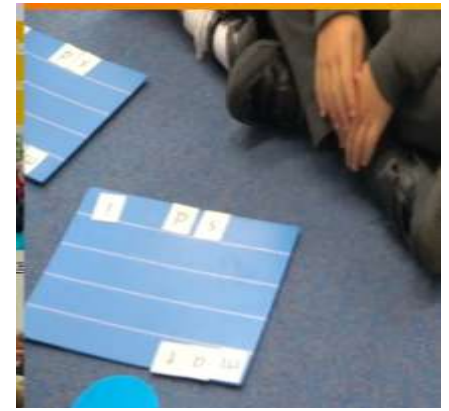
mmmmaaaannnn

Intense early blending

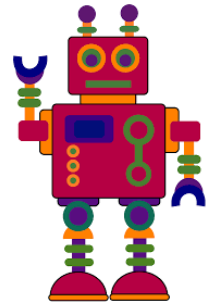
- 1.Oral blending MTYT
- 2.Model + MTYT
- 3.Model again- on chn's board
- 4.Children blend to read word.



Tip: Year one mix-it up to use digraphs or any GPC

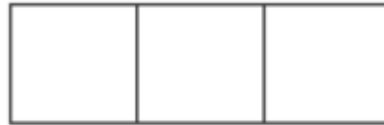


Blending Skills



- **Oral blending and LOTS of it!**
- Use of **visuals**

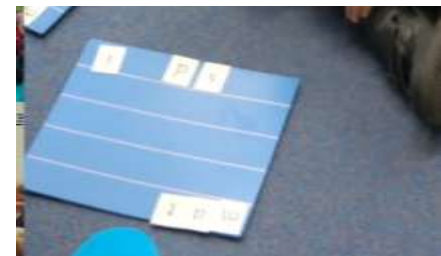
Sound boxes – Children touch each box as they say a sound in a word, and then blend the sounds together. You can also have children push a counter into each box to blend.



Dots & Arrows - Children touch a dot as they say each sound, and then slide their finger along the arrow to blend.



Magnetic Letters – Physically show blending with magnetic letters being 'pushed' together.



Precision teach the code



1. Rapid read GPC's- Our turn...Your turn

2. Again... Speedier. Re-read any that are NOT secure- display and continually revisit.

3. Spot the digraph in words.
Digraph? 'oa'

4. Word blending
Digraph? 'oa' c-oa-t=coat
My turn- your turn/ OY

Tip:
orally
sound
talk/Fred
talk
words.

road

boat

coat



ai	ee
sail	see
rail	tree
snail	sheets
paint	sheep

Tip: Intense: Adult read –word
Model Adult + Child- blends
Child reads word

'play'
'p' 'l' –'ay'
'play'



Top Tips for interventions

- Mirror, Model, Mime (TA)
- Focus on learning –what we will achieve .
- Sit side- side
- Sit at child's level.
- Clutter free- no distractions.
- Stay calm and positive throughout.
- Silent praise (smile, nod or thumbs up).
- Minimal instructions – GESTURE.
- Minimal terminology – minimise cognitive overload.
- Consistency-methods, pace, gesture, routines, resources, expectations.
- Repeat , repeat , repeat- layering method.
- Scaffolding: Model – MTYT
- Sound buttons/ point and sweep/
- Word families- at, simple to complex words- simple
- End a session on a high.

Precise

Prepared

Positive

Pitch- tight focus for the session.

Progress- at end of session child will.....

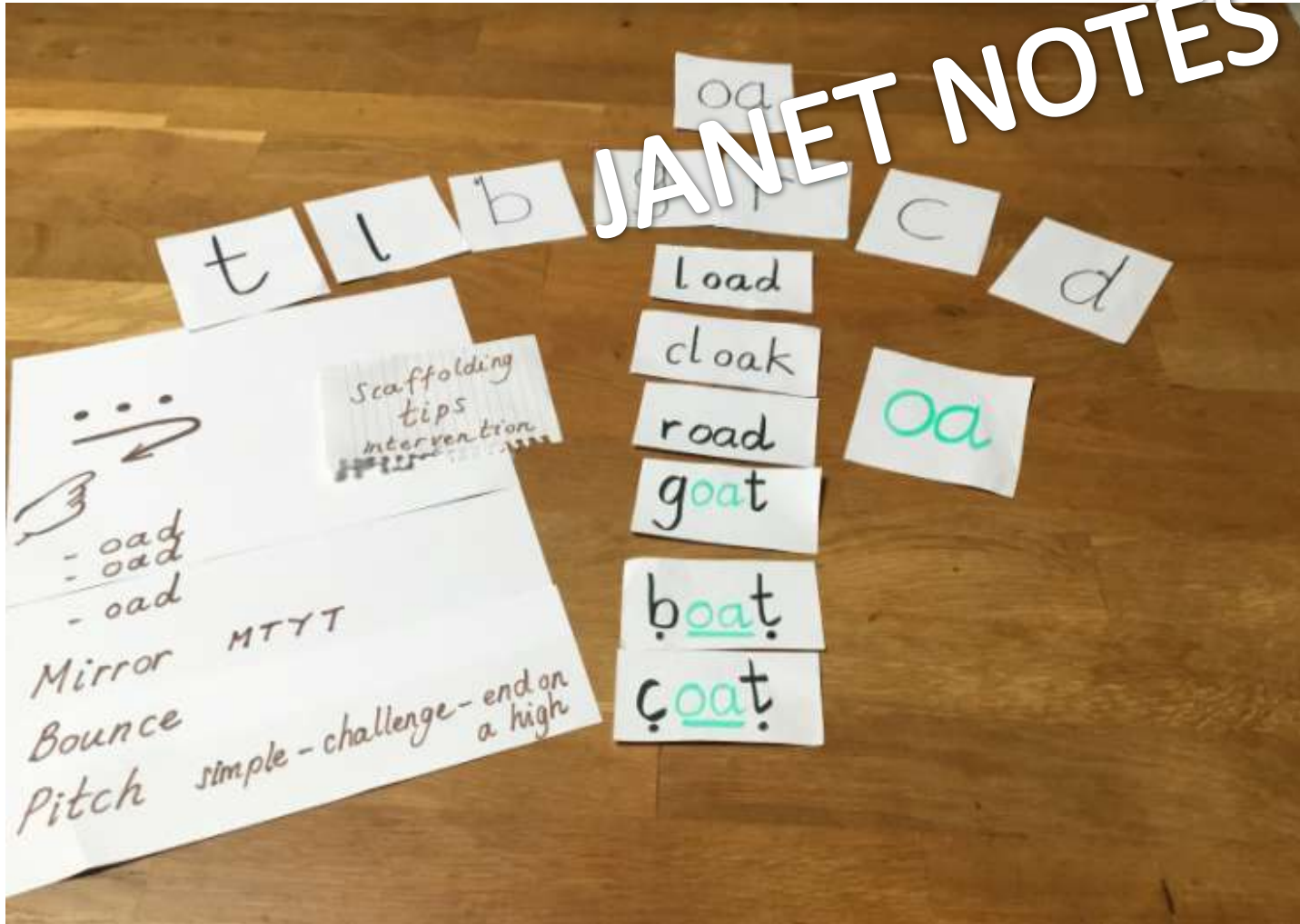
Mirror method- MTYT

Daily- systematic

AFL + review- PRAISE



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Parental Involvement

- Communication is key
- Parents understand the PSC and how to help at home
- Share any useful tips or strategies

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Key Messages

- Purpose of the PSC and periodic exposure to be familiar and assess
- Early intervention and targeting
- Precision – using assessment effectively
- Scaffolding skills- addressing the gap
- 1- 1/small group intervention
- Repeated practice through
- The day- 5 mins of fluency- strategic same day additional practice
- Parental involvement