

Achieving Success

Year 2 Phonics Check 2021

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Key Information about the check:

- The phonics screening check is a statutory assessment for **all** children in Year 1. This was postponed to **November/December 2021** for Year 2 due to the second school closure last year.
- Even if your child is ‘off’ phonics currently and in Year 2 comprehension, they will still need to do the check.
- It will take place in school between **29th and 3rd December**.
- It’s comprised of a list of 40 words (20 real and 20 nonsense).
- Government expectation is that pupils should achieve around 32/40 to reach the expected level (Please note: This pass mark could change).

Key Information about the check:

- The check will take up to 10-15 minutes per pupil and will be conducted by **Miss Schofield or Miss Harris** 1:1 with the child. We can give children breaks if they think they need a rest but they cannot assist the children in any way.
- Children who do not achieve the expected level in December will retake in June 2022 when the Year 2 cohort will do their check.
- We will notify you via letter about whether your child has passed the check.

Please note, even if your child has passed the check, they might still need to be in a phonics group after December to focus on fluency. More information on this to follow.

What does the test look like?

2015

Phonics

Screening check: answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
fip				yair			
pon				blies			
hab				keam			
ulb				whape			
dack				braft			
chob				thrant			
nurt				sprop			
queet				strow			
plap				law			
froin				glued			
melp				zoom			
heent				rice			
shed				grand			
long				cloaks			
soil				scrap			
chart				strike			
crab				river			
fresh				diving			
wink				beehive			
shuts				midnight			

Total correct

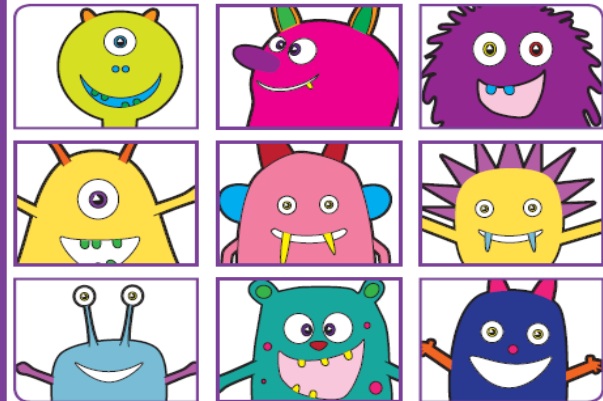
Ph

KEY STAGE
1

Phonics

Phonics screening check

Pupils' materials



JUNE 2015

National curriculum assessments

But for the pupils – like this!

Section 1

shed

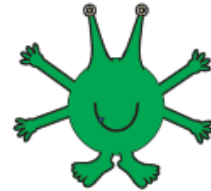
long

soil

chart

Section 1

fip



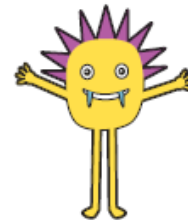
pon



hab



ulb



The tricky ones!

Section 2

river

diving

beehive

midnight

Section 2

braft



thrant



sprop



strow



Real versus nonsense words

- Real words have to make sense.
- They may need 'tweaking' slightly to make sense.
- - **model**
- They may need to choose the sound to help the word make sense.
- - **blow**
- Alien words don't make sense.
- Children don't need to tweak.
- If a letter combination has two sound options.
- E.g. 'ow' and 'ou', the children can choose the sound they wish:
- - **trowp**

Sounds included:

- Set 1, 2 and 3.
- However some trickier set 3 are not in it (are, ure, ire, ear, tious, tion).
- See to the right.

- Single letters- a, b, c, d, e, f, g, h, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.
- Special friends
- Consonant digraphs - ch, ck, ff, ll, ng, sh, ss, th, zz, ph, wh
- Vowel digraphs-ar, ee, oi, oo, or, ai, au, aw, ay, ea, e-e, er, ie, ir, oa, ow, oy, ue, ur

- Split digraphs - a-e, i-e, o-e, u-e, e-e.

- Trigraphs - air, igh

- How to say the sounds:

- <https://www.youtube.com/watch?v=TkXcabDUg7Q>



Speed Sounds Set 1

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

Speed Sounds Set 2

ay	ee	igh	ow	oo
oo	ar	or	air	ir
ou	oy			

Speed Sounds Set 3

ea	oi			
ā-e	ī-e	ō-e	ū-e	aw
are	ur	er	ow	ai
oa	ew	ire	ear	ure

What are we doing ?

- Daily phonics lesson (45 minutes).
- Daily phonics afternoon meeting (5 minutes).
- Afternoon intervention boosters.
- Morning boosters.
- Half-termly assessments
- Gap analysis to check the sounds which are missing.
- Mock phonics checks.



Interventions

- Interventions are targeted to the specific child's need.
- At the moment, we are helping to prepare children for the phonics check by:
 - revising sounds they are unsure on.
 - helping children spot special friends within both alien and real words.

ay

ee



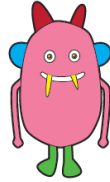
Steps to success

- Reading accurately for real and alien words.
 - Take time and don't rush the words.
 - Three steps:
 - Spot the special friends,
 - Fred Talk.
 - Read the word.
-
- Nb. A special friend, is when two or more letters make a sound (e.g. ch, ue, ar, igh, a-e) vs a single letter sound (a, d, c, e) ,



Shall we try?

thard



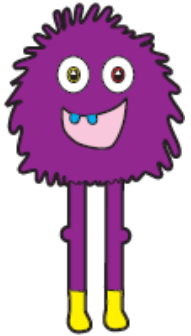
clain



vol



brate



Shall we try?

quiz

rude

pumpkin

brown

Reading fluently

- Reading accurately vs reading fluently.
- When reading your child's phonics storybook with them, we encourage reading fluently (speedily).
- This means becoming more confident so they don't fred talk (sound out) all the words.
- This is very important to help their journey as a reader to aid comprehension.
- Blue group 60-70+ words per minute.
- Grey group 70-80+ words per minute.
- Comprehension 90-100+ words per minute.
- **But for the phonics check, we would not like them to read like this. We want them to take their time and read accurately.**
- **Special friends, fred talk, read the word.**

Storybooks
100 lively, decodable storybooks
levelled to children's phonic ability



What can you do to help for the check?

- Practise real words and alien words with the children.
- Practise any past papers with your child. We will send home a paper once a week with book bags.
- Practise sounds and words on Seesaw homework with Rosie links.

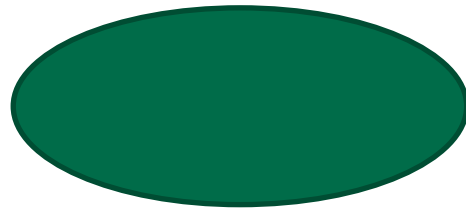
- Play phonics games. Make up nonsense words.
- Remember: Spot the special friends, fred talk, read the word.

Games



- <https://www.phonicsplay.co.uk/resources/phase/5> picnic or pluto and buried treasure.
- <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-5> Odd and Bob, Phonics Frog
- <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds> (Pirate deck)
- Purple mash – type in phonics. Go to phase 5 Close.
- If it asks for a phase, please use phase 4/5.

More information can be found at:



Search:

***‘Phonics Screening
Check’***

Questions Thank you 😊



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If you have any questions after the session, please contact myself or Miss Harris:

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