



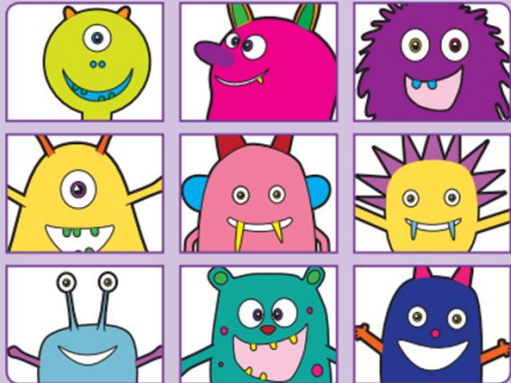
# PHONICS SCREEN CHECK



Key stage 1

Phonics screening check

Pupils' materials



## Parent Meeting

25<sup>th</sup> February 2026



## Saint Lawrence School Prayer

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Heavenly Father

We come to you today asking for your guidance, wisdom and support.

Bless the community of Saint Lawrence School as we work together under your guidance.

Amen

Saint Lawrence,

Patron Saint of students...Pray for us.



# PHONICS SCREENING CHECK

WEEK BEGINNING MONDAY 8TH JUNE

1. WHAT IS PHONICS?
2. WHAT IS THE PHONICS SCREENING CHECK?
3. WHAT DOES IT LOOKS LIKE?
4. KEY INFORMATION
5. RESOURCES TO HELP YOUR CHILD





# What is Phonics?



Children begin to learn phonics (sounds) in early years, both in nursery and reception. Once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read (blend) and spell (segment) words.

As you are aware, last year we introduced 'Monster Phonics' as our new phonic scheme which is proving to be very successful and well loved by the children.





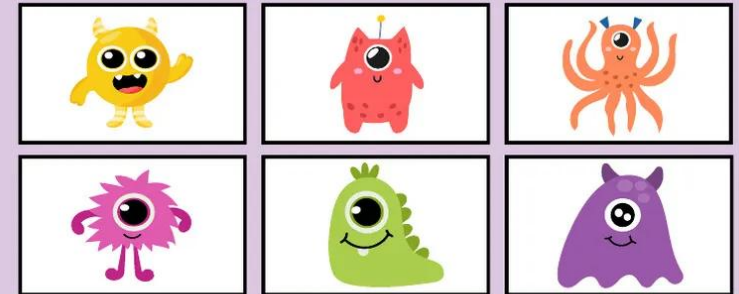
# WHAT IS THE PHONICS SCREENING CHECK?

- The government introduced this check to allow teachers to assess children's developing phonic knowledge. It is a test administered to Year 1 children nationally.
- It is an assessment where children are given 40 words to read correctly to the teacher. It is a 1:1 assessment that they do in a quiet environment.
- In this test, children will recognise and identify sounds that individual letters and combinations of letter make, and blend these sounds together from left to right to make a word.
- This is to ensure that children can use this knowledge to segment and blend new words that they hear or see as they get older.
- Children need to read 32 or more words correctly to pass the Phonics Screening Check. This has been the standard score required in the previous checks, but it could be subject to change every year.
- It is not a timed activity, unlike the Year 6 SATS. Children need time to carefully read words. It usually takes 10 minutes.

2025 national curriculum assessments

## Key Stage 1

### Phonics screening check Pupil's materials





# WHAT IS THE PHONICS SCREENING CHECK?



- Example of Blending.

clouds

*Example taken from the 2022 Phonics Screening Check, page 19.*

*At this point in the year, children have been taught all the split-digraphs, digraphs, trigraphs and graphemes needed for the Phonics Screening Check.*

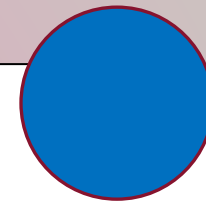
In this example, children should be able to identify the individual phonemes that make up the words by;

- Looking at the word first to identify any known graphemes.
- Blending the individual sounds to form a word.
- Then checking the word to see if it makes sense.

- Children can segment and sound-talk and blend it in their head. Children can use their finger to point to any graphemes they can spot. Some children can read words instantly.



# WHAT DOES IT LOOK LIKE?



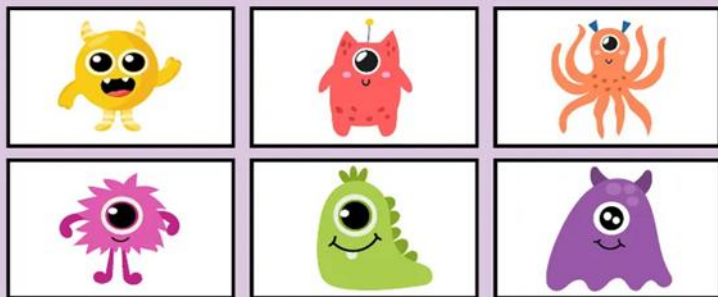
## To a child

2025 national curriculum assessments

## Key Stage 1

Phonics screening check

Pupil's materials



Section 1

|     |  |
|-----|--|
| bem |  |
| dax |  |
| kig |  |
| eld |  |

+

Section 2

|       |  |
|-------|--|
| vair  |  |
| cloat |  |
| tirt  |  |
| whike |  |

+

Section 2

|       |
|-------|
| globe |
| teams |
| bowl  |
| chase |

## Section 1

12 'nonsense' words.

8 real words.

- Single letters (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q(u), r, s, t, u, v, w, x, y, z)
- Some consonant digraphs (ch, ck, ff, ll, ng, sh, ss, th, zz)
- Frequent and consistent vowel digraphs (ar, ee, oi, oo, or)

## Section 2

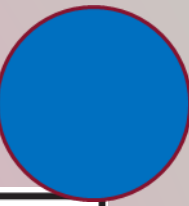
8 'nonsense' words.

12 real words.

- Less frequent and consistent vowel digraphs, including split digraphs (a-e, ai, au, aw, ay, ea, e-e, er, ew, i-e, ie, ir, oa, o-e, ou, ow, oy, ue, u-e, ur)
- Trigraphs (air, igh).

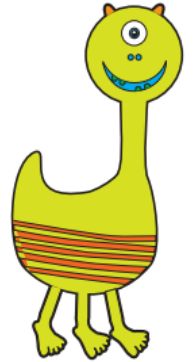


# Pseudo Words/Nonsense Words



- All 'nonsense' words will be accompanied by a picture of an imaginary creature. This is so it lets the children know it is not a real word and so the children know not to turn the word into a real word.
- These words are included in the check specifically to assess whether your child can decode a word using phonic skills and not their memory. They need to be able to read and decode words that are unfamiliar to them.
- When children experience new words for the first time in their reading books, they have to use their decoding and blending skills to identify the word through their known phonics knowledge. The Phonics Screening Check checks to see if they can do this with good accuracy.

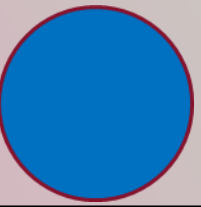
weaf



In some examples of the nonsense words, digraphs can have alternative pronunciations. With this word, children may get the mark for either answer;  
**weaf** or weaf.

This is only in the case of a few words!

# Challenging Words



Section 2 is generally where children lose the most marks. It is a section that contains complex words, words containing split digraphs and digraphs that are generally harder to learn or are unusual.

**Example taken from the 2022 Phonics Screening Check, page 21.**

Section 2

visit

fabric

trapeze

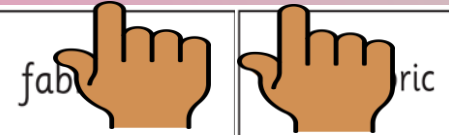
concrete

There will be some words that have multiple phonemes in the word and may overwhelm a child. Children can use their fingers and hands to help segment the word and break the word into easier sections, specifically identifying phonemes that they can see in the word.

Some words may have split digraphs. (See examples to the left).

Some words may look like they have a split digraph. Children may see a split digraph and segment and blend the word and if it doesn't make sense, children can attempt to try and blend it again.

**The assessor is unable to tell the child if they are right or wrong. The assessor cannot help them.**



fabric

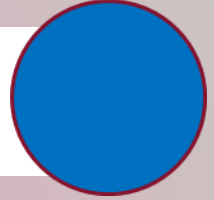
modern

"mode - ern" (That is not a real word)

"m-o-d-er-n" (That is a real word)



# MORE INFORMATION.



- The pass mark for the past 7 years has been 32/40.
- The PSC should identify children who have not learned to decode using phonics by the end of Year 1, if they have not got the pass mark or above.
- These children will then receive additional support in Year 2 to ensure they can improve their decoding skills. They will retake the PSC in Year 2.

**Example of a score sheet that the assessor uses.**

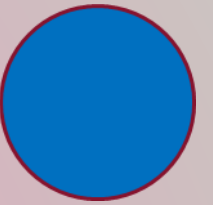
|            |  |  |  |
|------------|--|--|--|
| First name |  |  |  |
| Last name  |  |  |  |

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

| Section 1 |         |           |         |
|-----------|---------|-----------|---------|
| Word      | Correct | Incorrect | Comment |
| sut       |         |           |         |
| yad       |         |           |         |
| dop       |         |           |         |
| uct       |         |           |         |
| meck      |         |           |         |
| shig      |         |           |         |
| joil      |         |           |         |
| chort     |         |           |         |
| blem      |         |           |         |
| drell     |         |           |         |
| fusp      |         |           |         |
| quisk     |         |           |         |
| shop      |         |           |         |
| yell      |         |           |         |
| peel      |         |           |         |
| check     |         |           |         |
| plug      |         |           |         |
| sweep     |         |           |         |
| soft      |         |           |         |
| yards     |         |           |         |

| Section 2 |         |           |         |
|-----------|---------|-----------|---------|
| Word      | Correct | Incorrect | Comment |
| vaw       |         |           |         |
| meast     |         |           |         |
| waib      |         |           |         |
| zome      |         |           |         |
| brend     |         |           |         |
| throst    |         |           |         |
| stret     |         |           |         |
| spraw     |         |           |         |
| few       |         |           |         |
| fried     |         |           |         |
| beak      |         |           |         |
| cute      |         |           |         |
| crust     |         |           |         |
| trails    |         |           |         |
| strip     |         |           |         |
| scraps    |         |           |         |
| label     |         |           |         |
| vanish    |         |           |         |
| blossom   |         |           |         |
| thankful  |         |           |         |

|               |  |
|---------------|--|
| Total correct |  |
|---------------|--|



# COMMON MISTAKES

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- Mixing up 'b' and 'd'
- Mixing up 'or', 'ur' and 'ar'
- Mispronouncing sounds or saying letter names.
- Reading words containing split diagraphs e.g, cake or reptiles
- Consonant Clusters with three consonants e.g. 'spr', 'scr' in spring or scratch. Children often do not hear the letter 'r' in these words.



# RESOURCES/TIPS TO HELP YOUR CHILD



# Monster Phonics Booklet

## Year 1



### Graphemes and Page Numbers

|         |      |        |      |     |      |     |      |
|---------|------|--------|------|-----|------|-----|------|
| tch     | p.3  | ar     | p.14 | ou  | p.26 | aw  | p.38 |
| ve      | p.4  | ee     | p.15 | ow  | p.27 | au  | p.39 |
| ai      | p.5  | ed/ing | p.16 | ow  | p.28 | air | p.40 |
| oi      | p.6  | ea     | p.17 | ue  | p.29 | ear | p.41 |
| ay      | p.7  | ea     | p.18 | ue  | p.30 | ear | p.42 |
| oy      | p.8  | er     | p.19 | ew  | p.31 | are | p.43 |
| a-e     | p.9  | ir     | p.20 | ew  | p.32 | y   | p.44 |
| e-e     | p.10 | ur     | p.21 | ie  | p.33 | ph  | p.45 |
| i-e     | p.11 | oo     | p.22 | ie  | p.34 | wh  | p.46 |
| o-e     | p.12 | oo     | p.23 | igh | p.35 | e   | p.47 |
| u-e/u-e | p.13 | oa     | p.24 | or  | p.36 | o   | p.48 |
|         |      | oe     | p.25 | ore | p.37 |     |      |

# TIME TO READ SHEETS

9

a-e



Tricky Word challenge

are  
was

## Time to read sheet



|          |          |            |
|----------|----------|------------|
| 1. came  | 5. make  | 9. skate   |
| 2. made  | 6. same  | 10. flake  |
| 3. take  | 7. race  | 11. cowboy |
| 4. amaze | 8. snake | 12. joyful |

1. Did you make a cake? 3. Are there flakes on the grass?  
2. Was there a snake on the race? 4. We have the same gate.

On each page, there are a set of words specific to each grapheme, including tricky words and sentences. The purpose of this is to encourage children to gain confidence with segmenting and blending.

# How Can I Help My Child at Home?



- Read as much as possible to and with your child.
  - Encourage and praise - get them to have a 'good guess'.
  - If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- 
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been. Next move your finger under the whole word as you say it.
  - Discuss the meaning of words if your child does not know what they have read.





# How Can I Help My Child at Home?

There are past papers on the gov website.  
You can search for them through google or  
use the link below:

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<https://www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials#phonics-screening-check-resources>





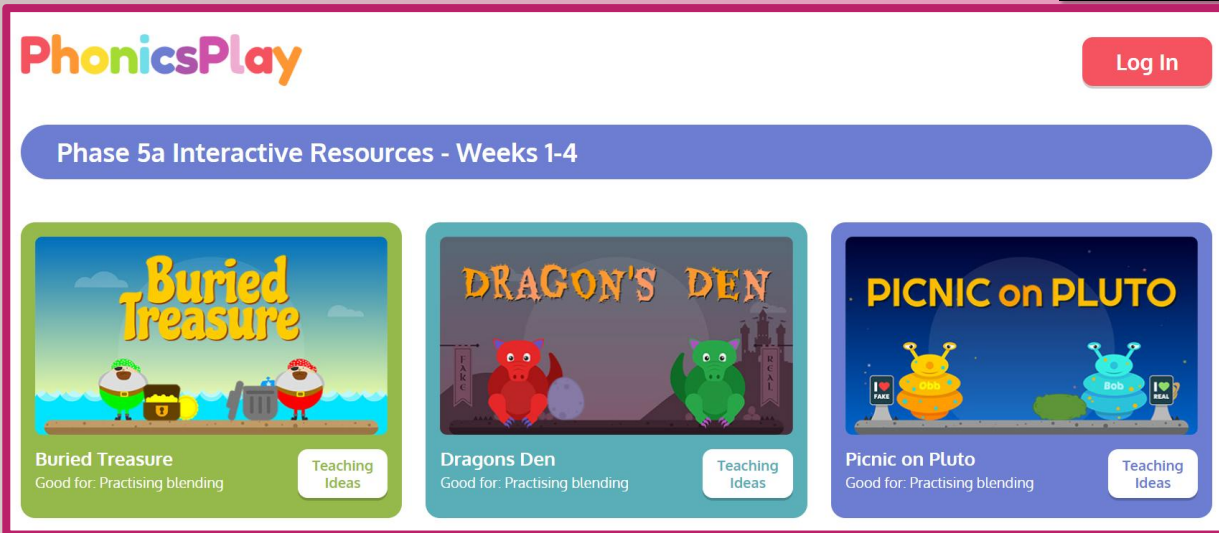
# RESOURCES TO HELP YOUR CHILD

Previous Phonics Screening Check Papers - click on the links on this PowerPoint to access them.

- [2017 Paper](#)
- [2018 Paper](#)
- [2019 Paper](#)
- [2022 Paper](#)
- [2023 Paper](#)
- [2024 Paper](#)
- [2025 Paper](#)

You are welcome to give these papers a go at reading these words. The likelihood is that these words will not come up in the 2026 PSC.

# GAMES! FUN WAYS TO PRACTISE PHONICS



## Phonics Play

These are the games which you can play that do not require a subscription. We have played these games in class so the children are familiar with them!

<https://www.phonicsplay.co.uk/resources/phase/5>



## Spooky Sounds

Children to identify digraphs and split digraphs from a range of other digraphs.

<https://www.ictgames.com/mobilePage/spookySounds/index.html>

You can find other Phonics games on Top Marks as well;

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

# GAMES! FUN WAYS TO PRACTISE PHONICS

This game has ready-made words for each of the graphemes taught in Year 1.

Bear in mind, that in the actual PSC there will be no sound buttons underneath the words to support the children with their reading.



<https://www.ictgames.com/mobilePage/soundSayer/>



## THANK YOU FOR LISTENING.

- If you have any questions we will be around after the meeting.
- 

All of today's information can be found  
on our website.

A link will be sent out today as to  
where you can find the powerpoint and  
booklet for your child.

<https://www.st-lawrencesprimary.co.uk/>