

The Phonics Screening Check

Schools that teach children the graphemes from Phases 2 and 3 of Letters and Sounds during Reception are laying a firm foundation for success in the Phonics Screening Check in Year 1.

Most of Section 1 of the Phonics Screening Check is covered in Phases 2 and 3 (see table below).

Children who are confident in reading the graphemes in Phase 2 and the long vowel graphemes in Phase 3 will find blending adjacent consonants easy.

If children learn to read the long vowel graphemes in Reception they will find learning the alternate long vowel graphemes much easier.

Note: Graphemes should be taught *before* they are encountered in the books.

Section 1 of the Phonics Screening Check			
Grapheme-Phoneme Correspondence	Big Cat Phonics for Letters and Sounds Book Band		Phase in Letters and Sounds
s, a, t, p, i, n, m, d	Pink A		2
f, h, b, g, o, c, k, e, u, r, l, ck, ff, ll, ss	Pink B		2
j, v, w, x, y, z qu, zz ch, ng, sh, th, nk	Red A		3
ar, ee, oi, oo, oo, or	Red B		3
Adjacent consonants	Yellow	Blue	4

Section 2 of the Phonics Screening Check			
Grapheme-Phoneme Correspondence	Big Cat Phonics for Letters and Sounds Book Band		Phase in Letters and Sounds
ai, igh, air, ur, oa, er, ow	Red B		3
Adjacent consonants	Yellow	Blue	4
/ee/ ea /oo/ ue, ew, ou, u-e /ow/ ou /e/ ea /igh/ i-e /u/ ou /ur/ ir /oa/ o-e, ou, ow /oi/ oy /ai/ ay, a-e /or/ au, aw	Green		5
/f/ ph /igh/ ie /w/ wh /ee/ e-e	Orange		5

Steps for success in the Phonics Screening Check

- Regularly **review** graphemes from previous phases.
- Teach the alternate vowel graphemes in Phase 5 cumulatively. As soon as children are confident with the new vowel grapheme, review all the other ways to spell the same sound.
- Practise reading words with adjacent consonants. Make sure children can read words with adjacent consonants, and long and short vowel sounds.
- Practise reading two-syllable words with graphemes from Section 1, such as: lemon and rocket.
- Practise reading two-syllable words with graphemes from Section 2, such as: spoiler, lighter and turning.
- Practise reading 'alien' words with the graphemes children know well. Make sure children read each sound and then blend – do not encourage children to read these words without blending.
- **Never** teach children to spell 'alien' words.