

Key Dates Phonics Check Only

Date	Action
15-19 May	STA will deliver the right number of materials to schools based on school census data.
12-16 June	Schools should administer the Phonics Screening Check. Materials can be downloaded from 12 th June from PAG.
Check period ends 23 June	Keep all check materials secure until Monday 26 June .
By 3 July	HT must submit the headteacher's declaration form (HDF) with results by this date

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Key Dates for KS1 Assessment

Week beginning 20 March	Schools receive standard and modified KS1 tests
By 25 April	Deadline for ordering braille versions of phonics check
May	Administration of KS1 tests
2 May	KS1 materials and mark schemes can be downloaded from PAG including the optional English grammar, punctuation and spelling test
From 12 May	Schools informed if they will receive an external moderation visit for TA
Week beginning 15 May	Schools receive phonics screening check materials

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Key Dates for KS1 Assessment

1 June	Publication of raw score to standardised score conversion tables for KS1 tests on GOV.UK and Headteacher declaration available on PAG
5 – 27 June	LA moderation visits take place
12-16 June	Schools administer phonics screening check. Materials can be downloaded from PAG
12 June	Phonics screening check materials published on PAG
19 - 23 June	District moderation of writing and mathematics
26 June	Threshold mark published on gov.uk . Postal Appeals Meeting
27 June	Deadline for KS1 TAs to Management Information
30 June	Deadline for KS1 Headteacher Declaration Form on PAG
3 July	Deadline for phonics screening check Headteacher Declaration Form on PAG

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How to Check Your Delivery

- The headteacher is responsible for checking their school's delivery against the delivery note to ensure the correct number of check materials have been received.
- If the headteacher is unavailable, they must delegate this responsibility to a senior member of staff who understands the process.
- When you receive your materials, you should open the box and **check the number of packs against the delivery note**. STA recommends 2 members of school staff undertake this check together. **Leave the inner packs unopened** and store your delivery securely.

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Keeping Materials Secure

- Put the unopened materials (inner packs) back into the original delivery box
- Store check materials in a room where there is no information technology equipment kept, as this equipment is often targeted during burglaries
- Store the boxes in a secure, locked cupboard
- Limit access to the location of the materials
- A nominated member of staff should be responsible for the cupboard keys and ensure they are kept secure at all times •
- Keep a record to document instances of access to the materials and to log regular security checks



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Check Administration Guidance 2023

Published on gov.uk 20 March 2023

[2023 Phonics screening check administration guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1144442/2023-Phonics-screening-check-administration-guidance.pdf)



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Key stage 1

Phonics screening check
Pupils' materials

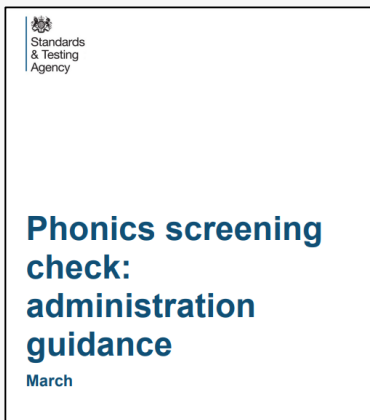
Phonics Screening
Check Training

Webinar

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Administration Guidance



Each year, the Phonics Screening Check administration guidance is published on the gov.uk website.

This is usually published in March.

This is the statutory guidance document that you need to read before administering the Phonics Screening Check.

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What is the 'CAG' for?

It includes information to make sure the school can:

- prepare for the check administration
- receive and securely store check materials
- administer the check correctly
- score the check

Headteachers are responsible for the check administration arrangements within their school. A list of the headteacher's responsibilities is included in the guidance document.

Introduction to the Phonics Screening Check

Who should take the check? When should the check be administered? What is the purpose of the check?



The Pass Threshold

The pass threshold for all previous checks has been 32 marks, even though it is subject to change each year.

Year 1 pupils who **do not meet the expected standard** will be expected to take the statutory check the following June when they are in Year 2, alongside Year 1 pupils. If they reach the threshold, they have completed their phonics assessment through the check.



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Year 3 Pupils

Year 3 pupils are not required to take the check, even if they did not pass the threshold in Year 2.

Schools are expected to maintain a programme of support for these pupils but do not need to return phonics data for Year 3 pupils to their local authority.



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Who Should Not Take the Check?

Headteachers may decide it is not appropriate for a pupil to take the check. Where this is the case, you must explain this to the pupil's parents. The headteacher's decision regarding participation is final.

If appropriate, you should provide the parents with documentary evidence to support your decision and explain how you are helping the pupil to learn to decode using phonics. You may want to provide a similar assessment experience for pupils who will not formally participate in the check. You could do this by modifying the practice sheet to include only single letters or simple 2-letter blends so they can demonstrate their skills.



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Who Should Not Take the Check?

Pupils working below the standard

If a pupil has shown no understanding of grapheme-phoneme correspondences, they should not participate in the check.

Pupils for whom English is an additional language

If a pupil has limited fluency in English, you may decide they should not take the check. If a pupil has recently moved to the country and is unable to understand letters and sounds in English, they should not take the check.



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Who Should Not Take the Check?

Pupils who are non-verbal or selectively mute

Pupils who are non-verbal or selectively mute, are unable to participate in the check if they do not give verbal responses in school. They may be able to identify the words but will not be able to demonstrate that knowledge by speaking the answers aloud.

Selectively mute pupils may demonstrate their knowledge at home informally with a family member who can discuss the outcome with the teacher. This arrangement will ensure the pupil has had a similar experience to their peers, and gives them an opportunity to demonstrate their skills.



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Cued Speech

If a pupil with a hearing impairment is familiar with cued speech, it can be used by an appropriately trained professional to make their responses clear.

If a pupil with a hearing impairment would prefer to speak the words, you should use cued speech to help clarify what sounds they are aiming for.

Visual Phonics: These techniques can be used to help pupils make their responses clear if this is normal classroom practice.



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Which Test Should I Use?

Schools must use the Phonics Screening Check materials for the current year – not from a previous year.

When these arrive in school, the **contents should be checked against the delivery note** which should then be signed by the HT, and the materials then secured until they are used.

If there are any concerns with your order, ring the NC helpline: **0300 303 3013**.



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Purpose of the Check

- To confirm whether or not individual pupils have learnt phonic decoding to an appropriate, age-related standard.
- To ensure that pupils who have not reached this standard by the end of Year 1 receive appropriate support, so that they then have the opportunity to retake the screening check in Year 2.



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Benefits of the Screening Check

- Allows teachers to target and personalise their teaching.
- Provides a standardised assessment of pupils' decoding skills; this can be combined with existing teacher assessment to create a more complete and reliable picture of each child's ability.
- Provides a national benchmark for phonic decoding, helping schools to consider whether they are setting sufficiently high expectations for their pupils.



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Additional Skills (not included in the Phonics Screening Check)

Children should be able to:

- ✓ apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable
- ✓ read many frequently encountered words automatically
- ✓ read phonically decodable three-syllable words
- ✓ read a range of age-appropriate texts fluently
- ✓ demonstrate understanding of age-appropriate texts.



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Skills Assessed by the Check

In terms of phonics specifically, the screening test framework says that children are expected to:

- ✓ give the sound when shown any grapheme that has been taught
- ✓ blend phonemes in order to read words
- ✓ know most of the common grapheme-phoneme correspondences
- ✓ read phonically-decodable one-syllable and two-syllable words.

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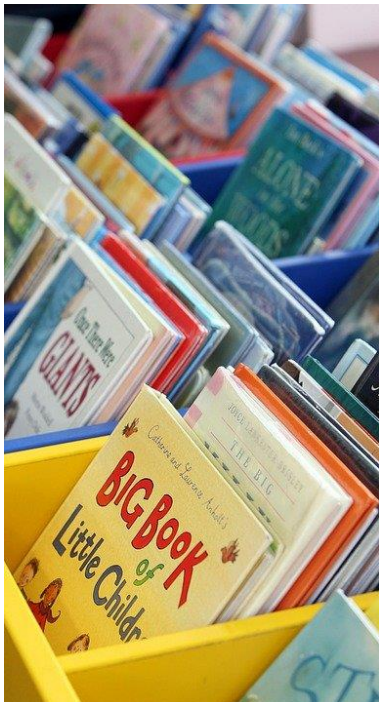
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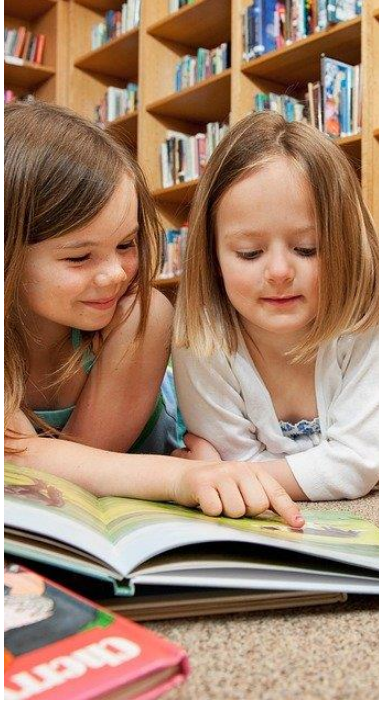
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The Place of Phonics Within Reading

‘The introduction of this check in no way underestimates the importance of teaching wider reading skills. ...It is expected that teachers will ensure that elements of early reading, not assessed in this check, are also taught, such as reading and discussing books.’

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A Rich Reading Curriculum

- ✓ Read aloud to children regularly.
- ✓ Refer to phonemes taught throughout the day.
- ✓ Rhymes, poems and songs are crucial elements to support articulation and early reading.
- ✓ Ensure children have access to good quality texts.

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Getting to Know the Phonics Screening Check

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What Will the Pack Contain?

Key stage 1

Phonics screening check Pupils' materials



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
out				vow			
yard				meant			
flag				walk			
ack				zoo			
mock				board			
shop				direct			
put				meat			
chunt				spaw			
blues				low			
skate				food			
stuck				book			
frog				corn			
spink				meat			
shop				trails			
yard				strip			
pond				scrips			
chuck				label			
play				varish			
meep				blowers			
ack				thoakid			
yard							
				Total correct			

- a copy of the phonics screening check pupils' materials
- a pad containing 30 copies of the answer sheet
- a copy of the phonics screening check practice sheet
- a copy of the scoring guidance.

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Scoring Guidance

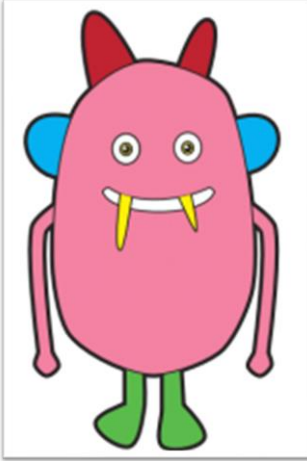
Instructions for scoring the check will be included within the check materials. This guidance relates specifically to the Phonics Check for the current year.

This is a must-read for all administrators of the PSC. It informs you of which possible pronunciations are acceptable for each word and non-word. Alternative pronunciations are acceptable for some, but not all, words.

You should score the check as the pupil says each word. Make a record on the answer sheet of whether the pupil said each word correctly or not.

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How the Check Works



- a list of 40 words
- a mix of real words and pseudo (alien) words
- Pupils read the words one-to-one with an adult
- Each check will take from 4 to 9 minutes per child.

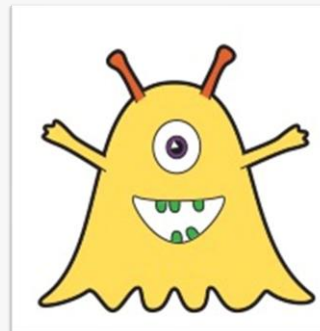
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Pseudo Words

Although pseudo-words have limitations, they provide a valuable assessment because:

- they isolate phonics from other reading strategies
- they eliminate the possibility of a child having already learned the item as a whole word.



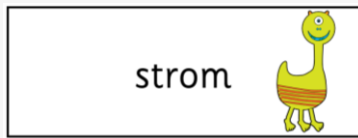
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Pseudo Words

Any children who have learned basic sound/letter correspondences, and how to build sounds into words, will have no difficulty with pseudo-words **as long as they understand that they are not real words** and therefore:

- do not try to make them into real words
- do not think or say that they cannot read them, because they recognise that they are not real words
- do not think they have made a mistake.



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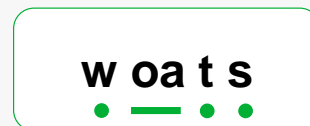
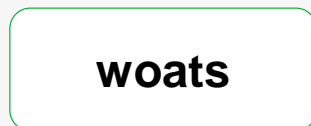
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Encourage Close Attention



Be wary of always treating pseudo words as 'trash' (eg trash or treasure game).

- If children constantly 'throw away' pseudo words without paying full attention to their segmenting and blending, they will not learn the careful reading skills required to decode these words.



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Overall Structure

The screening check is divided into two sections:

Section 1

- Grapheme-phoneme correspondences (GPCs) that are usually introduced first to pupils learning to decode using phonics
- Simple word structures

Section 2

- GPCs that are usually introduced later and graphemes that correspond to more than one phoneme
- More complex word structures, including two syllable words



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Section 1 Graphemes

a	ar	b	c	ch	ck	d	e
ee	f	ff	g	h	i	j	k
l	ll	m	n	ng	o	oi	oo
or	p	qu	r	s	sh	ss	t
th	u	v	w	x	y	z	zz



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Section 2 Graphemes

a	a-e	ai	air	ar	au	aw	ay
b	c	ch	ck	d	e	ea	ee
e-e	er	ew	f	ff	g	h	i
i-e / ie	igh	ir	j	k	l	ll	
m	n	ng	o	oa	o-e	oi	oo
or	ou	ow	oy	p	ph	qu	r
s	sh	ss	t	th	u	ue	u-e
ur	v	w	wh	x	y	z	zz

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Section 1 Structure

12 pseudo-words and 8 real words.

The words will have the following phonological structures:

- **CVC**: bun, cat, chot, vep ...
- **VCC**: old, elm, int, ust ...
- **CCVC**: brush, stop, clom, plit ...
- **CVCC**: milk, bench, haps, ralp ...

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Section 2 Structure

8 pseudo-words and 12 real words.






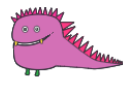


The words will include the following phonological structures:

- **CVC** (but more challenging): goal, zued, meve
- **CVCC**: feast, haunt, woats
- **CCVCC**: snack, groups, glips, floost, braits...
- **CCCVC**: spree, stray, stroy, splue ...
- **CCCVC**: sprig, scrap, splam, scribe
- **CCCVCC**: scrunch, string, spleets, streept ...

Two syllable words (real words) will contain 5 to 8 letters and a variety of phonological structures: **model, person, chapter, reptiles ...**

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Section 1	Section 2
skap 	flisp 
blorn 	braint 
meft 	scrid 
veems 	splote 

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Administering the Phonics Screening Check

1. Read the Check Administration Guide in full.
2. Make appropriate access arrangements.
3. Consider whether any pupils need to be disapplied.
4. Watch the guidance video on the DfE's website.
5. Select and prepare an appropriate room.



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Access Arrangements

You need to consider the needs of each child individually.
You can make access arrangements at the school's discretion:

- rest breaks
- use of modified versions of the screening check materials
- use of coloured overlays
- use of British Sign Language (BSL)
- rephrasing instructions and use of gestures

Email: assessments@education.gov.uk

0300 303 3013



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Rest Breaks

The check is not timed but we expect it will take each pupil between 4 and 9 minutes to complete. You should give pupils enough time to respond to each word.

If you believe a pupil will find it difficult to concentrate, or may experience fatigue during the check, you may use rest breaks to make it more manageable. Rest breaks can be given whenever they are needed.

When planning for the check, consider when it would be most appropriate for the pupil to take a break. The pupil must be kept separate from the rest of the cohort during a rest break. The check must be completed on the same day.



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Adapting Check Materials

Most pupils will use standard versions of the phonics screening check, but schools can modify them to meet the needs of individual pupils.

Schools can download check materials from the **Primary Assessment Gateway** from the first day of the check. This includes the mark sheet and modified versions (excluding braille), and word versions with colour / black and white images, and without images.

Examples of modifications may include:

- changing the font
- changing the font size
- having fewer words per page
- coloured overlays (if this is part of normal classroom practice)



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Preparing the Room(s)

- Administer the check in a room that is quiet and provides a comfortable, well-lit space.
- Rooms should be prepared before pupils are admitted. Displays or materials that could help pupils must be removed or covered for the duration of the check.
- If more than one adult is administering the check to pupils at the same time, you may need more than one room to ensure pupils taking the check do not disturb or distract one another.



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How Much Help Can I Give?





You must ensure that nothing you say, or do, during the check could be interpreted as giving pupils an advantage.

During the practice, you can give further guidance to ensure pupils understand the task. For example, you may remind the pupil that the word must be blended, guidance which would not be allowed during the check itself.

During the check, you can point to whole words to indicate which word comes next, but you must be careful not to point to the words in a way that indicates how to decode them. For example, avoid pointing from left to right or hovering over letters.



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Practice sheet: real words	Practice sheet: pseudo-words
in	ot 
at	vap 
beg	osk 
sum	ect 

Practice Pages
4 real words
4 pseudo words

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Sound Buttons and Lines

If a pupil uses sound buttons to help them decode words as part of normal classroom practice, they may use them during the check. You must give the pupil a clean copy of the check so they can mark the sound buttons against the graphemes themselves. **You must not mark the graphemes for the pupil.**

meast



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2019 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
sut				vow			
yad				meast			
dop				waib			
uct				zome			
meck				brend			
shig				throct			
joil				stret			
choot				spraw			
blem				low			
deil				firod			
fusp				bock			
quik				cutc			
shop				cuat			
yell				trails			
peol				strip			
check				scraps			
plug				label			
sweep				vanish			
soft				blossom			
yards				thankful			
				Total correct			

Pseudo-word	Acceptable pronunciation	Phonemic representation
sut	This item uses the 's' from 'sip' and rhymes with 'cut'. All regional pronunciations of the 'u' are acceptable.	/sʌ/ or /sʊ/
yad	This item uses the 'y' from 'yes' and rhymes with 'mad'.	/jæd/
dop	This item uses the 'd' from 'day' and rhymes with 'mop'.	/dɒp/
uct	This item combines the 'u' from 'ugly' with the 'ct' from 'act'. All regional pronunciations of the 'u' are acceptable.	/ʌkt/ or /ʊkt/
meck	This item uses the 'm' from 'mad' and rhymes with 'neck'.	/mɛk/
shig	This item uses the 'sh' from 'shop' and rhymes with 'twig'.	/ʃɪg/
joil	This item uses the 'j' from 'join' and rhymes with 'boil'.	/dʒɔɪ/
choot	This item uses the 'ch' from 'chain' and rhymes with 'noct'. All regional pronunciations of the 'o' are acceptable.	/tʃoʊ/ or /tʃoʊt/
blem	This item uses the 'bl' from 'blow' and rhymes with 'stem'.	/blɛm/
drell	This item uses the 'dr' from 'drums' and rhymes with 'shell'.	/drɛl/
fusp	This item uses the 'f' from 'farm' and rhymes with 'cusp'. All regional pronunciations of the 'u' are acceptable.	/fʌsp/ or /fʊsp/
quik	This item uses the 'qu' from 'quit' and rhymes with 'whisk'.	/kwɪk/

Pseudo-word	Acceptable pronunciation	Phonemic representation
vaw	This item uses the 'v' from 'vet' and rhymes with 'law'.	/vɔ:/
meast	This item combines the 'm' from 'march' with the 'ea' from 'leaf' or 'deaf' and the 'st' from 'least'.	/mɛst/ or /mɛst/
waib	This item combines the 'w' from 'wise' with the 'ai' from 'tail' and the 'b' from 'blob'.	/waɪb/
zome	This item uses the 'z' from 'zero' and rhymes with 'home'.	/zɔ:m/
brend	This item uses the 'br' from 'brown' and rhymes with 'spend'.	/brɛnd/
throct	This item combines the 'thr' from 'three' with the 'ost' from 'lost' or 'most'.	/θrɔ:st/ or /θrɔ:st/ or /θrɔ:st/
stret	This item uses the 'str' from 'stay' and rhymes with 'best'.	/strɛt/
spraw	This item uses the 'spr' from 'spray' and rhymes with 'draw'.	/sprɔ:/

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Scoring the Check

- Alternative plausible pronunciations of pseudo words – allowed
- Alternative plausible pronunciations of real words – not allowed
- Scoring of pronunciation difficulties – professional judgement
- Pupils' accents – professional judgement
- Pupils sound out letters/phonemes before blending – allowed
- A pupil sounds out correctly but then says the wrong word – not allowed
- A pupil self corrects – allowed if done reasonably promptly
- Fluency of blending – professional judgement

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Scoring Guidance Video



<https://www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video>

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Submitting Data

Schools must submit data for all relevant pupils by the date given for the current year. The headteacher must complete and submit a Headteacher's Declaration Form (HDF) as detailed in the KS1 Assessment and Reporting Arrangements Guidance (ARA).

Pupils who did not take the check should be marked as 'D' (headteacher decided it was inappropriate for the pupil to take the check).

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Assessment Codes

Scenarios	Code
Child took the Phonics Check	Mark the check
Absent	A
Child did not take the Phonics Check	D
Child has left the school	L



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What is Maladministration?

It refers to any act that:

- affects the integrity, security or confidentiality of the national curriculum assessments
- could lead to results that do not reflect pupils' unaided work.

The school must comply with the guidance in these documents:

KS1 ARA

Check Administration Guidance

Check administration instructions provided with the materials.



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What Good Practice Looks Like

- ✓ Fidelity to one phonics programme
- ✓ Active children who participate throughout the session
- ✓ Engaging, multi-sensory learning
- ✓ Frequent segmenting and blending
- ✓ Current learning visible in classroom
- ✓ Clear, articulate modelling; correct pronunciation
- ✓ Learning matches pupils' ability and moves them on.



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Contacts

0300 303 3013

If you require further information about the Phonics Screening Check, please contact



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Thank you



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Please take 5 minutes to complete your evaluation form

- You can access the link now via your mobile phone/tablet:
<https://cpdonline.theeducationpeople.org> and then log into your account.
Please do not create another online account for either The Education People or CPD Online websites. The fact you are booked onto this course means you already have an account. If you do not know your log-in details, please use the forgotten password link
- Click on 'My CPD Online' and 'Events Due to Attend'
- From here you will be able to locate this event and then click on 'Enter Evaluation'
- Alternatively, please log into your account, using the e-mail link which you will receive from CPD online as soon as the register of attendance has been processed and click on 'events attended'.
- You will be able to download your certificate of attendance once you have completed the evaluation **and** the signed register has been processed by the Training & Development Administration team
- If you have any further queries, please contact: cpd@theeducationpeople.org



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