



Dear Parents,

With the Year 1 National Phonics Screening Check approaching, I have attached some information in order to help you support your child.


The screen will take place in the week commencing 10<sup>th</sup> June 2024. The check consists of 40 words; 20 real words and 20 pseudo (nonsense) words that will check your child's ability to decode words using learnt phonics sounds. Your children will read these words one to one with their class teacher.

The pass mark is not released until after all children have completed the check and you will later receive information regarding your child's success. If they do not pass the check on this occasion, they will have the opportunity to retake it the following year.

Your child will be well prepared for the check as we teach phonics daily and they are used to following the same routines that will be required of them in the screen. It would however help if you could reinforce this routine at home. When reading a word we encourage children to follow three steps:

'Special Friends, Fred Talk, Read the Word'

night

 quighm

1. 'Special Friends' – prompts time to identify multiple letters that make one sound e.g. in the word **fight** they would identify **igh** as the other sounds are singular. In the pseudo word there are two special friends – **qu** & **igh** (Special Friends are shown on the RWI sound mat provided in this pack).
2. 'Fred Talk' – prompts children to read the sounds individually before blending them together e.g. f-igh-t or qu-igh-m
3. 'Read the word' – prompts them to blend and say the word e.g. **fight** or **quighm**

Your child will recognise these phrases and will understand what you are prompting them to do at each stage.

If your child is a confident reader, please still prompt them to use this process, particularly for the pseudo (nonsense) words because as sight-readers they will often read what they think the word should say and try to make a real word.

Split digraphs such as a-e, o-e, e-e, u-e, and i-e also tend to be ones that lots of children find tricky. We call these 'chatty letters' because they have had to 'split up' and have another letter put in between them to stop them being so chatty. This helps the children to remember they have a 'friend on the end' (e).

e.g. cake c-a-k e

I have uploaded a PowerPoint on the school website for you to practise this process with you child but you can also prompt them to use this process when sharing books together. When confident we prompt children to 'Fred in their Head'. This means they follow the same process in their head before reading the word.

Thank you for your continued support

The Year 1 Team

