



Parents Meeting - Year One

Phonics Screening Check (PSC) 2026

Check 1
Section 2

moat
shape
hair
crate

Practice for the Phonics Screening Check
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2023 national curriculum assessments
Key stage 1

Phonics screening check
Pupils' materials

Practice for the Phonics Screening Check
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Check 1
Section 1

stip	
prool	
darps	
thand	

Practice for the Phonics Screening Check
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Aims of today's meeting

- ✓ To support you to understand how and when the 2026 phonics screening check will be carried out in school
- ✓ To identify ways in which you can help your child at home
- ✓ For you to ask any further questions 😊

Overview of the Phonics Screening Check

- *Pupils in Year 1 throughout the country will be taking part in a phonics screening check during the same week in June – week commencing 8th June 2026.*
- *The phonics screening check (PSC) is designed to confirm whether pupils have learnt phonic decoding and blending skills to an appropriate standard.*
- *The check consists of 20 real words and 20 pseudo-words (nonsense words) that pupils read aloud one-to-one to a familiar adult in school.*
- *The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace.*

Overview of the Phonics Screening Check

- *In 2025 (as with all previous years) the expected standard or the 'pass mark' has been 32 out of 40. However, this may change.*
- *Any pupil who doesn't reach the pass mark will be able to complete the screening again in Year 2. Pupils in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the check before.*
- *The Headteacher should decide whether it is appropriate for each of their pupils to take the phonics screening check. These pupils will be disapplied.*
- *Results from the check will be reported to the Local Authority, used in school to analyse own performance and reported to Parents in the Summer Term.*



Phonics

The progression



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ ow claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out: ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	ch
	Show me your teeth to make a rrrrr sound rrrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	le al
	Pucker your lips and show your teeth; use your tongue as you say jjj	g dge ge
	Put your teeth against your bottom lip and make a buzzing sound vvvv vvvv	ve



Phonics Screening Check

Here is an example of the screening check

Practise real words and pseudo-words will be shown to your child. Pseudo-words show a picture of an alien on them to provide the children with a context for the pseudo word which is a nonsense word. Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

Practise words to start!

Here is an example of the screening check



These materials are examples used from a previous Phonics Screening Check. They give you an idea of the type of words - both real and nonsense - that children are expected to be able to read.

Section 2

bar

sneak

curl

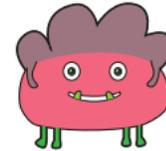
doze

Section 1

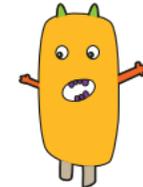
jick



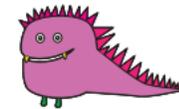
sheb



deeg



quish



A quick guide to alien words

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabHowWeTeach>



Previous Years...

- Children often find the alien words difficult where a split diagraph is included, i.e. blape.
- Alternative phonemes are included, i.e. brace, giant, ice.
- As a school we will continue to carry out ‘mock’ screening checks to see which words your child was able to read and which words they found tricky.
- These sounds will also be part of our daily phonics lessons in preparation for the PSC in June 😊

Sample: Answer sheet

YEAR
1

Phonics

Screening check: Answer sheet

First name: _____
Last name: _____

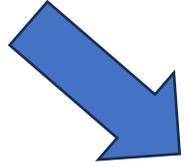
Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
tox				voo			
bin				jound			
vap				teng			
ulf				fape			
geck				snemp			
chom				blurst			
tord				apron			
thazz				stroft			
blan				clay			
steck				slide			
hild				newt			
quemp				phone			
shin				blank			
gang				trains			
week				strap			
chill				scribe			
grit				rusty			
start				finger			
best				dentist			
hooks				starling			

Total correct: _____



Support at Home



<https://collins.co.uk/pages/little-wandle-at-home>



Big Cat Phonics for Little Wandle Letters and Sounds Revised - Little Wandle at Home Phonics Flashcards for Year 1

Cards

Dimensions: 117x77mm (Cards)

[Read more](#)

£6.99



How to use

How to use the phonics flashcards

Discover how to use your phonics flashcards at home along with advice on how to say the sounds.

[Watch now](#)

Change it

How to play: Change it!

Read lots of words with this fun game! Change one grapheme card each time to make and read a new word. How many words can you make and read with your child?

[Watch now](#)

Mix it up

How to play: Mix it up

Help your child read and spell words with this fun game. Choose the grapheme cards you need to make-up a word.

[Watch now](#)

Win it!

How to play: Win it!

Win it! is a fun game to play with your child. Choose six grapheme charts that your child can read confidently. Add a new grapheme card to the pack and challenge your child to read the grapheme correctly. Each time they read it, they win it. You can play this with all the grapheme cards or the words.

[Watch now](#)

Little Wandle Website for Parents

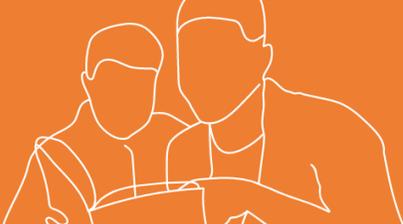
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents>



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TEACH READING: Change Lives

Thank you for listening.
Any Questions?

