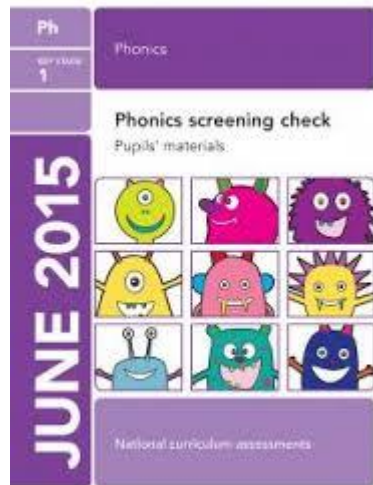


# Phonic Assessment and Phonic screening check SCITT 2019

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# Differentiation and groupings

- ▶ Whole class phonics vs ability groups
- ▶ Whole school/year group setting
- ▶ Individual/paired/group work
- ▶ Use of teacher and TA
- ▶ Choice of words in sessions ( e.g. aid/rain/ paint/abstain)

# PiRA - Progress in Reading Assessment

Keep a record of:

- ▶ Phonic knowledge including alien words - ability to segment and blend
- ▶ HFW knowledge - sight vocabulary
- ▶ Reading level - fluency
- ▶ Guided reading tracking - comprehension

# Phonic knowledge tracking

[illegible]

# Phase 3 alien word assessment

	Segmenting (d-a-r)	Blending (dar)
dar		
zort		
sair		
kear		
veng		
jigh		
quoam		
doit		
gax		
hish		
koob		
fowd		
chee		
yurk		
waiber		
thorden		

# Running record analysis

Behaviour	Notation	Example
Correct response	Mark every word read correctly with a check mark.	✓ ✓ ✓ ✓ ✓ Can you see my eyes?
Substitution	Write the spoken word above the word in the text.	✓ ✓ ✓ the ✓ Can you see my eyes?
Omission	Place a dash above the word left out.	✓ ✓ ✓ _ ✓ Can you see my eyes?
Insertion	Insert the added word and place a dash below it (or use a caret).	✓ ✓ ✓ ✓ big ✓ Can you see my _ eyes?
Attempt	Write each attempt above the word in the text.	✓ ✓ ✓ ✓ e-ey Can you see my eyes?
Repetition	Write R after the repeated word/phrase and draw an arrow back to the beginning of the repetition.	✓ ✓ ✓ ✓ R ✓ Can you see my eyes?
Appeal* (asks for help)	Write A above the appealed word.	✓ ✓ ✓ A ✓ Can you see my eyes?
Told word	Write T beside the word supplied for the reader.	✓ ✓ ✓ _ T ✓ Can you see my Teyes?

**Count as one error:**

- ♦ a substitution
- ♦ an omission
- ♦ an incorrect attempt
- ♦ an unsuccessful appeal
- ♦ a told word
- ♦ an insertion

**Do not count:**

- ♦ self-corrections
- ♦ repetitions
- ♦ a correct attempt
- ♦ a successful appeal
- ♦ words pronounced differently in a child's dialect or accent

**Calculating Percent of Accuracy**

1. Running Words – Total Errors = Score

$$\square - \square = \square$$

2. Score  $\div$  Running Words  $\times$  100 = % Accuracy

$$\square \div \square \times 100 = \square \%$$

Easy Text (96-100%)	Appropriate Instructional Text (93-95%)	Challenging Instructional Text (90-92%)	Hard Text (Below 90%)
Move child to higher text level.	A comfortable instructional text level.	Child may require more direct support.	Move child to lower level.

# Deadlines and dates

- ▶ Tests packs to be delivered w/b **Monday 20<sup>th</sup> May** ( NCA Helpline 0300 303 3013)
- ▶ To be administered w/b **Monday 10<sup>th</sup> June** (if a child is absent, it can be administered up until **Friday 21<sup>st</sup> June**)
- ▶ Threshold mark available **24<sup>th</sup> June** on DfE website [www.education.gov.uk/ks1](http://www.education.gov.uk/ks1)
- ▶ Data to be reported to LA (deadline specified by LA)
- ▶ Headteacher declaration form to be submitted after last screening check completed and by **Thursday 27<sup>th</sup> June** at the latest.



# Who?

- ▶ All year 1 children except those with no understanding of grapheme-phoneme correspondence or those unable to access the test (must inform parents)
- ▶ All year 2 children who didn't pass in Y1 \*

(make sure you check any child who has joined your school since June 18) [www.keytosuccess.education.gov.uk/schools](http://www.keytosuccess.education.gov.uk/schools)

- ▶ Must be administered by a qualified teacher on a 1:1 basis who is known to the child (not TA or HTLA unless they are trained in phonics and regularly deliver phonics sessions)

# Where?



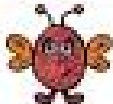

- ▶ In a quiet room (not back of the classroom or a corridor)
- ▶ Comfortable, well lit room
- ▶ Displays that could help should be removed
- ▶ 1 child per room at a time
- ▶ Treat it like SATs - put signs up to remind people to be quiet when moving to assembly, break etc.

# Security

- ▶ Do not open packs until Monday 10<sup>th</sup> June
- ▶ Phonics screening check materials to be kept secure at all times up to the date the threshold is released (expected to be Monday 24<sup>th</sup> June).
- ▶ Those involved with the test must not share check words with anyone not directly involved with the administration e.g. family members, staff at school or other schools
- ▶ Keep the **signed delivery note** safe as it will be requested if you receive a monitoring visit
- ▶ Useful to keep an IN and OUT log as evidence of security (two signatures)

## What it looks like

- ▶ 40 words - 20 real and 20 pseudo with a picture
- ▶ All lower case

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

Sample: Answer sheet

Year  
**1**

Phonics

## Screening check: Answer sheet

First name:

Last name:

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

Section 1			
Word	Correct	Incorrect	Comments
fish			
ten			
leg			
up			
spin			
chairs			
tree			
frail			
skin			
grab			
top			
example:			
pin			
rich			
math			
end			
jet			
start			
lane			
books			

Section 2			
Word	Correct	Incorrect	Comments
oil			
your			
leg			
ape			
cherry			
fisher			
opinion			
rich			
day			
slide			
leaf			
phone			
white			
math			
stop			
snake			
hug			
finger			
cheek			
sharpen			

Total correct

# Adaptations - you can...

- ▶ Print onto different colour card
- ▶ Use colour pictures, black and white pictures or no pictures
- ▶ Change the font
- ▶ Change the font size
- ▶ Have less words per page
- ▶ Remove pictures
- ▶ Standard introduction or create their own
- ▶ Have rest breaks
- ▶ Coloured overlays
- ▶ Use sound buttons \*\*\*\*\*
- ▶ Stop before the end if a child is really struggling
  
- ▶ Braille versions available on request 0300 303 3019

## Correct/incorrect

- ▶ Pupils may elongate phonemes but if they leave gaps and do not blend-incorrect
- ▶ Alternative pronunciations can be correct for pseudo words but not for real words e.g. follow, strow
- ▶ Pronunciation difficulties - if a child is unable to say 'th' and usually says 'fw' this should be scored correctly
- ▶ A pupils accent should be taken into account
- ▶ A child can have as many goes as needed but must not be prompted to 'have another go.'
- ▶ If correct at first but child self-corrects to a wrong word then it is marked incorrect
- ▶ Give no indication whether word is correct or incorrect (facial expression)
- ▶ Can tell a child to move on if taking a long time over a word

# Training video

- ▶ [Y1 phonics screening check training video](#)

# Phonics check in action





# Let's have a go!

You will need:

- Copy of 2016 or 2017 phonic screening check
- Copy of official mark sheet
- Recording device e.g mobile phone/dictaphone (not compulsory but very useful)
- Highlighter/pencil (for the candidate taking the check)
- Pen (for the administrator of the check)
  
- TASK - In pairs one of you will be the test administrator and one of you will take the role of a pupil taking the check. Just have a go!

# Discussion after Phonic Screening Check



# Monitoring visits/moderation

Internal and external

Record and share

You need to have read:

**Phonics screening check: check administrators' responsibilities**

**2018 Key stage 1: assessment and reporting arrangements (ARA)**



2016 Assessment and reporting arrangements (ARA)  
Published September 2015



# Informing parents

- ▶ You must report to parents whether a child has met or not met the expected standard by the end of the summer term.
- ▶ You can choose how to do this
- ▶ Tell them what the pass mark was so that they can see how close their child was.
- ▶ Consider informing parents of extra support that will be put in Y2 for those who have not met the standard
- ▶ A template for reporting is available on the DfE website [www.education.gov.uk/ks1](http://www.education.gov.uk/ks1)

# Data analysis including groups

**Table 4.1.1: Year 1 Phonics Screening Check by Pupil Characteristics (Y1.PPC)**

This report shows the percentage of pupils meeting the expected standard in the year one phonics screening check for each pupil group alongside the national percentage for the same pupil group.

	Cohort	Phonics Screening Check Number achieving expected standard	% School	% National
<b>All Pupils</b>	90	73	81	74
<b>Gender</b>				
Male	42	33	79	70
Female	48	40	83	78
<b>Free School Meals*</b>				
FSM	8	6	75	63
Non FSM	82	67	82	78
<b>Children Looked After</b>				
CLA	1	0	0	53
Not CLA	89	73	82	74
<b>Disadvantaged pupils</b>				
Disadvantaged pupils	9	6	67	63
Other pupils	81	67	83	78
<b>English as a First Language</b>				
English or believed to be English	90	73	81	75
Other than English or believed to be other than English	0	0	0	74
Unclassified	0	0	0	40
<b>Special Educational Needs</b>				
No Identified SEN	88	73	83	81
<b>SEN without a statement</b>	2	0	0	40
School Action	0	0	0	41
School Action Plus	2	0	0	39
SEN with a statement	0	0	0	17
<b>Ethnicity Group</b>				
<b>White</b>				
British	78	63	81	74
Irish	1	1	100	75
Traveller of Irish Heritage	0	0	0	34
Gypsy/Roma	0	0	0	28
Any Other White Background	2	1	50	71
<b>Mixed</b>				
White and Black Caribbean	0	0	0	71
White and Black African	2	2	100	75
White and Asian	1	0	0	80
Any other Mixed Background	3	3	100	77
<b>Asian or Asian British</b>				
Indian	2	2	100	84
Pakistani	0	0	0	73
Bangladeshi	0	0	0	76
Any other Asian Background	0	0	0	79
<b>Black or Black British</b>				
Black Caribbean	0	0	0	72
Black African	0	0	0	78
Any Other Black Background	0	0	0	74
<b>Chinese</b>	0	0	0	81
<b>Any Other Ethnic Group</b>	0	0	0	73
Unclassified - Refused	1	1	100	75
Unclassified - Information Not Obtained	0	0	0	43
<b>Term Of Birth</b>				
Autumn	32	26	81	80
Spring	23	20	87	74
Summer	35	27	77	68

# Y2 retakers

## Attainment at Year 2

**Table 4.1.4: Year 2 Phonics Screening Check by Pupil Characteristics (Y2.PPC)**

This report shows the percentage of pupils meeting the expected standard in the year two phonics screening check for each pupil group alongside the national percentage for the same pupil group.

	Phonics Screening Check Re-takes				Phonics Screening Check Taken for first time			
	Cohort	Number achieving expected standard	% School	% National	Cohort	Number achieving expected standard	% School	% National
<b>All Pupils</b>	20	14	70	66	1	1	100	55
<b>Gender</b>								
Male	14	9	64	64	-	-	-	51
Female	6	5	83	70	1	1	100	59
<b>Free School Meals*</b>								
FSM	4	2	50	60	-	-	-	50
Non FSM	16	12	75	70	1	1	100	56
<b>Children Looked After</b>								
CLA	1	1	100	50	-	-	-	38
Not CLA	19	13	68	66	1	1	100	55
<b>Disadvantaged pupils</b>								
Disadvantaged pupils	5	3	60	60	-	-	-	50
Other pupils	15	11	73	70	1	1	100	56
<b>English as a First Language</b>								
English or believed to be English	20	14	70	66	-	-	-	66
Other than English or believed to be other than English	-	-	-	68	-	-	-	54
Unclassified	-	-	-	56	1	1	100	38
<b>Special Educational Needs</b>								
No identified SEN	11	10	91	80	1	1	100	59
SEN without a statement	7	3	43	53	-	-	-	43
School Action	5	2	40	59	-	-	-	52

# Tracking from YR - Y1 - Y2

- ▶ YR - GLD or /emerging/expected/exceeding in reading
- ▶ Y1 - pass phonics screening check
- ▶ Y2 - working towards/at/exceeding the standard in reading

# What to do now.....

- ▶ Do you know how many of your children are on track? If not, do some assessment - own or mock screening check
- ▶ Look at what support/interventions are being provided for those less likely to pass
- ▶ Are your best teachers teaching those who are struggling?
- ▶ Are your guided reading sessions targeting phonic needs?
- ▶ Parental workshops
- ▶ Homework
- ▶ Buddying with other teachers
- ▶ Daily alien word challenge



# Phase 6 lesson

- ▶ [phase 6 phonics lesson](#)

Good luck!