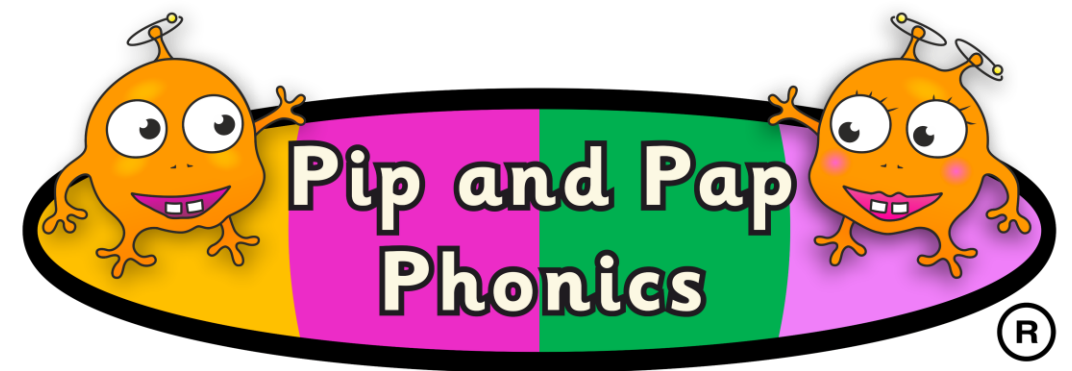


Key Stage I

The Phonics Screening Check



**Parental Presentation
for Subscribing Schools**

What is the Phonics Screening Check?

Every Year 1 child in the country (and Year 2 children that did not meet the standard last year) will take a statutory phonics screening check, during the period Monday June 8th 2026 to Friday June 12th 2026.

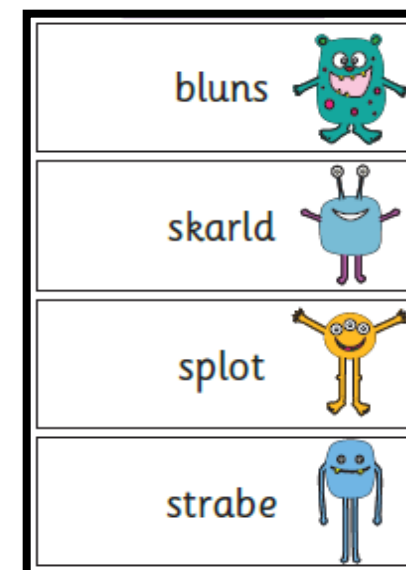
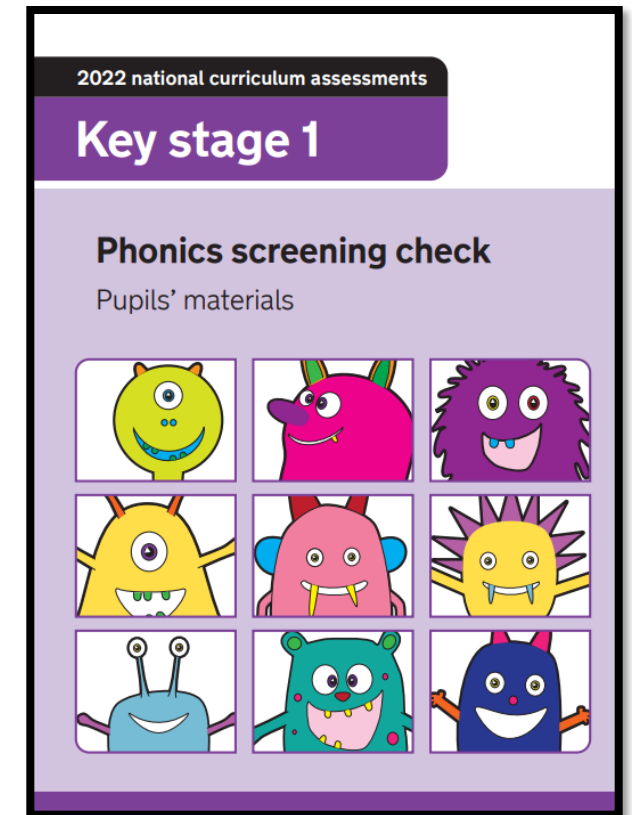
The focus of the check is to provide evidence of the children's decoding and blending skills, not to test their vocabulary. It is designed to help practitioners identify children that may need more support with their reading.

The check consists of 40 words and non-words that your child will read 1 to 1 with a teacher known to them.

Non-words or 'pseudo-words' are included to check that children can apply the phonics code that they have been learning.

This means that they are secure in using phonics as a 'strategy' when faced with an unfamiliar word in their reading.

The check takes roughly between 4 and 9 minutes to complete.



Example Phonics Screening Check

Half of the words cover phonic skills that will have been covered in Reception, and half of the words cover phonic skills that will have been taught in Year 1.

The children will then be scored against a national standard (unknown to teachers) but is usually around 32/40.

The school will inform you whether your child meets the standard of the check.

Children who do not meet the required standard in Year 1 will retake the phonics test in Year 2.

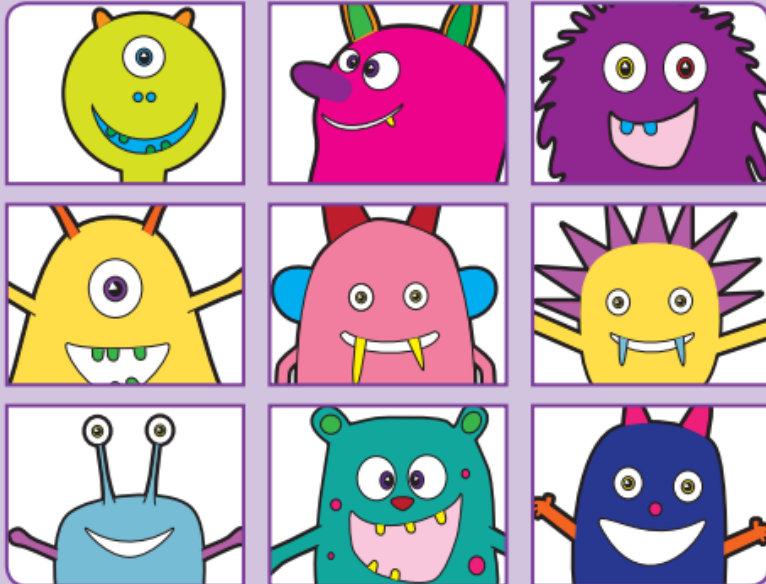
The national pass rate is 80%.

2016 national curriculum assessments

Key stage 1

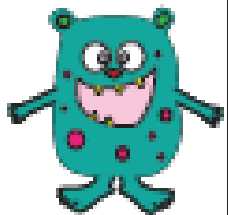
Phonics screening check

Pupils' materials

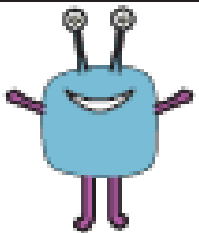


The grid contains nine cartoon monsters in a 3x3 arrangement. Row 1: a yellow one-eyed monster, a pink one-eyed monster with a purple nose, and a purple spiky-haired monster. Row 2: a yellow one-eyed monster with a large eye, a pink monster with two horns and fangs, and a yellow monster with spikes and fangs. Row 3: a blue two-eyed monster, a teal monster with spots and fangs, and a dark blue monster with horns and fangs.

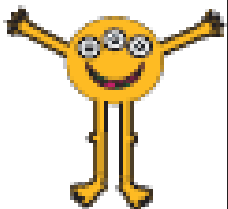
bluns



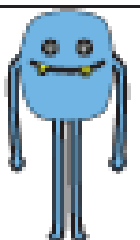
skarld



splot



strabe



Test Content: Section I

Grapheme	Phoneme	Example Word
a	/a/	cat
ar	/ar/	arm
b	/b/	bad
c	/k/	cat
ch	/ch/	check
ck	/k/	check
d	/d/	dog
e	/e/	hen
ee	/ee/	see
f	/f/	if
ff	/f/	puff
g	/g/	gum
h	/h/	hot
i	/i/	hit
j	/j/	jug
k	/k/	kit
l	/l/	leg
ll	/l/	hill
m	/m/	man
n	/n/	man
ng	/ng/	sing

Grapheme	Phoneme	Example Word
o	/o/	hot
oi	/oi/	coin
oo	short /u/ long /oo/	room / book (accent dependent)
or	/or/	born
p	/p/	pet
qu	/qu/	quit
r	/r/	red
s	/s/ or /z/	sits hens
sh	/sh/	shell
ss	/s/	miss
t	/t/	tip
th	/th/ voiced /th/ unvoiced	this both
u	/u/ or short /u/	cup
v	/v/	vet
w	/w/	wet
x	/k+s/	mix
y	/y/	yes
z	/z/	zip
zz	/z/	buzz

The colour key shows which 'phase' that the children will have learned the grapheme-phoneme correspondence in.

Orange & Pink – Reception

Green & Purple – Year 1

Words in Section I are only made up of the grapheme-phoneme correspondences in this list.

Test Content: Section 2

Grapheme	Phoneme	Example Word
a	/ar/	father
a_e	/ai/	came
ai	/ai/	bait
air	/air/	chair
au	/or/	launch
aw	/or/	raw
ay	/ai/	say
c	/s/	cell
ch	/sh/ /k/	chef, school
ea	/eel/ /el/	bead, head
e_e	/eel/	theme
er	/ur/ /uh/	fern, farmer
g	/j/	gem
i	/igh/	mind
i_e	/igh/	fine
ie	/igh/ /eel/	pie, chief
igh	/igh/	high
ir	/ur/	girl
o	/oa/	cold
oa	/oa/	boat
o_e	/oa/	cone

Grapheme	Phoneme	Example Word
ou	/oo/ /ow/ /oul/	you, out, mould
ow	/ow/ /oa/	cow, blow
oy	/oi/	boy
ph	/f/	photo
ue	/oo/ or /y+oo/	blue, cue
u_e	/oo/ or /y+oo/	brute, huge
ur	/ur/	turn
wh	/wh/	when

The colour key shows which 'phase' that the children will have learned the grapheme-phoneme correspondence in.

Orange & Pink – Reception

Green & Purple – Year 1

Words in Section 2 are made up of the grapheme-phoneme correspondences in this list, and from section 1.

What happens if a child does not reach the Expected Standard?

Teachers are already well aware of which children need extra support with their reading and support will already be in place.

This may be in the form of Satellite Challenges, a smaller phonics group, bespoke tutoring or interventions.

All children are expected to complete all four phases of the Pip and Pap Phonics Programme. If a child meets the 'Expected Standard' in Year 1, but have not yet finished the programme, they will continue their phonics learning into Year 2. This is to ensure they have no gaps and can apply all of the code.

Children who do not meet the Expected Standard will continue their phonics learning into Year 2 and will continue to receive support with their reading skills. This may be in a smaller group or at a different timetabled point in the day. They will retake the test into Year 2. For those children who do not pass in Year 2, they will not be expected to take the test again, but will continue phonics learning.



What happens if a child does not reach the Expected Standard?

For children with special educational needs, adaptations can be made to ensure pupils can access the text (such as a larger font, or coloured paper.)

A very small number of children may be disapplied from taking the test, if:

- they show no awareness of grapheme-phoneme correspondences
- They have not completed the first year of the KS1 English programme of study
- They have recently moved to the country and are unable to understand letters & sounds in English
- they use British Sign Language or other sign-supported communication, such as communication boards, to spell out individual letters
 - they are non-verbal, or selectively mute
- they have been absent during the check window – if a pupil does not take the check during this period and returns to school after Friday 19 June, they must be recorded as absent

Headteachers make the final decision about whether it is appropriate for a pupil to take the check. In any instances when pupils are not entered for the check, schools must inform the pupil's parents and should explain their decision to the pupil's parents.

If appropriate, they should provide the parents with documentary evidence to support their decision. Where the decision has been made not to administer the check to a pupil, schools should also explain how they are helping the pupil to learn to decode using phonics.



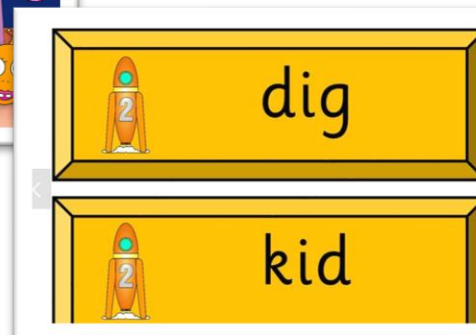
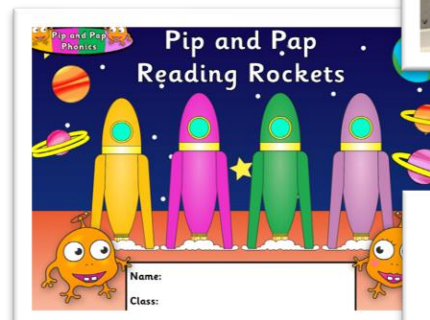
How can parents help at home?

Parental support is key to helping early reading skills. Although your child will be taught discrete phonics at school every day, alongside reading, writing and literacy lessons, home support really does help!

The key is little and often! If your school offers Pip and Pap Phonics workshops, come along!

Reading Rockets (Year 1 pupils should be familiar and confident with up to Purple Set 2.) These are available on the 'Family Hub'. Note that 'Earth Words' (Common Exception Words) are not part of the test.

Practitioners also have access to 'Booster' resources as part of their subscription to Pip and Pap Phonics. These contain 'real' and 'alien' words linked to a specific set of grapheme-phoneme correspondences. These can be shared with parents and pupils.



Pink Rocket Words Set 5

how	town	however	now	flower
coin	boil	soil	oil	dear
near	tear	year	appear	pair
fair	hair	chair	sure	pure

I can read these words (home)
 I can read these words (school)

BOOSTER
Cray's Challenge

ay crayon	ou cloud	ie tie	ea sea
day	out	pie	Nonsense Words glay stouck zie beag
eat	may	cloud	
tie	meat	play	
beam	count	fries	
hay	cries	south	

How can parents help at home?

Past phonics papers can also be found on the Government website. We also have our own 'Pip and Pap' versions that practitioners can download to share with parents as part of their subscription to Pip and Pap Phonics.

Continuing to practise home reading books and spellings will also support your child.

Practise 'sound buttoning' words – adding dots and dashes (or planets and comets!) to show single sounds, digraphs and trigraphs.

"Phonics Talk" also helps – for example 'how many sounds do you hear in this word'? 'How many digraphs are in this word'? 'What is the 'initial sound', 'medial sound', 'final sound'?

There are plenty of websites that generate nonsense words for pupils – or make up your own using the grapheme-phoneme correspondences we have discussed.

2024 Pip and Pap Phonics Practice Materials

Key Stage 1



Phonics screening check

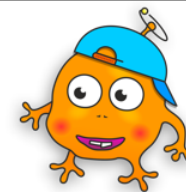
Pupil practice materials



Practice Paper 1

Section 2

zer



stive



meap



phome



trem^{••••}p



blaint^{••■••}



whale

What next?

Remember – the phonics screening check does not indicate that a child is now a ‘free reader’. There are many children who meet the screening standard that still need support to read with accuracy and fluency. Children still need to regularly practise applying the code to new words.

Children will still need to read at home and to read aloud – to support their fluency, comprehension and prosody skills.

By the end of Year 2, children should be reading age appropriate books, with out overt sounding out and blending, at around 90 words per minute. Any unfamiliar words should be sounded out accurately, without undue hesitation. Children should have appropriate reading stamina and be used to reading texts of an appropriate length.

Remember to read with ‘FAVE’ – Flow, Accuracy, Volume and Expression!

Dora the Storer

Dora liked things. She didn't go out looking but somehow she always spotted them, lost or thrown away, just the very things she knew would come in useful one day.

Birdcages and bookcases, bicycles and balls, Dora found and kept them all. The one thing that Dora did not have was space.

Dora had no space to put things. Dora had no space to cook things. Dora had no space to sit or eat.

"I must find more space," she said, as she clambered carefully out of bed.

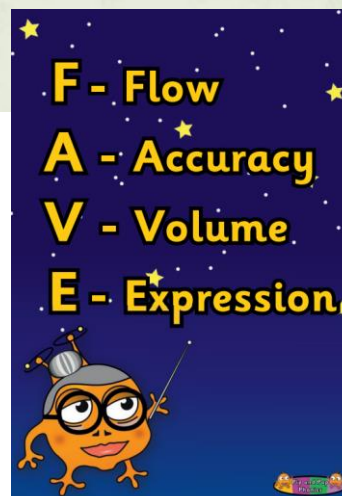
Later that morning, a slip of paper squeezed in through the letter box. Dora finally found her glasses and this is what she read:



JUMBLE SALE
FOR A VERY GOOD CAUSE
Bring all your old things
PLEASE BE GENEROUS
Come to the Village Hall
on Saturday 20th May
from 11am to 2pm.

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the first in the line."



Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her, 'Come back and save us!'



Six hours later, Dora was still waiting. "Hello," said a voice. "Have you been here long?"

Dora turned to see a woman with a little boy smiling up at her.

"I want to look too," said the boy, so Dora lifted him up.

"Ooh, Mum!" he shouted. "There's a bike in there."

Then an old man hurried up and peered in through the window too. "Look at that lampshade!" he cried. "Just what I always wanted."

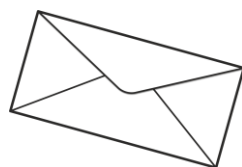
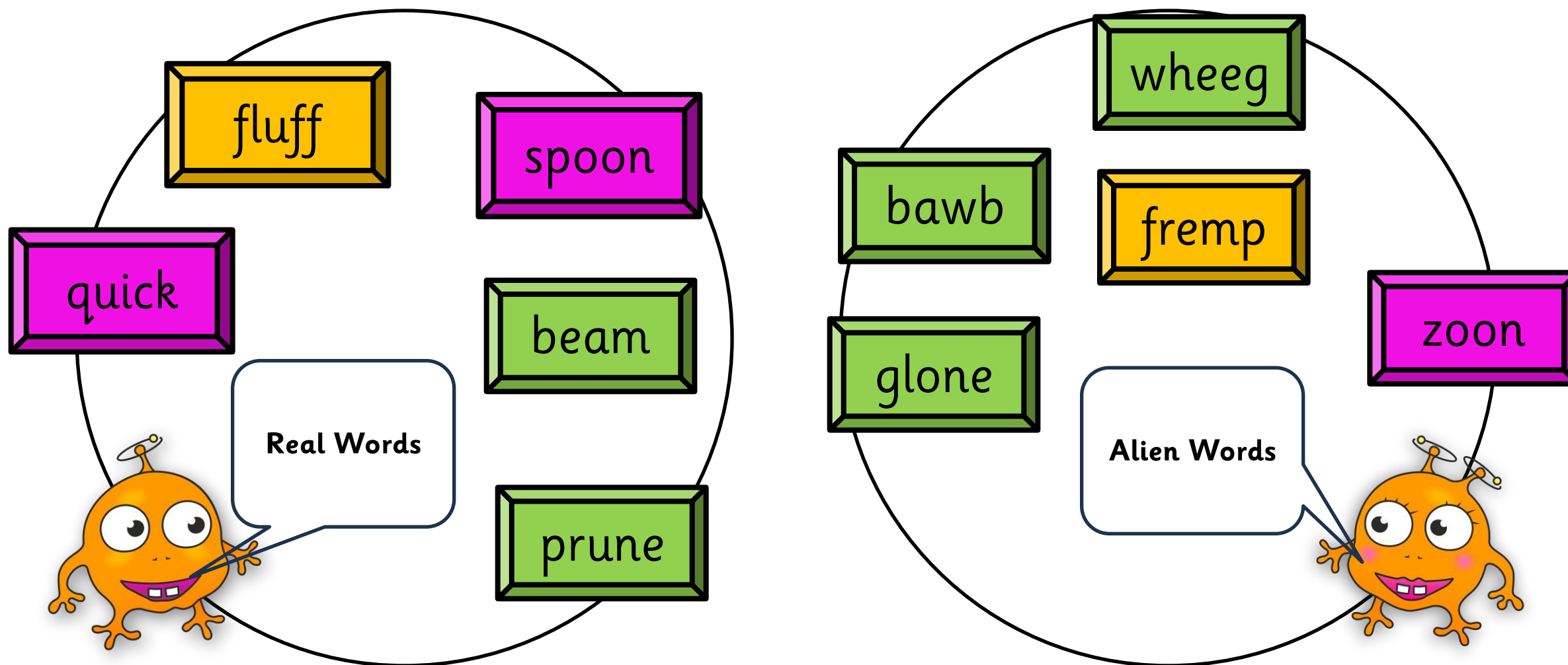
More and more people joined the line and peeped in through the window. They all saw things they wanted. "How useful! How beautiful!" they cried.

Dora said nothing, but she began to smile.

When the doors were opened and everyone rushed in, Dora was the first inside – but she didn't buy a thing.

She just watched and smiled as all her things were sold, and proudly pushed and carried off to their new homes.

Parent & Child Activity



Please note, if you are viewing this workshop online, you can ask your child's class teacher for a copy of the words to take home.

With your child, can you sort the 'real' words from the 'alien' words?

Encourage your child to sound button the words and blend them back together.

The coloured card shows you which phase each word is from.

(Note – there are no Purple Phase alien words.)

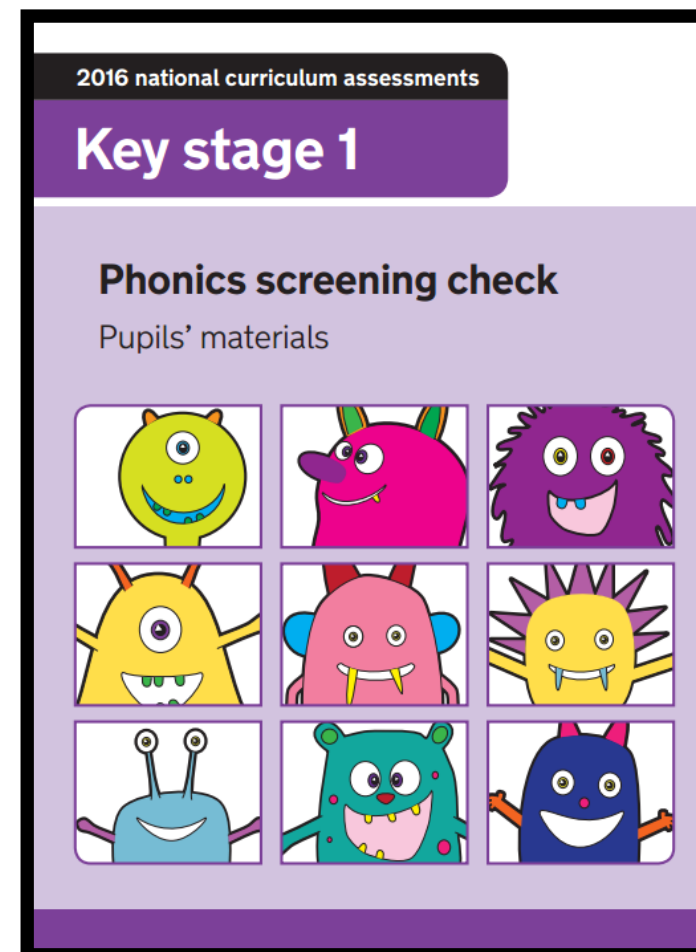
Further Information



[Pip and Pap Family Hub](#)



[DfE Parent Information](#)



[Phonics Past Papers](#)