

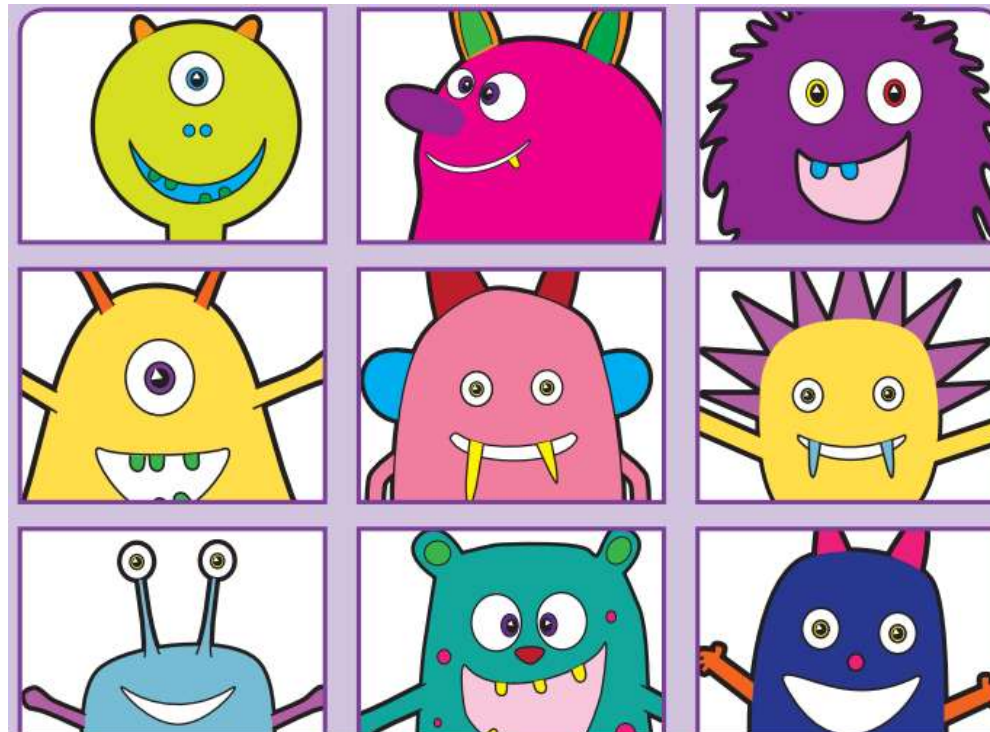
Achieving Success in the PSC

March 2022

Jess Steele and Janet Thompson



Welcome



Content of the phonics screening check

Section 1

20 words, eight real and 12 pseudo-words with the following structures:

- 3 CVC (orthographical) pseudo-words (3 words);
- 1 VCC (orthographical) pseudo-word (1 word);
- 4 real words and 4 pseudo-words

representations of the CVC phonological representation (orthographical representation) list

- 2 real words and 2 pseudo-words

representations of the CCVC phonological representation

- 2 real words and 2 pseudo-words

representations of the CVCC phonological representation

The pseudo-words in each section

Table 1

Phonological representation	Orthographical representation	Real word examples
C V C	C V C	cat
	<u>CC</u> V C	this
	C V <u>CC</u>	mash
	C <u>VV</u> C	moon
	<u>CC</u> V <u>CC</u>	shall
	<u>CC</u> <u>VV</u> C	charm
V C C	V C C	act
C C V C	C C V C	pram
	C C <u>VV</u> C	greed
	C C V <u>CC</u>	clock
C V C C	C V C C	bend
	C <u>VV</u> C C	feeds
	<u>CC</u> V C C	chips

Section 2

- The words in section 2 will have a variety of more complex word structures (for example CCVCC, CCCVC, CCCVCC and two syllable words) with some:
- additional consonant digraphs (p'
- less frequent and consistent vowel ai, au, aw, ay, ea, e-e, er, ew, i-e, i
- trigraphs (air, igh)

Table 2

Phonological representation	Orthographical representation	Real word examples
C V	C <u>V</u>	say
	C <u>VV</u>	lair
	<u>CC</u> <u>VV</u>	thigh
C V C	C <u>V</u> C	head
	C <u>V</u> C <u>V</u>	mate
	<u>CC</u> <u>V</u> C <u>V</u>	shame
C C V C	C C <u>V</u> C <u>V</u>	stove
	C C <u>V</u> C	bread
	<u>CC</u> C V <u>CC</u>	thrush
C V C C	C <u>V</u> C C	joust
C C V C C	C C V C C	clump
	C C <u>V</u> C C	clowns
	<u>CC</u> C V C C	shrink
C C C V	C C C <u>V</u>	spree
C C C V C	C C C V C	scrum
	C C C <u>V</u> C <u>V</u>	scrape
C C C V C C	C C C V C C	strict

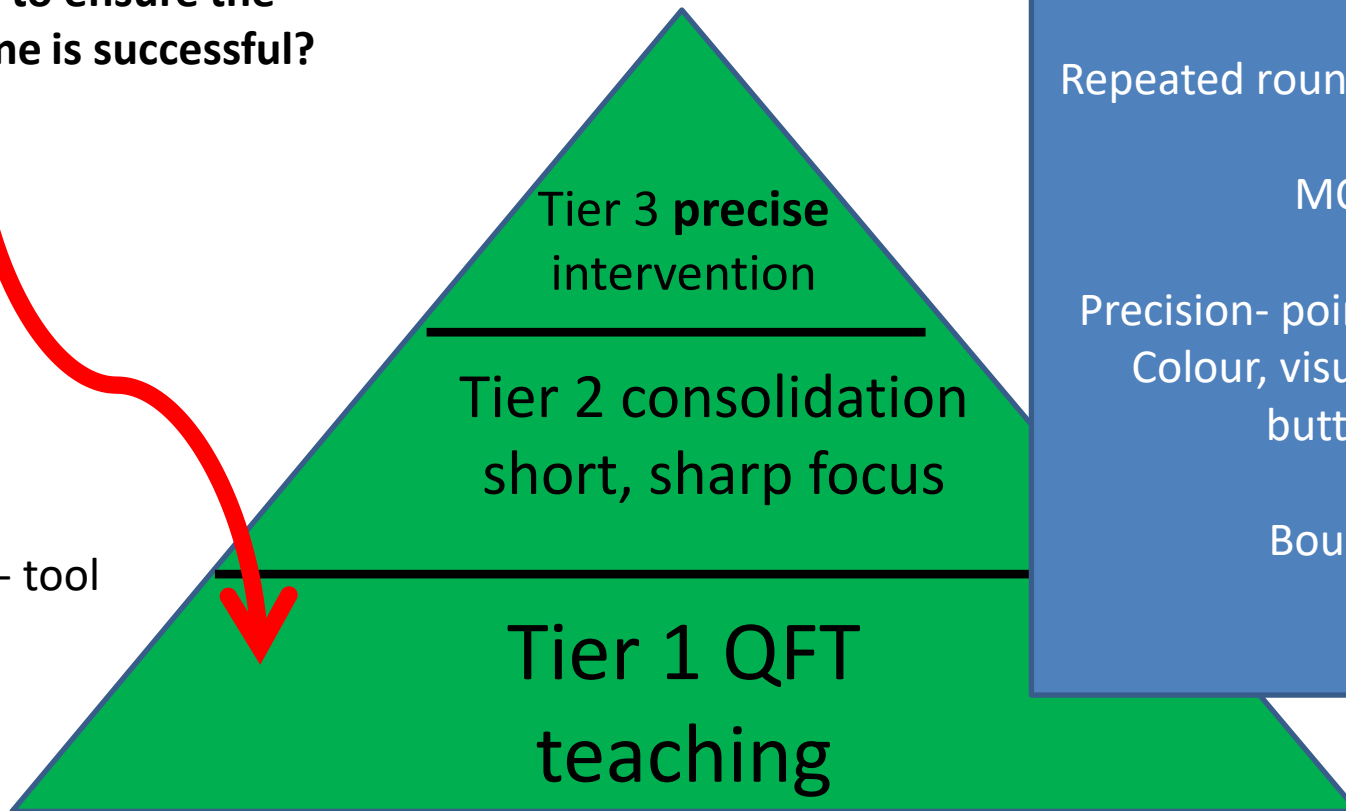
- Children may sound out phonemes before blending but do not have to. If a child sounds out the phonemes but does not blend the word, they must not be prompted to do so.
- Children may elongate phonemes as long as they are blended to form the word. However, if children leave gaps between phonemes and do not blend them, this must be scored as incorrect.
- Alternative pronunciations must be considered when deciding whether a response is correct. For real words, inappropriate grapheme-phoneme correspondences should not be marked correct (for example, reading 'blow' to rhyme with 'cow' would be incorrect). However, alternative pronunciations of graphemes will be allowed in pseudo-words.
- A child's accent should be taken into account when deciding whether a response is acceptable. There should be no bias in favour of children with a particular accent.
- Any pronunciation difficulties for a child should be taken into account when deciding whether a response is acceptable (for example, a child who is unable to form the 'th' sound and instead says 'fw' should have this scored correct).
- If a child makes an incorrect attempt and then corrects themselves, this should be marked as correct as the child has shown the ability to decode. However, children should not be prompted to 'have another go'. If a child makes several attempts at a word, the final attempt should be scored, even if this is incorrect and a previous attempt had been correct.
- The teacher should not indicate whether a child has decoded a word correctly or incorrectly during the administration of the screening check but may offer encouragement or support to ensure they remain focused on the task.
- Children should be given as long as necessary to respond to a word, although in most cases, 10 seconds should be sufficient. The teacher should decide when it is appropriate to tell the child to move onto the next word, taking care not to try to move the child on if they are still trying to decode the word.

Keep-up , not catch-up

Group/whole class QFT

What do you do in QFT lessons to ensure the everyone is successful?

TA
Support
MMM
Position- tool
kit



Tips
Scaffolding skills

AFL keep-up strategy:

Target teach- spotlight
'Sound the sounds/Fred talk,,,,, EVERYONE/BACK ROW, IMRAN, EVERYONE...'

Repeated rounds of blending

MOY

Precision- point and sweep
Colour, visuals, sound buttons

Bounce

Early Assessments

- Knowledge of children NOT on track and where the gaps are.
- Identifying the precise barrier:
- GPC code recognition- secure fluent
- Blending accuracy: CVC, 4, 5 sound words, clusters at beginning, middle or end?
- Digraph recognition?

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Phonics Screening 'On Track' Sheet Year One Janet Thompson©

PSC Tracker

<p>(80% 8/10 of any test to be achieved if testing words & sounds already taught)</p>			<p>November scores *19/40 on track</p>	<p>January</p>	<p>February 25/40 On track</p>	<p>Apr/May 35/40</p>	<p>Test *35/40+ 32/40 (80%bench mark)</p>
<p>ENTRY</p>	<p>(children below go in box to left of green)</p>						
<p>November</p>							
<p>(January is exactly half way to test date)</p>							
<p>Feb/March</p>							
<p>April/ May</p>							
<p>Test- June</p>							

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Top Tips

- Blending
- GPC code recognition
- Scaffolding skills
- Intervention features

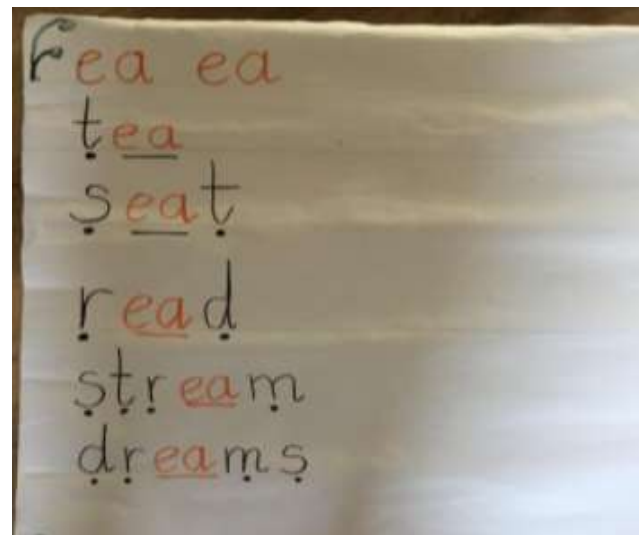


Visuals around the room:

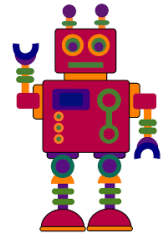
Use as you teach.

Display the focus phoneme.

Frequently refer to throughout the



Blending Skills



- Start with **two** sounds then add third sound
- Start with **continuous sounds** (a e f i l m n o r s u v w z)
- Say the first sound the loudest and then get softer as you get to the end of the word. Children tend to start blending with the loudest sound they heard.

m a n

- Blend the first two letter sounds together and then snap it with the final letter sound.

ma - n

- Stretch the word in a continuous flow of sounds.

mmmaaaannnn

Intense early blending



Tip: Year one mix-it up to use digraphs or any GPC

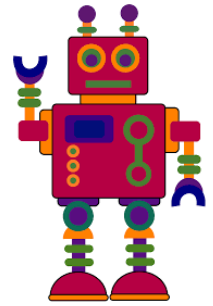
- 1.Oral blending MTYT
- 2.Model + MTYT
- 3.Model again- on chn's board
- 4.Children blend to read word.



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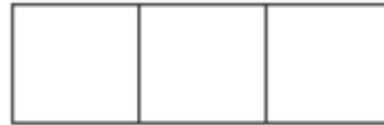


Blending Skills



- **Oral blending and LOTS of it!**
- Use of **visuals**

Sound boxes – Children touch each box as they say a sound in a word, and then blend the sounds together. You can also have children push a counter into each box to blend.



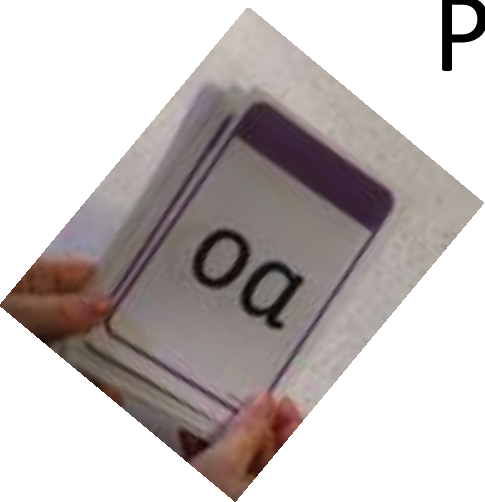
Dots & Arrows - Children touch a dot as they say each sound, and then slide their finger along the arrow to blend.



Magnetic Letters – Physically show blending with magnetic letters being ‘pushed’ together.



Precision teach the code



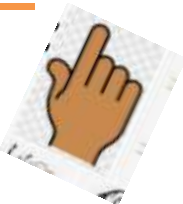
1. Rapid read GPC's- Our turn...Your turn

2. Again... Speedier. Re-read any that are NOT secure- display and continually revisit.

road

boat

coat



3. Spot the digraph in words

Digraph? 'oa'

4. Word blending

Digraph? 'oa' c-oa-t=coat

My turn- your turn/ OY

Tip:
orally
sound
talk/Fred
talk
some
words.

ai	ee
sail	see
rail	tree
snail	sheets
paint	sheep

Tip: Intense: Adult read –word

Model Adult + Child- blends

Child reads word

'play'

'p' 'l' –'ay'

'play'



Top Tips for interventions

- Mirror, Model, Mime (TA)
- Focus on learning –what we will achieve .
- Sit side- side
- Sit at child’s level.
- Clutter free- no distractions.
- Stay calm and positive throughout.
- Silent praise (smile, nod or thumbs up).
- Minimal instructions – GESTURE.
- Minimal terminology – minimise cognitive overload.
- Consistency-methods, pace, gesture, routines, resources, expectations.
- Repeat , repeat , repeat- layering method.
- Scaffolding: Model – MTYT
- Sound buttons/ point and sweep/
- Word families- at, simple to complex words- simple
- End a session on a high.

Precise

Prepared

Positive

Pitch- tight focus for the session.

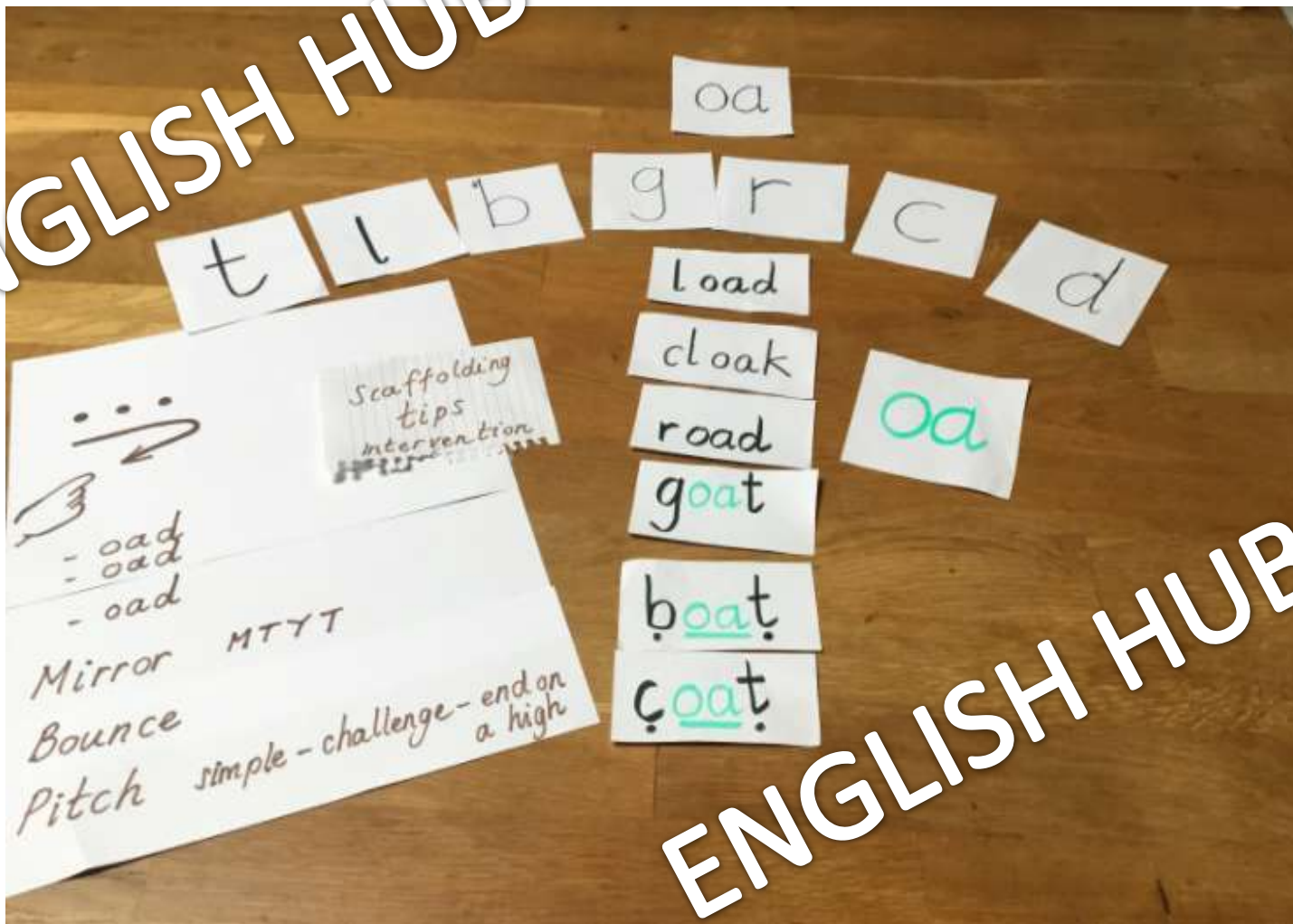
Progress- at end of session child will.....

Mirror method- MTYT

Daily- systematic

AFL + review- PRAISE

Scaffolding Skills



Parental Involvement

- Communication is key
- Parents understand the PSC and how to help at home
- Share any useful tips or strategies

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Key Messages

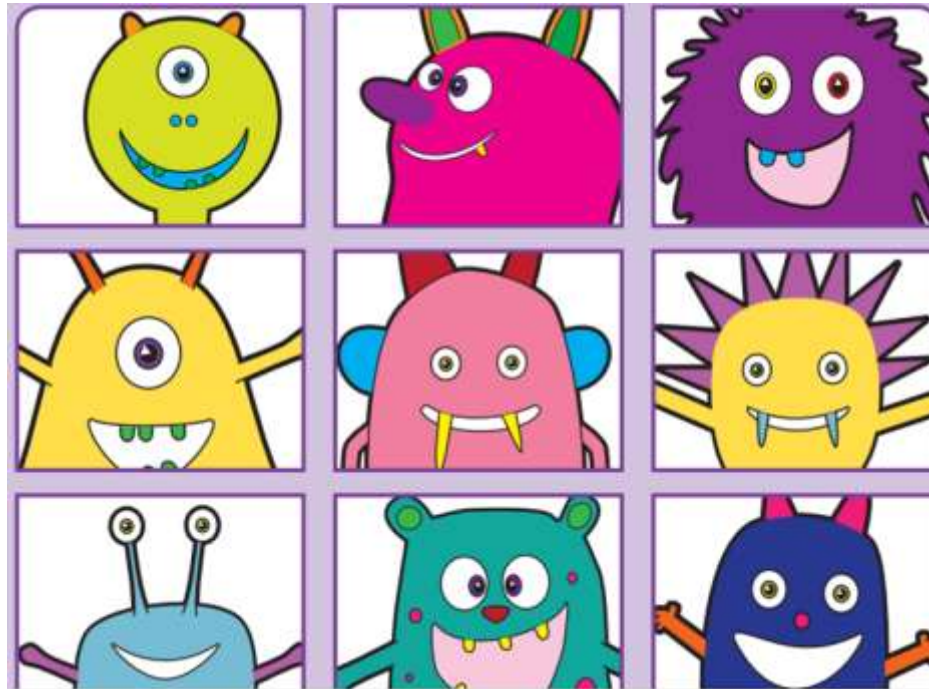
- What is the PSC?
- Early intervention and targeting
- Precision – using assessment effectively
- Top tips- addressing the gap - how?
- 1- 1 intervention and repeated practice through the day
- Parental involvement

Any Questions?



Next steps

What 3 things will you do?



Share ideas and take feedback...

Future Training Events



24 Thu 3:30pm GMT Developing a Reading Team - Online

31 Thu 3:30pm BST Creating a purposeful reading environment - Online

April

22 Fri 1pm BST Graduated Partner Schools "Ask A Literacy Specialist" Session

26 Tue 9:30am BST Reading for Pleasure Session 4 - Creating a reading school: behavioural changes (Online)

3:45pm BST Vocabulary Ninja, Andrews Jennings webinar on Vocabulary Development - Online

29 Fri 1pm BST RWI - The Role of the Reading Lead (3 Sessions)

May

5 Thu 3:30pm BST Early Language Development with Kirstie Page - 3 Sessions details below - Online

6 Fri 9:30am BST Chris Quigley - Infusing rich vocabulary throughout the primary curriculum - Online

9 Mon 3:30pm BST Bringing Poetry to Life in the Classroom With Joseph Coelho - Online