Phonics screening check video transcript

Commentary

This video is for teachers undertaking the phonics screening check. Teachers should watch this after they have read the [check administration guidance](#), which includes a section on how to score the check. The video shows children reading out examples of the types of words and non-words that may be included in the check and indicates if each response is correct. The video exemplifies issues that could arise in the check. Each check should be relatively simple to score.

Yed

The child sounds out the letters and then correctly blends them to the non-word / jed /.

Yed

She uses the wrong sound value for the vowel letter.

Yed

Children do not have to sound out the letters before saying the word or non-word.

Emp

Emp

There is a pause between each letter being sounded out. And therefore the non-word has not been blended sufficiently.

Emp

The child has added an extra sound to the non-word.

Emp

Sheb

Sheb

The child has confused the <B> with <P> and then incorrectly pronounced a real word, 'ship'.

Sheb

The child has elongated the initial phoneme but given an acceptable blend.

Sheb

The child makes several attempts to sound out the letters, but eventually blends correctly.

Muzz

Muzz

The child has pronounced the <U> with her accent.

Roopt

Though the child has sounded out the phonemes, he has not fully blended the non-word, and has left a gap between final 2 phonemes.

Roopt

The child has self-corrected. You should always score the final attempt made by the child, even where they end with an incorrect response and a previous attempt has been correct.

Roopt

The child sounds out correctly but then blends to the incorrect non-word / r u ps /.

Path

The child uses the long vowel sound / ɑ: / which is within her accent.

Path

This child uses the short vowel sound / æ / which is within her accent.

Path

This child sounds out correctly, but then confuses the digraph and pronounces / pæ ʃ / instead of 'path'.

Bath

This child uses the long / a / vowel in 'bath'. Children can use any acceptable regional pronunciation, even is if it's not within their usual accent.

Bath

Bath

This child initially reads the wrong word, and then self corrects, and repeats herself.

Bath

The child sounds out / b / / æ / / θ / and then blends to / bæ f / which often occurs in 6 year old speech and is a feature of a number of accents.

Stars

The child sounds out / s / / t / / ɑ: / / t /, then reads 'star' with no plural.

Stars

The child's articulation of the / s / phoneme does not detract from her correct response.

Stars

The child has substituted the visually similar real-word 'start' for the printed word 'stars'.

Shelf

Shelf

In blending, the child has omitted the sound for the letter <L>, and produced the name of the vowel letter <E>, rather than its sound.

Shelf

Doy

Doy

Although she gives a sound value to the letter <Y> when initially sounding out, she correctly pronounces / d ɔ I / with the / ɔ i / sound for the <OY> digraph.

Doy

The child sounds out each individual letter and then reads a visually similar real word 'dog'.

Vead

The child reads a regular pronunciation of the <EA> digraph as / i /.

Vead

He initially pronounces the <V> as / j / but immediately self-corrects using the acceptable alternative / ɛ / sound for the <EA> digraph.

Vead

Vead

Although alternative pronunciations of digraphs are allowed in non-words, this child uses the / ei / sound which is not a plausible regular pronunciation for the <EA> digraph.

Vead

The child sounds out each letter and then selects just 1 vowel sound, / æ /, which is incorrect.

Jound

The child correctly uses / aʊ / for the <OU> digraph.

Jound

The child gives the wrong sound value / ɒ / for the <OU> digraph.

Splok

The child gives the wrong sound value, / u /, to the vowel letter <O>.

Splok

After sounding out, he reduces the cluster to / sp / and uses the letter name 'O' instead of the sound / ɒ / to give the real word 'spoke'.

Splok

Splok

Scrope

The child uses the short / ɒ / sound and therefore, doesn't recognise and pronounce the split digraph <O>- consonant-<E>.

Scrope

Scrope

The child sounds out every letter and then gives the final <E> a phoneme value, rather than recognising the split digraph <O>-consonant-<E>.

Blow

Blow

The child initially pronounces the word to rhyme with 'cow' but recognises this is not a real word and self corrects to 'blow'.

Blow

The child sounds out / b / / l / / aʊ / and then blends to / bl aʊ / thus producing a non-word. / aʊ / is an alternative pronunciation for the <OW> digraph but not in this word.

Pine

Pine

The child uses the short / I / sound instead of recognising the split digraph <I>-consonant-<E>.

Thrill

The vowel sound is within the child's accent.

Thrill

The child correctly sounds out the digraph, but then blends using the / fr / instead of / θ r /. This is a common feature of six year-old speech, which also features in a number of accents.

Baker

Baker

Although plausible, the child has not pronounced the real word correctly.

Plastic

The child sounds out each letter, but is unable to blend successfully across the 2 syllables.

Plastic

Plastic

Though she sub-vocalises for a long time, she does get there and blends all the sounds to the correct word.