



Standards
& Testing
Agency

Phonics screening check: administration guidance

March 2022

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1 Introduction

This guidance is for schools administering the 2022 phonics screening check. The information expands on section 8 of the [2022 key stage 1 \(KS1\) assessment and reporting arrangements](#)¹ (ARA).

It includes information to ensure schools can:

- prepare for check administration
- prepare check administrators
- administer the check correctly

The information is relevant to:

- school leaders, school staff and governing bodies in all maintained schools, academies, and free schools
- maintained nursery schools that have eligible pupils
- Ministry of Defence (MoD) schools
- local authorities (LAs)

Schools should administer the check during the week beginning Monday 6 June. Section 3 of the 2022 KS1 ARA contains a list of important dates.

Headteachers are responsible for the check administration arrangements within their school. Failing to adhere to this guidance could lead to a [maladministration investigation](#)².

¹ www.gov.uk/government/publications/2022-key-stage-1-assessment-and-reporting-arrangements-ara

² www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

2 Headteachers' responsibilities

Headteachers must:

- identify which pupils should take the check
- consider whether any pupils will need braille versions
- consider whether any pupils will need modified versions and download them from the [Primary Assessment Gateway](#)³ (excluding braille) during the check period
- keep check materials secure until Monday 20 June
- know what to expect if they receive a [monitoring visit](#)⁴
- ensure all check administrators are appropriately trained
- ensure that pupils are in a fit physical and mental state to take the check
- ensure the check is administered once to each eligible pupil
- ensure pupils' responses are scored accurately and consistently
- ensure any pupils who do not meet the expected standard continue to receive support in phonics
- report any incident that affects the integrity, security or confidentiality of the check to the Standards and Testing Agency (STA)
- follow the annual statutory data collection requirements by [submitting check results to the LA](#)⁵ for all eligible pupils, by the deadline communicated to them by the LA
- complete and submit the phonics screening check headteacher's declaration form (HDF) by Friday 1 July

Schools not complying with these requirements may be subject to a [maladministration investigation](#)⁶.

³ www.primaryassessmentgateway.education.gov.uk

⁴ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

⁵ www.gov.uk/guidance/phonics-screening-check-data-collection

⁶ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

3 Maladministration

The term maladministration refers to any act that:

- affects the integrity, security or confidentiality of the national curriculum assessments
- could lead to results that do not reflect pupils' unaided work

Your school could be subject to a [maladministration investigation](#)⁷ if it does not comply with the following:

- the 2022 KS1 ARA
- this check administration guidance
- check administration instructions provided with the check materials

You should consider taking steps to protect staff involved in administering the check. Misunderstandings about correct check administration can lead to allegations of maladministration. To avoid this, ensure all staff, participating pupils and their parents understand:

- how the check will be administered
- what assistance is and is not allowed in the check

Concerns about the administration of the check, or any allegations of maladministration (which could include cheating), should be reported to STA by contacting the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk.

⁷ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

4 Participating pupils

With some exceptions (see section 4.2), all pupils who have reached the age of 6 by the end of the school year must take the check during that academic year. For the majority of pupils, this will be in year 1. This includes pupils registered at maintained nursery schools who will reach the age of 6 before the end of the school year and have completed the year 1 programme of study.

Pupils who will have reached the age of 7 by the end of the academic year (the majority of such pupils will be in year 2) who have not taken the test before, or who did not meet the expected standard in the autumn check, must also take the test.

For a new pupil joining the school and who will reach the age of 7 this academic year, the school should confirm if the pupil should participate in the check. The [common transfer file](#)⁸ (CTF) sent from the previous school should include information to confirm if the pupil met the expected standard the previous year. If this information is not provided, you should contact your LA or log into Get information about pupils via [DfE Sign-in](#)⁹ to search for the pupil by their unique pupil number (UPN).

If you cannot establish whether the pupil took the check in the autumn term, the pupil should take the check.

4.1 Pupils absent during check week

If a pupil is absent during the check week, you can administer the check to them until Friday 17 June. Any pupil who is absent from school for this entire period should be recorded as absent in the results data.

4.2 Pupils who should not take the check

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 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 learn to decode using phonics.

⁸ www.gov.uk/government/collections/common-transfer-file

⁹ <https://services.signin.education.gov.uk>

If it is not appropriate for a pupil to take the check, it is important teachers are aware of that pupil's progress in phonics so they can plan the next steps in their teaching.

You may want to provide a similar experience for pupils who will not formally participate in the check. You could do this by modifying the practice sheet to include only single letters or simple 2-letter blends so they can demonstrate their skills. Check materials, including the practice sheet, are available on the Primary Assessment Gateway from Monday 6 June.

Schools must submit data for all pupils including those who do not take the check. Pupils who do not take the check should be marked as 'D' (headteacher decided it was inappropriate for the pupil to take the check).

Pupils working below the standard

If a pupil has not completed the first year of the KS1 English programme of study or has shown no understanding of grapheme-phoneme correspondences, they should not take the check.

Pupils for whom English is an additional language

If a pupil has limited fluency in English, you may decide they should not take the check. If a pupil has recently moved to the country and is unable to understand letters and sounds in English, they should not take the check.

Pupils who use British Sign Language

You should consider whether pupils who use British Sign Language (BSL) or other sign-supported communication, can be supported to take the check and demonstrate their ability in linking letters and sounds.

Pupils who are mute or selectively mute

Pupils who are mute or selectively mute are unable to participate in the check if they do not give verbal responses aloud in school. They may be able to identify the words but will not be able to demonstrate that knowledge by speaking the answers aloud.

Selectively mute pupils may demonstrate their knowledge at home informally with a family member who can discuss the outcome with the teacher. This arrangement will ensure the pupil has had a similar experience to their peers and gives them an opportunity to demonstrate their skills.

To avoid a potential security risk to the check materials, this arrangement may only take place after the check period ends on Friday 17 June.

5 Receiving and storing materials

You should ensure your school has adequate space to store materials securely. STA will deliver materials to school addresses taken from [Get Information About Schools](https://get-information-schools.service.gov.uk)¹⁰ so you must ensure your school details are up to date by logging in via [DfE Sign-in](https://services.signin.education.gov.uk)¹¹.

We will deliver check materials between Monday 16 May and Friday 20 May. If your school will be closed and you have not entered your holiday dates on the Primary Assessment Gateway, or contacted us to arrange an alternative delivery date, contact the national curriculum assessments helpline on 0300 303 3013.

Schools do not need to order standard versions of the phonics screening check. Materials are sent to schools based on school census data. You will receive one set of materials per 30 pupils.

Each set of materials will contain one:

- copy of 'Phonics screening check: pupils' materials'
- pad containing 30 copies of 'Phonics screening check: answer sheet'
- copy of 'Phonics screening check: practice sheet'
- copy of '2022 Phonics screening check: scoring guidance'

You can download [practice materials](#)¹² to see what the check looks like.

For additional materials, schools can download check materials from the Primary Assessment Gateway from Monday 6 June. This includes the mark sheet and modified versions (excluding braille), including Word versions with colour images, Word versions with black and white images, and Word versions without images.

If you have not received materials by Friday 20 May, if a delivery is incomplete, or if check packs arrive unsealed or damaged, you should contact the national curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of any damaged packages.

5.1 Braille versions

Schools can order uncontracted (Grade 1) Unified English Braille versions of the phonics screening check. Braille materials should be ordered from the national curriculum assessments helpline on 0300 303 3013 by Tuesday 26 April. Schools will receive check

¹⁰ <https://get-information-schools.service.gov.uk>

¹¹ <https://services.signin.education.gov.uk>

¹² www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

materials, including any braille orders, in the week beginning Monday 16 May. If schools have not received their check materials by Friday 20 May, they should contact the national curriculum assessments helpline on 0300 303 3013.

5.2 How to check your delivery

The headteacher is responsible for checking their school's delivery against the delivery note to ensure the correct number of check materials have been received. If the headteacher is unavailable, they must delegate this responsibility to a senior member of staff who understands the process.

When you receive your materials, you should open the box and check the number of packs against the delivery note. STA recommends 2 members of school staff undertake this check together. Leave the inner packs unopened and store your delivery securely until Monday 6 June.

5.3 Security of check materials

Headteachers must ensure the integrity of the check is maintained so that no pupil has an advantage. Schools must follow the guidance on [keeping materials secure](#)¹³ and treat check materials as confidential from when they are received, or downloaded from the Primary Assessment Gateway, until Monday 20 June.

Check packs must not be opened before Monday 6 June. They must only be opened when the check is going to be administered for the first time.

To maintain the confidentiality and integrity of the check, check administrators must not discuss the content with anyone or use the check words to prepare pupils. Specific content that could compromise a test must not be discussed on social media or published online.

Any school behaviour that leads to check materials being shared before Monday 20 June could lead to a maladministration investigation.

If you suspect a breach of security, you should report the incident immediately to the national curriculum assessments helpline on 0300 303 3013. STA will investigate the incident and take action, where appropriate.

¹³ www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice

6 Preparing to administer the check

6.1 Check administrators

A member of staff who is trained in phonics and known to the pupil must administer the check on a one-to-one basis. The role requires professional judgement about which responses are correct. The check should not be administered by a teaching assistant or a higher-level teaching assistant unless they are trained in phonics and have experience delivering phonics sessions to pupils. Adults administering the check must not be a relative, carer or guardian of the pupil taking the check.

Check administrators should familiarise themselves with this guidance and with:

- guidance on [how to keep check materials secure](#)¹⁴
- the printed instructions for administering the check
- guidance on how to [score pupils' responses](#)¹⁵
- the [check video and practice materials](#)¹⁶

6.2 Preparing rooms

Administer the check in a room that is quiet and provides a comfortable, well-lit space. Rooms should be prepared before pupils are admitted. Displays or materials which could help pupils must be removed or covered for the duration of the check. If more than one adult is administering the check to pupils at the same time, you may need more than one room to ensure pupils taking the check do not disturb, distract or aid one another.

6.3 Access arrangements

You may need to adapt the check for some pupils. Adjustments must be based on normal classroom practice for pupils with specific needs. You do not need to request permission to make adaptations, but you must ensure any modifications do not advantage or disadvantage pupils.

Those who may need adjustments include pupils:

¹⁴ www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice

¹⁵ www.gov.uk/government/publications/phonics-screening-check-2019-materials

¹⁶ www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video

- for whom provision is being made in school under special educational needs and disability (SEND) support and whose learning difficulty or disability significantly affects access to the check
- with an education, health and care (EHC) plan
- with a disability (as defined in section 6(1) of the [Equality Act 2010](#)¹⁷) that does not give rise to a special educational need but requires alternative access arrangements
- who are unable to sit and work for a sustained period because of a disability or behavioural, emotional or social difficulty

It is not possible to list all the circumstances in which pupils may need adaptations. If you need to discuss access arrangements to meet a pupil's specific needs, you should use the 'Message us – access arrangements' form on the Primary Assessment Gateway. For general enquiries you should contact the national curriculum assessments helpline.

Rest breaks

The check is not timed but we expect it will take each pupil between 4 and 9 minutes to complete. You should give pupils enough time to respond to each word. If you believe a pupil will find it difficult to concentrate, or may experience fatigue during the check, you may use rest breaks to make it more manageable. Rest breaks can be given whenever they are needed.

When planning for the check, consider when it would be most appropriate for the pupil to take a break. If the pupil is likely to need a rest break more frequently than between the 2 sections of the check, or at the end of a page, we recommend you modify the materials so there are fewer words on each page. The pupil must be kept separate from the rest of the cohort during a rest break. The check must be completed on the same day.

Cued speech

If the pupil is familiar with cued speech, it can be used by a professional skilled in its use and by a pupil with a hearing impairment to make their responses clear. If a pupil with a hearing impairment would prefer to speak the words, then cued speech should be used to help clarify what sounds they are aiming for.

¹⁷ www.legislation.gov.uk/ukpga/2010/15/section/6

Visual phonics

These techniques can be used to help pupils make their responses clear if this is normal classroom practice.

Sound buttons

If a pupil uses sound buttons to help them decode words as part of normal classroom practice, they may use them during the check. You must give the pupil a clean copy of the check so they can mark the sound buttons against the graphemes. You must not mark the graphemes for the pupil.

Readers

Readers are not allowed.

Adapting check materials

The check materials are provided in font 'Sassoon Infant', style 'regular' and size '60'. Most pupils will use standard versions of the phonics screening check, but you may need to adapt check materials to meet pupils' specific needs.

Schools can download check materials from the Primary Assessment Gateway from Monday 6 June. This includes:

- the mark sheet and modified versions (excluding braille)
- Word versions with colour images
- Word versions with black and white images
- Word versions without images

The materials are designed so schools can modify them to meet the needs of individual pupils and their own approach to teaching phonics. Examples of modifications may include:

- changing the font
- changing the font size
- having fewer words per page
- coloured overlays (if this is normal classroom practice)

7 Administering the check

Pupils must only attempt the check once during the check window. You should introduce the check as consistently as possible, bearing in mind some pupils may require more explanation to understand the instructions.

The check materials include a double-sided practice sheet with 4 pseudo-words and 4 real words on each side. You can use this to familiarise pupils with the check. If a pupil is struggling to decode the words on the practice sheet, you should stop and discuss with your headteacher whether that pupil should participate in the check.

The following text provides an example of how you could introduce the check:

“In this activity, I am going to ask you to read some words aloud.

You may have seen some of the words before and others will be new to you.

You should try to read each word but do not worry if you cannot. If it helps you, you may sound out the letters before trying to say the word.

This practice sheet shows you what the words will look like.

Have a go at reading these 4 words aloud, which you should have come across before [in, at, beg, sum].

The words on this side [turn over practice sheet] are not real words. They are names for types of imaginary creatures. You can see a picture of the creature next to each word.

Can you read out the words on this page for me? [ot, vap, osk, ect]

Now you are going to start reading out the words in this booklet and I am going to write down what you say on my sheet.

In this booklet, there are 4 words on each page. I will tell you at the start of each page whether they are real words that you may have seen before or names for types of imaginary creatures.

The first page has names for types of imaginary creatures, and you can see their pictures.

Can you start reading the words to me?”

It is important to tell the pupil whether they are real words or types of imaginary creatures on each page.

7.1 Assistance

You must ensure nothing you say, or do, during the check could be interpreted as giving pupils an advantage.

If a pupil is likely to be confused by the standard introduction, you may develop your own. Your instructions may refer to the practice words but must not refer to words within the check itself.

You can point to whole words to indicate which word comes next, but you must be careful not to point to the words in a way that indicates how to decode them. For example, avoid pointing from left to right or hovering over letters.

During the practice, you can give further guidance to ensure pupils understand the task. For example, you may remind the pupil the word must be blended, guidance which would not be allowed during the check itself.

Pupils should be given as long as necessary to respond to a word, although in most cases 10 seconds should be enough. You should not indicate whether a pupil has decoded a word correctly, or incorrectly, during the check, but you may offer encouragement. You should decide when it is appropriate to tell the pupil to move onto the next word, taking care not to do so while they are still trying to decode the word.

7.2 Problems or queries during the check

Most pupils should be able to attempt all words in the check. However, it is important they do not become distressed or have a negative experience. If a pupil is struggling, you should consider stopping the check before the end.

Similarly, if a pupil is showing signs of fatigue, you should consider using a rest break. If a pupil needs frequent, lengthy rest breaks, think about stopping the check completely. When making the decision to stop, ensure the pupil has been given a full opportunity to show what they can do. If the check is stopped before the end, you should report the pupil's score for what they have attempted.

7.3 Completing the answer sheet

You should use the answer sheets to record each pupil's responses during the check, so you have an accurate record of how many words a pupil read correctly.

You can also use them to record your own comments, for example any graphemes a pupil did not recognise or when blending was difficult. This may help you plan future phonics teaching.

If you are not familiar with the answer sheets, past materials are available on GOV.UK.

7.4 Scoring the check

Instructions for scoring the check will be included with the check materials. You should score the check as the pupil says each word. Make a record on the answer sheet of whether the pupil said each word correctly or not. You should consider the following points when scoring the check:

- if a pupil sounds out the phonemes but does not blend the word, they must not be prompted to do so, and this must be scored as incorrect
- pupils may elongate phonemes but if they 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 must be marked as incorrect (for example, reading ‘blow’ to rhyme with ‘cow’ would be incorrect)
- alternative pronunciations of graphemes will be allowed in pseudo-words—the scoring guidance gives some alternative pronunciations, but the list of acceptable pronunciations is not exhaustive
- a pupil’s accent should be considered when deciding whether a response is acceptable and there must be no bias for or against a pupil with a particular accent—pupils can use any acceptable regional pronunciation even if it is not within their usual accent
- any pronunciation difficulties should be considered when deciding whether a response is acceptable—for example, a pupil unable to form the ‘th’ sound who instead usually says ‘f’ should have this scored as correct
- if a pupil shows their ability to decode by revising an attempt, this should be marked as correct—however, pupils must not be prompted to ‘have another go’ and the final attempt must be scored, even if this is incorrect and a previous attempt was correct

7.5 Administering the check at an alternative location

Schools can administer the check at an alternative location to the rest of the cohort away from school. This may include administering at a pupil referral unit or at the pupil’s home, as long as the pupil is in a fit state.

The headteacher is responsible for ensuring the security and confidentiality of the check is maintained, and the check is administered according to this check administration guidance.

If schools need specific advice on administering the check at an alternative location, they should contact STA using the ‘Message us – access arrangements’ form on the Primary Assessment Gateway.

8 After the check

8.1 Headteacher's declaration form

Headteachers must complete and submit the HDF after your school has completed the check, as detailed in article 5A(1)(c) of the [Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#)¹⁸. You must still complete the HDF if all pupils are working below the standard of the check.

The HDF confirms either:

- your school has administered the check according to the published guidance
- the check was not administered because all pupils are working below the standard or are unable to access it
- the statements in the HDF cannot be confirmed and you have reported any issues to STA

You, or a delegated senior member of staff, must complete and submit the HDF online after the last check has been administered. The HDF will be available on the Primary Assessment Gateway from Monday 6 June and must be submitted by Friday 1 July.

Failure to complete the HDF by the deadline may result in a maladministration investigation. If you, or a delegated senior member of staff, cannot complete the HDF or need help completing it, contact the national curriculum assessments helpline. You cannot amend the HDF after submission.

¹⁸ www.legislation.gov.uk/uksi/2004/2783/contents/made

9 Reporting check results

STA will publish the threshold mark on Monday 20 June on GOV.UK. Schools do not need to wait until the threshold mark is published before submitting their data to the LA.

9.1 Reporting to local authorities

Schools must report their pupils' check scores to the LA by their submission deadline. Results must be submitted for all pupils who are eligible to take the check, using the following codes:

Description	What to record
Pupil took the check and met the expected standard	Score – record in the phonics mark field
Pupil took the check and did not meet the expected standard	Score – record in the phonics mark field
Absent	A – record in the phonics outcome field
Headteacher decided it was not appropriate for pupil to take the check	D – record in the phonics outcome field
Pupil left the school	L – record in the phonics outcome field
Check subject to maladministration	Q – record in the phonics outcome field

The LA will tell you how to submit your data and by when. Management information system (MIS) suppliers have been advised of the data requirements for the check. Your LA or MIS supplier, depending on local arrangements, may offer support for these systems.

LAs must submit check data to the Department for Education (DfE) using COLLECT by Friday 22 July. There is no facility to amend data once the collection has closed. Further support for schools and LAs is available in DfE's [data collection and submission guidance](#)¹⁹.

9.2 Pupils who move schools

If a pupil moves school:

¹⁹ www.gov.uk/guidance/phonics-screening-check-data-collection

- before the check administration period—the receiving school should assess the pupil and submit data for them
- during the check period—the receiving school should find out whether the pupil has already taken the check (if not, they should assess the pupil and submit data for them)
- after taking the check—their result should be submitted by the school where they took the check and provided to the new school in the CTF

If a pupil arrives from a non-participating school, for example they have recently arrived from overseas or were electively home educated, the receiving school should consider administering the check and must submit data for them. Pupils who arrive after the check administration period, and who did not take the check, do not need to be included in that year's data submission.

9.3 How results will be used

DfE does not publish school-level results for the phonics screening check.

Results will be available in [Analyse School Performance](#)²⁰ and schools will also have access to [national and LA results](#)²¹ to allow them to benchmark their pupils' performance.

9.4 Reporting results to parents

Headteachers must report the pupils' scores to parents by the end of the summer term. This should include whether or not their child has met the expected standard to ensure they are aware of their child's progress in developing phonics decoding skills. If a pupil has not met the expected standard, headteachers should outline the support that will be put in place to help the pupil progress.

For year 2 pupils who take the check in autumn 2021 and June 2022, schools must report both results to parents. Headteachers can choose how to communicate results to parents, which should be provided in the context of their overall attainment and progress. Headteachers must provide reports for all pupils, including those who have left the school or were absent during the check.

²⁰ www.analyse-school-performance.service.gov.uk

²¹ <https://explore-education-statistics.service.gov.uk/find-statistics>

9.5 Pupils who do not meet the expected standard

The DfE has published [guidance](#)²² on what schools should do if a pupil does not meet the expected standard.

Pupils who have not met the expected standard at the end of year 1 must be considered for a retake in June 2023. Schools are expected to maintain a programme of support for these pupils.

²² www.gov.uk/government/publications/phonics-screening-check-responding-to-the-results

10 Further information

10.1 General enquiries

For general enquiries about check administration, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

10.2 Message us

Message us forms can be found on the [Primary Assessment Gateway](#)²³.

For queries relating to access arrangements to meet a pupil's specific needs, schools can use the 'Message us – access arrangements' form.

For general enquiries about check administration, schools and LAs can use the 'Message us – general enquiry' form.

²³ www.primaryassessmentgateway.education.gov.uk



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