

April 2026

Dear families

Year 1 students across the country will be completing the phonics screening check in June 2026. The Year 1 team are extremely proud of their students, who have been working tirelessly since September and have thoroughly demonstrated the academy's values of hard work, independence and enjoyment.

We would like your support in helping to prepare the students for their upcoming Phonics Screening Check (PSC) **w/c Monday 8 June**, by inviting you to attend Phonics stay and learn sessions on Friday mornings 8.20 – 8.45am. The first Phonics stay and learn session will be held on Friday 8 May 2026.

You can also support your child by ensuring your child arrives at school no later than 8.30am and accessing the activities below in readiness for the Phonics Screening Check taking place w/c Monday 8 June.

Watch Virtual Classroom films

Use the links below to support your child's reading:

- Set 2 (1): [ay](#), [ee](#), [igh](#), [ow](#), [oo \(zoo\)](#), [oo \(look\)](#), [ar](#), [or](#), [air](#), [ir](#), [ou](#), [oy](#)
- Set 2 (2): [ay](#), [ee](#), [igh](#), [ow](#), [oo](#), [oo](#), [ar](#), [or](#), [air](#), [ir](#), [ou](#), [oy](#)
- Set 3 (1): [ea](#), [oi](#), [a-e](#), [i-e](#), [o-e](#), [u-e](#), [aw](#), [are](#), [ur](#), [er](#), [ow](#), [ai](#), [oa](#), [ew](#), [ire](#), [ear](#), [ure](#), [au](#), [ue](#), [ie](#), [e-e](#), [tion](#), [tious/cious](#)
- Set 3 (2): [ea](#), [oi](#), [a-e](#), [i-e](#), [o-e](#), [u-e](#), [aw](#), [are](#), [ur](#), [er](#), [ow](#), [ai](#), [oa](#), [ew](#), [ire](#), [ear](#), [ure](#)
- PSC Word challenge set 2: [1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [7](#), [8](#), [9](#), [10](#), [11](#), [12](#), [13](#), [14](#), [15](#)
- PSC Word challenge set 3: [1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [7](#), [8](#), [9](#), [10](#), [11](#), [12](#), [13](#), [14](#), [15](#), [16](#), [17](#), [18](#), [19](#), [20](#)
- Reading longer words 1: [ea/ee](#), [oi/oy](#), [ay/ai/a-e](#), [igh/i-e](#), [ow/o-e/oa](#), [oo/u-e/ew](#), [or/aw](#), [air/are](#), [ir/ur/er](#), [ow/ou](#), [oo](#), [ar](#), [ire](#), [ear](#), [ure](#), [tion](#), [ible](#), [ence](#), [ance](#), [able](#), [ment](#), [ent](#), [ant](#)
- Reading longer words 2: [ea/ee](#), [oi/oy](#), [ay/ai/a-e](#), [igh/i-e](#), [ow/o-e/oa](#), [oo/u-e/ew](#), [or/aw](#), [air/are](#), [ir/ur/er](#), [ow/ou](#), [oo](#), [ar](#), [ire](#), [ear](#), [ure](#), [tion](#), [ible](#), [ence](#), [ance](#), [able](#), [ment](#), [ent](#), [ant](#)
- Reading longer words: [tious](#), [cious](#), [ious](#), [ous](#)

To support your children please:

- Set aside 10 minutes to watch the virtual films with your child each day
- Find a quiet space for your child to watch the film on a laptop or tablet
- Praise your child as they join in with the lesson
- Listen to your child read every day
- Practice previous phonics screening tests with your child

Help your child to read their book bag book:

- read the sounds and words at the front of the book, before they read the story
- Sound out any new words as they read the story
- Read back each page to them, after they have read it
- If the child has enjoyed the story, encourage them to read it again on the next day to increase their fluency

Thank you for your continued support.

Yours faithfully,

Mrs Afshan
Assistant Principal



