



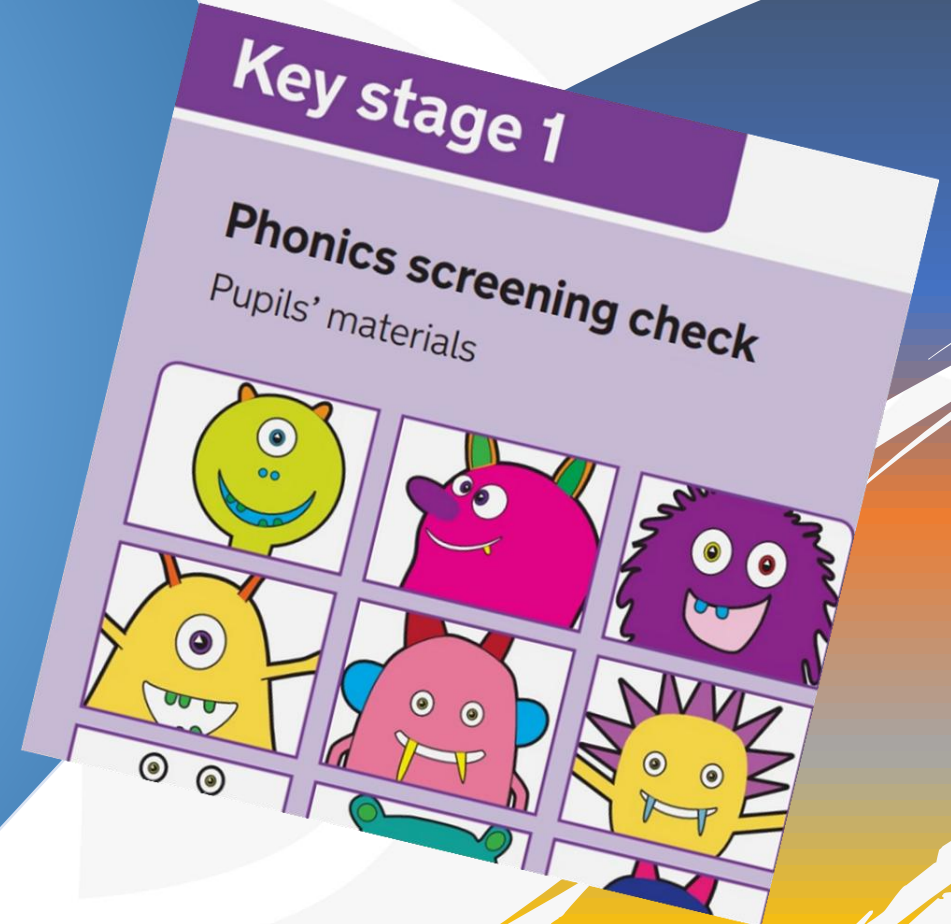
English Hubs

Jerry Clay English Hub



PSC Preparation CPD
21st April 2026 4-5pm

Please write your name and school in the chat 😊





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There are only 27 teaching days
left until the PSC!!!



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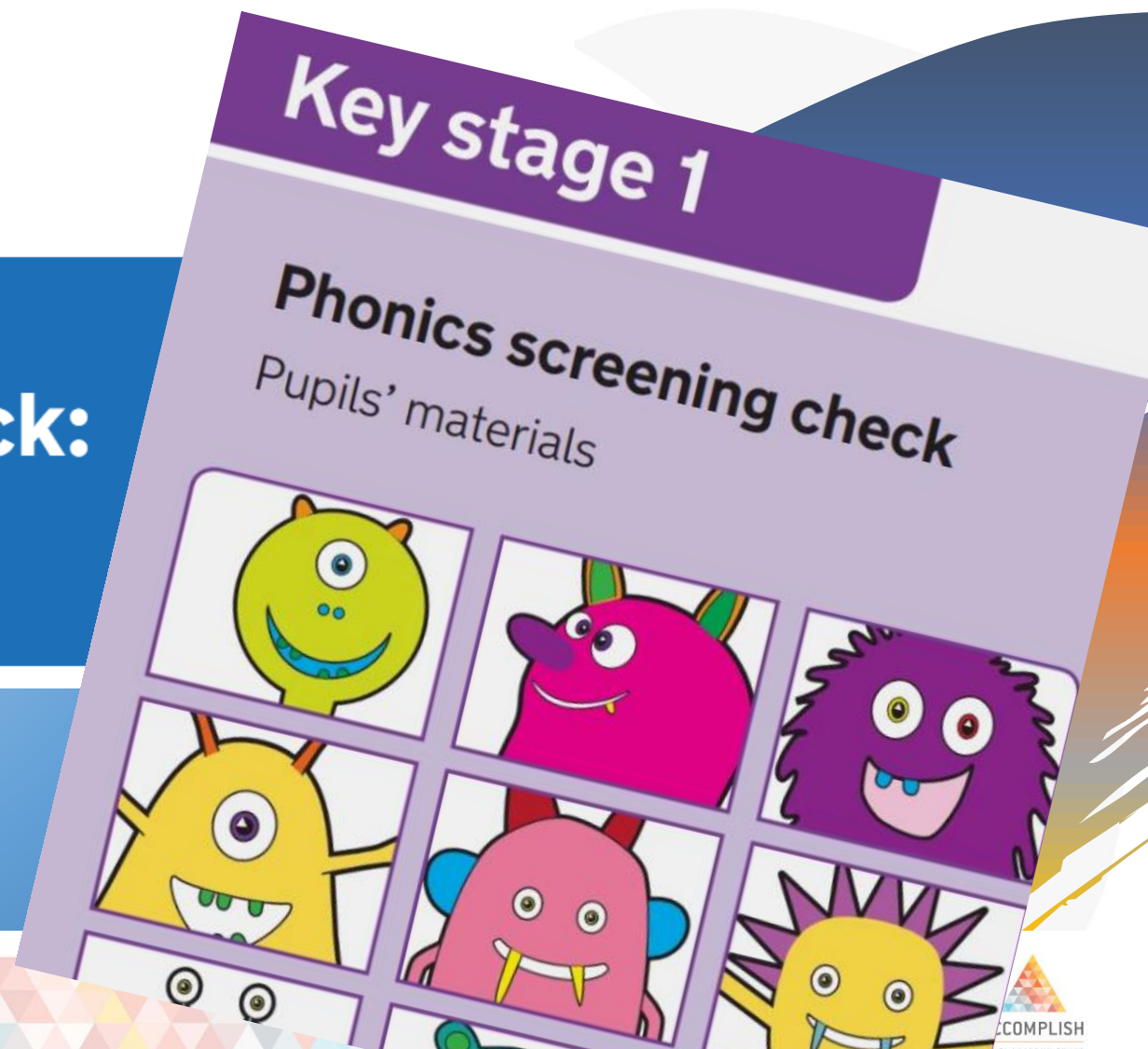


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Statutory guidance

2026 phonics screening check: administration guidance

Updated 16 March 2026





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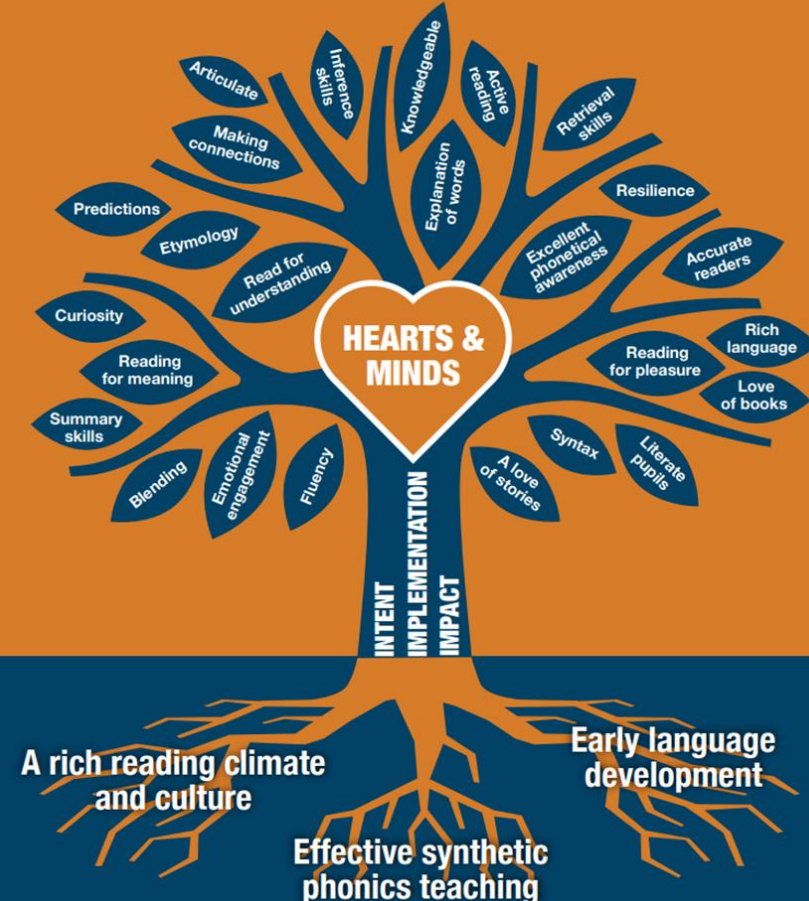
The Year 1 journey of reading...

By the end of year 1 children should:

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable
- read many frequently encountered words automatically
- read phonically decodable three-syllable words
- read a range of age-appropriate texts fluently
- demonstrate understanding of age-appropriate texts.

It is vital that children are given the opportunity to develop these skills throughout year 1, in addition to developing the phonic decoding skills that are assessed in the phonics screening check.

FROM ROOTS TO RESULTS



Key Dates

- WC 18th May – schools receive the PSC materials.
- WC 8th June – administer the test.
- 15th-19th June – timetable variation for absent pupils.
- 22nd June – PSC threshold released.
- 30th June – deadline to submit results to the portal.
- 17th July – deadline to submit results to LA.



New Assessment Portal

2.2 National Curriculum Assessments Portal

The Primary Assessment Gateway has been replaced by the [National Curriculum Assessments Portal \(NCA Portal\)](#), developed by Pearson.

The NCA Portal uses multi-factor authentication (MFA) to help protect pupil data and ensure secure access. On the first sign in of each day, users will need to enter a unique 6-digit verification code, which will be sent to their registered email address.





Monitoring Visits

10% of maintained schools

10% of academies

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Storing of the Check

- Securely stored up to 8th June.
- Don't leave the materials – take with you when collecting a child.



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Check Participation

Pupils who should not take the check

Pupils should not take the check if they:

- have shown no understanding of grapheme-phoneme correspondences
- have not completed the first year of the KS1 English programme of study
- have recently moved to the country and are unable to understand letters and sounds in English
- use British Sign Language or other sign-supported communication, such as communication boards, to spell out individual letters
- are non-verbal or selectively mute
- have been absent during the entire check window, including timetable variation week – they must be recorded as absent



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Check Participation

Decisions on participation in the check

Headteachers make the final decision about whether it is appropriate for a pupil to take the check. In any instances where pupils are not entered for the check:

- schools must inform the pupil's parents and should explain the decision
- if appropriate, schools should provide parents with documentary evidence to support the decision
- schools should explain how they are helping the pupil to learn to decode using phonics



Things to remember...

- There is no time limit.
- Children do not have to complete in one sitting but done in the same day.
- Children can add their own sound buttons/lines to the words – individual materials can be downloaded.
- The words can be copied onto the same colour card that are used in school.



Things to remember...

- Self correction is allowed but must not be prompted by the teacher.
- If a child sounds out the word but does not blend it is marked as incorrect.
- You can stop the check if a child is struggling.



Top Tips...

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- Assess your slowest progress children later in the week so they have more time to connect and learn the sounds in class.
- Automatic readers encouraged to segment and blend on the run up to the PSC.



Speech & Language Concerns

- If a child always pronounces sounds in a particular way then that can be recorded as correct.
- Keep a log of the way a child says the sounds as a measure.



Let's remind ourselves of the structure of the PSC...

Section 1

- Page 1 Four pseudo-words
- Page 2 Four pseudo-words
- Page 3 Four pseudo-words
- Page 4 Four real words
- Page 5 Four real words

Section 2

- Page 6 Four pseudo-words
- Page 7 Four pseudo-words
- Page 8 Four real words
- Page 9 Four real words
- Page 10 Four real words



Let's remind ourselves of the structure of the PSC...

Section 1

The words in section 1 will have a variety of simple word structures (for example CVC, VCC, CCVC and CVCC) using:

- single letters (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q(u), r, s, t, u, v, w, x, y, z)
- some consonant digraphs (ch, ck, ff, ll, ng, sh, ss, th, zz)
- frequent and consistent vowel digraphs (ar, ee, oi, oo, or)



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Let's remind ourselves of the structure of the PSC...

Section 2

The words in section 2 will have a variety of more complex word structures (for example CCVCC, CCCVC, CCCVCC, two syllable words etc) using the grapheme phoneme correspondences (GPCs) from section one as well as the GPCs listed below:

- additional consonant digraphs (ph, wh)
- less frequent and consistent vowel digraphs, including split digraphs (a-e, ai, au, aw, ay, ea, e-e, er, ew, i-e, ie, ir, oa, o-e, ou, ow, oy, ue, u-e, ur)
- trigraphs (air, igh)
- alternative pronunciations (a, c, ch, e, ea, er, g, i, ie, o, ou, ow, s, u, ue, u-e)



The tested code and example words

Section 1 PSC

Grapheme	Example Word
a	cat
ar	arm
b	bad
c	cat
ch	check
ck	check
d	dog
e	hen
ee	see
f	if
ff	puff
g	gum
h	how
i	hit
j	jug
k	key
l	leg
ll	hill
m	man
n	man
ng	sing
o	hot
oi	coin
oo	room & book
or	born
p	pet
qu	quit
r	red
s	sit & hens
sh	she
ss	miss
t	tea
th	both & this
u	cup
v	vet
w	wet
x	mix
y	yes
z	zip
zz	buzz

Section 2 PSC

Grapheme	Example word
a	cat & father
a-e	came
ai	bait
air	air
ar	arm
au	launch
aw	raw
ay	say
c	cat & cell
ch	check & school & chef
e	hen & she
ea	head & bead
e-e	scheme
er	fern & farmer
ew	stew
g	gum & gem
i	hit & mind
i-e	fine
ie	pie & chief
igh	high
ir	girl
o	hot & cold
oa	boat
o-e	cone
ou	out & you & mould
our	four
au	laundry
ow	cow & blow
oy	boy
ph	photo
qu	quilt
s	sit & hens
u	cup & unit
ue	blue & cue
u-e	brute & huge
ur	turn
wh	when

Save the following sounds to teach AFTER the check.

- ire, ear, ure, tion, tious/cious.
- Any other alternative sounds in your SSP not stated on the check guidance.

Think about how to teach word reading that will allow children to practice:

- Short words
- Medium words
- Longer words

Say the sounds	Short words	Medium words	Longer words
a-e	ape	blame	escapes
e-e	theme	compete	extreme
i-e	hike	grime	strides
o-e	dome	alone	strobe
u-e	tube	amuse	fortune



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- What is your target to actual difference %?
- How many children does that represent?
- Who are those children, name them?
- Group them:
 - those that are scoring 23-25
 - those that are scoring 20-23
 - those that are scoring 15-20

(Include any that are wobblers)



Every minute matters:

Have you got a clear and accurate understanding of each child on your list?

Do you know their individual gaps?

Now you need to make sure that you use every moment you can grab in school, and at home to plug those gaps.





Teaching those children to the challenge point.

Analyse the data set:
Which sounds would be taught in QFT?
Which sounds would be taught in additional afternoons
speed sound session?
Which sounds would be taught in tutoring?
Who and how would you group for speed minutes?



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QFT Sessions



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Meet with the reading team:

- What to teach when.
- Which sounds to teach.
- What to practice.

Plan out your Practice Times...

[illegible]

You should have already:

- Mapped out the phase 5/set 3 code that is going to be taught in QfT.
- Have a plan and know which phase 2 and 3/set 2 gaps are going to be secured and how.



Be Strategic:

- Share the information with everyone who needs to know.
- Be clear about what is being covered when so that no opportunity is missed.
- Keep checking and re-grouping and moving the information on so that progress is accelerated

Make your group teaching be the best it can be!

- Get the teaching right and the number of children who need extra support will fall dramatically.
- The progress of the children is directly linked to the teacher's expertise.



Spotlight Children

Some children find it hard to pay attention.

They need more of our attention!

In EVERY lesson:
Decide spotlight children.
Put them in your spotlight.
Direct your teaching to them.





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Job to do...

- Which sounds must be in the pack for your children in each QFT group?
- Which words will be chosen to teach and to review?

How do you know this is actually happening?

[illegible]

Groups A, B and C	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group
Learn Set 1 single letter sounds	Learn Set 1 sounds with a focus on digraphs e.g. ch, sh, th, qu, ng and nk.	Review all Set 1 sounds	Teach Set 2 sounds.	Teach Set 2 sounds.	Teach Set 3 sounds	Teach Set 3 sounds.	Review Set 1, 2 and 3 sounds.	Review Set 2 and 3 Sounds.	Consolidation of all sounds.
		Read Red Ditty Books	Read Green Storybooks	Read Purple Storybooks	Read Pink Storybooks	Read Orange Storybooks	Read Yellow Storybooks	Read Blue Storybooks	Read Grey Storybooks



The Sound Grid Matters!

See the challenge: Which sounds do each child and group need to know?

Feel the challenge: Which sounds can we tick off today?

Meet the challenge: Which sounds for group lessons, afternoon lessons, tutoring?



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Afternoon Sessions



Afternoon Speedy Sounds Session

Target the **correct** children:

On track and above children do not need to be in this session, they will naturally dominate the session if they are.

Group the children if you have the staff/use VC.



Target the right gaps:

- To benefit as many children as possible in this session, focus on the group gaps.
- Make sure the flashcard pack contains the most recent 8/9 sounds so that more recent sounds are overlearned and embedded.
- Take out and re-teach any sounds that children are unsure of and are not speedy with.



Job to do...



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[illegible]

- Use the sounds grid and make a plan for your afternoon speed sound sessions.
- Which children will be in there?
- Which sounds will you teach?



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Tutoring

Identify children working below expectations

Do you know these children by name?
Do you know their individual gaps?
Do you know their main barriers?
What additional support are you giving these children?



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- Use your data to analyse gaps.
- Share the gaps with all staff involved.
- Map out the sounds to be taught/re-taught in tutoring.
- Monitor and check that gaps are being taught and secured.

[illegible]



Job to do...

From the children you identified earlier map out a bespoke plan for them for their tutoring session.

“Focus on the process not the outcome. The outcome will take care of itself, if your process is right”