**Year 1 Phonics Check Student 3 video**

**Transcript**

[Text reads: Year 1 Phonics Check]

[A teacher and student sit across a table from each other. The teacher ticks off words on a spreadsheet. The student reads words from a booklet]

**Student:**

beff

shup

do- do-

doil

[Teacher writes notes in the Comments column]

[Teacher comment reads: “d-oi-l”]

**Student:**

charp

**Teacher 1:**

Hang on. Just stop for a minute.

Say that last one again for me.

**Student:**

charp

charb

[Teacher comment reads: “charp sc”]

**Teacher 1:**

Alright, then, we'll turn over.

[Student turns the page to a list of words with a cartoon character next to each word]

**Student:**

frex

criff

haps

b-

burst

[The teacher continues to tick next to each word on the spreadsheet]

[Teacher comment reads: “burst”]

**Teacher 1:**

And we'll turn over again.

[Student turns to the next page. A list of 4 words]

**Teacher 1:**

Now these are real words, OK, 'cause they don't have the little characters.

**Student:**

chin

deck

horn

jigh

woots

[Teacher comment reads: “woots”]

**Student:**

r-e-

r-i-

rird

[Teacher comment reads: “r-e”]

**Student:**

p-h-

phope

[Student turns the next page]

**Student:**

glips

floost

splam

stribe

stir

[Teacher comment reads: “stir”]

**Student:**

hunt

[Teacher comment reads: “hunt”]

**Student:**

lied

wove

**Teacher 1:**

Just slow down. Slow down a little bit.

Alright. What were the last two?

**Student:**

Um... lied and wove.

[Two teachers sit at a table with a notepad and the spreadsheet]

**Teacher 2:**

At a glance, this student, um, his automaticity and recall of his complex and simple code was quite obvious to me.

**Teacher 1:**

Yeah.

**Teacher 2:**

But he did slow down when he needed to, when he wasn't sure. Um, he got some of the trickier words like 'rird' and some of the pseudo words but he was quite strong with his split diagraphs, clearly working on those in the classroom.

[The spreadsheet showing ticks and comments]

**Teacher 2:**

For him, the focus could be - from now on - could be to see whether or not he's just as fluent or whether he's just too fast and if that impedes his comprehension.

**Teacher 1:**

Yep. Yep. It'd be interesting to see what he did when it's a connected text.

Some of his attempts here, for example the word 'stair', he said 'stir' so he's obviously familiar with the r-controlled vowels but knowing which one to use.

And for 'barst' he said 'burst' so he might need just a little bit of repetition with that and practice with those.

**Teacher 2:**

And a bit more explicit teaching in that regard.

**Teacher 1:**

Yeah.

**Teacher 2:**

So, yeah, he's well on his way, I think.

[The logo for Literacy Hub]

[Text reads: The Literacy Hub would like to thank the students, families and teachers of Geelong Lutheran College for their help with this project]