**Year 1 Phonics Check Student 1 video**

**Transcript**

[Text reads: Year 1 Phonics Check]

[A teacher and student sit with a laptop computer in front of each of them]

**Teacher 1:**

So I'm going to get you to do an activity with me today to read some words. OK?

**Student:**

Yeah.

**Teacher 1:**

So some of the words you might recognise. You might have seen them before. And some of the words will be new. Alright? And what we want you to do is just read the words as best you can and you can use your sounds if you need to, to help you.

OK, so we're going to have a little practice first.

[The teacher shows the student a page with 4 words written on it]

**Teacher 1:**

So when you see the words like this, they're real words, OK?

So we can have a go at reading those. Can you have a go for me?

**Student:**

in

at

beg

sum

**Teacher 1:**

Great job. And if you see the words like this with a little creature next to them, they're made-up words,

[The teacher shows the student another page with 4 words written and a cartoon creature next to each word]

**Teacher 1:**

OK? So can we have a go at those ones?

**Student:**

ot

vap

osk

ect

**Teacher 1:**

Good job!

Alright. So what we'll do, I'm going to bring each word up and it will come up on your screen and you might just hear me, I'm going to make some notes, OK, about what we're saying.

[Individual words appear on the student’s screen]

**Student:**

gax

emp

beff

[The word “floost” appears on screen]

**Student:**

Floots

[Teacher comment reads: “floots”]

**Student:**

s- s-p-l-

splam

[Teacher comment reads: “s-, s-p-l, splam”]

**Student:**

stribe

**Teacher 1:**

And these are real words. OK?

[The word “stair” appears on screen]

**Student:**

star

[Teacher comment reads: “star”]

[The word “haunt” appears on screen]

**Student:**

hunt

[Teacher comment reads: “hunt”]

**Student:**

lied

wove

forest

wishing

brighter

**Teacher 1:**

We're all done! Thank you so much for reading to me.

[Two teachers sit looking at a laptop computer]

**Teacher 2:**

So this student did quite well - with her decoding.

**Teacher 1:**

She did.

**Teacher 2:**

Her simple code knowledge was obvious.

**Teacher 1:**

Yep. And we've got her summary here and you can see how just efficient she is at using her sounds and blending to read both the pseudo and the real words.

[They look at a bar chart]

**Teacher 2:**

I wrote that she was focused and self-monitoring, um, and I think, you know, she knew some of the more complex words quite easily like 'brighter', 'wishing', 'forest', but there were some vowel digraphs and a trigraph that she didn't get.

**Teacher 1:**

Yeah.

**Teacher 2:**

So /or/ as in 'haunt'.

**Teacher 1:**

Yep. And /air/ as in 'stair'. She responded 'star' for that one and 'hunt' for 'haunt'.

It would be interesting as well to see what her fluency rate was like in a reading a connected text. It might be a focus area for her just to see if she's really comprehending what she's reading because she's so focused on decoding the word.

[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]