**Year 1 Phonics Check Student 2 video**

**Transcript**

[Text reads: Year 1 Phonics Check]

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

**Student:**

leg

**Teacher 1:**

Just say that one again for me?

[The word “lig” appears on the student’s screen]

**Student:**

leg

[Another word appears on the student’s screen]

**Student:**

g-ax gax

[Teacher comment reads: “g-ax, gax”]

[Single words appear on student’s screen]

**Student:**

(Sounds out word)

e-mp emp

beef

beff

[Teacher comment reads: “beef, beff”]

**Student:**

criff

(Sounds out word)

Um...

haps

**Teacher 1:**

And these ones are real words again, OK, so they won't have the little creature.

**Student:**

chin

**Teacher 1:**

Just say it again for me?

**Student:**

chin

[The word “deck” appears on screen]

**Student:**

(Sounds out word)

Huh?

back

[Teacher comment reads: “back”]

**Student:**

(Sounds out word)

strib

stream? No. No. Um...

[Teacher comment reads: “s-t-r-.., strib, stream, s-t-r-i-b”]

**Student:**

(Sounds out word)

s-t-r-i-b-

s-t-r-i-b-e

stribe

[Two teachers sit in front of a laptop computer]

**Teacher 1:**

She was working really hard to apply her code and her letter–sound knowledge but it was important to just give her wait time because you could really see her working through her sounds to, you know, come to the word.

**Teacher 2:**

Yeah. She was responding well to that wait time.

**Teacher 1:**

Yeah, she was.

**Teacher 2:**

And her wheels were, you know, turning. You could see it. It was worth waiting.

**Teacher 1:**

So I think that's, you know, something for teachers to note to, I would say, if a child's looking overly challenged or actually stops working on a word then it's time to move on but if you can see those cogs turning just give them that time.

**Teacher 2:**

Absolutely.

**Teacher 1:**

Yeah.

**Teacher 1:**

And it's really tricky with some children and it was the case with this student that they really appeal to you during the check to see if they're on the right track or not and it's quite difficult not to give too much away so that can be sort of a challenge as well.

**Teacher 2:**

Because we want to support the student in the process.

**Teacher 1:**

Yeah. So just having that - sort of encouraging them but not giving them an idea if they're right or wrong.

**Teacher 1:**

There was possibly some 'b' 'd' confusion because she said 'back' for 'deck'. And she knew it wasn't right. She was, you know, saying, "Mmm?" But she persisted with 'back' so I think there might be a case for seeing if there's any 'b' 'd' confusion there and distinguishing between those sounds.

**Teacher 2:**

And using that little hook that we teach.

**Teacher 1:**

Yeah. And at one point it was quite difficult to hear exactly what she had said so I think it's really good to, if you need to, to ask a child to repeat a word if you haven't heard it really distinctly.

**Teacher 2:**

Yeah, she was quietly spoken and a little hesitant so that's going to happen.

[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]