**Year 1 Phonics Check Student 4 video**

**Transcript**

[Text reads: Year 1 Phonics Check]

[Single words appear on a computer screen]

**Student:**

self

keeps

**Teacher 1:**

And this group is the made-up words again.

[The word “jigh” appears on screen]

**Student:**

jiff

[Teacher comment reads: “jiff”]

**Student:**

(Sounds out word)

woats

[Teacher comment reads: “w-oa-ts”]

**Student:**

glips

floots

floots

[Teacher comment reads: “floots repeat”]

**Student:**

s-p-l-am

splam

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

**Student:**

(Sounds out word)

stribe

(Sounds out word)

wishing

[Teacher comment reads: “w-i-sh, wishing”]

**Student:**

(Sounds out word)

brighter

[Teacher comment reads: “b-r-ight, brighter”]

[Two teachers sit looking at a computer screen]

**Teacher 1:**

This student has a really good knowledge of the basic code and she's really using her letter sound knowledge to decode those words, particularly in the simple code for both the real and the pseudo words.

[They look at a bar chart]

**Teacher 2:**

Yep. She's grasped the simple code quite well.

**Teacher 1:**

It's interesting that she's got the highest result with the pseudo words which shows she's not relying on the words being real words to read, she's actually just using her sounds first.

**Teacher 2:**

And her decoding. Her decoding's really strong.

**Teacher 1:**

Yeah.

**Teacher 2:**

For 'jigh', she said 'jiff'. So I'm guessing that she's probably thought about the /ff/ sound of 'ph' and I'm thinking she's confused it with a 'gh'.

**Teacher 1:**

Mm. Yeah.

**Teacher 2:**

So maybe she just needs some more work with the trigraph of 'igh', speaking the long /i/ sound.

**Teacher 1:**

Yeah.

[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]