

Phonics  
ee ur ow  
wh y au

**Year 1 Phonics**

**Thursday 30<sup>th</sup> September 2021**

Thank you for taking the time to come.  
If you think of any questions, you would like something explained further, please do stay and ask us afterwards.

# What is phonics?

- Phonics is recommended as the first strategy that children should be taught in helping them learn to read and write. It's the link between letters and the sounds they make.
- Children are taught how to read by breaking down words into separate sounds (phonemes). They are then taught how to blend these sounds together to read the whole word.
- It runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop all the other vital reading skills and hopefully give them a real love of reading.



# Importance of reading

- It is the backbone of children's imagination. When children read or are read to they can imagine different situations and scenarios. Children learn that books can transport them elsewhere.
- Book related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself.





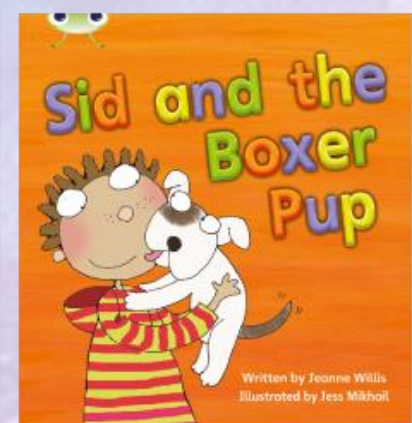
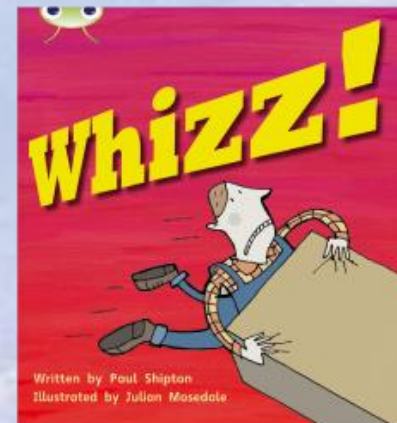
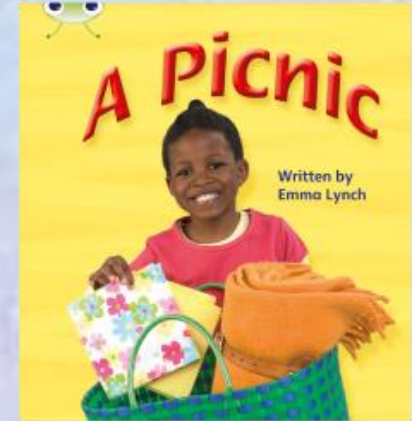
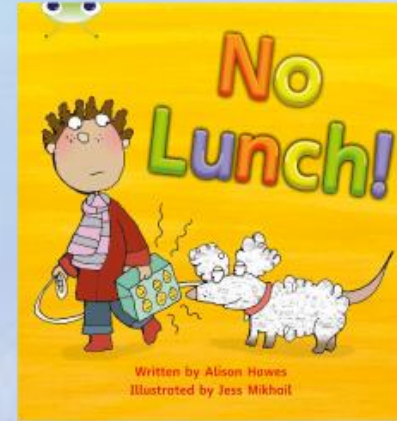
Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:



- Here's how many words children would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.
- Children who become engaged in reading can make huge progress in their development across the whole curriculum.

# Phonetically Decodable Books.












































- Children will have a decodable book alongside their natural pattern language book based on the phonic sounds that they are currently practising.
- The purpose is that the children need to only use their phonics to read the book so please encourage the children to use their sounds when exploring these books with you.
- The front cover of the decodable book contains the tricky words and the sounds that will crop up so it is good practise to look at these before you start the story.
- These books run alongside or a little behind the teaching of the sounds. This means that the children always feel a sense of achievement when they are reading these types of books.





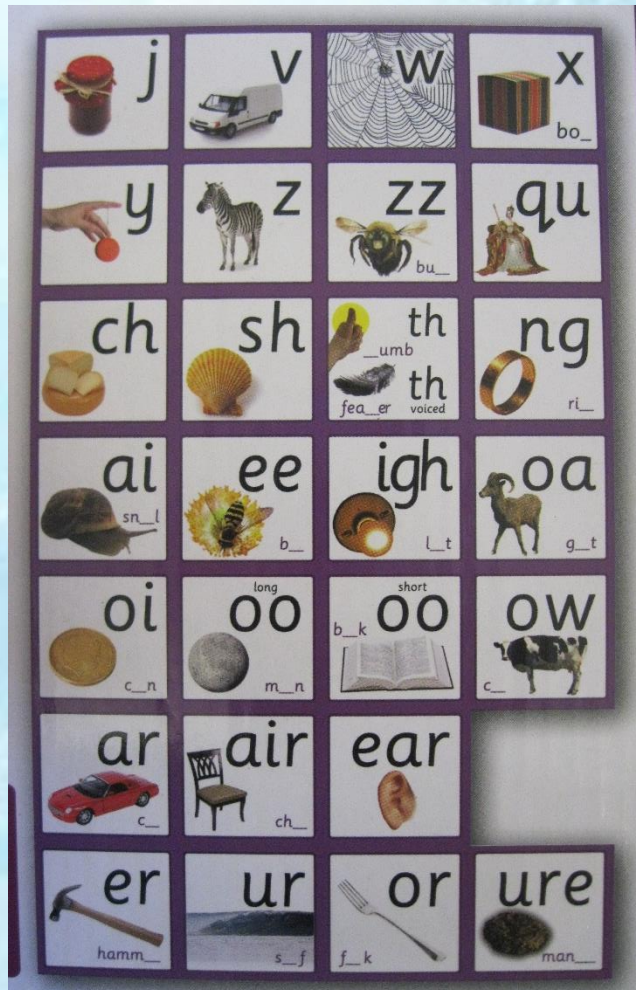
# Back to Phonics!

The English language only has around **44 phonemes** but there are around **120 graphemes** (ways of writing these down).

 <b>a</b>	 <b>b</b>	 <b>c/k</b>	 <b>d</b>	 <b>e</b>	 <b>f</b>	 <b>g</b>	 <b>h</b>	 <b>i</b>	 <b>j</b>	 <b>l</b>	 <b>m</b>	 <b>n</b>	 <b>o</b>	 <b>p</b>
	bb bu be	c k ck ke ch qu que cc	dd ed de	ea a ie ei	ff fe ph gh	gg gu gh gue	wh	y u	ge dge dg g	el ll le il al ul	mm me mb mn	ne nn kn gn	a ho	pe pp
 <b>qu</b>	 <b>r</b>	 <b>s</b>	 <b>t</b>	 <b>u</b>	 <b>v</b>	 <b>w</b>	 <b>x</b>	 <b>y</b>	 <b>z</b>	 <b>oo</b>	 <b>ee</b>	 <b>sh</b>	 <b>ch</b>	 <b>th</b>
	rr rh wr	ss ce se c sc st ps	te tt ed	a o ou ah oo	ve	wh	ks kes		s zz se ze	u	e ey y ie ea ei i	ti ci si ssi ch s	t tch	the
 <b>ar</b>	 <b>oi</b>	 <b>oa</b>	 <b>ow</b>	 <b>or</b>	 <b>ng</b>	 <b>igh</b>	 <b>er</b>	 <b>ai</b>	 <b>ui</b>	 <b>ue</b>	 <b>si</b>	 <b>eer</b>	<b>Sound Chart</b> NZ ACCENT Copyright © 2010 Kelly Rowlingson Resource Village <a href="http://www.resourcevillage.co.nz">www.resourcevillage.co.nz</a>	
a ear al	oy	o ow oe ough	ou ough	ore au ar augh aw al oor oar our ough	n	i y ie ye eye ei	ir ur ure ear re or our	aigh ay a ea ei eigh ey ae e et	oo u ue ew o ou oe ough	u ew eu	s ge z g	ear ere ier air are eir		

# The sounds we learn in Year 1

Phase 3 sounds



Phase 5 sounds



(Phase 4 sounds)



# Phonics Lessons

- Children take part in a phonics lesson daily.
- The lesson is split into 4 parts.
  - Re-visit/ re-view
  - Teach
  - Practise
  - Apply



# Daily Phonics lesson: examples Introduce the sound

Owl Class learning 'j'



# Reading words with focus sound

**Segment** - breaking a word down into its phonemes.

. For a single sound (t d p)

\_ for digraphs and trigraphs (ai, ch, igh)

c a t



s h o p



**Blend** – slowly blend and merge the sounds together.

c a t



s h o p





# Example of segmenting and blending 'sh'





# Writing words with focus sound

- **Segment** (split the sound up into sounds)

Children use phoneme fingers to help them identify the sounds they hear.

Children then write these down.

Example: 'igh'





# Phonic teaching sequence

**Phase 2** (taught in Reception)

Single sounds (phonemes)— s a t p i n




























**Phase 3** (revisited in year 1)

Digraphs (two letters which make one sound)

• ch, qu, sh, ai    **snail**    **shop**

Trigraphs (three letters which make one sound)

igh, ear, air,    **light**    **chair**

My Phase 3 Sound Mat								
j 	v 	w 	x 	y 	z 	zz 	qu 	ch 
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo 
ar 	or 	ur 	ow 	oi 	ear 	air 	ure 	er 

# Phonic teaching sequence

## Phase 4

- Adjacent consonants at the start of a word

dr, pl, tr      tree      plant

Adjacent consonants at the end of a word

mt, pt, nt      went      cramp

- Longer words (breaking words into sizable chunks/syllables)

handbag      parking



# Phonic teaching sequence

## Phase 5

More digraphs – ay ue ey

Link to sound families

ai ay a-e ee ea igh ie

Split digraph

a-e e-e i-e o-e u-e



My Phase 5 Sound Mat							
ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e* 	i-e 	o-e 	u-e 	u-e 		

\*even

# Tricky words

## Phase 2 to 5 Tricky Words

### Phase 2

I  
no  
the  
to  
go  
into

### Phase 3

he  
she  
we  
me  
be  
you  
are  
her  
was  
all  
they  
my

### Phase 4

said  
have  
like  
so  
do  
some  
come  
little  
one  
were  
there  
what  
when  
out

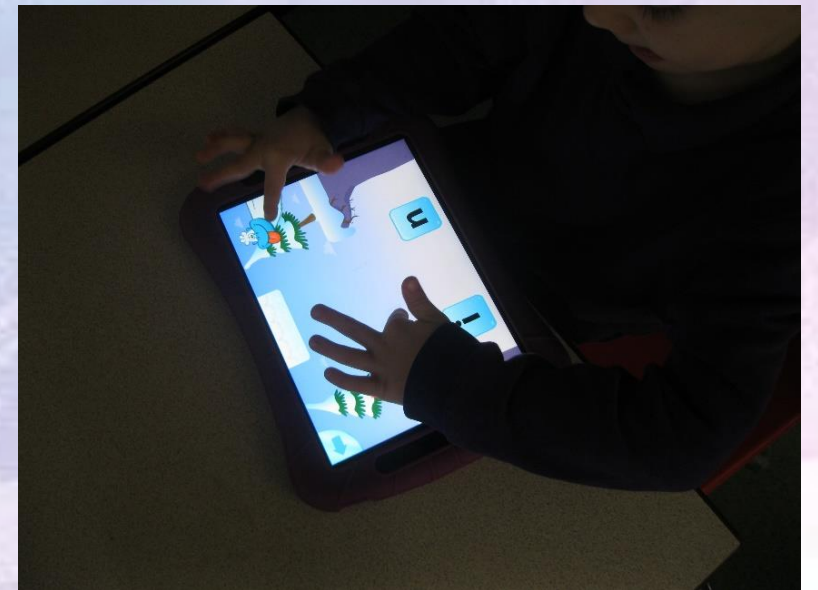
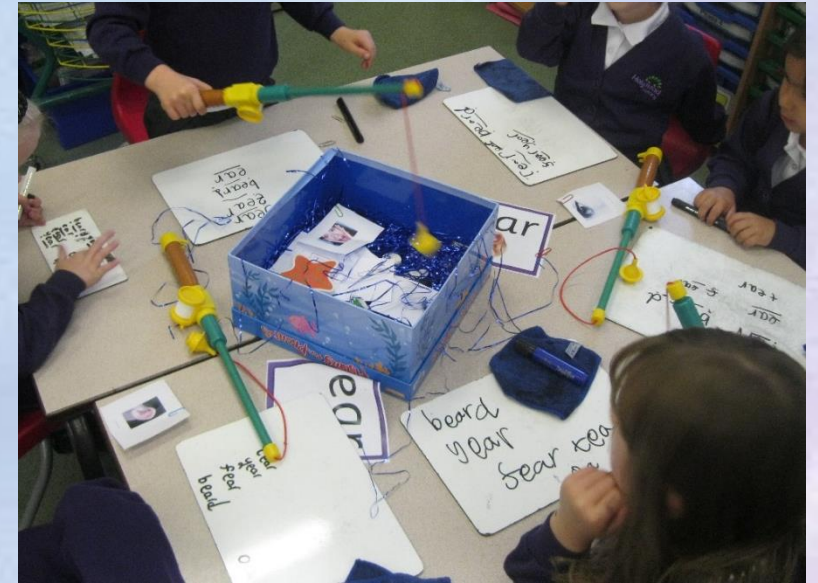
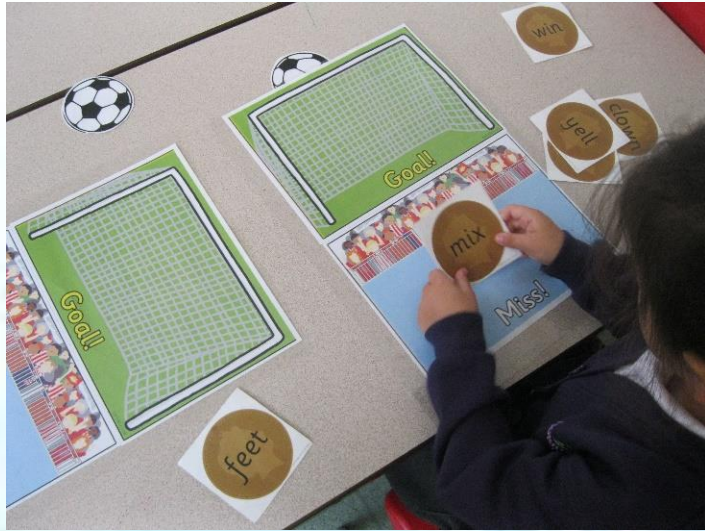
### Phase 5

oh  
Mrs  
people  
their  
called  
Mr  
looked  
asked  
could

- Can not be fully sounded out.
- Need to recognise them by sight without sounding them out.
- Help with fluency in reading.
- Homework – starting in T3.
- Displayed in classrooms



# Activities to apply phonics









# Phonic screening check

- Carried out in June 2022.
- 40 words- real and nonsense words.
- The pass mark is normally around 32 /40.
- If your child does not pass, children will be identified on entry into Year 2 and a phonics intervention will be put into place to support their phonic development.
- Children in Year 2 will then be re-tested in June 2023.
- The children are not usually fazed by the check as it's carried out in a fun, non-threatening way. We ask that parents don't add additional pressure.

river
diving
beehive
midnight

stip	
prool	
darps	
thand	



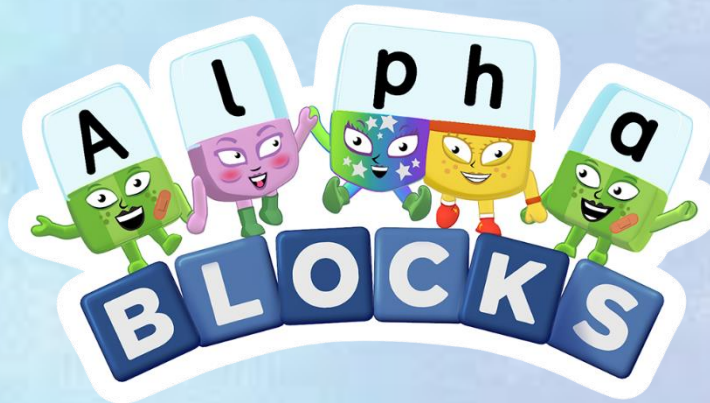
# What you can do to help at home

- Listen to your child read.
- Practise tricky words sent home.
- Learn phonic sounds – we will put sound in their reading record.
- Encourage your child to sound out unfamiliar words and then blend them together rather than guessing.
- Discuss the meaning of new words so that it helps your child to follow and understand the story.
- Make up silly words so that children get used to identifying sounds in non-real words.
- Keep an eye out for homework.
- Completing phonic book activities.
- Read words in the environment.
- Visit libraries.

# Useful apps / websites



ABC Pocket Phonics





# Homework in Year 1

- As the children are still settling into Year 1, we don't start homework until Term 2.
- Homework will be set on an app called Seesaw that you will need to download onto your / your child's device.
- You log in by scanning the QR code found in the front of your child's reading record.
- We will sit and teach your child how to use Seesaw. It is very child friendly and they will hopefully not need too much support – but please sit and assist them to ensure they upload their work.
- This is a closed platform and only your child and the teachers can see their work and comments.

