

Welcome to the Year One Phonics Meeting

To help keep the meeting running smoothly, we kindly ask that any toddlers remain with their parent or guardian during the session.



Agenda

- Developing a Love of Reading
- Unlocking Letters and Sounds – Phonics Scheme
- How we teach phonics
- Individual reading and uided reading
- Ongoing assessment of progress
- The Year 1 Phonics Screening Check
- How to support your child at home



Developing a Love of Reading



How often do you get a chance
to read to your child?

Importance of Reading with your Child

Reading to your child allows them to access knowledge, vocabulary and ideas beyond what they are capable of reading themselves.



The Importance of Reading

Reading with to your child:

- Fuels imagination and creativity
- Builds communication skills
- Exposes children to new ideas, places, people and scenarios
- Helps to develop empathy
- Introduces children to new vocabulary and phrasing
- Strengthens child and parent bond



Reading at Home

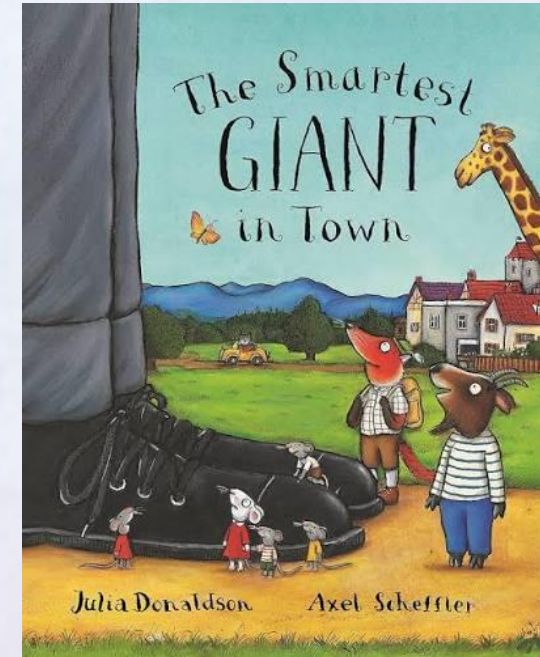
A research study conducted in the United States looked at the impact of parents reading with their children and found:



- Number of words children would have heard by the time they were 5 years old if:
 - 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
 - five books a day, 1,483,300 words.
- Regular reading is linked to higher levels of academic success and attainment

How do we develop a love of reading in school?

- **Daily story time:**
 - sharing high quality picture books
- **Cohesive coherent curriculum:**
 - exciting and engaging books are chosen as a stimulus for writing
- **Reading in the moment:**
 - sharing our ideas thoughts with the children as we read them a book, taking them on the adventure with us
- **Mighty Writer:**
 - a giant story map used to innovate and change concepts in stories



Unlocking Letters and Sounds – Phonics Scheme

Our Phonics Scheme

- A systematic synthetic phonics programme that follows the *Letters and Sounds* progression, with additional Key Stage 1 curriculum objectives.
- Teaches children the 44 sounds (phonemes) of English, the 150+ letter patterns (graphemes) used to represent them, and common exception words through a structured, progressive approach.



What is Phonics?



- Phonics is the main method used to teach children to read and write.
- Children learn the link between letters and the sounds they make.
- They are taught to break words into sounds and blend the sounds together to read words.
- Phonics is taught alongside reading activities such as Guided Reading and Shared Reading.

Together, these approaches help children develop important reading skills and a love of reading.

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The English language only has around **44 phonemes** but there are around **150 graphemes** (ways of writing these down).

ULS Phonics – Key Vocabulary

Key Language Used

Phoneme

The smallest unit of the sound in a word – often referred to as “a sound”.

Grapheme

A letter (or sequence of letters) that represent a phoneme. It's how the sound is written down.

Key Language Used

digraph

A phoneme that is represented by two letters.

/sh/ as in fish

trigraph

A phoneme that is represented by three letters.

/ear/ as in fear

Reading Individual Words Using Phonics

Segment - breaking a word down into its phonemes. We use sound buttons.

- a single sound (t d p)

be aware of a schwa

— 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



Uls Phonics – Phonics Lessons

Phonics Lessons

- Children take part in a phonics lesson daily.
- The lesson is split into 4 parts.
 - Re-visit/Re-view
 - Teach
 - Practise alongside letter formation
 - Apply (reading and writing of words and then sentences)



Phonics Teaching Sequence

Phase 2 (taught in Reception)

Single sounds (phonemes)— s a t p i n

Phase 3 (taught in Reception)

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**

Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		

Unlocking Letters & Sounds Sound Mat Phase 3 Copyright ©2022 Unlocking Letters and Sounds

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 – polysyllabic words)

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



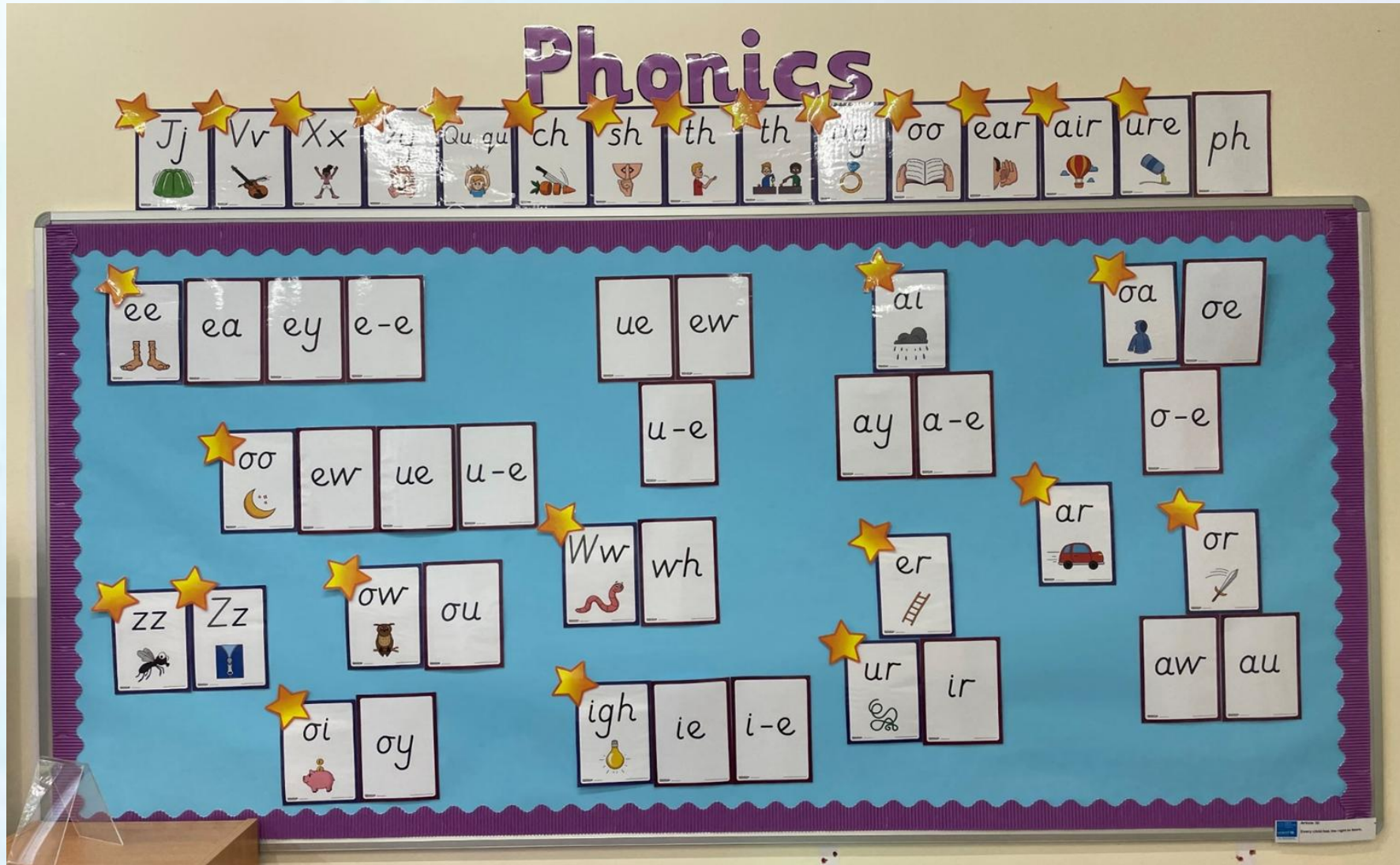
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The Sounds We Learn in Year 1



Common Exception Words

- Can not be fully sounded out
- Need to recognise them by sight
- Help with fluency in reading
- Displayed in classrooms

the	to	into
no	I	go

Unlocking
Letters & Sounds

CEW Sound Mat Phase 2

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

Unlocking
Letters & Sounds

CEW Sound Mat Phase 4

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

Unlocking
Letters & Sounds

CEW Sound Mat Phase 3

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oh	their	people	Mr	Mrs
looked	called	asked	water	where
who	again	thought	through	mouse
work	many	laughed	because	different
any	eyes	friends	once	please

Unlocking
Letters & Sounds

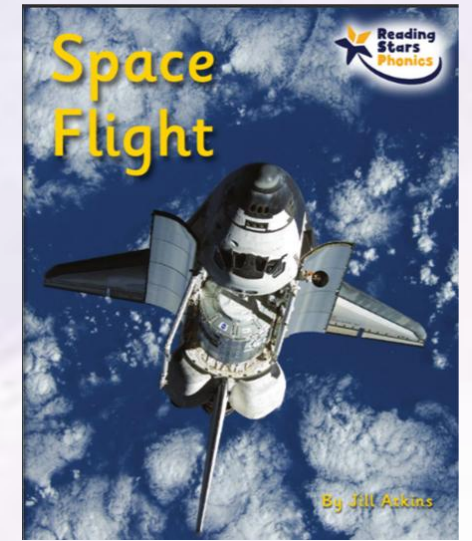
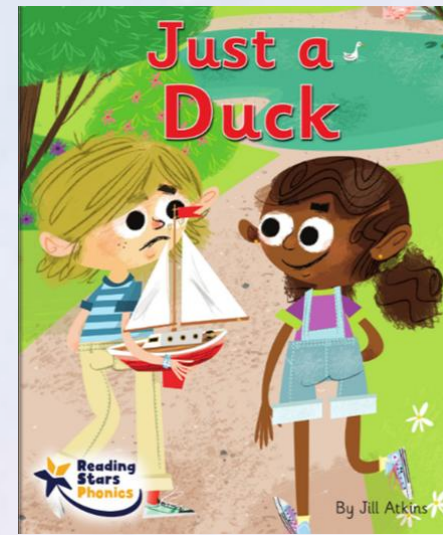
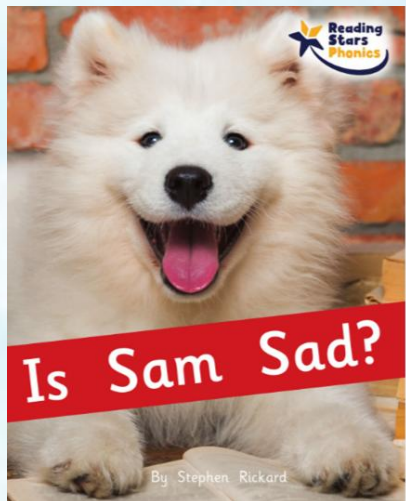
CEW Sound Mat Phase 5

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ULS Individual Reading Books

ULS Reading Books

- Books are fully decodable
- Books are clear about which sounds and CEWs are being practised (back of book)
- Books used for practise, both at home and at school, match the teaching in school and your child's assessment level
- Books need to be read and re-read to support with fluency



Progression of Reading Books

We are teaching Phase 4 Revision at the moment so this is where you should expect your child to be.



Reading Book Level	Sounds Covered
Phase 2 (Set 1 - 5)	s a t p i n m d g o c k ck e u r h b f ff l ll ss
Phase 2 Complete	Repeats all learned Ph2 sounds
Phase 3 Set 6	j v w x
Phase 3 Set 7	y z zz qu
Phase 3 Set 8	ch sh th ng
Phase 3 Set 9	ai ee igh oa
Phase 3 Set 10	oo ar or ur
Phase 3 Set 11	ow oi ear air
Phase 3 Complete	All the above as well as ure and er
Phase 4a	Introduces CVCC words eg camp
Phase 4b	CVCC, CCVC and CCVCC
Phase 4c	CCVCC, CCCVC and CCCVCC
Phase 5a	ay ou ie ea oy ir ue
Phase 5b	aw wh ph ew oe au ey /zh/
Phase 5c	a_e e_e i_e o_e u_e
Phase 5d Mastery	All of the above

Listening to Your Child Read



- 5-10 minutes at least 3 times a week
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight

Most Importantly: Modelling

- Model what a reader looks like
- Model how to read a book – left to right, turning pages
- Echo reading
- Discuss what has happened and how the characters' feel
- Discuss the meanings of challenging vocabulary
- Predict what will happen next
- Make connections



Impact of Parental Engagement

- The **Education Endowment Foundation (EEF)** states that parental engagement is associated with an average of **four additional months of progress**.
- According to the [GOV.UK Research Evidence on Reading for Pleasure](#), regular reading correlates directly with higher reading attainment, writing ability, text comprehension, grammar, and general knowledge.
- Neuroimaging has proven that home reading frequency directly correlates with functional brain connectivity in areas supporting narrative and language comprehension (National Institute of Health)

ULS - Reading in School

Reading in School

- We aim to read at least once a week with your child.
- We use this reading session to support your child's reading and assess whether they are reading at the right levelled book.



Guided Reading

- Children in Year 1 will start to take part in weekly group/guided reading sessions
- This develops children's decoding, prosody (fluency and expression) and comprehension



Decoding

Book talk -
Introduce the
book and the
focus of the
session



Phonic focus -
Revisit key
GPCs and
CEWs found in
text



Blending focus
– blend and
read some of
the words they
will encounter
in the text



Vocabulary –
Discuss the
meaning of
any words the
children may
be unfamiliar
with



Independent
reading –
teacher tunes
in to each child
to check and
support
accurate and
fluent decoding



Decoding



Prosody



Comprehension

Prosody

Model reading some of text to children with appropriate intonation and expression



Children echo the teacher's reading with the correction intonation and expression



Move into independent reading with all children reading the text to apply their learning. Adult "tunes" in to one child at a time to check using prosody and support fluent reading



Decoding



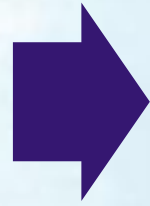
Prosody



Comprehension

Comprehension

Introduce the comprehension focus for the reading session: retrieval, inference, deduction, sequencing and prediction



Teacher-talking the thought processes leading to comprehension



Ask pre-prepared questions linked to comprehension focus



Decoding



Prosody



Comprehension

Phonics – Assessment

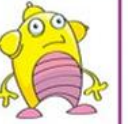
Assessing your Child

- Your child's phonic knowledge is assessed regularly throughout the year.
- This will be done through 1-1 assessment with an adult.
- Through individual reads, we will also assess your child's book level.
- If we notice that your child needs to 'fill in a few gaps' on their assessment, we will send them home in the reading record for you to practise at home.



Phonic Screening Check

- Carried out in June 2027
- 40 words - real and nonsense words.
- The pass mark is normally around 32 out of 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 2026.
- 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.

	stip 
river	prool 
diving	darps 
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midnight	

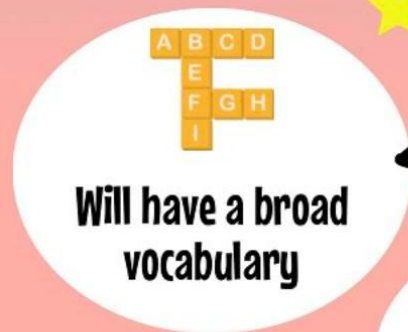
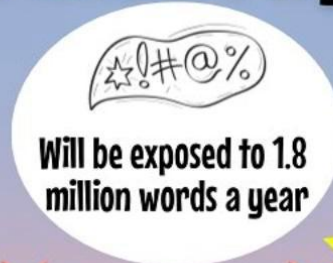
How to Support at Home

- Listen to your child read (3+ times per week):
 - encourage your child to blending and not guess
 - discuss the story and unfamiliar vocabulary
- Read to your child regularly (home-school reading books)
- Keep an eye out for homework (T3/4):
 - Practise common exception words and phonics
 - Make up silly words so that children get used to identifying sounds in non-real words.
- Encourage children to read words in the environment



20 is plenty!

Children who read for
20 minutes a day...



Thank you for coming.

Please ask if you have any questions.

