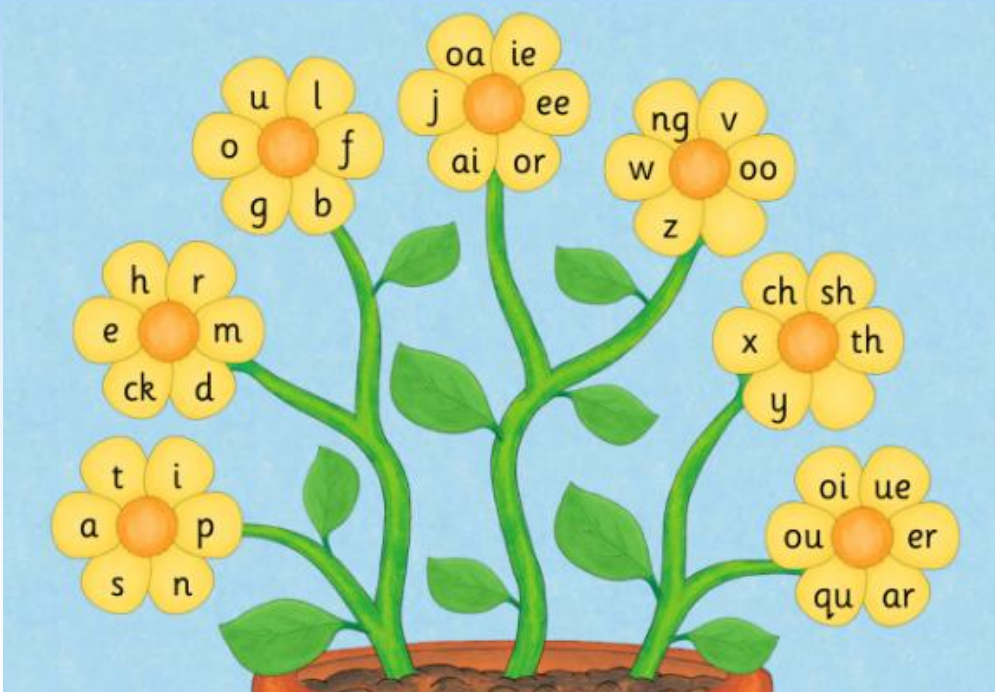


Year 1

Phonics Information Evening



Team Phonics at Leasowes



Mrs Dodd
Year 1 Teacher
Phonics Lead



Miss Thelwell
Year 1 Teacher



Miss Harrison
Teaching Assistant



Mrs Williams
Teaching Assistant



Mrs Bale
Teaching Assistant



Mrs Bailey
Teaching Assistant



What is phonics?



- Children are taught to read by breaking down words into separate sounds or 'phonemes'. This is segmenting.
- They are then taught how to blend these sounds together to read the whole word.

4 Step Process to Read Unknown Words

1

cat

Can I read this word?
No? Step 2.

2

cat

• • •
Identify the sounds.

3

cat



Blend the sounds together.

4

cat




Say the word and
identify its meaning.


What is phonics?


- Although there are 26 letters in the English alphabet, there are 44 speech sounds which are introduced in phases.
- Phases 2 to 5.
- Its aim is to get children reading and writing quickly and independently.
- At Leasowes, we currently teach phonics following the Department for Education 'Little Wandle' programme from Nursery to Y1.
- To supplement the guidance, we use the jolly phonics resource as a multi-sensory, synthetic approach for our learners and adopt the 5Ps from Read, Write Inc.


Jolly Phonics Actions


Set 1


s  Weave hand like a snake, making s shapes while saying **ssssss**

a  Short a: Wiggle fingers above elbow, as if ants are crawling on you, and say **aaa**

t  Children imitate watching tennis, moving heads side to side saying **ttt**

i  Children pretend to be mice by wiggling fingers on the end of their noses and squeaking **iii**

p  Hold up index finger, pretending it is a lit candle, and imagine you are blowing it out by saying **ppp**

n  Hold out your arms, as if you are a plane nose diving, and say **nnnnnn**



Progression Map

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure
Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
<p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	<p>said so have like some come love do were here little says there when what one out today</p>
Summer 2 Phase 4 graphemes	No new tricky words
<p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words 	<p>Review all taught so far</p>

Year 1

Autumn 1	Review tricky words Phases 2–4
<p>Review Phase 3 and 4</p> <p>Phase 5</p> <p>/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p>	<p>Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>

Autumn 2 Phase 5 graphemes

/ur/ ir bird
/igh/ ie pie
/ool/ /yoo/ ue blue rescue
/yoo/ u unicorn
/oa/ o go
/igh/ i tiger
/ai/ a paper
/ee/ e he
/ai/ a-e shake
/igh/ i-e time
/oa/ o-e home
/ool/ /yoo/ u-e rude cute
/ee/ e-e these
/ool/ /yoo/ ew chew new
/ee/ ie shield
/or/ aw claw

New tricky words

their people oh your
Mr Mrs Ms ask*
could would should our
house mouse water want

Spring 1 Phase 5 graphemes

/ee/ y funny
/e/ ea head
/w/ wh wheel
/oa/ oe ou toe shoulder
/igh/ y fly
/oa/ ow snow
/j/ g giant
/f/ ph phone
/l/ le al apple metal
/s/ c ice
/v/ ve give
/u/ o-e o ou some mother young
/z/ se cheese
/s/ se ce mouse fence
/ee/ ey donkey
/ool/ ui ou fruit soup

New tricky words

any many again
who whole where two
school call different
thought through friend work












Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Initial Sounds

 s	 t	 p	 n	 m	 d	 g	 c	 r	 h
 b	 f	 l	 j	 v	 w	 x	 y	 z	 qu
 ch	 sh	 th	 ng	 nk	 a	 e	 i	 o	 u
 ai	 ee	 igh	 oa	 oo	yoo	 oo	 ar		
 or	 ur	 ow	 oi	 ear	 air	zh			

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h	 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 ou u* oul	 ar a* al*
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu	 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou								

Grow the Code

Phase 5

- Generally takes children the whole of Year 1.
- Children learn new **graphemes** (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'.
- They should become quicker at blending, and start to do it silently.
- Practise reading and spelling more high frequency (common) words.
- They learn about split digraphs (the 'magic e') such as the **a-e** in '*name*'.
- Start to choose the right graphemes when spelling, and will learn more tricky words, including 'people,' 'water' and 'friend'.
- **At the end of Year 1, all children are given a Phonics Screening Check to ensure they have mastered the appropriate knowledge.**

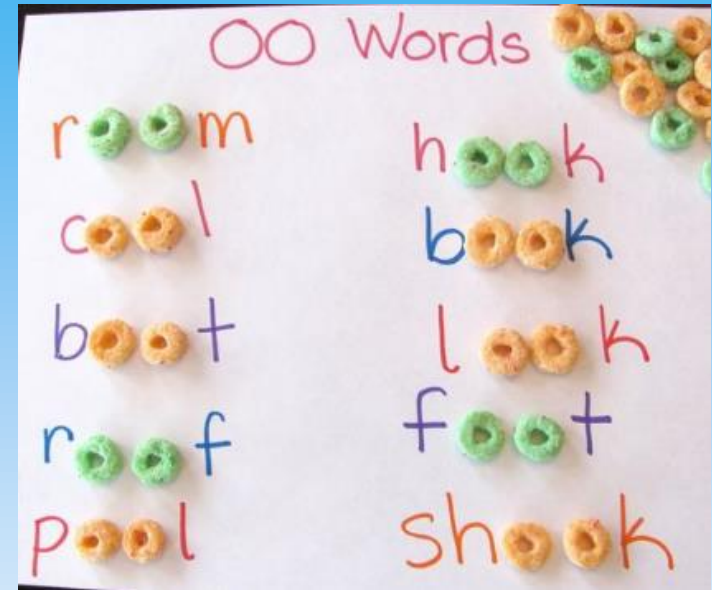
When is phonics taught?

- Tuesday to Friday every week from 9.05 – 9.35am
- On Fridays, spellings are tested and new words given out for the following week
- Children are encouraged to use their decoding strategies to read and write in other lessons – phonics and reading is everywhere in the curriculum



What is special about phonics lessons?

- Fast paced – 30 minutes
- Lots of praise
- Teamwork Games
- Silly voices and sentences
- Revising previous sounds
- Application to reading and writing.
- 5P's – Praise, Pace, Purpose, Participation, Passion



What is a digraph?

- A digraph is where two letters are used together to make one sound.



What is a trigraph?

- A trigraph is where three letters are used together to make one sound.



ear air ure

ure is no longer taught as a trigraph. Instead it is taught through tricky words 'pure' and 'sure'.

What is a split digraph?

- A split digraph is where two vowels are broken up by another letter
- The addition of the e changes the sound of the vowel.

like

bike

time

slime

kite

bite

a-e



e-e



i-e



o-e

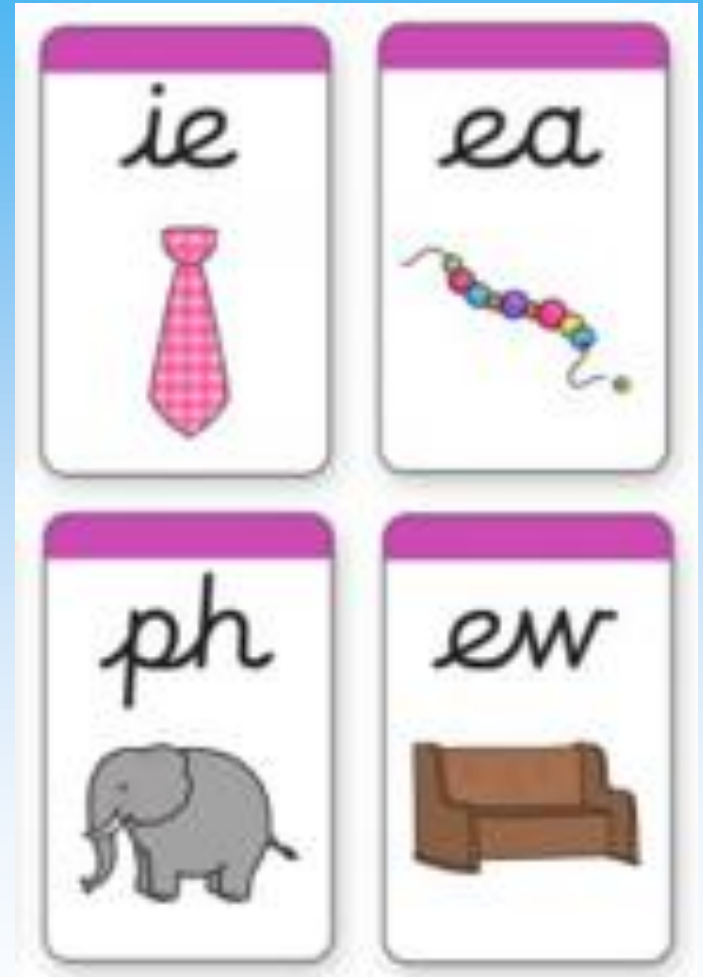


u-e



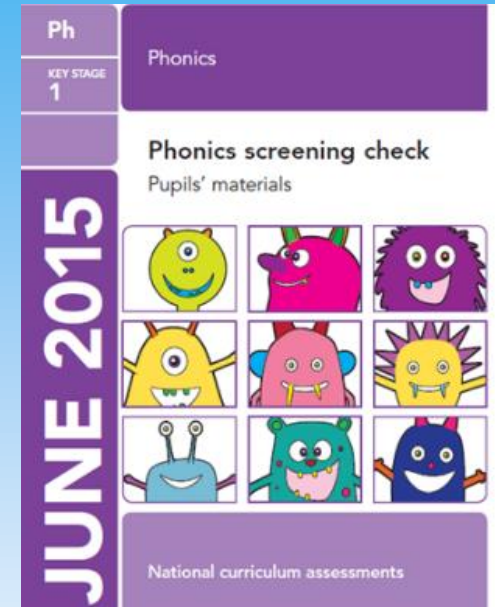
What about handwriting?

- Children are no longer obligated to write cursively.
- However, they will be taught to join all digraphs and trigraphs during their phonics lessons but without the cursive lead ins.
- E.g. *cloud*



Why are the children being screened?

- Every Year 1 child in the country will be taking the phonics screening check in the same week in June.
- The aim of the check is to ensure that all children are able to read by the end of Year 2.
- Children in Year 2 who do not pass the check in Year 1 complete it again in Year 2.



What will the children be expected to do?

- The check is very similar to tasks the children already complete during phonics lessons.

- Children will be asked to 'sound out' (segment) a word and blend the sounds together. e.g. d-o-g – dog



- However, the children don't have to segment first if they prefer to read it outright – either is fine

- The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'alien' words.

- A useful YouTube video is: https://youtu.be/IPJ_ZEBh1Bk



When will the screening take place?

- The screening will take place throughout the week beginning Monday 10th June 2024. The children cannot retake the test at any other time so it is very important your child is in school during this week.
- The check has been designed so that children of all abilities will be able to take part.
- We will feedback your child's results to you in the latter part of the Summer Term.



Examples of words:

Section 1

quiz

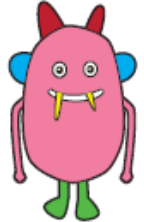
back

doom

short

Section 1

vol



teg



jat



ind



Examples of words:

Section 2

comic

giving

pumpkin

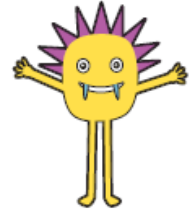
fighters

Sourced from SATs-Papers.co.uk

<http://www.SATs-Papers.co.uk>

Section 2

clisk



thrand



strad



scroy



Sourced from SATs-Papers.co.uk

<http://www.SATs-Papers.co.uk>

Who will complete the check?

- The children will complete the check one at a time in a quiet, familiar area of the school.
- An adult that the child will recognise will conduct the screening checks with the children. This is usually Mrs Bettany.
- The screening will only take 5-10mins with each child.



Shhhhhh!



How can you help?

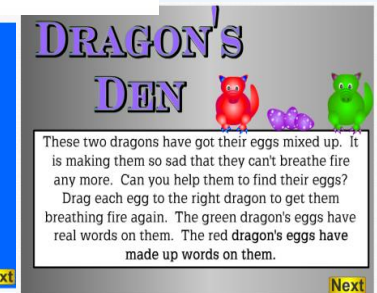
- Encourage your child to use their sound mat when writing to find the sound they need.
- Children can practise their phonics by playing games online – under the Phonics section on the website and through Spelling Shed.

•ALPHABLOCKS on YouTube.

Phonicsplay.co.uk

Username: Leasowes

Password: Leasowes123



How can you help?

- Children need to be reading as much as possible, particularly their Phonics book as this is supporting the consolidation of the sounds being taught. **Please make sure that any reading at home is evidenced in the Reading Diary so that we can change books and check on children's reading progress.**
- Encourage your child to read all of the time; books, recipes, information texts, street signs...they need to be exposed to as much reading as possible.
- Sub-titles on familiar programmes or films.
- Home reader and Phonics book – these should be read everyday, where possible. This does not need to be the whole book. The Phonics book needs to be brought into school everyday but will be collected each Friday.

How can you help?

•REMEMBER: Phonics is not the only thing needed to become a fluent reader.

•Please continue to read with your child each night and encourage them to:

•Segment / blend

•Re-read to check it makes sense. Develop prosody.

•Discuss what they are reading.

•Ask questions about the book.

•And most importantly **ENJOY READING!**



Thank you 😊