

Year 1

Phonics Information Evening



Phonics Team at Leasowes



Mrs Till



Mr Edensor



Miss Harrison



Mrs Bailey



Mrs Williams



Mrs Cooper



When is Phonics Taught?

- Tuesday to Friday every week from 9.05 – 9.35am
- The children are taught in small groups of between 10 – 15 children.
- On Fridays, spellings are tested and new words given out for the following week based on the sounds the children are learning in phonics.
- Children are encouraged to use their decoding strategies to read and write in other lessons – phonics and reading is everywhere in the curriculum.
- Every week, the children should take home a reading book that is linked to the phonic sounds they have been working on that week. These are sent home on Tuesdays to be returned to school on Fridays.

Phonics in Year 1



- In Year 1, children continue with the Little Wandle programme of Phonics and they build on their knowledge from Reception.
- By the end of Year 1, the expectation is that they will be able to read words containing all of the 44 speech sounds.
- This follows the different phases of Phase 3, 4 and 5 (Phase 2 completed in Reception).
- The children are assessed at the end of each half term to determine phonics groupings, gaps in knowledge and new sounds to be taught.

Progression Map

Reception

Autumn 1 Phase 2 graphemes

s a t p i n m d g o c k c k e u r h b f l

New tricky words

is I the

Autumn 2 Phase 2 graphemes

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)

New tricky words

put* pull* full* as and has his her go no to into she push* he of we me be

Spring 1 Phase 3 graphemes

- ai ee igh oa oo oo ar or ur ow oi ear air er
- words with double letters
 - longer words

New tricky words

was you they my by all are sure pure

Spring 2 Phase 3 graphemes

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

No new tricky words

Review all taught so far



Phase 3 sounds taught in Reception Spring 1

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 /d/ /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 /d/ /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/ /yool/ ue blue rescue
/yool/ u unicorn
/oa/ o go
/igh/ i tiger
/ai/ a paper
/eel/ e he
/ai/ a-e shake
/igh/ i-e time
/oa/ o-e home
/ool/ /yool/ u-e rude cute
/eel/ e-e these
/ool/ /yool/ ew chew new
/eel/ 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

/eel/ 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
/eel/ ey donkey
/ool/ ui ou fruit soup

New tricky words

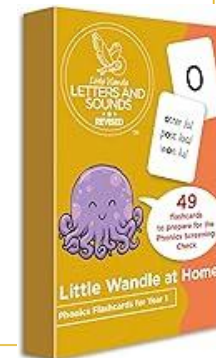
any many again
who whole where two
school call different
thought through friend work



How we teach Phase 5



How to say Phase 5 sounds



Around
£6.50 on
Amazon

Spring 2 Phase 5 graphemes

/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

New tricky words

once laugh because eye

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

Summer 2 Phase 5 graphemes

/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





New tricky words

busy beautiful pretty hour
move improve parents shoe

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

Grow the Code



How to say the Phase 3 sounds



Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say al al al	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo

How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 tail in the rain	Open your mouth wide and say al al al	ay a a-e elgh algh ey ea
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	ea e e-e le y ey

Tricky Words



How we teach tricky words

Phase 4 tricky word	Tricky part(s)	Why is it tricky?
said	ai	The 'ai' makes the sound e. <i>This is a rare spelling for this sound.</i>
so	o	The 'o' makes the sound oa. <i>Learning so far: For 'o', your child has learned the sound o as in 'top'.</i>
have	ve	Your child has not yet learned the digraph 've', which makes the sound v.
like	i-e	Your child has not yet learned the split digraph 'i-e', which makes the sound igh.
some come love	o-e	Your child has not yet learned the digraph 'o-e'. Here, it makes the sound u.
do	o	The 'o' makes the sound oo (as in 'food'). <i>This is a rare spelling for this sound.</i>
were	ere	The trigraph 'ere' makes the sound ur. <i>This is a rare spelling for this sound.</i>
here	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound ear.
little	le	Your child has not yet learned the digraph 'le', which makes the sound l.
says	ay	The digraph 'ay' makes the sound e. <i>This is a rare spelling for this sound.</i>
there	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound air.
when	wh	Your child has not yet learned the digraph 'wh'. Here, it makes the sound w.
what	wh a	Your child has not yet learned the digraph 'wh'. Here, it makes the sound w. The grapheme 'a' makes the sound o. <i>Learning so far: For 'a', your child has learned the sound a as in 'cat'.</i>
one	whole word	The grapheme 'o' makes the sounds w-u*. The digraph 'ne' makes the sound n. <i>*This is a rare spelling.</i>
out	ou	Your child has not yet learned the different sounds made by the digraph 'ou'.
today	<u>today</u>	The word 'today' has two tricky parts: the 'o' is an unstressed oo (as in 'food') that makes the schwa sound*; the digraph 'ay' is not yet decodable. <i>*This is a rare spelling for this sound.</i>

Tricky words are words that children can not read phonetically.

It is important to be able to read these words from sight as around 50% of what we read is made up of the first 100 high frequency words.

Phase 5

- Introduced in Year 1 and is taught for the duration of the academic year.
- 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) or tricky 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'.

Model Lesson

Weekly grid Year 1 phase 5

Autumn 1 week 4

Lesson focus	Revisit and review			Teach and practise				Practise and apply	
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	Read/write the sentence	Spelling
Phase 5 /ai/ ay play	ai ear air er oo oo ee igh	chain waiter children spark scoop crowds	said says	/ai/ ay	d-ay p-t-ay s-p-r-ay	day say play spray may crayon	spray Drops of water that fly through the air – Mum used a cleaning spray in the bathroom. may A word used to ask permission – May I go to the toilet? Or to show possibility – We may be late for school. May is also one of the months of the year. crayon A stick of wax that you can use for drawing – I'll use crayons to draw a rainbow.	May I play with the crayon?	day play + said
/ow/ ou cloud	ow ear air air er oo oo al ee igh ay	play say chair string thunder quicker	said says you do	/ow/ ou	c-t-ou-d a-b-ou-t p-r-ou-d	cloud sound about [ou] proud found	cloud There are lots of dark clouds in the sky – it may rain. sound A noise that you hear – I don't want you to make a sound as you queue for lunch. found When you have seen something you were looking for – I found my missing sock!	The thunder booms in the clouds.	cloud sound + you
/oi/ oy toy	oi air er oo oo al ee igh ay ou	day crayon out found train smear	said says you do like little	/oi/ oy	b-oy t-oy a-nn-oy	boy joy toy enjoy annoy destroy	joy Happiness – Being a teacher gives me so much joy. annoy To make someone angry – I annoyed Mum when I trod mud through the house. destroy To damage something so it can't be used any more – She destroyed my sandcastle when she jumped on it.	The boy smears crayons on the carpet.	boy joy + like
/ee/ ea each	ee er oo oo al ee igh ay ou oy	spray found boy annoy cartoon floating	said says you do like little push* put* pull* full*	/ee/ ea	s-ea r-ea-d t-r-ea-t	sea read heap treat least each	sea The salt water that covers most of the Earth – I love jumping over waves in the sea! heap A pile of something – Dad told me off because I'd left my washing in a heap on the floor. least Smallest amount of something – You have to brush your teeth for at least two minutes.	I like to treat myself and read cartoons.	read treat + push
Review	er oo oo al ee igh ay ou oy ee ea	Sort the oy/ay words: play enjoy joy spray annoy stay	said says you do like little push* put* pull* full*	n/a	n/a	Match the words to the pictures: crayon cloud toy sea children boy	Quick review: crowds groans each read proud found least children thunder	Write: I like to play in the sea.	found children

Reading practice sessions with decodable reading books three times a week

Little Wandle Guided Reading

- The children take part in Little Wandle Guided Reading lessons 4 times a week within the Year 1 team.
- These sessions last around 20 minutes each.
- They work and read with a partner.
- The books are matched to the level of phonics your child is reading. This is currently either Phase 4 or Phase 5.

Day 1: Teacher Read

Day 2: Decoding and blending skills

Day 3: Fluency and prosody

Day 4: Comprehension

Whole Class Guided Reading
Day 2: Decode
GPCs

/ai/ ay /ee/ ea /oi/ oy /ow/ ou /ur/ ir

Decodable Words

stir	out	enjoy
days	each	

Whole Class Guided Reading
Day 2: Decode
Tricky Words

so	some	they	are
do	you	the	little
put	all	to	when
into	come	one	by

Whole Class Guided Reading
Day 2: Decode
Vocabulary

Glossary
compost something that is made from rotting plants
nectar sweet liquid made by flowers
simmer to boil gently
tender soft, not tough

tender	compost
nectar	simmer

Whole Class Guided Reading
Day 2: Decode

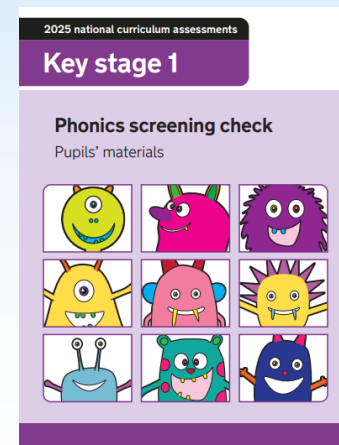
You are now going to read the story with your partner. Today your focus is to **segment and blend to decode**. You will read one page of the book each. You must point under the words with your lollystick. Your partner should help you to self correct any errors.

Challenge:

- Test your partner on the words at the front
- Can they tell you what the vocabulary means?
- Swap over and read the opposite page.

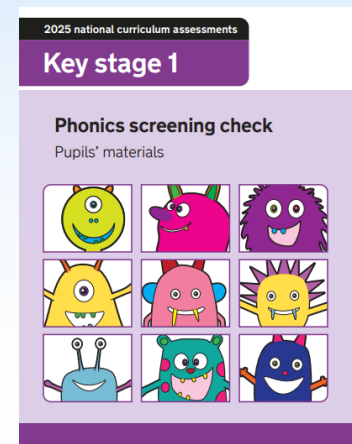
The Phonics Screening Check

- **At the end of Year 1, all children are given a Phonics Screening Check to ensure they have mastered the appropriate knowledge.**
- All Year 1 children in the country will be taking the phonics screening check on the **week beginning 8th June** as it is a statutory assessment.
- The aim of the check is to ensure that all children are able to read by the end of Year 1.
- Children who do not pass the check in Year 1 complete it again in Year 2.



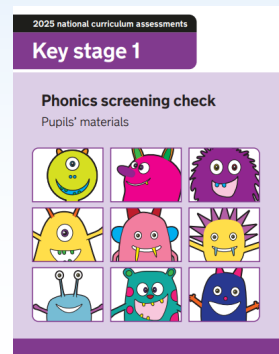
The Phonics Screening Expectations

- 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 sight read it – 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 government video shows this: [Year 1 phonics screening check training video](#)



The Phonics Screening Expectations

- The screening will take place throughout the week beginning **Monday beginning 8th June**. 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 summer school report.



Screening Check Example

Section 1

quiz

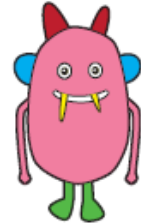
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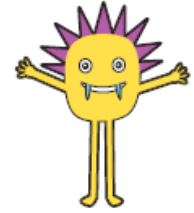
pumpkin

fighters

Sourced from SATs-Papers.co.uk

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

clisk



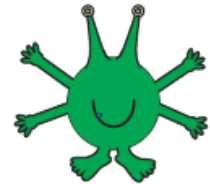
thrand



strad



scroy



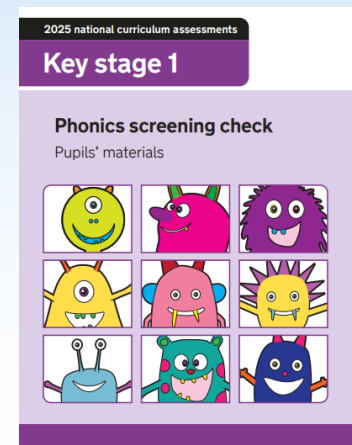
Sourced from SATs-Papers.co.uk

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

- The check begins with CVC / CVCC words and Phase 3 and progressively gets harder.
- The latter part of the check tests Phase 5 as well as multi-syllable words.

The Phonics Screening Expectations

- The children will complete the check one at a time in a quiet, familiar area of the school.
- Mrs Bettany and Mr Coombs will conduct each Phonics Screening Check.
- This usually takes place in Roots and Shoots and will only take 5 -10 minutes for each child.



Supporting Children at Home

- Read, read, read! The more the children are encouraged to read out loud to an adult, the more practise they will have to segment and blend words.
- Encourage your child to read their book 3 times to develop decoding skills, prosody and fluency, and comprehension.
- When reading or writing at home, encourage the children to use the Grow the Code sound mat.
- Children can practise their phonics by playing games online – under the Phonics section on the website.
- ALPHABLOCKS is also available on YouTube and iPlayer.

Phonicsplay.co.uk

Username: Leasowes

Password: phonicsfun

Supporting Children at Home

- Over this half term, we will be assessing how the children are progressing in relation to passing the Phonics Screening Check.
- From Spring 2, there will be interventions running for children who we feel will need a little more support. These typically are:
 - Small group phonics during Registration time
 - Year 5 Phonics buddies
 - Reading and Writing lessons tailored to target specific sounds
 - Phonics Bootcamp
 - Extra reading in the day to an adult
 - Parent packs sent home. **If we feel that your child would benefit from a support pack at home, we will notify you of this. We will then arrange a meeting to discuss how the packs can be used.**

Thank you 😊