



Phonics in Year 1
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The Aims:

- To have a better understanding of our Phonics curriculum.
- To have a better understanding of how the teaching and learning takes place.
- To understand how you can support your child at home.



Phonics



- We have a daily phonics session every morning.
 - We recap the previous phonemes/grapheme and words.
 - Learn new phonemes and words.
 - We practise spelling and saying the phonemes represented by the graphemes and words, individually or with partners.
 - Lastly, we apply this knowledge through sentence work or games.





Phonics

Systematic
Synthetic
Phonics

Phases

- Nursery – Phase 1
- Reception – Phase 2 and 3.
- **Year 1 – Phase 3/4 and Phase 5.**
- Year 2 – Phase 6.

Some definitions

- Phoneme
- This is the smallest unit of sound in a word.



How many phonemes can
you hear in

cat?

Some definitions

- Grapheme
- The way we write the phoneme.



How do we spell the phonemes in this word?

Some definitions

- Grapheme
- The way we write the phoneme.



How do we spell the phonemes in this word?

m-oo-n

Some definitions

- Digraph

2 letters represent 1 phoneme (ai, ee, oo)

- Trigraph

3 letters represent (igh , dge)

- Split digraph

Where the two letters are not adjacent (a-e, e-e)

How to Help with Reading

- Recognising the letter sounds in a written word. Sounding them out one at a time and then blending them in the correct order to pronounce the word.
- If it is a longer word split it into syllables first and then break down each syllable. Sometimes it can help to draw sound buttons on a word.

● E.g. play mile del - i - cate

Game One

- Dots and dashes

Booklet – Phase 5 consists

Phase 5 consists of

- New graphemes
- Alternative pronunciation
- Alternative spellings
- Common exception/high frequency words/tricky words.

Alternative spellings and pronunciations

- Phase 5 looks at alternative spellings and pronunciations.

- **c as in *cat***

- **c as in *city*.**

- **i as in *igloo***

- **i as in *idea*.**

Reinforce the learning. Encourage your child to use one approach. If it doesn't sound right then look at it again with another approach.

Game 2 – Twist, twist swap.

Letters and sounds

- Children should be secure in Phase 5 by the end of Year 1.

This means applying this learning when reading and writing.

Tips:-

- * **Encourage your child to apply his/her knowledge when reading and writing.**
- * **Check what the new learning is on the homework sheet each week.**
- * **Ensure your child is still able to recall previous learning as well and applies this in both his/her reading and writing.**
- * **Play phonic linked games.**
- **Read real and nonsense words.**

High Frequency Words

- oh, their, people, Mr, Mrs, looked, called, asked, said, so, have, like, some, come, were, there, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please, little, one, do, when, what, out
- As the children learn new graphemes many of the tricky words/common exception words become decodeable (you can use the phonemes to segment and blend them out).
- Write down the tricky words and ask your child to circle the graphemes/phonemes which make it tricky.

The Phonics Check

- In June all Year One children will be expected to undertake a phonics check.
- The aim is to check that a child is making progress in phonics.
- If a child does not reach the expected standard in Year 1 we will ensure that additional support is given to help your child progress in Year 2.
- Those children will then take the screening check again at the end of Year 2.

Useful websites

- www.ictgames.com/literacy.html

a great selection of games that link well with games in Letters and Sounds.

- www.phonicsplay.co.uk

a selection of interactive games for all phonic phases. Mostly simple games.

Reading at home

- Strategies to use
- Decoding texts
- Reading for meaning
- Substitution
- Read daily with your child at home.
- Set aside quality time
- Allow time for in-depth discussion of texts.

- Each week your child will read to an adult at school.
- That book will be sent home to read.
- It will have a gold star on/in it.
- Ensure that book is always in your child's book bag.

Reading

Reading books

These are matched to your child's reading and phonic ability.

Library books

This can be read to your child, or with your child.

These are chosen by your child.

You can help your child by...

- ✓ Praising them for their effort- be quite specific when you can.
- ✓ Reminding them to break the word down into the phonemes.
- ✓ Talking about the text and enjoying reading with them- perhaps a set time each day. The expectation is to read with your child every day- please record this in their reading record.
- ✓ Talking to them whilst they are doing their homework about what they are going to do before they write it- rehearse it and practise speaking in sentences.
- ✓ Practising reading the HFW and tricky words- see phonics booklet given out.

Game 3 - Bingo



Any Questions?

