







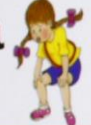
































September 2020

Welcome

Phonics in Year 1

s 	a 	t 	i 	p 	n 	ck 	e 
h 	r 	m 	d 	g 	o 	u 	l 
f 	b 	ai 	j 	oa 	ie 	ee 	or 
z 	w 	ng 	v 	oo 	y 	x 	ch 
sh 	th 	qu 	ou 	oi 	ue 	er 	ar 

What does my child already know?

In the Foundation Years your child will have been taught:

- 44+ sounds/phonemes and their corresponding graphemes (letters or groups of letters). These give them ONE written representation of each sound that makes up the English language. Their independent spelling will make use of these sounds where they are spelling 'phonetically' rather than always correctly at this stage.
- A bank of tricky words (words that cannot be sounded out and need to be learned 'by sight' or memorised as whole words).
- To 'blend' or 'sound out' words to read them and 'segment' words into their individual sounds to spell them. They should be able to read and make sense of simple sentences and write simple sentences all using their phonic knowledge learned so far. As the children become more expert at these skills it is important that we move them towards 'automatic' reading - only blending aloud when a word is longer or more difficult.

I	to	the	no	go	into
he	she	we	be	her	my
are	they	me	all	was	you
little	come	so	one	out	do
when	there	what	said	some	have
like	were				

s	a	t	p	i	n	g	o	c
k	ck	d	e	u	r	h	b	f
l	ff	ll	ss	j	v	w	x	y
z	zz	qu	sh	ch	th	ng	ai	ee
igh	oa	oo	oo	ar	or	ur	oi	ow
er	ear	air	ure					

- All the content taught so far will be revised in Year 1.
- Children who have not yet mastered the skills of blending and segmenting for reading and spelling (those who were 'emerging' in their early learning goals for reading and writing), will be grouped and taught these skills, letters and sounds and tricky words first and as a priority.
- They also form part of the Year 1 content of teaching so that all children have a fair chance of meeting Age Related Expectation at the end of Year 1. This is a lot to learn and your support at home is invaluable.

Year One content for phonics:

- Learning about alternative combinations of letters (graphemes) which represent the sounds of our spoken language.
- Children must be able to read all the common exception words for Year 1 in the context of reading a book.
- Look at the chart on the next but 1 slide for the full phonics code:

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our

f ff ph	l ll	m	r rr	n nn	s ss c ce	v ve	z zz s se	sh	th	ng nk	b bb
c k ck	d dd	g gg	h	j g	p pp	qu	t tt	w wh	x	y	ch tch
a	e ea	i	o a	u oo o	ai a-e ay	ee ea y ey ie e	igh ie i-e i y	oa oe o-e ow o	oo ue u-e ew	ar	or aw au ore
air are ear ere	ur ir er	ow ou	oi oy	ear	ure	<p>Suffixes: est, ment, less, er, ness, ing, ed, es, ly, ful, y, s</p> <p>Prefixes: un</p>					

Important skills in Year 1:

Using the letters and sounds taught in Year 1:

- Children learn to read words with all the graphemes shown on the chart. They investigate spelling patterns and words with same sounds/different spellings.
- They learn to read all the 'common exception' or 'tricky' words from the Year One list. These need to be learned on sight or memorised because they are irregular in terms of phonics. They are also required to be able to spell the days of the week and the number words 'one' to 'twenty'.
- We teach the strategies for reading at school but the more the children read at home, the more experience with words they gain. This develops their love of books, their vocabulary and language and their understanding.

How do we assess progress?

- Children read every day at school. In their phonics lessons, English lessons and also in guided reading sessions.
- Their decoding and spelling skills learned in phonics are assessed through their reading and writing.
- Their progress is carefully tracked and we tailor teaching to their needs.
- We will always communicate with parents/carers if children are experiencing difficulties with any aspects of learning to read and write.
- The end of Year 1 sees the 'Phonics Screening Check' which is a statutory check for all children in Year 1.

Phonics Screening

- 40 words of increasing complexity.
- 20 real words and 20 non-words which tests the child's ability to 'decode' using phonics learned.
- Usually the children must read 32 words correctly to pass.
- We will provide lots of practise before the test.
- The most difficult for children to read are usually the 'split digraphs' which may need extra practice.
- Lots of advice and information is available online

Any questions?

Thank you.