



# **Year 1 Phonics Information**

How do we teach children to read?

# What is Phonics?



Phonics is a way of teaching children to read by skilfully decoding words.

We use the **Sounds-Write** programme in school.

This programme teaches children that:

- Letters are used to spell individual sounds (symbols for the sounds we make)
- Many sounds may be written in more than one way (**ai**, **ay**, **a\_e** within words such as **rain**, **day**, **cake**)
- Many spellings represent more than one sound (**ow** – **cow**, **ow** – **snow**)

# The programme focuses on three key skills:



- **Segmenting** - splitting a word up into its sounds
- **Blending** - recognising the sounds in a word and putting them together
- **Phoneme manipulation** - ability to change or move individual sounds in a word to make a new word





# Segmenting

Identifying all the sounds in a word.

E.g. if a child hears the word 'log' they will learn to hear that the word 'log' has three sounds.

log = l o g      shop = sh o p



# Blending

Recognising letter sounds in a written word, saying each sound and blending them together in the order they are written to read the word.

m o p = mop



sh i p = ship





# Phoneme Manipulation

Children have the ability to change or move individual sounds in a word to make a new word.

cot – cat – cap

tin – ten – tent





# Common exception words

Children are taught to read and spell some high frequency common exception words, including sounds which they have not been taught but allow them to read stories. We encourage children to note the part that is the exception.

For example, in the word 'said', 's' and 'd' correspond to the taught sounds but 'ai' corresponds to the sound /e/ which is unusual.

Other words include: is, the, I, for, of, are, was, all, come, some, to





# The Extended Code

At the beginning of Year 1, children will move on to learning the Extended Code.

This teaches children that some words have the same sound but are spelt differently. Such as, the sound /ae/ .

day - ay

came - a\_e

rain - ai

great - ea





# Reading books throughout Year 1



Children will learn to:

- Use a book correctly, turning each page one at a time.
- Use their left to right eye movements to be able to read each sentence.
- Use their listening skills to answer questions about what they have read.
- Use their segmenting and blending skills to read each words in a sentence.



# Reading books throughout Year 1



Book will be sent home with your child that are carefully matched to the sounds that they have been taught or those sounds that need consolidating.

## **Blue** (Sounds Write Extended Code)

**Unit 1** - Sound /ae/ first spellings ai, ay, ea, a\_e

**Unit 2** - Sound /ee/ first spellings e, ea, ee, y

**Unit 3** - Spelling <ea> /ae/ & /ee/

**Unit 4** - Sound /oe/ first spellings o, oa, ow, oe, o\_e

**Unit 5** - Spelling <o> /o/ & /oe/

**Unit 6** - Sound /er/ first spellings er, ir, or, ur

**Unit 7** - Sound /e/ e, ea, ai

**Unit 8** - Sound /ow/ ou, ow

**Unit 9** - Spelling <ow> /oe/ & /ow/



# Reading books throughout Year 1



Book will be sent home with your child that are carefully matched to the sounds that they have been taught or those sounds that need consolidating.

## **Green** (Sounds Write Extended Code)

**Unit 10** – Sound /oo/ (as in moon) oo, ew, ue, u\_e, o

**Unit 11** – Sound /ie/ i, ie, y, i\_e, igh

**Unit 12** – Sound /oo/ (as in book) oo, u, oul

**Unit 13** – Spelling <oo> m/oo/n & b/oo/k

**Unit 14** – Sound /u/ u, ou, o

**Unit 15** – Spelling <ou> /ow/ /u/ m/oo/n



# Reading books throughout Year 1



Book will be sent home with your child that are carefully matched to the sounds that they have been taught or those sounds that need consolidating.

## **Orange** (Sounds Write Extended Code)

**Unit 16** – Sound /s/ s, ss, st, c, ce, se, sc

**Unit 17** – Spelling <s> /s/ /z/

**Unit 18** – Sound /l/ ql, ll, al, el, il, le, ol

**Unit 19** – Sound /or/ first spellings or, aw, a, ar, au, al

**Unit 20** – Sound /air/ air, ear, are, ere, eir, ayer, ayor

**Unit 21** – Sound /ue/ ue, ew, u, u\_e

**Unit 22** – Spelling <ew> m/oo/n & /ue/

**Unit 23** – Sound /oy/ oi, oy

**Unit 24** – Sound /ar/ ar, a, al, au

**Unit 25** - Sound /o/ o, a

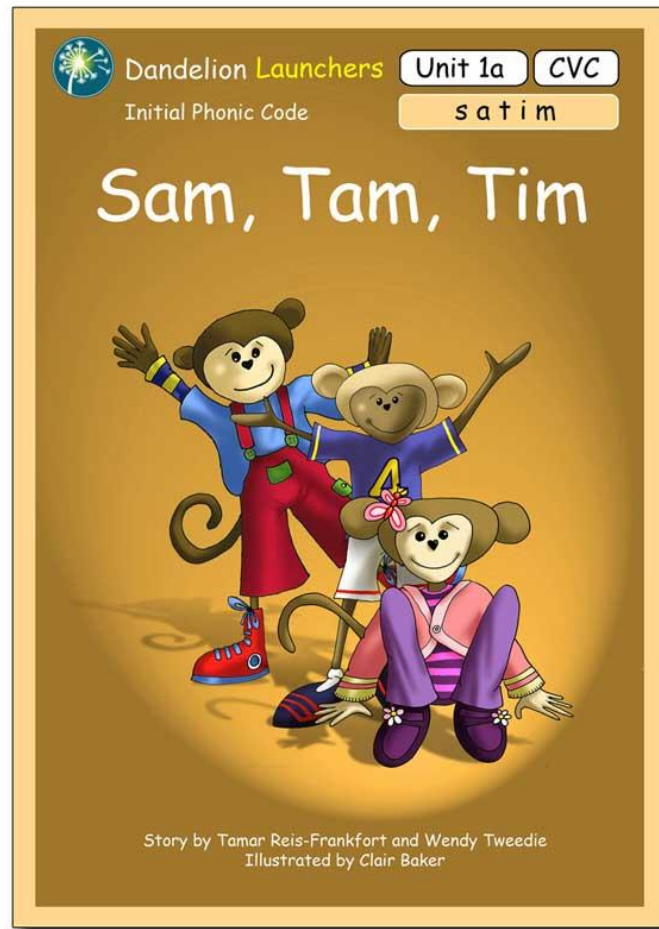
**Unit 26** – Spelling <a> /a/ /o/ /ae/ /ar/

By the end  
of Year 1



Reading books must match children's phonic skills.

They must build on prior learning.

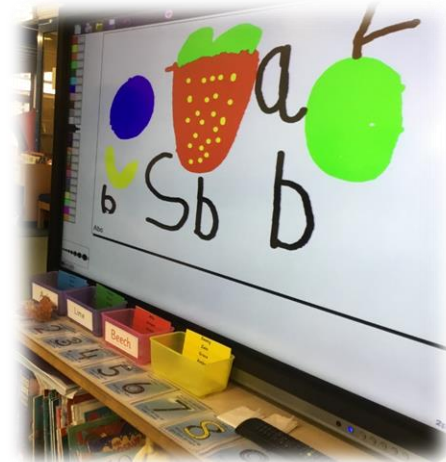


**BOOKS**

# Phonics in our daily routine



- The children have one taught Phonics session everyday from 9:05 - 9:30.
- In this session the children will be taught new sounds and will practise blending and segmenting words.
- They will also access appropriate activities to consolidate their new learning.
- There is a Phonics area in the Year 1 classrooms. These are set up with activities for the children to practise their skills all day.
- Key Stage 1 staff will listen to the children read throughout the week.



# How does Phonics help with writing?



The children will use the phonic sounds they have learnt to write words and sentences.

We encourage children to say a sentence aloud first so it is coherent. Then as the children write a word we encourage them to say the sounds in the word as they write.

There are 'sound mats' and displays available for children to access to check the spelling of a taught sound.



# Reading at home

Whilst it is important that children practise books from school, we also strongly encourage opportunities for children to be exposed to different texts to develop their love for reading.

## **You could...**

- Visit the library. Read a range of stories to your child. Ask questions to develop their understanding.
- Retelling stories, thinking about story sequence and language.
- Listen to poems and and join in with rhymes.
- Non-fiction books, newspapers, magazines and recipes.
- Reading words in the environment: signs, posters, labels, packaging, on the computer etc.





# The Avenue Reading Challenge

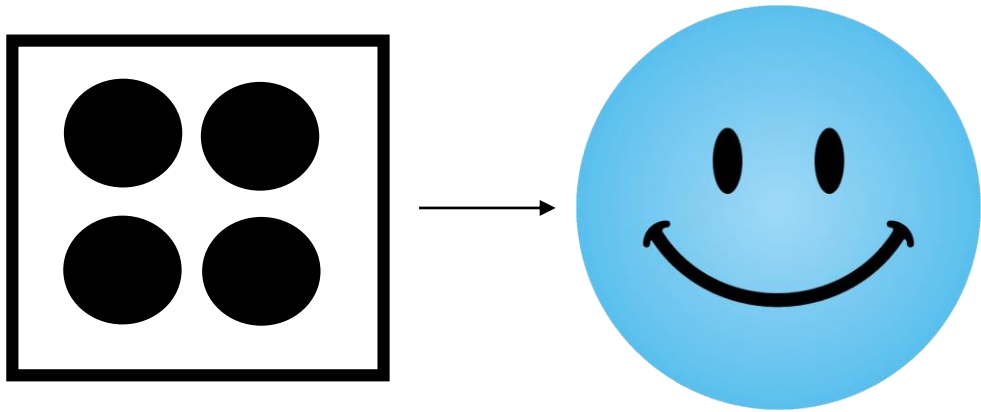
- If your child reads **50 times at home before Christmas** they receive a lovely story book and certificate as a prize.
- If your child reads **100 times altogether before Easter** they receive another book and certificate.
- This then follows on to **150 reads altogether before Summer.**

If your child has read more they also have the opportunity to hit **200, 250 and 300 reads**



# The Avenue Reading Challenge – Sticker Chart

- We monitor the reads by using our sticker chart. Children can gain stickers for reading at home. Only 1 read per day can be counted.



For every read, each child receives 1 dot on our chart.  
1 sticker is worth 5 reads.



# Reading books

The children will bring home a reading book and reading record.

Books will be changed twice a week to begin with  
(Monday and Thursday)

Don't feel your child needs to read a whole book in one night.  
We advise a **few pages each night.**

As the children are taught more sounds and words, the books will become longer.



## **Thank you**

Thank you for supporting your child's reading journey.