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 **r**ai**n**, **d**ay, **c**a**k**e)
- Many spellings represent more than one sound (**ow** – **c**ow, **ow** – **sn**ow)

The programme focuses on three key skills:

- **Segmenting** - splitting a word up into it's sounds

log = l o g shop = sh o p

- **Blending** - recognising the sounds in a word and putting them together

m o p = mop

- **Phoneme manipulation** - ability to change or move individual sounds in a word to make a new word

cot – cat – cap

SOUNDS-WRITE
First Rate Phonics

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**

SOUNDS-WRITE
First Rate Phonics

The Initial Code

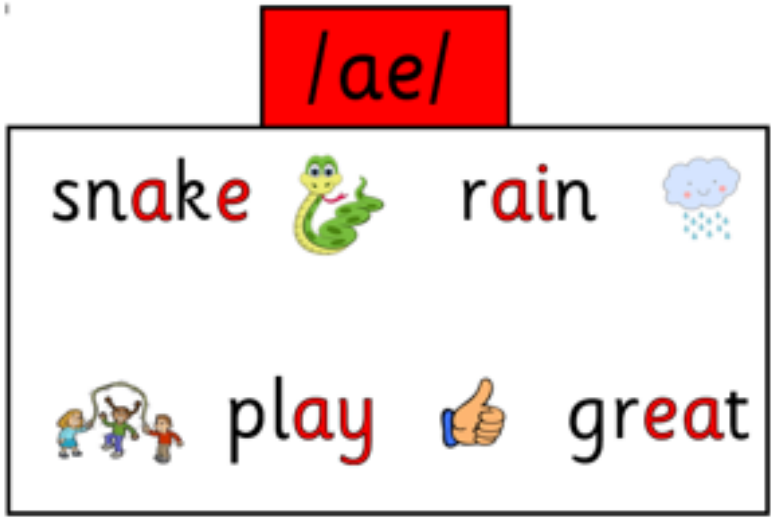
During Reception the children have learnt these sounds and blended words at CVC, CVCC, CCVC and CCVCC level.

Initial Code (Reception)			
Unit	Word Structure	New Sounds	New High Frequency Words
IC Unit 1	CVC	a, i, m, s, t	
IC Unit 2	CVC	n, o, p	is, a
IC Unit 3	CVC	b, c, g, h	the, I
IC Unit 4	CVC	d, e, f, v	for, of
IC Unit 5	CVC	k, l, r, u	to are
IC Unit 6	CVC	j, w, z	was
IC Unit 7	CVC	x, y, ff, ll ss, zz	all
IC Unit 8	VCC & CVCC	Using the previously taught sounds	come, some
IC Unit 9	CCVC		
IC Unit 10	CCVCC, CVCCC, CCCVC		
IC Unit 11		sh, ch, th, ck, wh, ng, qu	there, their, these, what, where, who

The Extended Code

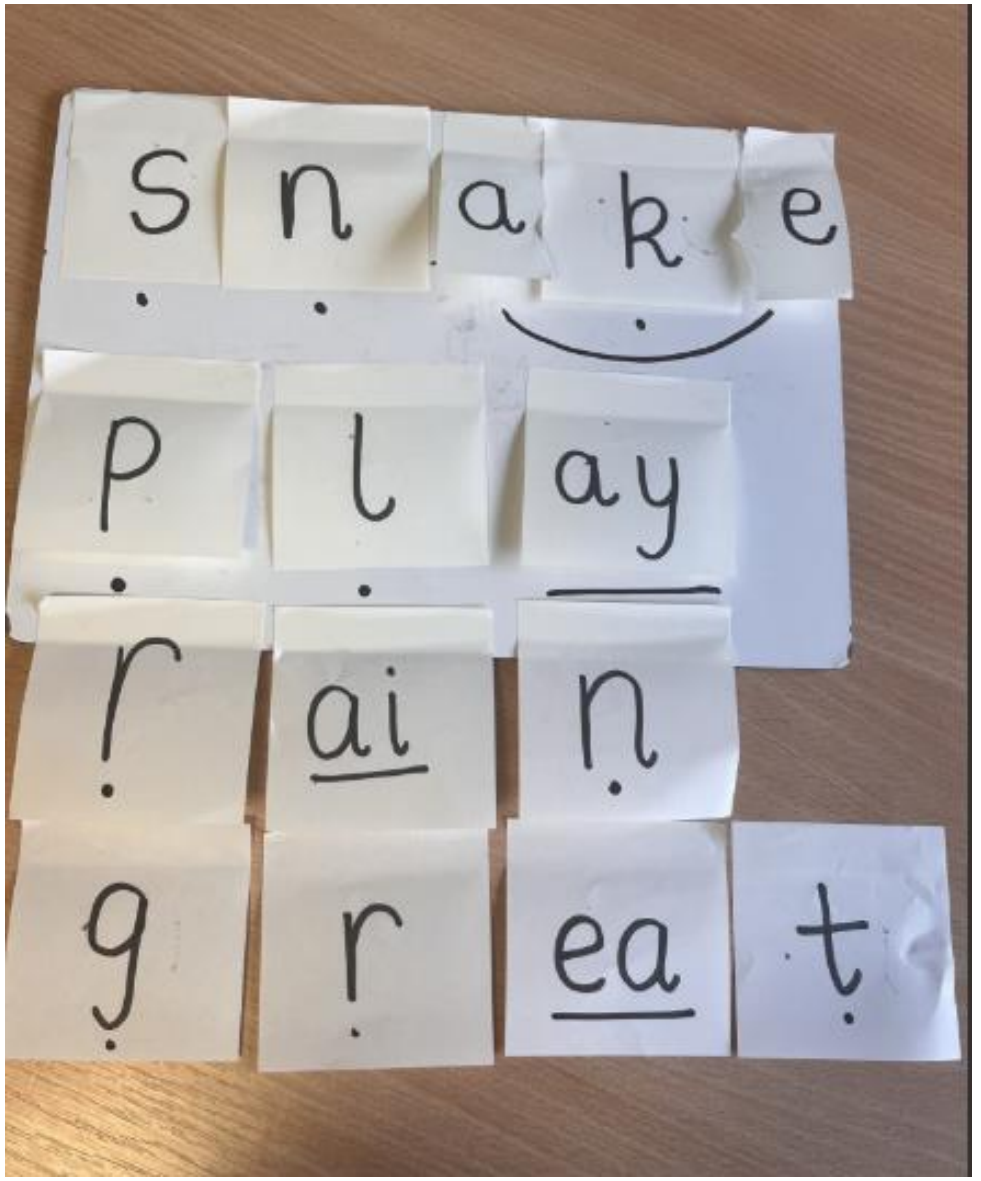
At the beginning of Year 1, children will move on to learning the Extended Code.

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



We would start to introduce the unit using word building. We would introduce all different spellings at the same time.

We build these words first and refer to these when the children are writing.



ai

ay

a-e

ea

play

bake

shape

day

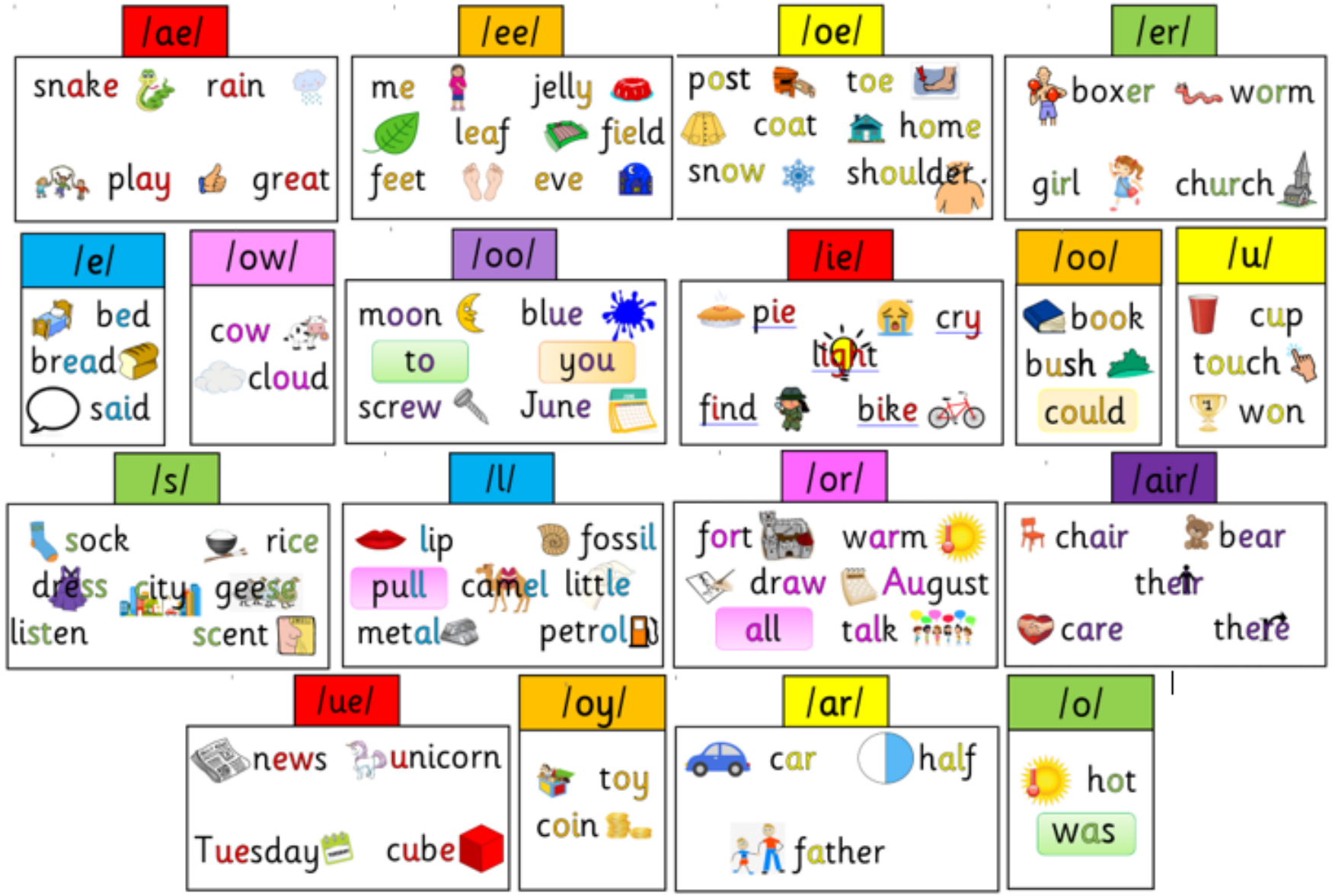
train

great

plain

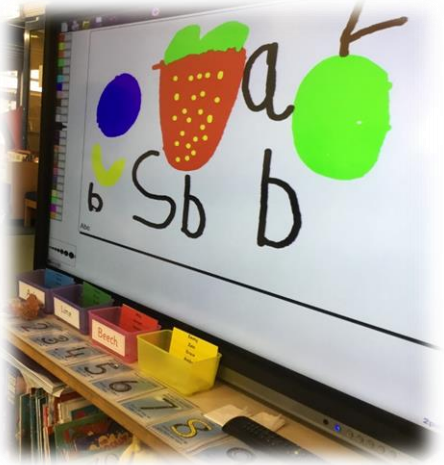
break

Extended Code (Year 1 to Year 2)		
Unit	/Sounds/ Spellings	Spellings /Sounds/
EC Unit 1	/ae/ ai, ay, ea, a-e	
EC Unit 2	/ee/ e, ea, ee, y, ie, e-e	
EC Unit 3	ea /ae/ (great) & /ee/ (team)	
EC Unit 4	/oe/ o, oa, o-e, ou, ow, oe	
EC Unit 5	o /oe/ (no) & /o/ (hot)	
EC Unit 6	/er/ er, ir, or, ur	
EC Unit 7	/e/ e, ea, ai	
EC Unit 8	/ow/ ou, ow	
EC Unit 9	ow /ow/ (cow) & /oe/ (snow)	


/ae/
snake
rain
play
great
/ee/
me
jelly
leaf
field
feet
eve
/oe/
post
toe
coat
home
snow
shoulder
/er/
boxer
worm
girl
church
/e/
bed
bread
said
/ow/
cow
cloud
/oo/
moon
blue
to
you
screw
June
/ie/
pie
cry
light
find
bike
/oo/
book
bush
could
/u/
cup
touch
won
/s/
sock
rice
dress
city
geese
listen
scent
/l/
lip
fossil
pull
camel
little
metal
petrol
/or/
fort
warm
draw
August
all
talk
/air/
chair
bear
their
care
there
/ue/
news
unicorn
Tuesday
cube
/oy/
toy
coin
/ar/
car
half
father
/o/
hot
was

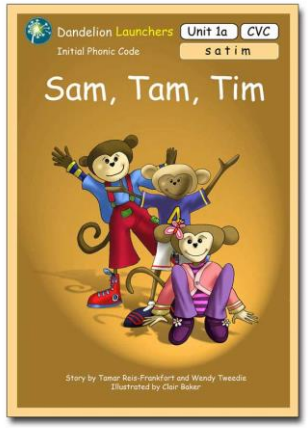
Phonics in our daily routine

- The children have one taught Phonics session everyday from 8:50 - 9:20.
- 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.
- Year 1 staff will listen to the children read throughout the week.



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.



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.

Reading at home

- Whilst decoding is a big part of the children learning to read it is important that we also develop their love of reading and comprehension skills.

- Let the child hold the book.
- Discuss the front cover, the title, ask your child to predict what they think the book will be about.
- Point to the words as they read them.
- Talk about the pictures.
- Allow plenty of time for discussion before you turn over the page. 'What do you think will happen next?' etc.
- Let the child retell the story to you.
- Make reading fun and make sure you praise the child's efforts.

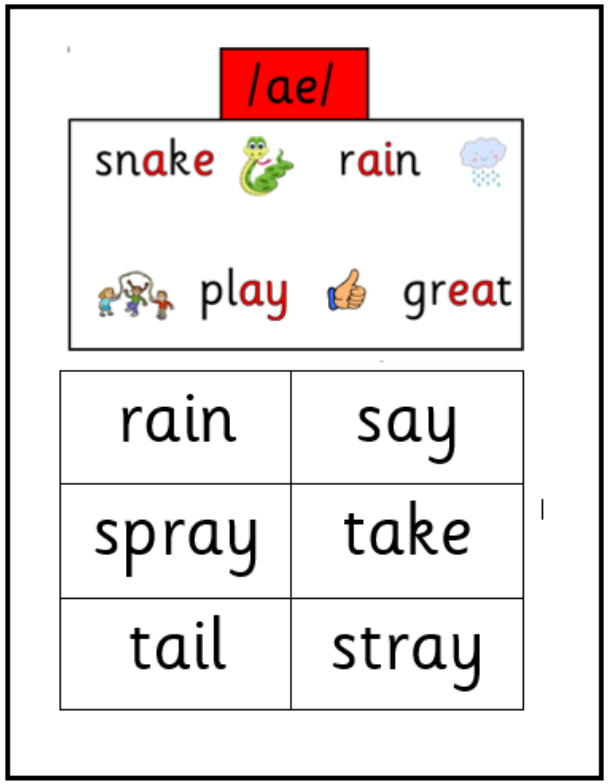
Reading at home

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.

Children will start to come home with a orange books including the new sound they have learn that week. New sounds will be updated as and when on a Friday (some sounds we learn over two weeks). You can practise these words with the children at home or in games.



rain	say
spray	take
tail	stray

bake	bay
came	cave
day	game
gate	late
make	pail
pain	play

Activities to do at home

Using the resources provided by school, here are some activities that you can do at home with your child before and after they have read their book.

Word Building

Seek the Sound

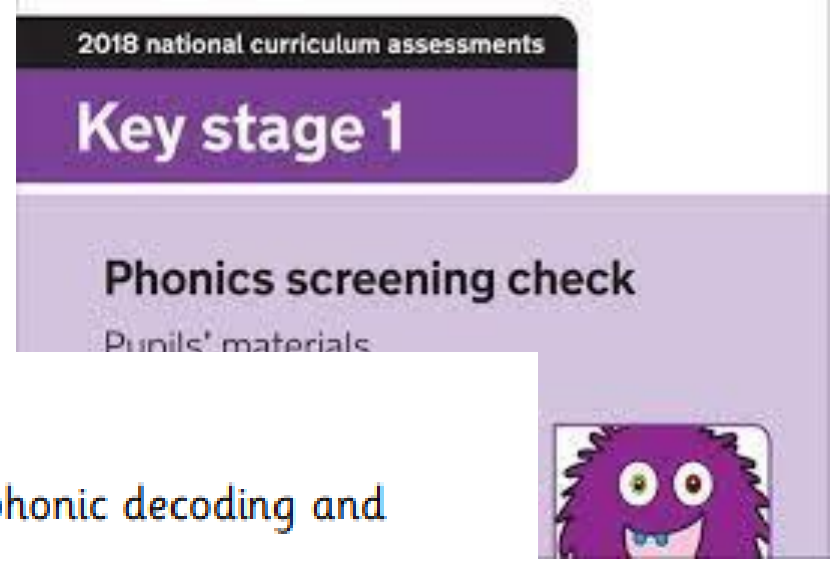
Word Sorting

What if they can't do it?

If a child is struggling to read or decode a word, you could offer this advice:

- Encourage them to say the sounds and read the word again.
- You can prompt them if sound recognition is stopping them, 'this is m'.
- Then encourage them to say the sounds and read the word again.
- If blending is stopping them then you model saying the sounds slightly faster and ask them if they can hear the word.
- If they are still stuck then you can say to them 'this is g-oa-t, goat'.
- If you feel like there are more than a few words your child is struggling with please let us know.

Phonics screening check



What happens during the Screening Check?

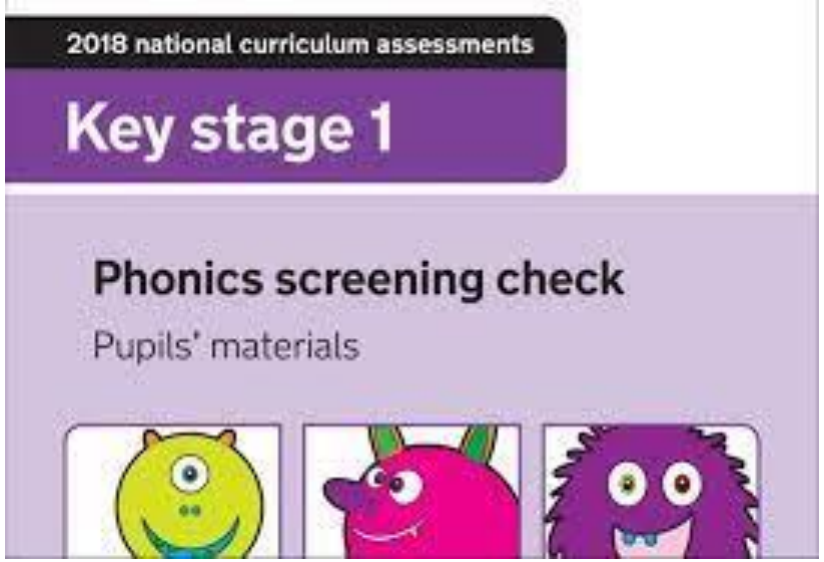
The Phonics Screening Check is designed to confirm whether children have learnt phonic decoding and blending skills to an appropriate standard.

The test contains 40 words. Each child will sit one-to-one and read each word aloud to their class teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words). The words will be an accumulation of all the sounds they have learnt since beginning Phonics.

Pseudo Words

Pseudo words (nonsense words) will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.

Phonics screening check



When is the Phonics Screening Check?

Children in Year 1 throughout the country take part in a Phonics Screening Check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.

When will I find out my child's result?

You will receive your child's result in their end of Year 1 Annual Report. Children who do not achieve the expected level will retake the test when they are in Year 2.

How can I help my child at home?

throst	vanish
stret	blossom

Thank you

Thank you for supporting your child's reading journey.