



Year 1 Phonics Workshop

These are all alternative spellings for the phoneme 'ai'.

A cartoon detective in a green hat and coat is looking through a magnifying glass at the phoneme 'ai'. Surrounding him are several dark grey footprints, each containing a different spelling: 'a', 'a-e', 'ay', 'eigh', and 'ey'. The phoneme 'ai' is written in large white letters in the center.

Are you a phoneme detective?

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Introducing Phase 5



Objectives of this session:

- To understand how the order of sounds is taught in Phase 5.
- To have a better understanding of the expectations in reading and writing in Phase 5.
- To understand the difficulties which children may encounter at this stage in their learning.
- To understand the role spelling plays in writing.
- To have a better understanding of what the year 1 screening test involves.



What is phonics?

Phonics is the systematic way of teaching children to read quickly and skilfully. Research shows that when phonics is taught in a structured way, starting with the easiest sounds and progressing to the most complex. It is particularly useful and strongly recommended for children aged 5-7.

Children are taught to:

- Recognise the sound which individual letters make.
- Identify the sounds that combination of letters make.
- Blend these sounds together from left to right to make a word.

Although children cannot rely solely on phonics research shows that those who have received early phonics teaching become much more proficient readers.



Phase 2	Phase 3
<p>Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f, ff l, ll ss</p>	<p>Set 6: j v w x Set 7: y z, zz qu</p> <p>4 consonant digraphs: ch sh th ng</p> <p>Introduce 1 representation of each long vowel phoneme: ai, ee, igh, oa, oo (<i>as in boot & look</i>), ar, or, ur, ow, ear, air, ure, er</p> <p>(27 new sounds including digraphs and trigraphs)</p>
<p>Tricky words: to, the, no, I, go</p>	<p>Tricky words: he, she, we, me, be, was, my, you, her, they, all, are</p>



End of Reception/ Start of Year 1

- Children will be able to say the sounds of all or most of the phase 2 & 3 graphemes.
- Children will be able to find all or most of the phase 3 graphemes when given a sound.
- Children will be able to independently blend and read cvc words containing phase 2 and 3 sounds.
- Children will be able to make phonetically plausible attempts at blending cvc words in spelling.
- Children will be able to read and spell all phase 2 tricky words and read all phase 3 tricky words independently.



Year 1 Autumn Term : Children will commence Phase 4

This is a consolidation phase and there are no new sounds learnt. Children continue to work with graphemes taught in phase 2 and 3 in new words.

Children will work on blending and segmenting polysyllabic words (words containing more than one syllable) and words containing adjacent consonants in:
ccvc words: flag, crab, frog, plum, stop.

cvcc words: sand, hand, nest, went, tent.

ccvcc words: stand, trust, drank, grant, blink

Children will be expected to be spelling phase 3 tricky words and to read phase 4 tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what.

Like the tricky words children must become familiar with which spelling each word needs to take.



Alternative spellings for phonemes:

ai – ay, a-e, eigh, ey, ei

ee - ea, y, e, e-e

igh - ie, y, i-e

oa – oe, ow, o-e, o

oo – oul

or – au, aw, al

ar – a

ur – er, ir

ow – ou

oi – oy

air – are, ear

ear – eer, ere

ure – our

pain, stay, cake, sleigh, hey, rein

teeth, leaf, suddenly, we, theme

night, tie, fly, bike

oat, toe, grow, home, no

wood, would,

for, August, shawl, all

bath (regional)

turn, herb, girl

now, house

boil, boy

hair, share, pear

fear, deer, here

pure, tour



Split digraphs

When learning alternative spellings, children will come across split digraphs. These often prove quite tricky with the children. These are words where the vowels have been split creating a longer sound.

a-e	cake, bake, take, shake
e-e	theme, even, swede, delete
i-e	bride, slide, glide, ride
o-e	hope, stroke, joke, slope
u-e	huge, rude, tube, June



What are the difficulties associated with Phase 5 for our children?

- Children may be unaware or confused by alternative spellings of phonemes.
- Children may need to consolidate their awareness of the different pronunciation of the same graphemes. (When reading children should be asked to attempt different pronunciations until the word sounds correct).
- Children may have problems understanding the split digraphs (Children should be shown using diagrams where the split digraph can be seen in the word.)



How you can support your child at home

- Continue to read with your child everyday. It is important that children be exposed to more than the school reading books. Reading a variety of different books will help to develop their reading skills.
- Play games like buried treasure on www.phonicsplay.co.uk so children get experience of reading pseudo words.
- Help your child to learn their weekly spellings and model correct spellings in any independent writing they do at home (only correct spellings of sounds already taught in school).
- Ensure children can read and spell their tricky words from previous phases.



Year 1 Phonics Screening

- This is a national assessment which was introduced in 2012. The purpose of the phonics screener is to check how well the children use the phonic skills they have learnt.
- All children in Year 1 take part.
- The children are asked to read 40 words. 20 real words and 20 pseudo (nonsense) words.
- All 40 words can be read phonetically.
- The words get progressively harder from cvc words eg: tox to 2 syllable words eg: dentist.

Year 1 Phonics Screening



- This years phonics screening will take place in mid June.
- The children will complete the check with their teacher 1-1 in a quiet space.
- The children are used to doing phonics checks as they will have done them throughout Year 1 and Reception.
- The screener is designed to be child friendly – all the pseudo words have pictures of monsters to accompany them.
- The results of the screener will be shared with parents. Children who do not pass will retake it in Year 2.
- Here is a sample of the 2015 Phonics Screening Check.

Spelling/Writing in Phase 5



- While phonics is still used as the primary strategy to support reading in Year 1 children should be beginning to spell words correctly and we should see more of this in their writing.
- 15 weekly spellings will be given to your child as part of their homework.
- As children progress through Phase 5 children are expected to use the correct graphemes when spelling words more frequently.
- For example fire not fighr, mean not meen.



- Thank you for coming to today's workshop. We hope that you have found it useful.
 - Any questions?