



Year 1 Phonics Workshop

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

A detective in a green hat and coat is looking through a magnifying glass at the phoneme 'ai'. Surrounding the 'ai' are five footprints, each containing an alternative spelling: 'a', 'a-e', 'ay', 'ey', and 'eigh'. The 'ai' is written in large white letters with a black outline.

Are you a phoneme detective?

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- Friday 5th October 2018



Objectives of this session:



- To understand what the children will learn in phonics this year.
- To have a clear understanding of the expectations in reading and writing in Year 1.
- 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> |

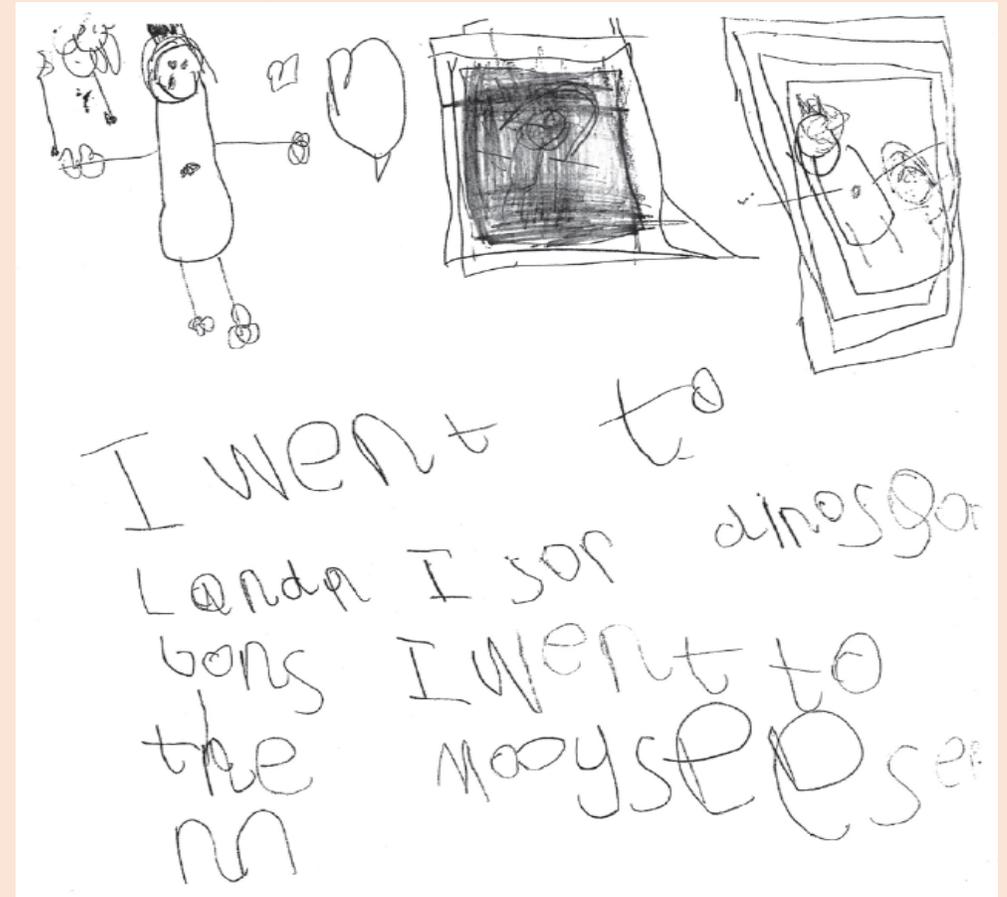
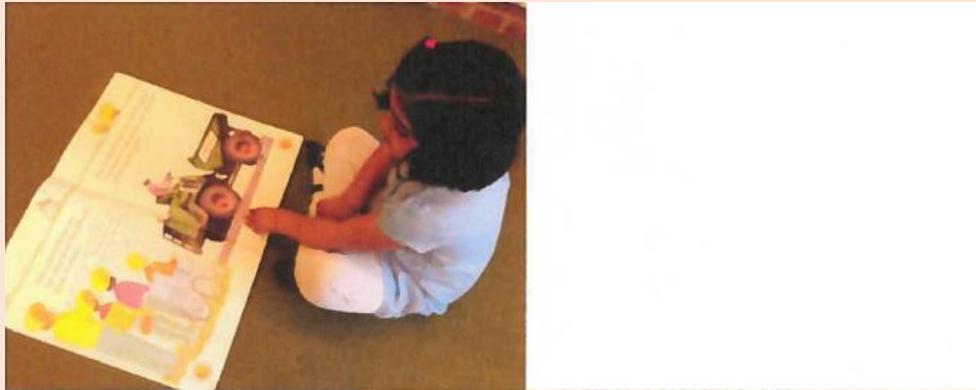


End of Reception/ Start of Year 1

- Most children will recognise phase 2 and 3 sounds.
- Children will be able to independently read words and sentences featuring these sounds.
- Children will be able to independently write words and sentences featuring these sounds.
- Children will be able to read and spell all phase 2 tricky words and read all phase 3 tricky words independently.



Examples of applying phonics to reading/writing (end of phase 3)



Phonics groups

- We realise that not all children learn at the same rate and that some children have not reached the expected standard for the end of Reception.
- We adapt our phonics teaching by streaming the children based on the sounds they know.
- This allows us to focus specifically on the gaps that children have.
- The groups are all reviewed regularly and will be taught by all the teachers throughout the year.



Phase 4

This is a consolidation phase and there are no new sounds learnt. Children continue to work with sounds 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 learn to read phase 4 tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what.



Phase 5

In Autumn 2 the children will begin Phase 5. This phase will continue until the end of Year 1. (Duration approx. 30 weeks)

The biggest focus of phase 5 is where children learn to identify the alternative spellings for sounds.

| | | | | | | | |
|---|--|--|--|--|--|---|---|
| ay  | ou  | ie  | ea  | oy  | ir  | ue  | ue  |
| aw  | wh  | ph  | ew  | ew  | oe  | au  | ey  |
| a-e  | e-e  | i-e  | o-e  | u-e  | u-e  | | |

*even

My Phase 5 sound mat

 www.twinkl.co.uk



Split digraphs

When learning alternative spellings, children will come across split digraphs. The children have to learn to recognise them (in the same way they had to learn to recognise digraphs, this can be quite tricky).

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 |



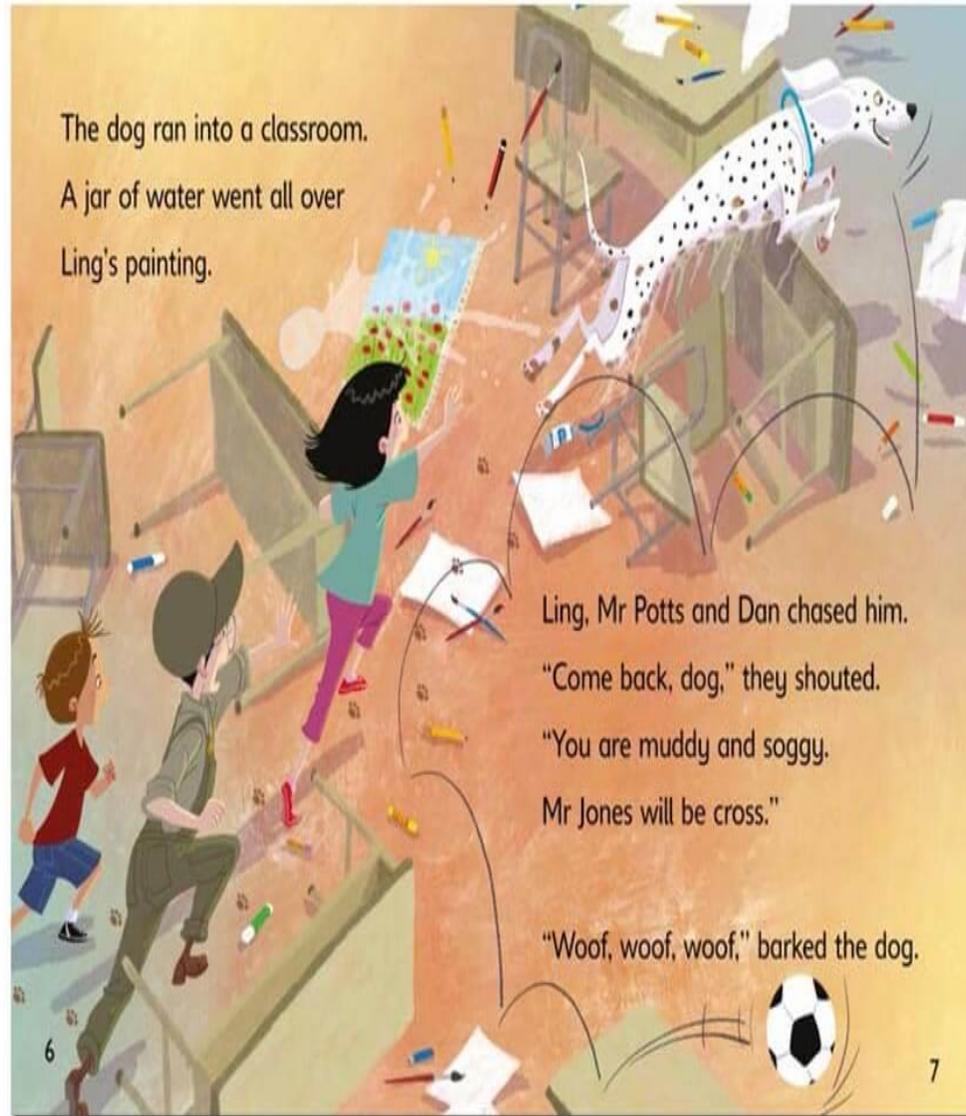
Reading

By the end of Year 1 we expect children to be reading words and sentences featuring all of the sounds they have learnt.

We expect that children will be reading fluently and will be including some expression in their writing.

We expect that children are able to explain/retell what they have read and answer questions about it.

We complete a benchmarking assessment with the children regularly to check the level they are reading at. We will not move children onto the next book band unless both their reading and comprehension skills are at that level.



The dog ran into a classroom.
A jar of water went all over
Ling's painting.

Ling, Mr Potts and Dan chased him.
"Come back, dog," they shouted.
"You are muddy and soggy.
Mr Jones will be cross."
"Woof, woof, woof," barked the dog.



Down by the rocks are SIX CROCODILES WITH
SNAPPING TEETH!

Danny starts to cry again. "I can't get my
treasure," he sobs.
"Oh yes, you can," says Flora. "You can chase the
crocodiles away."
"I can?" says Danny.
"Yes," says Flora. "Be brave."

All three of them climb the hill. They go down the
other side.

But what do they see down by the rocks?
"EEEEK," squeaks Flora.
"SCARY," says Alex.





Spelling

There is a big focus on spelling in Year 1. As children learn more sounds the expectation is that their spelling will become more accurate and children will choose the correct grapheme for each word.

For example fire not fighr, mean not meen.

We expect that by spending over 2 terms doing phase 5 we will give the children plenty of time to become confident with the new sounds and start using them in their writing.

Children's weekly spelling homework will be based around the sounds they are learning in phonics.



Common Exception Words

In Year 1 there are a group of words that we expect children to be able to read and spell. They are called common exception words and they are words that cannot be phonetically decoded.

Some of the words are also tricky words that the children learnt in Reception.

We will be sending these words home for you to keep so that you can help your child practise.

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 |
| | we | | |



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.

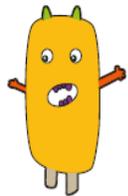
Year 1 Phonics Screening



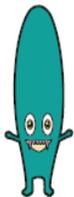
- This years phonics screening will take place in mid June.
- The children will complete the check with their teacher 1-1 in a quiet space.
- The children are used to doing phonics checks as they will have done them throughout Year 1 and Reception.
- The screener is designed to be child friendly – all 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.
- We will send home some revision materials nearer the time if you would like to help your child practise.

Section 1

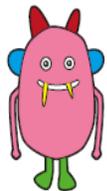
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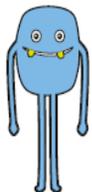
wup



jub



eps



Section 1

chop

sing

dart

shock

Section 2

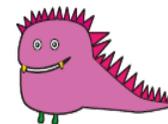
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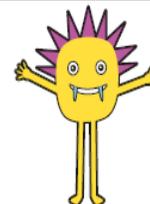
braint



scrid



splote



Section 2

blast

groans

spray

strike



Resources to use at home

- Before half term we will be sending home the following:
- The Year 1 common exception words.
- Phase 2, 3, 4, and 5 sounds mats.
- The teaching order for Phase 5.
- Information to support comprehension.
- Information to support letter formation.



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.
- Ensure children can read and spell their tricky words and common exception words.



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