



Welcome to the Year 1 Phonics Workshop

What is phonics?

The key approach we use
to help children to learn to
read and write.

Remember...

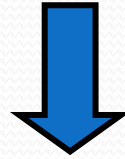
- Automatic reading of all words – decodable and tricky – is the ultimate goal for reading
- Phonics is the step up to word recognition – it is NOT what reading is all about. Children may be completely fluent decoders whilst still needing to work on comprehension and understanding of language.
- Writing words correctly so that others can understand our writing – is the ultimate goal for spelling

Phonics the Katherine Semar Way

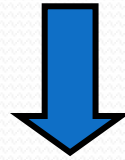


The Daily Lesson

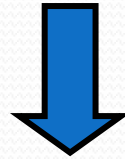
Revisit and Review



Teach



Practise



Apply

Structure

- Phase 1 - Nursery/EYFS
- Phase 2 - EYFS
- Phase 3 - EYFS
- Phase 4 - EYFS
- Phase 5 - Year 1
- Phase 6 - Year 2

Key learning this term

Learn new graphemes for known phonemes

Know how to blend and segment the sounds together in a word to read and spell it e.g. p-l-ay ➡ play

Read and spell tricky words and common exception words

Alternative Spellings for Reading

In Early Years the children learned one version of each of the sounds in the English language
e.g. ai, ee, igh, oa, oo...

This term they will learn that these sounds can actually be spelt in lots of different ways.
These are called **alternative spellings**.

e.g.

ee can be **ea e-e** (pea, Pete)

ai can be **ay, a-e** (stay, made)

igh can be **ie, i-e** (tied, fine)

oa can be **oe, o-e** (toe, stone)


oo can be **ew, ue, u-e** (chew, clue, tune)

Split digraphs

- This is a new kind of digraph we will learn in Year 1. It can be helpful to remember the phrase: “the e on the end makes the vowel say its name” and “the e on the end is looking for his friend”.

Reading Split Digraph Words

spine



lake



bone



tune



Alternative Pronunciations

They will also learn that graphemes can be pronounced in different ways

These are called **alternative pronunciations**.

e.g.

‘**ie**’ is pronounced differently in ‘tr**ie**d’ and ‘ch**ie**f’

‘**i**’ is pronounced differently in ‘m**i**lk’ and ‘k**i**nd’

Spelling – segmenting

e.g. play

- Hold up correct number of fingers for phonemes (i.e. 3 for play)
- Say the word i.e. play
- Say the phonemes as you press each phoneme onto three fingers: p-l-ay
- Say and trace the letter names on each finger
- Write the word

[Segmenting Video](#)

Tricky Words

Tricky words are words that do not follow the phonic rules taught so far and cannot be read or spelt phonetically.

Children just have to learn to read and spell them automatically.

their, people, Mr, Mrs, looked, called, asked, could

High Frequency and Common Exception Words

- These are words that children encounter most in their independent reading.
- They need to build up a sight vocabulary of these words.
- This will **significantly** help the fluency of their reading.

| 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 | | |

Phonic Screening Test

This is statutory and takes place in June for all Year 1 children.

The children read 40 fully decodable words to a known adult.

There is a mixture of real and non-real words.

Every school must report back to parents on whether their child has reached the threshold score or not.

Partnered Reading

Session 1

Sound, word and vocabulary check

Decode - read

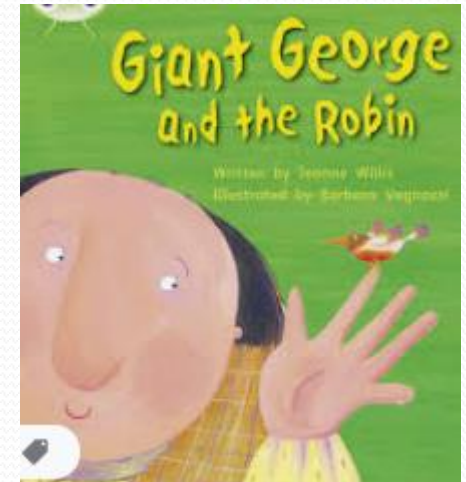
Session 2

Reread for fluency

Session 3

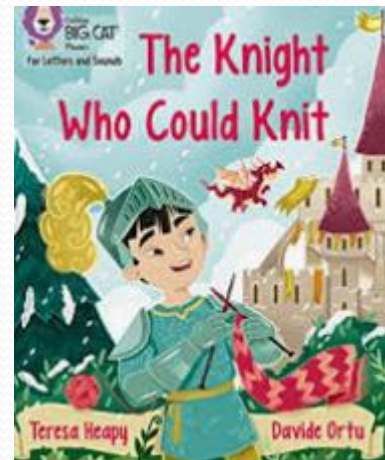
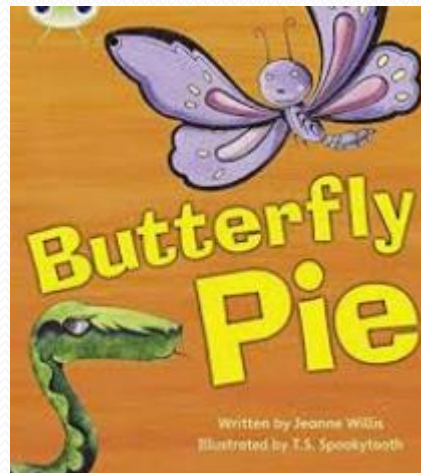
Comprehension

[Third Partnered Read Video](#)



Home reading books

- Phonically decodable
- Daily reading
- Rereading – First Read
Second Read
Third Read



Active Learn :Bug Club

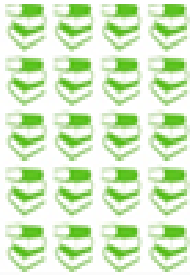


- The book read in partnered reading will be available on active learn at the end of the week in which it has been read in class.



Reading at Home

- Sit somewhere comfortable.....snuggle up!
- No distractions
- Try to establish a routinefind a good time for your child
- Allow your child time to sound out and blend.....pause, prompt, praise
- Tell your child a word if need be
- Encourage your child to follow the words with their finger.
- Read a sentence back to your child to ensure meaning is maintained.
- Know your child..... a few pages at this early stage may be enough.
- Talk about the books....likes/dislikes, relate you own experiences
- Explore vocabulary
- ENJOY !
- *Many children go through a period of not wanting to readdon't panic ! Usually it's tiredness. Speak to your class teacher if it is a concern.*

Why read for 20 minutes at home?

| Child A | Child B | Child C |
|--|---|---|
| ❖ Reads for 20 minutes a day | ❖ Reads for 5 minutes per day | ❖ Reads for 1 minute a day |
| ❖ 3600 minutes per school year | ❖ 900 minutes per school year | ❖ 180 minutes per school year |
|  |  |  |
| ❖ Scores in the 90th percentile on standardised tests | ❖ Scores in the 50th percentile on standardised tests | ❖ Scores in the 10th percentile on standardised tests |
| <p>If they start reading for 20 minutes at home each day in EYFS, by the end of Year 6:</p> <ul style="list-style-type: none"> ❖ Child A will have read for the equivalent of 60 school days. ❖ Child B will have read the equivalent of 12 school days ❖ Child C will have read for the equivalent of 3 school days | | |

Want to be a better reader? Simply read.

Spelling in Y1

The children will learn to spell:

- words accurately by choosing the correct grapheme
- common compound words
- plurals by adding 's' or 'es'
- words with the suffixes -ed/ -ing/-er/-est
- words with the prefix un-
- the days of the week.
- the numbers to 20.

Information on the teaching of these spelling patterns will be shared at the beginning of the term in which they are taught.

Half termly BIG SPELL

BIG SPELL

Weekly spellings to learn – in reading dairy/ home learning letter

A half termly 'Big Spell' to assess how the children have committed the taught spellings to their long-term memory.

Useful websites and apps

Phonics Play

ictgames.com

Reading Eggs

Squeebles

Mr Thorne



Any questions?

This presentation will be on the website.

We will be sending home:

A leaflet with video links to demonstrate our approach to the key learning this term.

A copy of the Y1 tricky words and common exception words

A spell well leaflet with ideas for how your child can practise their weekly spellings

Each term we will be producing a leaflet to share the next phase of your child's phonics journey with you.