

Autumn Term

Phonics Guide for Y1 Parents

Phonics is the key approach to help children to learn to read and write. This term we continue to follow our phonics programme to develop your child's reading skills.

The primary aims this term are to:

- Consolidate past learning
- Alternative graphemes for phonemes
- To read and spell new tricky words and common exception words.

Terminology

- **Phoneme:** the smallest unit of **sound** in a word e.g. tail has 3 phonemes 't' 'ai' and 'l' '
- **Grapheme:** the written representation of a sound
- **Digraph:** two graphemes which make one sound e.g. ay, oe
- **Trigraph:** three graphemes which make one sound e.g. ear



Reading

Automatic reading of all words – decodable and tricky - is the ultimate goal. While blending supports the decoding of words to read them, reading also encompasses skills in comprehension and fluency.

Oral blending:

There is still much emphasis on oral blending as it is vital that your child is blending using all sounds.

Blending for reading:

As in past terms, sound buttons will be used to support your child in learning to blend and read words. As your child develops confidence we encourage them to blend silently i.e. they say and blend the words in their head before saying the word out loud. Gradually your child will blend many words automatically and will only need to sound out words that they have not come across before.

Alternative Spellings for Reading

This term, children will learn new graphemes for already known phonemes. The children have learnt one way to represent each sound (phoneme) throughout Early Years. In Year 1, the children will learn other ways to represent these phonemes and how to blend and segment them in a word. These are called alternative spellings, and the children will begin by learning to read them.

For example:

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

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

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

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

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

We continue to use pure sounds so that your child will be able to blend more easily.

A pure sound means we avoid saying 'uh' after each sound e.g. /mm/ not muh /ss/ not suh

[Phase 5 Pure sounds](#)

Split Digraphs

This is a new digraph that we will learn in Year 1. When teaching the children, we talk about the 'e' on the end making the vowel say its name.

[Reading Split Digraph Words](#)



Alternative Pronunciations

Children will begin to learn that graphemes can be pronounced in different ways. These are called **alternative pronunciations**.

e.g.

'ie' is pronounced differently in 'tried' and 'chief'

'i' is pronounced differently in 'milk' and 'kind'

Partnered Reading

The books your child will read, will be finely linked to the phonemes and tricky words they have learnt. In addition to decoding, to further support children's development of language, comprehension and fluency all children will take part in partnered reading. This comprises of three sessions in which the children will focus on decoding, fluency and comprehension.

[First Read Video](#)

[Second Read Video](#)

[Third Read Video](#)

Writing

Segmenting for Spelling

As taught previously, when spelling a word we orally segment it and then write it in a phoneme frame. Each box is for a different phoneme (rather than a different letter) and therefore a digraph/trigraph fits into one.

[Segmenting Video](#)

b	ea	ch
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Tricky words and High Frequency Words

Your child will learn to read the tricky words:

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

They will also learn to spell the tricky words:

said, have, like, so, do, some, come, little, one, were, out, what, when, there

In addition to tricky words, children in Year One will learn to read common exception words which are words that children encounter most in their independent reading. Like tricky words, the children need to build up sight vocabulary of these words to support the fluency of their reading and spelling. There is an overlap between these and the tricky words the children learn.

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		

BIG SPELL

Each week on the learning letter, your child will be asked to learn a selection of spellings. These are often closely linked to tricky words, common exception words or key vocabulary for subject specific learning. At the end of each term a selection of these words will be chosen to be tested in a Big Spell.

Ideas for practising these skills at home

Listen to your child read their school reading book every day.

In order to develop their confidence, fluency and understanding children are expected to reread books, usually three times.

Blending:

- Lucky dip - hide a selection of words in a box of shredded paper. Ask your child to find and read the words. You could challenge them to see how many they can find and read in a given time e.g. 1 minute

Segmenting:

- Write a list of words and ask your child to read them. Cover one up and see if they can remember which word it was – can they write the word? This also works with objects – have some objects on a tray, remove one, and ask your child to write the one that has been taken away.

Tricky words:

- Rainbow writing - learn to spell your tricky words by writing them in lots of different colours
- Write the tricky words on big pieces of paper. When you call a word out your child needs to run and jump on the correct word. Take it in turns calling the words.



This guidance is supplemented by a power point presentation which can be found on our school website www.katherinesemar.co.uk