

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



Key learning this term

Consolidate past learning

Learn more alternative graphemes for phonemes

Spell new tricky and common exception words

Adding suffixes

Alternative Spellings for Reading

The children will continue to learn that some phonemes can be spelt in different ways. These are called **alternative spellings**.

e.g.

ow (cow) can be **ou** (sound)

oi (boil) can be **oy** (toy)

ear (hear) can be **eer, ere** (peer, here)

air (hair) can be **are , ear** (care, pear)

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

j (jam) can be **ge,g,dge** (age, giant, edge, magic)

m (farm) can be **mb** (lamb)

oi (boil) can be **oy** (toy)

Alternative Pronunciations

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

These are called **alternative pronunciations**.

e.g.

‘a’ is pronounced differently in ‘w^ater’ and ‘h^at’

Adding Suffixes

Suffix: a letter or group of letters that go on the end of a word and change the words meaning e.g. jump- jump~~ing~~

Root word: a basic word to which a suffix or prefix can be added e.g. In the word jump~~ing~~ , 'jump' is the root word and 'ing' is the suffix

Plural: more than one e.g. one dog, lots of dog~~s~~

Adding Suffixes

Add the suffix **–ing** (jump- jump**ing** go- go**ing**)

Add the suffix **– ed** (hunt- hunt**ed** buzz– buzz**ed**)

Plurals

The children will learn to write plurals by adding **-s** or **-es**

dog- dogs

church- church**es**

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.

The children will be learning to spell:

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 and writing.
- They need to build up a sight vocabulary of these words.
- This will **significantly** help the fluency of their reading and writing .

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

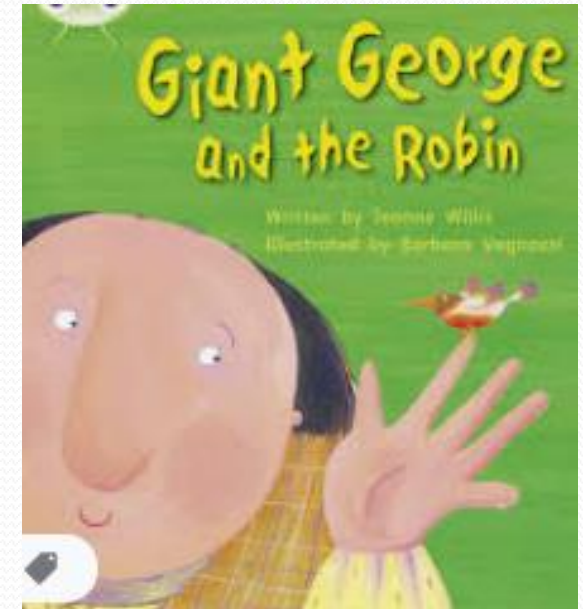
Decode - read

Session 2

Fluency

Session 3

Comprehension



First Read: https://youtu.be/zE9OtE_3eWU

Second Read: https://youtu.be/sBYvAOw_6tg

Third Read: <https://youtu.be/fwJ6KBwbf3g>

Active Learn :Bug Club

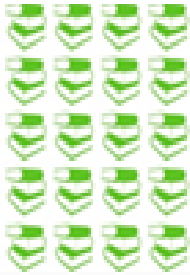


- Books at the appropriate level for your child to read.



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.

Useful websites and apps

Phonics Play

ictgames.com

Letters & Sounds

Squeebles app

Forest Phonics

Mr Thorne



Any questions?

This presentation is on the school website.

We have also sent home:

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

Another copy of the phase 5 catchphrases

Another copy of the year 1 common exception words

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