

Summer 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 the Letters and Sounds programme to develop your child's reading skills.

The primary aims this term are to:

- Consolidate past learning
- Learn alternative spellings of phonemes for spelling
- Consolidate spelling of tricky and common exception words
- Add suffixes and prefixes
- Spell the days of the week and compound words

Terminology

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

Root word: a basic *word* with no prefix or suffix added e.g. In the word '**jumping**,' jump is the root word and 'ing' is the suffix.

Prefix: a letter or group of letters that go on the start of a word and change the words meaning e.g. happy-unhappy

Compound word: a word that is made up of 2 or more shorter words that when put together have a new meaning e.g. football (foot + ball)

Reading

Partnered Reading:

This term your child will continue to take part in whole class partnered reading **three times a week**. This comprises of three weekly sessions in which the children will focus on decoding, fluency and comprehension. As with the home reading books, these books will be finely linked to the phonemes and tricky words they have learnt. A sticker, telling you which book your child has read will be stuck in your child's reading diary so they can read the book to you at home on www.activelearnprimary.co.uk. Please **tick or initial the sticker** so we know the children have read the book to you

Alternative Spellings for Reading:

The children will consolidate reading with alternative spellings for each phoneme (e.g. ow (cow) and ou (shout).) Once the children are confident with reading these alternative spellings, we will look at rules for when to use each of the graphemes in their spelling. For example, 'oi' is usually found in the middle of words, while 'oy' is found at the end.

For example:

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

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)

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

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

Alternative Pronunciations:

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

For example:

a is pronounced differently in the word ‘**water**’ than in the word ‘**tap**’

Spelling

Spelling patterns:

The children will learn to add some common suffixes to root words and understand how these change the meaning of a word.

e.g.

Add the suffix – **er** (quick- quicker fresh – fresher)

Add the suffix – **est** (long- longest slow – slowest)

Add the prefix **un-** (happy- unhappy)

Tricky words:

Children will consolidate the spelling of all tricky words, specifically focusing on:

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

High Frequency and Common Exception Words

In addition to tricky words, children in Year One learn to read and spell common exception words. These are words that children encounter most often in their independent reading and writing.

Like tricky words, the children need to be able to read and write these words accurately and automatically.

Please turn over to see a list of these words.

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		

Weekly Spellings:

Each week on the learning letter, your child will be asked to learn a selection of spellings. These are usually closely linked to tricky words, common exception words or key vocabulary for subject specific learning.

At the end of each half term a selection of these words will be chosen to be tested in a **Big Spell** and certificates awarded.

Ideas for practising these skills at home

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

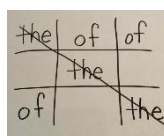
Reading:

- Write the words on pieces of paper or post-it notes and try to splat them with a fly swatter or nurf-gun
- Create a game of twister where you write words on each of the circle .



Spelling:

- Write the words with different rules. E.g. with your wrong hand, with your eyes closed, as tiny as you can, in GIANT writing.
- Nought and Crosses: play just like the traditional game but rather than one person being noughts and the other crosses choose two different words e.g. one of you could be 'people' and the other 'asked'



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