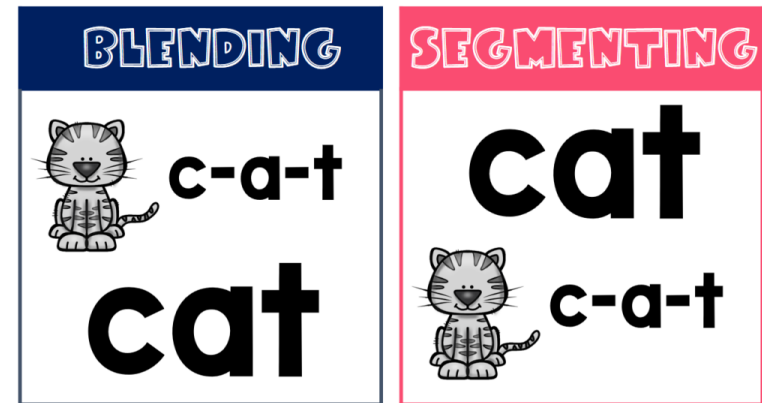




Year 1 Phonics & Reading

What is phonics?

- Phonics is a way of teaching children how to read and write.
- It involves teaching the children the pure sounds for each letter.
- For example, they will be taught that the letters 'm-a-t' blend together to make 'mat'.
- Phonics teaches children to decode words through **segmenting** and then **blending** the sounds together.
- Understanding phonics will also help children know which letters to use when they are writing words.

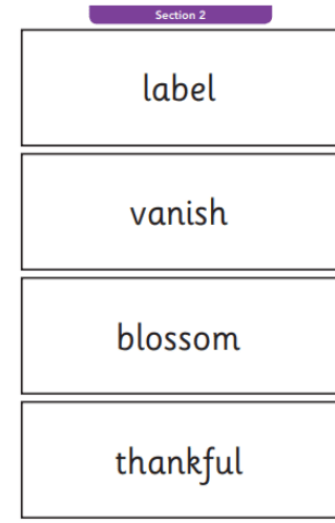


Phonics screening check

What is the phonics screening check?

Children read a list of 40 words including 'real' and 'alien' words.

Delivered by the class teacher during a pre set week in June.



What if my child does not meet the standard in the screening check?

- Children who have not met the standard in year 1 will retake the check in year 2. We will inform you of the result at the end of the school year.
- All children are individuals and develop at different rates. The screening check ensures that teachers understand which children need extra help with phonic decoding.

Phonics at St Wilfrid's

Essential Letters and Sounds (ELS).

Teach

These words all have the /ee/ sound in.

ea



ea ... ea ... seat
ea ... ea ... leaf
ea ... ea ... beak

You can find more information about ELS, including the order the sounds are taught in, on the Oxford Owl website: [Essential Letters and Sounds - Oxford Owl](https://www.oxfordowl.co.uk/)

ELS Structure

ELS Overview – Phase 1 to Phase 5

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Reception/Primary 1 Autumn 1</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p><i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception/Primary 1 Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, cvvc, cvccv, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception/Primary 1 Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1/Primary 2 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1/Primary 2 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i></p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

Nursery – sounds in the environment, rhyming, oral blending

Reception – oral blending, phase 2, phase 3, phase 4 and introduction of phase 5

Year 1 – revision of all phases and alternative spellings of previously taught sounds

Year 1/Primary 2 Autumn 1: Phase 5

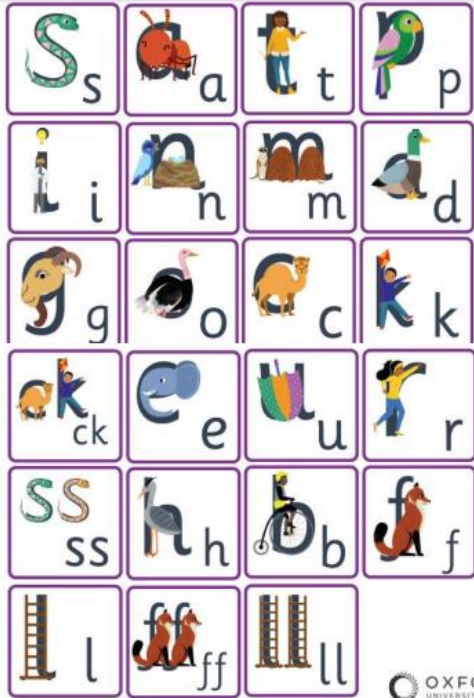
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Phases

Phase 2



Phase 3

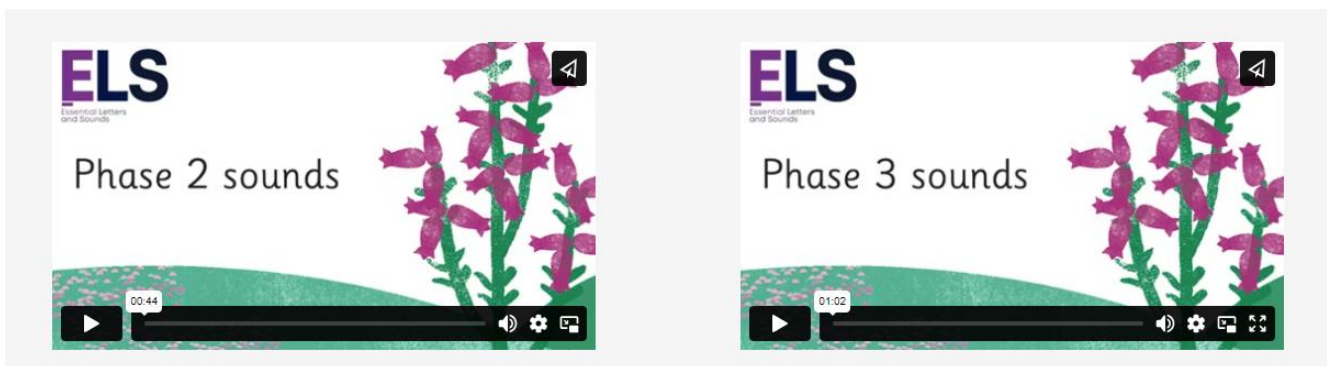


Videos to help with phonic sounds

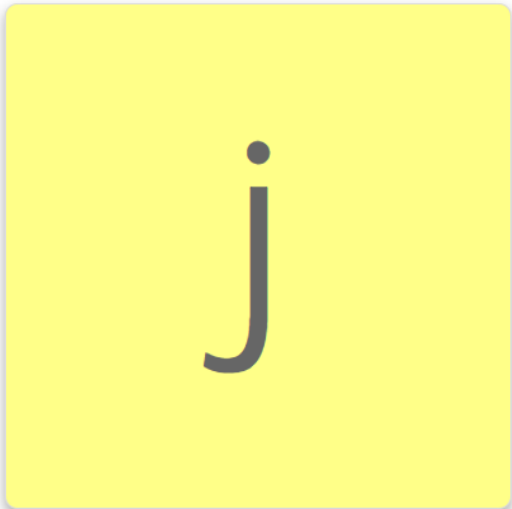


- Look for the videos and presentations page in the parents section on the school website. Scroll to the bottom to find the phonic sounds videos. These are not for children, but can help parents know how to pronounce any sounds they are less familiar with.

<https://www.saintwilfrids.wigan.sch.uk/page/videos-presentations/109792>



Assessment



1/29

Back Correct Incorrect

Pause Test End Test

Did you know you can use 'Y' and 'N' on your keyboard to mark answers?



	s	a	t	p	i	n	m	d	g	o	c	k	ck
96%	92%	81%	92%	85%	88%	88%	73%	85%	92%	85%	81%	77%	
0%	?	?	?	?	?	?	?	?	?	?	?	?	?
12%	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
47%	✓	✓	✗	✓	✓	✗	✓	✗	✗	✓	✗	✗	✗
59%	✓	✓	✗	✓	✓	✓	✓	✗	✗	✓	✗	✗	✗
65%	✓	✓	✗	✓	✗	✓	✗	✗	✓	✓	✓	✗	✗
94%	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓

Harder to read and spell words (HRSW)

Reception/Primary 1

I	the	no	put
of	is	to	go
into	pull	as	his
he	she	buses	we
me	be	push	was
her	my	you	they
all	are	ball	tall
when	what	said	so
have	were	out	like
some	come	there	little
one	do	children	love
oh	their	a	people
Mr	Mrs	your	ask
should	would	could	asked
house	mouse	water	want
very			

Year 1/Primary 2

please	once	any	many
again	who	whole	where
two	here	sugar	friend
because			

Year 1 Spellings



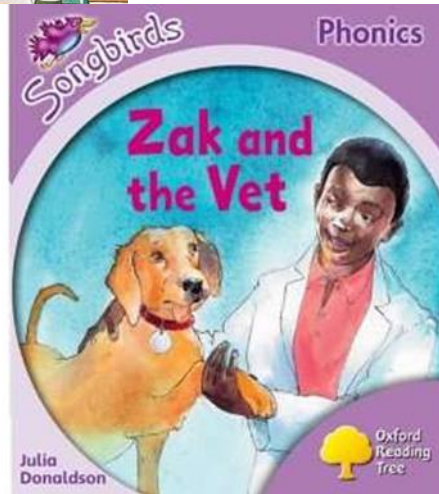
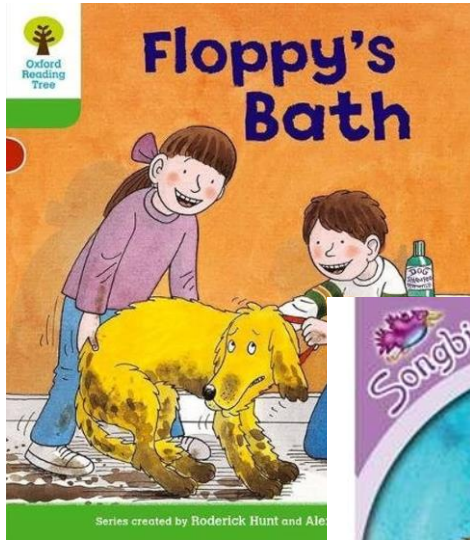
Year 1

Autumn 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
paid	night	book	turn	fork	coin
rain	bright	Foot	burst	sort	soil
tail	sight	cook	curl	storm	boil
brain	high	look	hurt	sort	spoil
deep	road	car	zoo	owl	ear
sheep	toast	park	moon	down	fear
sleep	coat	market	scoop	town	year
green	goat	shark	rooftop	frown	beard
I	no	of	to	into	as
the	put	is	go	pull	his



Autumn 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
hair	ladder	toasted	cooked	burned	play
chair	dinner	mended	camped	joined	tray
stair	tower	waited	bumped	stormed	sway
pair	runner	pointed	brushed	grabbed	clay
pure	snow	spotted	picked	smelled	loud
cure	grow	painted	checked	looked	shout
picture	crow	frosted	helped	spoiled	mound
sure	low	landed	stacked	turned	found
he	buses	me	push	her	you
she	we	be	was	my	they

Home reading



Guided Reading book every week



ELS decodable book – when appropriate

HERO ACADEMY

Fix That Bell!

Becca Heddle
Bill Ledger



OXFORD

Before reading

Book talk

- Talk about the title of the book and the information on the back cover.
- Read page 2 with your child. What do they think Ben might be like?
- Browse quickly through the rest of the book. Can your child say what time of day it is in this story?

Phonics

Your child should be able to read most of the words in this book by saying the letter sounds then blending them together. Remind your child that sometimes one sound can be made by two or three letters, e.g. th-a-n-k-s becomes thanks. Some decodable words in this story are:

rings dash chips thanks

Common words

Common words (also called 'high-frequency' words) are words that children will use in everyday speech or will come across regularly while reading. Some words ('tricky' or 'common exception' words) have letter combinations that cannot be read using their current phonics knowledge, e.g. we, be. Encourage your child to identify which parts of the word they know and which parts are tricky, then help them with the tricky part if needed. Some common words in this story are:

we be me

Developing vocabulary

In order for children to develop their understanding, it's important that they regularly learn new words. Some words in this story may be tricky for your child to read using their phonic skills alone, but they are important for the meaning of the story. Encourage your child to read these words by saying and blending the letter sounds as much as they can, then help them with the tricky part or simply read the word to them. Check to see if your child can read and understand the meaning of the following words before reading:

peckish dash pass pulls springs (metal coils)

During reading

To encourage your child to be an independent reader, ensure they are 'in charge' of the book, i.e. that they are holding the book, turning the pages, etc. Enjoy the story together by:

- encouraging your child to read at their own pace, pointing under each word if it helps
- prompting them, if necessary, to say the letter sounds, then blend them together to say the word, e.g. s-t-u-ck becomes stuck
- encouraging your child to come up with their own questions and comments, as well as responding to your questions, so they know their thoughts and views are valued
- sharing aloud your thoughts on the story and characters; this provides your child with a model to share their own views, e.g. *I wonder how Ben is feeling in this picture? I think he looks ...*
- talking about what they think might happen next, before your child turns the page
- using lots of praise.



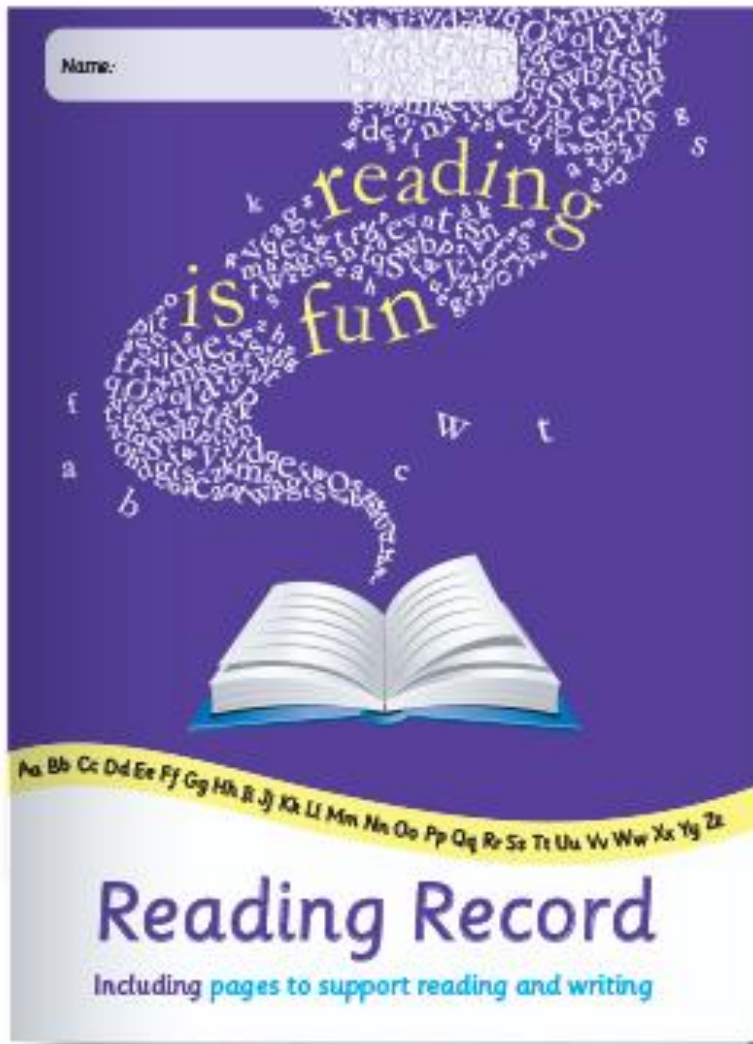
Oxford OWL Discover eBooks, inspirational resources, advice and professional development
www.oxfordowl.co.uk

Book Band 2
Red C

Oxford
Level 2

Letters and Sounds
Phase 3
Phonic focus: ch, sh, th, ng, nk
HFWs: that, this, then, them,
with, we, me, be

Fully decodable



Date, book and page number	Comments
27/09	Jane has read pages 1-3 in her book
28/09	Jane practised her harder to read words

Please read and sign your child's reading diary **4 times per week**.

Home Learning

- Read guided reading book 4 times a week and sign
- Read decodable phonics book when given
- Highlight any sounds your child is struggling with a practice
- Read HRSW
- Spelling quiz
- Use phonic sounds mat when your child is writing at home
- Story time



Thank You!