

Reading and phonics in Year 1



Terminology

- **Phoneme** – The smallest unit of sound
- **Grapheme** – The letter(s) that represent a phoneme
- **Digraph** – A grapheme containing two letters that makes just one sound (phoneme)
- **Trigraph** - A grapheme containing three letters that makes just one sound (phoneme)
- **Tricky words** – Words that cannot be sounded out
- **Sounding out / decoding and blending** – This is the basis of reading. It involves looking at a word, working out which phoneme each grapheme represents and then merging these phonemes together to make a word
- **Segmenting** - This is the basis of spelling. It involves hearing a word, splitting it into the phonemes, working out which graphemes represent those phonemes and then writing those graphemes in the correct order

What is phonics?

- Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds.
- There are 44 phonemes to learn. By the end of the autumn term we will have learnt them all. We will then spend time revising them in various ways.
- It is important that the phonemes are pronounced correctly.

Daily Phonic Lessons

- The children are taught a 30 minute phonic lesson every morning.
- There are 4 parts to each lesson –
 Revise – Teach – Practise - Apply
- The lessons are taught to the whole class.
- The lessons are fun and interactive.
- The children sit with a ‘phonic friend’ and play a variety of games.

Alien Words

- Children are taught to read 'alien words'.
- Alien words assess whether a child is able to decode and blend.
- They need to be able to decode an alien word in the same way as a real word.



p a th



b e p

Tricky Words

- The children are also taught 'tricky words.' These are words that can not be read by sounding out and blending.
- Words such as **come**, **have** and **there** are taught in Year 1. Your child will bring the Year 1 word list home tomorrow.

Year 1 Phonic Screening

- The Phonic Screening Check is meant to show how well your child can use the phonics skills they have learnt up to the end of Year 1. It also identifies students who need extra help with phonics.
- It will take place in June.
- It is administered by their class teacher.
- There are **40** words on the check – 20 real words and 20 alien words.
- The pass mark for the last few years has been **32** but this can change. We will not know the pass mark until after the check has taken place.
- If your child's score falls below the standard, they will re-take the Phonics Screening Check in Year 2.
- We will do a practise screening in February or March and discuss your child's results with you at Parents' Evening.

How can you help with phonics at home?

- Look on our weekly blog to see which phonemes we have learnt/revised that week.
- Practise any phonemes and words that are stuck in their reading records.
- Look for graphemes in any books that you share.
- Play any games that we send home.
- Use the phonics flashcards sent home during Reception. We will also be sending new Phase 5 flashcards home next half term.

Fast Phonics



- Fast Phonics is an online resource that you can use at home to support phonics. You will have received the log in details to this. They will be stuck in your child's reading record.

Phonic Detectives



- In the spring term the children will be 'Phonic Detectives'. This is a fun way to revise all the phonemes.
- Each day a child will be chosen to be the detective of the day and they will receive a certificate and a small prize!
- They will also bring home a grapheme spotting sheet. It is very important that your child reads exactly what is written without adding any sounds or missing any out. These won't be stuck in their reading records and can stay at home.

Useful Phonics Websites

- <https://www.phonicsplay.co.uk/>
- <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
- <https://www.phonicsbloom.com/>
- <https://ictgames.com/>

Reading in School

- Individual Reading – Children read individually with an adult.
- Paired Reading – Children take turns to read the page of a book with another child.
- Whole Class Reading – We all read the same book and do various activities linked to the book. We also read every day during our phonics lessons.
- Guided Reading – Children sit within a group of up to 8 all of a similar reading ability. This is led by a teacher or teaching assistant.




Assessing Reading

- Ability to sound out / decode
- Ability to blend
- Reading fluency
- Ability to read tricky/ key words
- Comprehension skills including:
 - Understanding vocabulary
 - Information retrieval
 - Inference
 - Prediction
 - Sequencing
- Use of expression




Reading Dogs




I am
Vocabulary
Vic.

Vocabulary Victor will help you look at how authors and poets have chosen to use certain words and phrases.

Sequencing Suki likes everything in order! She will help you sequence the events in a text.




I am
Sequencing
Suki.



I am Rex
Retriever.


Rex Retriever will help you to go into a text and retrieve the facts.

Predicting Pip tries to see the future and she will help you work out what might happen next.



I am
Predicting
Pip.

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



I am
Inference
Iggy.

Reading at Home

- Aim to read with your child at least 4 times a week for around 10 minutes.
- Write a comment in your child's reading record every time they read.
- Bring book bags every day. Your child may read at any point in the week with an adult in school.
- Play the key word reading games that are sent home.



Supporting reading at home

1. Choose a good time.
2. Switch off background noise.
3. Look at:
 - the front cover / blurb
 - make predictions about the story / characters
 - if it is a non fiction book ask your child what questions they would like to discover the answer to



5. Look at:

- common exception words (tricky words)
- unfamiliar phonetic words
- names

6. Read the sentences. If decoding makes a sentence disjointed encourage your child to re-read it to maintain understanding and fluency.

7. Re-read books before changing them. This will build your child's fluency and confidence.



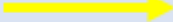


Expected Reading Levels

 **Lilac**

 **Pink**

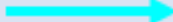
 **Red**

 **Yellow** - end of Reception

 **Blue**

 **Green**

 **Orange** - end of Year 1

 **Turquoise**

 **Purple**

 **Gold**

 **White** - end of Year 2

 **Lime**

 **Brown**

 **Grey**

Free Reader

Finally...

Enjoy sharing a book with your child.

