

WHAT IS PHONICS?

AN INTRODUCTION TO
PHONICS IN YEAR 1



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- ◉ Teaching follows on from teaching and assessment in Year R
- ◉ Children are taught in groups according to their attainment
- ◉ Current teaching in Year 1 ranges from Phase 2 to Phase 4 (but the overarching focus in the Autumn Term is on securing phase 3 and 4 sounds for reading and writing)
- ◉ Phonics is taught by the teachers who are supported by the LSAs to focus on application and revision.
- ◉ Currently there are four main groups to enable children to be well-supported to make swifter progress and, where required, catch-up quickly

WHY PHONICS?

- ◉ Phonics has been prioritised by the current and previous governments so all children are taught phonics on a daily basis.
- ◉ Phonics is a tool that children can use to help them blend and segment words. It is an important part of the process of learning to read, write and spell.
- ◉ Children also need to be able to:
 - recognise some words by sight
 - use the pictures
 - use the context – (the text that surrounds a particular word or passage and helps determine its meaning).
 - be aware of syntax – recognise how the sentence is constructed and notice if it ‘makes sense’

USEFUL WORDS!

- ◉ **Vowel** – letters a e i o u
- ◉ **Consonant** – all the other letters in the alphabet
- ◉ **Phoneme** – smallest unit of sound in words (ten, chain)
- ◉ **Grapheme** – how these sounds are represented when written
- ◉ **Digraph** – 2 letters which make one sound e.g. th sh ai
- ◉ **Trigraph** – 3 letters which make one sound e.g. igh
- ◉ **Vowel digraph** – 2 vowels which make one sound
e.g. ai ee
- ◉ **Consonant digraph** – 2 consonants which make one sound e.g. sh ch
- ◉ **Split digraph** – (used to be known as ‘magic e’) as in like – digraph is ‘ie’, it has been split by the ‘k’ but keeps the same sound

PHASE 2

Children learn:

- ◉ the alphabet rap
- ◉ 21 sounds including some double letters e.g. s, a, t, p, i, n, ll, ss, ff,
- ◉ to say the sound for the letter shape and begin to recognise the letter shape or shapes which make the sound
- ◉ to read and write 'tricky' words which do not fit into phonic patterns e.g. the, go
- ◉ We use the Jolly Phonics actions to initially teach the single letter sounds

<https://www.youtube.com/watch?v=DKSfpBLvYj4>

or search for Phonics Sounds and Actions

PRONUNCIATION OF SOUNDS

- It is really important that children are taught and practise the 'pure' sound for each grapheme e.g. b, f, p, t
- If a sound is spoken incorrectly your child may spell a word incorrectly (pat – pu-a-tu)



<https://www.youtube.com/watch?v=-ksblMiliA8>

or search for Jolly Phonics Letter Sounds (British English)

PHASE 3

- ◉ Introduces the last letter shapes and sounds – v, w, x, y, z, zz, qu
- ◉ Introduces 1 spelling pattern (grapheme) for each sound (phoneme) in a word.
- ◉ Digraphs and trigraphs are introduced where 2 or more letters together make only 1 sound e.g. th, sh, ai, ee, igh. Children are taught ‘digraph ditties’ to help them remember these.
- ◉ Children are taught the names of letter shapes and to recognise capital letters
- ◉ Children use this learning so they can blend to read and segment to write

PHASE 4

- ◉ Consolidates the children's phoneme/grapheme knowledge
- ◉ Encourages them to read and spell words with adjacent consonants (consonants next to each other) – e.g. **stop**
- ◉ It also encourages them to read and write polysyllabic words such as **desktop**, **lunch**box

PHASE 5

- ◉ Introduces alternative pronunciations for graphemes (c – coin, city)
- ◉ Teaches alternative spellings (graphemes) for the same phoneme e.g. a, ay, ei, a-e, ai
- ◉ Helps children practise reading 2 and 3 syllable words and sentences.

PHASE 6

- ◉ Introduces and teaches the past tense
- ◉ Investigates and teaches how to add suffixes e.g. s, ed, ing, er, est, ful, ly and y and how to modify the word appropriately e.g. happy happily
- ◉ Teaches children to spell longer words
- ◉ Helps children to find and learn to read and write the 'difficult bits' in words (word detectives)

The current curriculum expects that all children in year 1 will grasp some aspects of this phase (adding the following suffixes: -s, -es, -ing, -ed, -er, est in their simplest forms.)

A TYPICAL PHONICS LESSON

- This begins with a rapid review of previous learning – children may chant sounds flashed on to the whiteboard and play a game where they need to identify a particular sound by listening, reading or writing (quick read/ quick write)
- Children are taught a new phoneme and/or tricky words and given tips on how to remember the words and sounds.
- Children work in smaller groups to practise hearing, reading or writing the new sound.
- They then begin to apply it – spotting it in a sentence / trying out new sentences themselves then reading or writing it within sentences given or composed.

YEAR 1 PHONICS TEST

- ⦿ This is a screening check for children in Year 1 introduced in the past few years.
- ⦿ It assesses if children have reached the appropriate standard in phonics and can use their knowledge to **read** a variety of words (currently 40 words are checked)
- ⦿ The government sets the “pass mark standard” each year.
- ⦿ If children do not achieve the appropriate standard they will be given additional support to ensure they can improve their decoding skills.
- ⦿ These children will be reassessed in Year 2.

WHAT DOES THE CHECK ENTAIL?

- ◉ The test will be administered by your child's class teacher or a teacher they know well.
- ◉ It begins with some practice words for the children to decode phonetically, which they will work through with guidance from the teacher.
- ◉ The actual test contains a list of 40 words - a mixture of real and pseudo or alien words (pseudo words are used to ensure the child is relying totally on their phonic knowledge and not on other methods of decoding)
- ◉ The pseudo or alien words will be identified by a picture of an alien alongside

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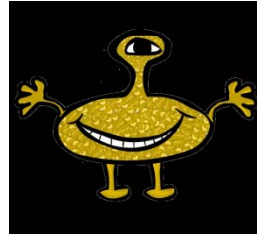
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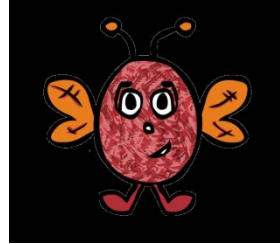
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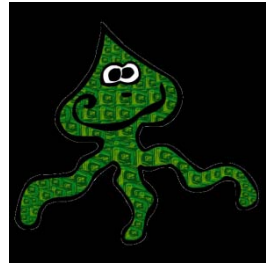
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THE MAKE UP OF THE TEST

Section 1

- ◉ 20 words made up of earlier grapheme-phoneme correspondences (GPCs)
- ◉ Simple word structures consisting of CVC, VCC, CCVC and CVCC words (cat/act, pram/mash /greed, bend/chips)
- ◉ Real and pseudo words

Section 2

- ◉ Words made up of later GPCs - where phonemes are represented by more than one grapheme
- ◉ More complex word structures, including CV, CVC, CCVC, CVCC, CCVCC, CCCV, CCCVC and CCCVCC (thigh, read, main, joust, clowns, spree, scrape, strict)
- ◉ Words of one and two syllables
- ◉ Real and pseudo words

OTHER INFORMATION

- ◉ Schools will administer the test during the week of 11th June 2018
- ◉ If your child is absent that week a check up can be administered up to the end of June
- ◉ There is not a time limit for the test although it is expected that each child will complete the test in less than 9 minutes
- ◉ Teachers will take the last word the child says as their answer

USE OF DATA

After full national roll-out, the data will be used in the following ways:

- ◉ Individual children's results will be made available to parents, so that parents are kept informed about their child's progress in developing word reading skills.
- ◉ School-level results will be recorded and made available to Ofsted for use in inspections.
- ◉ The school-level results will not be published in performance tables.
- ◉ National results will be reported to track standards over time.
- ◉ National and local authority results will be reported to allow schools to benchmark the performance of their children.