

Purbrook Infant School

Learning and Growing Together



What is Phonics?

An Introduction to Phonics in Year 1



Phonics in Year 1

- Teaching follows on from teaching and assessment in Year R
- Children are taught phonics daily in groups according to their current attainment.
- Phonics is taught by the teachers who are supported by the LSAs.
- Currently there are three 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.
- 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.
- In addition to phonics children also need to be able to
 - recognise some words by sight
 - use the pictures and context
 - recognise how the sentence is constructed and if it makes sense



Useful Words!

- **Vowel** – letters a e i o u
- **Consonant** – all the other letters in the alphabet
- **Phoneme** – the sound of each letter
- **Grapheme** – how each letter looks
- **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



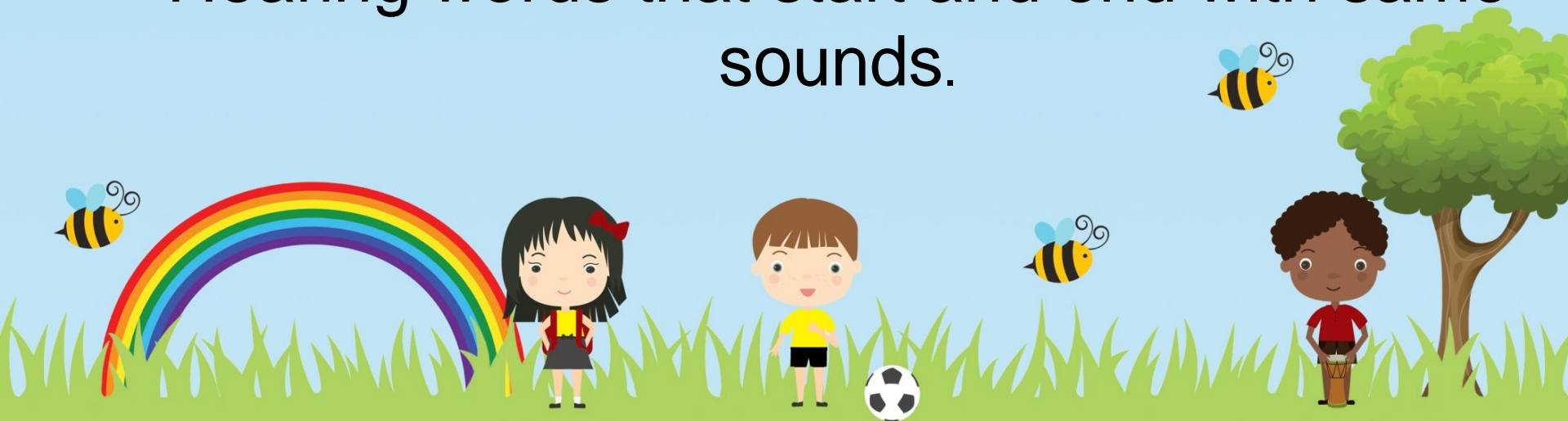
Phonic Phases

- A variety of techniques are used to teach phonics based around Letters and Sounds.
- Phonemes(sounds) and graphemes (how it looks) are taught in a special order.
- These phonemes-graphemes are split into groups called phases.
- Six Phases



Phase 1

- Tuning into sounds
- Listening and remembering sounds
 - Talking about sounds
- Orally sounding out words to identify and spell them
- Hearing words that start and end with same sounds.



Phase 2

Learning which letter makes which sound

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f ff ll ss

Say the sound for the letter shape and begin to recognise the letter shape or shapes which make the sound

We use the Jolly Phonics actions to initially teach the single letter sounds

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



Pronunciation of Sounds

- It is really important that children are taught and practise the ‘pure’ sound for each letter. Sounds are very short and snappy “t” – if you whisper it, it’s easier to make the sound.
- If a sound is spoken incorrectly your child may spell a word incorrectly (pat – per-a-ter)

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



Phase 3

Set 6: j v w x

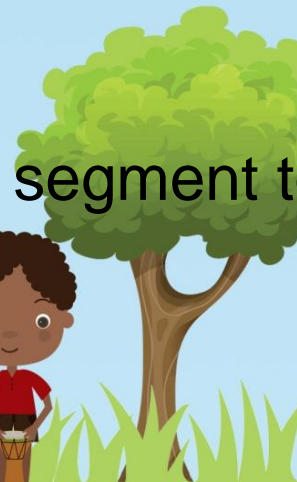
Set 7: y z zz qu

Digraphs and trigraphs are introduced. Digraph ditties are taught to help them remember these.

ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure e

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

No new graphemes.

Practicing all the graphemes and blending them together
to make words.

Read and spell words with adjacent consonants (**st**op)

Reading and spelling longer words (polysyllabic words)
des**kt**op, **lun**ch**bx**



Phase 5

New graphemes

ay ou ie ea oy ir ue aw wh ph ew oe au

Split digraphs – **a-e e-e i-e o-e u-e**

New pronunciation for known letters:
For example - i (fin find) o (hot cold) c (cat cent)
g (got giant)



Phase 6

Introduces and teaches the past tense

Adding suffixes e.g. s, ed, ing, er, est, ful, ly and y and how to modify the word appropriately e.g. happy happily

Spell longer words

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

- **Rapid review or recap** of previous learning – children may chant sounds flashed on to the whiteboard or play a game where they need to identify a particular sound by listening, reading or writing
- **Teaching** of a new phoneme and/or tricky words and given tips on how to remember the words and sounds.
- **Practise** hearing, reading or writing the new sound.
- **Apply** – spotting sound in a sentence, trying out new sentences themselves then reading or writing it within sentences



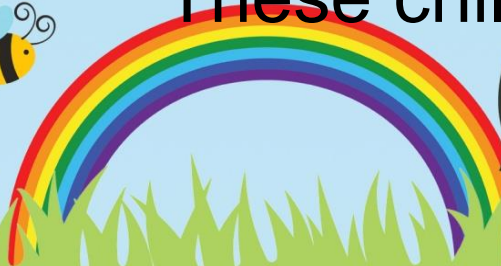
Year 1 Phonic Screening

There is a screening check for all children Year 1. It assesses if children have reached the appropriate standard in phonics and can use their knowledge to **read** a variety of words (40 words)

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 phonic skills.


These children will be reassessed in Year 2



Screening Check

The check will be carried out 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.

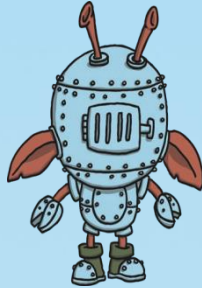
The check contains a list of 40 words – a mixture of real and pseudo (alien) words (pseudo words are used to ensure the child is relying totally on their phonic knowledge and not on other methods of  decoding)

The pseudo or alien words will be identified by a picture  of an alien alongside



Screening Check

desh



thorn



Screening Check

Section 1

- 20 words made up of earlier grapheme-phoneme correspondences (GPCs)
- Simple word structures consisting of CVC, VCC, CCVC and CVCC words

Section 2

- Words made up of later GPCs - where phonemes are represented by more than one grapheme
- More complex word structures.
- Words of one and two syllables.



Screening Check

Schools will carry out the screening check during the week of **8th June 2020**.

If your child is absent that week, opportunity to catch up the following week.

No time limit for the test although it is expected that each child will complete the test in less than 9 minutes
Teachers will always take the last word the child says as their answer.



Reading Challenge

Race along the Reading Challenge 2019-2020

5	10	15	20	25	30	35	40	45
							50	
							55	
100	95	90	85	80	75	70	65	60
105								
110								
115	120	125	130	135	140	145	150	

Get ready,
Get set,
Go!

Class Sticker

Reading Surprise

Reading Sticker

Reading Sticker

Reading Surprise

Reading Sticker

Name: _____ Class: _____



Phonic Workshop

Opportunity to go and join
your child for their phonic
lesson.

Thank you

