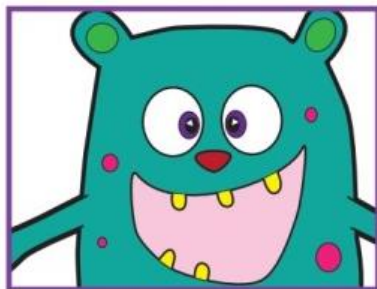
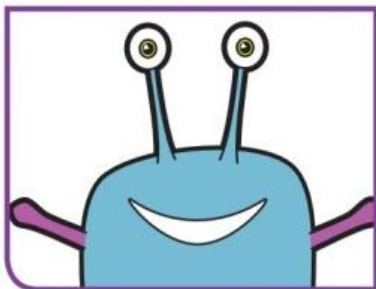
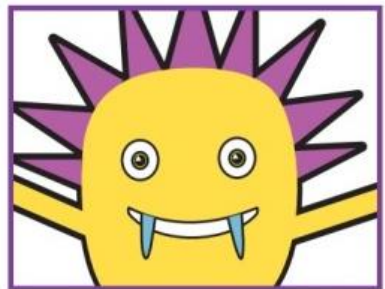
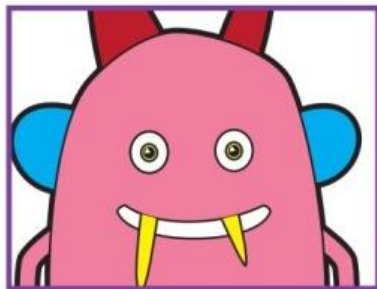
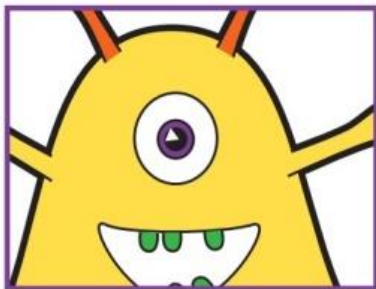
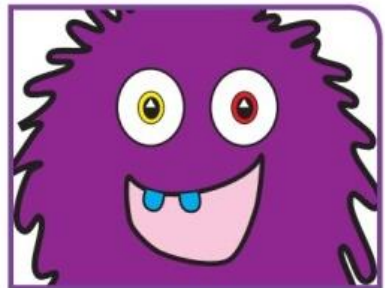


Phonics in Year One



What is Phonics?

Children begin to learn phonics (sounds) in the Early Years. Once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read and spell words.

Technical words:

Phoneme – the smallest unit of sound – this could be a letter sound, digraph or trigraph. E.g. *rain* has three phonemes - /r/ai/n/

Grapheme – a way of writing down a phoneme.

Digraph: a grapheme containing two letters that makes just one sound.

E.g. /oa/ makes one sound in *boat*.

Trigraph: a grapheme containing three letters that makes just one sound.

E.g. /igh/ makes one sound in *night*.

Segmenting: breaking up a whole word into its separate spoken sounds to spell.

Blending: saying each phoneme and fluently joining them together to read the whole word.

To help your child to pronounce phonemes accurately, we use 'pure' sounds. If you are ever unsure about pronunciation, please just ask! There is a video of the 'pure' sounds used in school on the Pine Class page of the school website.

Tricky words: words that cannot be 'sounded-out' but need to be learned by sight. They don't fit into the usual spelling patterns, or it has not yet been taught. This is a list of tricky words that your child should be able to read by the end of Year One:

<i>the</i>	<i>to</i>	<i>I</i>	<i>no</i>	<i>go</i>	<i>into</i>
<i>he</i>	<i>she</i>	<i>we</i>	<i>me</i>	<i>be</i>	<i>was</i>
<i>you</i>	<i>they</i>	<i>all</i>	<i>are</i>	<i>my</i>	<i>her</i>
<i>said</i>	<i>have</i>	<i>like</i>	<i>so</i>	<i>do</i>	<i>some</i>
<i>come</i>	<i>were</i>	<i>there</i>	<i>little</i>	<i>one</i>	<i>when</i>
<i>out</i>	<i>what</i>	<i>oh</i>	<i>their</i>	<i>people</i>	<i>Mr</i>
<i>Mrs</i>	<i>looked</i>	<i>called</i>	<i>asked</i>	<i>could</i>	

Phonics in Year One

Children will be focusing on Phase 5 of the Letters and Sounds programme during Year One. During this phase, children will be reading words fluently and will no longer be blending and segmenting familiar words. However, this should still be the primary method children use when reading unfamiliar words.

The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children will also need to learn alternative spellings for each phoneme.

Below are some common alternative spellings:

<u>ai</u> rain day same eight grey	<u>ee</u> see bead these piece lonely money	<u>igh</u> high fly pie slide find	<u>oa</u> coat flow toe stone so
<u>oo</u> boot chew glue fruit flute	<u>u</u> book push should money	<u>or</u> fork saw Paul talk pour core daughter door	<u>ur</u> turn first term search humour

What is the Phonics Screening Check?

Children in Year One throughout the country will all be taking part in a phonics screening check during the summer term. Children in Year Two will also take the check if they did not achieve the government's required result when in Year One, or if they have not taken the test before.

What happens during the check?

The check contains 40 words. Each child will sit one-to-one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 nonsense words (we often call them 'monster words'). Your child's results will be included in their end of year report. This will also confirm if your child has met the government's required standard. Children who do not achieve this will retake the check when they are in Year Two.

How can I support my child at home?

Please do not be tempted to download the various apps that are available to practise at home – often these include past phonics checks which we use in school to familiarise children with the layout of the check.

The most important thing that you can do to support your child in preparation for the phonics check is to practise reading regularly at home, and encourage them to blend sounds in unfamiliar words accurately.

A great way to engage children at home with phonics is to play games. Matching pairs, snap, sorting words or letters can all be ways to help teach your child.

We also subscribe to Spelling Shed <https://www.spellingshed.com/en-gb/> where your child's individual targets have been matched into assignments to support them.

If you have any further questions about phonics, or how to support your child, please come and ask 😊

Miss Ball