

Information for Parents Year 1 Phonics Morning

What is phonics?

Phonics is a method of teaching reading and writing of the English language by developing learners' phonemic awareness – the ability to hear, identify and manipulate phonemes – in order to teach the correspondence between these patterns that represent them.

In the English language there are 26 letters, 44 phonemes (sounds) and over 150 graphemes (sound representations).

Definitions

Phoneme	sound
Grapheme	Letter which represents the sound
Digraph	2 letters which make 1 sound/ 1 grapheme (ar, or, ir)
Trigraph	3 letters which make 1 sound/ 1 grapheme (air, ear, igh)
Split digraph	Digraph that is separated by another letter (a-e in the words make and cape)
Blending	Saying the single sounds to read/form/say the words (sh/ee/p – sheep)
Segmenting	Saying the word then naming the sounds in the word in the correct order (sheep – sh/ee/p)
High frequency words/ red words/ common exceptions words	Words which do not usually follow the phonic rules taught (the, said, I, want, school)

Read, Write, Inc.

At Swallowdale we are in our first year of delivering the phonics scheme – Read, Write, Inc. See the **phonics policy** attached for more information regarding the teaching of this scheme at Swallowdale.

More information for parents about Read, Write, INC can be found at:

[Practical and effective advice for parents : Primary: Oxford University Press \(oup.com\)](https://www.oup.com/9780191841489/)

<https://www.oxfordowl.co.uk/home/reading-site/expert-help/ruth-miskins-video-page?region=uk>



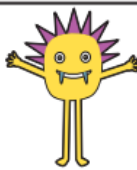

Year 1 Phonics Test

The Year 1 phonics screening check is **not a formal test**, but a way for teachers to ensure that children are making sufficient progress with their phonics skills to read words and that they are on track to become fluent readers who can enjoy reading for pleasure and for learning.

It is a national required test which all year 1 children take, usually in June. Children who do not pass the screening in Year 1 will have to retake it again in Year 2.

There are two sections in this 40-word check and it assesses phonics skills and knowledge learned through Reception and Year 1. Your child will read up to four words per page for their teacher and they will probably do the check in one sitting of about 5 – 10 minutes.

See example below:

jash 	blot
quib 	greet
coid 	dust
quass 	parks

Year 1 Curriculum Progression

Year	Word Reading and Wider Decoding Skills	Comprehension Strategies and Response to Text
YR	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> that print carries meaning and, in English, is read from left to right and top to bottom to use phonic knowledge to decode regular words and read them aloud accurately to read some common irregular words to read and understand simple sentences 	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they have read or listened to. Children will:</p> <ul style="list-style-type: none"> listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions begin to join in with particular words and phrases demonstrate understanding when talking with others about what they have read use vocabulary and forms of speech that are increasingly influenced by their experiences of books answer 'how' and 'why' questions about their experiences and in response to stories or events know that information can be retrieved from books and computers

Year	Word Reading and Wider Decoding Skills	Comprehension Strategies and Response to Text
Y1	<p>Pupils will be taught:</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and</p>

<ul style="list-style-type: none"> • to apply phonic knowledge and skills as the route to decode words • to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • to use phonic knowledge to decode books accurately that have the phoneme/grapheme correspondences that I know • to read some common exception words, noting unusual correspondences between spelling and sound • to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • to read other words of more than one syllable that contain taught GPCs • to read words with contractions, e.g. I'm, I'll, we'll (with some understand that the apostrophe represents the omitted letter/s) • to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • to re-read these books to build up their fluency and confidence in word reading • to repeat words or phrases to check, confirm or problem solve • to show awareness of a range of punctuation marks • to locate some pages / sections of interest 	<p>understanding of what they have read or listened to. Children will:</p> <ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently • begin to link what they have read or have read to them to their own experiences • recognise and join in with particular words and phrases • retell familiar stories in increasing detail • identifies the beginning, middle and end of stories • join in with discussions about a text, taking turns and listening to what others say • explain clearly their understanding of what is read to them • discuss the significance of titles and events • discuss word meaning and link new meanings to those already known • recall or retrieve some key information from a text • be encouraged to visualise based on detail in the text • begin to make simple inferences from pictures and what is being done • predict what might happen on the basis of what has been read so far • identify some features of non-fiction books (e.g. labels, titles)
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Other phonics/ reading skills

- Vocabulary - the words used and the meaning of the words.
- Handwriting practise – pre-cursive

Cursive Lower Case Letters



- Fluency – repeat words faster, ‘fred in your head’ (sound the words out in your head). Repeatedly reading a piece of text will support children in becoming fluent readers.
- Exposure to different texts and vocabulary.

Phonics Ideas for home

There are lots of useful websites and free resources online to help you support your child with phonics at home. See links below:

<https://www.ictgames.com/mobilePage/forestPhonics/index.html>

<https://www.phonicsbloom.com/>

<https://www.phonicsplay.co.uk/>

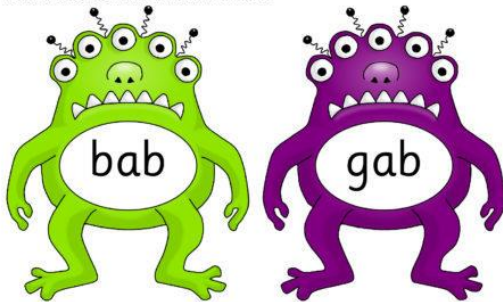
You can also access Geraldine the Giraffe videos on YouTube



There are also lots of different phonics games you can set up and play with your child at home:

Create your own aliens and give them nonsense names.

Nonsense CVC words on alien monsters



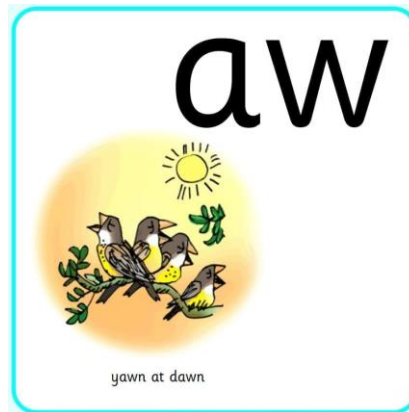
Write sounds onto ping pong balls to make words.



Phonics splat. Put phonics sounds around the room. One person says the sound, the other has to splat the sound.



Go on a hunt around the house for items with one of the digraphs in that you have learnt.



Split digraph spinners.
Push a split pin through the centre of a paper plate. Use the split pin to attach a paper strip to the plate's underside. The end of the strip should fold over the edge of the plate. Write the letter e on the folded-over portion. Radiating around the split pin, write various words that form a new word when a silent e is added (e.g., *tub, hat, rat, kit*).

Read your school reading book and look out for digraphs and trigraphs. Make a list of the digraphs and trigraphs you find.

