



# Aims of the session

- Share our school's approach to teaching phonics, reading and spelling.
- Share information regarding the statutory Phonics screening check for Year 1 pupils in June 2023.
- Signpost requirements for Year 1 pupils in terms of phonics and spelling.
- Share suggested activities, resources and ways to support your child at home.

# Our approach to teaching reading, writing and spelling

In Y1:

- all pupils have a 20 - 30 minute daily Phonics lesson
- Some children may work in small groups for their Phonics lessons
- Each day there will be an English lesson during which wider reading, grammar, punctuation and writing skills are taught
- As the year progresses spelling rules will be taught alongside phonics
- Additional opportunities for children to practise reading and writing skills across the curriculum, in small groups and in 1:1 activities are provided.

# Phonics

- Phonics is the government's recommended approach to teach pupils to read and write
- Children learn individual sounds (phonemes) and ways to write them (graphemes).
- For reading they learn to blend the sounds (push the sounds together) to read words, e.g. c-a-t, d-u-ck, s-t-i-ng
- In spelling they have to learn to split up the word (segment) into the sounds they can hear to spell.
- We teach children to break words down into the smallest units of sound, e.g. s-c-r-ea-m rather than scr-eam
- Children learn both the individual sounds (phonemes) /a/ and letter names (A "ay").

# What are the expectations for pupils in Y1?

- In Year 1, most children are working in Phases 3-5 across the Year. These are the sounds they need to learn to recognise and apply in reading and writing.
- Roughly the children will learn either a sound every day or a couple of sounds per week. Some sounds are trickier for children to master and may need revisiting or to have longer spent on them.
- Children are expected to apply their understanding of their sounds to reading both real words and alien words e.g. th-a-t      t-a-th



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# Phases 3 to 5.

- ▶ By the end of Phase 3 Children learn the first set of sounds to represent every sound in the English language (44 sounds). This means they can attempt to spell any word in English phonetically (but not accurately), e.g. boy is likely to be written boi at this point or cloud is likely to be written clowd.
- ▶ Children write CVC words at this stage- cat, pat, rug, sail, feet, down etc.
- ▶ In Phase 4 children learn to blend words with adjacent consonants. CCVC and CVCC words- e.g. stop, must, snail etc. They also learn to read longer words by splitting them up into syllables, e.g. af-ter, sis-ter, af-ter-noon. No new sounds are learnt
- ▶ In Phase 5 children learn more ways of representing sounds they learned in Phase 3, e.g. they learnt oi and now they learn that some words are spelled with oy.

# Phonics Screening check

- In June your child will sit a statutory Phonics screening check issued by the government.
- Some children may be disapplied from the check if they are not working at the required level, for example due to any additional needs.
- Between now and then your child will be practising the skills needed for the test in class.
- Let's take a look at the check!



# Requirements

- Children read 40 words. 20 real words and 20 nonsense (alien) words. This is to check they recognise the sounds and can apply them to blend the word.
- Children will sound out the words and blend them together.
- For the last few years the 'Pass' mark has been 32/40 but this could change if the government decide to raise the threshold.
- To pass the screening, your child needs to be confident recognising the sound and applying to blending.
- BEWARE- some children can try to make sense of nonsense words and change them into real words, e.g. strom-storm and so they need regular practise in school and at home to read these nonsense (alien) words.



# Ways you can support your child at home

- Orally blending- toy talk for your child. Can they blend the sounds together? E.g. say l-i-ck (your child says lick), say c-r-a-b (your child says crab).
- Read, read, read school reading books, books your child enjoys and please keep reading to your child.
- Read words in the environment- signs, labels, leaflets etc.
- Phonics flashcards/mats. Provided. Point to the sounds randomly- can your child recognise them quickly. Say the sound and ask your child to find it as quickly as they can.
- Phonics games
- Bug Club Phonics activities allocated by your teacher.
- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (some games are free such as buried treasure).
- [phonics games - Topmarks Search](#)

# Spelling with phonics

- Phonetically plausible attempts are to be encouraged.
- Encourage your child to write the sounds they can hear and the sounds they have learned.
- As Year 1 goes by more spellings for the different sounds will be taught- children will gradually acquire them and learn some spelling rules, e.g. oy at the end of the word and oi in the middle. At this point in the year choosing the sound they've been taught is absolutely fine and to be encouraged. However if you feel your child is ready to benefit from knowing that it's not the right oy/oi or ou/ow sound talk to them about it, but above all praise them making phonic attempts.

# Useful Resources

A link to an interactive sound board which pronounces the pure sounds accurately to help you to support your child as they are learning to read.

[Alphabet \(pearsonschoolsandfecolleges.co.uk\)](https://www.pearsonschoolsandcolleges.co.uk)

Sophie Thomson, Head of English and extended curriculum at Pearson, explains on this video the basics of phonics, how they work and provides practical guidance to help your child learn to read at home.

[\(33\) All you need to know about phonics - Pearson - YouTube](https://www.youtube.com/watch?v=33)

# Y1 Irregular Words

- These are ‘irregular’ or ‘tricky’ words which cannot be sounded out.
- The government have produced a list of Y1 words which your child is expected to be able to spell accurately by the end of Y1.
- To be assessed as meeting age related expectations, it is really important your child can spell these words.

a	is	said	be	no	put
ask	his	says	he	go	push
	has	the	me	so	pull
are		they	she		full
our		there	we	of	one
	was	here		love	once
do	were	I	by	come	school
to	where	you	my	some	friend
today	want	your			house



# How to help your child with spelling tricky words

- Work out what the tricky part of the spelling is, e.g. in said- the ai sound is the tricky part. In friend- the i is the tricky part.
- Try to remember what the word looks like? Does it look correct?
- Say the word in a funny way to help you remember it, e.g. s-school
- Use Look, Cover, Write, Check
- Practise writing the word in rainbow writing
- Learn little rhymes to help you spell the word- said (Sally Ann is dancing) friend (if you fry your friend that's the end of your friend!)



Short, sharp bursts,  
little and often.  
Make it fun!

