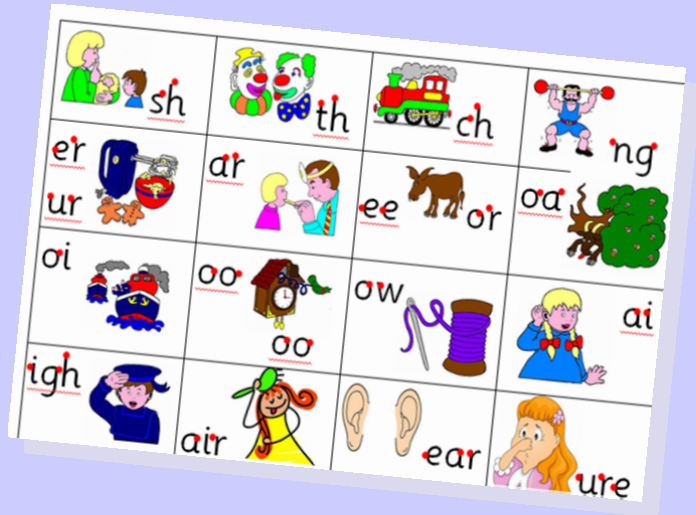


Year 1 Phonics

**What every child
needs to know
about phonics by
the end of Year 1.**



Purpose of study:

High quality phonic work is the prime means of teaching children how to read and spell words. Developing speaking and listening skills from the earliest stages of a child's development is really important. Developing speaking and listening is set within a rich curriculum and provides the basis for an understanding of phonics. Securing fluent letter and word recognition skills for reading is the key purpose of phonics.

Curriculum Aims:

- to provide a systematic teaching of 'letters and sounds' within a language rich curriculum
- to enable children to see the relationship between reading and spelling from an early age such that the teaching of one reinforces the teaching of the other. So that decoding (reading) and encoding (spelling) are treated as reversible processes

Assessment:

Currently, a phonics 'Screening Check' takes place during June of Year 1. Children are asked to read phonically decodable real words (carpet, tent, out) and nonsense words (often called 'alien' words such as droog, varl, chut). Children not yet reaching the phonic standard receive additional teaching and support and re-take the screening check in Y2.



Phonics Statutory Requirements

Children in Year 1 revise and consolidate their learning of the below:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught
- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- The *n* sound spelt n before k (bank, sunk)
- Division of words into syllables
- -tch (catch, fetch Kitchen)
- The /v/ sound at the end of words (have, live)
- Adding s and es to words (plural of nouns and the third person singular of verbs)
- Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Adding -er and -est to adjectives where no change is needed to the root word



Phonics Statutory Requirements

Vowel digraphs and trigraphs:

- ai,oi,ay,oy,a-e,e,e,i-e,o-e,u-e,ar,ee,ea,er,
ir,ur,oo,oa,oe,ou,ow,ue,ew,ie,igh,or,ore,aw,au,air,ear,are,
- Words ending -y
- Consonant spellings ph and wh
- Adding the prefix -un
- Compound words (football, playground, bedroom)
- Common exception words (words that cannot be sounded out):

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



Supporting your Child at Home

Online Resources:

www.educationcity.com

www.phonicsplay.co.uk

www.letters-and-sounds

www.topmarks.co.uk

Useful Apps:

Hairy Letters

Phonics Play

Mr Thorne does phonics

Something to do...

- share books together encouraging your child to blend words and read tricky words.
 - Read bedtime stories
 - Practise letter formation
 - Lots of praise and encouragement
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- **If would be really helpful if** you supported your child little and often with the 'something to do' activities above — 10 minutes daily is better than 1 hour at the weekend...

