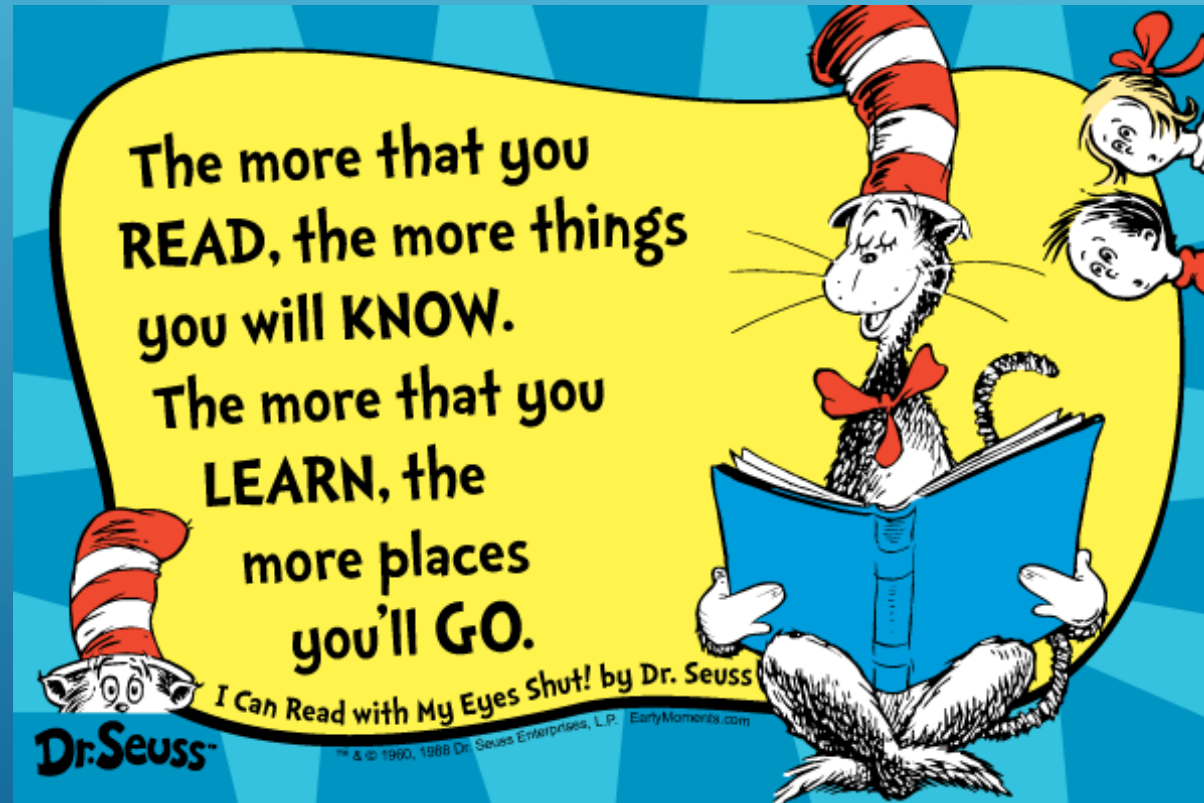


Year 1 Reading and Phonics Meeting



Aims

- Importance of learning to read
- Overview of Phonics
- Monster Phonics programme
- How reading is taught at Woodstone
- Year 1 Phonics screening check
- How to help your child at home

Why is reading so important?

<https://www.youtube.com/watch?v=mHm5yBgtU90>

Benefits of Reading

- Enjoyment
- Accessing the wider curriculum
- Academic success
- Mental wellbeing
- Vocabulary development
- Essential life skill

Did you know...?

The English language has:

26 letters



44 sounds

**over 100 ways to spell
those sounds**



It is one of the most complex languages to learn to read and spell.

What is Phonics?

Phonics is a method for teaching reading and writing.

Develops the ability to hear, recognise and use the sounds within words.

Children are also taught the correspondence between sounds and the graphemes (spelling patterns) that represent them.

Children will also be taught other skills, such as whole-word recognition ('tricky words'), book skills and a love and enjoyment of reading.

The Jargon – A Quick Guide

phoneme - Any one of the 44 sounds which make up words in the English language.

grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

blending – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f – r – o – g''

Why Are Children Taught Phonic?

Phonics, taught in a structured way, is generally accepted to be the most effective way to teach reading and writing.

Children learn to hear and recognise sounds in words and spell them correctly.

This assists with their confidence, accuracy and fluency.

Phonics is not taught in isolation — children also need to learn other reading and comprehension skills alongside phonic knowledge.



Reception Phonics Recap

PHASE ONE

Phase 1 has seven aspects, with a focus on listening skills.

- 1: Environmental sounds
- 2: Instrumental sounds
- 3: Body percussion
- 4: Rhythm and rhyme
- 5: Alliteration
- 6: Voice sounds
- 7: Oral blending and segmenting

Reception Phonics Recap

PHASE TWO

In Phase 2, children begin to learn some letter sounds and to match them to graphemes.

Children also begin to blend the sounds to make words. By the end of Phase 2, children will be able to read some 'vowel-consonant' (vc) and 'consonant-vowel-consonant' (cvc) words, e.g. up, in, cat, pin.

Children will also learn to read the 'tricky' words **the**, **to**, **go**, **I**, **no**, which cannot be read phonetically.

Reception Phonics Recap

PHASE THREE

Children are taught another 25 graphemes.

Children are introduced to digraphs (two letters making one sound)

Children also continue to learn how to blend and segment CVC words using the new sounds, e.g. tail, sheet, night – note that these words still only have three sounds.

Children will then move on to blending and segmenting two-syllable words such as cooker, eating, broken.

Tricky words also continue to be taught.

Reception /Year 1 Phonics

PHASE FOUR

By Phase 4, children are able to represent each of 42 phonemes with a grapheme. Children will be able to read CVC words and begin to segment them to spell them.

Phase 4 is consolidation of children's knowledge. Children also move on to blending and segmenting using adjacent consonants, e.g. st, sp, tr, br, spr, str in words such as string, blow, train.

Phonics teaching continues to be regular and structured and children play games to consolidate their learning.

Year 1 Phonics

PHASE FIVE

Children will broaden their knowledge of graphemes and phonemes.

They will learn alternative ways of spelling the phonemes they have already learnt.

They will learn strategies to help them choose the correct grapheme for spelling.

Children will be reading with more and more fluency, no longer needing to 'sound out' most familiar words.

Year 1 Phonics

“Complex code” – children learn more graphemes for the phonemes which they already know, plus different ways pronouncing with graphemes they already know.

ay ai ei
a-e eigh
a ea
ey



Angry Red A

Maolainn's Phonics
maolainns.com


ea ie ey ei
ee i
y e e-e
i-e



Green Froggy

Maolainn's Phonics
maolainns.com


igh y
i-e ie
i y-e



Yellow I

Maolainn's Phonics
maolainns.com


oa ow
o-e oe
o ou



Miss Oh No

Maolainn's Phonics
maolainns.com

oo ew ue
u-e ou
o ui
u o-e
eu



Cool Blue

Maolainn's Phonics
maolainns.com

u-e ew
u ue
eu



U-Hoo

Maolainn's Phonics
maolainns.com

Year 1 Phonics

Step 1

Phase 5 Digraphs



Phase 5 Split Digraphs

Step 2

Step 3

Alternative Spellings



Phase 5

Step 4

Segmenting & Blending



Tricky Words

Step 5



Year 1 Phonics

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea ea	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow	
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, Im into, too dont	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know	
YEAR 1 CEWs												100 HFWs	200 HFWs
TERM 2	ue ue ew	ew k before y i e ASSESSMENT 4	ie ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear (Long E-r) ear (air)	are y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e i-e	Review o-e u-e u-e ar	
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he s, we re even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who Ive, Ill, these	200 HFW REVISION	
200 HFWs													
TERM 3	PHONICS SCREEN	Review ee ea ea er	Review ir ur oo oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew le ie igh	Review or ore aw au	Review air ear ear are	Review y ph wh e ASSESSMENT 8	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours	
	Nonsense words	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, Im into, too dont	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION	HFW REVISION	
YEAR 1 CEWs						100 HFWs							

Phase 5

Year 2 Phonics

PHASE SIX AND BEYOND

Phase 6 is mainly taught as children progress through year 2 (age 6-7).

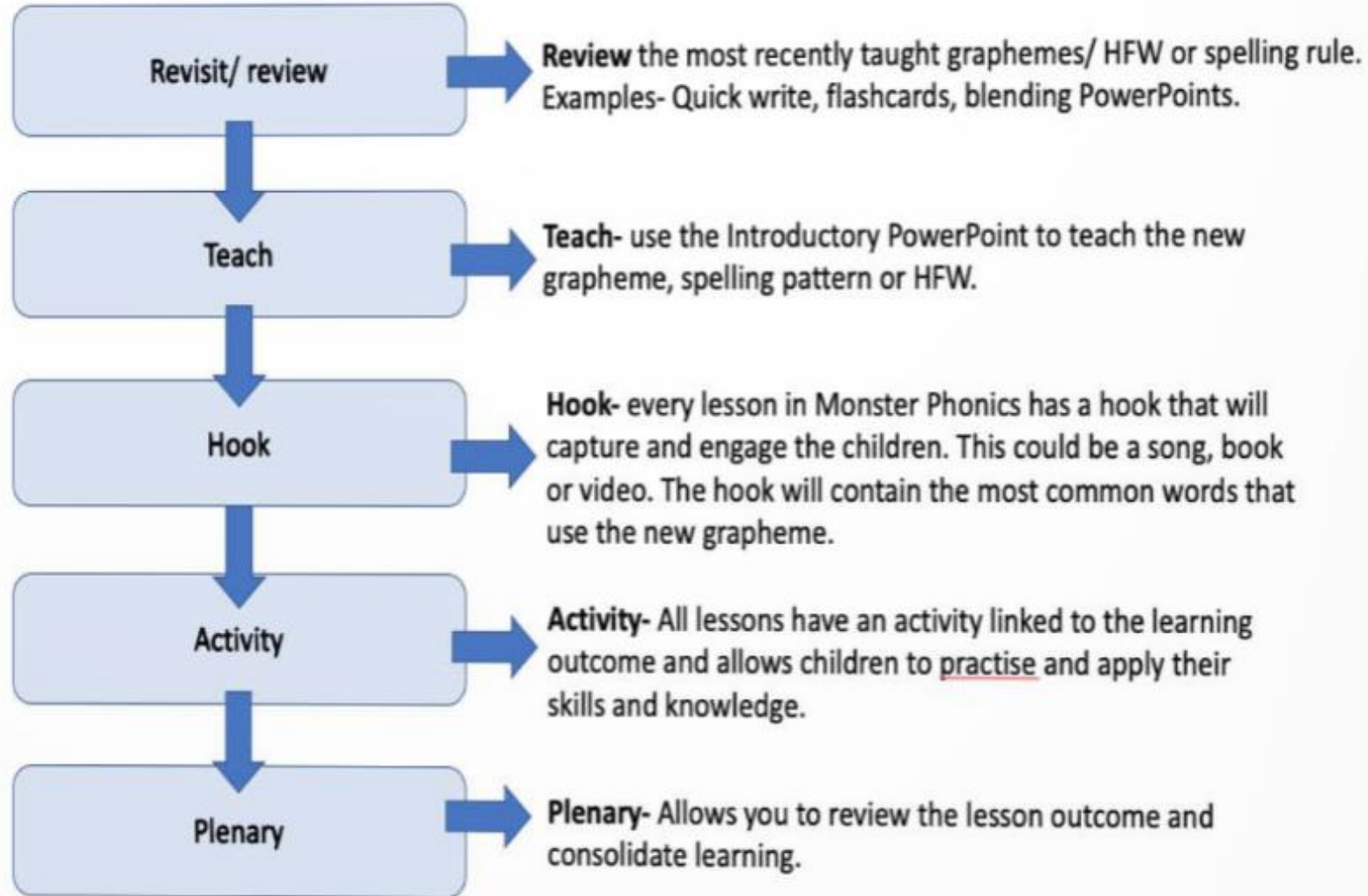
Children are becoming fluent readers and more accurate spellers. They learn more spelling patterns such as the use of prefixes and suffixes, contracted forms of words (e.g. can't, won't) and other words in common usage such as days of the week.

At this stage, children can read hundreds of words automatically. They are now reading for pleasure and reading to learn rather than learning to read.

They can decode words quickly and silently and only need to sound out longer or more unfamiliar words.

Phonics at Woodstone

Monster Phonics Teaching Sequence



Flashcards and tricky word cards sent home for children to practise sounds

Regular assessment in order to provide support

How is reading taught?

- Daily Phonics session
- Guided reading session twice per week
- Shared reading
- Daily story time
- Reading opportunities across the curriculum

Reading Books

Monster Phonics book – changed weekly (Friday)
Shared Reading Books (Colour banded book) –
changed as often as needed
Library book – changed weekly (Wednesday)

Year 1 Phonics Check

In June, all Year 1 children complete the Year 1 phonics screening check. This is a statutory assessment which takes place in all Year 1 classes across the country.

The aim is to check the child's ability to segment and blend words using the Phonic sounds they have learnt. They are expected to read a mixture of real words and 'nonsense' words.

When is the Phonics Screening Check?

This year's Phonics Screening Check will take place during the week beginning Monday 9th June 2025.



What happens during the test?

The whole process will be very relaxed – the children will not see the phonics check as a ‘test’.

The screening contains 40 words.

Each child will sit one to one and read each word aloud to Miss Pickering.

The test will take approximately 10 minutes per child; although all children are different and will complete the check at their own pace.

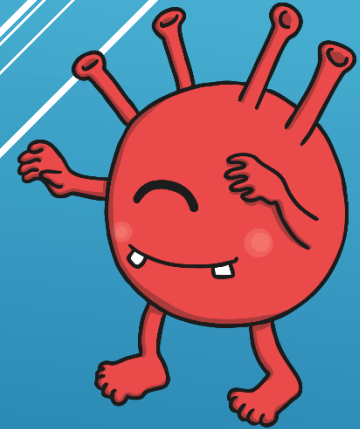
The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).

Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have.

Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.

Your child may refer to these words as 'alien' words.



Example of the Check

Practice sheet: Real Words

beg

twinkl.co.uk

at

twinkl.co.uk

sum

twinkl.co.uk

in

twinkl.co.uk

Example of the Check


Practice sheet: Pseudo Words

vap 

twinkl.co.uk

osk 

twinkl.co.uk

ot 

twinkl.co.uk


ect 

twinkl.co.uk

niff 

dass 

pell 

quazz 

How Are The Results Used?

Results from the check will be used by schools to analyse their own performance and for Ofsted to use in inspections.

In addition, the results will be passed on to your child's Year 2 teacher to ensure they continue to be supported in developing their early reading and decoding skills in Year 2.

The results of the screen will not be shared with the children.

How Can I Help My Child At Home?

- Read as much as possible to and with your child.
- Practise your child's sound flashcards regularly
- Encourage your child to use their decoding skills to read new words
- Blend the sounds by pointing to each letter, e.g. /c/ in cat, or the letter group, e.g. /ng/ in sing. Next move your finger under the whole word as you say it.
- Discuss the meaning of words if your child does not know what they have read.

Speech Sounds

<https://www.youtube.com/watch?v=mRoFpvC0yn0>

Reading Raffle

To promote reading across Key Stage 1 we carry out a Reading Raffle. Your child needs to read 5 times over a 7 day period in order to enter the reading raffle on a Friday.

A prize will be given every Friday!

Your child has a reading diary which goes home in their bookbag. This needs to be filled in for your child to be entered into the Reading Raffle!

Thank you for your time

Any questions?

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