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# Year 1 Phonics & Early Reading Workshop



Welcome and thank you!

# Our aims:

- Recap - What is Phonics?

Discuss technical terms, correct pronunciation of phonemes and its importance in early reading

- Teaching early reading

Explore the ways Phonics is taught in Year 1 and discuss our Phonics scheme, Sounds-Write

- Reading at home

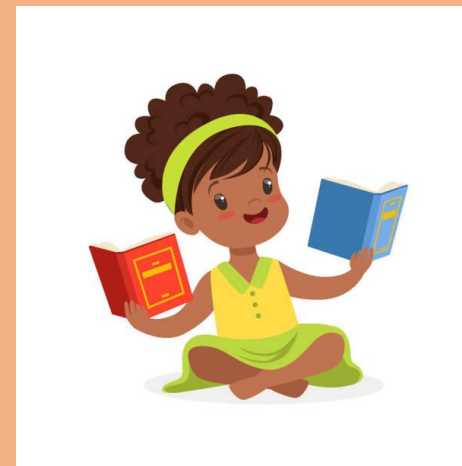
Reading books, frequency of reading, parent strategies to support reading

- The Phonics Screening Check

What is it? How does it work? What happens if my child doesn't pass?

- Supporting your children at home

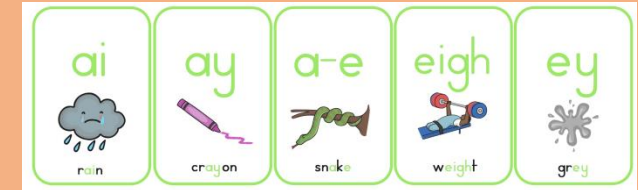
Explore strategies and useful websites



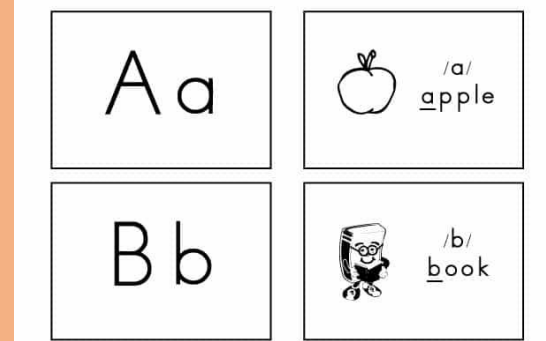
# What is Phonics?



- Children begin to learn phonics (sounds) in early years, both nursery and reception. 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.
- 26 letters of the alphabet. A letter consists of a sound, a shape and it has a capital letter and a lower case form.
- A phoneme is the letter sound. There are 44 sounds in the English Language.
- The letter shape is a grapheme - a letter or a number of letters that represent a sound (phoneme) in a word.



# Some reminders for teaching Phonics and Reading at home.

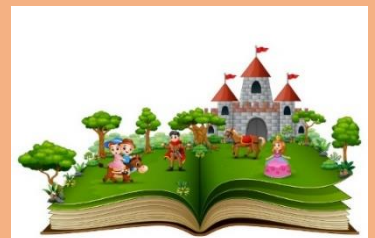


- When teaching early reading and spelling, it is important to say the letter sound not the letter name.
- Calling words their letter names can cause confusion and inaccuracies for children because they need to apply their phonic knowledge to the reading and spelling of words.
- It is important that these sounds are pronounced correctly to support your children in their own correct pronunciation.

<b>s</b> sat	<b>t</b> tap	<b>p</b> pan	<b>n</b> nose	<b>m</b> mat	<b>a</b> ant	<b>e</b> egg	<b>i</b> ink	<b>o</b> otter
<b>g</b> goat	<b>d</b> dog	<b>ck</b> click	<b>r</b> run	<b>h</b> hat	<b>u</b> up	<b>ai</b> rain	<b>ee</b> knee	<b>igh</b> light
<b>b</b> bus	<b>f</b> farm	<b>l</b> lolly	<b>j</b> jam	<b>v</b> van	<b>oa</b> boat	<b>oo</b> cook	<b>oo</b> boot	<b>ar</b> star
<b>w</b> wish	<b>x</b> axe	<b>y</b> yell	<b>z</b> zap	<b>qu</b> quill	<b>or</b> fork	<b>ur</b> burn	<b>ow</b> now	<b>oi</b> boil
<b>ch</b> chin	<b>sh</b> ship	<b>th</b> think	<b>th</b> the	<b>ng</b> sing	<b>ear</b> near	<b>air</b> stair	<b>ure</b> sure	<b>er</b> writer

# How do we to teach reading in Year 1?

- Every day, the children will have a teacher-led Phonics session that will last about 45 minutes.
- During this session, the children will be taught to recognise and write sounds and link this to the reading and writing of words.
- The children have plenty of time throughout the day to use and practise the Phonics learning that has been taught during 1-1 reading and Literacy time.
- Every day, the children have a timetabled story time session. Each week, a high-quality text is chosen as our story of the week. Throughout the week, the children will listen to the story multiple times, ask and answer questions about it and build up to being able to read the story as a class with the teacher. We discuss unfamiliar and ambitious vocabulary with the children to support their language development and also teach them how to 'choral' and 'echo' read with us.



# Sounds-Write

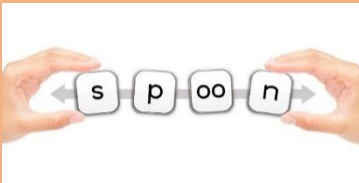
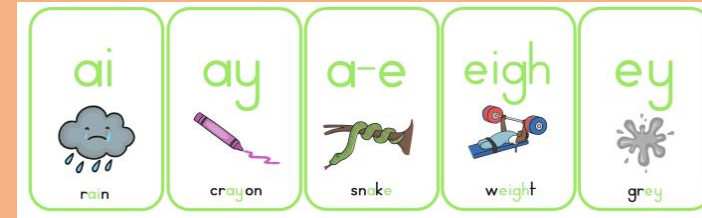


- We follow the Sounds-Write Phonics Programme. Sounds-Write teaches word-reading right from the beginning of Year R, starting with very simple words and moving onto more complex words. They have moved away from introducing the sounds in isolation and are advocates for teaching the ability to segment and blend words right from the start.

## Concepts and Skills:

### Concepts

- You can spell a sound with 1, 2, 3 or 4 letters.
- There are many different ways of spelling a sound (such as the sound /ae/ in play, rain, gate or break, for instance).
- A spelling can represent more than one sound (the spelling < ea > in the words sea, head, break).



### Skills:

- Segmenting: pulling sounds in words apart – “Say the sounds and read the word.”
- Blending: pushing sounds together to make words
- Phoneme manipulation: taking out one sound in a word and putting in another.

Can you say  
dog without  
the d? Or sand  
without the s?



# Sounds-Write Units

- The Sounds-Write units are split up into the Initial Code and the Extended Code.
- In Year 1, your children will learn the Extended Code (Units 1-26).
- You will be provided with a reading book containing the words and sounds the children are focussing on as they move onto each unit.

SOUNDS - WRITE

THE EXTENDED CODE

LEARNING OBJECTIVES: THE EXTENDED CODE

SKILLS:

- **segment:** to spell words containing the target sound;
- **blend:** to read words containing the target sound.

KNOWLEDGE:

- a sound can be represented by more than one spelling;
- the most common spellings which represent the target sound.

Sounds:

Teach with Lessons 6, 7, 8 and 9

Unit	
1	Sound /ae/ first spellings
2	Sound /ee/ first spellings
4	Sound /oe/ first spellings
6	Sound /er/ first spellings
7	Sound /e/
8	Sound /ow/
10	Sound /oo/ (as in 'moo') first spellings
11	Sound /le/
12	Sound /oo/ (as in 'too')
14	Sound /u/
16	Sound /s/
18	Sound /l/
19	Sound /or/ first spellings
20	Sound /air/
21	Sound /ue/
23	Sound /oy/
24	Sound /ar/
25	Sound /o/
27	Sound /ae/ more spellings
28	Sound /d/
29	Sound /ee/ more spellings
30	Sound /i/
32	Sound /oe/ more spellings
33	Sound /n/
34	Sound /er/ more spellings
35	Sound /v/
36	Sound /oo/ (as in 'moo') more spellings
37	Sound /j/
38	Sound /g/
40	Sound /f/
42	Sound /m/
43	Sound /or/ more spellings
44	Sound /h/
45	Sound /k/
46	Sound /r/
47	Sound /t/
48	Sound /z/
49	Sound /eer/
50	Sound schwa /ə/

SKILLS:

- to **manipulate** alternative sounds in and out of words.

KNOWLEDGE:

- a spelling can represent more than one sound;
- the most common sounds represented by the target spelling.

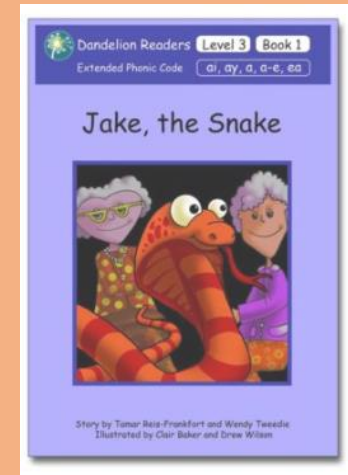
Spellings:

Teach with Lesson 10

Unit	
3	Spelling <ea>
5	Spelling <e>
9	Spelling <ow>
13	Spelling <oo>
15	Spelling <ou>
17	Spelling <s>
22	Spelling <ew>
26	Spelling <a>
31	Spelling <y>
39	Spellings <g>
41	Spelling <gh>

# Reading at home

- We use Dandelion Readers and Sounds-Write books that link directly to the phonic sounds that the children are learning in school. We will change your child's book on **Tuesdays** and **Fridays**.
- These books are designed for the children to access independently, however, sometimes, the children may need adult support, especially if they are reading a book for the first time or have just began a new Sounds-Write unit.
- Please try to read with your child **every** day during the school week, even if it is just for 10 minutes.
- We know that this isn't always possible but please aim for 3 times a week minimum.
- Please record all reading at home in your child's learning journal so that we can see how your children are progressing with their reading at home.
- A daily story time will also support your child's own reading progress and is brilliant for encouraging language development and the introduction of new vocabulary.





# The Year 1 Phonic Screening

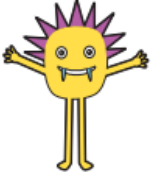


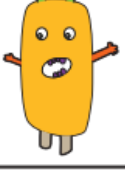
- In June, all Year 1 children take the phonics screening test which is a statutory assessment. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1.
- The phonics check takes between 5-10 minutes.
- They will be asked to sound out a word and blend the sounds together. e.g. d-o-g – dog.
- The check will consist of 40 words – a mixture of real and pseudo (alien/nonsense) words – the children can see if the word is a real or pseudo word, as there is a picture of an alien next to the words.



- The screening is used to ensure that all children are given a pathway into successful reading through teaching them to decode words, even those that are unfamiliar.

# Section 1

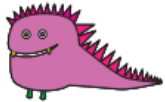

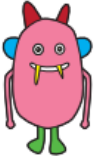

- The check is split up into two sections.

sut 	shop
yad 	yell
dop 	peel
uct 	check

- Section one includes words with three and four sounds.
- This section is slightly easier, as it consists of mostly single letter sounds and the most common digraphs.

# Section 2

- Section 2 contains more complex words including less common digraphs, trigraphs and split digraphs with four trickier spellings at the end of the check.

vaw 	few	label
meast 	fried	vanish
waib 	beak	blossom
zome 	cute	thankful

- The children will be expected to read words including split digraphs and alternative spellings of sounds – a in label is different to a in cat.
- These skills come naturally to children who can read more fluently, but some children find this section particularly difficult without more practise.

# How is it administered?

- Teachers will conduct all of the screening checks with the children.
- The children will complete the check one-to-one in a quiet area of the school.
- We are not permitted to indicate to the children at the time whether they have correctly sounded out and / or blended the word.
- The check has been designed so that children of all abilities will be able to take part.
- If a child has speech or language difficulties this is taken into consideration.

# When does it take place?

- The screening will take place throughout the week beginning:
- **Monday 10<sup>th</sup> June.**
- We can adapt materials within our guidelines – words are laminated so children can use a whiteboard pen to put in sound buttons to help them break down the word.
- If your child was poorly all week, we would be able to catch up over two days in the following week.



# The Results

- The school will be scored against a national standard (*threshold only released by the DfE after the screening*) – it is normally 32/40
- We will inform you of whether your child passed or did not reach the expected standard.
- If your child's score falls below the national standard they will re-take the phonics screening check in Year 2.
- Your child will continue to receive phonics support in Year 2 in the form of phonics catch up sessions with their class teacher/ TA.

# How can you support your child at home?

- When supporting your child in their reading, encourage them to use the technique I have shown you to read new and unfamiliar words: sounding out, blending – “Say the sounds and read the word.”
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been. 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.
- Read, read, read! Ensure you use the correct pronunciation when reading an unfamiliar word.
- Use websites like ‘Phonics Play’ and the sound sheets/spellings we provided you with to practise phonics and reading at home.
- AlphaBlocks is also a lovely Phonics programme to watch!



# Questions

- Please see your child's class teacher if you have any questions regarding your child's reading or Phonics learning.
- You can also email me directly at [office@coxheath.kent.sch.uk](mailto:office@coxheath.kent.sch.uk) and I will happily answer any of your questions.

