

Year 1 Phonics

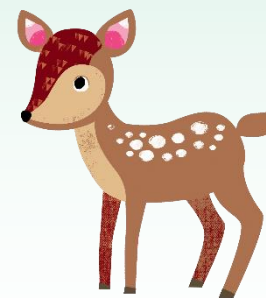
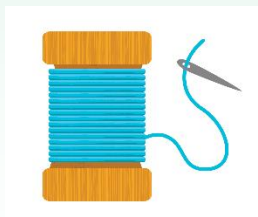
Monday 14th November 2022

**The family of St Agnes loves, learns and grows together as
followers of Jesus.**



What are we going to cover?

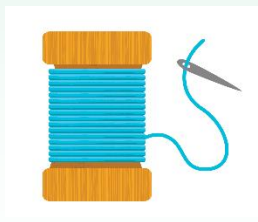
- What is Phonics?
- Why is Phonics Important?
- What is Essential Letters and Sounds?
- Curriculum Focus
- Being a Successful Reader
- How we teach phonics
- Supporting your child with reading at home
- Pronouncing pure sounds



























































What is Phonics?

A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound). There are over 175 common ways to spell words.



a 	o 	x 	t 	e 	p 	r 	i 	n 	m 	h 	b 	d 	g 	
s ss 	c k ck 	q qu 	u oo 	j y 	ch 	sh 	th 	w wh 						
v 	f ff ph 	ow ou 	l ll 	oa ow oe o_e 	oo ue ew u_e 	ar 								
ng 	z zz 	ai ay a_e 	ear 	igh 	ie 	i_e 	ee 	e_e 	ea 	air 				
ure 	oi 	oy 	or 	aw 	au 	er 	ur 	ir 	I 	no 	go 	the 	to 	into 
you	they	all	are	my	her	said	have	like	so	do	come	some		
were	there	little	one	when	out	what								

What is Phonics?

Phoneme: the smallest single identifiable sound in a word.
For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.

GPC - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Digraph: two letters making one sound. For example, /sh/ in the word 'shop'.

Trigraph: three letters making one sound. For example, /igh/ in the word 'night'.

Split digraph: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'cake'.

Oral Blending - hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

Oral Segmenting - This is the act of hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

Why is it important?



"Research shows that when phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex - it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment." (DfE, 2013)

'...systematic phonics is an essential part of the initial reading instruction' (Bowers, Jan, 2020).

**Getting all children
to
read well, quickly.**



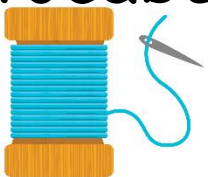
What is ELS?



Essential Letters and Sounds (ELS) is our chosen phonics programme

Children will experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.

Essential Letters and Sounds includes rich vocabulary through mnemonics and rhymes



Curriculum Focus

- Focus on children reading widely, for pleasure and meaning.
- Emphasis on accurate spelling, grammar and punctuation.
- Presence of phonics as a route to support children in becoming fluent readers.



Being a Successful Reader

Phonics - decoding by blending the sounds in words to read them. This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme corresponds to and then merging these phonemes together to make a word. This is the basis of reading.

Reading comprehension- need to read the text, process it and understand its meaning

Language comprehension- understand what the word means within the context it appears

Two Important Skills

- **Blending** - This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

c - a - t cat

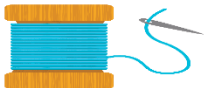
- **Segmenting** - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

dog d - o - g



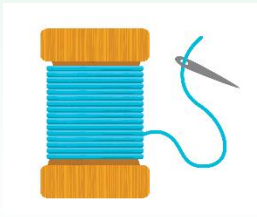
How do we teach phonics?

- Direct, focused phonics is taught every day from the start of Reception
- We use a simple, consistent approach to teaching phonics.
- Mnemonics and rhymes are used to support learning and recall
- Repetition is a key element of Essential Letters and sounds; the repetitive structure of the lesson, repeating sounds, repeating phrases



How do we teach phonics?

- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- /c/ /oa/ /t/ , overlearning and repeated exposure
- We teach the 'code' for reading, alongside teaching vocabulary.



How do we teach phonics?

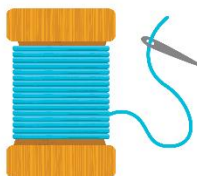
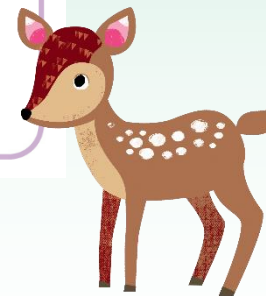
Teach

These objects all have the /ng/ sound in.

ng



ng ... ng ... ring
ng ... ng ... wing
ng ... ng ... sing



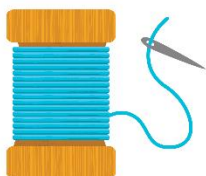
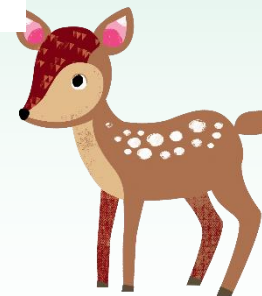
How do we teach phonics?

Apply

Quit activity 

Read the sentence. Click on the icon to reveal the picture.

Her friend said it
was sweater
weather.



What does a Phonics lesson look like?

Revisit/review	Review previously taught sounds and graphemes. Drum roll for new phoneme
Teach	Teach new phoneme using Interactive whiteboard resource, my turn, your turn approach
Practice	Practise formation of phoneme, modelling, air writing. Harder to read and spell words; say the word, stretch the word, robot arms
Apply	Apply the learning and practise in ELS books be a phoneme spotter, spot harder to read and spell words, read sentences/captions, write harder to read and spell words

ELS Progression

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2

ELS Progression

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

Phase Two



Reception Autumn 1

Children learn 20 new Phoneme/grapheme correspondences or GPCs and 14 harder to read and spell words

- **Set 1:** s a t p
- **Set 2:** i n m d
- **Set 3:** g o c k
- **Set 4:** ck e u r
- **Set 5:** h b f/ff l/l ss
- Harder to read and spell words: eg **he, she, me, we**
- **High Frequency Words: is, it, in, at, and**
- Children are secure if they know how to read at least a quarter of the HFW
- **Sounding out and blending words/ captions: a cat on a bed, a hug and a kiss, me then you approach**
- **Reading and spelling VC (vowel-consonant) words, e.g. am, and CVC words, e.g. cat/ dog.**

Phase Three



Autumn 2 Reception: Children learn 28 new grapheme/phoneme correspondences GPCs and 18 harder to read and spell words

- Set 6: j v w x
- Set 7: y z/zz qu
- Digraphs (2 sounds together to make 1) and trigraphs (3 sounds together to make 1):
 - ch (chip)
 - sh (shop)
 - th (thin/ then)
 - ng (ring)
 - ai (rain)
 - ee (feet)
 - igh (night)
 - oa (boat)
 - oo (boot/ look)
 - ar (farm)
 - or (for)
 - ur (hurt)
 - ow (cow)
 - oi (coin)
 - ear (dear)
 - air (fair)
 - ure (sure)
 - er (corner)

<https://vimeo.com/753931102/b9a2f8194f>

Phase Four



Summer 1: Reception

- Children master what they have learnt and now develop an understanding of words with a longer structure.
- Practise recognition and recall of Phase 2+3 letters and sounds.
- Practise reading and spelling CVC words.
- Teach and practise reading CVCC words (consonant-vowel-consonant-),/ CCVC words e.g. shop, chip, kiss.
- Harder to read and spell words: **he, she, we, me, be, said, so, have, like, some, come, was, you, were, there, little, one, they, all, are, do, when, out, what, my, her.**
- Secure if the children can read half of the HFW
- Practise reading and spelling high frequency words.
- Practise reading and spelling sentences.



Phase Five



Summer 2 Reception: Revise Phase 3,4,5 Autumn 1 Year 1

Autumn 1 Year 1: 16 new GPCs

Autumn 2 Year 1: 29 new harder to read and spell words

- Practise recognition and recall of Phase 2,3+5 letters and sounds as they are learnt.
- Teach new digraphs:
 - ay (day) oy (boy) wh (when) a-e (make)
 - ou (out) ir (girl) ph (photo) e-e (these)
 - ie (tie) ue (blue) ew (new) i-e (like)
 - ea (eat) aw (saw) oe (toe) o-e (home)
 - zh (treasure) au (Paul) u-e (rule)
- Practise more complex words
- Learn and practise different pronunciations of sounds (y- by, very, yes)
- Practise reading and spelling high frequency words and tricky words.
- Practise reading and writing new words and sentences.



Phoneme Frame - Segmenting

WORD	PHONEMES				
flush	f	l	u	sh	
pinch					
stump					
string					
French					
camp					
brush					
splash					
milk					
strap					
sand					
shrink					
shelf					
press					
cliff					
wink					
split					
print					
flick					
left					

WORD	PHONEMES				
flush	f	l	u	sh	
pinch	p	i	n	ch	
stump	s	t	u	m	p
string	s	t	r	i	ng
French	F	r	e	n	ch
camp	c	a	m	p	
brush	b	r	u	sh	
splash	s	p	l	a	sh
milk	m	i	l	k	
strap	s	t	r	a	p
sand	s	a	n	d	
shrink	sh	r	i	n	k
shelf	sh	e	l	f	
press	p	r	e	ss	
cliff	c	l	i	ff	
wink	w	i	n	k	
split	s	p	l	i	t
print	p	r	i	n	t
flick	f	l	i	ck	
left	l	e	f	t	

Sound buttons - blending

Can you add **dots** (graphemes) and **dashes** (digraphs and trigraphs) to the words below?

quick

shop

it

deck

tent

chip

jam

cat

string

been

Sound buttons - Answers

quick

shop

it

deck

tent

chip

jam

cat

string

been

Letter	5b - Alternative pronunciation			
a	/a/	/ai/	/o/	/ar/
e	/e/	/ee/		
i	/i/	/ie/		
o	/o/	/oa/		
u	/u/	/ue/	/oo/	
ow	/ou/	/oa/		
ie	/igh/	/ee/		
ea	/ee/	/e/		
er	/er/	/ur/		
ou	/ow/	/oa/	/oo/	
y	/y/	/ie/	/i/	/ee/
ch	/ch/	/c/	/sh/	
c	/c/	/s/		
g	/g/	/j/		
ey	/ee/	/ai/		

Alternative pronunciations

Spring 1 and Spring 2: Year 1

a - blaming, was, last, dad, acorn, want, that,
back, baker, after, can't, can, blazing, had,
baking, what, plant, fast

c - dice, come, can, cell, face, came, ace,
called, cent

y - every, yes, gym, fly, why, very, mystery,
yard, yap, by, yam, my, cylinder, baby, floppy

5C alternative spelling

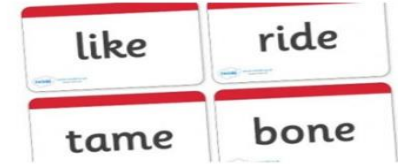
	5C alternative spelling										
/ay/	a_e			ay		ai		a		ey	
/ee/	e_e		ee		y		ea	e		ie ey	
/igh/	ie			y		i_e		igh		i	
/oa/	ow			o_e		oa		o			
/(y)oo/&/oo/	ue		oo		u_e		ew	oo		oul u	
/or/	or			aw		au		a		our al	
/ur/	ur		er			ear		or			
/ch/	ture		tch								
/j/	dge		ge								
/z/	se		ze								
/s/	se		ce								
/n/	gn		kn								
/u/	o										
/ar/	ar		a			al					
/air/	air		ere			ear		are			
/ear/	ear		ere			eer					
/m/	mb										
/r/	wr										
/sh/	cial		tion			ssion		ch		s	
/zh/	sion		sure								

Alternative Spelling

/ay/	a_e came made age		ay day away may	ai aid gain rain	a acorn baker later	ey they grey prey	
/ee/	e_e these theme	ee see been green sleep	y (end) very baby every only	ea each eat sea	e be she me we even	ie brief chief field	ey key donkey valley
/igh/	ie cried die lie pie		y by my fly why	i_e like time inside white	igh night right bright fright	i I find giant I'm	

Phase 6

Phase 6



- The purpose of this phase is to consolidate all previous knowledge and skills acquired in previous phases. Children should know most of the common phonemes and graphemes and read a range of words. Children will learn to become fluent readers and accurate spellers. The focus is on learning spelling rules for suffixes and tenses.

-s

-es

-ing

-ed

-er

-est

-y

-en

-ful

-ly

-ment

-ness



Phase 6

	Suffix	Base word	Base word and suffix
1	s/ es	Singular noun <i>dress, pot, leaf</i>	Plural <i>dresses, pots, leaves</i>
2		Verb (I) <i>eat, drink, push, go</i>	Verb (he, she, it) <i>eats, drinks, pushes, goes</i>
3	ed	Simple present tense <i>want, live, shred</i>	Simple past tense (regular verbs) <i>wanted, lived, shredded</i>
4	ing	Simple present tense <i>hope, hop, cry</i>	Present continuous tense <i>hoping, hopping, crying</i>
5	er	Adjective <i>big, hairy, cold</i>	Comparative adjective <i>bigger, hairier, colder</i>
6		Verb <i>run, read, listen</i>	Noun <i>runner, reader, listener</i>
7	est	Adjective <i>big, hairy, cold</i>	Superlative <i>biggest, hairiest, coldest</i>
8	ness	Adjective <i>happy, kind, cold</i>	Noun (describing state, condition or quality) <i>happiness, kindness, coldness</i>
9	ment	Verb <i>agree, entertain, amaze</i>	Noun (describing condition, result or act of doing something) <i>agreement, entertainment, amazement</i>
10	y	Noun <i>hair, bone</i>	Adjective <i>hairy, bony</i>
11	ly	Adjective <i>kind, loud, sudden</i>	Adverb <i>kindly, loudly, suddenly</i>
12		Noun <i>week, time</i>	Adverb <i>weekly, timely</i>
13	ful	Noun <i>thought, hope, taste, power</i>	Adjective <i>thoughtful, hopeful, tasteful, powerful</i>
14	en	Adjective <i>flat, loose, soft</i>	Verb <i>flatten, loosen, soften</i>
15	less	Noun <i>power, fear, hope, penny</i>	Adjective <i>Powerless, fearless, hopeless, penniless</i>

Sound buttons - blending

Can you add **dots** (graphemes), **dashes** (digraphs and trigraphs) and **dives** (split digraphs) to the words below?

these

cube

came

boat

phone

blue



Sound Button - Answers

these

came

phone

cube

boat

blue



Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story every night
- Reading a bedtime story every night to your child improves their outcomes
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.



Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- Your child should be able to read their book confidently
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want them to practise reading their book 4 times across the week working on these skills:

decode

fluency

expression



New Decodable Phonic Books to match Essential Letters and Sounds



Grabe & Stroller,
2019;

'....the ability to
read fluently is
extraordinary, in
fact, it is
miraculous'



Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

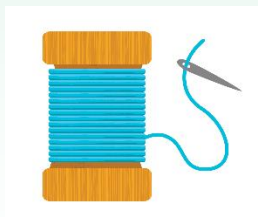
c a t

not

cuh a tuh

If we mispronounce these sounds we will make reading harder for our children.

<https://vimeo.com/753929025/5eaa45c0aa>



How can you help?

- **REMEMBER:** Phonics is not the only skill needed to become a fluent reader.
- Please continue to immerse your child in a **love of reading**. Ensure you read with your child each night and encourage them to:
 - Apply their phonic skills
 - Encourage your child to 'sound out' when reading or writing. Focusing particularly on spotting more unusual sound patterns. Eg **cow**, **night**, **spine**.
 - For reading unfamiliar words encourage children to **draw sound buttons**, **stretch the word**, **use robot arms**
 - Encourage children to use **phoneme fingers** to help segment words for spellings
 - Re-read to check if the text makes sense.
 - Ask and answer questions about the book.
 - Use online games on **www.phonicsplay.co.uk** to read real and pseudo words.
 - Make full use of Reading Eggs
 - Make full use of Fast Phonics



Correct articulation of the phonemes



<https://www.bing.com/videos/search?q=mr+thorne+does+phonics+ai&&view=detail&mid=CB4F2E89C1418CDE8270CB4F2E89C1418CDE8270&&FORM=VRDGAR>

We continue at Saint Agnes' to strive to work together with you as parents to provide the best learning for your child.

Thank you for attending this morning.

Questions?

