

# Year 1

# Phonics

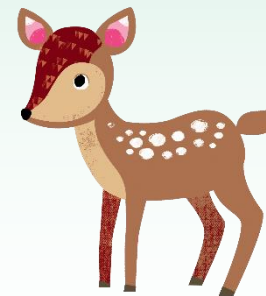
**Monday 13<sup>th</sup> November 2023**

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



# What are we going to cover?

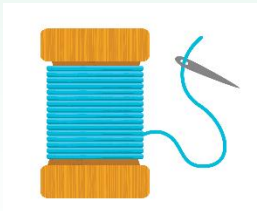
- What is Phonics?
- Why is Phonics Important?
- What is Essential Letters and Sounds?
- Curriculum Focus
- Being a Successful Reader
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home



# 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).



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	
							he	she	we	me	be	was	
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** - This involves 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.

**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.

**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.

**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.

# Why is Phonics 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).

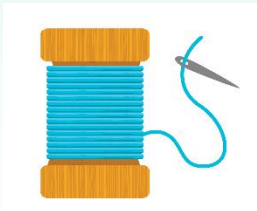
**Getting all children to read well, quickly.**



# What is Essential Letters and Sounds?

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.



# 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.

**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

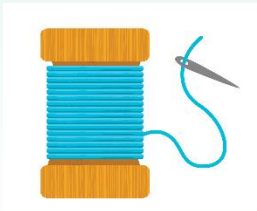
- **Segmenting** - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

dog      d – o - g



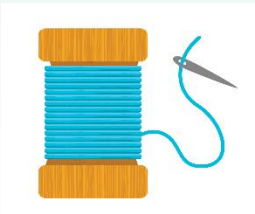
# How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- We have mnemonics and rhymes to support learning and recall
- We teach phonics every single day from the first days of Reception



# How do we teach phonics?

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



# How do we teach phonics?

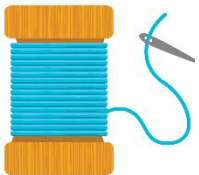
## Teach

These objects all have the /ng/ sound in.

ng



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



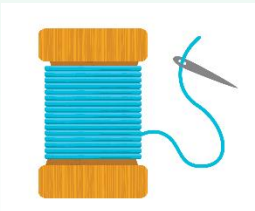
# How do we teach phonics?

Apply

Quit activity 

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

Her friend said it  
was sweater  
weather.



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

# 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"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>

# Phase Two

- 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: the, to, no, go, I

•High Frequency Words: is, it, in, at, and

## Phase 2 Phonics

s s	a a	t t	p p	i i	n n
m m	d d	g g	o o	c c	k k
ck ck	e e	u u	r r	ss ss	h h
b b	f f	ff ff	l l	ll ll	

- 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
- Reading and spelling VC (vowel-consonant) words, e.g. am, and CVC words, e.g. cat/ dog.

Phase 2

Pure Sounds



# Phase Three

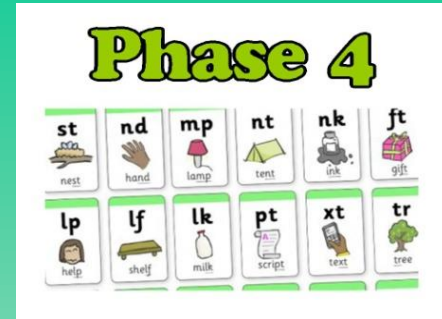
- **Set 6: j v w x**
- **Set 7: y z/zz qu**
- **Digraphs (2 sounds together to make 1) and trigraphs (3 sounds together to make 1):**

- **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)**

## Phase 3 Phonics

j	v	w	x	y	z
zz	qu	ch	sh	th	ng
nk	ai	ee	igh	oa	oo
ar	ur	oo	or	ow	oi
ear	air	ure	er	ow	

# Phase Four

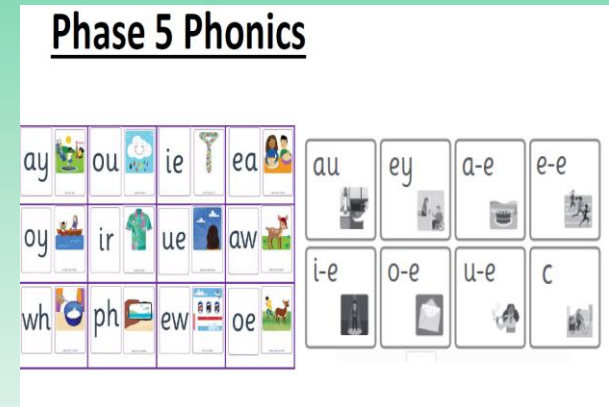


- Practise recognition and recall of Phase 2+3 letters and sounds.
- Practice reading and spelling CVC words.
- Teach and practice reading CVCC words (consonant-vowel-consonant-),/ CCVC words e.g. shop, chip, kiss.
- Teach reading tricky words: **he, she, we, me, be, said, so, have, like, some, come, 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.
- Practice reading and spelling sentences.



# Phase Five

- 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 practice 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

chip

shop

jam

it

cat

deck

string

tent

been

# Sound buttons - Answers

quick

shop

it

deck

tent

chip

jam

cat

string

been

# 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



## 5b - Alternative pronunciation

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

**a** – blaming, w**as**, l**ast**, dad, acorn, w**ant**, that, back, baker, **a**fter, c**an**'t, can, blazing, had, baking, wh**a**t, pl**an**t, f**ast**

**c** – d**ic**e, come, can, **c**ell, fac**e**, came, ac**e**, called, **c**ent

**y** – ever**y**, yes, gym, fl**y**, wh**y**, ver**y**, myster**y**, yard, yap, b**y**, yam, m**y**, cylinder, bab**y**, flopp**y**

# 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

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

# Phase 6

## Phase 6

like

ride

tame

bone

- 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

	<b>Suffix</b>	<b>Base word</b>	<b>Base word and suffix</b>
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>

# What does a Phonics lesson look like?

<b>Revisit/review</b>	Phonemes learnt so far.
<b>Teach</b>	Teach new phoneme 'air' using an exciting 'hook' to engage children ie feely bag with objects/ pictures, large magic chair.
<b>Practice</b>	Game: Buried treasure Air, zair, fair, hair, lair, pair, vair, sair, thair
<b>Apply</b>	Read/ Write captions and or sentences: using white boards/phonic books.



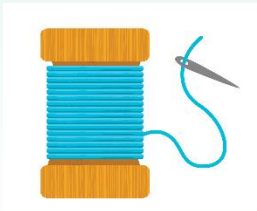
# Correct articulation of the phonemes



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

# Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story 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.



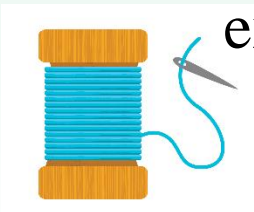
# Supporting your child with reading at home

- 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

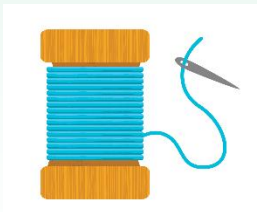


# Supporting your child with reading at home

We want children to create a strong orthographic map. This means that they learn sounds spelt by the letters or groups of letters in each word.

To read fluently, or well, we need a strong orthographic map.

To consistently recognise that the <ea> in bread spells /e/ we need to read it at least 4 times. This means we need to read the word many times to build fluency for reading.



# Pronouncing pure sounds

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

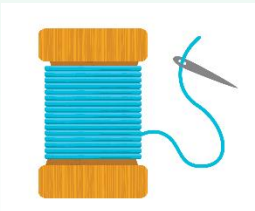
**c a t**

**not**

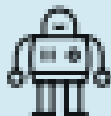
**cuh a tuh**

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

There are videos for this on our school website where you can hear the correct pronunciation of the sounds.



# Supporting your child with writing at home



You can use the spelling sequence with your children at home to support them with their writing.

Let's try this with the word: rain

Use the spelling sequence to model rain

Say the word – warm it up – stretch the word – robot talk the word – blend the word – count the sounds within the word – say the word

You can talk about how you support your children with their writing in school.

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?



