

# Year 1 Phonics Meeting

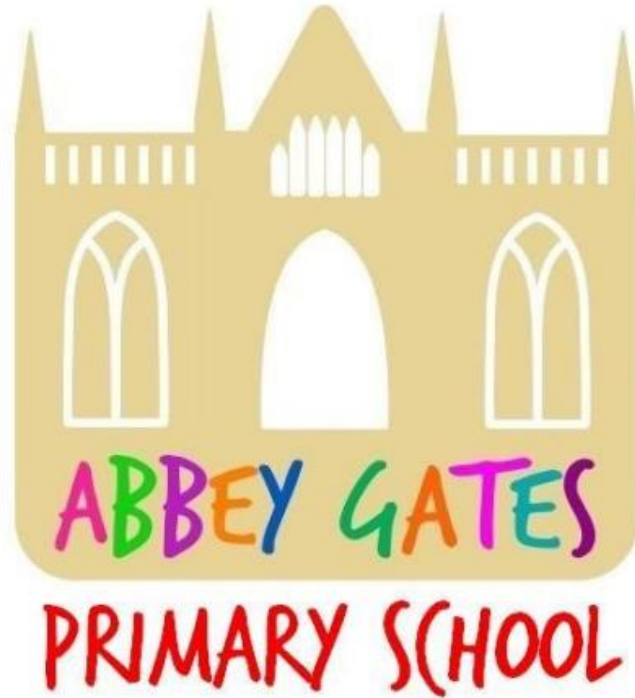
Monday 30th September 2024

# Aims of our workshop

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- To understand our approach to teaching children how to read and write in school,
- To understand where your children are with their phonics journey and how this will progress during the children's time in Year 1,
- To understand how you can support your child with their phonics and reading skills at home,
- To understand the Phonics Screening check which will take place at the end of Year 1.

# Abbey Gates Primary School


























Phonics Handbook  
September 2021.

# F2 Phonics

- Phase 2,
- Phase 3,
- Phase 4.

Phoneme, grapheme,  
digraph, trigraph, blend,  
segment, decode.

























Phase 2 Sound Mat

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

Tricky words...  
I no the to go into

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Phase 3 Sound Mat

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

Tricky words...  
he she we be me you are her was all they

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# Year 1

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- Phase 5 phonics.
- Phase 5 is split into Phase 5a, b and c as it is very complex.
- Phonics screening check.

# Key Vocabulary which the children will learn in Year 1.

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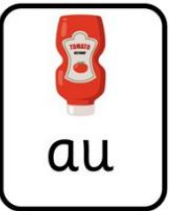
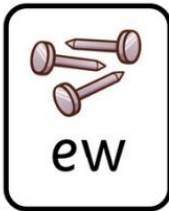
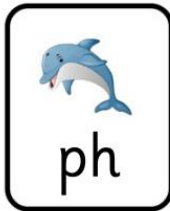
**Split digraph:** two letters which make one phoneme, split between a consonant. E.g a-e as in cake.

**Alternative spelling:** When a phoneme can be spelt in more than one way. E.g the /ee/ phoneme in bee, sea, key and athlete.

**Alternative pronunciation:** When a grapheme has more than one phoneme e.g ow as in cow and blow.

# Phase 5a – alternative spellings and split digraph.

Phase 5a Sound Mat



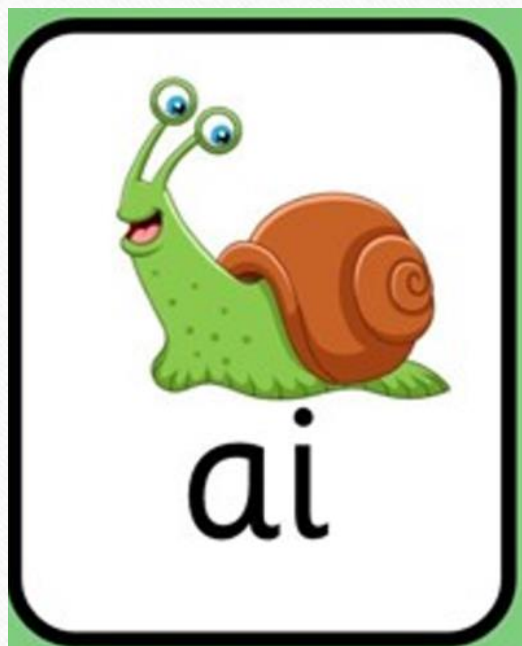
Alternative Spelling Choices

Tricky words...

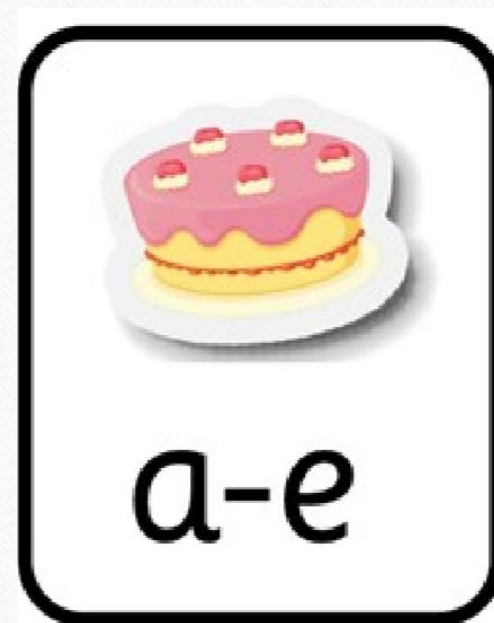
oh Mrs people their called Mr  
looked asked could

Introducing alternative graphemes for phonemes  
which the children already know.

Phase 3



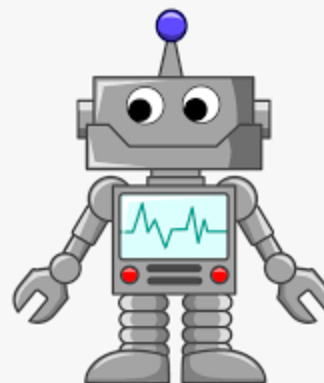
Phase 5a



Strategies which the children will use – this is consistent throughout Phase 2 – 5.

cat  
● ● ●

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Phase 5a Sound Mat			Alternative Spelling Choices						
ay	ou	ie	ea	oy	ir	ue	aw		
wh	ph	ew	oe	au	ey	a-e	e-e		
i-e	o-e	u-e	Tricky words... oh Mrs people their called Mr looked asked could						

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duck  
● ● █

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cake  
● ●



# Phase 5b – alternative pronunciation.

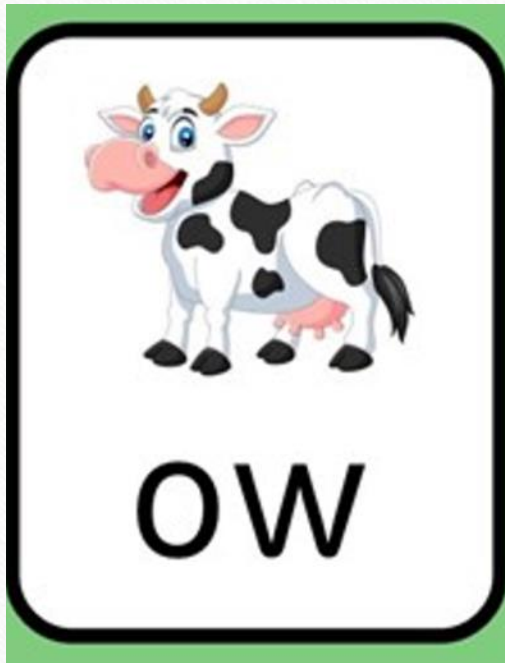
Phase 5b Sound Mat

Alternative Pronunciations

i		o		c		g	
u		ow		ie		ea	
er		e		a		y	
ch		ey					

Introducing alternative phonemes for graphemes which the children already know.

Phase 3



Phase 5b



# Phase 5c – alternative spellings.

Phase 5c Sound Mat

Alternative Spellings

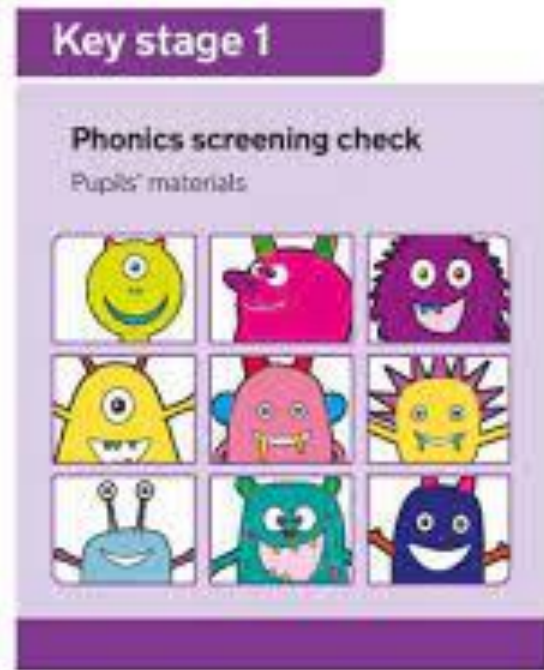
ch	picture catch	r	wrap	ear	here	ur	learn worm
j	fudge	s	listen	air	there pear bare	oo	could push
m	lamb	z	please	ar	father half		
n	knit gnat	u	some	or	ball four caught		

# What a lesson looks like

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- Revisit and Review prior learning,
- Teach a new grapheme,
- Practise reading a new grapheme or writing a new grapheme in a word.
- Apply new knowledge by reading or writing the new grapheme in a sentence.
- Challenge: play a game to embed the learning which has taken place.

# Phonics Screening Check



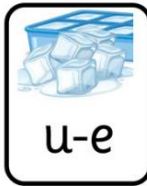
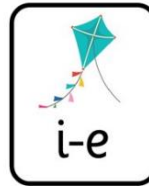
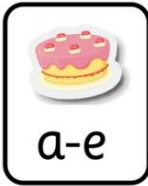
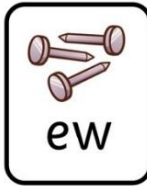
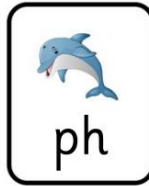
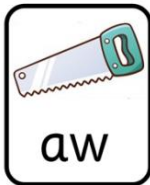
- Word reading check – 40 words,
- Takes around 10 minutes,
- It is designed to not be stressful for the children to complete,
- Real words and 'alien' words,
- Children have been taught all of the graphemes which appear within the screening check,
- If the children do not pass the screening, they will be given extra support and will retake the test in Year 2.

# Reading Books

The duck got away but the snake got the drake.



## Phase 5a Sound Mat



Tricky words...

oh Mrs people their called Mr  
looked asked could

# Year 1 – Reading Book Bands.

<b>Blue</b>	<b>Phase 4</b>	<b>Y1 – Autumn</b>
<b>Green</b>	Phase 5a	Autumn End of Autumn
<b>Orange</b>	Phase 5b/c	Spring/Summer
<b>Turquoise</b> <b>End of Year</b> <b>1</b>	Phase 5	Summer End of Summer

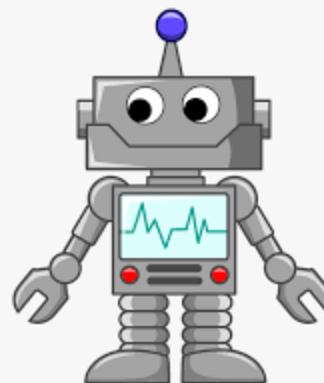
# How can you support at home?

- Use the Phase 3-5(a/b/c) sound mats which your child has at home, ask them to point to a grapheme and spell out words – they can pretend to ‘type’ the words onto their sound mat.
- Play games on the Phonics Bloom and Phonics Play websites.
- Read the books which have been sent from school as often as you can with your child. When the children are reading their books have their sound mats to hand. If they are stuck on a grapheme, you can point it out on the sound mat – seeing the image can help!
- Ask children to write for a purpose – this could be a letter, card, shopping list, or something else!

Strategies which the children will use – this is consistent throughout Phase 2 – 5.

cat  
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Phase 5a Sound Mat			Alternative Spelling Choices						
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duck  
● ● █

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cake  
● ●



- When writing, encourage children to segment the sounds they can hear. When writing independently, we encourage children to write words in a phonetically plausible way. This means that they do not have to be spelt correctly at this point, but they can be read using the phonics knowledge they have. However, as they move through school, correct spelling will become a priority. Encourage your child to say the sentence they plan to write and count the number of words on their fingers.
- Ask your child to practise spelling the words on the weekly spelling lists which we will send out. This will provide the children with an opportunity to practise applying the graphemes which have been taught each week in school within their writing.
- Practise letter formation using the same rhymes which we use at school, these can be found in the Phonics Handbook under the Phonics section of the school website,
- Continue to spread the joy of books and help to instill a love of reading by sharing story books daily and visiting book shops and libraries regularly. Helping children to recognise that by learning phonics they will have access to the wonderful world of books and reading is key!

Thank you

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Any Questions?