

Year 1 Phonics

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.¹⁶

The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences.



Barnes Primary School

Aims of Session

- What is phonics?
- Key Vocabulary
- Phonics lesson examples
- Phonics in School
- Reading in School
- How to help at home
- Phonics Screening



Phonics

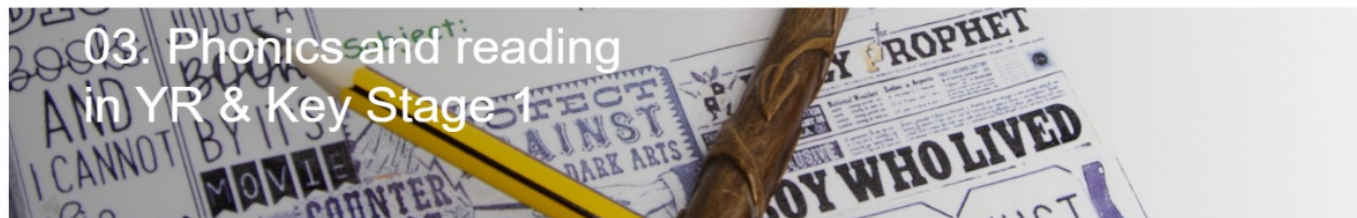
Phonics is simply the code that turns written language into spoken language and vice versa.

We use this to teach children how to speak, read and spell.



Website

School Website under 'curriculum', then 'reading'.



03. Phonics and reading in YR & Key Stage 1

Home > Curriculum > Reading > 03. Phonics and reading in YR & Key Stage 1

Curriculum

Art

Art (page under construction) >

Computing

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Design and technology

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Phonics at Barnes

Being able to read is the most vital skill children will learn during their early schooling due to the implications it has on lifelong confidence and all round well-being. Early reading skills and phonics are fundamental in giving children the skills needed to access and embrace their learning and the wider world around them.

Phonics is the process that is used to help children break down words into sounds (segmenting) and put sounds back together to read words (blending). Our aim is to teach children the phonic knowledge and skills they need to become fluent readers by the age of seven.

Phonics is taught from Nursery through to Year 2. However, the good practice continues into Year 3. We integrate phonics and spelling lessons so that all children are confident in their phonic knowledge.



We follow the Reading Planet Rocket Phonics systematic synthetic phonics (SSP) programme DfE-validated.

How is phonics taught at Barnes?



Website

Autumn 1	/igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy /oa/ as in rope /oa/ as in snow some, one, said, come, do, so, were, when, have, there, out, like, little, what	/oa/ as in toe /oa/ as in piano /ee/ as in happy /ee/ as in key Consolidation
Autumn 2	/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy oh, their, people, Mr, Mrs, looked, called, asked, could, water, where
Spring 1	/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup short /oo/ as in should /or/ as in father and palm /ur/ as in pearl and world who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball /or/ as in four /or/ as in core /or/ as in door /or/ as in daughter who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
Spring 2	/s/ as in celery /f/ as in giraffe /e/ as in bread /s/ as in house /s/ as in fence /k/ as in school oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/sh/ as in chef /f/ as in bridge /f/ as in package /uh/ as in mother Consolidation
Summer 1	/ul/ as in bottle /f/ as in mixed /d/ as in drilled /m/ as in comb /n/ as in knot /n/ as in sign oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/r/ as in writing /ch/ as in hatching /zh/ as in treasure, television, collage Consolidation
Summer 2	/ch+u/ as in picture /f/ as in pyramid /s/ as in scissors /s/ as in whistle /o/ as in watch /sh/ as in station who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/sh/ as in musician /sh/ as in percussion Consolidation

YouTube





Reading Planet Rocket Phonics Parent Guide



Colour bands and sounds

Yellow

- ar – smart, garden
- or – thorn, sort
- ur – fur, turn
- ow – how, crowd
- oi – point, coin
- ear – fear, beard
- air – hair, chair
- ure – pure, secure
- er – dinner, longer

Blue

- wh – which, whisper
- ph – dolphin, phonics
- ay – play, crayon
- o-e – make, shake
- a – acorn, label
- ea – peach, team
- e-e – complete, these
- ie – field, cookie
- ie – pie, tried
- i-e – shine, smile
- y – sky, dry
- i – find, remind
- ow – snow, window
- o-e – home, alone
- oe – toe, tomatoes
- o – go, both
- ey – donkey, valley
- y – happy, silly

Green

- ue – clue, glue
- u-e – flute, rule
- u – push, put
- ue – due, statue
- u-e – cube, confused
- u – unicorn, human
- ew – chew, screw
- ew – news, stew
- ir – shirt, thirteen
- er – herb, desert
- ou – cloud, sound
- oy – toy, enjoy
- au – launch, author
- aw – yawn, claw
- ou – you, soup
- ou – shoulder, mould
- oul – could, should
- ear – earth, search
- or – world, worth
- eer – cheer, career
- are – care, square
- ear – bear, wear
- ere – there, everywhere
- al – all, walk
- our – four, your
- ore – more, before
- oor – door, floor
- ough – caught, daughter

Orange

- kn – know, knuckle
- gn – gnome, sign
- wr – wrong, wrap
- tch – catch, kitchen
- s, st, ge – treasure, television, collage
- ture – picture, creature
- y – gym, pyramid
- sc – scissors, scene
- st – whistle, castle
- (w)a – watch, want
- ssi – mission, passion
- ci – magician, special
- ti – station, potion

Pink A

- S – SSSSUN (keep teeth together and hiss)
sat, sit
- ā – ā-ā-ā (open mouth wide as if to bite an apple)
as, at
- t – (tick tongue behind the teeth)
tap, tan
- ī – ī-ī-ī (make a sharp sound at the back of the throat)
it, is
- p – (push lips together and let go saying 'p', avoid the 'uh' at the end, almost like a short outward breath)
pat, pin
- n – nnnnet (keep tongue behind teeth)
nap, an
- m – mmmmouse (keep lips pressed together hard)
mat, map
- d* – (tap tongue behind teeth)
dip, and
- g* – (make a soft sound in your throat)
gap, dig
- ō – ō-ō-ō (push out lips; make an 'O' shape with your mouth)
got, pot
- C – (make a sharp click at the back of your throat)
cat, can
- k – (make a sharp click at the back of your throat)
kit, kid

Pink B

- ck – (make a sharp click at the back of your throat)
pick, sock
- e – e-e-e (release mouth slightly from an open position)
peg, met
- ū – ū-ū-ū (make a short sound at the back of your throat)
up, sun
- r – rrrrrabbit (say rr as if you're growling)
rat, run
- h – (say 'h' as you sharply breathe out with mouth open)
hop, hen
- b* – (press lips together and say 'b', pushing lips out as you say it)
bat, big
- f – fffffrog (keep teeth on bottom lip and force air out sharply)
fun, fit
- ff – (keep teeth on bottom lip and force air out sharply)
off, huff
- l – lllladder (keep pointed, curled tongue behind top teeth)
let, luck
- ll – (keep pointed, curled tongue behind top teeth)
hill, tell
- ss – (keep teeth together and hiss)
mess, fuss

◀ Listen to the pronunciation for every sound on the

Top tips to support your child's reading at home

1. Read as regularly as you can at home

- Reading at home is just as important as reading at school. It gives children a chance for extra practice (which is always a good thing!) and the opportunity to develop a language-rich environment at home.
- Read to your child. This may sound obvious but showcasing your love of reading and giving your child the opportunity to listen to you read is just as valuable as them reading to you. Some parents may think that reading at home is all about hearing your child read, which is a **very** important part of developing their reading skills, however allowing them into your world of reading creates a new, exciting experience that will boost their love of books.

Did you know?

Children who read outside of school every day are five times as likely to read above the expected level compared with those who don't. Let's get reading!

2. Build reading into your child's daily routine

- Find a regular time for reading in your child's day, so that they can start to expect it as part of their regular routine. It can be any time: before bed, after dinner, or in the morning after breakfast when they have more energy.
- Don't get caught up with *how much* time your child spends reading – if they need a break that is completely fine! Reading can require a lot of mental effort and stamina, especially during the early stages and we don't want to 'put children off' by forcing them to continue reading when they need a rest.
- Your child doesn't need to read an entire book in one go. Taking regular breaks will give your child a chance to gradually build their reading stamina and soon they will be able to read for longer.

3. Encourage reading a variety of materials

- Don't feel like your child only has to read books. They can read anything and everything – get creative! Magazines, newspapers, recipes, game instructions – the list is endless!
- When you are out and about there are so many things that we read automatically and successfully using our reading skills without even realising! Encourage your child to read things like road names and signs, shop names, bus and train timetables, posters and leaflets. This will support your child's application of the sounds that they know to real life.



4. Develop your child's love of reading

- Give books as presents
- Encourage your child to organise book swaps with friends
- Visit the local library or book shop together regularly
- Have a family bookshelf and start a family book club
- Alternate between print books and eBooks
- Watch the film version once your child has read the print version
- Mix it up: read non-fiction books as well as fiction books



5. Dos and Don'ts when your child is learning to read...

Do

- Give them a chance to sound out the word in their head.
- Encourage your child to sound the word out aloud.
- Ask them to read the word again if they read it wrong.
- Ask your child questions about what is happening in the story: predict, describe characters, explain the plot and order the events.
- Be patient – reading is a tricky skill; your child will get there in the end.
- Give lots of support, praise and encouragement to boost their confidence.

Don't

- Immediately correct them if they read a word incorrectly.
- Read the words for them.
- Ask your child to guess what the word might be.
- Ask your child to look at the pictures for clues to guess what the word might be.
- Ask your child to re-read the sentence and think what the word could be.



Knowledge of code

Nursery:

Seven aspects and three strands

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Tuning into what they hear.

Distinguishing between sounds – if they can hear 2 different shaker sounds it will help them differentiate phonemes.

Lots happens through daily stories, rhymes, rhythms and repeating.

5-10 min daily group sessions.

Spinning.



Decode

To read or 'decode' the symbols below the children need to recognise letters and know the sound that it makes.

c

h

Phoneme: is the sound

Grapheme: is what is written



Initial Sounds

Reception

Autumn 1	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect /p/ as in pan /n/ as in net l, the, go, to, no, into	/m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite
Autumn 2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit /h/ as in hat /b/ as in bat l, the, go, to, no, into	/f/ as in frog and cliff /l/ as in ladder /l/ as in shell /s/ as in dress Double consonant letters Two syllable words

Not shwa sounds

e.g. in mouse the m is pronounced mm not muh



Pink A

s – sssssun (keep teeth together and hiss)

sat, sit

a – a-a-a (open mouth wide as if to bite an apple)

as, at

t – tick tongue behind the teeth)

tap, tan

i – i-i-i (make a sharp sound at the back of the throat)

it, is

p – (push lips together and let go saying 'p', avoid the 'uh' at the end, almost like a short outward breath)

pat, pin

n – nnnnet (keep tongue behind teeth)

nap, an

m – mmmmouse (keep lips pressed together hard)

mat, map

d* – (tap tongue behind teeth)

dip, and

g* – (make a soft sound in your throat)

gap, dig

o – o-o-o (push out lips; make an 'O' shape with your mouth)

got, pot

c – (make a sharp click at the back of your throat)

cat, can

k – (make a sharp click at the back of your throat)

kit, kid

Pink B

ck – (make a sharp click at the back of your throat)

pick, sock

e – e-e-e (release mouth slightly from an open position)

peg, met

u – u-u-u (make a short sound at the back of your throat)

up, sun

r – rrrrabbit (say rrr as if you're growling)

rat, run

h – (say 'h' as you sharply breathe out with mouth open)

hop, hen

b* – (press lips together and say 'b', pushing lips out as you say it)

bat, big

f – fffffrog (keep teeth on bottom lip and force air out sharply)

fun, fit

ff – (keep teeth on bottom lip and force air out sharply)

off, huff

l – lllladder (keep pointed, curled tongue behind top teeth)

let, luck

ll – (keep pointed, curled tongue behind top teeth)

hill, tell

ss – (keep teeth together and hiss)

mess, fuss

Red A

j – jjjjug (push lips forward, lips slightly open, pressing teeth together and force air out)

jam, jump

v – vvvvan (keep teeth on bottom lip and gently force air out)

van, velvet

w* – (keep lips tightly pursed and push air out softly)

went, wind

x – (say a sharp 'c' and add 's')

mix, next

y* – (keep edges of tongue against teeth)

yes, yuck

z & zz – zzzzebra (keep teeth together and make a buzzing sound)

zip, buzz

/z/ s – (keep teeth together and make a buzzing sound)

hens, bags

qu – (keep lips pursed as you say 'cw')

quick, squid

Red B

ch – (keep edges of tongue against teeth, push tongue to roof of mouth and purse lips, force short, sharp air out)

chop, bench

sh – shhhheep (make the shhhhh noise as if you are telling someone to be quiet!)

ship, brush

th – thhhhumb (place tongue forward in front of top teeth and breathe out sharply)

bath, then

ng – rinnng (push tongue up to roof of mouth, make sound from the back of the throat)

song, bring

ai – chain, tail

ee – sheep, feel

igh – light, bright

oa – goat, coach

oo – spoon, boot

oo – book, good

Yellow

ar – smart, garden

or – thorn, sort

ur – fur, turn

ow – how, crowd

oi – point, coin

ear – fear, beard

air – hair, chair

ure – pure, secure

er – dinner, longer

Blue

wh – which, whisper

ph – dolphin, phonics

ay – play, crayon

a-e – make, shake

a – acorn, label

ea – peach, team

e-e – complete, these

ie – field, cookie

🔊 Listen to the pronun-
for every sound on



Digraphs

Phoneme: is the sound

Grapheme: is what is written

chat

digraph

two letters representing
one sound (phoneme)

cake

split digraph

two separated letters
representing one sound
(phoneme)



Trigraphs

Phoneme: is the sound

Grapheme: is what is written

sight

trigraph

three letters representing

one sound (phoneme)



Knowledge of code

Reception

Half-termly expectations

Autumn 1	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect /p/ as in pan /n/ as in net l, the, go, to, no, into	/m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite
Autumn 2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit /h/ as in hat /b/ as in bat l, the, go, to, no, into	/f/ as in frog and cliff /l/ as in ladder /l/ as in shell /s/ as in dress Double consonant letters Two syllable words
Spring 1	/j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox /y/ as in yellow /z/ as in zebra and fizzy he, she, we, me, be, was, my, you, her, they, all, are	/z/ as in bugs /k+w/ as in queen Consolidation
Spring 2	/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring /ai/ as in train /ee/ as in bee he, she, we, me, be, was, my, you, her, they, all, are	/igh/ as in light /oo/ as in boat short /oo/ as in book long /oo/ as in moon Consolidation
Summer 1	/ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear some, one, said, come, do, so, were, when, have, there, out, like, little, what	/air/ as in chair /y+oor/ as in manure schwa /uh/ as in hammer Consolidation
Summer 2	/w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake /ai/ as in acorn /ee/ as in scene some, one, said, come, do, so, were, when, have, there, out, like, little, what	/ee/ as in shield /ee/ as in peach Consolidation



Knowledge of code

Year 1

Autumn 1	/igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy /oo/ as in rope /oo/ as in snow some, one, said, come, do, so, were, when, have, there, out, like, little, what	/oo/ as in toe /oo/ as in piano /ee/ as in happy /ee/ as in key Consolidation
Autumn 2	/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy
Spring 1	/or/ as in astronaut /or/ as in strawberry /oo/ as in shoulder long /oo/ as in soup short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and world who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball /or/ as in four /or/ as in core /or/ as in door /or/ as in daughter
Spring 2	/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house /s/ as in fence /k/ as in school oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/sh/ as in chef /j/ as in bridge /j/ as in package /uh/ as in mother Consolidation
Summer 1	/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb /n/ as in knot /n/ as in sign oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/r/ as in writing /ch/ as in hatching /zh/ as in treasure, television, collage Consolidation
Summer 2	/ch+u/ as in picture /j/ as in pyramid /s/ as in scissors /s/ as in whistle /a/ as in watch /sh/ as in station who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/sh/ as in musician /sh/ as in percussion Consolidation



Year 1 Lessons

Blending for reading

Segmenting for spelling

2 new sounds a week

Mon: new sound 1 - blending

Tue: new sound 1 - segmenting

Wed: new sound 2 - blending

Thurs: new sound 2 - segmenting

Friday: common exception words



Blending for reading

1. oral blending - sounding out words
2. modelled blending - adult sounds and blends
3. supported blending - children sound and blend with teacher pointing
4. independent blending - child sounding out and blends, either aloud or silently

Get your c-oa-t!

coat



Y1 Lesson Structure

20 mins

5 times a week

Revisit and review -

flash cards going over the sounds we've already learned

Teach new sound -

discussion and big book

Practise and apply -

as a class and then independently



Example blending lesson

i

insect
child

To know that when we
see the letter 'y' in some
words we say /ee/

y

/y/



yellow

/igh/



spy



ee

y  happy


ee

ee  bee

e-e  scene

ie  shield

ea  peach

y  happy





the 'y' words

very

rainy

happy

A Royal Banquet

Episode 1 The Pie-Making Contest



Written by Jillian Powell, Helen Parker
and Abigail Steel

Illustrated by Shahab Shamsheer

RISING  STARS



Inside the judging tent, all the pies were set out on a long table. The judges tasted each entry in turn.

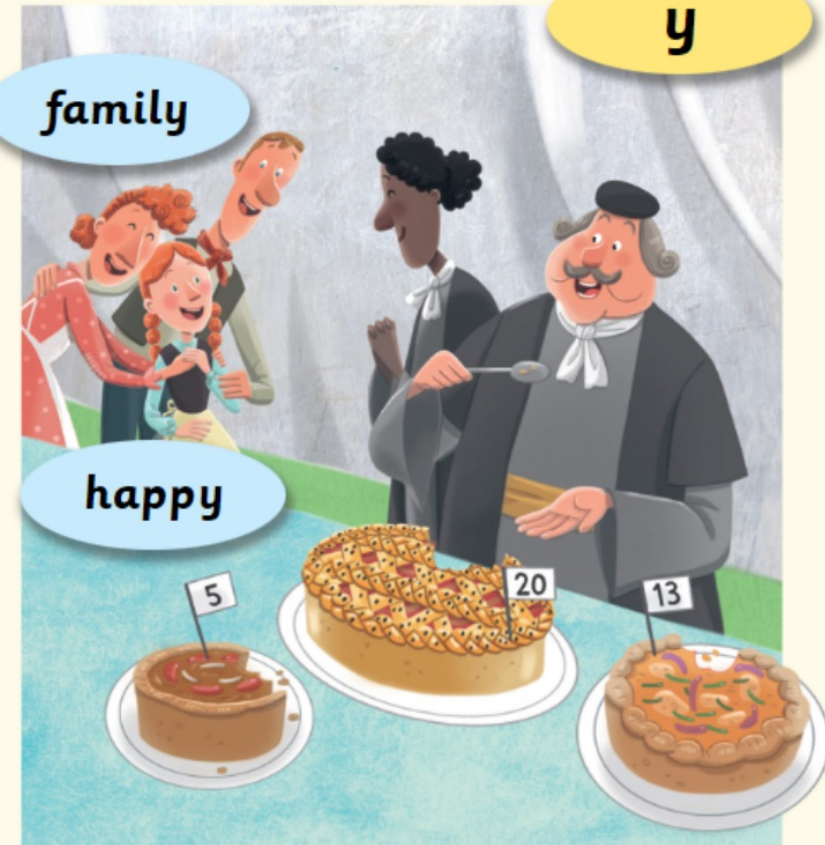
"The meat in this pie is too chewy!" Lily heard one judge say.

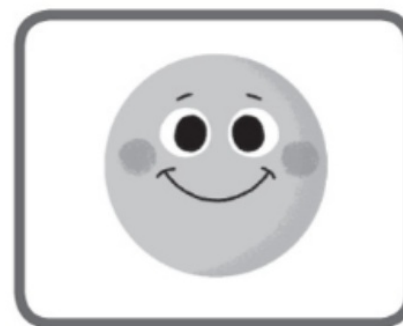
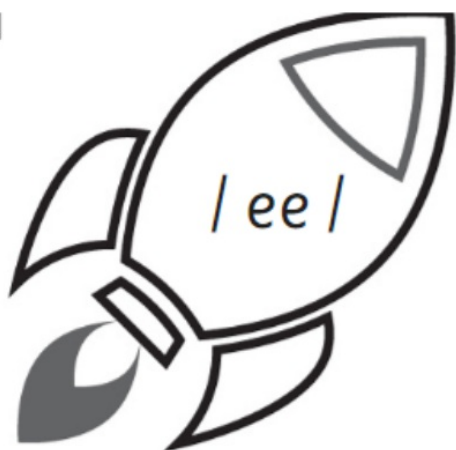
"This pie is very tasty!" the other judge said. "But it's spicy, and the rules say no spices!"

The judges chose three pies to go into the final. Lily's was among them.

The judges tasted the pies once again. Everyone fell silent as they compared notes and made their final decision.

"I am happy to say we have a winner," the head judge announced at last. "Pie number twenty! We loved the crisp poppy seed pastry and the delicious herby filling."





1. Revisit and review: Say and tick each sound.

x qu ch ai oo ow ure wh

2. Blending practice: Decode and tick each word.

silly

happy

crazy

funny

sticky

angry

3. Grapheme search: Find and circle all the */ee/* as **y** graphemes.

Daddy took Billy and Sally to see a show. The story was silly, but the actors were very funny. Billy and Sally ate some yummy popcorn. On the way home it was rainy so the family jumped on the bus.

How many did you find?

4. Apply: Re-read the passage above and answer the question.

What were the actors in the show like?

Segmenting for spelling

1. oral segmenting - says word once, then sounds it out whilst counting the sounds



2. modelled segmenting - adult says the word

- models counting the sounds

r ai n

- draws dashes to show the number of sounds

- fills in the graphemes to match the sounds

3. supported blending - children doing the above with adult support

4. independent blending - children doing this by themselves and applying it in their writing



Example segmenting lesson

Flash card practise

i

insect
child

To know that when we
see the letter 'y' in some
words we say /ee/

y

/y/



yellow

/igh/



spy



ee

y  happy


ee

ee  bee

e-e  scene

ie  shield

ea  peach

y  happy



Count the sounds



How many sounds?



(hear the word - count the sounds)

How many sounds?



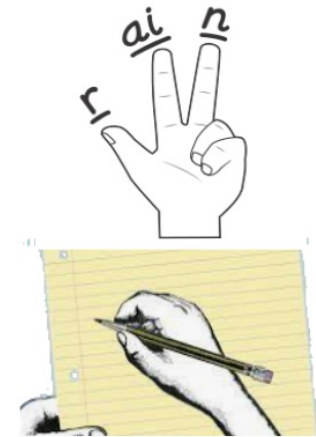
(hear the word - count the sounds)

How many sounds?



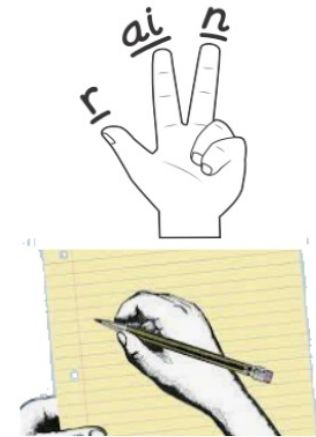
(hear the word - count the sounds)

Draw the sound lines.
Then, write the word.



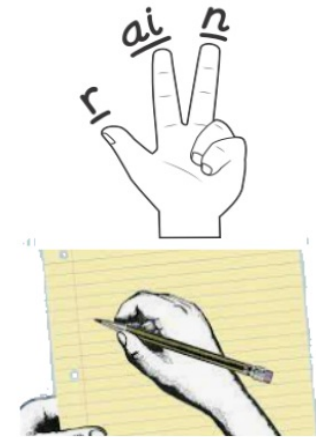
c r a z y

Draw the sound lines.
Then, write the word.



s i ll y

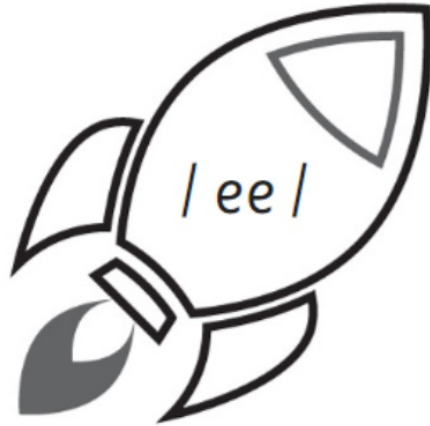
Draw the sound lines.
Then, write the word.



h a pp y

Practise and apply

19



1. Revisit and review: Listen to the sounds and point to the graphemes.

a i o j sh ee oo ar

2. Segmenting practice: Listen and write the words.

3. Find and write the ***lee*** as **y** words from the text on page 18.

4. Apply: Let's write.

Weekly Spellings

In Y1 the children receive ten spelling words to learn each week, for a test the following **Friday**. These words are based on the phonic sounds that they have learned in class that week.

Please practise each word twice on the sheet below and carry out further practise at home, in whatever way works best for you and your child (rainbow writing, flashcards, typing on a device etc.). Practising little and often daily at home will really help! Good luck!

very		
rainy		
happy		
silly		
funny		
key		
chimney		
valley		
donkey		
trolley		

Linked to the week's phonics lessons.

Going over learning soon after it's taught will help the children retain their new knowledge. This is why we do them.

You can practise on the sheet or however your child learns best.

Encourage them to segment - counting the sounds first.

We do the tests in a friendly, low-stakes manner.



Knowledge of code

Year 1

Autumn 1	/igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy /oo/ as in rope /oo/ as in snow some, one, said, come, do, so, were, when, have, there, out, like, little, what	/oo/ as in toe /oo/ as in piano /ee/ as in happy /ee/ as in key Consolidation
Autumn 2	/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy
Spring 1	/or/ as in astronaut /or/ as in strawberry /oo/ as in shoulder long /oo/ as in soup short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and world who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball /or/ as in four /or/ as in core /or/ as in door /or/ as in daughter
Spring 2	/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house /s/ as in fence /k/ as in school oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/sh/ as in chef /j/ as in bridge /j/ as in package /uh/ as in mother Consolidation
Summer 1	/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb /n/ as in knot /n/ as in sign oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/r/ as in writing /ch/ as in hatching /zh/ as in treasure, television, collage Consolidation
Summer 2	/ch+u/ as in picture /j/ as in pyramid /s/ as in scissors /s/ as in whistle /a/ as in watch /sh/ as in station who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/sh/ as in musician /sh/ as in percussion Consolidation



Common Exception Words

Friday Phonics



who

again

1. Revisit and review. Say and tick each word.

thought through many laughed

2. Practise. Copy each word three times.

who _____

again _____

thought _____

3. Apply: Read and match to the pictures.

Who ate all the soup?

Who wears a red hood?

Shall we read the story again?



4. Apply: Let's write.



Let's practise writing the word

who



Common Exception Words

Y1 Rocket Phonics Common Exception Words

go	I	into	no	the	to
all	are	be	he	her	me
my	she	they	was	we	you
come	do	have	like	one	out
said	so	some	there	were	what
when	again	any	asked	because	called
could	eyes	friends	laughed	looked	many
Mr	Mrs	oh	once	people	please
their	thought	though	water	where	who
					little

Additional Y1 National Curriculum Common Exception Words

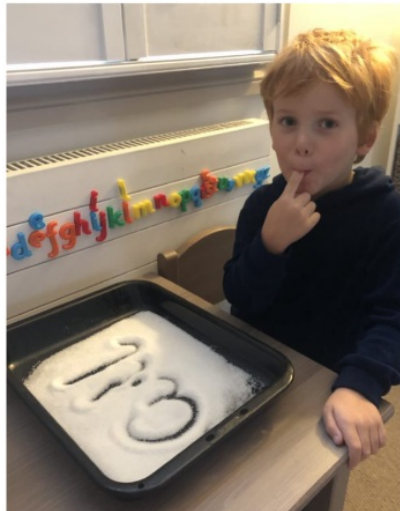
a	today	of	says	is	his
has	your	by	here	love	school
put	push	pull	full	house	our

The words that are highlighted indicate the words that your child can spell from memory. Please practise the words that are not highlighted weekly at home. Your child will be tested on these words again at the end of the term to check progress. These words will appear regularly when reading and writing. It is important that your child learns to spell these words from memory.



Common Exception Words

At Home



How you can help at home with spelling

Children need to regularly practise the common exception words in order to increase the number of words that they can spell from memory. Please find below a list of suggestions on how to do this at home.








- Writing the spellings in a glitter tray.
- Writing in sand/salt/flour/shaving foam.
- Using a paint brush and water bucket to write on the pavement.
- Using bath crayons at bath time.
- Making words using magnetic letters on the fridge
- Writing words on a small whiteboard in the car on long journeys
- Making words using objects such as Lego, cubes, crayons, cereal etc.
- Chopping words into parts or letters and putting them back together again.
- Word hangman using spellings from the table above.
- Missing letters out of the words and getting the children to fill them in.
- Using flashcards or letter cards to make the spelling word.
- Tracing spellings in different colours (rainbow writing).
- Tracing letter in the air.
- Joining the dots to make spelling words.
- Typing the spellings onto a Word document.
- Visit the [Puzzlemaker](#) website and add your weekly words into a word search for children to find the words in.



If your child has a strong understanding of all of these spellings, they can learn how to spell the high frequency words. This will really help them in their writing. You will find these in your child's reading journal.



Guided Reading

	circles 	triangles 	squares 	pentagons 	hexagons 
Monday	Spelling	Reading with teacher	Comprehension	Fine motor	Book corner
Tuesday	Book corner	Spelling	Reading with teacher	Comprehension	Fine motor
Wednesday	Fine motor	Book corner	Spelling	Reading with teacher	Comprehension
Thursday	Comprehension	Fine motor	Book corner	Spelling	Reading with teacher
Friday	Reading with teacher	Comprehension	Fine motor	Book corner	Spelling

Reading journals

- ✓ prediction
- ✓ expressive
- ✓ found information
- a e sound
e.g. make
- pause at full stops





Daily guided reading sessions.

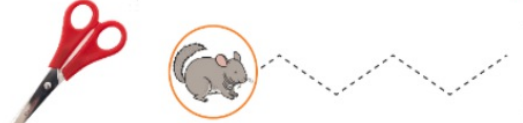



Guided Reading

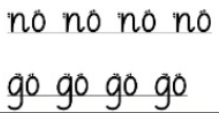
Fine Motor Table

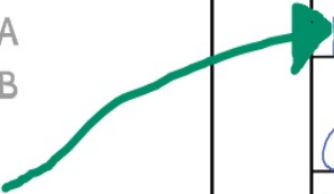
1. 10 seconds of each warm up. 

2. Roll 5 playdough balls. 

3. Cutting sheet. 

4. Draw on sheet. 

5. Practise handwriting on WBs. 



no no no go go
go go to to to
||| into into into



Guided Reading

previous week's sounds / spelling

handwriting / spelling

Name _____



Match the sentence to the picture.

What time is it?

I want to be a spy.

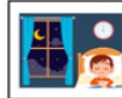
It is not day. It is night.

I am a child

I love to eat pies.

Please don't cry.

I want to fly my kite.



oh oh oh oh oh

once once once once

who who who who

looked looked looked looked

Guided Reading

Y1 Rocket Phonics Common Exception Words

go	I	into	no	the	to
all	are	be	he	her	me
my	she	they	was	we	you
come	do	have	like	one	out
said	so	some	there	were	what
when	again	any	asked	because	called
could	eyes	friends	laughed	looked	many
Mr	Mrs	oh	once	people	please
their	thought	though	water	where	who
					little








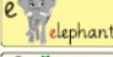












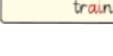
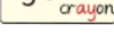

Additional Y1 National Curriculum Common Exception Words

a	today	of	says	is	his
has	your	by	here	love	school
put	push	pull	full	house	our

The words that are highlighted yellow indicate the words that your child can spell from memory. If a word has its first letter highlighted green, it means it was spelled correctly but did not have a capital letter at the beginning. Please practise the words on these words again at the beginning of the lesson, regularly when reading and writing, and learn to spell these words from memory.



Phonics Charts for Spelling

s	s  sun	ss  dress	c  celery	se  house
t	t  tap	tt  kettle	ed  mixed	
d	d  dog	dd  ladder	ed  drilled	
k	c  cat	k  kite	ck  duck	
e	e  elephant	ea  bread		
f	f  frog	ff  cliff	ph  dolphin	
ul	le  bottle	al  animal	el  camel	
j	j  jug	g  giraffe	dge  bridge	
w	w  web	wh  wheel		
ch	ch  chick	tch  hatching		
ch+u	ture  picture			
sh	sh  sheep	ch  chef		
ng	ng  ring			
unvoiced th	th  thumb			
voiced th	th  feather			
ai	ai  train	ay  crayon	a-e  cake	

ee	ee  bee	e-e  scene	ie  shield	ea  peach	
	y  happy	ey  key			
igh	igh  light	i  child	i-e  time	ie  pie	y  spy
oa	oa  boat	o-e  rope	ow  snow	oe  toe	o  piano
short oo	oo  book	u  push			
long oo	oo  moon	u-e  flute	ue  blue	ew  screw	
ar	ar  car				
or	or  fork	au  astronaut	aw  strawberry		
ur	ur  purse	er  herbs	ir  bird		
ou	ow  owl	ou  cloud			
oi	oi  coin	oy  toy			
eer	ear  ear	eer  deer			
air	air  chair	ear  bear	are  square	ere  there	
y+oo	u  unicorn	u-e  cube	ue  statue	ew  news	
y+oor	ure  manure				
uh	er  hammer				

Reading Frequently

This is the single most important thing you can do.

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.¹⁶

The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences.



Reading in school

- reading in all lessons outloud as a class
- reading in table groups
- guided reading in groups of 6 weekly
- 1:1 reading in free flow (each child twice a half term)
- Ms Taboas reads with 9 children 3 x a week, identified as currently needing additional practise
- parent readers, reading with additional children we feel would benefit from more reading



Routine

Cosy and enjoyable

Short and interactive

Reward for effort

How and When?!

Special one-on-one time

Little and often

AM or PM

Please ask if you would like support with this - we can help!


Reading Frequently

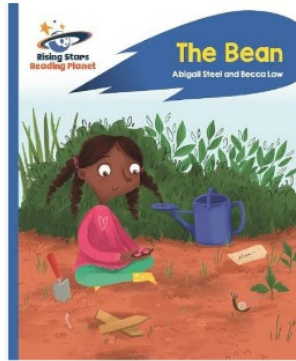
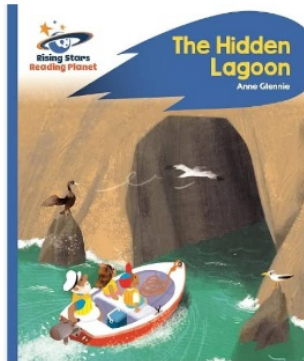
We send 5 books home a week.
You do not have to read a whole
each time you read, but you can.
You can also read anything else
you want to with them.




School Books


Barnes  Books

How you can help 



2 Decodable books
 **Rocket Phonics**
 To practise phonics taught so far for fluency


 **Rocket Phonics** Your child should be able to decode these books independently through sounding out and blending or recognising common tricky words. Aim for lots of repetition so they can easily read it with prosody (expression or 'a storytelling voice').

2 Supplementary books

 For variety and challenge - may need some adult help

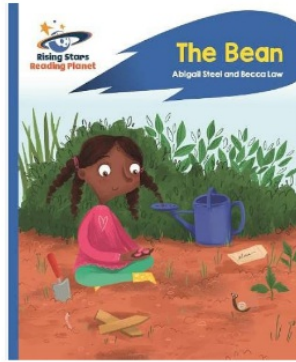
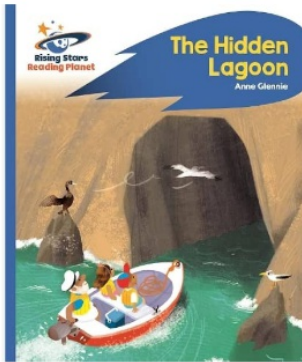
Supplementary books These are highly decodable. Be prepared to sound out the odd word for your child to blend if necessary. Can they retell it in their own words or remember any new vocabulary that they have encountered?

1 Library book

 To develop a love of reading through sharing quality texts

 Enjoy your time together! Model great prosody as you share this with your child. Maybe they want to join in or spot words or sounds they already know. Use new vocabulary you have met in your discussions about the book.

School Books



These will usually be the same colour as each other.



Moving Up a Level

Children should be reading books independently that they can comfortably decode and comprehend them. This gives them confidence and achievement, and hopefully this leads to a love of reading.

To move up we check that on a **rocket phonics decodable book**, that they:

- can read comfortably and fluently with an accuracy of about 95% +.
- can understand what they have read - e.g. they can answer comprehension questions and summarise the story
- can sound out unknown words and blend them as a primary strategy to decode
- are not just guessing lots of words nor sounding out words and not blending them accurately

If they are doing all this on the colour level they are on, we try them on the **next colour level up** to see if they can

- read with 90-95% accuracy
- read with some fluency
- understand most of what they have read



Moving Up a Level

Sounds taught

pink	}	YR
red		
yellow		
blue	}	Y1
green		
orange		
turquoise	}	Y2
purple		
gold		
white		
lime		
free		

We want to encourage children to be proud of their improvement, not their colour band. Please don't make this a big focus at home.

"You recognise and blend all the of sounds in the yellow band. You must have practised lots! Well done. Now, you're going focus on the blue sounds. This will be harder at first but that's okay."



Yellow

ar – smart, garden
or – thorn, sort
ur – fur, turn
ow – how, crowd
oi – point, coin
ear – fear, beard
air – hair, chair
ure – pure, secure
er – dinner, longer

Blue

wh – which, whisper
ph – dolphin, phonics
ay – play, crayon
a-e – make, shake
a – acorn, label
ea – peach, team
e-e – complete, these
ie – field, cookie
ie – pie, tried
i-e – shine, smile
y – sky, dry
i – find, remind
ow – snow, window
o-e – home, alone
oe – toe, tomatoes
o – go, both
ey – donkey, valley
y – happy, silly

Green

ue – clue, glue
u-e – flute, rule
u – push, put
ue – due, statue
u-e – cube, confused
u – unicorn, human
ew – chew, screw
ew – news, stew
ir – shirt, thirteen
er – herb, desert
ou – cloud, sound
oy – toy, enjoy
au – launch, author
aw – yawn, claw
ou – you, soup

ear – earth, search
or – world, worth
eer – cheer, career
are – care, square
ear – bear, wear
ere – there, everywhere
al – all, walk
our – four, your
ore – more, before
oor – door, floor

Orange

ci, cy, ce – city, cycle, parcel
gi, ge, gy – giant, gemstones, energy
se – house, grease
ce – prince, bounce
ea – head, feather
ch – school, chemist
ch – chef, machine
ge – cage, cottage
dge – bridge, fudge
o – brother, wonder
le – bottle, giggle
ed – yelled, roared
ed – mixed, stopped
mb – comb, thumb
kn – know, knuckle
gn – gnome, sign
wr – wrong, wrap
tch – catch, kitchen
s, si, treasure, television,
ture – picture, creature
y

ti – station, potion



How can you
help at home?



Reading Frequently

Share a love of books and stories with your children

Make reading time exciting.

Lots of praise for them for working hard.



Decodable Books



Use the inside of the book to help.



Reading Planet Notes

In this book

Your child will practise these key sounds:

a-e/ey (as in *name/grey*)

ea/y (as in *eat/silly*)

ie/i-e/y (as in *replied/fire/try*)

o-e/o (as in *smoke/gold*)

Your child may need help with these words:

were what
one there
said out
have

Ready-to-read activity

Ask your child to read the title of the book (*Town Under Attack*) in a range of voices, such as spooky, frightened, or angry. Encourage them to notice how they change pitch and intonation.

Before reading

Before you begin, look at the front cover and blurb together. Ask your child:

What do you think the creature on the cover is?

What do you think the problem in the story will be?

While reading

★ After reading page 7, ask your child what they think has happened in the story and discuss how Poppy could save the town from the dragon.

★ After reading page 9, ask your child to predict what they think will happen next.

★ Build your child's confidence by noticing when they've done well and telling them. You could say: *You realised that word wasn't right and you tried again – Well done!*

After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book. →

AFTER READING

Try these activities with your child:

- ★ Imagine you are Poppy and you are going to see the dragon. Act out the story and use your body to show that you are brave.
- ★ Write a letter to the King to tell him that you have made a deal with the dragon.
- ★ Draw a picture of Marlow the dragon flying over the town. Think about how big his wings would be and how long his tail would be.

Reading tip

After reading stories to or with your child, encourage them to talk about how they feel about the characters and why. This will help to develop their understanding of the story.

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Decodable Books



- Use the inside page to practise sounds and words.
- Do not rush your child or correct them straight away. It may take a while to decode but they need this time.
- Discuss different decoding techniques they could use.
- If they've had to sound out a lot of new words, get them to repeat the sentence.
- **Re-read for fluency and expression. Books can be read several time**
- Take it in turns so you can model this.
- Discuss the vocabulary.
- Ask them questions about the book to check comprehension.
- Get them to ask you questions as well!
- Praise for effort (not only accuracy).



Specific Phonemes



Pronunciation of phonics sounds in Reading Planet Rocket Phonics: Blue/Phonics Phase 4-5 Part 2

stairs

chair

oe



Specific Phonemes

Yellow

ar – smart, garden

or – thorn, sort

ur – fur, turn

ow – how, crowd

oi – point, coin

ear – fear, beard

air – hair, chair

ure – pure, secure

er – dinner, longer

ar



oi

ure

air

ow

ear



Specific Phonemes

Silly sound games:

- **Sound splat** – use a fly swatter/wooden spoon/hand to find the correct sound card as an adult says each sound
- **Sound jump** – jump onto the correct sound card as an adult says each sound
- **Run to the sound** – put the sound cards up around the room and run to the correct card as an adult says each sound
- **Silly voices** – say each sound in a silly voice, e.g. Gruffalo, happy, grumpy, opera etc. (be careful not to mispronounce the sound!)
- **Make the sound** – be as creative as you can to 'make' the sounds in different ways, e.g. pasta, Lego, ribbon, play dough etc. Say the sound over and over as you do it!
- **Finger writing** – use your finger to write the sound in different textures, e.g. sugar, rice, water, bubbles, sand, glitter, slime etc. Say the sound over and over as you do it!
- **Sound detective** – look through reading books/any writing to find your sound(s), sounding out the words when you find them (look out for sounds that have the same appearance but sound different e.g. /ie/ shield vs. pie)



Weekly Spellings

Linked to the week's phonics lessons.

Going over learning soon after it's taught will help the children retain their new knowledge.

You can practise on the sheet or however your child learns best.

Encourage them to segment - counting the sounds first.

We do the tests in a friendly, low-stakes manner.

Y2 weekly spelling test

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



Please look at your child's spelling effort after the test. It is important to praise your child for working hard and improving their spelling skills. It is worth revisiting any mistakes until your child can accurately spell the phonetic words. Words with the above sounds in can now be expected to be spelt correctly during independent writing.



Laminated Spelling Card

Y1 Rocket Phonics Common Exception Words

go	I	into	no	the	to
all	are	be	he	her	me
my	she	they	was	we	you
come	do	have	like	one	out
said	so	some	there	were	what
when	again	any	asked	because	called
could	eyes	friends	laughed	looked	many
Mr	Mrs	oh	once	people	please
their	thought	though	water	where	who
					little

Additional Y1 National Curriculum Common Exception Words

a	today	of	says	is	his
has	your	by	here	love	school
put	push	pull	full	house	our

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- Writing in sand/salt/flour/shaving foam.
- Using a paint brush and water bucket to write on the pavement.
- Using bath crayons at bath time.
- Making words using magnetic letters on the fridge
- Writing words on a small whiteboard in the car on long journeys
- Making words using objects such as Lego, cubes, crayons, cereal etc.
- Chopping words into parts or letters and putting them back together again.
- Word hangman using spellings from the table above.
- Missing letters out of the words and getting the children to fill them in.
- Using flashcards or letter cards to make the spelling word.
- Tracing spellings in different colours (rainbow writing).
- Tracing letter in the air.
- Joining the dots to make spelling words.
- Typing the spellings onto a Word document.
- Visit the [Puzzlemaker](#) website and add your weekly words into a word search for children to find the words in.



If your child has a strong understanding of all of these spellings, they can learn how to spell the high frequency words. This will really help them in their writing. You will find these in your child's reading journal.

Little and often



Phonics Play



ICT games



BBC Bitesize



Phonics Screening Y1

fake words

Section 2

brend



throst



stret



spraw



Page 15 of 24

real words

Section 2

label

vanish

blossom

thankful

Page 21 of 24

National expectation usually 32/40.

June

