

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

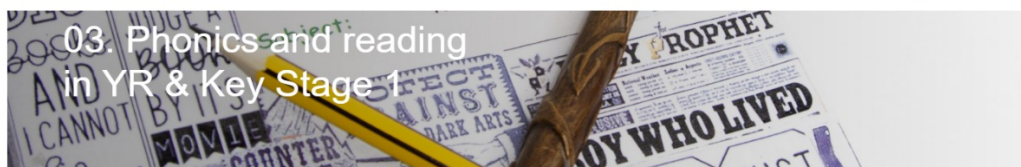
Phonics is simply the code that turns written language into spoken language and vice versa.

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

Curriculum maps

Curriculum organisation

Curriculum statement

Design and technology

Drama and productions

French

Geography

History

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.

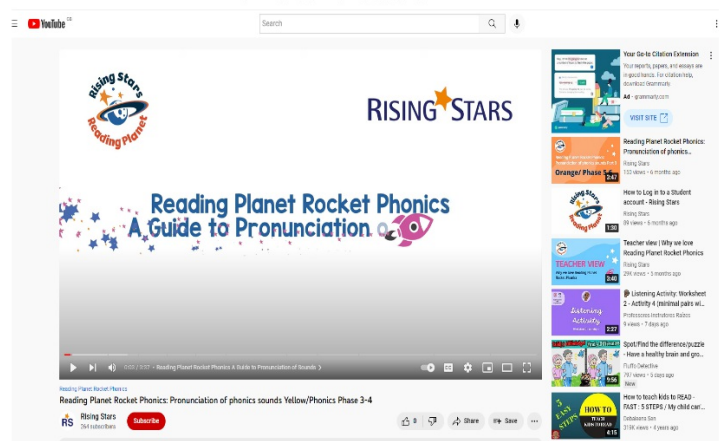
How is phonics taught at Barnes?



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+oa/ as in unicorn short /oa/ as in push /y+oa/ as in cube long /oa/ as in flute /y+oa/ as in statue long /oa/ as in blue oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/y+oa/ as in news long /oa/ as in screw /urf/ as in herbs /urf/ as in bird /ou/ as in cloud /ou/ as in toy
Spring 1	/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oa/ as in soup short /oa/ 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	/ul/ as in celery /f/ as in giraffe /el/ as in bread /ul/ as in house /ul/ as in fence /ul/ 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 /s/ 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





as early as you can at home

st as important as reading at school.
ince for extra practice (which is always a
opportunity to develop a language-rich

It may sound obvious but showcasing your young child the opportunity to listen to you read is valuable as they learn to read. Some of the best reading at home is all about hearing your child read. It's an important part of developing their reading skills and allowing them into your world of reading is a experience that will boost their love of books.

into your child's daily routine

r reading in your child's day, so that they can start to expect it as part
e. It can be any time: before bed, after dinner, or in the morning after
have more energy.

with how much time your child spends reading – if they need a break at Reading can require a lot of mental effort and stamina, especially if and we don't want to 'put children off' by forcing them to continue a rest.

ed to read an entire book in one go. Taking regular breaks will give you a chance to rest your eyes and your mind. Gradually build their reading stamina and soon they will be able to read for

Using a variety of materials

ild only has to read books.
ng and everything – get creative
rs, recipes, game instructions –

I about there are so many things
ically and successfully using our
even realising! Encourage your
ie road names and signs, shop
timetables, posters and leaflets.
child's application of the sounds
I life.

child's love of reading

- try to organise book swaps with friends
- go to a library or book shop together regularly
- borrow books for yourself and start a family book club
- buy print books and eBooks

on once your child has read the print version
fiction books as well as fiction books

Listen to the pronunciation for many sound on the

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



A-0	F-0	O-0	L-0	Making sounds into words
Sounds (phonemes)	Links to the sounds	Letters that represent the sounds (graphemes)	Examples of the sounds in words	Links to the sounds in words
a		a	cat, bat, ...	
ai		A, ai, ay, e, o, u, ie, ph, ... rain, train, ...	rain, train, ...	
ar		A, E, O, U, Y, I, E, ... car, far, ...	car, far, ...	
au		AU, U, AU, AU, ... now, ...	now, ...	

Initial Sounds

Reception

Autumn 1	/s/ as in s un /a/ as in a pple /t/ as in t ap /i/ as in i nsect /p/ as in p an /n/ as in n et l, the, go, to, no, into	/m/ as in m ouse /d/ as in d og /g/ as in g oat /o/ as in o ctopus /k/ as in c at /k/ as in k ite
Autumn 2	/k/ as in d uck /e/ as in e lephant /u/ as in u mbrella /r/ as in r abbit /h/ as in h at /b/ as in b at l, the, go, to, no, into	/f/ as in f rog and cl iff /l/ as in l adder /l/ as in sh ell /s/ as in d ress 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

🔊 Listen to the pronunciation for every sound on

Red A

j – jjjjjug (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 shhhh 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

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 top /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 /oa/ 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 /oa/ as in rope /oa/ 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 Consolidation
Spring 1	/or/ as in astronaut /or/ as in strawberry /oa/ 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 Consolidation
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 /i/ 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



Year 1 Lessons

Blending for reading

Segmenting for spelling

2 new sounds a week

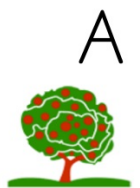
Mon: new sound 1 - blending

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/



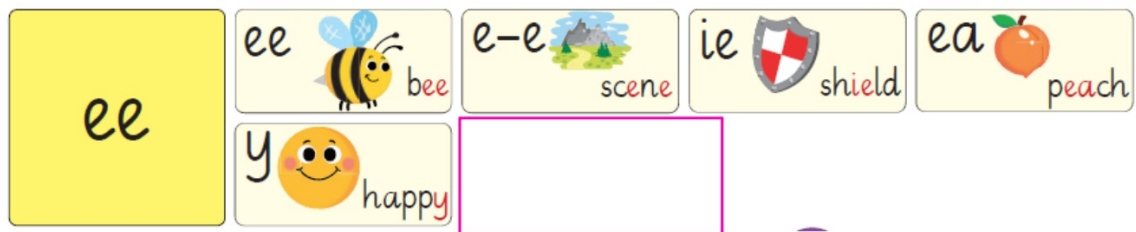
yellow

/igh/



spy





Practise



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 Shamshirsaz

RISEING  **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.

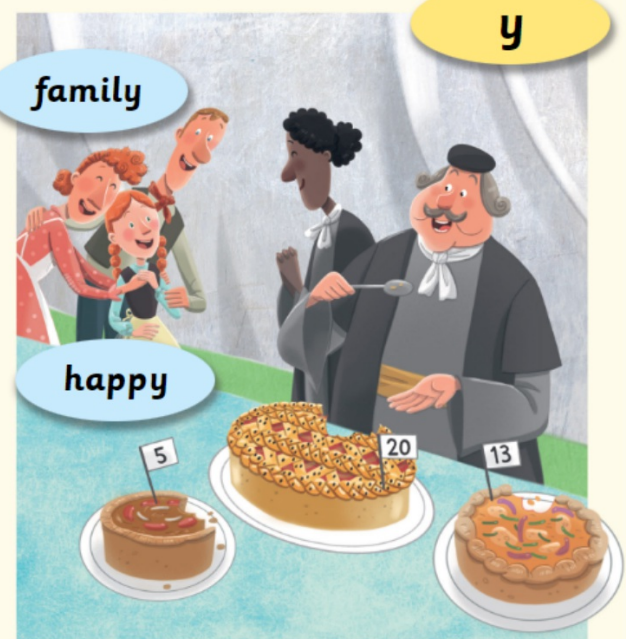
"This pie is very tasty!" the other judge said. "But it's spicy, and the rules say no spices!"

18

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."

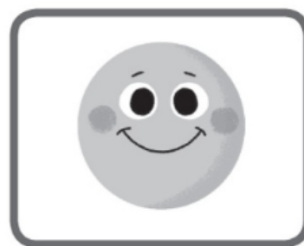
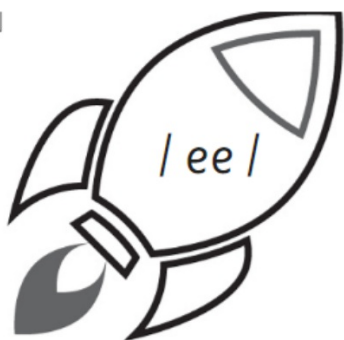


y

family

happy

19



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

Reading Planet- Rocket Phonics

Copyright © 2020 Hodder & Stoughton Ltd

Flashcard 1

insect
child

Reading Planet- Rocket Phonics

Copyright © 2020 Hodder & Stoughton Ltd

Flashcard 1

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

y

/y/



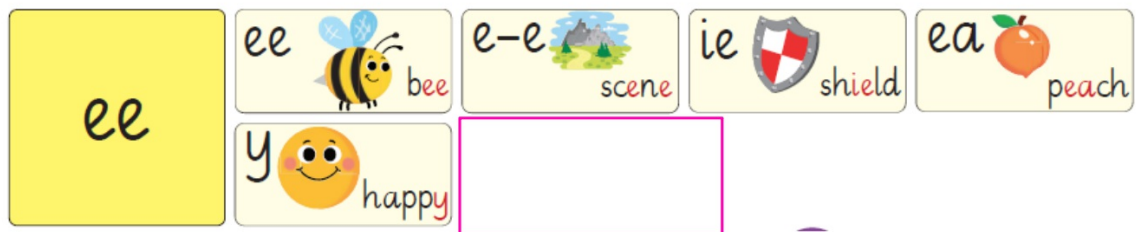
yellow

/igh/



spy





Count the sounds



How many sounds?



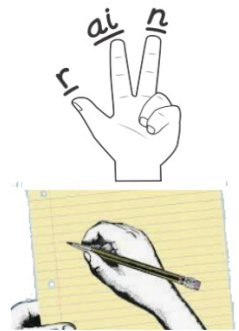
How many sounds?



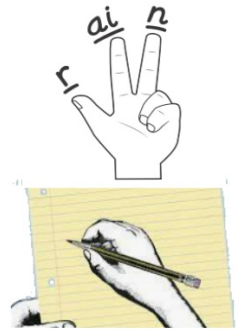
How many sounds?



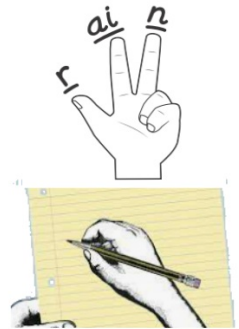
Draw the sound lines.
Then, write the word.



Draw the sound lines.
Then, write the word.

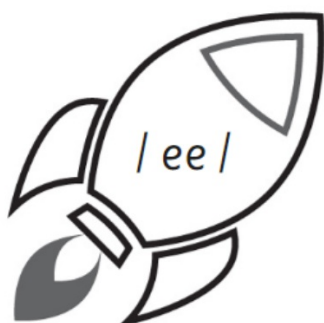


Draw the sound lines.
Then, write the word.



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 **/ee/** as **y** words from the text on page 18.



4. Apply: Let's write.

Knowledge of code

Year 1

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	/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 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 /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 /i/ 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



M

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

	<u>circles</u> 	<u>triangles</u> 	<u>squares</u> 	<u>pentagons</u> 	<u>hexagons</u> 
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.

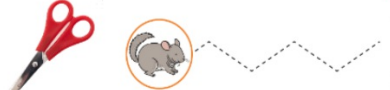



Guided Reading

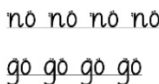
Fine Motor Table

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 _____


igh igh light i child i-e time ie pie y spy


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 that are not highlighted weekly at home. Your child will be tested on these words again at the beginning of next term to check progress. These words will appear regularly when reading and writing, and we will practise them in class. It is important that your child learns to spell these words from memory.



Phonics Charts for Spelling

s	s 	ss 	c 	se 
t	t 	tt 	ed 	
d	d 	dd 	ed 	
k	c 	k 	ck 	
e	e 	ea 		
f	f 	ff 	ph 	
ul	le 	al 	el 	
j	j 	g 	dge 	
w	w 	wh 		
ch	ch 	tch 		
ch+u	ture 			
sh	sh 	ch 		
ng	ng 			
unvoiced th	th 			
voiced th	th 			
ai	ai 	ay 	a-e 	

ee	ee 	e-e 	ie 	ea 
y	y 	ey 		
igh	igh 	i 	i-e 	ie 
oa	oa 	o-e 	ow 	oe 
short oo	oo 	u 		
long oo	oo 	u-e 	ue 	ew 
ar	ar 			
or	or 	au 	aw 	
ur	ur 	er 	ir 	
ou	ow 	ou 		
oi	oi 	oy 		
eer	ear 	eer 		
air	air 	ear 	are 	ere 
y+oo	u 	u-e 	ue 	ew 
y+oor	ure 			
uh	er 			

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.

A



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 some children 3 x a week, identified as currently needing additional practise
- parent readers, reading with additional children we feel would benefit from more reading




Reading Frequently

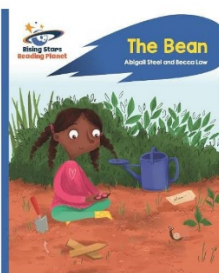
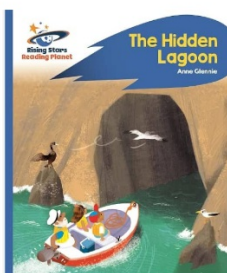
We send 5 books home a week.
You do not have to read a whole
each time you read, but you can.
You can also read anything else
you want to with them.



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

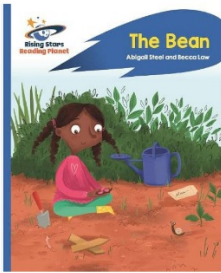
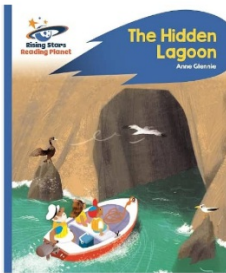


To develop a love of reading
through sharing quality texts



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	}	YI
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	Green	Orange
ar – smart, garden	ue – clue, glue	ci, cy, ce – city, cycle, parcel
or – thorn, sort	u-e – flute, rule	gi, ge, gy – giant, gemstones, energy
ur – fur, turn	u – push, put	
ow – how, crowd	ue – due, statue	
oi – point, coin	u-e – cube, confused	ea – head, feather
ear – fear, beard	u – unicorn, human	
air – hair, chair	ew – chew, screw	
ure – pure, secure	ew – news, stew	
er – dinner, longer	ir – shirt, thirteen	dge – bridge, fudge
	er – herb, desert	
	ou – cloud, sound	le – bottle, giggle
	oy – toy, enjoy	ed – yelled, roared
	au – launch, author	ed – mixed, stopped
	aw – yawn, claw	mb – comb, thumb
	ou – you, soup	kn – know, knuckle
		gn – gnome, sign
	ear – earth, search	wr – wrong, wrap
	or – world, worth	tch – catch, kitchen
	eer – cheer, career	
	are – care, square	
	ear – bear, wear	
	ere – there, everywhere	
	al – all, walk	
	our – four, your	
	ore – more, before	
		ti – station, potion



How can you
help at home?

M



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

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.

ISBN: 978 1 47187 983 8

Text, design and layout © 2017 Rising Stars UK Ltd
First published in 2017 by Rising Stars UK Ltd
Rising Stars UK Ltd, part of Hodder Education Group
An Hachette UK Company
Carmelite House 50 Victoria Embankment London
EC4Y 0DZ
www.risingstars-uk.com

Author: Anne Glennie
Series Editor: Abigail Steel
Publisher: Helen Parker
Illustrator: Hatem Aly/Bright Group International
Academic Consultant: Professor Clare Wood,
Coventry University
Educational Consultant: Tracey Matthews
Brand design: Ampara Barrera, Kneath Associates
Design concept: Mo Choy
Page layout: Elektra Media Ltd
Editorial: Kirsten Taylor and Elektra Media Ltd

With thanks to the schools that took part in the development of Reading Planet, including: Fairway Primary School, Stockport; Haworth Primary School, Haworth; Inthlingborough Nursery & Infant School; Mile Oak School, Brighton; Salusbury Primary School, London; St Augustine's Catholic Primary School, Coventry and St Patrick's Catholic Primary School, London.

All rights reserved. Apart from any use permitted under UK copyright law, no part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or held within any information storage and retrieval system, without permission in writing from the publisher or under licence from the Copyright Licensing Agency Limited. Further details of such licences (for reprographic reproduction) may be obtained from the Copyright Licensing Agency Limited, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

British Library Cataloguing-in-Publication Data A CIP record for this book is available from the British Library Printed in China

Hachette UK's policy is to use papers that are natural, renewable and recyclable products and made from wood grown in sustainable forests. The logging and manufacturing processes are expected to conform to the environmental regulations of the country of origin.





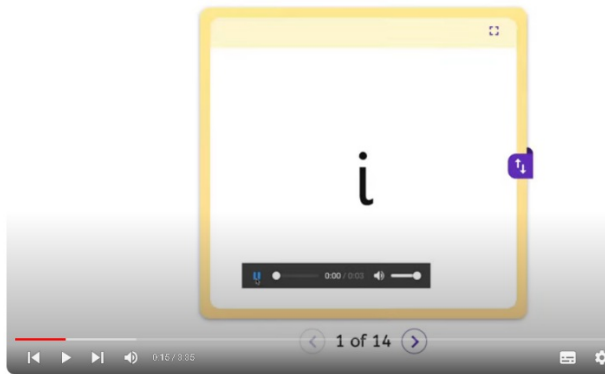
Decodable Books



- 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 times**
- 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

In Y1 the children receive 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 practice 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		
key		
chimney		
valley		
donkey		

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.



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

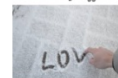
a	today	of	says	is	his
has	your	by	here	love	school
put	push	pull	full	house	our

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.

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.
- Tying 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