



Y1 Phonics - What you need to know



January
2016

Introduction...



- Teaching phonics is a statutory requirement
- Letters and Sounds was published in 2007 and is the scheme we use:

http://www.foundationyears.org.uk/files/2011/10/Letters+Sounds_Phase21.pdf

- It's a six-phase teaching programme
- Phase 1 begins in the Early Years - at home, childminders, pre-school settings, Nursery
- Phase 6 and beyond - into Y2 through to Junior school
- Phonics Screening Check at the end of Y1, re-sit end of Y2 if did not meet age-related expectation in Y1



Phase 1

- Environmental sounds - listening walks, bingo, sound discrimination
- Instrumental sounds - hearing, matching, naming
- Body Percussion - using our bodies, pitch, beat, rhythm, volume - clapping games and action rhymes
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral blending and segmenting



Phase 1



The focus is on singing, talking, listening, stories being read by an adult, tuning into the sounds around us.

Spend time - rhyming, using alliteration (Sam's smelly socks, Jim's Jam was Jumpy).

Use the wide range of resources available here <http://www.oxfordowl.co.uk/for-home/reading-owl/reading> to give you support, ideas and expert advice.

Phase 2

- Letter progression (one set per week)
- Set : s a t p
- Set : i n m d
- Set : g o c k
- Set : ck e u r
- Set : h b f, ff l, ll ss



Final stage - double letters - position within a word

Phase 3

digraph

trigraph

- Letter progression (one set per week)
- Set : j v w x
- Set : y z, zz qu

Graphemes - Sample words

ch chip

sh shop

th thin/then

ng ring

ai rain

ee feet

igh night

oa boat

oo boot/look

ar farm

or for

ur hurt

ow cow

oi coin

ear dear

air fair

ure sure

er corner

Phase 3 Sounds

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

www.communicationhall.co.uk



Phase 4...

'The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.'

CVCC - bend, mend, hump, bent, damp, tent

CCVC - spin, speck, stop, track, twin, clap, glad, gran

Applying learning from phase 2 and 3

Polysyllabic words - words with more than one syllable - *lunchbox, desktop, children, shampoo, Chester, giftbox, sandwich, chimpanzee, windmill*

Phase 5

1-...broaden their knowledge

2-They will learn new graphemes and alternative pronunciations

ay day, oy boy, wh when, a-e make, ou out, ir girl, ph photo, e-e these, ie tie,
ue blue, ew new, i-e like, ea eat, aw saw, oe toe, au Paul, o-e home, u-e rule

3-Children become quicker at recognising graphemes

4-When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words - moving from 'lIke' to 'like', 'moozic' to 'music', 'shood' to 'should'

5- Using prefix 'un-' and suffixes '-ed, -est, -er, -ing' to add to root words.

Phase 5

Graphemes - Sample words

ay spray

ou cloud

ie pie

ea leaf

oy boy

ir girl

ue rescue

ue blue

a-e snake

wh wheel

ph dolphin

ew screw

ew stew

oe toe

au Australia

ey key

aw saw

e-e sleeve

i-e slide

o-e bone

u-e mute

u-e cube

Phase 5 Sound Mat

							
ay	ou	ie	ea	oy	ir	ue	ue
							
aw	wh	ph	ew	ew	oe	au	ey
							
a-e	e-e	i-e	o-e	u-e	u-e		

Nonsense words

- Buried Treasure - is it a real word or a nonsense word?

- slorb
- pode
- malb
- jop
- flom
- helf
- chalp

Make up your own nonsense words - you could give names to aliens or monsters or make believe animals.

-Use magnetic letters, chalk, play in the bath

Things to do...



- Visit Oxford Owl website - expert help, hints and tips, games, e-books
- Play with nonsense words - name aliens, imaginary creatures
- Encourage children to correct their own mistakes - "Go back and look at that word again, say the sounds slowly."
- Read consistently, every day - *even* during holidays