

Bernards Heath Infant and Nursery School - Spring Term Letters and Sounds Overview 2016

Year 1 - Letters and Sounds (phase 1, 2, 3, 4 and 5)

Phase 1 - rehearsing our skills

- Syllable clapping
- Hearing and continuing a string of rhyming words (cat, mat, rat)
- Hearing the initial sound in a word and suggesting other words that begin with that sound such as in the game I-Spy (man, mirror, monkey) - alliteration
- Blending and segmenting what is known as onset and rime, for example, d - og, c - at
- Blending and segmenting words using their individual sounds, e.g. saying the word 'mat' when given 'm-a-t' or given 'sheep' and segmenting into 'sh-ee-p'.

All of this can be done orally - whilst driving in the car, walking, playing in the bath or sitting at the dinner table.

Phase 2

Grapheme (written representation) and the corresponding phoneme (sound)	Tricky Words (sight words) - words that I cannot sound out, I just need to remember	High-Frequency Words - words that I will see lots of times in the books I read and all around me
<p>s a t p i n m d g o c k c k e u r h b f, ff l, ll ss</p>	<p>Remind your child that these are tricky words that we can't use our sounds for; we just need to remember what they say.</p> <p>I no go to the</p>	<p>These are the words you can encourage your child to read automatically without needing to sound out each time.</p> <p>is it in at and</p>

Some captions for practising reading and writing- perhaps write them on strips of paper and hide them around the house or garden like a treasure hunt. You write the captions and your child draws a picture to match, can they read the sentence to find out what they need to draw?

Phase 2

pat a dog a cat in a hat a pin on a map pots and pans a sad man a tin can a cat on a bed a cat and a big fat rat	a red rug a cat on a bed a hug and a kiss dad and nan a nap in a cot cats and dogs a cap on a peg mugs and cups	no lid on the pan a kid in a cap get off the bus to huff and puff a bag of nuts a hot hob a duck and a hen get to the top	to the top of the hill pack a pen in a bag a doll in a cot a pup in the mud on top of the rock go to the log hut run to the den sit back to back
---------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

Phase 3

Grapheme (written representation) and the corresponding phoneme (sound)	Tricky Words (sight words) - words that I cannot sound out, I just need to remember	High-Frequency Words - words that I will see lots of times in the books I read and all around me
j v w x y z, zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	he she we be me was my you they her all are	will with that this then them see for now down look too

Phase 3 Yes/no questions for playing reading games. Write them on strips, read them and sort them into 'yes' or 'no'. Perhaps you can make up your own yes/no game together.

Is the sun wet? Can men jog to get fit? Can wax get hot? Has a pot of jam got a lid? Has a fox got six legs? Can a taxi hop? Can a vet fix a jet? Can a van go up a hill? Will a pen fit in a box? Has a cat got a web? Can a boat sail? Can a chicken sit on a chair? Is all hair fair? Can a coach zoom into the air?	Can a duck quack? Can a rabbit yell at a man? Is a zebra a pet? Can a hen peck? Can dogs yap? Is a lemon red? Can a fox get wet? Is a robin as big as a jet? Will a box fit in a van? Can a web buzz? Is the moon far off? Are the teeth of sharks sharp? Are fish and chips food? Are fingers as long as arms?
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Sentences - combining phase 3 graphemes for practising reading and writing.

Mark and Carl got wet in the rain. The farmer gets up at six in the morning. Jill has fair hair but Jack has dark hair. Jim has seven silver coins. I can hear an owl hoot at night.	Nan is sitting in the rocking-chair. Bow down to the king and queen. Gurdeep had a chat with his dad. I can see a pair of boots on the mat. It has been hot this year.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

❖ Asking children to add sound buttons or sound sticks helps too, for example:


 Mark Gurdeep bow year pair

Once children have learnt to **read** the tricky words automatically, these are the words they should then begin to **spell correctly** within their writing. Remembering they cannot use their sounds to help them, the focus will be on them remembering what the word looks like and recognising the correct spelling pattern e.g. writing you not yoo, they not thay, she not shee.

Phase 4 There are no new graphemes taught in Phase 4, this phase gives lots of opportunity for consolidation.

Tricky Words (sight words) - words that I cannot sound out, I just need to remember	Learning to read words with more than one syllable (some examples in the short list below)	Learning to read and write words with adjacent consonants (some examples below)
said so have like some come were there little one do when out what	children helpdesk windmill desktop shelter chimpanzee melting thundering *encourage children to break longer words up; cover part of the word to help them to decode	thump paint boost punch chunk Welsh tenth shelf sniff plum brown swing spark drool

Phase 5 In this phase children learn new graphemes whilst also learning alternative pronunciations for example: **ea**, is a new grapheme, it makes the same sound as **ee** in 'sea' or 'bead' but an alternative pronunciation in 'bread' or 'head'.

Grapheme (written representation) and the corresponding phoneme (sound)	
ay - day oy - boy ou - out ir - girl ue - blue ea - eat aw - saw oe - toe ew - new ie - tie au - Paul wh - when ph - photo	Split digraphs: a_e - make i_e - like o_e - home u_e - rule e_e - these

Phase 5 Yes/No game for Phase 5

<p>Could you carry an elephant on your head? Can magpies perch on clouds in the sky? Would you put ice-cream in the freezer? Would you like to wave a magic wand? Has a cat got sharp claws? Would you crawl into a thorn bush? Do you go to school in the holidays? Have you ever seen a live crocodile?</p>	<p>Is December a summer month? Are you ready for school by nine in the morning? Could you fly to Mars on a bike? Has a space-ship ever been to the moon? Could a cactus grow in Antarctica? Could you make up a story about a giant? Would you scream if you saw a snake?</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

By Phase 5 children will be encouraged to read and spell all words from the 100 High Frequency word list.

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

It must always be remembered that phonics is the step up to fluent word recognition. Automatic and effortless reading of all words - decodable and tricky - is the ultimate goal. By repeated sounding and blending of words, children get to know them, and once this happens they should be encouraged to read them straight off in reading text, rather than continuing to sound and blend them aloud because they feel that this is what is required.

Prompts and ideas taken from -
 Letters and Sounds: Principles and Practice of High Quality Phonics,
 Primary National Strategy 2007