

Phonics and  
reading in  
Reception & Year 1

Woodmancote  
School

February 2024

# Overview

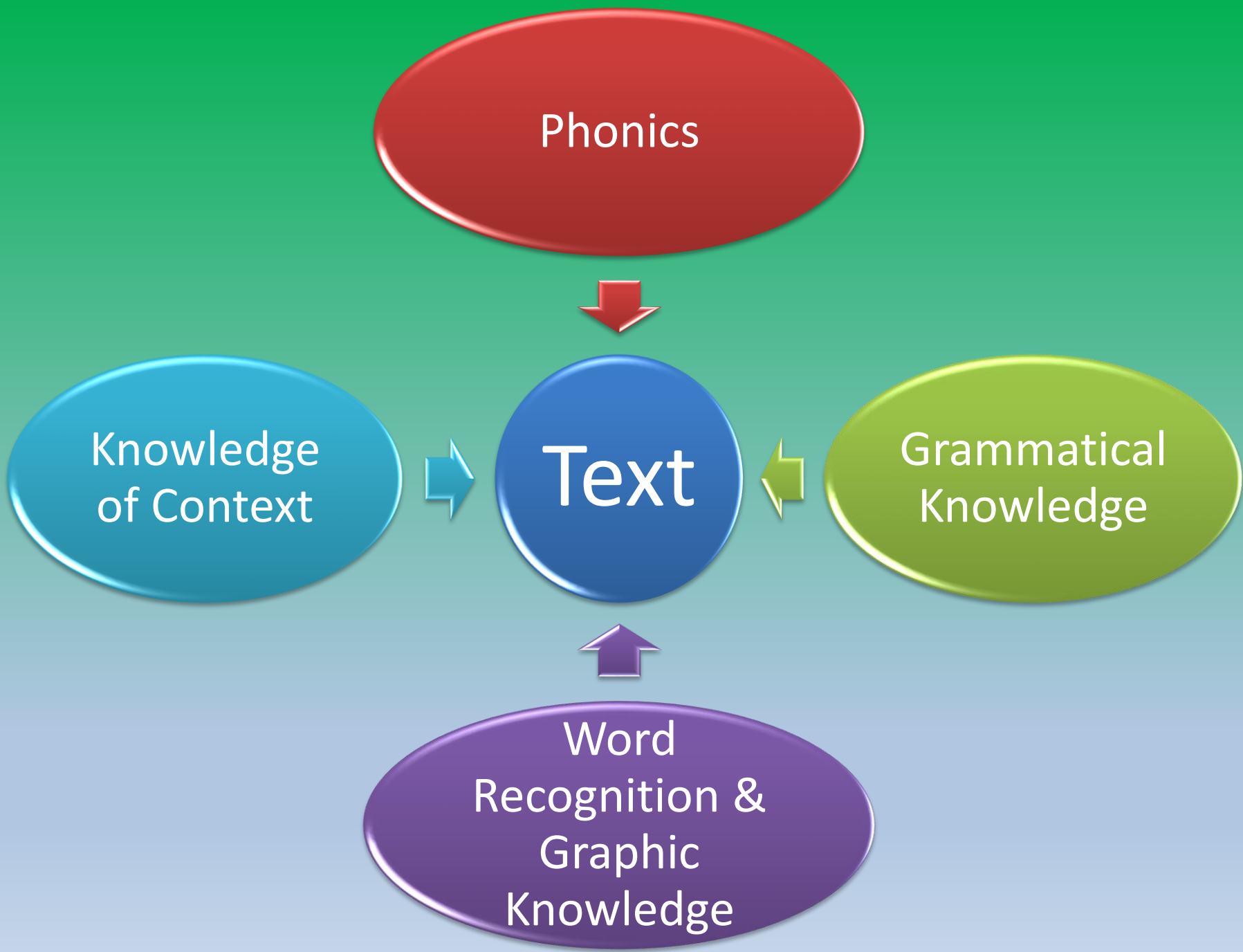
- Background
- Why phonics?
- How it is taught within school
- Build our confidence in the pronunciation of sounds
- Information about Year 1 Phonics Screening Check
- Practical ideas for helping your child with phonics at home

# Rose Report

In 2006 Sir Jim Rose completed his independent review of the teaching of early reading. The review report provided clear recommendations on what constitutes 'high quality phonic work.'

The Rose Report made a number of recommendations for the teaching of early reading. It made it clear that there are 2 dimensions to reading :  
Word Recognition and Language Comprehension.

Further to this, the Dfe's latest report in July 2021 '**The reading framework - Teaching the foundations of literacy**' has provided further guidance about the importance of early reading particularly in the first couple of years of school.



Phonics

Knowledge  
of Context

Text

Grammatical  
Knowledge

Word  
Recognition &  
Graphic  
Knowledge

# English Language

The English language is made up of:

44 phonemes,  
represented by 26 letters,  
in about 140 combinations.

# Key principles

Sounds (phonemes) are represented by letters (graphemes)

A **phoneme** can be represented by one letter (grapheme) or by a group of 2 or more letters.  
e.g. sh, igh, ea.

The same sound (phoneme) can be spelt in more than one way.  
e.g. cat, kennel, choir, sack

The same grapheme (spelling) may represent more than one phoneme  
Mean – deaf                      Crown – flown                      Field – tie

# Skills used in phonics

## Blending for reading

Merging phonemes together to pronounce a word.

In order to read an unfamiliar word, a child must link a phoneme to each letter or letter group in a word and then merge them together to say the word.

sh – o – p

t – ai – l

## Segmentation for spelling

Hearing individual phonemes within a word.

E.g. crash has 4 phonemes **c – r – a – sh**

In order to spell a word a child must segment a word into the individual phonemes and choose a letter or letter combination to represent the phonemes.

For example a child may write:

*'The cat was blak. It had a wiet tayl and a pinc noas.'*

*'I bulong to Youcalaylee club!'*

It is important that children understand that blending and segmenting are reversible.



# Phonics progression

Pre School – preparing the ground (phonic awareness – listening, alliteration, oral blending and segmenting, learning letter names, rhythm and rhyme).

Reception Year – knowledge of common consonants and vowels, blending and segmenting CVC words. Learning to read some tricky words.

Then, building their knowledge of one grapheme for each of the 44 phonemes, blending and segmenting words. Learning to read and spell tricky words.

Year 1 – Learning alternative graphemes. Learning to spell and read tricky words.

Year 2 – Revision of all of the above and building fluency in reading.

Focus on spelling (suffixes, past tense, spelling strategies)

# Common Exception Words

Alongside the teaching of phonics, these words are not segmented but taught as whole words, recognised on sight.

E.g: was, you, her, they, are, all, the, little, said, there, when, what, have, like

# Practise our sounds

Careful pronunciation of sounds is very important to ensure we are good language models to children.

Sounds should be pronounced softly and in a clipped, short manner.

Otherwise: Spelling Cat  
e.g. Cur- a -tur

s



S

a



A

t



T

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I

p



P



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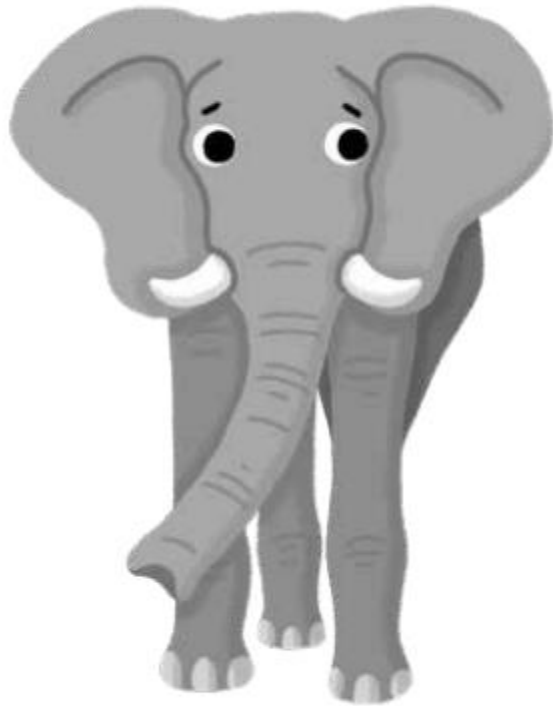
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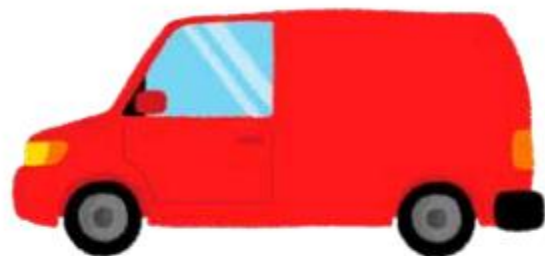


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# Alternative pronunciation of phonemes

## My ai Sound Family



## My ee Sound Family



# Typical lesson

4 part lesson - usually around 10-15 minutes whole class plus time spent working in an individual workbook.

1. Revisit/Review – practise previously learned letters or graphemes.
2. Teach – Read a new chapter of our online book which focusses on the new graphemes.
3. Practise – Practise blending and reading words with new grapheme. Practise segmenting for spelling words with new grapheme
4. Apply – Workbooks – Spot grapheme in a sentence. Read or write a word, caption or sentence using one or more tricky words and words containing the grapheme.

## Big Book 1: Nip and Nap Explore Earth

### Episode 1: Splash-Landing!

Two tiny aliens, Nip and Nap, explore Earth and encounter lots of different animals.

### Episode 2: The Ski Trip

Nip and Nap help two children on a skiing trip before returning to their home planet.



Big Book 1: Nip and Nap Explore Earth

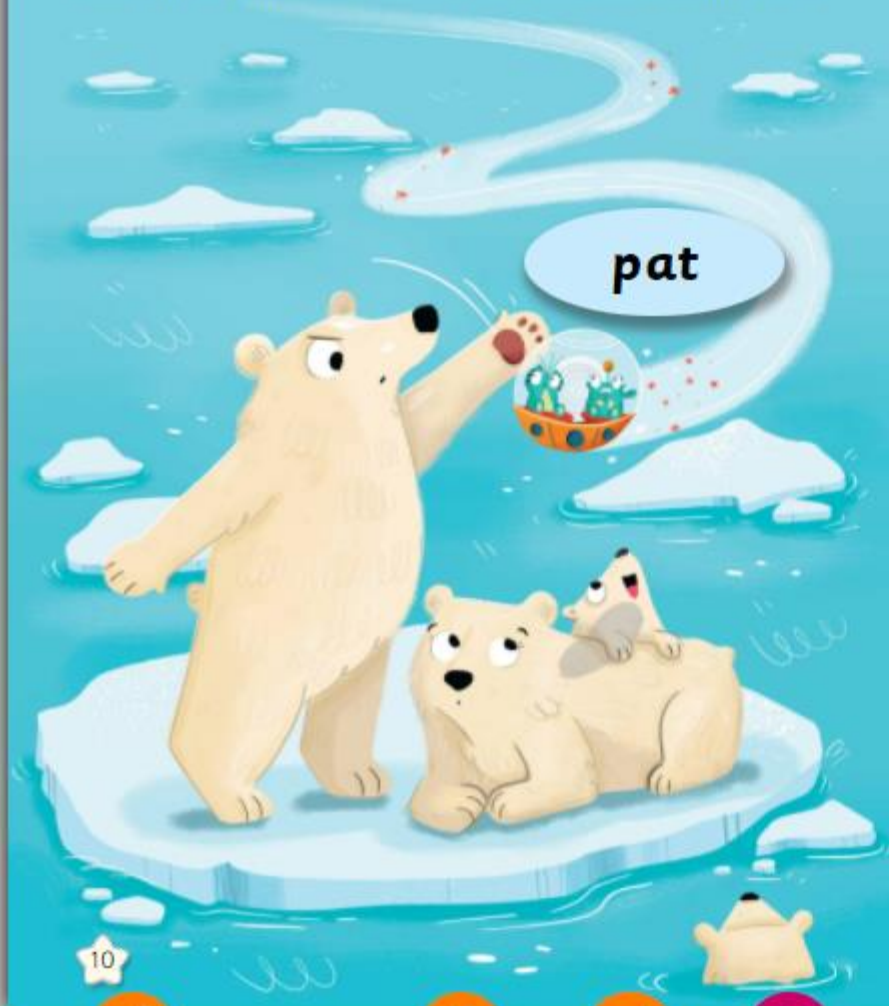


 **Rocket  
Phonics**



The little aliens blasted away at top speed ... and arrived in the North Pole!

A family of fluffy polar bears watched as they flew past. The biggest polar bear tried to pat them with its huge paw.



10



As they floated over the icy landscape, Nip and Nap saw a group of igloos in the snow. And, for the first time ... a person!

The person was called Nan and she was sipping a hot drink outside her home.



Nip and Nap watched as Nan filled her flask from a tap, grabbed her tin lunchbox, and put them in the back of her skidoo. She was about to go fishing for the afternoon.

11



p

P



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

i t I a p P S T

2. Grapheme search: Find and circle all the p letters.

Pip has a pink pen.

How many did you spot?

3. Blending practice: Decode and match the words to the pictures.

sip

tip

tap



4. Apply: Tick the sentence that matches the picture.

It is a pit.

It is a pip.



p

P

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

t s a i p I P A

2. Grapheme write: Copy the letters and say the sound as you write.

p p p  
P P P

3. Segmenting practice: Look and write the words.



\_\_\_\_\_

p t a

\_\_\_\_\_

i p p

4. Apply: Let's write a sentence.

\_\_\_\_\_  
\_\_\_\_\_



## Assessment

By the end of their reception year, to be working at the **expected** standard in reading children will:

- Say a sound for each letter of the alphabet and know at least 10 digraphs.
- Read words using their phonic knowledge.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.

# Phonics Screening check – Year 1

- A **statutory** assessment for all children in Year 1
- It is designed to confirm whether individual children have learned phonic decoding to an appropriate standard.

*“The check will be focused solely on decoding using phonics. The check will confirm individually whether pupils have learned phonic decoding to an appropriate standard by the end of Y1 and identify pupils who need additional support from their school to catch up.”*

Y1 Phonics Screening Check  
Framework for Pilot in 2011 (DfE)

# What does the check consist of?

- 40 words that children read 1:1 with a teacher
- A combination of real words and pseudo-words or 'alien' words.
- The check will be divided into two sections:

## **Section 1:**

Phonemes that are usually introduced first to children learning to decode using phonics.

Simple word structures.

## **Section 2:**

Phonemes that are usually introduced later and graphemes that correspond to more than one phoneme.

More complex word structures, including two syllable words.

The pseudo-words are shown to the children alongside pictures of imaginary creatures to ensure they are not trying to match the pseudo-word to a word in their vocabulary.

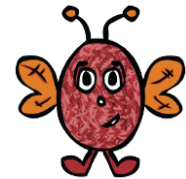
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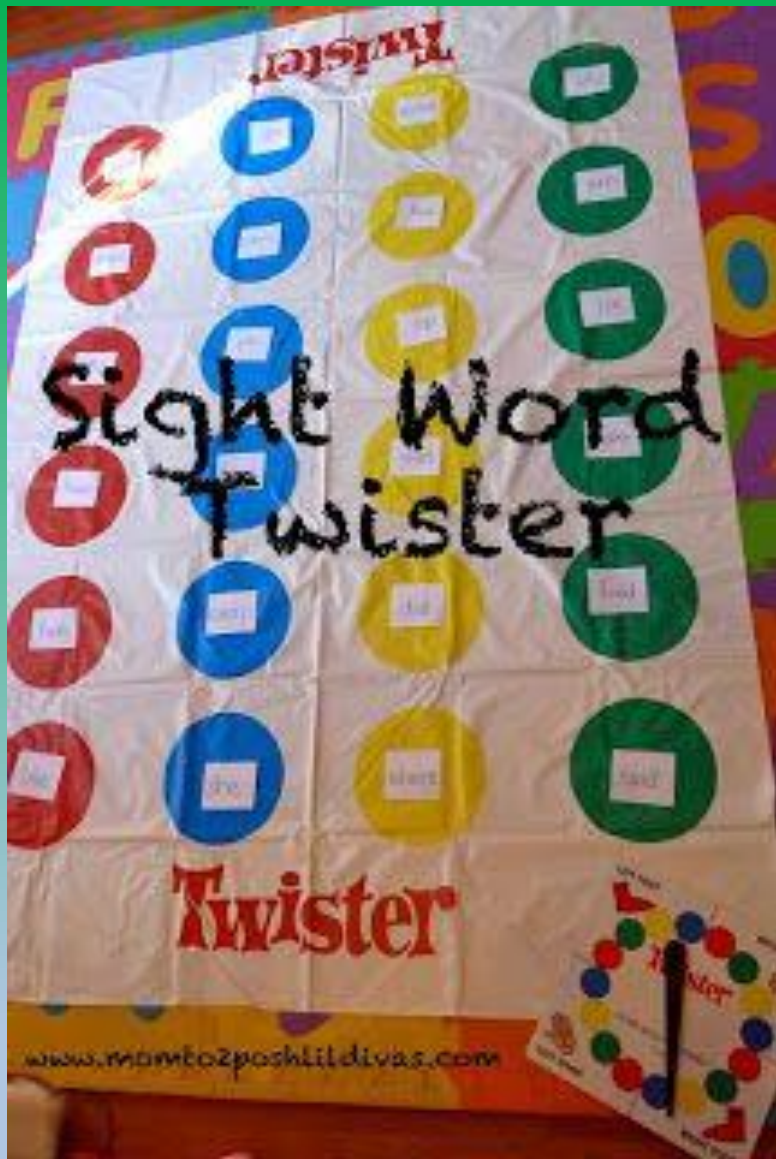
# Good ideas for things to do at home

- Make up a set of flashcards of sounds for using in games – pairs, snap, treasure hunts.
- Display an alphabet poster or chart in the kitchen/bedroom.
- Writing for a purpose – shopping lists, instructions, birthday cards, invitations, thank you letters.
- Magnetic letters on the fridge.
- Alphabet puzzles.
- Duplo with sounds on to build words.
- A sound mat for use when writing (copies available).
- Good quality story books and Non-Fiction books – visit the library. Prioritise reading to your child – make it part of your routine.
- Try to read a little each day with your child at home. Little and often is usually best.
- Play ‘I spy’ whilst in the car – use the sound rather than the letter name.



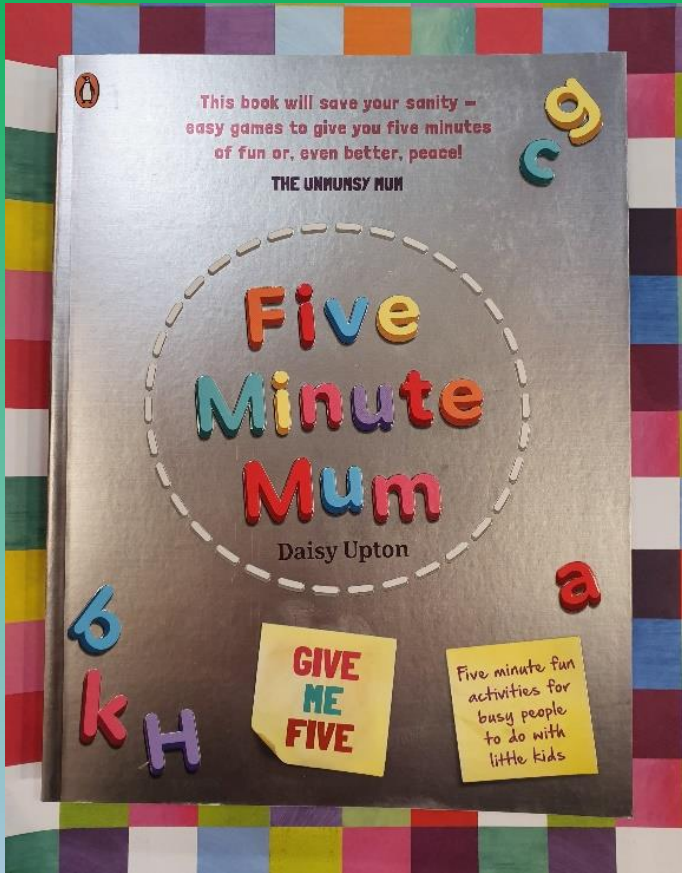
read and spell  
with blocks











# Websites and Apps

Alphablocks – Cbeebies – programme  
website and app

Phonics play – website and app

Teach your monster to read app

Bugs and Buttons app

Reading Eggs app or online



# Reading with your child

- Read with your child every day if you can – maybe 10 - 15 mins
- Talk about the book – what do you think it is about? What might happen next? What did you think about ... ? / tell me about ...
- Explore the meaning of any new words and talk about useful and interesting information you find together
- Make reading as enjoyable as possible!

# If they find a word tricky

- Give them time
- Encourage them to sound out the letters and blend them
- Encourage them to use the context / read ahead
- Look for smaller words within words e.g. each inside teacher
- Break down words into smaller chunks e.g. football

# Developing Fluency

**Fluency is the ability to read text with accuracy, speed and good expression.**

It is a bridge between word recognition and comprehension.

Fluency is essential because it enables readers to recognise and comprehend words simultaneously. As readers progress, they transition from word-by-word reading to fluid, expressive reading.

# Skills to encourage fluency

Encourage your child to

- Read, read, read! It is good to read the same book more than once.
- listen to what they are reading to see if it makes sense.
- identify when they have made a mistake and go back to try to correct it.
- ask questions to help them with their reading if they don't understand.
- talk through their ideas, thoughts and feelings about what they are reading.

# Phrases to use

- Did that sound right?
- Did that make sense?
- Good, you corrected yourself.
- I like how you re-read that to check that you got it right.
- Let's try reading that word again.
- Remember to follow the punctuation.
- Well done, you used expression.

Learning to read is tricky! We are here to help whenever you have questions or need support.

