

Parents and Carers Information Booklet



Phonics in Year 1 2022/2023

This booklet is aimed to help parents when supporting their child with phonics in Year 1, preparing for the phonics screening check in the week commencing 12th June 2023.

For further information, please contact Miss Baker or Miss Smith.

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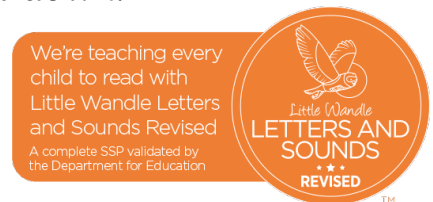
1. Introduction

What is phonics?

Children begin to learn phonics in Early Years, both in Nursery and Reception.

At Rivelin, we teach early reading and spelling using the systematic, synthetic phonics programme ***“Little Wandle Letters and Sounds Revised”***. This is a programme that has been validated by the Department for Education.

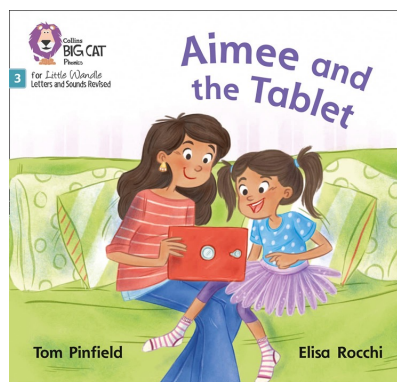
Phonics is making the connection between the sounds of our spoken words and the letters that are used to write them down.



How does it work in Year 1?

Children are taught a new GPC daily, in discrete 30 minute phonics sessions. All the GPCs taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children are also taught the spellings for tricky words (high frequency words that cannot always be decoded using phonics) to aid their fluency in reading and writing.



2. Phonics screening check

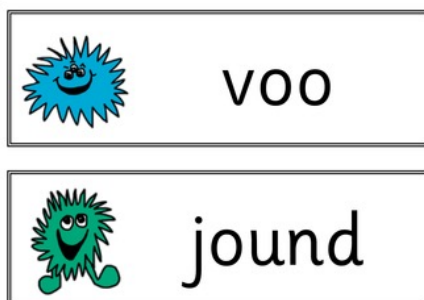
Who takes the test?

All children in Year 1. If for any reason, we feel that there is a valid reason why your child should not take the test in Year 1, the class teacher will discuss this with you. This is only done in exceptional circumstances and your child would still be eligible to take the retake when they are in Year 2.

What is it?

This will further inform our continual assessment of the children's phonic knowledge and the results of the check will be shared with parents/carers in the end of year report.

It comprises of a list of 40 words that children read one-to-one with their teacher. The list is a combination of both real and 'alien words' which rely purely on using phonics to decode. The pseudo-words or 'alien words' are words that have been made up and will be shown with a picture of an imaginary creature to help them.



After the check

We will tell you about your child's progress in phonics and their screening check score as part of the end of year report. If your child has found the check difficult, we will also tell you what support we have put in place to help them improve. You might like to ask your child's class teacher how you can support your child to take the next step in reading but it is important to remember that all children are individuals and develop at different rates.

3. Helping your child with phonics

What can you do?

Phonics works best when children are given plenty of encouragement and learn to enjoy reading and books.

Here are some simple ways you can help:

<p>1. Read with (and to) your child every day. Grandparents and older brothers or sisters can help too.</p> 	<p>2. Choose 4 sounds a week to display at home that your child is unfamiliar with.</p> 
<p>3. Practise real and alien words with your child.**</p> 	<p>4. Use the grow the code chart*. Point to a sound and ask your child to say the sound.</p> 
<p>5. When reading, encourage your child to 'sound talk' (segment) unfamiliar words and then blend the sounds together from left to right, rather than guessing from the pictures.</p>	<p>6. Encourage your child to read words from your shopping list or road signs to practise phonics.</p> 
<p>7. Word games like 'I-Spy' can also be an enjoyable way of helping children.</p>	<p>*A copy of the grow the code chart is attached at the end of this booklet.</p> <p>**An example of a phonics screening check test has been included, others can be found at https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#phonics-screening-check-resources</p>

4. Useful phonics vocabulary

Phoneme – a single unit of sound in a word.

Grapheme – a way of writing down a phoneme. This could be a single letter, e.g. 't', or a sequence of letters, such as 'ai'.

GPC – Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Digraph – two letters representing one sound (phoneme), e.g. ch, sh, ng, qu, ai, ee.

Trigraph – three letters representing one sound (phoneme), e.g. air, igh, ear.

Segment – hearing a word and breaking it down into the different sounds to spell the word, e.g. bench → b-e-n-ch

Blend – put the sounds back together to read a word, e.g. b-e-n-ch → bench

CVC – 3 sounds in the pattern of consonant, vowel, consonant, e.g. cat, dog, pen, ship.

5. Useful links

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> - Little Wandle resources for parents.

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#phonics-screening-check-resources> - Previous phonics screening check materials

<https://www.phonicsplay.co.uk/resources> - these are phonics games split into the phases – Year 1 children should know all of phases 2, 3, 4 and 5 by the time of the phonics screening check.

https://www.youtube.com/watch?v=TTe5_EmOBHQ&ab_channel=LettersandSoundsforHomeandSchool - Parent and carers guide to pronouncing phonemes.



Grow the code chart

This is displayed in the classroom and accessed by the children during literacy lessons.

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u oul	 ar *a *al
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Example of the phonics screening check assessment. Please note these are the answer sheets for the teacher administering the test. This is not the sheet children will read from.

Section 1			
Word	Correct	Incorrect	Comment
sut			
yad			
dop			
uct			
meck			
shig			
joil			
chort			
blem			
drell			
fusp			
quisk			
shop			
yell			
peel			
check			
plug			
sweep			
soft			
yards			

Section 2			
Word	Correct	Incorrect	Comment
vaw			
meast			
waib			
zome			
brend			
throst			
stret			
spraw			
few			
fried			
beak			
cute			
crust			
trails			
strip			
scraps			
label			
vanish			
blossom			
thankful			

Total correct	
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