



Year 1 Phonics Workshop

Miss Newton

9th October 2023



Phonics is:

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



Today's Overview

- Our **phonics and reading rationale**
- What our **daily phonics** lessons look like
- **Keep-up** sessions
- **Share-a-Story**
- **Reading practice sessions** (and how you can support at home)
- Nurturing the enjoyment of reading

Our Phonics and Reading Rationale

- We want **all** children to be able to become fluent, confident readers and writers so that they develop a love of reading and writing as they move through the school.
- All schools must follow a systematic synthetic programme for the teaching of phonics and early reading.
- We want to ensure we are following a **consistent approach** which integrates research about the science of learning.



Our Phonics and Reading Rationale

- Following research, we have decided to follow the **Little Wandle Letters and Sounds Revised** programme.
- This programme has been accredited by the Department for Education.



Our Phonics and Reading Rationale

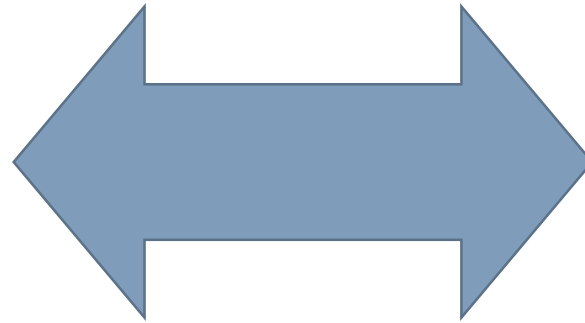
- Last year, we invited Little Wandle into our school to see our delivery of phonics and the teaching of early reading.
- After a rigorous and thorough assessment of our teaching, organisation and leadership around phonics and reading, we were incredibly proud to be awarded the accolade of 'Champion School'.
- We were only the tenth school in the country to be awarded this, and the first school North of Bradford.



What is phonics?

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

Grapheme to
phoneme
correspondence
Blending
Reading



Phoneme to
grapheme
correspondence
Segmenting
Spelling

Key Words: phoneme and grapheme

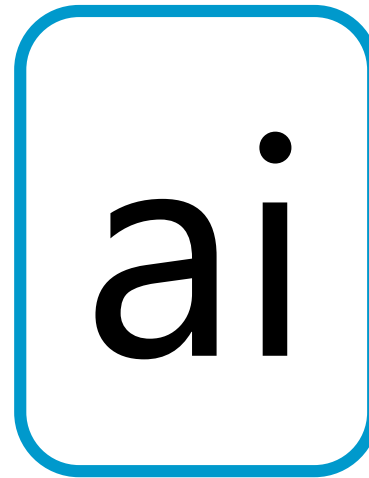
- The smallest unit of sound that can be identified in words. We use the term '**phoneme**' but also call it a 'sound'.



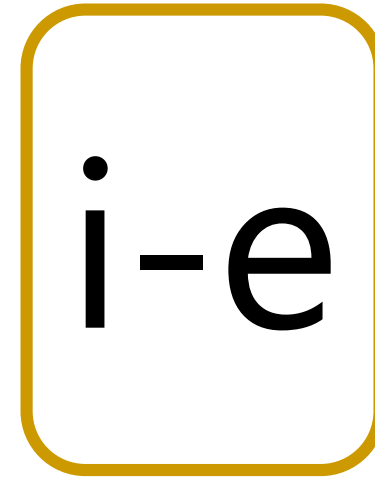
- A **grapheme** is a letter or group of letters used to represent a particular phoneme (sound) when writing. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.
- **Grapheme–phoneme correspondence**, the sound–letter relationship between each element of the alphabetic code.

Key Words: digraph and trigraph

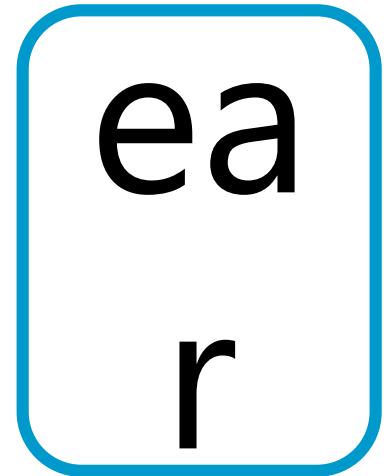
- A **digraph** is a grapheme using two letters to represent one phoneme (sound). With children, we frequently reinforce it with the mantra 'two letters, one sound'.
- Some words include **split vowel digraphs**. These digraphs represent a vowel sound where its two letters are split by an intervening consonant (for example, 'a_e' in 'take'). Despite having a consonant in between them, the two letters involved (here 'a' and 'e') still count as one digraph, making one sound.
- A **trigraph** is a grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'.



ai



i-e



ear



take

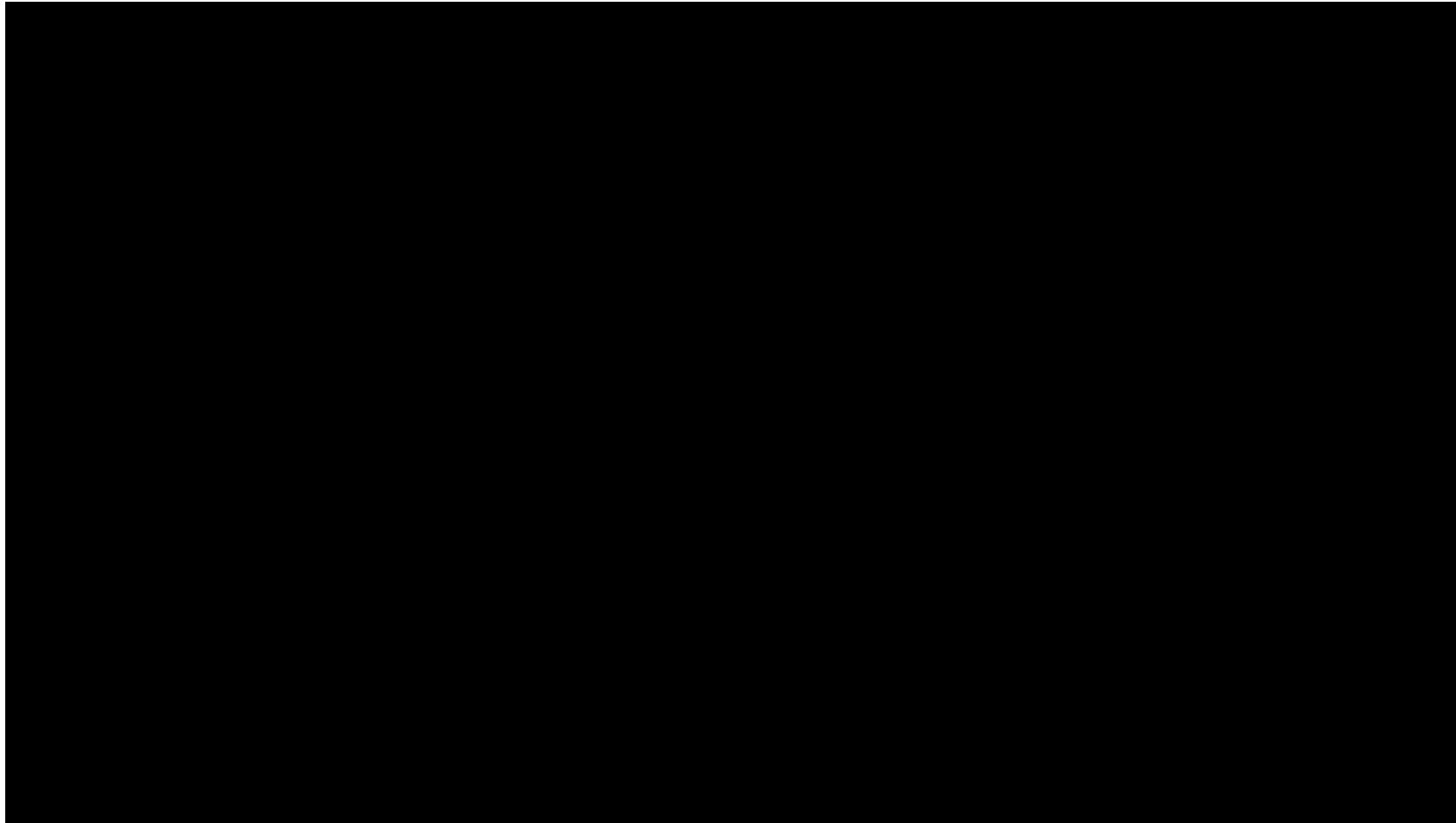
Key Words: GPC

- **Grapheme–phoneme correspondence**, the sound–letter relationship between each element of the alphabetic code.
- Written English is quite complex. The **same phoneme** can be represented by **different graphemes** and the **same grapheme** can represent **different phonemes**.
- To ensure learning is **systematic**, and to avoid cognitive overload, we generally teach **one fairly common grapheme** representation of each phoneme first. Alternative spellings of the same phoneme, and alternative pronunciation of the same grapheme are usually taught within Phase 5.

a

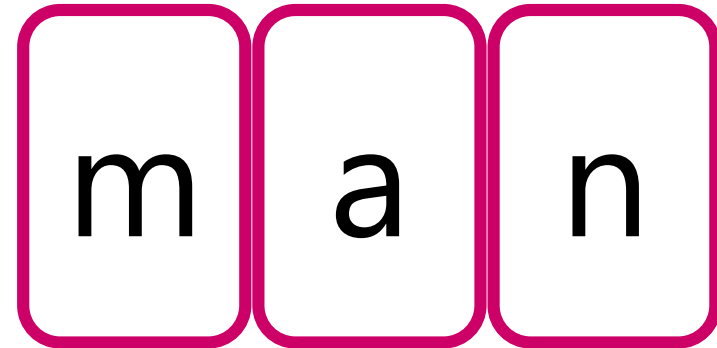
ai

Let's practise some GPCs.

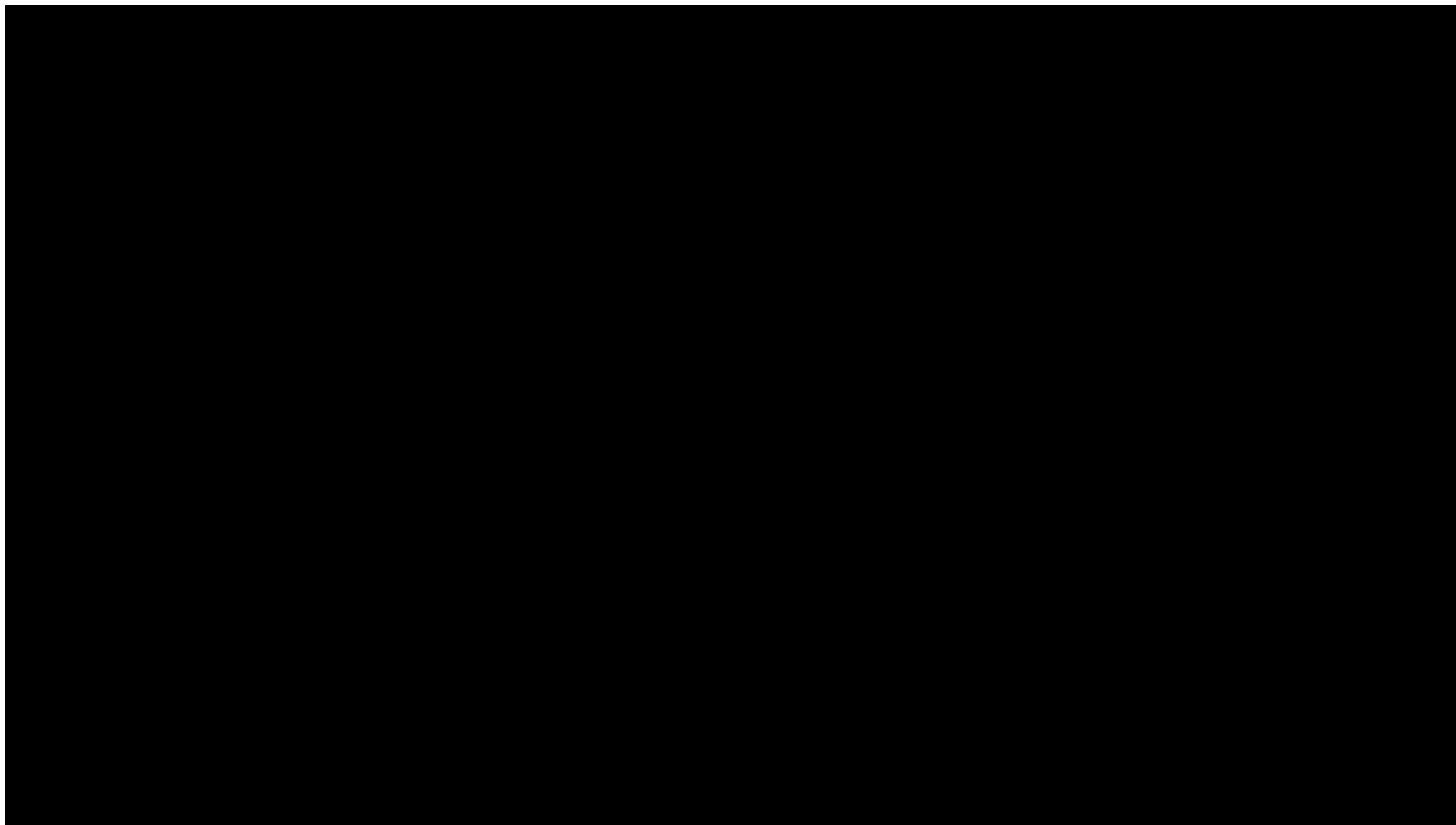


Blending

- When we blend, we combine individual phonemes into a whole word, working all the way through from left to right.
- Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs lots of practice.
- We practise by blending orally e.g. b-a-t, bat and then by using our GPCs.
- Blending sounds into a word is not just saying them more quickly, nor of mixing them together like paint.
- We join the phonemes into one continuous stream of sound to make a spoken word.



How we teach blending



Tricky Words

- Almost all words can be worked out using our alphabetic code. There are sometimes words with GPCs that we haven't learnt yet that we see often in our books.
- We show the children which part of the word is the tricky part.

we

was

	Reception	Year 1
Autumn 1	is I the	Review all taught so far.
Autumn 2	put pull as and has his her go no to into she push he of we me be	their people oh your Mr Mrs Ms ask could would should our house mouse water want
Spring 1	as you they my by all are sure pure	any many again who whole where two school call different thought through friend work
Spring 2	Review all taught so far.	once laugh because eye
Summer 1	said so have like some come love do were here little says there when what one out today	PSC – no new tricky words.
Summer 2	Review all taught so far.	busy beautiful pretty hour move improve parents shoe











- Eventually, most tricky words become decodable because we have learnt the GPC.

Daily Phonics Lessons: What they look like

- We teach phonics for around 30 minutes a day.
- Within each session we revisit and review sounds and words we already know, look at tricky words (words with GPCs we may not know yet), learn a new GPC, orally blend words and read words with our new GPC. We also practise and apply our skills when reading within sentences and spelling some of the words we have focused on.
- Each Friday, we review the week's teaching to help the children become fluent readers.
- These sessions are very similar to our previous phonics lessons but may follow a different order to make teaching more systematic.

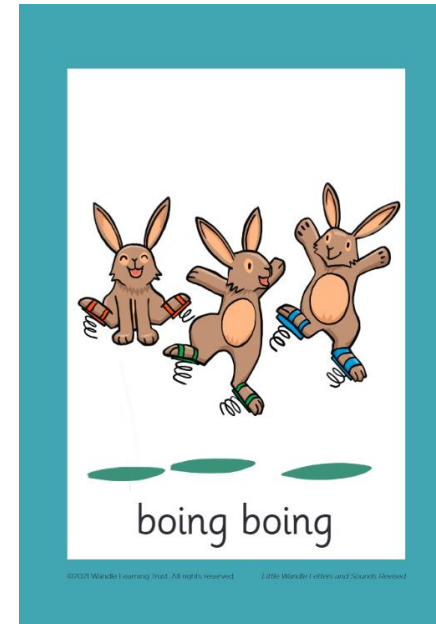
Writing

- Little Wandle Letters and Sounds Revised teaches grapheme formation using print.
- They will learn to join from Year 2.
- The formation phrases will help you to help your child practice their letter formation in the way they have been taught.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Round the goat's face and curl under its chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k		Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up to the top corner and down to the bottom corner.

How we make learning stick

- There are specific resources for the Little Wandle Programme which the children will be very familiar with.
- Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes.



How we make learning stick

- Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned.
- We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.



Daily Phonics Lessons: Coverage

- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	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

*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
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue reuse /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ ow claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*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
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

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

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

Summer 1: Phonics screening check review – no new GPCs or tricky words

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

Keep Up

- Any child who needs additional practice has Keep-up support, taught by a fully trained adult.
- Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- Some Keep-up sessions will be more regular, focusing on specific needs such as blending. Others may just be additional practice of the GPC that was taught in the morning.



**One of the greatest gifts adults can
give is to read to children**

Carl Sagan



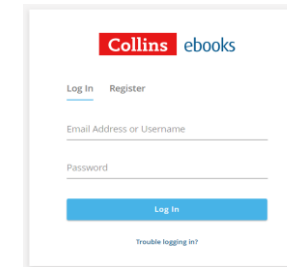
Reading at Home

- Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home, helping them to become fluent, confident readers.
- There are two types of reading book that your child will bring home:
 - **A reading practice book:** This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.
 - **A Share a Story library book:** Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

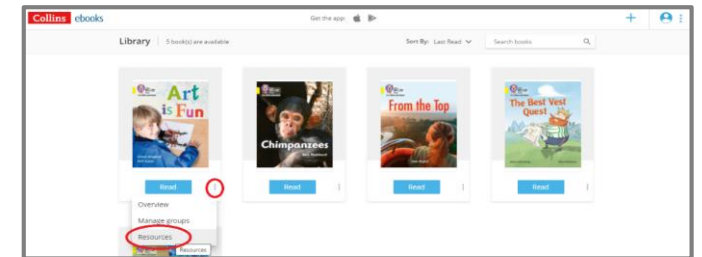
The Reading Practice Book - eBooks

- When your child is doing reading practice sessions in school, all books will need to be in school.
- On these days, your child will have access to the book they are reading in school via <https://ebooks.collinsopenpage.com/>
- You will receive a letter with your child's login details.
- **The Collins eBooks app is available for iOS from the App Store. The app is free to download, and you can log in using the same details.**

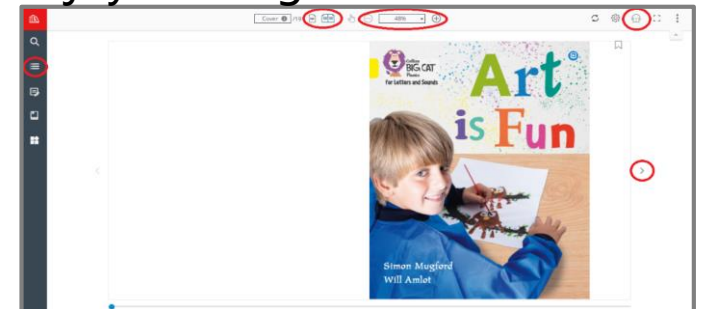
1. Log in with login details.



2. Select the book from the library.



3. Enjoy reading!



Share a Story book

- On Friday, each child will choose their book from the Share a Story library and bring it home in a special bag with their name on.
- This is for you to read to them and enjoy the story together. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!
- Please can these books be returned the following week (in the special bag), before Friday when they will bring a new book home.



Thank you!
Any questions?
