

# WELCOME TO THE YEAR 1 PHONICS WORKSHOP

Thursday 26<sup>th</sup> September 2024



**The future of reading**

Loved by over a million children in the UK.

W623 BNG

 Pearson

## Aims of the session

- ▶ To develop an understanding of what Phonics is.
- ▶ To inform you about how Phonics is taught at Our Lady and St Rose of Lima, briefly introducing 'Bug Club Phonics.'
- ▶ To advise you about the Phonics Screening Check for Year 1 children.
- ▶ To provide you with useful resources to help you practise phonics at home.



# Challenges around reading

## Effects of parents and schools

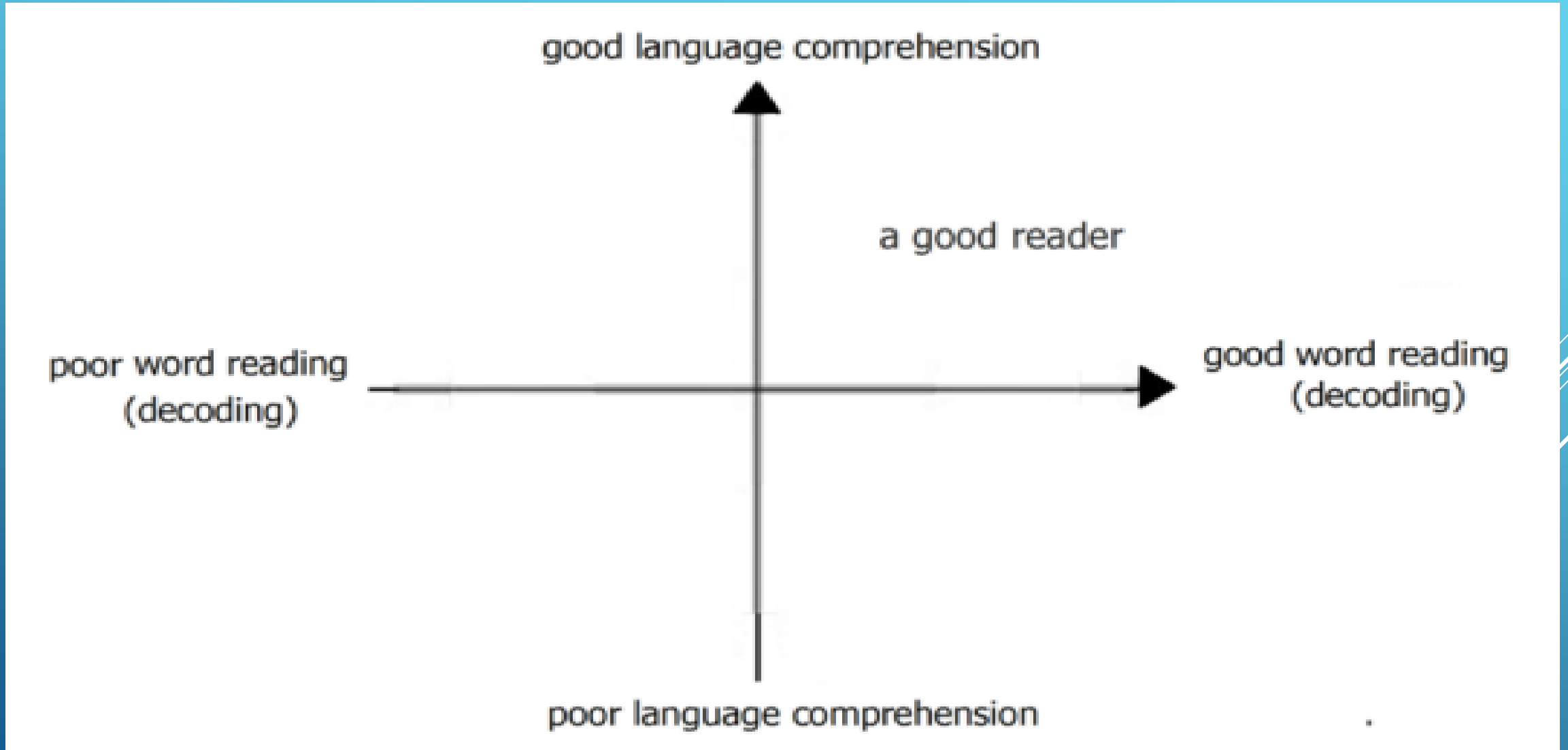
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'Researchers have shown that, once social and economic factors are removed, parental engagement has a more significant impact on attainment than almost everything else.'



# The Simple View of Reading



# What is phonics?



**Bug Club  
Phonics**

## **What is phonics?**

Phonics is one method of teaching children how to read and write.

Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words.

Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair.

Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.

Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

# What is phonics?

- ▶ We use a synthetic phonics system at Our Lady and St Rose of Lima. This uses the approach of learning specific sounds within the English language.
- ▶ The children learn all of the individual sounds that then are put together to form words.

# Why teach phonics?

- ▶ Phonics has been taught in schools for a number of years. In 2005 Sir Jim Rose carried out an independent review of reading.
- ▶ Schools should adopt a systematic approach to the discrete teaching of phonics. Y1 phonics screening check for phonics was introduced in 2012.
- ▶ 'Synthetic Phonics' comes from the idea of 'synthesising', which means 'putting together' or 'blending', in reading the sounds prompted by the letters on the page and are put together in order.

# Six Phase Teaching Program

<b>Phase 1</b>	To develop phonological awareness including the ability to distinguish between sounds, speak clearly and audibly, become familiar with rhyme, rhythm and alliteration.	Reflects the developmental stages for communication, language and literacy. (CLL)
<b>Phase 2</b>	To introduce grapheme and phoneme correspondences (small selection of common consonants and vowels). (CVC words)	Up to 12 weeks
<b>Phase 3</b>	To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words.	Up to 20 weeks
<b>Phase 4</b>	To teach children to read and spell words containing adjacent consonants.	3 weeks
<b>Phase 5</b>	Teaching children to recognise and use alternate ways of pronouncing the graphemes and spelling the phonemes already taught.	34 weeks ( Throughout Y1.
<b>Phase 6</b>	Teaching children to develop skills and confidence in reading and spelling, creating an ever increasing capacity to understand what they are reading.	34 weeks (Throughout Y2)

# Year One Year Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>Weeks 1 &amp; 2- baseline assessment. Assess reading and writing words from Phase 2,3 and 4. Teach gaps from below:</p>	<p>Weeks 1,2 &amp; 3</p> <p><b>Phase 5</b></p> <p>wh ph ay a_e eigh ex ei</p>	<p>Week 1 revise all of Phase 5 taught so far</p>	<p>Week 1 &amp; 2 revise all of Phase 5 taught so far</p>	<p>Week 1,2,3,4,5 revise all of <u>Phase 3</u>, 4 &amp; 5 taught so far</p>	<p>Week 1 &amp; 2 revise all of <u>Phase 3</u>, 4 &amp; 5 taught so far</p> <p><b>Phonics Screening Check</b></p>
	<p>Week 3 onwards:</p> <p><b>Revise Phase 3</b> j v w x y z zz ng ch sh th ai ee igh oa oo o oar or ur ow oi ear air er</p> <p><b>Revise Phase 4 initial and end blends</b></p> <p>St nd mp nt nk ft sk lt lp lf lk pt xt</p> <p><b>Phase 4</b> Tr dr gr cr br fr bl fl gl pl cl sk sp st spl scr</p>	<p>Week 4 &amp; 5</p> <p><b>Phase 5</b></p> <p>ea e_e <u>ie</u> ey y</p> <p>Week 5 &amp; 6</p> <p>Revision of Phase 5 taught so far</p>	<p>Week 2 onwards</p> <p><b>Phase 5</b></p> <p><u>ie</u> i_e y i ow o_e o oe ew ue <u>u_e</u> u_oul</p>	<p>Week 3 onwards</p> <p><b>Phase 5</b></p> <p>aw au <u>al</u> ir er ear ou (<u>cloud</u>) oy ere eer ear are</p>	<p>Week 1,2,3,4,5 Revision</p> <p>wh ph ay a_e eigh ey ei ea e_e ie ey y ie i_e y i ow o_e o oe ew ue u_e u_oul aw au al ir er ear ou ( cloud) oy ere eer ear are</p>	<p>Week 3 onwards</p> <p><b>Phase 5</b></p> <p>c k ck ch soft c/ i/ e/ y st se soft g/e/i/y dge le mb kn gn wr tch</p>
	<p><b>Irregular/ HFW:</b></p> <p>Are, her, you, they, all, said, come, like, so do, have, there, out, were, when, what, one, little</p>	<p><b>Irregular/ HFW:</b></p> <p>Oh, their, people, Mr, Mrs, Ms, looked, called, asked, water</p>	<p><b>Irregular/ HFW:</b></p> <p>Where, who, again, thought, through</p>	<p><b>Irregular/ HFW:</b></p> <p>Work, laughed, because, Thursday, Saturday, Thirteen, thirty, different, any, many, eyes, friends</p>	<p><b>Irregular/ HFW:</b></p> <p>Revise all of HFW taught so far through flashcards/ quick write on whiteboards/ spelling tests etc.</p>	<p><b>Irregular/ HFW</b></p> <p>two, once, great, clothes, its, I'm, I'll, I've, don't, can't, didn't, first</p>

# The 44 sounds in the English Language

a	e	i	o	u	ai	ee	igh	oa	oo	<u>oo</u>
ar	or	ur	ow	oi	air	ear	er	b	c	d
f	g	h	j	l	m	n	p	qu	r	s
t	v	w	x	y	z	sh	ch	th	<u>th</u>	ng

# The 44 sounds in the English Language

a b c d e f g h i j k l m n o p q r s t u v w x y z

ck qu ch sh th ng ai ee igh oa

oo oo ar or ur ow oi ear air ure er

Long

Short

# Some examples...

## Count the phonemes

fox

f-o-x

hat

h-a-t

camp

c-a-m-p

strict

s-t-r-i-c-t

shell
























sh-e-ll



# The 44 sounds in the English Language

**Phase 2**

## Sound Mat




























s	ss	a	t	p	i	n	m	d
								
g	o	c	k	ck	e	u	r	
								
h	b	f	ff	l	ll			
								

Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog, Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat, Hat, Bag, Fan, Muffin, Leg, Doll

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**Phase 3**




















## Sound Mat

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

Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

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# The 44 sounds in the English Language

Sound	Simple Code	Complex Code			
/s/	s sun 	ss dress 	c(e) cement 	c(i) pencil 	c(y) cymbal 
		sc scissors 	st(l) castle 	se horse 	
/a/	a apple 				
/t/	t tap 				
/p/	p pan 				
/i/	i insect 				
/n/	n nest 	kn knot 	gn gnome 		
/m/	m mat 	mb comb 			
/d/	d dog 				
/g/	g goat 				
/o/	o octopus 	(w)a swan 			
/k/	c cat 	k key 	ck sack 	ch anchor 	
/e/	e elephant 	ea feather 			

# Words the children say

- **Phoneme:**

The sound in a word

- **Grapheme:**

A letter or group of letters that represent a sound (phoneme)

- **Blending:**

Recognising and hearing the letter sounds in a word, for example - d-o-g and merging or synthesising them in the order in which they are written to pronounce a the word 'dog'

- **Segmenting:**

Identifying the individual sounds in a spoken word e.g. p-i-g and writing down or manipulating letters for each sound to form the word 'pig'.

# Words the children say

- **Digraph:**

two letters which make one sound.

- **A consonant digraph:**

contains 2 consonants e.g. sh, th, ck, ll but make one sound

- **A vowel digraph:**

contains at least one vowel e.g. ai, ee, ar, oy, ay

- **Split digraph:**

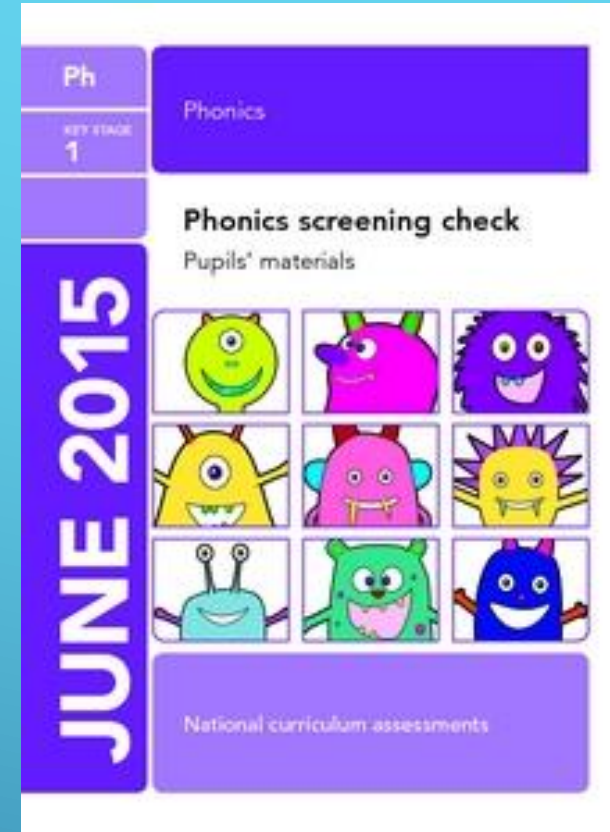
A digraph in which the two letters are not next to each other make one sound e.g. make (a\_e)

- **Trigraph :**

three letters which make one sound e.g. igh, dge,

# The Year 1 Phonics Screening Check

- ▶ In June, the year 1 children will ALL be tested on their phonics knowledge using the Phonics Screening Check.
- ▶ Each child will be individually assessed on 40 words - 20 of which are real words and 20 of which are alien words.
- ▶ Alien words are completely made up but test the children's ability to recognise the phonic sounds.



# The Year 1 Phonics Screening Check

- ▶ In order to pass the phonics screening check, the children must achieve the threshold given by the Government.
- ▶ This is revealed **AFTER** the check has taken place and can differ each year.
- ▶ For the past 4 years, the children have needed to achieved a pass rate of 32 correctly sounded out words.

# Bug Club Phonics

We use a programme called Bug Club Phonics which adopts a review, new, learn and apply approach.

- ▶ A fully interactive phonics session that incorporates the interactive whiteboard and the children using individual action videos to apply the sounds.
- ▶ There are 44 sounds across the programme and these are split into 6 phases.
- ▶ For Year 1, the children **MUST** be learning phase 5 in order to pass the phonics screening check.



# Bug Club Phonics

- ▶ Bug Club is designed to help teachers, teach children how the alphabet works for reading and spelling by:
- ▶ Fostering children's speaking and listening skills in preparation for learning phonic knowledge and skills.
- ▶ Teaching children high quality phonic knowledge and skills they will need to become confident readers by the age of six.



# Bug Club Session: broken down into 4 parts

▶ Introduction and Revision

▶ Teach

▶ Apply

▶ Practise



# Phonics Bug


Phonics Bug Unit 7 Phoneme /qu/: Lesson Guide Back Exit

Sounds Reading Spelling Writing Follow-up

quit

qu i t

Blend Undo



Phonics Bug Unit 7 Phoneme /qu/: Lesson Guide Back Exit

Sounds Reading Spelling Writing Follow-up

Show

qu

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

Phonics Bug Unit 7 Phoneme /qu/: Lesson Guide Back Exit

Sounds Reading Spelling Writing Follow-up

Words Pictures

Hide Undo



abcdefghijklmnopqrstuvwxyz

# Irregular and High Frequency Words- Language Lessons

- ▶ There are also sight or high frequency words for the children to learn that are trickier to learn. They learn these through Bug Club in weekly language lessons.
- ▶ A lot of these words can-not be sounded out phonetically eg 'the' 'said' and 'was'.
- ▶ The children need to spell/ write and read these words.
- ▶ Please practise reading and writing words of these lists. Your child is also sent home the band words they are currently working on to spell and read.

# Irregular and High Frequency Words

Name:

Year:

100 first high frequency words

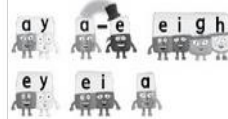
Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
the	was	that	what	not	do	look	get	put	if
and	you	with	there	then	me	don't	just	could	help
a	they	all	out	were	down	come	now	house	Mrs
to	on	we	this	go	dad	will	came	old	called
said	she	can	have	little	big	into	oh	too	here
in	is	are	went	as	when	back	about	by	off
he	for	up	be	no	it's	from	got	day	asked
I	at	had	like	mum	see	children	their	made	saw
of	his	my	some	one	looked	him	people	time	make
it	but	her	so	them	very	Mr	your	I'm	an

# Activelearn Online Books



## Before and during reading

1 Say the sounds and look at the new spellings



2 Blend the sounds

To blend words with adjacent consonants, blend each sound separately, e.g. g-r, gr-ey, grey

p-l-ay, play



g-a-m-e, game

a-m-a-z-i-ng, amazing

g-r-ey, grey

eigh-t, eight

r-e-i-n-s, reins

## Meet the Alphablocks

We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in turn and then blend them together.



## Talk together

Ask the children to read the title and look at the cover picture. Who is saying 'I will amaze you'? Explain that when E wears black, he can make split digraph words (e.g. 'cake'). Talk about how we don't pronounce the E but it changes the sound of the A. What might happen in this story?

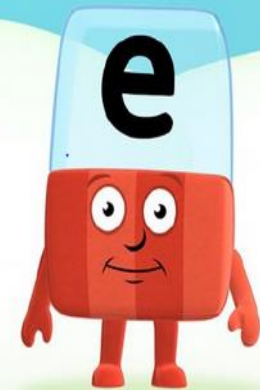
## Vocabulary check

On page 6, check that the children know what is meant by 'this will amaze you'. Talk about how magic tricks can be amazing.

## While you read

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise.
- On pages 4-6, encourage the children to read the characters' words with lots of expression.
- On pages 12-13, what do the children think is making the zzzz noises? Will it really be a monster?
- On page 16, do the children know what 'reins' are? Can the children spot the reins in the picture?

# I Will Amaze You!



Written by Joe Elliot  
Illustrated by Neil Sutherland, Blue-Zoo and Tony Trimmer

# Activelearn Online Books



## A child's homepage

- Your child will see their eBooks in "My Stuff"
- We will allocate eBooks according to your child's reading level
- Your child can have multiple eBooks in My Stuff at any one time



Children in KS1 and KS2 can choose their homepage from a range of worlds



# Activelearn Online Books



# Activelearn Online Books

## Using the books

Notes for parents on the inside front covers

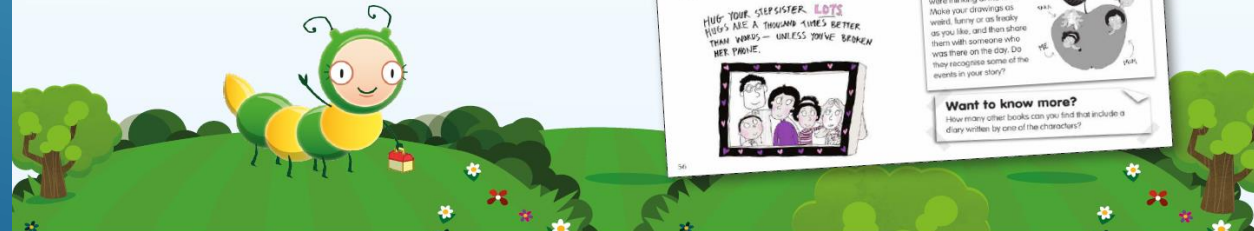
- Practise high-frequency words and sounds that appear in the book with your child
- Don't worry if your child struggles on the tricky words
- You can use the games and questions for discussion with your child



## Using the books

Children's activities on inside back covers

- Play the games to encourage your child to read back through the book
- There are ideas for making things and drawing things



# How can you help?

- ▶ **Daily reading** – both school reading book and reading for pleasure books. Please ensure you log these on Boom Reader every night! Please ask if you need a new login.
- ▶ **2 Phonics books**- for your child to read to you. Help your child to sound out the words rather than saying them for them – this doesn't help them learn! There is a book for current sounds being taught that week and a book to revise previous sounds. **Reading Books in school every day**- We have daily readers who we read with and aim to read with all children twice a week. Your book needs to be in school, every day!
- ▶ **Homework**-Complete both your online homework and weekly spellings as well as daily reading book. Each big of Writing and Reading helps. Active Learn and Reading Eggs at home with online logins given to children- they can access lesson, games, phonics books at home.
- ▶ **Half Termly Phonics Packs**- We will hand out hard copy Phonics packs to you half termly with sound mats and words/ sentences for your children to practise- a new pack each half term. Use the packs we have given you today also.
- ▶ **Reading for Pleasure Library books**- for parents to read to your child. These are to enjoy at bedtime story time or to read with your child for enjoyment and pleasure.- this doesn't help them learn



# How can you help?

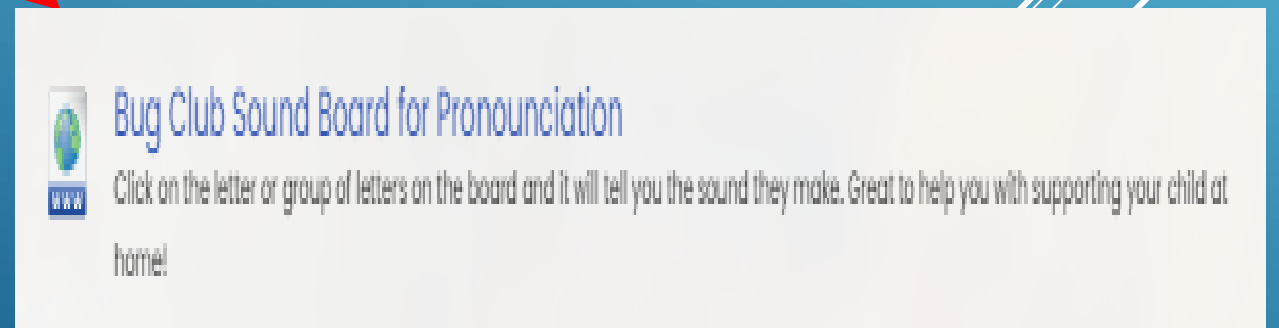
- ▶ **School Website** – lots of further Bug Club resources and information to support you as parents and to help your child with Phonics.

The screenshot shows a web browser window displaying the school website. The URL is <https://our-lady-and-st-rose-of-lima-catholic-primary-school.secure-primariesite.net/phonics-early-reading/>. The page features a navigation menu with buttons for Home, About Us, Key Information, Life of the School, Curriculum, Our School Community, and News and Events. A vertical sidebar under 'Curriculum' lists various subjects, with 'Phonics & Early Reading' highlighted in red. The main content area is titled 'Phonics & Early Reading' and includes a sub-header 'Home > Curriculum > Phonics & Early Reading'. Below this, there is a video player for 'All you need to know about phonics - Pearson' featuring a green alien character. A red arrow points from the video player to the 'Phonics & Early Reading' link in the sidebar.

The screenshot shows a video player interface for the video 'All you need to know about phonics - Pearson'. The video title is displayed at the top, followed by the name of the presenter, Sophie Thomson, and a brief description of the video's content. The video player shows a green alien character with the text 'Bug Club' and 'What is phonics?' overlaid. A red arrow points from the video player to the 'Phonics at St Lima' section of the website. Below the video player, the website content is visible, featuring a navigation menu with buttons for Bug Club Phonics Scheme, Three I's Documentation, Planning and Progression, Parent Resources, and Reading at Home. The 'Phonics at St Lima' section is highlighted in red, and a red arrow points from the video player to this section.

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'Researchers have shown that, once social and economic factors are removed, parental engagement has a more significant impact on attainment than almost everything else.'



*Any questions?*



Thank you for joining us. We hope you've found it useful.

We would be grateful if you could complete the feedback forms and let us know how you've found this workshop!



Parent Partnership



*Thank you for coming to our Inspire Workshop!  
If you could share any positive feedback or give suggestions we would be grateful.*

A large, empty speech bubble box with a blue outline, intended for providing feedback.A second large, empty speech bubble box with a blue outline, identical to the first one.