



Year 1 Information Evening

Aims of this evening.

To inform you:

- How is Year 1 different to Reception ?
- What we mean by ‘phonics’
- How we teach phonics at Naunton Park
- About the Y1 phonics screen in June

We will also suggest ways to help your child and give you some resources to use at home.

Year 1

- Daily phonics, English and maths lessons
- Whole class teaching alongside working in smaller groups with an adult
- Less structured play
- Spelling homework
- End of year expectations in reading, writing and maths.

What are phonics?

The dictionary definition is

A method of teaching people to read by correlating sounds with letters or groups of letters in an alphabetic writing system.

English only has around 44 phonemes but there are around 120 graphemes or ways of writing down those 44 phonemes. Obviously we only have 26 letters in the alphabet so some graphemes are made up from more than one letter.

Phonics teaching at Naunton Park

Children are taught phonics daily. The teaching progression is in phases as follows:

- Initial letter sounds - a,b,c (phase 2)
- Sounds that are written using two letters (**digraphs**) such as sh, ch, th and ee, ou, (phase 3)
- Sounds written with three letters (**trigraphs**) eg ure, air, (phase 3)
- Split digraphs (**magic e**) a-e, e-e, i-e.... (phase 5)
- Alternative spelling patterns for a sound – ee/ea/y (phase 5)

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- Children progress through 6 phases in phonics from Reception to Year 2.
 - Phonics sessions are daily, about 20 minutes long and include phonic games, reading and writing letters and sounds. It includes learning ‘tricky words’ – those which can’t be sounded out.



—www.phonicsplay.co.uk

We teach them to recognise the phoneme (sound) that each grapheme (letter or letters) makes.

So what is *blending*?

- Blending is the skill of putting together more than one individual sound to make a new sound.
- Children are taught the most common phonemes (or sounds) i.e. ch, sh, th, ai, ou, ee, etc, but the skill of combining letters and sounds to read words is called *blending*.

OK, so give me an example.

– The sounds in these words need to be *blended* together to enable the words to be read easily.

– black b l a ck

– cling c l i ng

– drip d r i p

– lift l i f t

split digraphs or the magic 'e'.

- The screening check also includes words which have a split digraph or the Magic 'e'.
- Some of our children have difficulty spotting this.
- When reading, point out 'Magic e ' words and discuss how to blend them together.



– gavee

– divee

– latee

– votee

– nicee

– mutee

– homee

The ‘magic e’ casts a spell to make
the vowel in the word say its
name...then it disappears!



Other strategies...that are equally important

- Using picture cues
- Making sense of what they are reading (reading for meaning) Do they self correct when they get a word wrong?
- Sight vocabulary of common exception words eg the, said, come, he

The Screening Check

June 2019

It will be carried out by the Class Teacher.

It will be done on a 1:1 basis.

It will be carried out in a quiet space.

There will be no time limit, although if it becomes apparent that the child is having difficulty with a word, the teacher will use her judgement to move onto the next.

The screening check format.

- The children will be asked to read 40 words
- Some of the words will be nonsense or ‘alien’ words.
- The remainder of the words will be ‘real’ words.
- The children will be told if they are looking at a ‘real’ or ‘alien’ words.
- The children will need to use their phonic knowledge to decode the words.
- All of the words will be phonetic.
- Parents are informed of their child’s score in their end of year report.

Alien words

– Look at these words, can you read them?

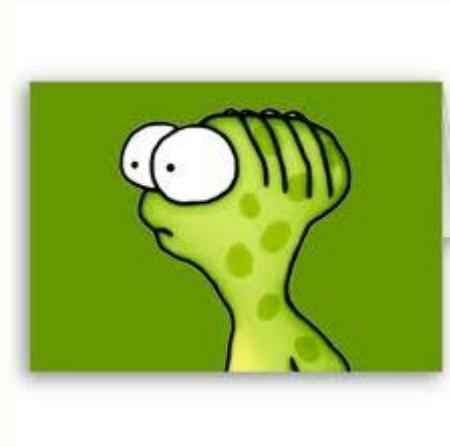
– vox

– brup

– chout

– sproft

– blurst



– If you split the words into their component sounds and blend the sounds together they can be worked out.

Alien words

– vox = v o x

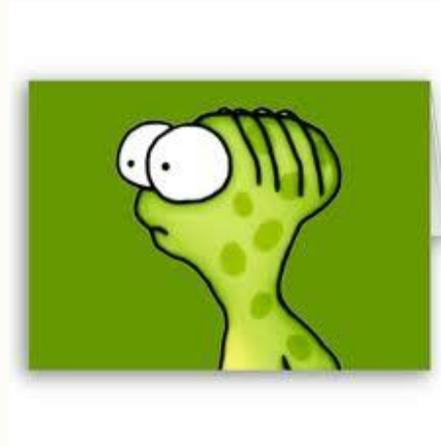
– brup = b r u p

– chout = ch ou t

– sproft = s p r o f t

– blurst = b l ur s t

– This is what we are asking the children to do.



Read, Read, READ !!

- Enjoy books!
- Continued DAILY reading at home will maintain your child's interest in words and will enable them to practise decoding any new words they come across.
- We suggest reading sessions should last up to 10 minutes – probably less if your child is tired or reluctant.

Some final thoughts and suggestions. .

- Children do better if they're having fun, pick a time to read when your child is in the mood.
- Read a variety of material – school books, library books, fiction and non-fiction, comics, signs and labels.
- Play word games such as I spy.
- Have a sound of the day and think of as many words as you can with that sound in (make a family challenge if you like, see if the kids can beat the grown-ups!)
- Use websites such as Phonics Play to play phonics games – many of these are free.
- Apps: Teach your monster to read