



# Year 1 Phonics and Reading Workshop

**Miss Newton**

**8<sup>th</sup> October 2024**



## Phonics is:

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



# Today's Overview

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- 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

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- 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

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- 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

- Two years ago, 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.

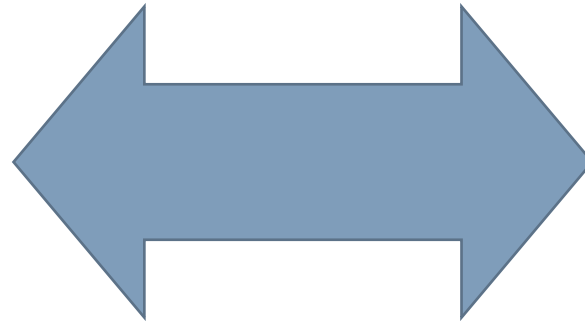


# What is phonics?

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

Grapheme to phoneme  
correspondence  
Blending  
Reading

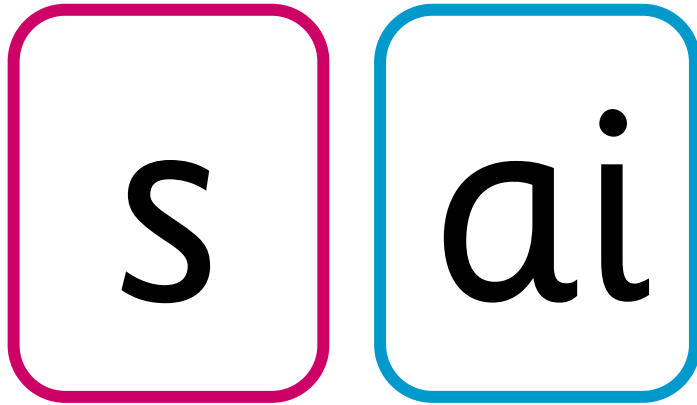


Phoneme to grapheme  
correspondence  
Segmenting  
Spelling

# Key Words: phoneme and grapheme

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- 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

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- 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

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- **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.

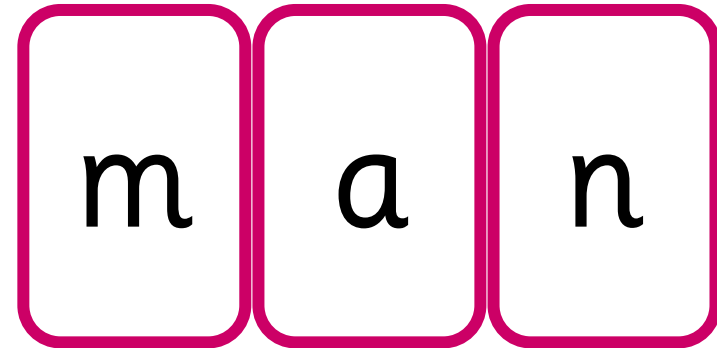
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- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

# Blending

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- 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

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<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabHowWeTeach>

# Tricky Words

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- 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

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- 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.



# 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 <b>Phase 5</b> /ai/ ay play /ow/ ou doud /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 ou awful could /air/ are share /or/ au aur oor at author dinosaur floor walk /ch/ ch 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 wrist /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.

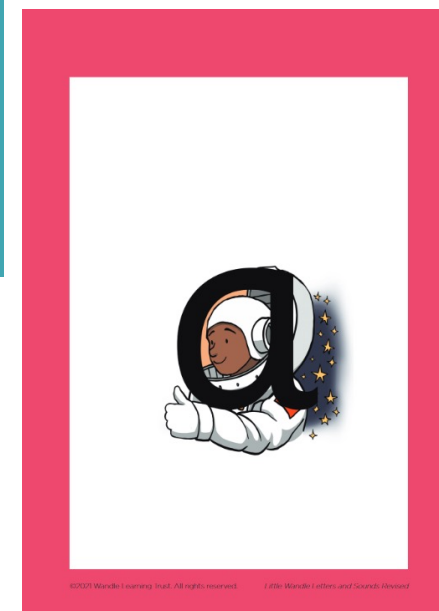
## Summer 1: Phonics screening check review – no new GPCs or tricky words

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

# How we make learning stick

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- 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

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- 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.

R Su1 wk1  
sixth  
• • • —

R Au1  
the

# Keep Up

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- 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 Practice Sessions

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- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of children
  - use books matched to the children's **secure** phonic knowledge following assessments of the children
  - are monitored by the class teacher, who rotates the groups so each adult works with each group on a regular basis.





# Reading Practice Sessions

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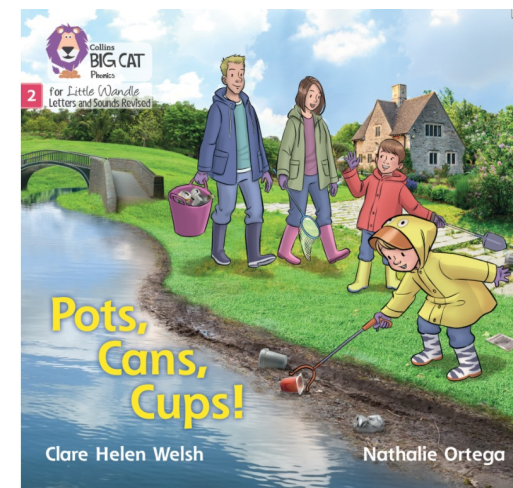
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - **decoding:** reading key words from the text by sounding out and blending
  - **prosody:** teaching children to read with the correct intonation and expression
  - **comprehension:** teaching children how to understand what they read.



# Reading at Home

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- 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. Before they can blend confidently, this will be a wordless book.
  - **A Share a Story library book:** Your child will not be able to read this on their own. This book is for you to read to them, and enjoy together.





# The Reading Practice Book

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- We need your support to help your child practise reading and develop prosody within a book they have already read at school.
- The book will be matched to their phonic stage and be **fully decodable**.
- If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop **fluency** and confidence in reading. It should not be difficult for them at all. These books are there to celebrate your child's wonderful reading, so giving your child that encouragement and positivity will really help them.
- When your child is reading, listen with interest and encourage, praise and enthusiastically acknowledge their achievements, no matter how small!
- Your child will bring home their reading practice book each Thursday. **These MUST be returned each Monday, before the next reading practice sessions.**

# Tips for reading with your child checklist

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- Before reading the book, look at the title of the book and discuss what they can see on the cover.
  - Ask your child to read the GPCs (letter sounds) on the inside cover at the front of the book.
  - Ask them to read the words on the inside cover by sounding out and blending. They should be able to read the 'tricky words' automatically. Talk about what the words mean, particularly the vocabulary words.
  - Now ask your child to read the book. They should read most words fluently but can sound out and blend any unknown words. This could be in their head or out loud. Allow your child to point to the words themselves as they read them.
  - Let your child turn the pages themselves so they are in charge of their reading.
  - Discuss the comprehension questions at the end of the book if your child is still focused.
- If your child is able to read each page fluently, celebrate their success! Now they can focus on using prosody (reading the sentences with expression). Your child will have focused on this during one of their reading practice sessions in school.

If your child has had to sound out the word, make sure they re-read the whole word before moving on. If they have had to sound out several words in a sentence, ask them to re-read the full sentence.

- If they are struggling, say the sounds together so the child can orally blend. If they still can't read the word, read it to them. Don't encourage your child to guess or look at the pictures for clues. Previously this was used as a strategy for working out an unknown word, but as this doesn't help the children to practise their phonic knowledge, it should no longer be used.









# Spelling

- Your child will be taught how to spell simple words, using the graphemes they have been taught in our phonics lessons.
- They will practise the correct formation of letters using the mantras on the grapheme information sheet. They will also have handwriting lessons.



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out <b>ssssss</b>	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say <b>p p p</b>	Down the penguin's back, up and around its head.

# How do we teach spelling?

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- At the end of each phonics lesson, the children practise segmenting and writing a word. This will increase to 3 words as they progress throughout the year.
- Our mantras when spelling a word are:

Say the word.

Say the sounds.

Write it down.



# 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://www.collinshub.co.uk/>
- You will receive a letter with your child's login details.

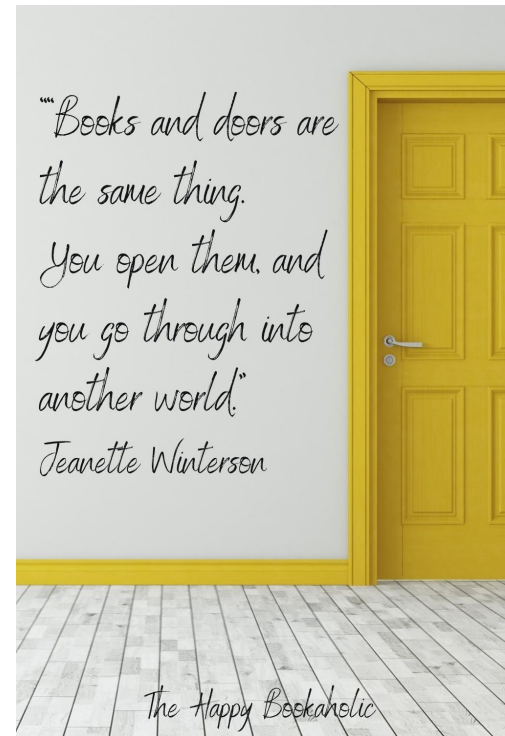
The image shows two screenshots of the Collins Hub website. The top screenshot is the login page, featuring the Collins Hub logo, a text input field for the email address 'swschool1@yopmail.com', a password field with a toggle for visibility, a 'Forgotten Your Password?' link, a 'Remember Me' checkbox, and a 'SIGN IN' button. The bottom screenshot shows the search results page with a search bar, a list of filters (4. Set, 5. Accelerated Reader, 7. Fiction/Non-fiction, 8. Text Type), and three book covers: 'A Dip: Phase 2', 'At the Top: Phase 2', and 'Bad Luck, Dad: Phase 2'. The Collins Big Cat logo is visible in the bottom right corner of the search results page.



# Reading regularly and for enjoyment!

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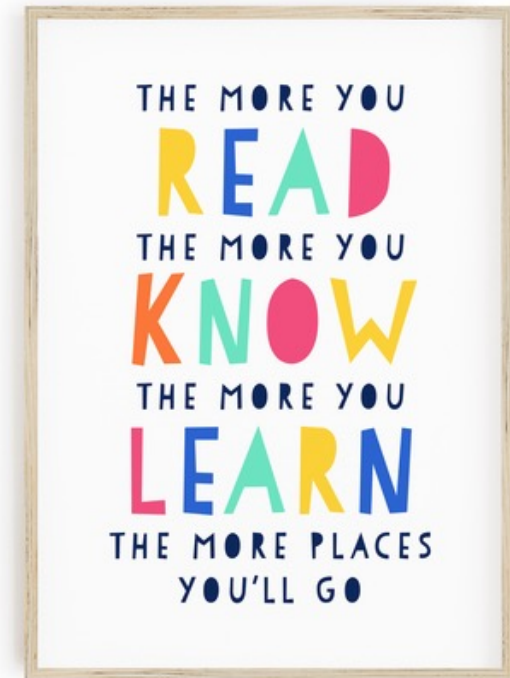
- The children should be reading regularly at home. This will help them master key skills and help them become automatic, fluent readers.
- The more they practice, the more they will be able to read.
- The children receive a 'Book Worm' (sweet) if they have read their phonics book 3 times at home, and you have recorded it in their reading record.
- Exposing them to other stories and texts will help to increase their vocabulary and develop that love of books!



# Studies have shown...

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- Reading with your children builds warm and happy associations with books, increasing the likelihood that children will find reading enjoyable in the future.
- Reading at home boosts school performance later on. It also increases vocabulary, raises self-esteem, builds good communication skills.



Thank you!  
Any questions?

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