

Hazelwood Schools Parent Workshop

Phonics and Early Reading in Year 1

Autumn Term

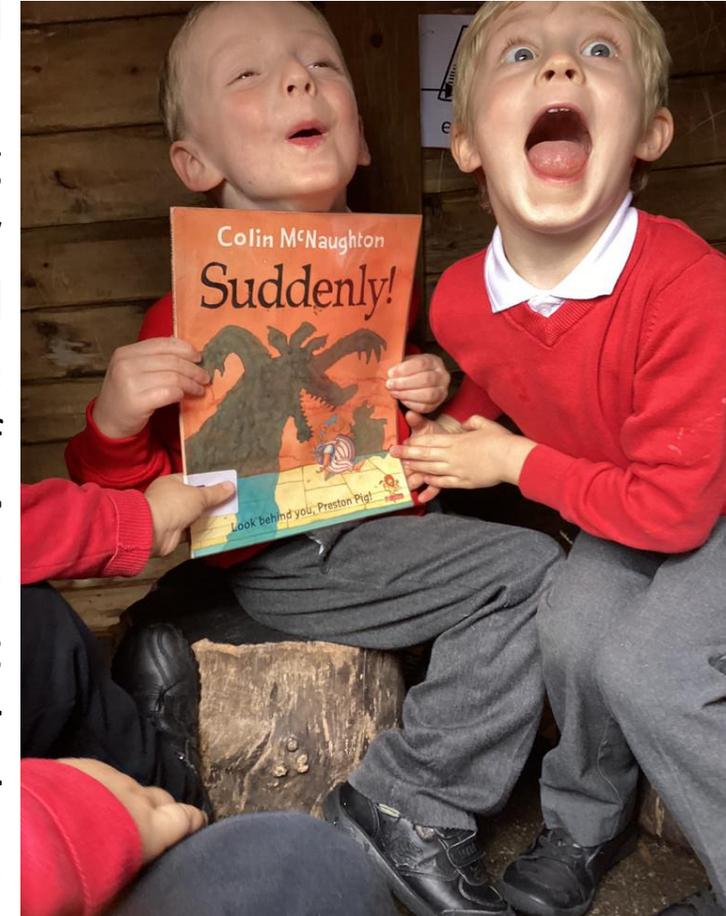


Hazelwood Reading Intent

At Hazelwood, we believe that it is the right of every child to become a competent and confident reader; able to live, work and succeed in the literate world with a passion for reading.



We believe that children should be able to **read fluently and confidently**, use a **wide vocabulary** accurately and effectively and critique a range of fiction and non-fiction texts. Our Reading curriculum provides the **fundamental building blocks for every Hazelwood child to access the wider curriculum to its fullest and therefore to succeed in all areas of their learning.** Reading is a vehicle which enables children to gain an invaluable insight into a world of imagination and therefore **we understand our responsibility to foster a love of reading from a young age.** We believe that this will enable children to grow into **motivated, independent and self-confident readers.** This, alongside carefully selected texts appropriate to our school and wider context, develops the cultural capital needed for children to succeed in a 21st Century adult life. Crucially, at Hazelwood, **we aim to foster a love of literature and language through widespread reading for enjoyment.**



Phonics at Hazelwood



We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling

Grapheme mat

Phase 2

S s	T t	P p	N n	M m
D d	G g	C c	K k	ck ck
R r	H h	B b	F f	L l
J j	V v	W w	X x	Y y
Z z	qu qu	th th	sh sh	ch ch
ng ng	nk nk			
A a	E e	I i	O o	U u



So what is Phonics?



Phonics is:

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



Did you know?

The English language has:

- 26 letters
- 44 sounds
- Over 100 different ways to spell those sounds

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



abcdefghijklmnopqr
stuvwxyz



Terminology

Phoneme

The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.

Grapheme

A letter or group of letters used to represent a phoneme in writing. There can be more than one way to write a phoneme. E.g-the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.



Terminology

Digraph

A grapheme made of two letters that represent one sound.
An example is the 'sh' in 'shop'.

Trigraph

A grapheme made of three letters that represent one sound.
An example is the 'igh' in 'night'.

Split Digraph

A digraph representing a vowel sound where its two letters are split by an intervening e.g. 'a_e' in 'take'..

Adjacent consonant

Two or more consonants that come together in a word without any intervening vowel or vowels (for example, 'd-r' in 'drop', 's-t-r' in 'strap').



Terminology

Blend

To combine individual phonemes into a whole word, working all the way through from left to right. We blend the phonemes to read words.

Decode

To break down ('sound talk') a written word into sounds then blend the sounds together to read the word.



Terminology

Segment

To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.



The progression



Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*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.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCVC CCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -ed /d/ -er, -est longer words 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ou/ ou cloud /oi/ oi 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/ ur bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /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/ or 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 /ff/ 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

The progression

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 rescue /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/ aw 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 owl 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 /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ 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 /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe



Let's recap!



In Phase 3 children learn:

- the vowel digraphs and trigraphs
- to read words containing the Phase 3 digraphs and trigraphs
- to read longer words ('chunking').



Phase 3 vowel digraphs and trigraphs

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

R Sp1 wk1

meet

. — .

R Sp1 wk1

rain

. — .

R Sp1 wk1

sheep

— — .



Reading longer words

During Phase 3, we start teaching children how to read longer words.

We do this using a method called chunking.

In Phase 4, we teach children to read words with adjacent consonant.

Reception
Teach and practise
Phases 3 and 4:
Reading longer words



This year we are teaching Phase 5

In Phase 5 children learn:

- new graphemes for the sounds they already know
- that the same grapheme can have alternative pronunciations.

The 'Grow the code' lessons support children with reading and spelling these alternative spellings.



How we teach Phase 5

How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out: ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say ccc	ch
	Show me your teeth to make a rrrrr sound rrrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fffff	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press ttttt	le al



Grow the code!

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 ck cc ch	r rr wr	h
b bb	f ff ph	l ll le al	j jg 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

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



Reading words



Children will be able to:

- blend independently
- blend in their heads with increasing fluency and confidence.

They will also begin to distinguish between different phonemes/graphemes.





Tricky words:

- have unusual spellings e.g. all, people
- are taught in a systematic way.

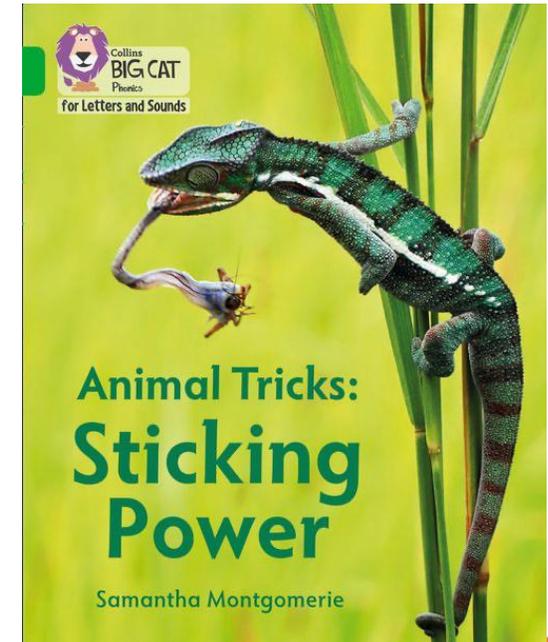
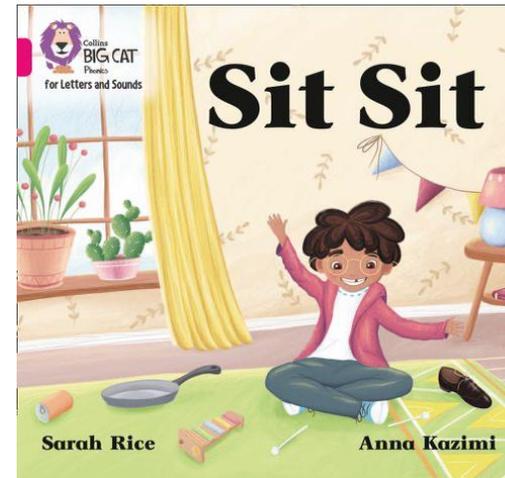
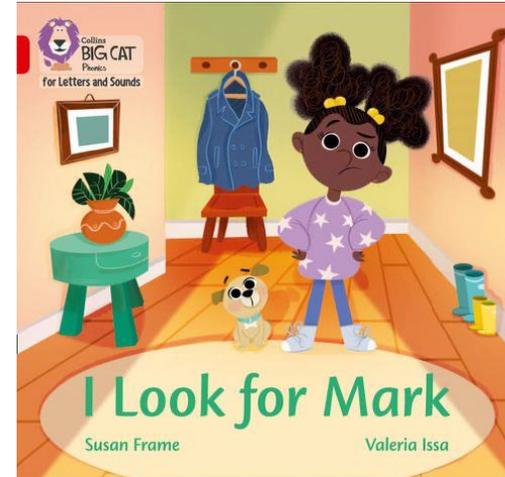
Children are now learning to read Phase 5 tricky words.



How do we practise reading in books?

Reading practise sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups



Books are matched to children's level through assessments.



How do we find the right book for your child?



Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

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

sat man hug red peck





Reading a book at the right level



This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they read the book home – but they should be able to do this on their own.





How we teach reading

Reading sessions begin with some quick sounds and words practice.

1. Decoding
2. Prosody (intonation, expression)
3. Comprehension

By the end of the week, the children should be reading their book with 95% fluency.

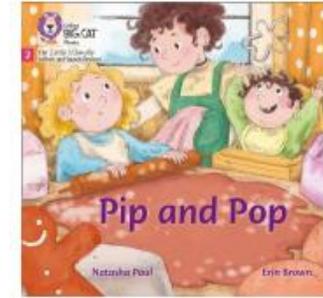
Please do not worry that a book is too easy – your child needs to develop fluency and confidence in reading. Re-reading a book they have had before helps develop fluency – this is the goal.

Celebrate their success!!

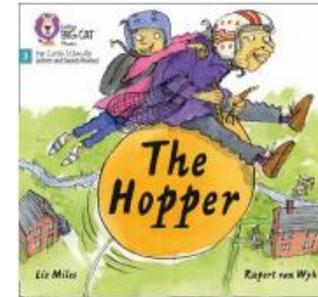
How do we decide which books children read?



Children are assessed, then LW matches which books should be allocated for their secure phonic knowledge.



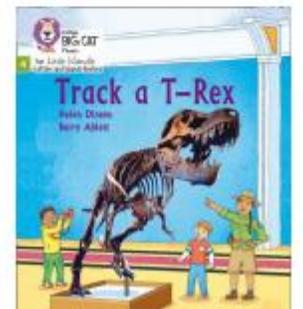
Children will take a Reading Practice Book home. Share the front cover page before reading – this covers sounds and words contained in the book.



Celebrate, praise, talk about the book with your child.



Please make sure books are in book bags and returned as they will be needed for other groups.



Please look after the books!



Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**



Supporting your child with phonics



Little Wandle - Letters and Sounds

Year 1 Phonics Home Learning

Phase 5 - Autumn 1 Week 6

Focus - Review Autumn 1 Spelling

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website:

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

Phonemes we have been focusing on in school -

ai ee igh oa oo ar or ur oo ow oi ear air er
ay ou ea oy

Can you see the phonemes?

right hear farmyard cobweb misses
thinks splat sound treat toy
spray lightning cartoon rabbit

Can you spot any tricky words? Can you see any phonemes? Can you read these sentences fluently?

The green toy sprays in the farmyard.

The cobweb is around the rabbit.

I enjoy eating a little treat as I hear the sound of the lightning!

She misses the sound of the cartoon.

We have been practising tricky words. Can you spot the tricky part of the word?

all said you are I of one here
today push sure they some what

We have been spelling words. Can you write these words? Can you use the correct phonemes?

chair year drum day read cloud joy proud

Each week, we will upload an information sheet to Google Classroom outlining the phonics sounds your child has learned during the week.

We encourage you to practise reading the listed words and sentences together at home.

Your child may also enjoy writing the words out, or you could support their learning by dictating some of the sentences or words for them to write.



Let's go and watch some phonics teaching in action



We are now going to watch a phonics lesson in Year 1.

In this session, the teacher will introduce a new grapheme, **ie**. The children are already familiar with the phoneme **igh**, so this will be a new way for them to represent the same sound.

The lesson will begin with a quick recap of previously learned sounds — known as speedy sounds.

The children will then be introduced to the new sound and practise reading and spelling words that include it.

They will also revisit some previously taught tricky words and learn a new one: 'people'.

Finally the lesson will finish with the children reading a sentence.

We hope you enjoy it!