

# Year One Phonics workshop for Parents.



# What is the purpose of this workshop?

- ▶ To share information about how phonics is taught at school.
- ▶ To give ideas to support your children in their learning of phonics.
- ▶ To answer any questions regarding the teaching and learning of phonics.

# Why do we teach phonics?

The evidence is clear that the teaching of systematic synthetic phonics is the most effective way of teaching young children to read, particularly for those at risk of having problems with reading. Unless children have learned to read, **the rest of the curriculum is a secret garden to which they will never enjoy access.**

The Importance of Teaching : The Schools White Paper  
2010

# Why do we teach phonics?

- Phonics is one of the most robust and recognised ways of helping children to learn to read and write.

Dame Claire Tickell 2011

- There is compelling and comprehensive international evidence that systematic synthetic phonics is the best method for teaching reading.

Department for Education spokesman 2011

# How do we teach phonics?

- ▶ Holy Trinity C of E Primary School adopts the Systematic Synthetic Phonics programme (SSP) of Bug Club Phonics. Lessons are taught in line with the planning, resources and structure laid out in this scheme
- ▶ As a school we have a fidelity to this programme, which ensures that there is a consistency of practice across all classrooms.
- ▶ You can also access the lessons and resources that we use with the children at home!





## 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.

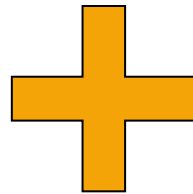
# About Letters and Sounds.

- ▶ *The Letters and Sounds* scheme is divided into six phases, with each phase building on the skills and knowledge of previous learning.
- ▶ Children have time to practise and rapidly expand their ability to read and spell words.
- ▶ They will also learn to read and spell 'tricky words'. These are not phonetically decodable words.

# Phonics at a glance.

Phonics is...

**Knowledge**  
of the  
alphabetic  
code.



**Skills of**  
segmentation  
and blending.

# The alphabetic code.

- ▶ There are **26** letters in the alphabet.
- ▶ These make up **44** different speech sounds.

**Phase 2 Phonemes**

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

**Phase 3 Phonemes**

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

**Phase 4 Blends and Clusters**

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |     |     |     |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| st | nd | mp | nt | nk | ft | sk | lt | cr | br | fr | bl | fl | gl | pl | cl | sn  | nch | scr | shr |
| lp | lf | lk | pt | xt | tr | dr | gr | sl | sp | st | tw | sm | pr | sc | sk | thr | str |     |     |

**Phase 5 Phonemes**

|    |    |    |    |    |    |    |    |     |     |     |     |     |     |  |
|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|--|
| ay | ou | ie | ea | oy | ir | ue | ue | o-e | e-e | i-e | o-e | u-e | u-e |  |
| aw | wh | ph | ew | ew | oe | au | ey |     |     |     |     |     |     |  |

twinkl  
visit twinkl.com

**Phase 2 to 5 Sounds**

# A phoneme.

This is the smallest  
unit of sound in a  
word.



How many  
phonemes can

# A grapheme.

This is the letter or groups of letters that represent the phoneme.



Children need to practise recognising the grapheme and saying the phoneme that it

## More about graphemes.

### Diagraph.

Two letters that make one sound.

For example:

fish, shop, rain,  
window.

### Trigraph.

Three letters that make one sound.

For example:

high catch  
bridge

### Adjacent consonants.

Two or more consonants that are next to each other in a word.

For example:

flap, strip, blank

# Here is where it gets tricky!

A grapheme can be pronounced in a different way.

i fin, find

o hot, cold

c cat, city

u but, put

ch chin, school, chef

ou out, shoulder, could, you

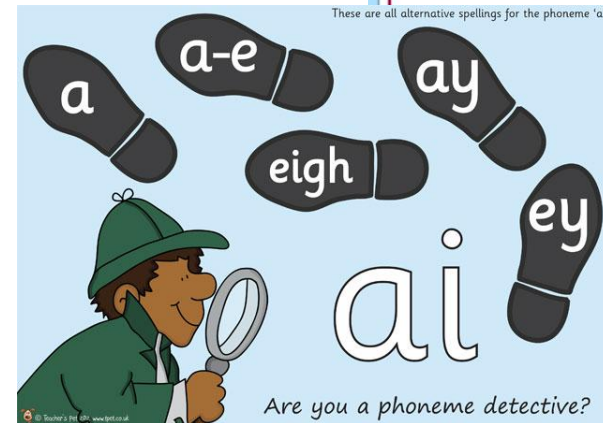
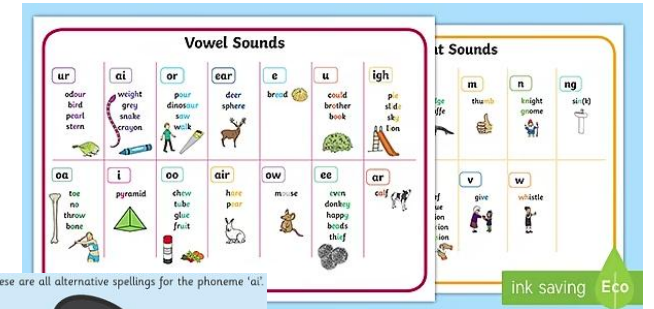
ow cow, blow

ie tie, field

ea eat, bread

a hat, what

A grapheme can be spelt in a different way.



# Split vowel digraphs.

2 letters, making one sound, that are split between another letter eg. a-e in same.

There are 5: a-e e-e i-e o-e u-e

Children need to be taught to recognise these within words so that they don't say the single letter sounds

# Split vowel digraphs.

- came
- safe
- time
- plate
- phone
- cube
- flute
- even

Words do not have split digraphs if they don't make the digraph sound.

For example: in have the 'a-e' is not making the 'ai' sound therefore 'have' does not have a split digraph, it is a 'tricky word'.

# How do we teach all of this?

When children are taught a new grapheme they are taught the spelling rules that go with it.

For example, when teaching the 'oy' grapheme the children learn that this is usually found at the end of a word.

This helps the children decide which spelling of the sound to use when applying phonics in their writing.

# Year 1 Phonics Screening Check.

Week commencing: 9<sup>th</sup> June  
2025.

# Why is this phonic screening important?

- ▶ Children complete a phonic reading check at the end of year 1 so that you the parents are confident that your child has been taught to read successfully.
- ▶ Accurate word reading at the age of 6 is a good predictor of future reading success.

# The procedure of the test.

- ▶ The children will be asked to read 40 words.
- ▶ They will complete the test one at a time with a familiar adult.
- ▶ It takes between 2 – 5 minutes.
- ▶ If they don't manage to read at least 32 words, they are given extra support and are asked to repeat the test in Year 2.
- ▶ It means that all children will be able to read accurately before they begin Year 3.

**Screening check: Answer sheet**

First name: \_\_\_\_\_  
Last name: \_\_\_\_\_

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

| Section 1 |         |           |         | Section 2 |         |           |         |
|-----------|---------|-----------|---------|-----------|---------|-----------|---------|
| Word      | Correct | Incorrect | Comment | Word      | Correct | Incorrect | Comment |
| fox       |         |           |         | van       |         |           |         |
| bin       |         |           |         | round     |         |           |         |
| veg       |         |           |         | leg       |         |           |         |
| oil       |         |           |         | tape      |         |           |         |
| geck      |         |           |         | swamp     |         |           |         |
| chom      |         |           |         | burst     |         |           |         |
| turd      |         |           |         | stom      |         |           |         |
| thazz     |         |           |         | stuck     |         |           |         |
| blin      |         |           |         | clay      |         |           |         |
| stick     |         |           |         | slide     |         |           |         |
| hid       |         |           |         | newt      |         |           |         |
| quamp     |         |           |         | phone     |         |           |         |
| shin      |         |           |         | blank     |         |           |         |
| gang      |         |           |         | trane     |         |           |         |
| week      |         |           |         | strap     |         |           |         |
| chil      |         |           |         | scribe    |         |           |         |
| gri       |         |           |         | ruffy     |         |           |         |
| stan      |         |           |         | finger    |         |           |         |

## What to expect in the test?

- ▶ They will read words with 2 and 3 sounds. For example,

in  
dog  
ship  
play

# What to expect in the test?

And then words with different letter combinations like

scream

phone

And longer words like

second

tractor

## What to expect in the test?

- ▶ Children will be encouraged to sound out each word.

ship

light

snow

# What to expect in the test?

Children will see words that look like this in the test.

| Section 2 |
|-----------|
| nigh      |
| brown     |
| main      |
| rude      |

Real

|       |                                                                                       |
|-------|---------------------------------------------------------------------------------------|
| voo   |    |
| jound |    |
| terg  |   |
| fape  |  |

Please be aware that these resources are not endorsed by the Standards and Testing Agency or the DfE. These are created as **practice aids only** and cannot be used during the Year 1 phonics screening.

alien words

# Some things that children sometimes find difficult.

- ▶ Trying to make sense of alien words.

For example, **strib**e might be read as **stri**pe.

- Chunking/compound words (**pumpkin** /**strighmer/sunshine**)
- Confusion between phonemes and their corresponding letter names (**a A**)
- Recognising digraphs/trigraphs within words, especially split vowel digraphs, **au, aw, ue, i-e, a-e....**
- Trying the “alternatives” out especially for vowels  
(**human, giant, circus**)

# How can you help?

## MAKE READING FUN!

- Read as much as possible with your child. Visit the library too!
- Read a recipe and cook something together!
- Put your child in charge of reading the shopping list.

## When reading...

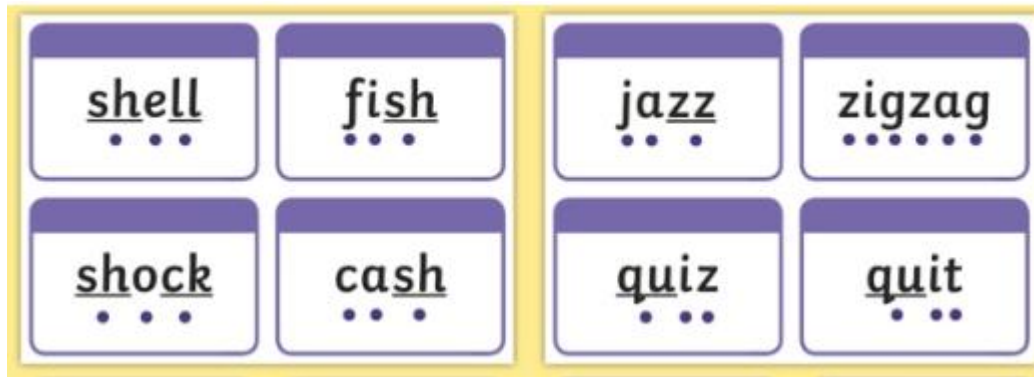
- Encourage your child to break up a word into its sounds if they cannot read it on sight. Focus particularly on spotting groups of letters that make one sound. If they struggle encourage them to put the sound buttons on the words before blending.

For example, 2 letters making one sound      cow

3 letters making one sound      night

2 vowels with a consonant in between      spine -  
i\_e

# More about sound buttons.



Sound buttons are visual clues on words to help children identify the sounds to read.

<https://www.youtube.com/watch?v=42AkGNauKa8>

## When reading...

- If your child is struggling to decode a word encourage them to say each sound from left to right.
- Encourage your child to blend the sounds by moving their finger from left to right under the whole word.
- Discuss the meaning of words that your child has read.
- Encourage and praise – get them to have a ‘good guess’.

## After the test.

We will inform you on your child's progress towards the end of the Summer term.

If your child found the test tricky we will inform you of what support we have put in place to help them improve and what you can do at home to help them as well.

Children who have not met the standard will retake the check when they are in Year 2. All children are individuals and all develop at different rates. The screening check ensures that teachers understand which children need extra help with

## A final note.

Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child each night and encourage them to:

- ✚ Make their reading sound like talking
- ✚ Re-read it if it doesn't make sense- they may have made a mistake!
- ✚ Talk about what they read. You could say 'Tell me about this story'

## Useful resources.

- A parents guide to Bug Club

<https://www.youtube.com/watch?v=0dCRWLLNXPo>

- Year 1 phonic flashcards

<https://primarysite-prod-sorted.s3.amazonaws.com/holy-trinity-primary-school/UploadedDocument/9d800c70-15aa-464a-b2ae-4e2a9ee5f57b/year-1-phonics-flashcards.pdf>

- <https://www.theschoolrun.com/what-parents-need-know-about-year-1-phonics-screening-check>

# Useful online resources.

- Download past tests

**Parent support:** <https://www.theschoolrun.com/year-1-phonics-screening-check>

**Copies of previous tests**

<https://www.gov.uk/government/publications/phonics-screening-check-2018-materials>

<https://www.gov.uk/government/publications/phonics-screening-check-2019-materials>

[https://assets.publishing.service.gov.uk/media/62b03685d3bf7f0affd65591/STA228473e\\_YR1\\_2022\\_Phonics\\_materials\\_standard.pdf](https://assets.publishing.service.gov.uk/media/62b03685d3bf7f0affd65591/STA228473e_YR1_2022_Phonics_materials_standard.pdf)

[https://assets.publishing.service.gov.uk/media/6495b5d78313100132962d0/2023\\_phonics\\_pupils\\_materials\\_standard.pdf](https://assets.publishing.service.gov.uk/media/6495b5d78313100132962d0/2023_phonics_pupils_materials_standard.pdf)

**Last Year's Test materials (2024)**

[https://assets.publishing.service.gov.uk/media/666980fd6c5954022e760dcd/2024\\_phonics\\_screening\\_check\\_pupils\\_materials.pdf](https://assets.publishing.service.gov.uk/media/666980fd6c5954022e760dcd/2024_phonics_screening_check_pupils_materials.pdf)

- [https://www.activelearnprimary.co.uk/planning#bugclub\\_phonics](https://www.activelearnprimary.co.uk/planning#bugclub_phonics)
- <https://www.phonicsplay.co.uk/resources>