

Year 1 Phonics Home Learning Pack

In this pack you will find:

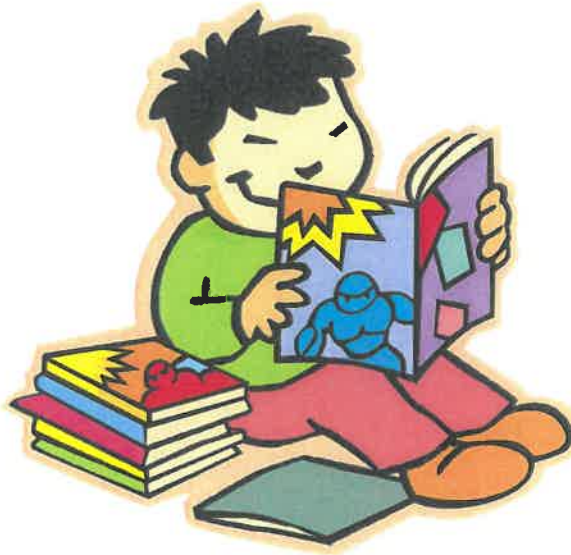
- 1. Information for parents about phonics at DCINS. The breakdown of the different phases and terminology.*
- 2. An alphabet sound mat (including cursive handwriting)*
- 3. Phase 2 Sound Mat*
- 4. Phase 3 Sound Mat*
- 5. Phase 4 Sound Mat*
- 6. Phase 5 Sound Mat*

Useful Websites:

Phonics Play

Letters and Sounds (this is the phonics scheme that we use in school)

Parents Guide to Phonics



A guide to how phonics will help your child to read and spell.

Phonics is a method of teaching children how spoken words are composed of sounds called phonemes and how the letters in words correspond to those phonemes. The process of reading involves decoding or 'breaking' words into separate phonemes, so that meaning can be gained. Children are taught that we can make a word from the sounds and then break it apart again when we want to spell it.

What is a phoneme?

It is the smallest unit of sound and a piece of terminology that children like to use and should be taught.

What is a grapheme?

A grapheme is the corresponding written letter of the sound.

What is a digraph?

This is when two or more letters come together to make a phoneme. /oa/ makes the sound in boat.

What is blending?

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and is how /c/ /a/ /t / becomes cat.

Phase 1

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words.

Alongside this children are introduced to tricky words. These are the words that are irregular words. That means that phonics cannot be applied to the reading and spelling of these words.

The tricky words introduced in phase 2 are:

to	the	no	go	I
----	-----	----	----	---

Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Tricky words:

we	me	be	was	no	go
my	you	they	her	all	are

Phase 4

By Phase 4 children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them.

This phase consolidates all the children have learnt in the previous phases.

Tricky words:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her			

By this point children would be expected to be reading CVC words at speed along with the tricky words from the previous phases. It is important that children are taught that blending is only used when a word is unfamiliar.

Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point.

Tricky words:

oh	their	people	Mr	Mrs	looked
called	asked				
water	where	who	again	thought	through
work	mouse	many	laughed	because	different
any	eyes	friends	once	please	

New graphemes for reading:

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule

By this phase children should be reading words fluently and no longer be blending and segmenting familiar words.

The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children also will need to learn alternative spellings for each phoneme.

Phase 6

In phase 6 children will be reading longer and less familiar texts independently and fluently. It is crucial that at this point children are now reading to learn and reading for pleasure.

Children should be able to read the 300 high frequency words. At this point it is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts they are reading, construct mental images during reading and summarise what they have read.

In spelling children are introduced to the adding of suffixes and how to spell longer words. Throughout the phase children are encouraged to develop strategies for learning spellings.











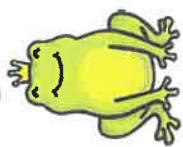
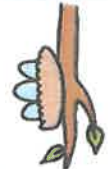


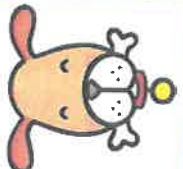
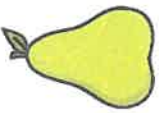
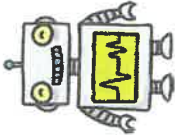



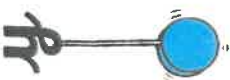


Strategy	Explanation
Syllables	To learn a word by listening to how many syllables there are so it can be broken into smaller bits. (e.g. Sep-tem-ber)
Base Words	To learn a word by finding its base word. (e.g. jumping- base word jump +ing)
Analogy	To learn a word use a word that is already learnt. (e.g. could, would, should)
Mnemonics	To learn a word by making up a sentence to help remember them. (e.g. could - OU Lucky Duck; people eat orange peel like elephants)

Websites

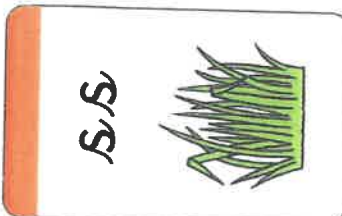
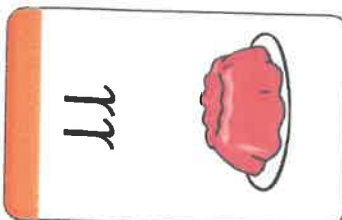
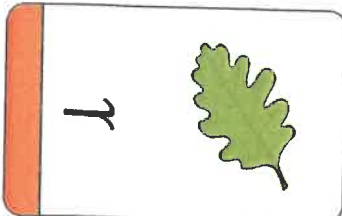
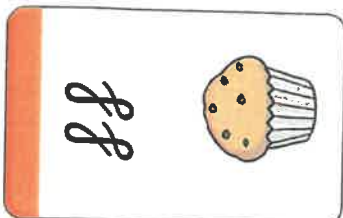
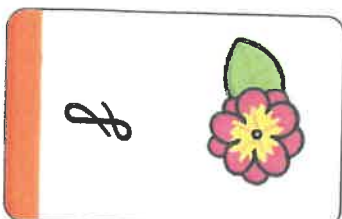
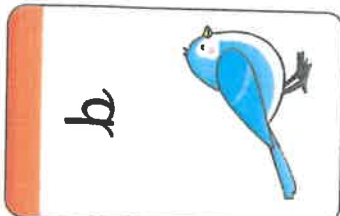
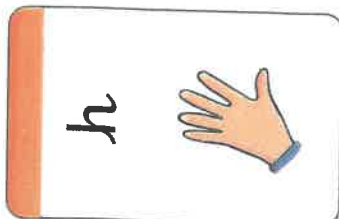
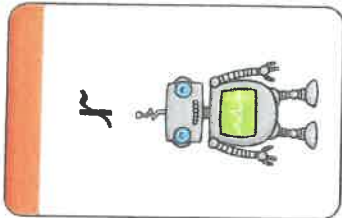
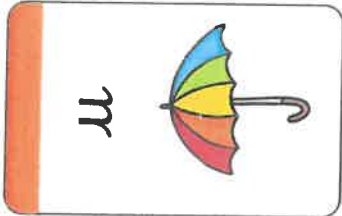
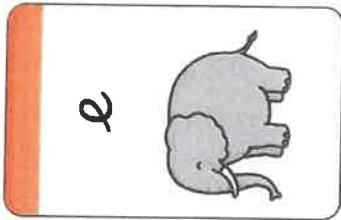
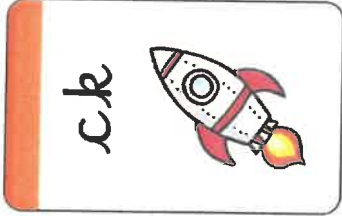
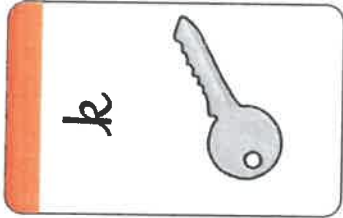
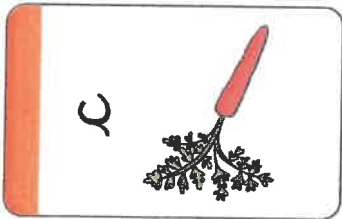
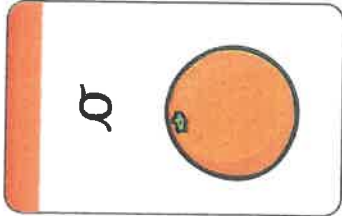
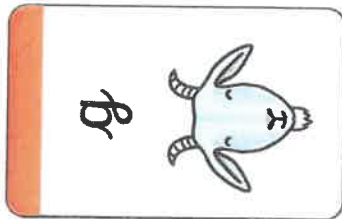
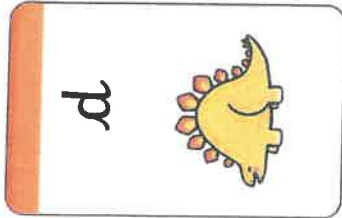
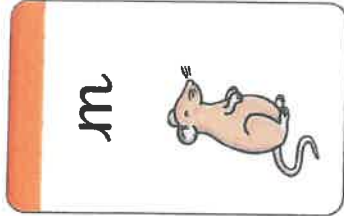
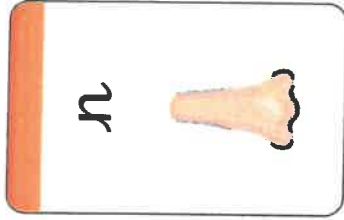
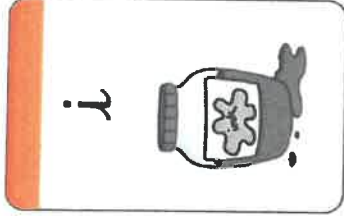
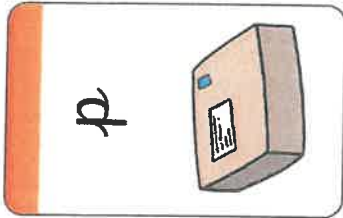
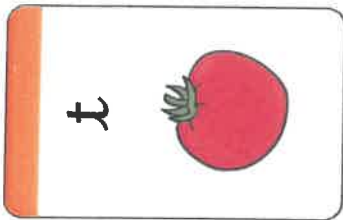
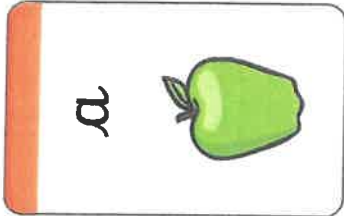
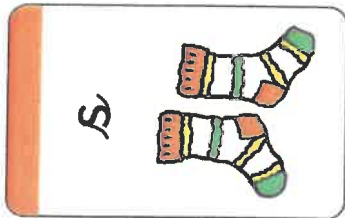
www.phonicsplay.co.uk

www.oxfordowl.co.uk

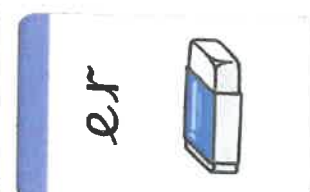
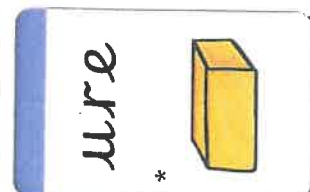
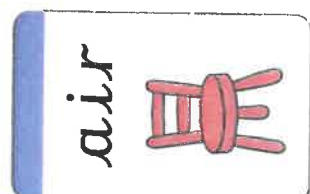
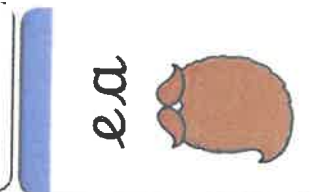
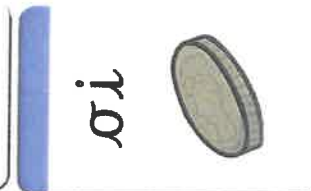
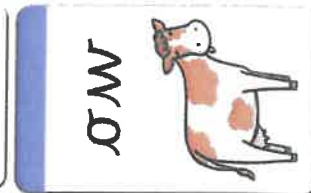
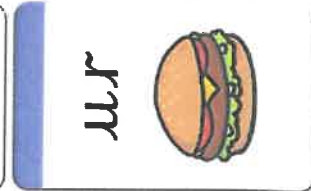
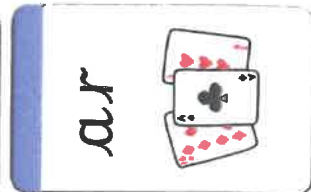
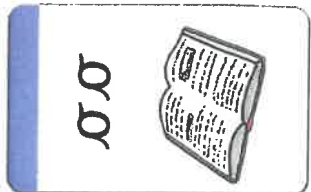
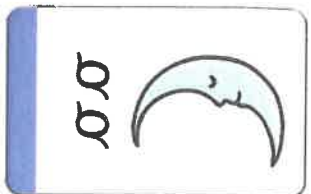
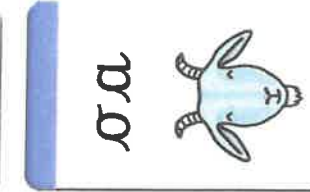
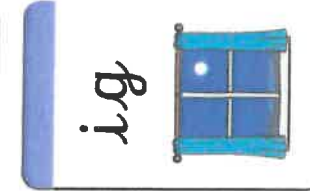
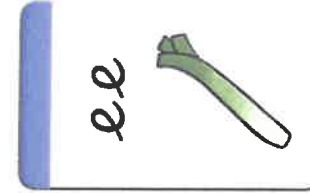
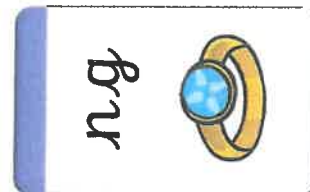
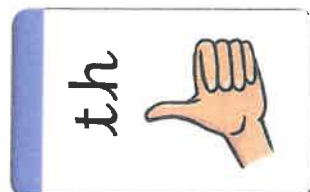
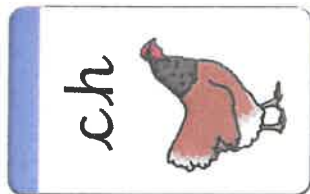
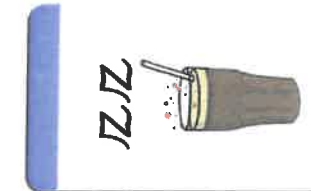
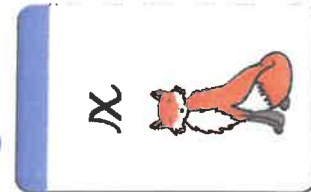
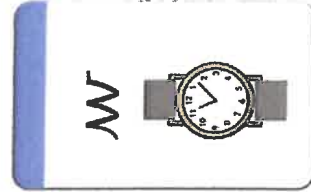
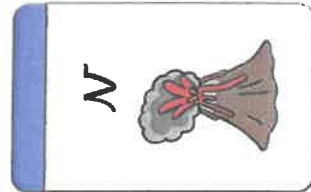
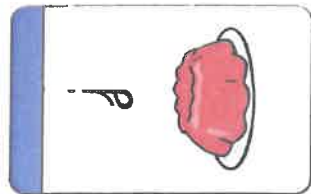
My Alphabet Mat

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

My Phase 2



My Phase 3

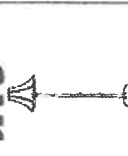



*Pure


My Phase 4 Sound Mat


st  starfish

nd  hand

m  lamp

nt  tent


nk  ink


ft  gift


sk  tusk

lt  belt


lp  help


lf  shelf

lk  milk


pt  script

xt  text

tr  tree

dr  drawing


gr  grandpa


cr  crab


br  brush


fr  frog

bl  blackberry


fl  flag

gl  glass

pl  plane


cl  clown

My Phase 4 Sound Mat

s.l  **sleep**

s.p  **spade**

t.w  **twins**

s  **small**

p.r  **print**


s.c  **scarf**


s.k  **skunk**

s.n  **sniff**

n.c  **bench**

s.c  **screw**

s.h  **shrew**

t.h  **thread**

s.t  **string**

Digraphs Phase 5 Sounds Mat

ay



ou



ie



ea



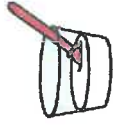
oy



ir



ue



ue



aw



wh



ph



ew



ew



oe



au



ey



a-e



e-e



i-e



o-e



u-e



u-e

