

Year 1

Parents information



# Junior Learning

## Letters and Sounds



## DfE Validated Phonics programme

### Authors



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- Lead teacher for Phonics.
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- Neuropsychologist.
- Expert in field of reading.
- International speaker on Phonics.

- Systematic progression  
(s, a, t, p, i, n, m...)
- Includes common exception  
(tricky) words.
- 6-part Phase Progression  
(Nursery to Year 2)



Year	Nursery		Reception			Year 1			Year 2
Topic									
Planner	Phonemic Awareness		Letters Sounds	Phonics	Blends	Vowel Sounds	Sound Families	Suffixes	Spelling
									
	JL700		JL685			JL697			JL699

### 1. What is a Phoneme?

- Smallest unit of sound in a word.

/ai/

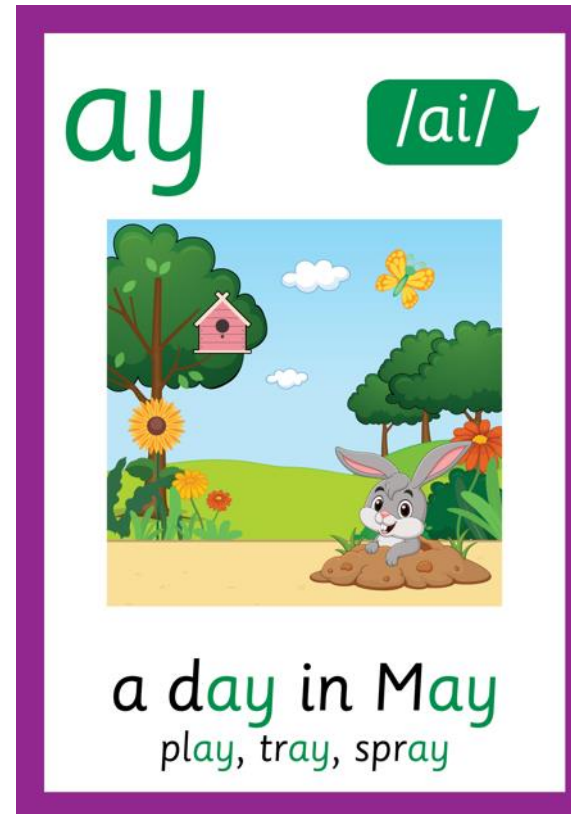
ay

/ai/



a day in May  
play, tray, spray

2. What is a Grapheme?
- The letter or symbolic code that shows a sound



### 3. What is a Digraph?

- Two letters blended together to make one sound i.e sh

toy



toy





### 4. What is a Trigraph?

- Three letters blended together to make one sound i.e. *igh*





### 5. What is a split digraph?

- Two letters that make one sound but are split by a consonant e.g *make*

Diagram illustrating the concept of a split digraph using the word "cake".

The word "cake" is shown in a box on the left, with a bracket above the "a" and "k" indicating they form a split digraph.

Two cards are shown on the right, each featuring an illustration of a cake and the word "cake" below it.

The first card (left) shows the word "cake" with a bracket above the "a" and "k", and three colored dots (blue, orange, blue) below the letters, corresponding to the phonics sequence: /k/ (blue), /a/ (orange), /k/ (blue).

The second card (right) shows the word "cake" with a bracket above the "a" and "k", and a phonics sequence diagram below the letters. The diagram consists of a blue box for /k/, an orange box for /a/, and a blue box for /k/. The boxes are connected by dotted lines, indicating the sequence of sounds.


# Phoneme Mat

Phase 5 – Vowel Sounds




/ai/

ay




/ow/

ou




/igh/

ie



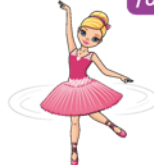
/ee/

ea



/oi/

oy




/ur/

ir




/oo/

ue




/y-oo/

ue



/or/

aw




/w/

wh



/f/

ph



/oa/

oe



/oo/

ew




/y-oo/

ew



/or/

au



/ee/

ey



/ai/

a-e



/ee/

e-e



/igh/

i-e



/oa/

o-e




/oo/

u-e



/y-oo/

u-e



/s/

c

- KEY**
- = vowel
  - = consonant
  - = consonant digraph
  - = long vowel
  - = multi-sound grapheme
  - = r-controlled vowel
  - = split digraph

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# Common Exception Words

Phase 5 – Vowel Sounds



/oo/ **to**day

/ow/ /s/ **hou**se

/ow/ /s/ **mo**use

/ow/ **hou**r

/ee/ /o/ /z/ **beca**use

**Mr**

**Mrs**

**Ms**

/air/ **wh**ere

/oo/ **shou**ld

/oo/ **cou**ld

/oo/ **wou**ld

/oo/ **mo**ve

/y-oo/ **u**se

/o/ **w**ant

KEY

 = tricky part

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# Phoneme Mat

Phase 5.5 & 6 – Sound families



 /ai/	 /ai/	 /ee/	 /ee/	 /ee/	 /igh/	 /igh/	 /oa/
a	ey	e	y	ie	i	y	o
 /oa/	 /oo/	 /y-oo/	 /r/	 /n/	 /n/	 /m/	 /ch/
ou	ou	u	wr	gn	kn	mb	tch
 /k/	 /sh/	 /sh/	 /sh/	 /sh/	 /j/	 /j/	 /v/
ch	ch	ci	ti	ss	g	dg	ve
 /u/	 /e/	 /i/	 /s/	 /s/	 /zh/	 /z/	
o	ea	y	se	st	s	se	

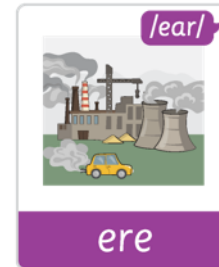
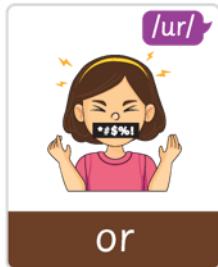
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# Phoneme Mat

Phase 5.5 & 6 – Sound families



## KEY

- = vowel
- = consonant
- = consonant digraph
- = long vowel
- = multi-sound grapheme
- = r-controlled vowel



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The Year 1 phonics screening check is not a formal test. It is a way for teachers to ensure that:

- Children are making sufficient progress in the phonics skills to read words.
- Children are on track to become fluent readers who can enjoy reading for pleasure and for learning.



## What will it check?

It will check that your child can:

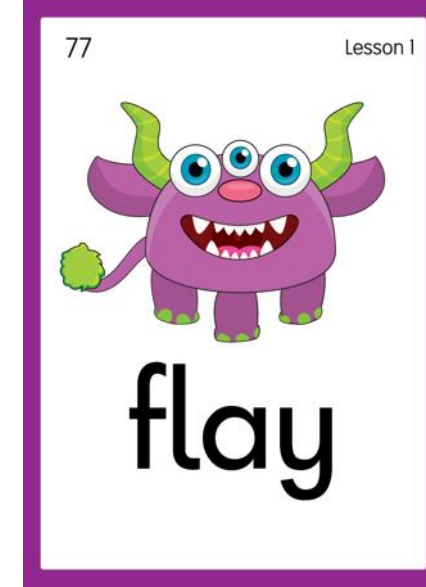
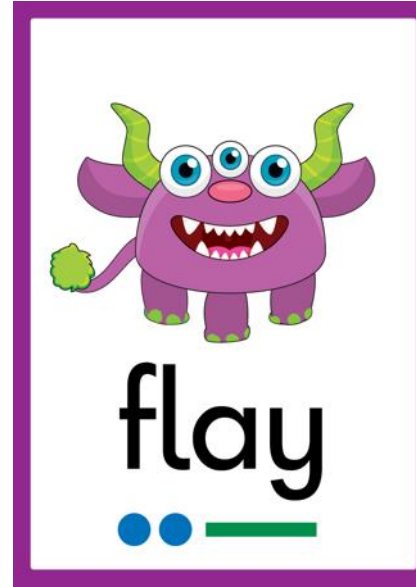
- Sound out and blend phonemes in order to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- Read words with digraphs and trigraphs, e.g. short, scream, hair, cake and beehive.
- Read a selection of nonsense/alien words which are referred to as pseudo words





## What are pseudo words?

- These are words that are phonically decodable but are not actual words with an associated meaning e.g. brip, snorb, yake
- Pseudo words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.



# Reading at home

- Your child's home reading book will be matched carefully to the sounds they are secure with in school.
- Once your child has decoded (sounded out) an unfamiliar word a number of times they are encouraged to read it automatically without decoding. This comes with a lot of reading practise.
- Once your child is able to read a number of words automatically we want to encourage fluency, intonation and expression in reading.
- The books are a mix of fiction and non-fiction.
- Please read to your child as often as possible, children love to listen to stories particularly favourites from home or the library.





# Support Reading at Home!



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