

Spelling: Phonics in Year 1

November 2019



The National Curriculum 2014

- Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.
- End of KS1 assessment framework
 - segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others



Phonics Screening

- At the end of Year 1, all children will sit the phonics screening check
- 40 words, 20 real, 20 nonsense or ‘alien’ words
- Children will be taught phonics daily in classes groups and also given extra opportunities for pre-teaching and intervention when needed.



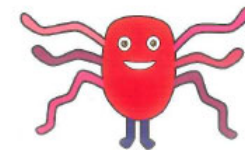
fair

flute

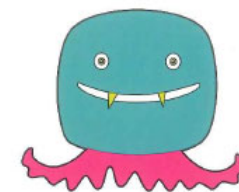
goat

shine

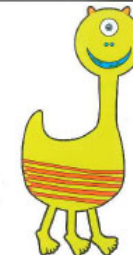
flods



groiks



strom



splaw





PINK A	m a s d t i n p g o c k u b f sit mat top got bin dog cup fan pot kit <u>fip</u> <u>mib</u> <u>sif</u>
PINK B	e l h sh r leg red him shop <u>losh</u> <u>rel</u> <u>hig</u>
PINK C	j v y w th z ch qu x ng nk job van wet box yak zip quit check thing wing sink <u>quan</u> <u>chup</u> <u>ling</u> <u>thip</u>
RED	fuss buzz fill puff step end damp tent left skip belt shelf sulk kept text trap drink grab crib brick <u>french</u> <u>scomp</u> <u>steff</u> <u>noll</u> <u>pand</u> <u>plick</u>
YELLOW A	ay ee igh ow oo oo say green night snow room book flow <u>zay</u> <u>stoon</u> <u>trow</u>
YELLOW B	ar or air ir ou oy farm born stair girl shout toy <u>slorf</u> <u>slair</u> <u>flarf</u>
BLUE	ea a-e i-e o-e u-e e-e oi shake pipe smoke clean huge brute theme boil <u>pake</u> <u>jike</u> <u>doke</u> <u>feap</u> <u>ruke</u> <u>gloip</u>
GREEN	aw au are ur er ow ie ue blue cue cow share straw burn pie faster launch slaw <u>clowp</u> <u>gler</u> <u>scur</u> <u>plare</u>
ORANGE	ai oa ew ire ear ure wh ph ey tion tious cious tail boat stew fire hear pure when phone flew they <u>scear</u> <u>smire</u> <u>skew</u> <u>scroap</u> <u>graim</u> <u>hure</u> complain delay mistake disagree recognise tomorrow continue remark disappoint inspire admire attention delicious



The Vocabulary of Phonics

- Phoneme: The smallest unit of sound
- Grapheme: The written representation of a sound
- Digraph: When 2 letters make one sound
- Split digraph: When 2 letters make one sound but are not together in the word
- Trigraph: When 3 letters make one sound
- Schwah: The ‘ugly uh’



In Year 1...

- Most children will begin Year 1 knowing the set 1 & 2 sounds
- They will have had lots of practice blending words for reading

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												

Vowels: bouncy

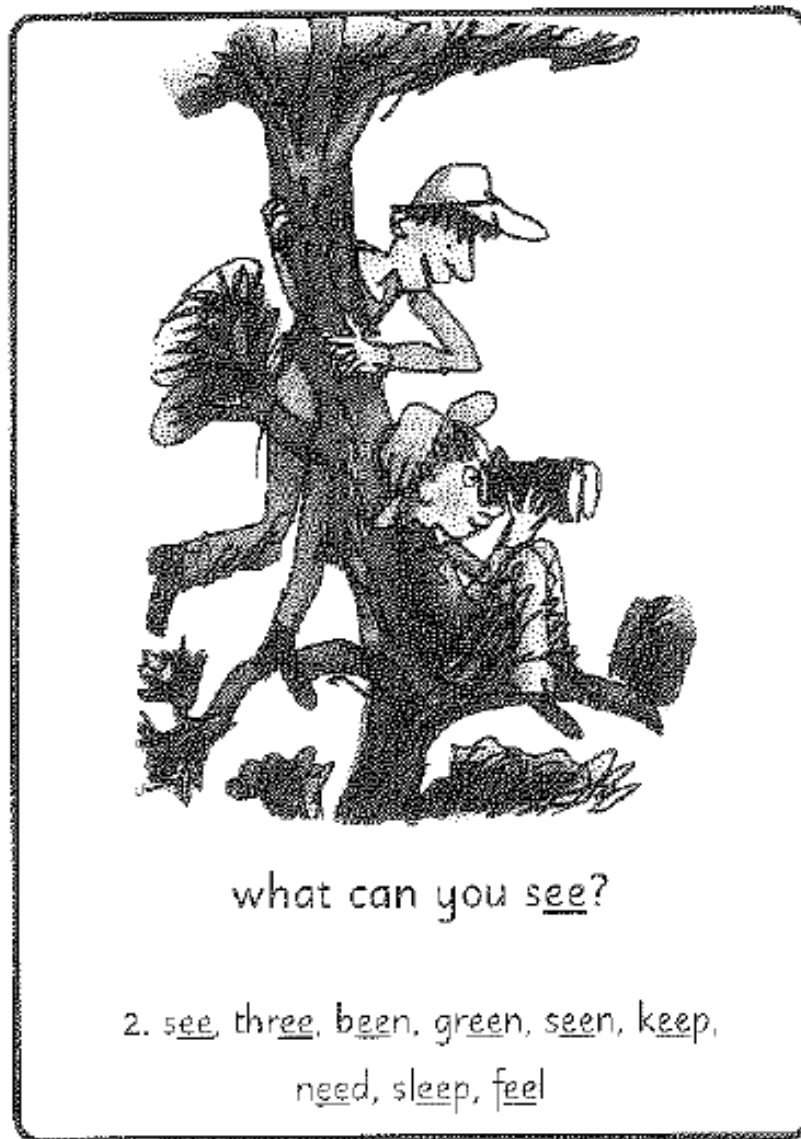
Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----





Each sound has
a rhyme to help
children
remember them

Sound Buttons and Chopping

- Children learn to identify sounds in words by adding dots and dashes
- This helps them to see exactly what makes up a word
- Chopping is a physical way to help children spell words



Set 3

- In Year 1 children will learn the set 3 sounds
- This is where alternative graphemes for sounds they already know are introduced. For example, they already know 'ay' from set 2 but will learn that 'ai' and 'a-e' also make the same sound
- They will begin to learn some rules of when to use these

Speed Sounds Set 3

ea oi a-e i-e o-e u-e aw are
ur er ow ai oa ew ire ear ure

- When learning set 3 children need to use letter names instead of sounds



Reading

- In order to use their sounds to blend words for reading, children need to recognise digraphs, trigraphs and split digraphs in words
- It helps to point out these sounds if a child is finding a word tricky
- If a child is sounding out an unfamiliar word it is important that they don't add schwah to the phonemes



Writing

- When segmenting words for spelling, children need to say the sounds clearly and make decisions about which graphemes to use
- Children can use sounds charts to help decide on a grapheme



How to support your child at home

- Practice sounds as often as possible
- Play sounds detectives and search for certain sounds in books
- Make up alien words to practice segmenting and blending
- If your child struggles with a specific sound, write a list of words with that sound in to practice
- Talk about words you see out and about
- Get them to teach you/siblings/others about phonics
- Lots of great apps
- Play 'I spy'