Year 1 Phonics Workshop

During this session…

- We are not expecting a fire alarm. But if so please exit via the back door onto the main school playground.
- Please do not take any photos or videos. A copy of the powerpoint will be available on the school website.

- A member of staff will be circulating to take pictures during the workshop - these may be shared on the newsletter, website and Facebook. If you would rather your picture not be taken, please let us know.

- We will teach an example of a normal phonics session with the children.
- This will be at a slower pace compared to normal as we will discuss specific phonics strategies with you.
- We will provide additional information on the interactive whiteboard for you whilst we are teaching.

What is phonics?

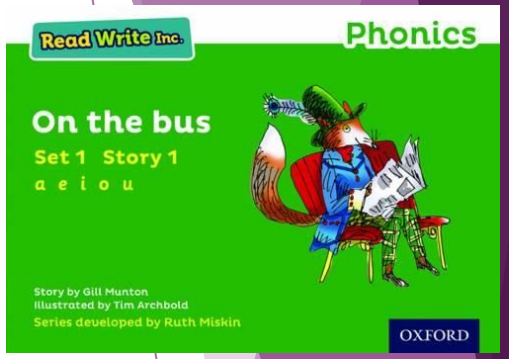
- Phonics is how we teach your children to read and write.
- Children are taught the sounds that make up words.
- These sounds are blended together for reading.
- Sounds are segmented for spelling.

- At Valley we follow Read Write Inc.



How phonics works at Valley

- 10:15 – 11:00am every day
- Contains a ‘speed sound session’ and ‘storybook session’
- Children are grouped according to ability which means different children within the same class may be at different points on their phonics journey.
- Assessed half termly – reading books sent home are linked to the outcomes of this.
- Spellings focus on ‘tricky words’ that the children need to be able to read and write by the end of Year 1.







Spellings

Year 1 Spellings

Autumn 1

In Year 1 you need to practise reading and spelling a variety of 'tricky words'. These are words that are hard to sound out and need to be read and spelt by sight. Practising these and applying them in a variety of contexts helps you to develop your vocabulary skills, accuracy and confidence.

In school, teachers will focus on these spellings below for the half term.
We will allow a variety of opportunities for you to spell these words correctly and apply to dictated sentences.
Below are a variety of examples of how you can practise these spellings at home with a grown up.

he	your	said	you	be	are	to	me
go	all	my					

Look, Say, Cover, Write, Check

1. Look at the word, what is the first letter? Look all the way through the word, notice word parts.
2. Say the word. Stretch the word out.
3. Cover the word. Spell the word - 'no peeking!'
4. Write the word.
5. Check if you spelled it correctly and edit.

Pyramid Words

Write each of your words in a pyramid, adding a new letter each time.

s
sm
sma
smal
small

Rainbow Words

Write your spelling words with coloured pencils. Make each letter a different colour.



Vowel spotlight

Write your spellings using one colour for the vowels and another colour for the consonants.
(Vowels: a, e, i, o, u)

said your all

Keep Copying

Write your words out three times each. Use different colours if you want to.

said
said
said



Make the Headlines

Cut letters out of newspapers and magazines and stick them onto paper.



Material Variety

Write your spellings using a variety of different materials.

- In the Air
- In Sand
- Using Pegs
- Using Lego or objects
- Using a paintbrush and water.



Build a sentence

Write each of your words within a sentence. Set yourself a challenge: Can you include more than one of your spellings in a sentence?

He went to go to the park.

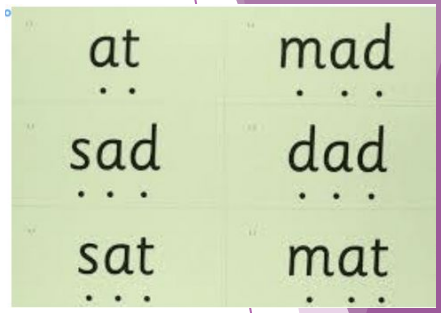


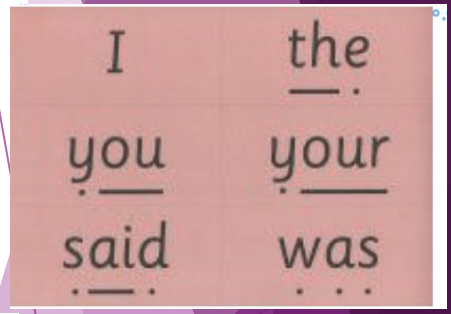
A typical phonics session

Speed Sound Session



- Say the new sound – Oral segmenting and blending, share picture card.
- Read the sound – share the grapheme
- Review the sound – hide the sound in the pack, can they find it?
- Read the green words containing the new sound – real words
- Review words – read words that they have previously learnt
- Read alien words
- Spelling using Fred fingers – write words containing new sound and review words.
- Final challenge – Can they find the new sound in the pack?







- 3 new sounds are taught each week and then 2 review days.
- This is a very pacy session and all children are engaged – ‘magnet eyes’
- Some children use magnetic letters to help read and spell words.
- Children sit at tables for writing and write in their phonics books – feet flat and bottom back!
- Most importantly, the sessions are fun! Range of praise phrases.





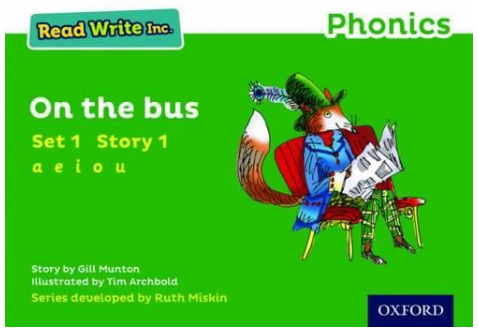
A typical phonics session

Storybook Session

- Children are grouped according to ability and will therefore be on different RWI colour storybooks. The colour storybook is linked to the colour of their home reading book.
- Each day is slightly different – the idea is that children read the storybook numerous times to move from fred talk to ‘fred in your head’ to fluent reading to fluent reading with expression.

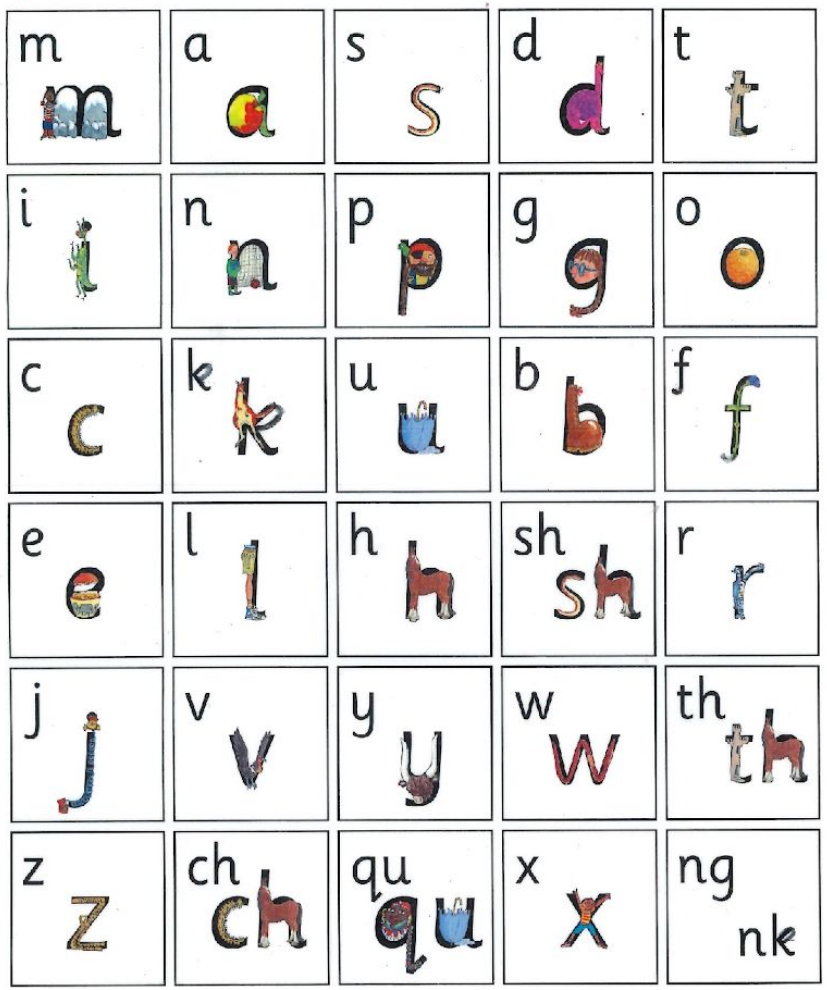
Example Day

- Speed sounds from storybook
- Story Green words
- Speedy Green words
- Red word cards
- Partner Practice – children go to tables and use lollipop sticks
- Story Introduction
- First Read – children
- Teacher read aloud
- We also have days where we answer comprehension questions and write a sentence related to the storybook.





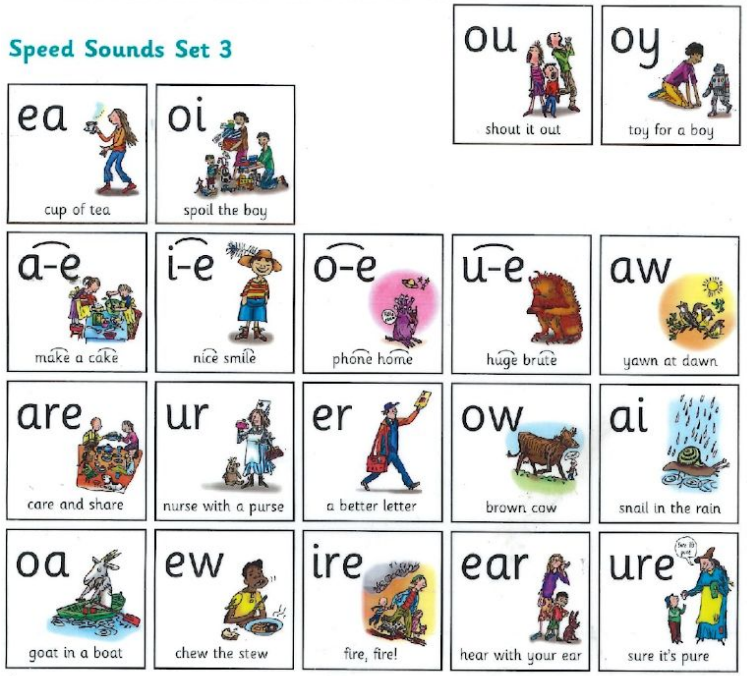
Speed Sounds Set 1



Speed Sounds Set 2



Speed Sounds Set 3



Children need to use the letter sounds, NOT the letter names.

Speed Sounds

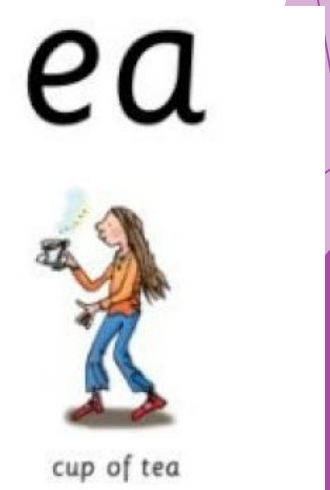
- We always recap previous sounds to ensure that the children retain them.
- Children need to pronounce the sound NOT the letter name.
- These sounds need to be soft sounds not hard sounds.



How we teach a new sound

- Before we show the new sound, we orally introduce it.
- We orally segment and allow the children to blend. This is called Fred Talk.
- E.g. p – l – ay
- We then show the picture and discuss the phrase.
- We show the grapheme (how the new sound is spelt) and share the RWI phrase.
- We then review the sound in the pack – can they find it?

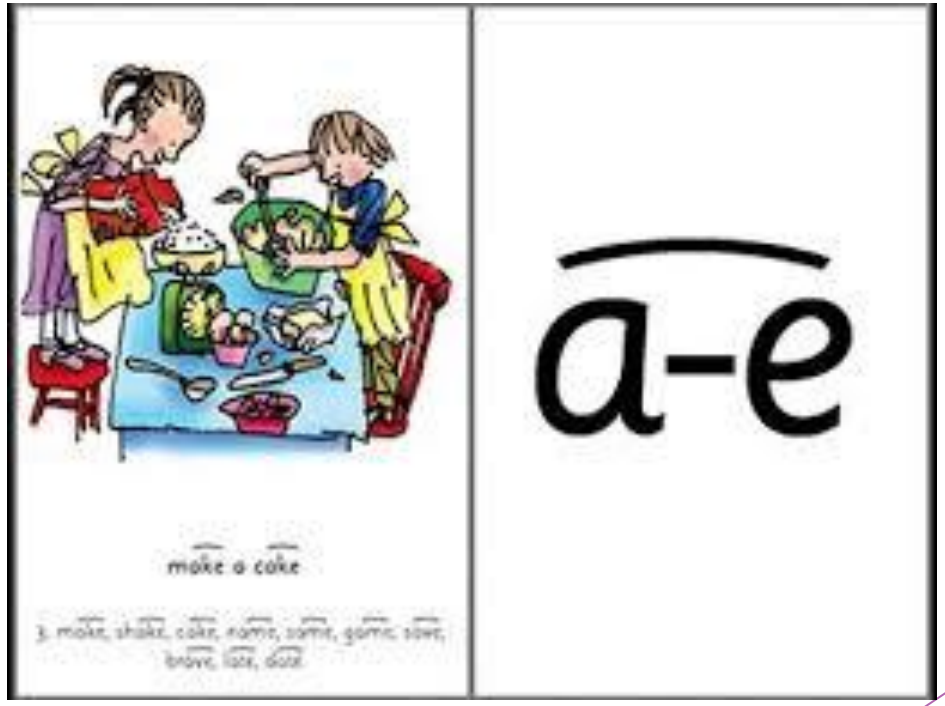




How we teach a new sound

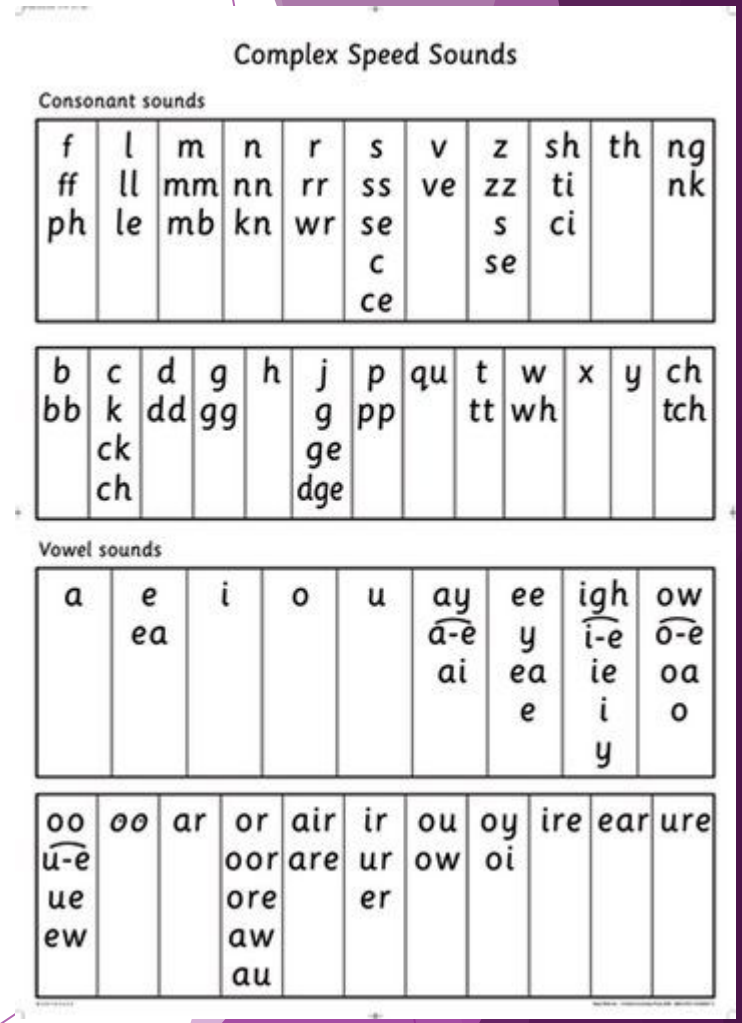
- The sounds we introduce are sometimes called special friends, e.g. ay, ee, igh.

- Some sounds are slightly different and we call these split digraphs which we will go over later in this session, e.g. a_e, i_e, o_e.



Alternative sounds

- As we move throughout the teaching of Set 1, Set 2, Set 3 and additional sounds the children will begin to understand that a sound can be spelt a variety of different ways.
- As the children become more confident readers they will begin to recognise which alternative is the most appropriate for spelling that specific word. For example: p-l-ay would have the ‘ay’ sound at the end rather than the ‘ai’.



Complex Speed Sounds

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk

b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch

Vowel sounds

a	e ea	i	o	u	ay a-e ai	ee y ea e	igh i-e ie i y	ow o-e oa o

oo u-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure

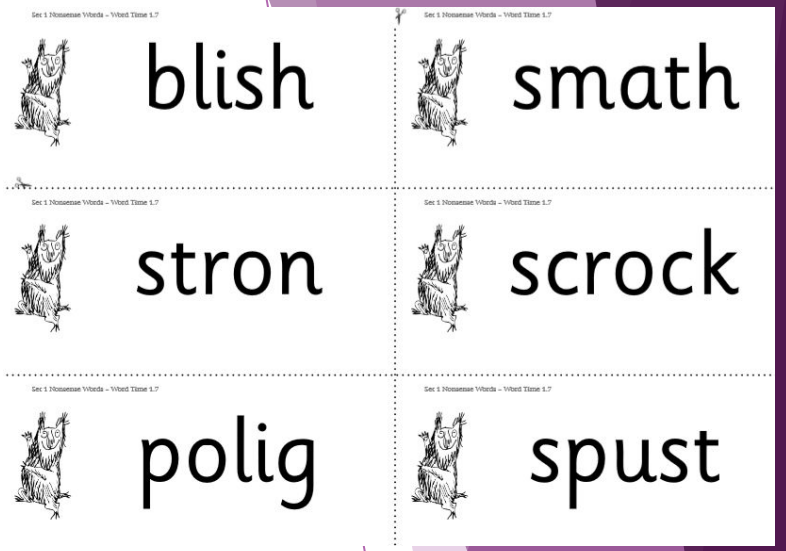
Green words

food	moon
pool	spoon

- Green words are real words
- Once we have taught the new sound we read a variety of green words that contain the new sound.
- We ask them to identify any special friends within the words
- The children then Fred talk and blend the sounds to read it.
- Fred in your head
- Multisyllabic words
- These are longer words which contain more than one syllable.
- The children are encouraged to read each syllable separately and then blend them together.

delay	saying
crayon	Sunday
haystack	daylight

Nonsense/alien words



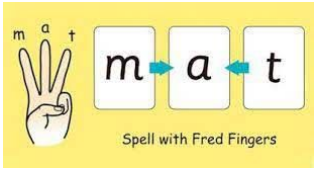
- Nonsense/alien words are made up words

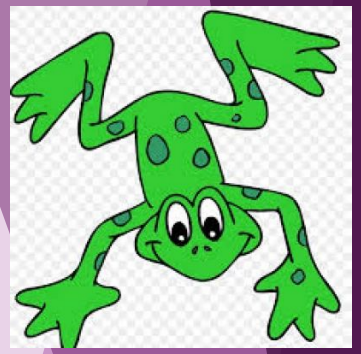
- We ask them to identify any special friends within the words
- The children then Fred talk and blend the sounds to read it.

- The children find this tricky so this needs to be revised regularly at home. You must ensure your child does not try to make these into real words.

How we teach spelling of words

- Say the word
- Use Fred fingers to count how many sounds are in the word.
- Pinch the sounds
- Write all of the sounds down within the word.





Final Challenge - Recap the sound

- We always finish our phonics speed sound session with a quick recap of the sound and the RWI Phrase.

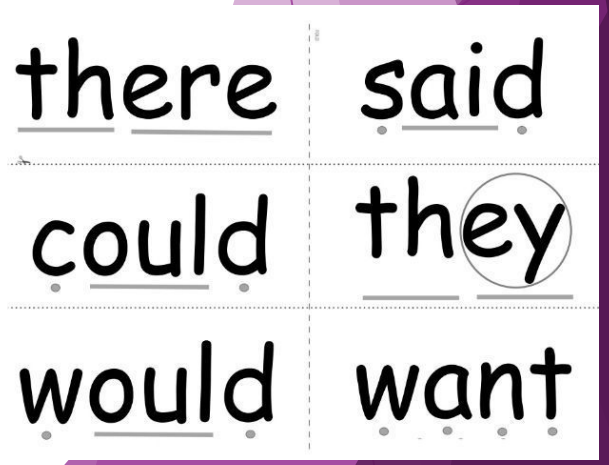


Red words

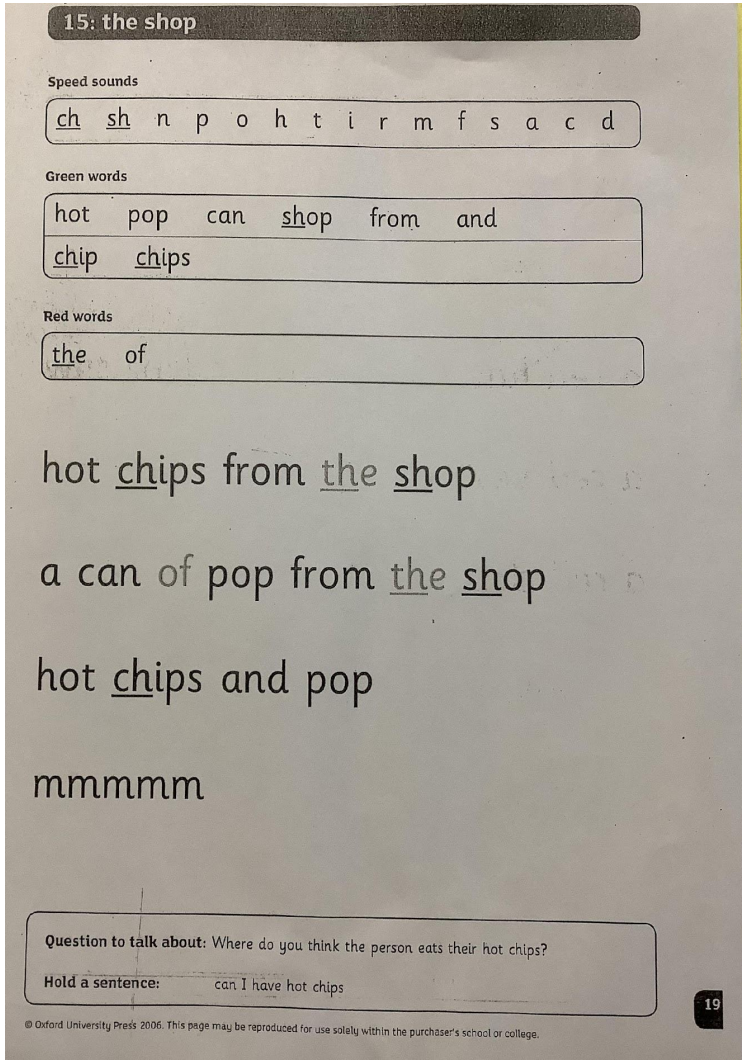
- Red words/tricky words are words that are hard to sound out using Fred talk.
- The children need to know these by sight.
- Within these words, there are some letters circled that identifies the part of the word that cannot be sounded out – we call these ‘tricky letters’
- The children find these tricky so regular practise of these words at home will be really beneficial.







Ditty



15: the shop

Speed sounds

ch sh n p o h t i r m f s a c d

Green words

hot pop can shop from and

chip chips

Red words

the of

hot chips from the shop

a can of pop from the shop

hot chips and pop

mmmmm

Question to talk about: Where do you think the person eats their hot chips?

Hold a sentence: can I have hot chips

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- Some children will be in a Ditty Group. This is taught slightly differently. The children may bring these home. Please can you ensure you practise these with your child.

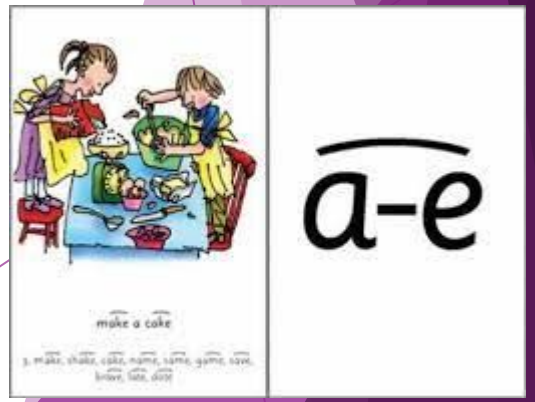
Split digraphs

Reading of split digraphs

- The sounds a_e, e_e, i_e, o-e and u_e are split digraphs.
- We explain to the children that these are two sounds which need to be split up because they are too chatty. A letter is then inserted in between the two sounds.

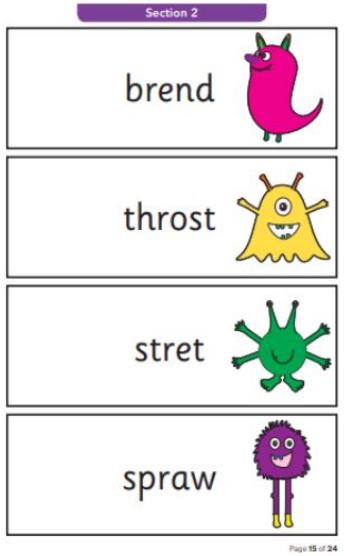
Writing of split digraphs

- We use the phrase ‘where’s my friend? He’s on the end!” We do not use the magic ‘e’.



Phonics Screening Check

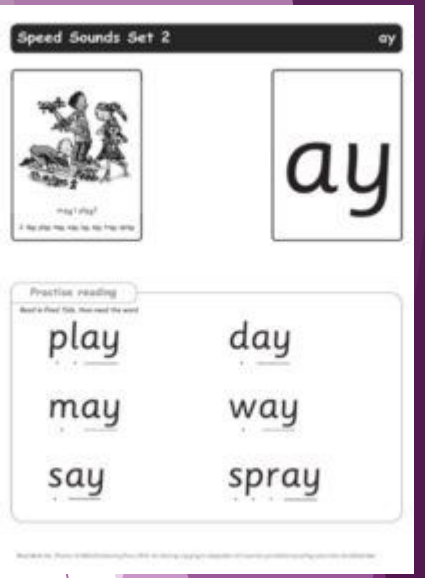
- This will take place in June.
- The children are given 40 words to read – some are real and some are alien words.
- The children are told at the beginning of each page whether they are real words or alien words.
- Normally the pass mark is 32/40 but this can change.
- The phonics screen assesses sounds that the children have been taught in their phonics lessons and their ability to blend these sounds together to read words.

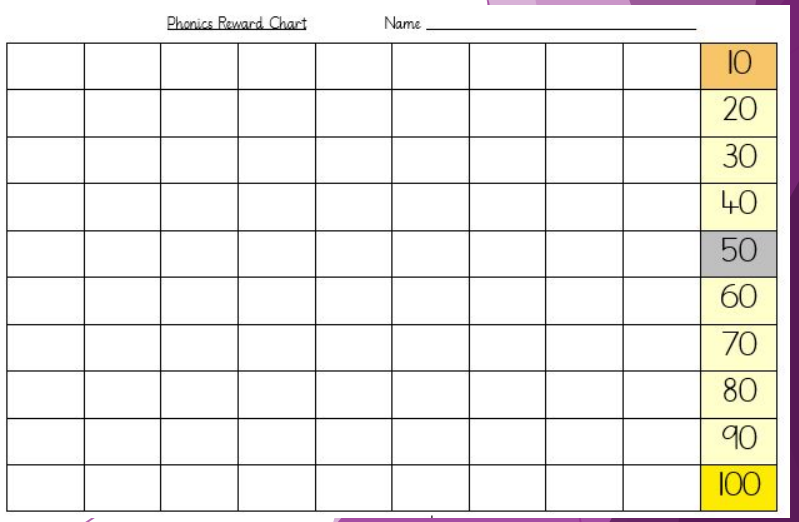




How you can help at home

- Each week the children will bring home some sound sheets that shows the sounds they have learnt that week.
- Please can you practise the reading of the sheets with your child at home.
- If this is returned to school with a parent/guardian signature the children will receive a stamp on their phonics chart.
- Phonics Games
- Practise flashcards – real/alien words.
- Reading books – link to RWI
- Read with and to your child
- ‘Fred in your head’ to increase reading fluency.
- Reading for pleasure as well!





Phonics Pack

- List of all the sounds the children will learn in Year 1. These also include additional sounds.
- Complex speed sound chart
- Set 2 nonsense words
- RWI Handwriting phrases
- List of useful phonics websites.

Questions?

- Thank you so much for coming! We hope you found this helpful and informative.
- We would appreciate your feedback. Please could you complete the online feedback form by scanning the QR code on your phone or tablet later.