

Welcome to Year 1

Phonics and Reading

St Andrew's CE Primary School

Year 1 Team

- Swallowtail Class

Teachers:

Mrs Darlington

Mrs Ludlow (Wednesday)

Student teacher:

Miss Linsley

- Emperor Class

Teachers:

Mrs Barnett

Mrs Ludlow (Friday morning)

- Teaching Assistants

Mrs Anna Weait

Mrs Dawn Small

Mrs Beth Robinson

Mrs Emily Oliver

Mrs Lindsay Wilkinson

PE & Swimming

- PE is every Wednesday afternoon with Mr Clark and Mrs Baker
- Swimming is every Thursday morning in terms 1, 5 and 6
- PE in terms 2, 3 and 4 is usually Tuesday morning but may change
- Please send children in with correct PE kit and weather-appropriate
- Please name everything (yes – even socks!)

Homework and reading

- Please try to read with your child **daily** – this may look different each time so does not need to be the school book every day.
- Please sign your child's reading diary when you have read with them, and when a book is finished.
- More on reading later...
- Your homework books contain a grid you can tick off. The most important thing is that your child enjoys and is motivated to complete homework – if there is something you have done that's not on the list then put that in their book! If you are struggling then please speak to us.
- Homework books are collected on Wednesdays and given back out on Fridays.
- Reading folders should be handed in by your child **daily**.

EMI's (Early morning interventions)

- Used long termly to help plug gaps and another way of supporting your child
- Phonics, maths, fine motor
- Please arrive on time, if any issues just speak to us




















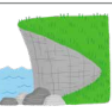









What is phonics?

- Children are taught to read by segmenting words into separate sounds, then blending these together.
- The sounds can be single letter, 2 letter (digraphs) or 3 letter (trigraphs)
- For example: cat c – a – t / sheep sh – ee – p / beard b – ear – d
- They learn the letter names and the sounds they make, so the letter A that makes the sound ‘a’
- They should focus on ‘pure’ sounds, i.e. ‘m’ not ‘muh’ to support blending

What is phonics?

- The children learn 42 sounds
- Phonemes: the sounds the letters make
- Graphemes: the letters that make up the sounds
- The order that the sounds are taught depends on the scheme that an individual school uses; we follow Rocket Phonics but used to follow Letters and Sounds

















































Rocket Phonics
Sounds Mat 1

s sun 	a apple 	t tap 	i insect 	p pan 
n net 	m mouse 	d dog 	g goat 	o octopus 
c cat 	k kite 	ck duck 	e elephant 	u umbrella 
r rabbit 	h hat 	b bat 	f frog 	ff cliff 
l ladder 	ll shell 	ss dress 	j jug 	v van 
w web 	x fox 	y yellow 	z zebra 	

Rocket Phonics
Sounds Mat 2

zz fizzy 	qu queen 	ch chick 	sh sheep 	th thumb feather 
ng ring 	ai train 	ee bee 	igh light 	oa boat moon 
ar car 	or fork 	ur purse 	ow owl 	oi coin 
air chair 	ure manure 	er hammer 	wh wheel 	ph dolphin 
a-e cake 	a acorn 	e-e scene 	ie shield 	ea peach 
				

Rocket Phonics
Sounds Mat 3

i child 	i-e time 	ie pie 	y spy  happy 	o-e rope 
ow snow 	oe toe 	o piano 	ey key 	u unicorn  push 
ue statue  blue 	ew news  screw 	er herbs 	ir bird 	ou cloud  soup  shoulder 
oy toy 	ge germ 	gi giraffe 	gy gymnast 	ea bread 
ch chef  school 	dge bridge 	ge package 	o mother 	le bottle 
au astronaut 	aw strawberry 	oul should 	a father 	al palm  ball 
or world 	ear deer 	ere here  there 	are square 	our four  colour 
			ear ear  earth  bear 	ore snore 

Rocket Phonics
Sounds Mat 4

oor door 	augh daughter 	ce celery 	ci city 	cy cycle 
ge germ 	gi giraffe 	gy gymnast 	ea bread 	se cheese  house 
ch chef  school 	dge bridge 	ge package 	o mother 	ed mixed  drilled 
mb comb 	kn knot 	gn sign 	wr writing 	tch hatching 
ture picture 	y pyramid 	sc scissors 	st whistle 	s si ge treasure  television  collage 
			(w)a (qu)a watch  squash 	ti ci ssi station  musician  percussion 













Our phonics scheme

- At St Andrews we use Rocket Phonics as our scheme of work. This scheme follows a slow progression of sounds which focuses on two days looking at one sound. One day will be reading while the following day will be applying the sounds to writing. The fifth lesson of the week explores tricky words.
- Any interventions follow the same sounds that the children have been learning that week, **or** sounds that they need recapping.

Pupil Practice Booklet content and answers


1. Revisit and review	ng, i, ch, d, o, sh, e, th
2. Grapheme search	Gail got wet in the rain and hail. (There are three examples.)
3. Blending practice	rain, tail, sail, train
4. Apply	A snail waits next to a pail.

Phonics books progression





















Book band/ Reading Planet level	Letters and Sounds phase	Book title
Pink A (Level 1A)	Phase 2	  Cam and Tam
		  Cat Kit
		  Dig in the Pit
		  Mop It!
		  No Gas!
		  Not the Cat!
		  On the Dot
		  Pip and the Map
		  Sad Tig
		  Sid the Kid
		  Sit and Sip
		  The Mat

Book band/ Reading Planet level	Letters and Sounds phase	Book title
Pink B (Level 1B)	Phase 2	  Bad Luck, Duck!
		  Big Red Ed
		  Bugs in Bed
		  Hot Dogs
		  I Miss Mum
		  Miss Red
		  Pop!
		  Run a Lap
		  The Egg
		  The Mess
		  The Red Bag
		  Top Dogs

Book band/ Reading Planet level	Letters and Sounds phase	Book title
Red A (Level 2A)	Phase 3	  Ants in the Pants
		  Cob's Web
		  Gran's Grin
		  In the Forest
		  Jam Muffins
		  Jamila's Test
		  Lots to Spot
		  Picnic on Windmill
		  Puffins
		  Stop, Zebra!
		  The Best Nest
		  The Tricks Tent

Book band/ Reading Planet level	Letters and Sounds phase	Book title
Red B (Level 2B)	Phase 3	  Boatman Ben and the Bug in the Bath
		  Chimpanzees
		  Crash, Bang, Boom!
		  Dress Up!
		  In the Fish Tank
		  Lost!
		  Max in Goal
		  Sasha Snail's Trip
		  Tanya Gets a Gift
		  The Flat
		  Zigzag Zebra

Book band/ Reading Planet level	Letters and Sounds phase	Book title
Yellow (Level 3)	Phase 3/4	  All Year Long
		  Baxter Visits Bow
		  Blackbeard
		  Cow on the Roof
		  Fun in the Park
		  Helen Sharman
		  Howard and the Dentist
		  The Big Turnip
		  The Looking Glass
		  The Pot of Oats
		  The Three Goats and Yasha and Baba

Book band/ Reading Planet level	Letters and Sounds phase	Book title
Blue (Level 4)	Phase 4/5	  Aladdin and the Lamp
		  Come Visit a Croft
		  Goldilocks Has Chicken
		  Help Me, Teacher!
		  Out of the Pond
		  Painting Fun
		  Shopping Mischief
		  The Bean
		  The Hidden Lagoon
		  The Imps and the Stone Troll
		  Town Under Attack

Book band/ Reading Planet level	Letters and Sounds phase	Book title
Green (Level 5)	Phase 5	  Bella and the Beast
		  Football Stickers
		  I'm Not Scared
		  In the Desert
		  Pirate Gold!
		  Punk-Zel
		  Superstar Sleepover
		  The Diving Contest
		  The Nightingale
		  The Queen's Garden
		  The Water Serpent
		  World Book Day

Book band/ Reading Planet level	Letters and Sounds phase	Book title
Orange (Level 6)	Phase 5/6	  Alien School
		  Leo the Lion Keeper
		  My New Glasses
		  So You Want to Be a
		  The Adventure
		  The Big Cake Mix-Up!
		  The Celebration
		  The Class Show
		  The Knitting Giant
		  The Magic Boots
		  The Space Station
		  Tiddalick

Book Band Reference Sheet

Band	Colour	School / Year Group Expectation
11	Lime	
10	White	End of Year 2
9	Gold	
8	Purple	
7	Turquoise	
6	Orange	End of Year 1
5	Green	
4	Blue	
3	Yellow	End of Reception
2	Red	
1B	Pink (dark)	
1A	Pink (light)	



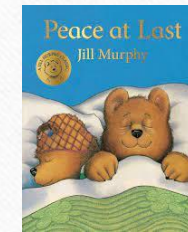
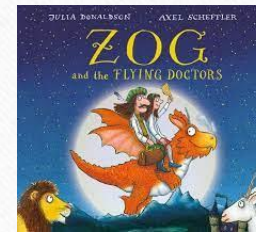
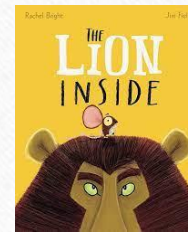
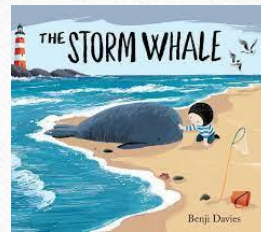
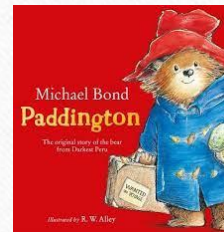
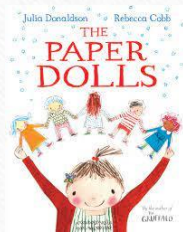
Phonics books

Book Band/ Reading Planet level	Letters and sounds phase	Book title	NEW grapheme-phoneme correspondences	Common exception words	
Yellow (Level 3)	Phase 3/4		All Year Long	ar, or, ur, ow, oi, ear, air, ure, er	come, do, have, like, one, out, said, so, some, there, were, what, when
			Baxter Visits Bow		
			Blackbeard		
			Cow on the Roof		
			Fun in the Park		
			Helen Sharman		
			Howard and the Dentist		
			The Big Turnip		
			The Looking Glass		
			The Pot of Oats		
	The Three Goats and Yasha and Baba				

- The phonics books are fully decodable, meaning they contain only sounds and common exception words (CEW) that the children have already been taught. Inside the front page of each book will be a list of the graphemes and CEW within that book, along with guidance for you as a parent.
- Your child should be able to read this book with very little support from you – please make a note of any words they struggled with in their diary.
- We aim to change these books once or twice a week **once they have been finished**

Reading for pleasure books

- Just for fun and pleasure
- To be read to or with your child
- We aim to change this book **weekly**
- Exposing them to a rich and varied library and widens their vocabulary and love for reading



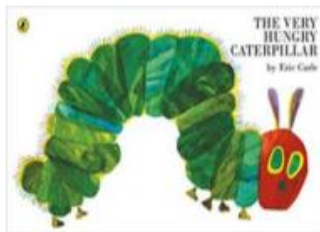
Supporting Readers at Home



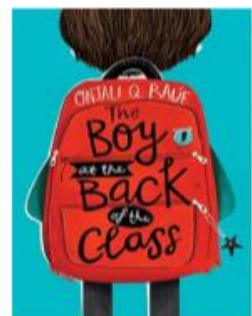
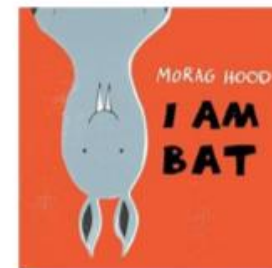
Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Children who read, and are supported as readers, develop strong reading skills and do better at school.



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



Year 1 Reading Checklist

Working at the expected standard:

Pupil(s) are beginning to independently apply their knowledge and skills:	
To blend sounds in unfamiliar words using the GPCs that they have been taught.	
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.	
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
To read words containing taught GPCs.	
To read words containing -s, -es, -ing, -ed and -est endings.	
To read words with contractions (for example, I'm, I'll, we'll).	
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.	
To re-read texts to build up fluency and confidence in word reading.	
To continue to demonstrate a pleasure in reading and a motivation to read.	
To link what they have read or hear read to their own experiences.	
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	
To retell familiar stories in increasing detail.	
To recite simple poems by heart.	
To discuss word meaning and link new meanings to those already known.	
To check that a text makes sense to them as they read and to self-correct.	
To predict what might happen on the basis of what has been read so far.	
To begin to make simple inferences.	
To discuss the significance of titles and events.	
To join in discussions about a text, take turns and listen to what others say.	





Year 1 Reading Checklist

Working at greater depth within the expected standard:

Pupil(s) are confidently and independently able to apply their knowledge and skills:	
To read texts that are more complex and beyond their chronological age.	
To read other words of more than one syllable that contain taught GPCs.	
To read unfamiliar words by applying their knowledge of alternative graphemes for phonemes.	
To read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).	
To start to work on the Year 2 programme of study for word reading.	
To continually demonstrate a pleasure in reading and a motivation to read.	
To discuss their reading preferences, including favourite authors and genres.	
To retell familiar stories in much detail and consider their particular characteristics.	
To clearly explain their understanding of both the texts they can already read accurately and fluently, and those they listen to.	
To check that a text makes sense to them as they read and to self-correct.	
To make sensible predictions supported by evidence.	
To make inferences based on what is being said and done.	
To use age-appropriate non-fiction texts to extract information.	
To contribute confidently in discussions about a text, take turns and listen to what others say.	

Phonics Screening

- 10th – 14th June 2024
- Reading single words not sentences
- 20 real and 20 ‘alien’ words. Aliens are to ensure children are able to decode unfamiliar words
- Pass mark usually 32/40 – ‘met the expected standard’ or ‘not met’
- Aim is to see which children meet the ‘expected’ standard for reading and who will need additional support in year 2. If your child passes they are not necessarily ‘expected’
- No help given but lots of ways to get the children ready...

bem 	twig
dax 	flick
kig 	vest
eld 	horns

Phonics Screening – how to help prepare

- Sound buttons
- Longer words – break down the word into chunks
- Sound mats
- Regular reading; re-read words and sentences to check they make sense and their comprehension
- Make it fun!

Supporting reading at home

- Little and often – look for cues, if they really aren't in the mood then don't push them; leave it for another time
- Doesn't have to be the school reading book – real life examples are just as valuable, such as signs, cereal packets, posters, instructions
- Ask questions (but not too many!) – 'I wonder what will happen next?' 'Why do you think they said that?'
- Make comparisons 'Remember when you went swimming just like Bill in this book?'
- Take turns – a word, sentence or page each; set a target number of pages
- Explain meanings of new words
- Write down words they find tricky and dot them around the house to practise
- Remind them to 'sound out' and spot the digraphs especially in the middle of words, e.g. **train**, you could try underlining
- Chunk polysyllabic words e.g. sun-shine
- Re-read words or pages for fluency and comprehension
- Ask them to help you – 'oh, I'm finding this really tricky, can you help me with this word?'
- Lots of praise – it is hard work for them!

Useful websites

- Rocket Phonics parents guide: [Rocket-Phonics-Parent-Guide.pdf \(risingstars-uk.com\)](#)
- [Alphabet song](#) – letter names and sounds
- [Alphablocks](#) – sound specific videos
- [Twinkl - resources and games](#)
- Five Minute Mum (spellings, phonics, maths, games): [Five Minute Mum](#)