

Welcome to our
Phonics stay and play
for Year 1



*Together in
partnership we can
ensure your child is
happy, healthy,
safe and fulfils their
potential.*

What is Phonics?

Children begin to learn phonics (sounds) in early years, once children begin learning sounds, these sounds are used orally to identify and make words. They will then begin to learn the letters which make each of the sounds and these are used to read and spell words.

They are taught to read by breaking down words into separate sounds. They are then taught how to blend these sounds together to read the whole word.

We have a 40 mins phonics lesson Monday to Thursday and they are encouraged to use these strategies to read and write in other lessons.

What is the Phonics screening check?

Every child in Year 1 throughout the country will be taking part in a phonics screening check during the week commencing **10th June**. The children cannot retake the test at any other time so it is very important your child is in school during this week.

Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.

The phonics screening check is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard.

The aim of the check is to ensure that all children are able to read by the end of Year 2 and identify who needs extra support in Year 2.

What happens during the check?

The test contains 40 words. Each child will sit one-to-one and read each word aloud to me. The test will take approximately 10 minutes per child.

There is no time limit so the children will complete the test at their own pace.

We will be practising in class so the children know what to expect, it is a very relaxed environment so the children will not feel worried during the test.

The list of words the children read is a combination of 20 real words and 20 nonsense words.

Examples of words

The nonsense words will be shown to your child with a picture of an alien.

in

ot



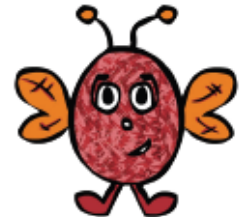
at

vap



beg

osk



sum

ect



Examples of words

These nonsense words are tricky, as they are unfamiliar to the children. I have printed off a cluster and blend mat to help support you at home. Encourage your child to Fred talk these words.

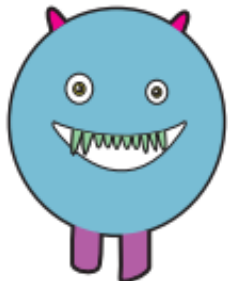
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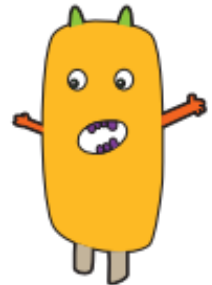
spran



flards



splew



How can you help?

- **Read as much as possible to and with your child.**
- Play lots of sound and listening games with your child.
- Encourage and praise – get them to have a ‘good guess’.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word (Fred Talk) from left to right.
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been. Next move your finger under the whole word as you say it.
- Discuss the meaning of words if your child does not know what they have read.

How can you help?

Encourage your child to Fred Talk or Fred in your head when reading or writing. Focusing particularly on spotting more unusual sound patterns. In RWI we use this language to help the children.

Special Friends:

a combination of two or three letters representing one sound, e.g. ck, ay, igh, oa.

Chatty Friends:

2 letters that make a sound but are separated by another letter e.g. a_e in cake.

Fred Talk:

Say each sounds then blend to say the word e.g c-a-t, cat

Fred in your head:

say the sounds silently in your head.

We show them how to do this by:

1. whispering the sounds and then saying the whole word;
2. mouthing the sounds silently and then saying the whole word;
3. saying the whole word straight away.

How can you help?

Practise these sounds, I will let you know where your child is up to/ which sounds they need to practise.

Consonant sounds

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

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

Vowel sounds

| | | | | | | | | |
|---|----|---|---|---|------------|------------|------------|------------|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | <u>a-e</u> | <u>e-e</u> | <u>i-e</u> | <u>o-e</u> |
| | | | | | ai | y | ie | oa |
| | | | | | | ea | i | o |
| | | | | | | e | y | |

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

Speed Sounds Set 2

| | | | | |
|--------------------------|-----------------------------|-------------------------|----------------------------|---------------------------|
| ay may I play? | ee what can you see? | igh fly high | ow blow the snow | oo poo at the zoo |
| oo look at a book | ar start the car | or shut the door | air that's not fair | ir whirl and twirl |

Speed Sounds Set 3

| | | | |
|-------------------------------|-------------------------------|------------------------------|------------------------------|
| ea cup of tea | oi spoil the boy | ou shout it out | oy toy for a boy |
| <u>a-e</u> make a cake | <u>i-e</u> nice smile | <u>o-e</u> phone home | <u>u-e</u> huge brute |
| aw yawn at dawn | are care and share | ur nurse with a purse | ow brown cow |
| ai snail in the rain | er a better letter | oa goat in a boat | ew chew the stew |
| ire fire, fire! | ear hear with your ear | ure sure it's pure | |

How can you help?

REMEMBER: Phonics is not the only thing needed to become a fluent reader.

- Please continue to read with your child each night and encourage them to:
- Sound out: Fred talk/Fred in their head
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.

and most importantly ENJOY READING!

Reading Challenge

I have set up a new reading challenge to help encourage your children to read at home. Every time you read for at least 10 mins or play a phonics game/activity per day, please sign in the box. We will stamp in school to let you know we have seen it. Then once you have reached each target your child will receive a certificate. These will be announced in our Friday assemblies.

Year 1 Reading Challenge

Please sign every time you have read for at least 10 minutes, we will check and stamp with a gold star in school.

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| | | | | |
| | | | | |
| | | | | <small>Well done You have achieved your bronze award</small> |



Reading Bookmarks

There should be bookmarks in your reading folders, these are to there to help support you, by giving examples of questions you can ask while reading.

The colour of the bookmark is not the RWI group your child is in as all the reading schemes are different, but they link to the books they are reading, for example purple RWI will have blue bookmarks, pink will have green.

Yellow Band readers can...

- Read a wider range of books.
- Read words they know automatically
- Follow print with eyes, finger pointing only at points of difficulty
- Make the reading sound interesting using the punctuation (. !)
- Use words they know to check and confirm reading
- Check the meaning of words
- Retell the story in more detail
- Note familiar words and phonemes and use these to get to know unknown words, e.g. look, took

How to help...

- If they get stuck point to the word and ask them to 'sound it out' and ask them does it make sense?
- Ask them what they think will happen next? (throughout the text)

Questions you could ask

- Who were the main characters?
- What happens to the good and bad characters?
- Was it a fiction or non-fiction book? How do you know?
- What happened at the beginning? Middle? And end?
- Where was it set?
- Did you like the story? Why?
- What information did you find out?
- What would like to find more about?

Blue Band readers can...

- Read a wide range of longer books
- Read with accuracy and self-correct mistakes including words that can't be sounded out such as 'said', 'was'
- Follow print with eyes, finger pointing occasionally
- Recognise punctuation and begin to use some expression
- Check the meaning of words
- Retell the story in detail
- Re-read the words and use understanding of the text to decide pronunciation
- Read the story again with fluency

How to help...

- Ask them what they think will happen next? (throughout the text)
- Show how different punctuation changes the way you read

Questions you could ask

- What was your favourite part? Why?
- Was it a fiction or non-fiction book? How do you know?
- How was the character feeling? Why?
- Can you describe one of the characters?
- Can you describe one of the settings?
- What did you like or not like about the story?
- What information did you find out?
- What would like to find more about?

Green Band readers can...

- Read both fiction and non-fiction books
- Read with accuracy and self-correct mistakes including words that can't be sounded out such as 'said', 'was'
- Recognise punctuation and use some expression
- Read with more pace and fluency
- Retell the story in detail including main events and characters
- Use a contents and glossary for non-fiction books
- Talk about new words and the meaning of them.

How to help...

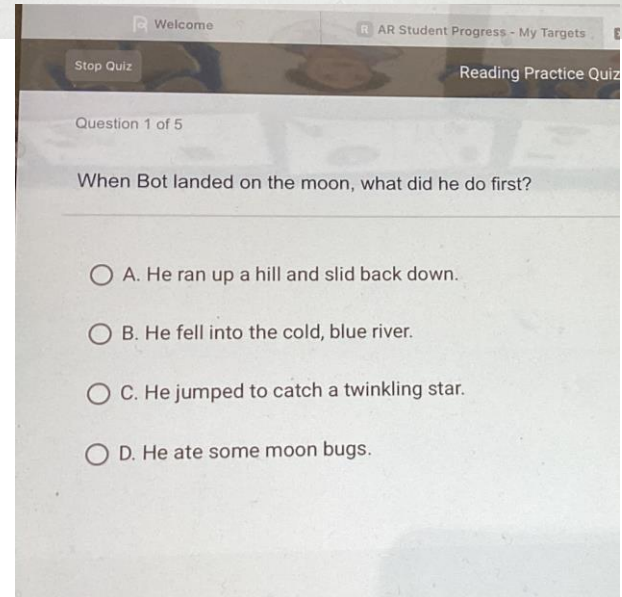
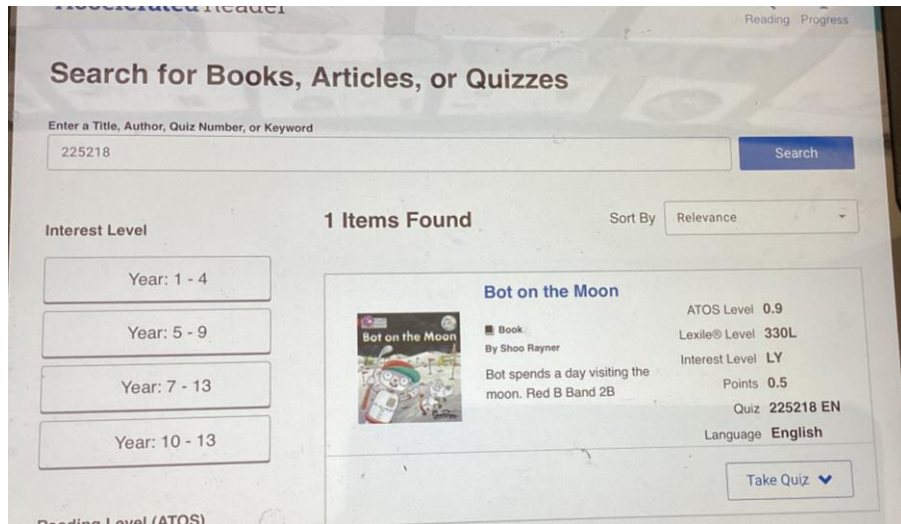
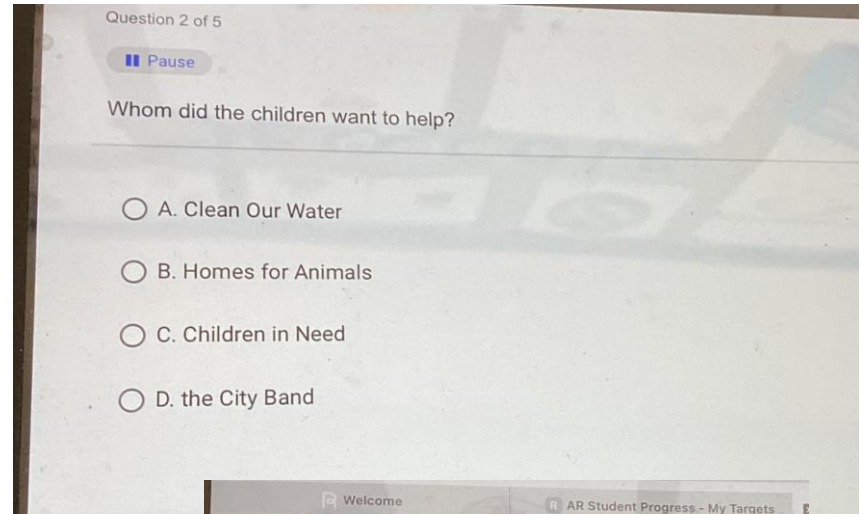
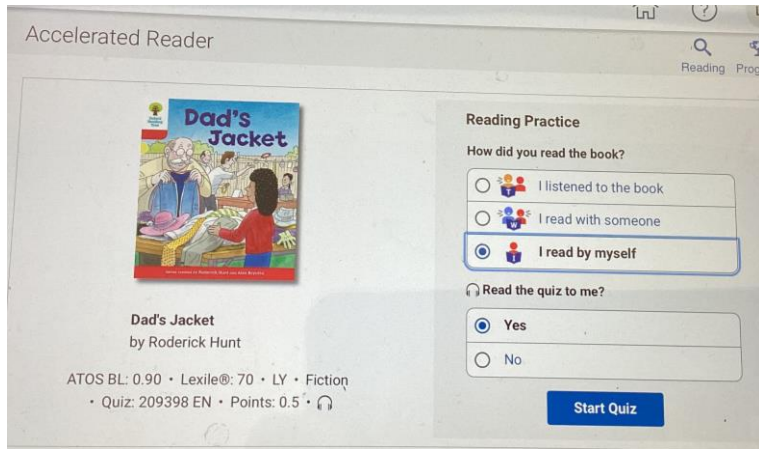
- Ask them how the character is feeling? throughout the story
- Show how reading at a good pace makes it interesting

Questions you could ask

- What was your favourite part? Why?
- Was it a fiction or non-fiction book? How do you know?
- How was the character feeling? Why?
- Why did that happen? (throughout reading)
- What did you like or not like about the story?
- What information did you find out?
- Do any words rhyme?


AR Reader Quizzes

Once your child has read their book a few times we will quiz them, here are some examples of the questions they are asked.



AR Reader Quizzes

Accelerated Reader



Poor Old Mum!
by Roderick Hunt

ATOS BL: 0.80 • Lexile®: 30 • LY • Fiction
• Quiz: 209403 EN • Points: 0.5

Reading Practice

How did you read the book?

- I listened to the book
- I read with someone
- I read by myself

Read the quiz to me?

- Yes
- No

Start Quiz

zone61-student.renaissance-go.com

AR Student Progress - My Targets

AR Quiz

Stop Quiz

Reading Practice Quiz: Poor Old Mum!

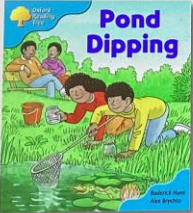
Question 1 of 5

Pause

What day was it?

- A. the first day of school
- B. Mum's birthday
- C. sports day
- D. May Day

Accelerated Reader



Pond Dipping
by Roderick Hunt

ATOS BL: 0.70 • Lexile®: BR • LY • Fiction
• Quiz: 210961 EN • Points: 0.5

Reading Practice

How did you read the book?

- I listened to the book
- I read with someone
- I read by myself

Start Quiz

Question 1 of 5

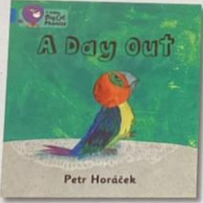
Pause

What happened at the pond?

- A. Wilma got cross.
- B. Wilf lost his bucket.
- C. A dog jumped in it.
- D. The net got stuck.

AR Reader Quizzes

Accelerated Reader



A Day Out
by Petr Horáček

ATOS BL: 1.40 • Lexile®: 290L • LY • Fiction
• Quiz: 226277 EN • Points: 0.5

Reading Practice
How did you read the book?

- I listened to the book
- I read with someone
- I read by myself

Start Quiz

14:44 Thu 18 Jan
zone61-student.renaissance-go.com

AR Student Progress - My Targets

Stop Quiz

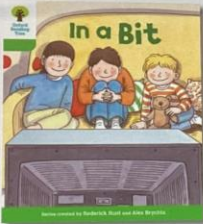
Reading Practice Quiz: A Day Out

Question 1 of 5

The cat is looking at the bird. What is the granny doing?

- A. reading
- B. eating
- C. watching TV
- D. sleeping

Accelerated Reader



In a Bit
by Roderick Hunt

ATOS BL: 0.80 • Lexile®: 30 • LY • Fiction
• Quiz: 224178 EN • Points: 0.5

Reading Practice
How did you read the book?

- I listened to the book
- I read with someone
- I read by myself

Start Quiz

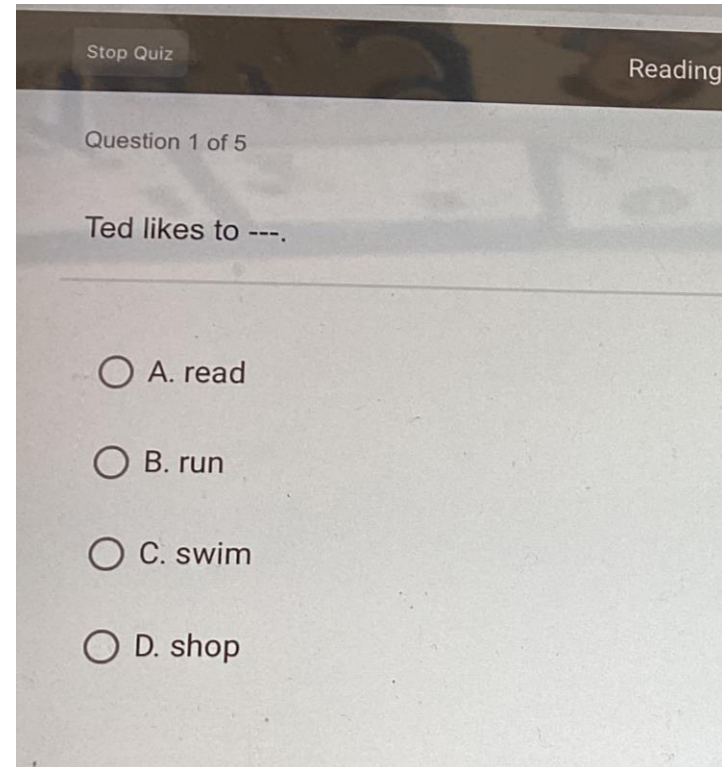
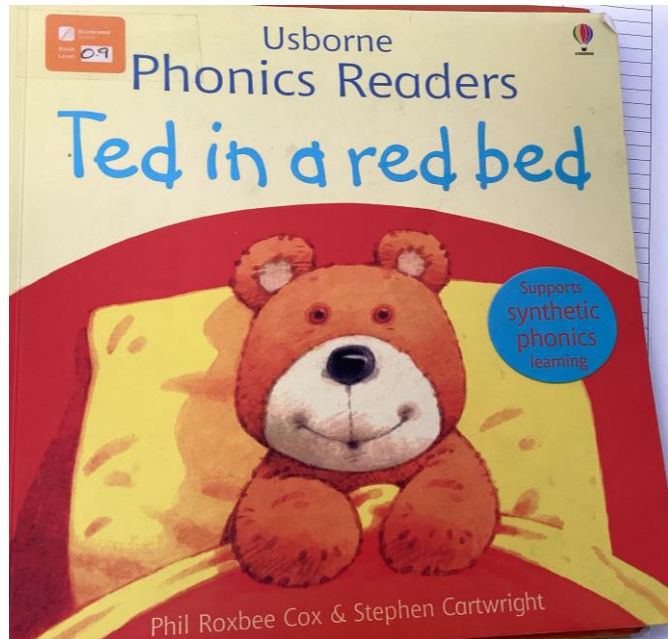
Question 1 of 3

Pause

Mum said, "Come and help." What was Biff doing?

- A. painting a picture
- B. playing her new game
- C. looking at the TV

AR Reader Quizzes



Any Questions?

Feel free to ask us questions while you are in the classroom or send me an email.

We will go into the classroom where there is a range of phonics activities for you to have a play with your children.

Enjoy and thank you for coming.