

# Year One Phonics Spelling and Reading

# Overview of phonics teaching in Year 1

**Term One:** Phase 4 revision. Teach adding prefixes, suffixes, contractions. No new Common Exception Words (CEWs).

**Term Two:** Phase 5a. New graphemes – alternative digraphs to those learned in Phase 3. New CEWs to read and spell.

**Term Three:** Phase 5a mastery. Revise new graphemes and CEWs learned in Phase 5a.

**Term Four:** Phase 5b. Alternative pronunciation of graphemes. New CEWs to read and spell.

**Term Five & Six:** Phase 5c. Alternative spelling of phonemes. (Choose which alternative phoneme to use in spelling.) New CEWs to spell.

**Term One:** Phase 4 revision. Teach adding prefixes, suffixes, contractions. No new Common Exception Words (CEWs).

<p>Phase 4 Y1, T1, W1</p> <p><b>Adding</b></p> <p><b>-s &amp; -es</b> (plural nouns &amp; third person marker for verbs)</p>	<p>Phase 4 Y1, T1, W2</p> <p><b>Adding</b></p> <p><b>-ing</b> (to verbs)</p>	<p>Phase 4 Y1, T1, W3</p> <p><b>Adding</b></p> <p><b>-ed</b> (to verbs)</p> <p><b>-er</b> (changing verb to noun)</p>	<p>Phase 4 Y1, T1, W4</p> <p><b>Adding</b></p> <p><b>-er &amp; -est</b> (to adjectives)</p>	<p>Phase 4 Y1, T1, W5</p> <p><b>Adding</b></p> <p><b>-un</b> (to verbs &amp; adjectives)</p>	<p>Phase 4 Y1, T1, W6</p> <p><b>Contractions</b></p>
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**Common exception words**

said	have	like	so	do	some
come	were	there	little	one	when
out	what				

## (Phase 4 – Blending Phase 2 & 3 GPCs)

Phase 2

s	a	t	p	<u>i</u>	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	<u>ll</u>	ss	

Phase 3

j	v	w	x	y	z	<u>zz</u>	<u>qu</u>	<u>ch</u>
<u>sh</u>	<u>th</u>	ng	ai	<u>ee</u>	<u>igh</u>	<u>oa</u>	<u>oo</u>	<u>ar</u>
or	<u>ur</u>	ow	oi	ear	air	<u>ure</u>	er	

# Terms Two & Three - Phase 5a

## Alternative Phonemes

ay	<u>ou</u>	<u>ie</u>	<u>ea</u>	oy	<u>ir</u>	<u>ue</u>	aw	<u>wh</u>
<u>ph</u>	<u>ew</u>	<u>oe</u>	au	<u>ey</u>	<u>a_e</u>	<u>e_e</u>	<u>i_e</u>	<u>o_e</u>
<u>u_e</u>	<u>nk</u>	tch						

# Term Four- Phase 5b

Alternative pronunciation of graphemes

	a		e	i	o
acorn	fast	was	he	mind	no

u	ow	ie	ea	Er	
unit	put	snow	chief	head	her

	ou		y		
you	could	mould	by	gym	very

ch	c	g	ey		
school	chef	cell	gent	they	

# Terms Five & Six - Phase 5c

## Alternative spelling of phonemes

(Choose which alternative phoneme to use in spelling.)

### Phase 5c Alternative spelling of phonemes

#### Term 5

	<u>ch</u>		<u>m</u>		<u>n</u>
picture	catch	fudge	lamb	gnat	knit

<u>r</u>	<u>s</u>		<u>z</u>	<u>u</u>	<u>y</u>
wrap	listen	house	please	some	happy

<u>y</u>	<u>ear</u>		<u>ar</u>		<u>air</u>
donkey	here	beer	father	half	pear

<u>air</u>		<u>or</u>		<u>ur</u>	
bare	all	four	caught	learn	word

# Terms Five & Six - Phase 5c

## Alternative spelling of phonemes

(Choose which alternative phoneme to use in spelling.)

### Phase 5c Alternative spelling of phonemes continued

#### Term 6

	<small>oo</small>		<small>ai</small>		<small>ee</small>	
could		put	came	sea	these	happy

	<small>ee</small>			<small>igh</small>		<small>oa</small>
chief		key	pie	by	like	low

	<small>oa</small>			<small>(y)oo</small>		<small>oo</small>
toe		bone	cue	tune	stew	clue

	<small>oo</small>			<small>sh</small>		
June		blew	special	station	sugar	chef

## Phase 5 Common Exception Words

oh	their	people	Mr	Mrs
looked	called	asked	water	where
who	again	thought	through	mouse
work	many	laughed	have	because
different	any	eyes	friends	once
please				

# Home Learning

## Maple Class Home Learning

Please practice segmenting and blending these word strips **each week**. During Term 1, we will be revising the phonemes and words covered in Chestnut Class and we do not have any new Common Exception Words for the children to learn. Please **revise the previous phonemes and Common Exception Words** learnt, please see the attached sheet.



Week Beginning 9-9-24	Week Beginning 16-9-24	Week Beginning 23-9-24
Phase 4 Y1, T1, W2 <b>Adding</b> <b>-s &amp; -es</b> <small>(plural nouns &amp; third person marker for verbs)</small>	Phase 4 Y1, T1, W3 <b>Adding</b> <b>-ing</b> <small>(to verbs)</small>	Phase 4 Y1, T1, W4 <b>Adding</b> <b>-ed</b> (to verbs) <b>-er</b> (changing verb to noun)
chairs	jumping	helped
insects	raining	sprinted
foxes	beeping	hunted
churches	wishing	picked
thinks	drinking	started
jumps	prowling	brushed
wishes	floating	helper
buzzes	speeding	waiter
	fighting	surfer
		painter



Week Beginning 30.9.24	Week Beginning 7.10.24	Week Beginning 14.10.24
Phase 4 Y1, T1, W5 <b>Adding</b> <b>-er &amp; -est</b> <small>(to adjectives)</small>	Phase 4 Y1, T1, W6 <b>Adding</b> <b>-un</b> <small>(to verbs &amp; adjectives)</small>	Phase 4 Y1, T1, W7 <b>Contractions</b>
higher	unzip	I'll
quicker	unpack	she'll
fresher	unplug	didn't
tighter	unlock	wasn't
highest	unwell	we're
quickest	unfair	they're
stronger	unclear	he'd
strongest	unhelpful	she'd
shortest		
lightest		

Reading

## Guided (group) reading – All children, once per week.

All children will read a book with the teacher that includes the phonemes they have been taught. The teacher will use this as an opportunity to hear children read individually and also to teach specific reading skills.

## Phonic Reader – Reading book brought home.

Each child will have a **reading book matched** to their phonic reading level. If your child is keeping up with the phonic teaching and is able to recall their learning from that week, they will be given a book that introduces the new phonemes and Common Exception Words. However, if your child is not quite ready for that and needs some consolidation, we will ensure they have a book matched to their current attainment. We will only be sending home **one reading book each week**. The idea is that they **read 4 times and MUST finish the book**. Re-reading texts will help to improve comprehension and fluency. Please **do share other books** at home together.



# Unlocking Letters and Sounds Daily Lesson

<https://www.unlockinglettersandsounds.co.uk/institute/teacher/courseview/6/view>