

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).

Phase 4 Y1, T1, W1 Adding -s & -es (plural nouns & third person marker for verbs)	Phase 4 Y1, T1, W2 Adding -ing (to verbs)	Phase 4 Y1, T1, W3 Adding -ed (to verbs) -er (changing verb to noun)	Phase 4 Y1, T1, W4 Adding -er & -est (to adjectives)	Phase 4 Y1, T1, W5 Adding -un (to verbs & adjectives)	Phase 4 Y1, T1, W6 Contractions
---	---	---	--	---	--

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	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	

Phase 3

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

	/ch/ ch		/m/		/n/
picture	catch	fudge	lamb	gnat	knit

/r/	/s/		/z/	/u/	/i/
wrap	listen	house	please	some	happy

/i/	ear		ar ar		air
donkey	here	beer	father	half	pear

|

air		or		ur ur	
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

oo could		ai put		ee came		ee sea		ee these		ee happy	
----------------------------	--	--------------------------	--	---------------------------	--	--------------------------	--	----------------------------	--	----------------------------	--

ee chief		ee key		igh pie		igh by		oa like		oa low	
----------------------------	--	--------------------------	--	---------------------------	--	--------------------------	--	---------------------------	--	--------------------------	--

oa toe		oa bone		(y)oo cue		(y)oo tune		oo stew		oo clue	
--------------------------	--	---------------------------	--	-----------------------------	--	------------------------------	--	---------------------------	--	---------------------------	--

oo June		oo blew		sh special		sh station		sh sugar		sh 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 Adding -s & -es (plural nouns & third person marker for verbs)	Phase 4 Y1, T1, W3 Adding -ing (to verbs)	Phase 4 Y1, T1, W4 Adding -ed (to verbs) -er (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 Adding -er & -est (to adjectives)	Phase 4 Y1, T1, W6 Adding -un (to verbs & adjectives)	Phase 4 Y1, T1, W7 Contractions
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.

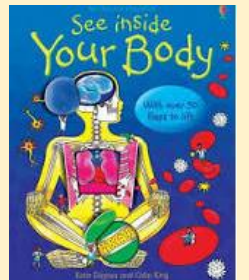
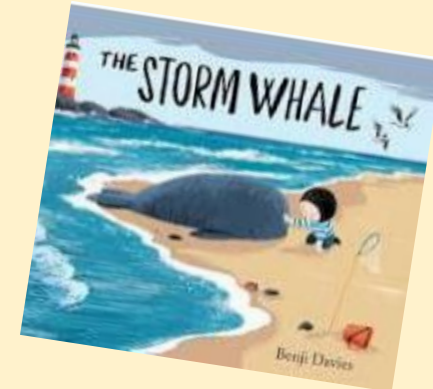
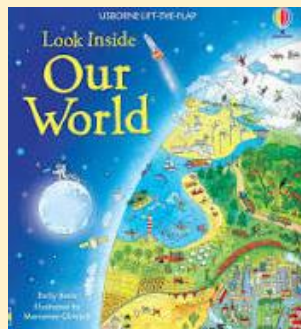
All children will read a book with the teacher that includes the phonemes they have been taught. The teacher will use this as an opportunity to hear children read individually and also to teach specific reading skills.

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.

Sharing Picture Books – Fiction & Non-Fiction books brought home.

These books will be changed weekly and are for you to share with your child. These will be appropriate for bedtime reading and to instil a love of books in your child. Please talk about the pictures, explore the vocabulary, make predictions and ask questions to ensure your child has understood what has been read to them.



Unlocking Letters and Sounds Daily Lesson

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