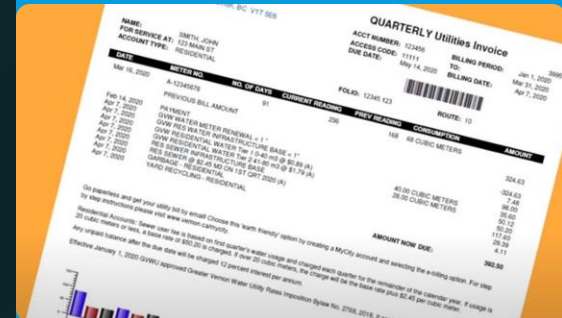
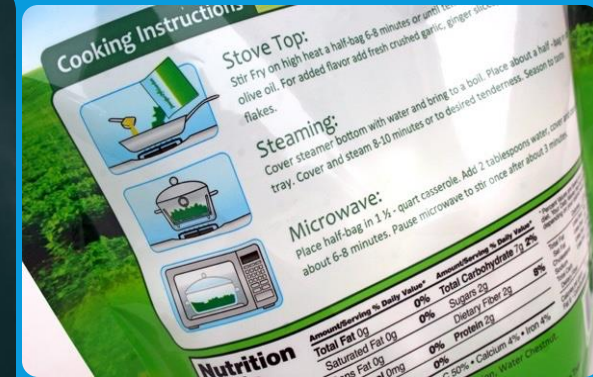


Year 1

Reading and Phonics Workshop



How many times have you already read today?



“Phonics is making connections between the sounds of our spoken words and the letters that are used to write them down.”

— Little Wandle Letters and Sounds

What We'll Cover Today

Part 1 – Phonics in Year 1 (building on Reception, Phase 5, and the Phonics Screening Check)

Part 2 – Reading at school (Bug Club and VIPERS)

Part 3 – Supporting reading at home

Building on What Your Child Already Knows

By the end of Reception, your child will have learned:

- **Pure sounds** – saying each phoneme cleanly, without adding “uh”
- **Blending (“Fred Talk”)** – sounding out a word, then merging the sounds to read it
- **Tricky words** – words that can't yet be fully sounded out, learned by sight
- **Phases 2–4** – the core set of single-letter and simple digraph sounds

In Year 1, we build directly on this: reviewing everything above, then moving into Phase 5 – new spellings for sounds your child already knows.

Phonics Terminology

Word	What it means
Phoneme	The smallest unit of sound in a word
Grapheme	The letter(s) representing a sound
Digraph	Two letters making one sound e.g. sh in sh-i-p
Trigraph	Three letters making one sound e.g. igh in n-igh-t
Split digraph	Two letters making one sound, split by another letter e.g. a-e in c-a-k-e
Blending	Putting sounds together in order to read a word
Segmenting	Breaking a word into its sounds in order to spell

New this year: split digraphs are also called “magic e” or “silent e” words – think a_e, e_e, i_e, o_e, u_e.

Phonics in Year 1

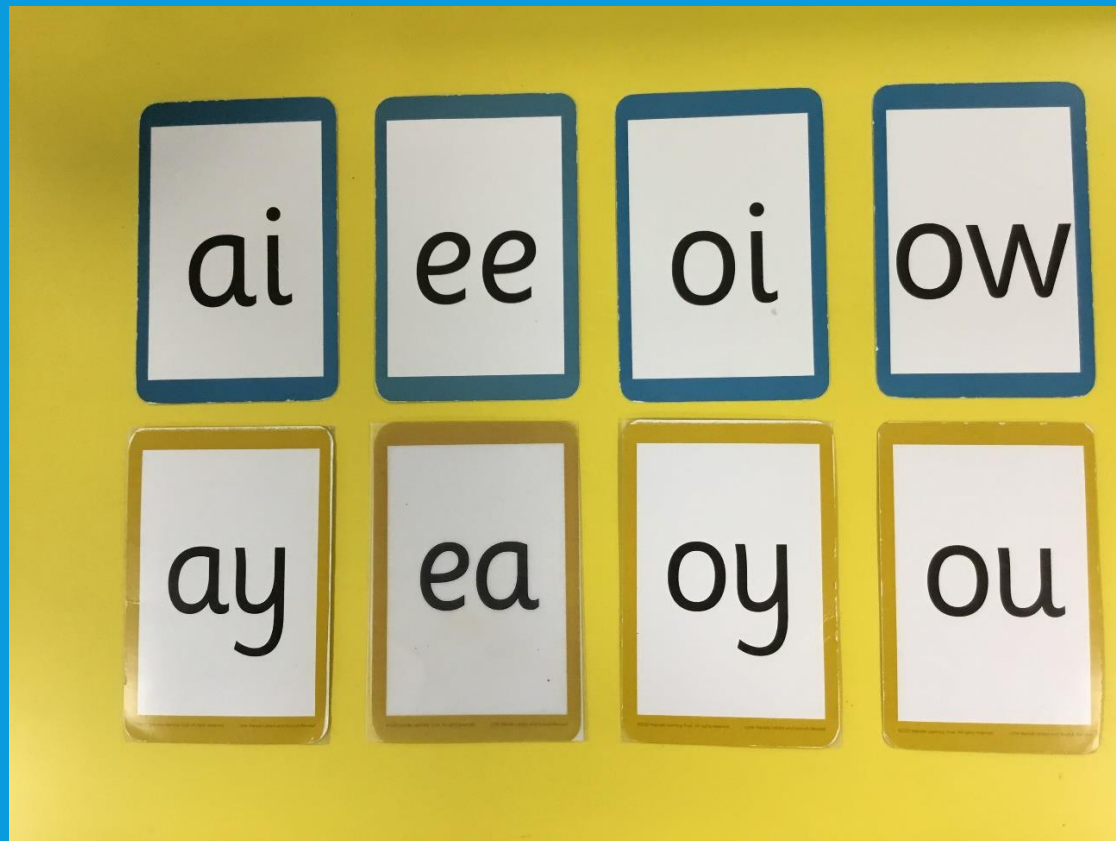
The first few weeks of the Autumn term are spent reviewing everything taught in Reception. We then move on to Phase 5 – alternative spellings of the phonemes your child already knows.

Every phonics session has three parts:

- **Review** – revisiting phonemes (sounds) taught previously
- **Teach** – introducing new phonemes (sounds)
- **Apply** – using the new sounds in sentence reading and spelling

Phase 5: New Graphemes for Known Sounds

Your child already knows these sounds – now they'll learn a new way to write some of them:



Phase 5: One Grapheme, More Than One Sound

Your child will learn that the same letters can sound different in different words:

Grapheme		
ow	snow	how
ie	tie	field
ea	eat	bread
y	fly	happy
o	go	dog

This is why reading practice (not just letter sounds) matters – your child learns which pronunciation fits from the rest of the word.

Grow the Code: Our Grapheme Reference Chart

This is the same chart your child sees in the classroom – a handy reference for every grapheme in Phases 2, 3 and 5:

Grow the code grapheme chart										Phase 2, 3 and 5				
 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h	 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve
 w wh	 x	 y	 z zz s se ze	 qu	 ch tch ture	 sh ch ti ssi ci	 th ng nk	 ng nk	 a	 e ea	 i y	 o a	 u o-e ou	
 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	 yoo ue u u-e ew	 ou u* oul	 ar a* al*	 or aw aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	 zh su si

How Many Phonemes Are in the Following Words?

Words
Clue
Fly
Apple
Cheese
Fruit
wheel

How Many Phonemes Are in the Following Words?

Words	Segmented
Clue	C-l-ue
Fly	F-l-y
Apple	A-pp-le
Cheese	Ch-ee-s-e (z)
Fruit	F-r-ui-t
wheel	Wh-ee-l

Tricky Words in Year 1

What's different from Reception?

In Reception, your child spotted the “tricky bit” in a word. In Year 1, some tricky words are spelled out using letter names, not sounds – because they can't be decoded at all.

Word
Many
Your
Water
Oh
Their

Try this at home:

Say the word, then spell it using letter names – “w-a-t-e-r, water” – rather than trying to sound it out.

Phonics Homework

Here's an example of the weekly phonics home learning sheet your child will bring home:

Little Wandle - Letters and Sounds Year 1 Phonics Home Learning					
Phase 5 - Autumn 1 Week 4 Focus - ay /ai/ ou /ow/ oy /oi/ ea /ee/					
Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/					
Phonemes we will be focusing on this week in school -					
ay	/ai/ play	ou	/ow/ cloud		
oy	/oi/ toy	ea	/ee/ each		
We will be reading and writing words. Can you see this week's focus phonemes?					
day	cloud	each	poud		
toy	may	about	crayon		
found	annoy	spray	heap		
We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?					
May I play with the crayon?					
The thunder booms in the clouds.					
The boy smears crayons on the carpet.					
I like to treat myself and read cartoon.					
We will be practising tricky words. Can you spot the tricky part of the word?					
said	says	you	do	like	little
We will be spelling words. Can you write these words? Can you use the correct phonemes?					
play	sound	joy	treat		

The Year 1 Phonics Screening Check

What is it?

A short, statutory check that all Year 1 children in England take in June. It's done one-to-one with a familiar adult and takes just a few minutes – it isn't timed or stressful for children.

What does it involve?

Your child reads 40 words aloud, in two sets of 20. Some are real words; others are made-up “nonsense” or “alien” words shown next to a picture of a creature – these check that your child can decode using phonics, rather than simply remembering words they've seen before.

What's a pass mark?

The Department for Education sets the expected standard each year. Schools receive individual results over the summer and share them with you.

Helping Your Child With the Check

How you can help at home

- Keep practising real AND made-up words – seeing nonsense words won't be a surprise on the day.
- Remind them it's fine – and expected – that some “words” aren't real. That's the point!
- Keep it relaxed – there's no need to drill or over-prepare. Little and often, as always, works best.
- Carry on with normal reading and phonics practice – it's already the best preparation there is.

If a child doesn't meet the standard

They'll get extra support in Year 2 and retake the check – it's simply information for us to act on, not a judgement on your child.

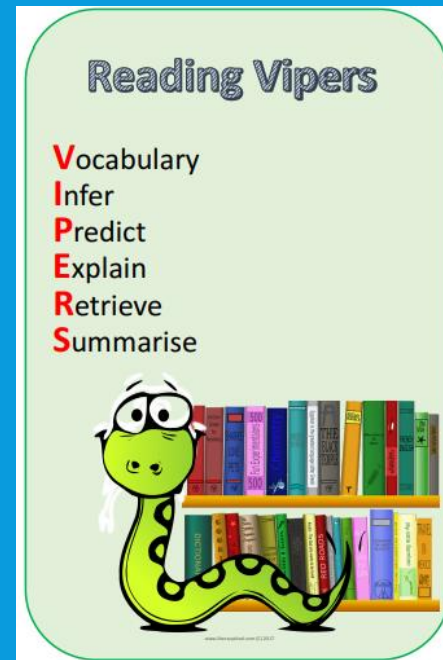
“The hearing of reading is NOT the teaching of reading.”

At The Mead, we want every child to grow as a reader – which is why we've built Bug Club and VIPERS into our curriculum.

Guided Reading & VIPERS

In guided reading sessions, children:

- Listen to a story read aloud
- Learn and rehearse new vocabulary
- Have their comprehension skills challenged throughout
- Explore every question type (see VIPERS →)
- Retell stories in their own words



Reading Requires Two Skills

Word Recognition (Phonics)	Language Comprehension
The ability to recognise words in and out of context, and blend sounds (phonemes) together to read them.	The ability to understand the meaning of words, sentences, ideas and themes in a text.

If a child understands what they hear, they will understand the same information when they read it themselves – which is why both skills matter equally.

Sharing Reading Opportunities With Your Child

It's not just about books! Encourage your child to read anything and everything – menus, signs, packaging, subtitles. This helps them see reading as a tool for everyday life.

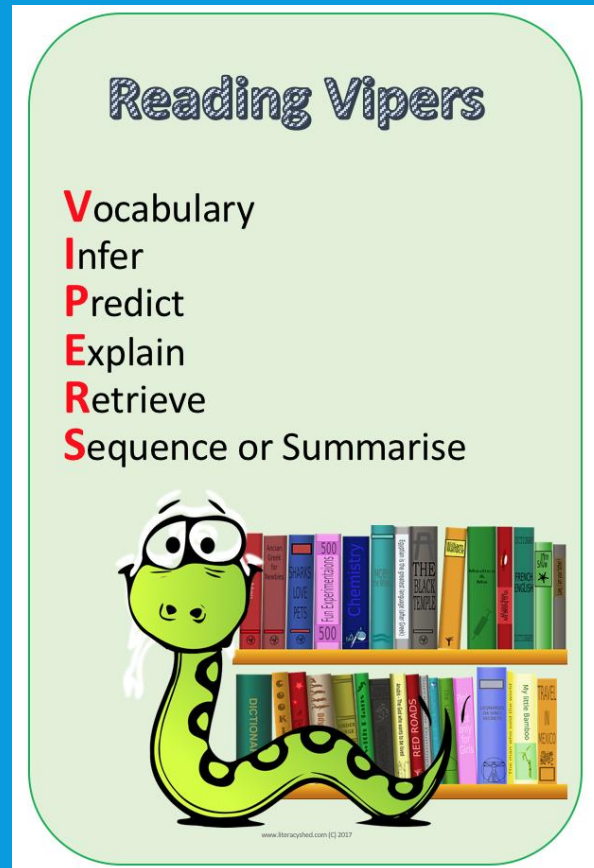
When reading together, encourage them to decode unfamiliar words using their phonic knowledge, then practise blending the sounds together.

Reread familiar, enjoyed books – this builds fluency and confidence, not just new vocabulary.

Remember: if your child hesitates or makes a mistake, they are learning. Give them time before jumping in to help.

Talking About Books: VIPERS Questions

Try these example questions next time you read together:



The Most Important Thing You Can Do Is Read With Your Child

Reading a book and chatting about it had a positive impact a year later on children's ability to:

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills

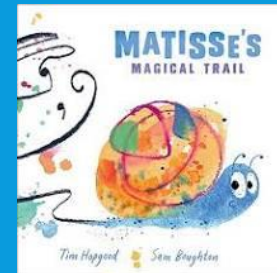
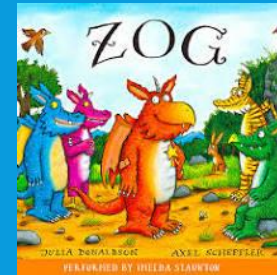
The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

Senechal, M. and Lefevre, J. (2002) Parental involvement in the development of children's reading skills: A five-year longitudinal study.

Reading for Pleasure

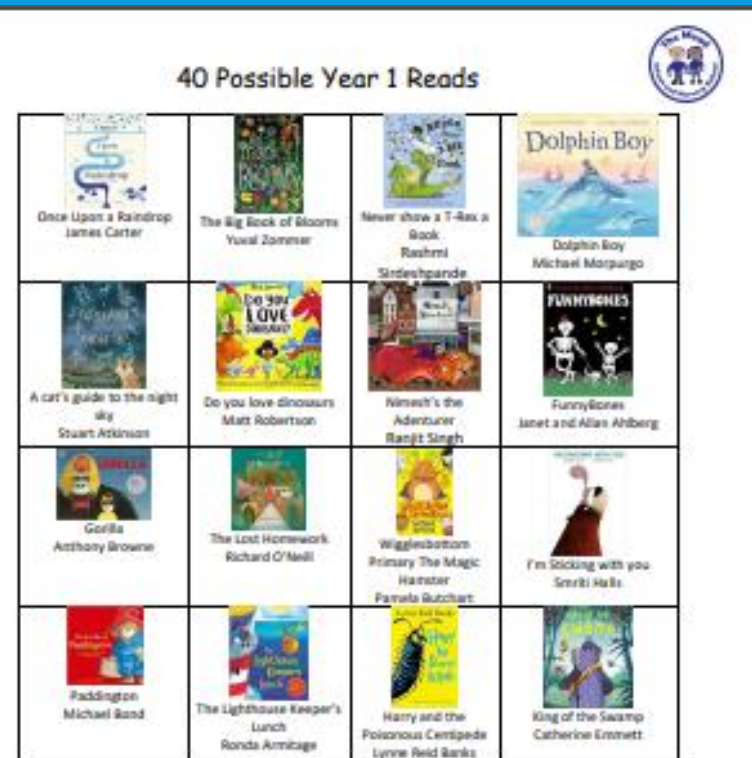
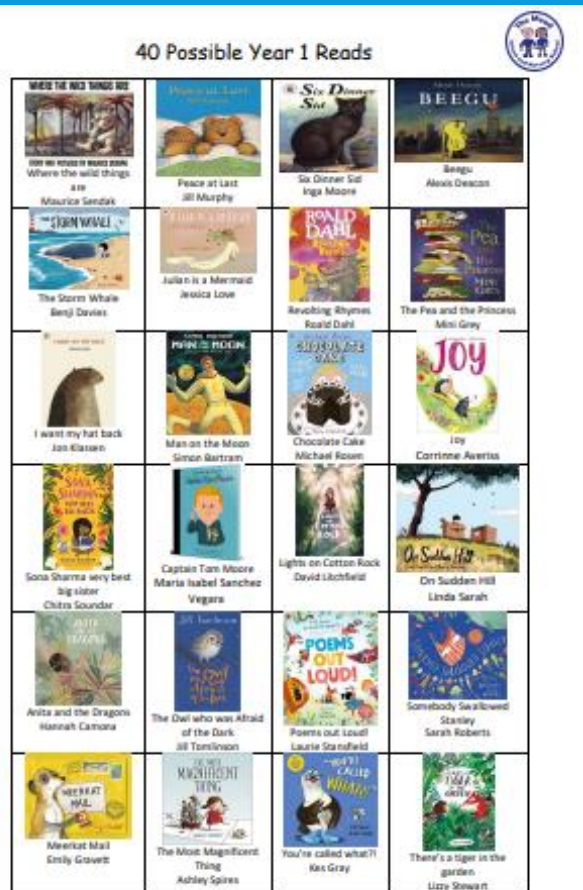
We want our pupils to develop a lifelong love of reading. To encourage this:

- Children choose their own books
- We have a class reading area
- We use quality key texts across our curriculum
- We visit the school library and borrow books
- Children take part in reading events throughout the year



40 Possible Year 1 Reads

A few ideas for books to try at home this year – we'll share the full list after today's session:



We'll email you today's slides, a home resource pack, and links to the video clips we'd normally show in person.

Thank you for joining us today!

Thank you

Questions?

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