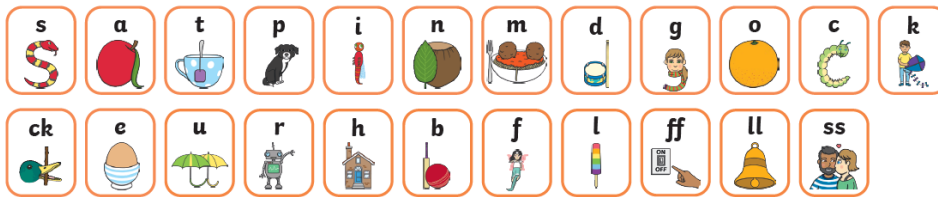


# Year 1 Phonics Meeting

## Level 2 Sounds



## Level 3 Sounds



## Level 5 Sounds



# Year 1 Phonics Meeting



- *Assessment in Year One*
- *Phonics Jargon buster!*
- *How we teach phonics.*
- *What is the phonics screening check?*
- *How you can support your child at home.*





# On-going and end of year assessment in Year One

## Reading

## Writing

## Maths

- *Greater Depth*
- *Expected*
- *Support to reach Expected*
- *Working Towards*
- *ITP (individualised target plan)*

Key Stage One (KS1) Assessments for Parent's Evening

Greater depth	A child who is on track to exceed their age-related expectations. We predict that by the end of KS1 (Year 2) children should achieve all the statements in the 'Working at greater depth' standard.
Expected	A child who is on track to meet their age-related expectations. We predict that by the end of KS1 (Year 2) children should achieve all the statements in the 'Working at the expected standard' standard.
Support to reach Expected	A child who is not yet on track to meet their age-related expectations because they have some gaps in their learning. We predict that by the end of KS1 (Year 2), they should catch up and achieve all the statements in the 'Working at the expected standard' standard, with on-going support from home and school.
Working towards	A child who is not yet on track to meet their age-related expectations as they currently have many gaps in their learning. We predict that by the end of KS1 (Year 2), they should achieve all the statements in the 'Working towards the expected standard' standard. Additional support from school and home is needed.
ITP (individualised target plan)	A child who is not on track to meet their age-related expectations. Their progress is measured in smaller steps and are working at a pre-key stage level with significant support in school. We predict that by the end of KS1 (Year 2), they may achieve some, but not achieve all of the statements in the 'Working towards the expected standard' standard.

The end of Key Stage One (Year 2) standards mentioned above can be found in this Government Guidance by scanning the QR code:



# Reading – Expected Standard

- Can read aloud accurately books that are consistent with their developing phonic knowledge expected in Year One (a Rhino Reader 5C book).
- Develops pleasure in reading by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Understands books they read or hear by correcting inaccurate reading as they read.



# Reading – Expected Standard

## English - Reading

Can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Can read accurately by blending sounds in unfamiliar words.

Can read most year one common exception words (tricky words that cannot be sounded out).

Can read aloud accurately books that are consistent with their developing phonic knowledge expected in Year One (a Rhino Reader 5C book).

Develops pleasure in reading by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Develops pleasure in reading by becoming very familiar with the Year One taught texts.

Understands books they read or hear by checking that the text makes sense to them as they read.

Understands books they read or hear by correcting inaccurate reading as they read.

Understands books they read or hear by discussing the significance of the title and events.

Understands books they read or hear by predicting what might happen on the basis of what has been read so far.

# *Writing – Expected Standard*

- *Is beginning to form lower-case letters in the correct direction, starting and finishing in the right place.*
- *Can spell words containing each of the 40+ phonemes already taught.*
- *Is beginning to punctuate sentences using a capital letter and a full stop.*

# Writing – Expected Standard

## English - Writing

*Is beginning to form lower-case letters in the correct direction, starting and finishing in the right place.*

*Can write and sequence sentences to form short narratives.*

*Can re-read what has been written to check that it makes sense.*

*Can spell words containing each of the 40+ phonemes already taught.*

*Can spell most Year One common exception words (tricky words that cannot be sounded out).*

*Can write from memory simple sentences dictated by the teacher that include words using the grapheme phoneme correspondences and common exception words taught so far.*

*Is beginning to punctuate sentences using a capital letter and a full stop.*



# *Mathematics – Expected Standard*

- *Can partition numbers into tens and ones up to 50.*
- *Can recall, from memory, addition and subtraction facts within 10.*
- *Can count in multiples of twos, fives and tens.*



# Mathematics – Expected Standard

Mathematics
Can count within 100, forwards and backwards, beginning with 0 or one, or from any given number.
Can partition numbers into tens and ones up to 50.
Can recall, from memory, addition and subtraction facts within 10.
Can count, read and write numbers to 100 in digits.
Can count in multiples of twos, fives and tens.
When given a number, can identify one more and one less.
Can represent and use number bonds and related subtraction facts within 20.
Can recognise, find and name a half as one of two equal parts of an object, shape or quantity.
Can solve practical problems for length and height.
Can solve practical problems for mass and weight.
Can solve practical problems for capacity and volume.
Can recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.
Can recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.

# Did You Know...?

*The English language has:*

**26 letters**



**44 sounds**

**over 100 ways to spell those sounds**



*It is one of the most complex languages to learn to read and spell.*



# The 'ay' sound

way

make

fail

great

sleigh

lady

# Jargon Buster!



**phonics** (also known as ‘synthetic phonics’) – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

**phoneme** - Any one of the 44 sounds which make up words in the English language.

**grapheme** – How a phoneme is written down. There can be more than one way to spell a phoneme.



# Jargon Buster!



**digraph** – two letters that make one sound      d **ay**      **ch** i **ck**

**split digraph** – two letters, which work as a pair to make one sound,  
but are separated by a consonant      c **a** k **e**      ch **i** m **e**

**trigraph** – three letters that make one sound      h **ear**      l **igh** t

# Jargon Buster!



**segmenting** – Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f – r – o – g'

**blending** – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'



# What is Phonics in school?



*Reading and writing.*

*Correspondence between sounds and the graphemes*



Guidance

## Choosing a phonics teaching programme

Updated 10 March 2023

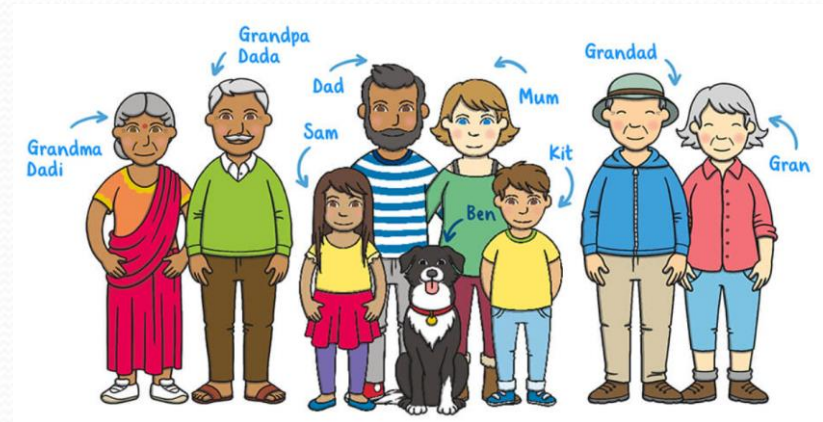
**Applies to England**

*How to pronounce pure sounds - Twinkl Phonics*

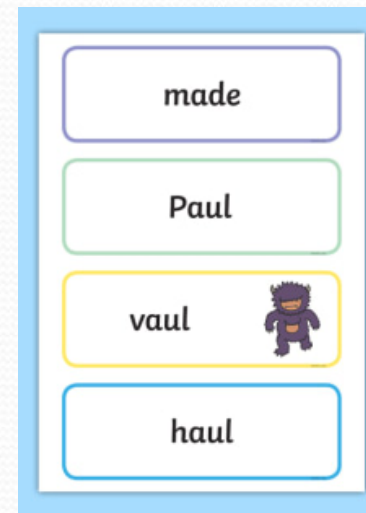
# Twinkl Phonics

## Phonics In Year One

- Children have 30 minutes of streamed daily phonics teaching following the DfE validated Twinkl Phonics Scheme.



- Additional 20 minutes of class phonics 4 times a week.



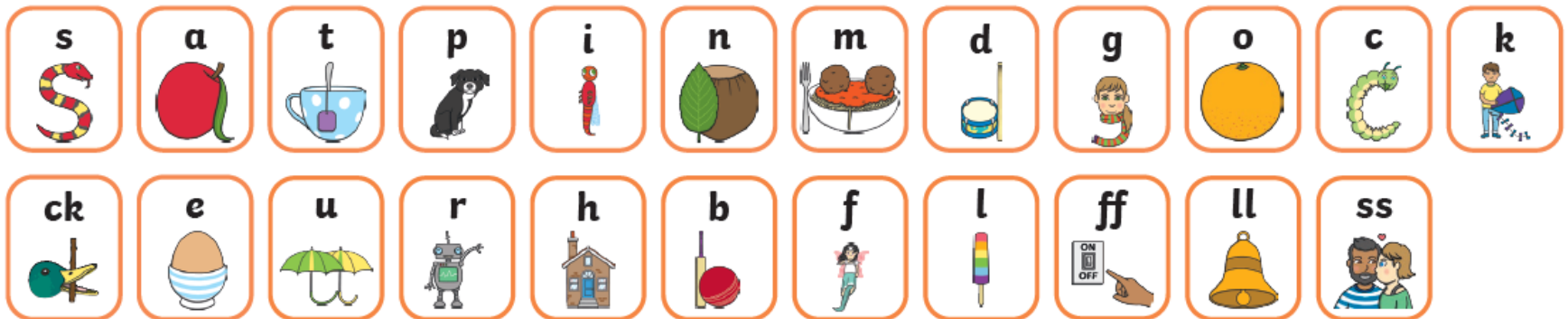


# Twinkl Phonics

Level 1

Level 2

## Level 2 Sounds



# Twinkl Phonics

## Level 3

### Level 3 Sounds




## Level 4



# Twinkl Phonics

## Level 5

**Level 5 Sounds**

<b>ay</b>  pr <u>ay</u>	<b>oy</b>  bo <u>y</u>	<b>ie</b>  ti <u>e</u>	<b>ea</b>  lea <u>f</u>	<b>a_e</b>  ca <u>k</u> e	<b>i_e</b>  slid <u>e</u>	<b>o_e</b>  bo <u>n</u> e	<b>u_e</b>  cu <u>b</u> e	<b>u_e</b>  flut <u>e</u>	<b>e_e</b>  trap <u>e</u> ze	<b>ou</b>  mou <u>th</u>	<b>a</b>  a <u>c</u> orn	<b>e</b>  e <u>q</u> ual
<b>i</b>  li <u>o</u> n	<b>o</b>  ho <u>t</u> el	<b>u</b>  uni <u>c</u> orn	<b>ch</b>  che <u>f</u>	<b>ch</b>  Chri <u>s</u> tmas	<b>ir</b>  gi <u>r</u> l	<b>ue</b>  statu <u>e</u>	<b>ue</b>  glu <u>e</u>	<b>y</b>  sun <u>n</u> y	<b>aw</b>  sa <u>w</u>	<b>au</b>  autu <u>m</u> n	<b>ow</b>  windo <u>w</u>	<b>oe</b>  to <u>e</u>
<b>wh</b>  wh <u>e</u> el	<b>c</b>  ci <u>t</u> y	<b>g</b>  ge <u>m</u>	<b>ph</b>  dol <u>ph</u> in	<b>ea</b>  brea <u>d</u>	<b>ie</b>  shie <u>l</u> d	<b>tch</b>  wit <u>ch</u>	<b>are</b>  ba <u>r</u> e	<b>ear</b>  pea <u>r</u>	<b>ore</b>  co <u>r</u> e	<b>ew</b>  scre <u>w</u>	<b>ew</b>  ste <u>w</u>	

Twinkl Phonics Level 5 GPCs: Pure Sounds, Actions and Mnemonics  
([youtube.com](https://www.youtube.com/watch?v=8vXqYqYqYq))

# *Segmenting and blending*

*shop*

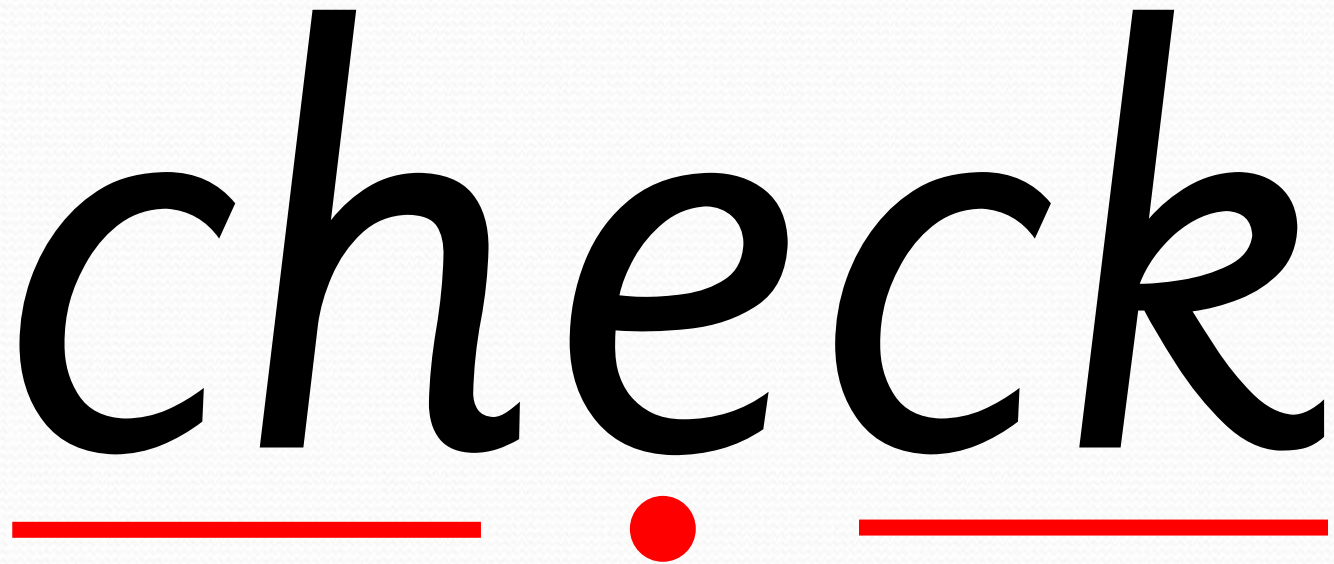


The word 'shop' is written in a black, cursive-style font. A red horizontal line is positioned under the 'sh' segment. Two red dots are placed below the word: one under the 'o' and one under the 'p', indicating the points where the segments are blended together.



# *Segmenting and blending*

*check*



The word "check" is written in a large, black, cursive font. It is segmented into three parts: "ch", "e", and "ck". Each part is underlined with a red line. A red dot is placed between the "ch" and "e" segments, and another red dot is placed between the "e" and "ck" segments.

# *Segmenting and blending*

*straw*




The word 'straw' is written in a large, black, cursive font. Below the letters 's', 't', and 'r', there are three red dots. Below the letters 'a' and 'w', there is a red horizontal line. This diagram likely represents the segmentation of the word into syllables (str-aw) or the blending of the sounds.



# *Segmenting and blending*

*bone*



The word 'bone' is written in a large, black, cursive font. Below the word, there are two red dots under the 'b' and 'n' respectively. A red curved line connects the bottom of the 'o' to the bottom of the 'e', indicating the blending of the vowels.

# Tricky/Common Exception Words

**Level 2 Tricky Words**

I the go

no to



**Tricky Words**


he my we

me be

was all you

they she

here are



**Level 4 Tricky Words**

said have like so

do some come

little one

there were what

out when



**Level 5 Common Exception Words**

said so	have like	some come	were there	little one
do when	what could	should would	want their	Mr Mrs
love your	people looked	asked called	water where	who why
thought through	work house	many laughed	because different	any eye
friend also	once please	live coming	Monday Tuesday	Wednesday brother
more before	January February	April July	scissors castle	beautiful treasure

**Level 6 Common Exception Words**

door floor	bought favourite	autumn gone	know colour	other does	talk two
four eight	world work	poor great	break steak	busy clothes	whole listen
build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue
group country	heart dangerous	special enough	aunt father	prove improve	hour move
sure sugar	half quarter	straight touch	caught daughter	journey area	heard early



# Reading in school

*Children read in school every day!*

- Reading time during both daily phonics sessions
- Reading across the curriculum

*Timetabled 1:1 reading time fortnightly*

- Child reads a Rhino Reader Book
- Matched reading book sent home



# The Phonics Screening Check

- During June, every Year 1 child in the country will be taking a statutory phonics screening check.
- It must take place in school between **Monday 9<sup>th</sup> to Friday 13<sup>th</sup> June 2025.**
- The check is very similar to tasks the children already complete during phonic lessons and has been designed so that children of all abilities will be able to take part.
- The focus of the check is to provide evidence of children's decoding and blending skills, not to test their quick recall of words.



# The Phonics Screening Check

- Children will be told if the word is a real or 'alien' word. The pseudo word will be put into context by having a corresponding alien image. The children will be asked to read the alien's name or alien word.
- Children are taught to read the word by breaking the graphemes into sounds (phonemes) that they then blend to read the word e.g. s-t-a-r-t = start
- Children draw sound buttons!

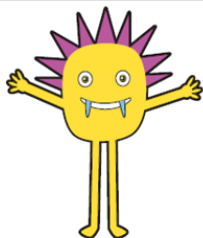
*straw*



# The Phonics Screening Check

- The check will consist of 40 words, that include 20 real words and 20 non-words (alien/pseudo words)

sut



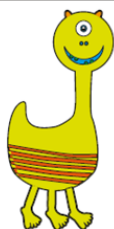
plug

yad



sweep

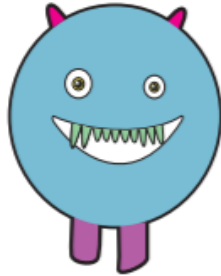
dop



soft

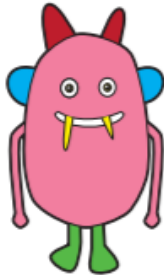


meast



modern

waib



saucers

zome



charming


# The Phonics Screening Check


- *The children will complete the check one to one in a quiet area of the school.*
- *We are not permitted to indicate to the children whether they have correctly sounded out and or blended the word.*
- *There is no time limit, and the check is designed not to be stressful for the children.*

[http://www.youtube.com/watch?v=IPJ\\_ZEBh1Bk](http://www.youtube.com/watch?v=IPJ_ZEBh1Bk)





- 
- *Children will be scored against a national standard (32/40 pass rate last year, but this may change).*
  - *The results of each check will be sent to the Local Authority who then submit the results to the Department for Education.*
  - *In July, we will inform you of your child's score and whether they have achieved the national standard for reading.*

- 
- *Children's reading develops at different rates and if your child does not achieve the national standard, further support will be implemented this year and going into Year 2.*
  - *Re-takes of the screening check for these children will take place in Year 2.*



# *How can you help?*

- *Revise the Level 2, 3 and 5 graphemes and tricky words at home with your child using the phonic reading records.*
- *Continue to read your child's banded book to support their phonic development – little and often!*

# *How can you help?*

- *Practise reading real and nonsense words.*
- *Help your child to use their phonic knowledge to ‘make up’ pseudo (nonsense) words using single letters, digraphs and trigraphs.*
- *Use online games on the websites to read real and pseudo words encouraging your child to say the sounds aloud and then blend them together to read the word.*



# *Don't forget!*

- *Read favourite books*
- *Talk about what you read*
- *Listen to stories*
- *Range of texts – Fiction, Non-Fiction, Comics and Poems*



# *Don't forget!*

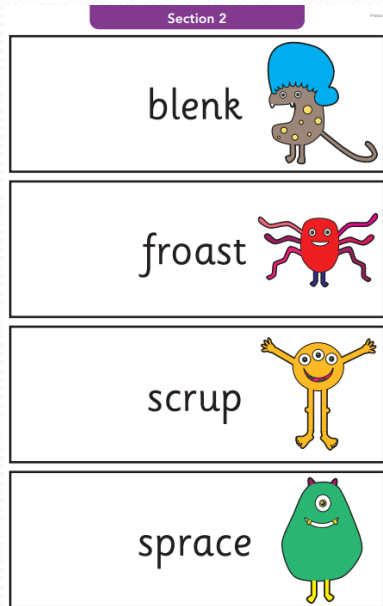
- *Model model model!!!!*

*My turn your turn*

- *Segmenting and blending*
- *Tricky words*
- *Making mistakes and self correcting*



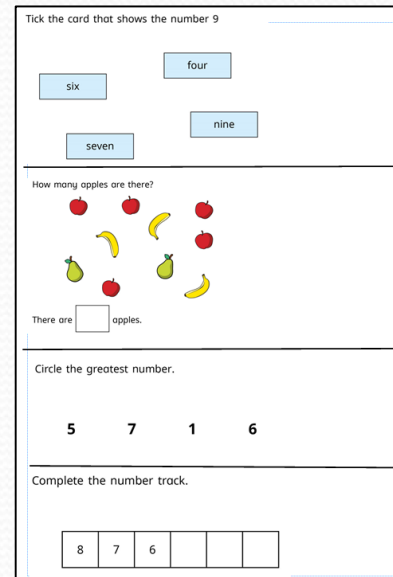
# Resources to look at



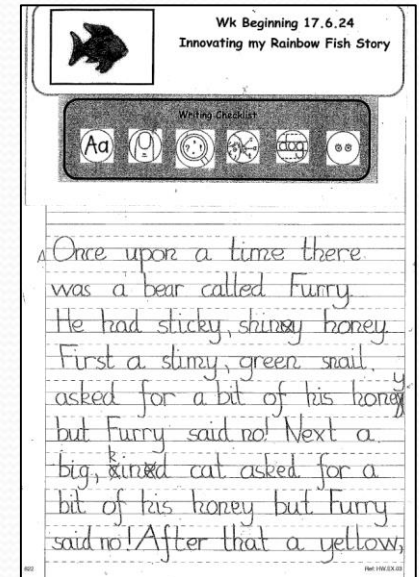
Past Phonics  
Screening Check  
Assessments



End of Year One  
expected standard  
books.



Year One end of  
block Maths  
Quizzes



End of Year One  
Expected  
Standard Writing  
examples




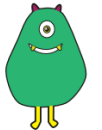
*Any questions?*





# Thank you for listening!

Section 2

blenk	
froast	
scrup	
sprace	

Past Phonics  
Screening Check  
Assessments




End of Year One  
expected standard  
books.

Tick the card that shows the number 9

six	four
seven	nine

How many apples are there?



There are  apples.

Circle the greatest number.

5    7    1    6

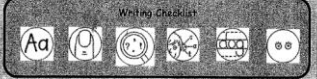
Complete the number track.

8	7	6			
---	---	---	--	--	--

Year One end of  
block Maths  
Quizzes

Wk Beginning 17.6.24  
Innovating my Rainbow Fish Story

Writing Checklist



Once upon a time there was a bear called Furry. He had sticky, shiny honey. First a slimy, green snail asked for a bit of his honey but Furry said no! Next a big, kind cat asked for a bit of his honey but Furry said no! After that a yellow,

End of Year One  
Expected  
Standard Writing  
examples



*Thank you for listening!*