






Phase 3

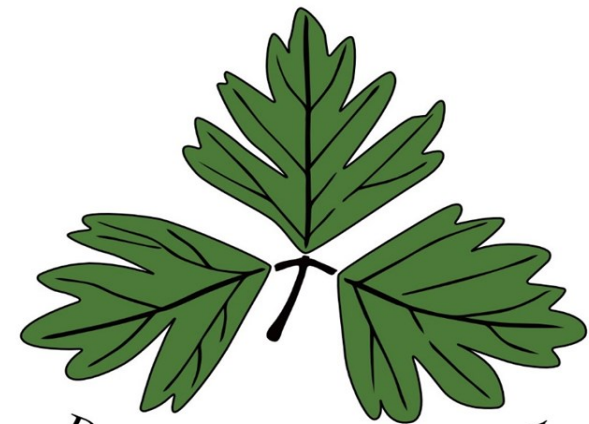


Phase 5

How to help at home

-  Practise phonics every day.
-  Help your child to use phonics to read unknown words.
-  Help your child to write the graphemes and a range of CVC/CVCC words.
-  Help your child to recognise and spell the tricky troll words.
-  Encourage your child to write their own sentences.

# Parents' guide to Phonics in Year 1



Badbury Park Primary

## Phonics in school

We follow Story Time Phonics underpinned by Twinkl Phonics and lessons are taught in the morning for around 20 minutes, however phonics is interwoven into everything that we teach in the school day. The children are introduced to the 'Phonic Fairy' who weaves her magic and brings story books to life. The stories are linked to a sound and each day the children discover the special bag, along with a sprinkling of fairy dust, that has been left for them from their fairy friend. In Year 2, the children explore spelling rules through purpose written texts.

In a Story Time Phonics lesson, the children watch as the stories are brought to life in both story telling and via a special video message from the Phonic Fairy. Following this, the children take part in application activities, they use their sounds and tricky words to read and write words and sentences. In Twinkl Phonics, the children share a story and practise their phonic skills for a variety of purposes throughout the story.

### Terminology that you need to know.

**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. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

**Digraph**—two letters that make one sound— ai .

**Trigraph**—3 letters that make one sound— igh.

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

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

Throughout last year (in the EYFS), the children have had the opportunity to learn Phase 2 and 3 sounds and begin to use and apply them, developing their segmenting and blending skills to read and spell CCVC and CVCC words such as 'chip' and 'ring' within Phase 4. The children also explored some Phase 5 sounds towards the end of the year, if they were ready. In year 1, the children have secured Phase 2, 3, 4 and 5. Following phase 5, the have begun to look at spelling rules.

The children still need lots of practise with the sounds that they have learnt, we call this 'revisiting and reviewing'. Please see the reminder below. In Year 1, they need to be able to use Phase 5 sounds confidently in order to read and write. In Year 2, they need to be able to use Phase 5 sounds confidently as well as Phase 6 spelling rules. We will send home sound mats and further information in the coming weeks so that you know how to support your child at home.

### Tricky Troll words

The children need to be able to read and spell the Tricky Troll words from each phase. Please see the words below.

#### Phase 2 Tricky Troll words

I, to, the, no, go, into

#### Phase 3 Tricky Troll words

he, she, we, me, be, was, you, they, all, are, my, her

#### Phase 4 Tricky Troll words

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

#### Phase 5 Tricky Troll words

oh, mrs, people, their, called, Mr, looked, asked, could

