

Welcome! 😊

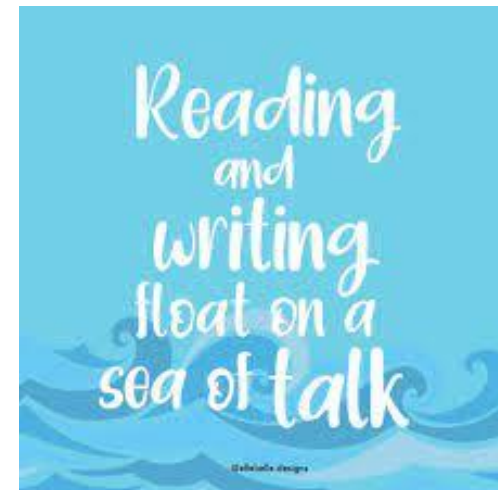


Help yourself to refreshments



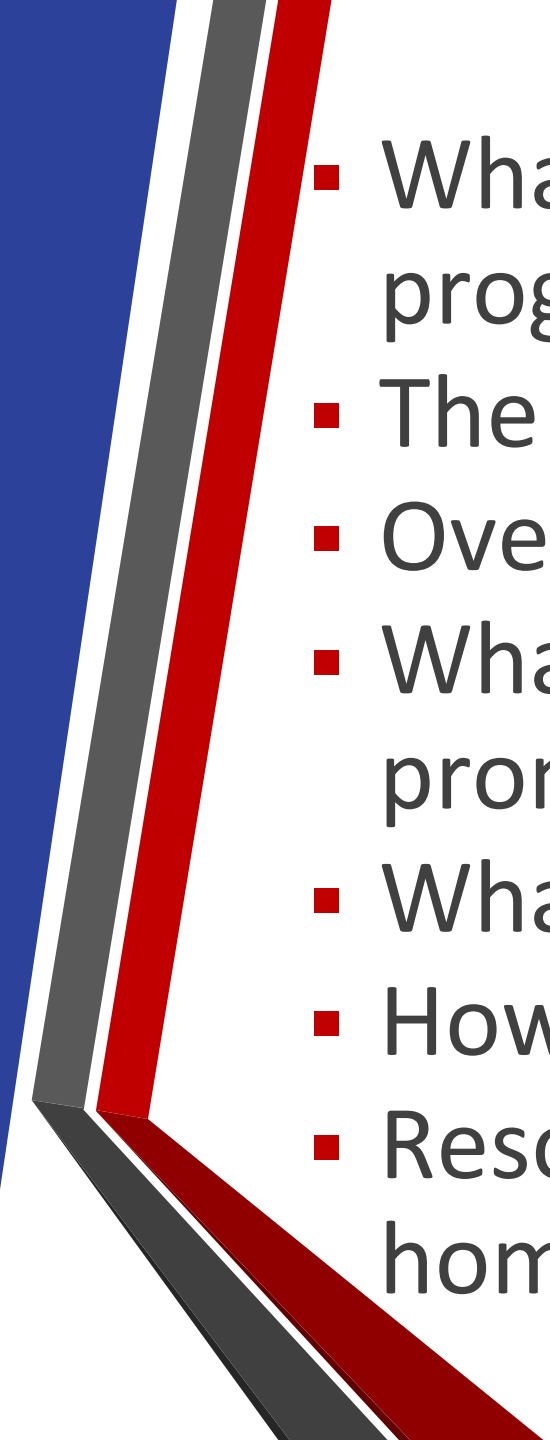
SPARKEN HILL
ACADEMY

Phonics and reading in Key Stage One



**NO PHOTOS
OR VIDEO
ALLOWED**

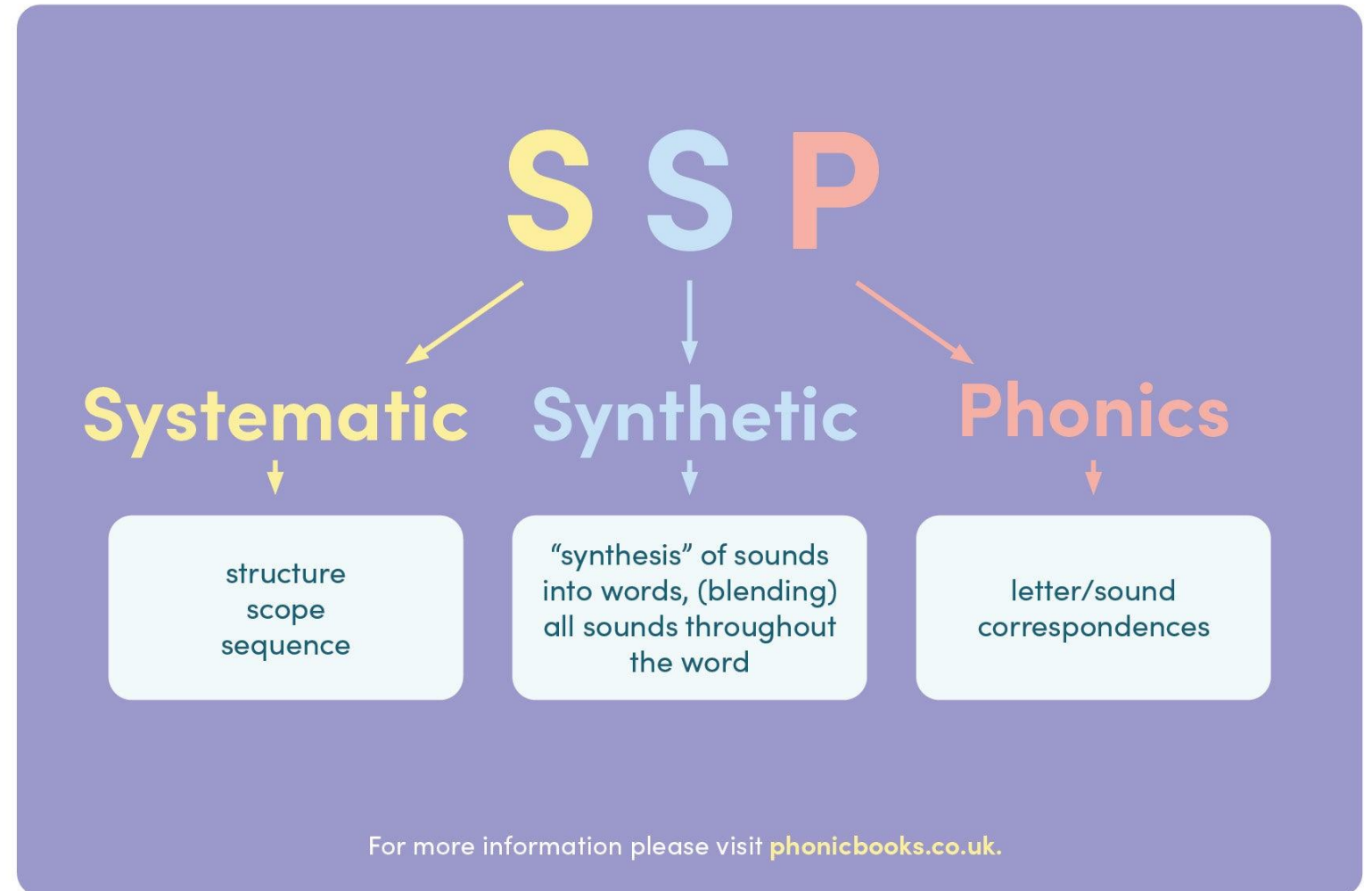


- 
- What is an SSP/phonics? What phonics programme do we use in school?
 - The link between speaking, listening and phonics
 - Overview of phonics learning by phase/Year group
 - What is the correct terminology to use? How do I pronounce the phonemes?
 - What skills do children learn in phonics?
 - How do we use phonics to read?
 - Resources to support speaking and reading at home

Our phonics programme



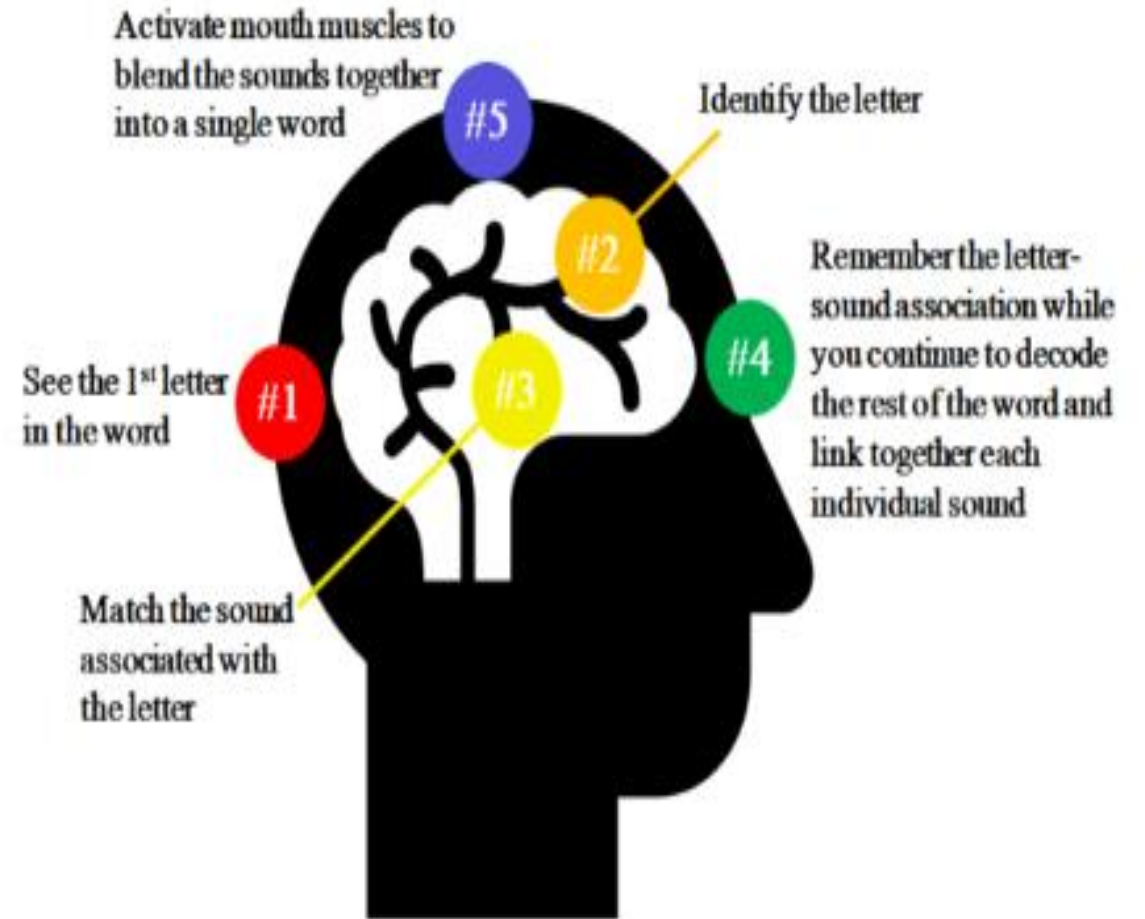
**Bug Club
Phonics**



Phonics involves the skill of matching the sounds of spoken English (phonemes) with individual letters or groups of letters (graphemes).

The English language has a great inconsistency between grapheme and phoneme relationships. The adoption of words from various languages, has lead to a system with many exceptions to spelling rules and ambiguity in letter-sound correspondence, requiring readers to rely more on word-specific patterns and less on simple letter-by-letter decoding

The sound *k* is spelt as c, k, ck



Why is language so important?

Developmental Milestones

3 months
Cooing & gurgling

6 months
Babbling

12 months
First words

18 months
Knows 5 to 40 words

2 years
150-300 words, 2-3 word sentences

3 years
900-1,000 words, asks short questions

5 years
Identifies letters, creates longer sentences

4 years
2,000 words, 5+ word sentences

Reading
and
writing
float on a
sea of talk



LANGUAGE COMPREHENSION

Background Knowledge
Vocabulary
Language Structures
Verbal Reasoning
Literacy Knowledge

WORD RECOGNITION

Phonological Awareness
Decoding
Sight Recognition

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

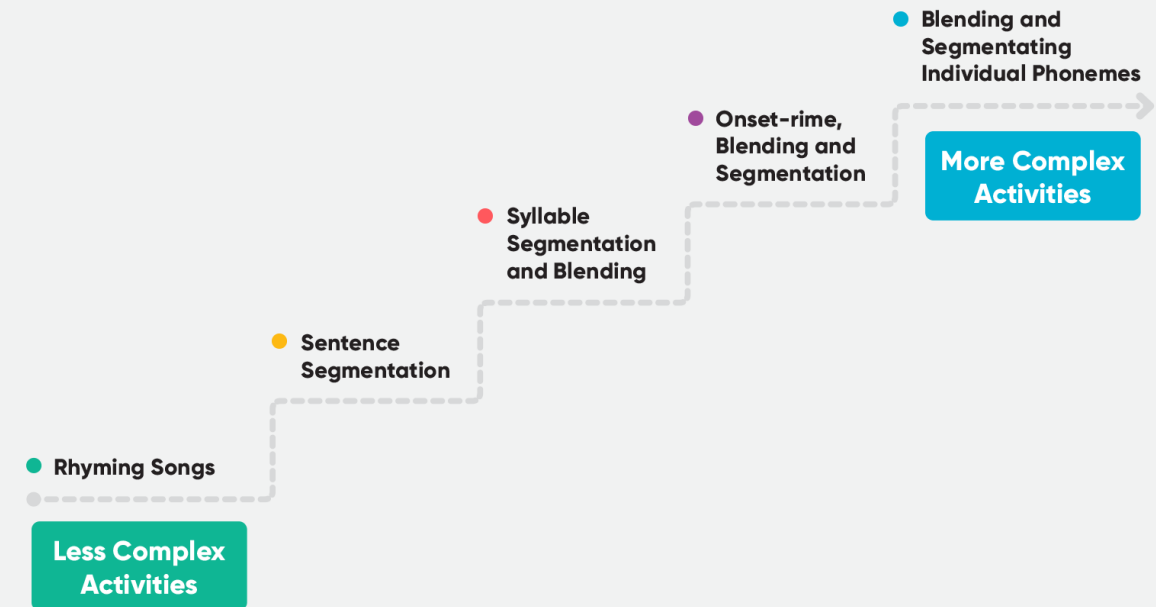
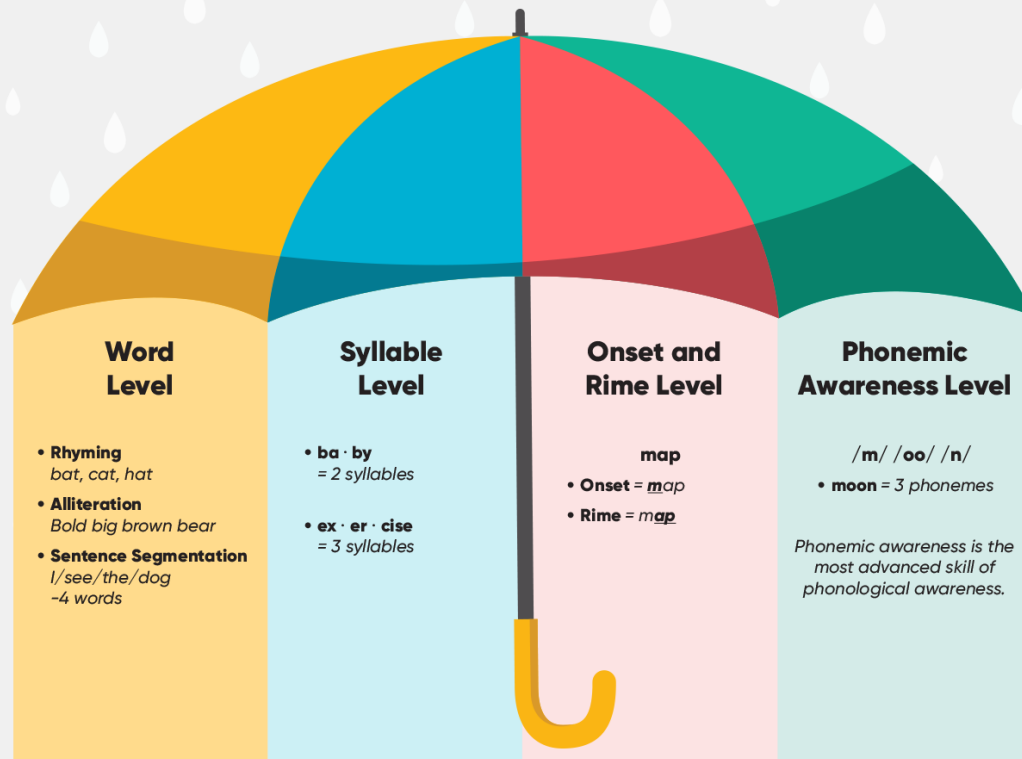
Language skill development, practice, and life experience help a child weave language comprehension more strategically.

With practice, word recognition becomes more automatic, until it's effortless and unconscious.



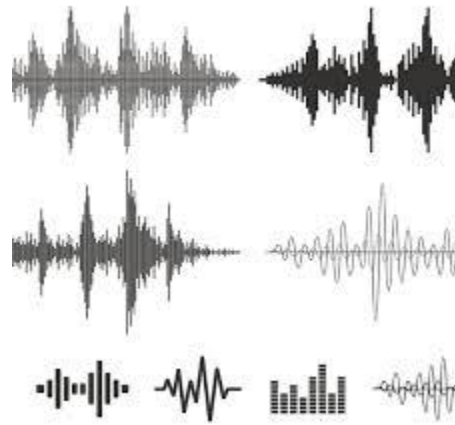
Phonological Awareness

Phonological awareness is “the ability to perceive and manipulate sounds. Phonological awareness includes four levels of sound: word awareness, syllable awareness, onset-rime awareness, and phoneme awareness” (Cunningham & Zibulsky, 2014, p. 446).



Five levels of skills and understanding make up phonological awareness. David Chard and Shirley Dickson (1999)





Phonics for children who are working on phase 1

Phase 1 phonics
Pre-Phonics skills,
divided into seven
aspects, supporting
phonological
awareness
development

- Environmental Sound discrimination
- Instrumental Sound discrimination
- Body Percussion Sound discrimination
 - Rhythm & Rhyme
 - Alliteration
 - Voice Sounds
- Oral Blending & Segmenting

Tuning into sounds

Talking about sounds

**Listening and remembering
to sounds**




 I'm going to make a Silly Soup,
 I'm making soup that's silly!
 I'm going to put it in the fridge,
 to make it nice and chilly!











If I put in ... 

You put in ... 



How can I help my child at home with phase 1 phonics?



Environmental sounds

Listening for sounds
Listen to some sounds from nursery rhymes e.g. a lamb (Mary had a little lamb), rain (Incy Wincy), ducks quacking (five little ducks), road noise (wheels on the bus). See if children can identify the sound.

Old MacDonald I spy...
Play sound I Spy.
"I spy with my little eye something that makes the sound moooo"

Body Percussion

Head, Shoulders...
How many sounds can you make with the body parts mentioned? E.g. clap, click, stomp, tap knees, etc.

Oral Segmenting and blending

Simon Says- linked to Head, Shoulders
Play Simon says but talk the words in sound talk e.g. touch your f-ee-t, do a big j-u-m-p etc.

I went to Old Macdonald's farm..
Say I went to the farm and I saw (sound talk the animal instead of saying) e.g. c-ow, p-i-g etc. Child to list animals seen. Can they sound talk some animals?

Initial sounds and Alliteration

Sound Bag
Put objects into a bag linked to a nursery rhyme e.g. Old MacDonald- cow, cat, dog, donkey, horse etc. Each time you draw out an object encourage child to say c-c-c-cat etc.

I spy
Play Nursery Rhyme I spy. Put pics of nursery rhyme characters up- I spy a character starting with "hhh"- Humpty.

Voice Sounds

Sing
Sing Nursery Rhymes and encourage children to match pitch and rhythm. Highlight the words which rhyme.

What reading looks like for phase 1 learners



Phase 2,3 & 4 (F2)



Unit 1 s sit	Unit 1 a at	Unit 1 t tin	Unit 1 p tap	Unit 2 i it	Unit 2 n pin	Unit 2 m am	Unit 2 d dog
Unit 3 g tag	Unit 3 o top	Unit 3 c cat	Unit 3 k kid	Unit 4 ck sock	Unit 4 e pet	Unit 4 u duck	Unit 4 r run
Unit 5 h hot	Unit 5 b back	Unit 5 f fog	Unit 5 ff puff	Unit 5 l lid	Unit 5 ll hill	Unit 5 ss kiss	

Phase 2: Unit 1-Unit 5



Phonics for children who are working on phase 2-4

Unit 6 j jam	Unit 6 v van	Unit 6 w wig	Unit 6 x fox	Unit 7 y yes	Unit 7 z zip	Unit 7 zz buzz	Unit 7 qu quick
Unit 8 ch chick	Unit 8 sh shop	Unit 8 th this	Unit 8 ng sing	Unit 9 ai rain	Unit 9 ee sheep	Unit 9 igh night	Unit 9 oa boat
Unit 9 oo (long) moon	Unit 9 oo (short) book	Unit 10 ar shark	Unit 10 or fork	Unit 10 ur burn	Unit 10 ow cow	Unit 10 oi coin	Unit 11 ear hear
Unit 11 air chair	Unit 11 ure pure	Unit 11 er her					

Phase 3: Unit 6-Unit 11



st nest	nd hand	mp lamp	nt tent	nk ink	ft gift	sk tusk	lt belt
lp help	lf shelf	lk milk	pt script	xt text	tr tree	dr drawing	gr grandpa
cr crab	br brush	fr frog	bl blackberry	fl flag	gl glasses	pl plane	cl clown

Phonics for children in Y1 who are working on phase 5

Unit 6 j jam	Unit 6 v van	Unit 6 w wig	Unit 6 x fox	Unit 7 y yes	Unit 7 z zip	Unit 7 zz buzz	Unit 7 qu quick
Unit 8 ch chick	Unit 8 sh shop	Unit 8 th this	Unit 8 ng sing	Unit 9 ai rain	Unit 9 ee sheep	Unit 9 igh night	Unit 9 oa boat
Unit 9 oo (long) moon	Unit 9 oo (short) book	Unit 10 ar shark	Unit 10 or fork	Unit 10 ur burn	Unit 10 ow cow	Unit 10 oi coin	Unit 11 ear hear
Unit 11 air chair	Unit 11 ure pure	Unit 11 er her					

Autumn term - recap phase
3

Phase 3: Unit 6-Unit 11



wh 	ph 	ay 	a-e 	eigh 	ey 	ei 	ea 	e-e 	ie 	ey 	y 	
ie 	i-e 	y 	i 	ow 	o-e 	o 	oe 	ew 	ue 	u-e 	u 	oul 
aw 	au 	al 	ir 	ear 	ou 	oy 	ere 	eer 	are 	ear 	ch 	
c(e) 	c(i) 	c(y) 	sc 	st(l) 	se 	se 	g(e) 	g(i) 	g(y) 	dge 	le 	mb 
kn 	gn 	wr 	tch 	c(ial) 	c(ian) 	ss(ion) 	t(ion) 	ch 	ea 	s(ion) 	s(ure) 	s(ual) 
(w)a 	o 											

Unit 8 ch chick	Unit 8 sh shop	Unit 8 th this	Unit 8 ng sing	Unit 9 ai rain	Unit 9 ee sheep	Unit 9 igh night	Unit 9 oa boat
Unit 9 oo (long) moon	Unit 9 oo (short) book	Unit 10 ar shark	Unit 10 or fork	Unit 10 ur burn	Unit 10 ow cow	Unit 10 oi coin	Unit 11 ear hear
Unit 11 air chair	Unit 11 ure pure	Unit 11 er her					

Phase 3: Unit 6-Unit 11



Phonics for children in Y2 who have completed phonics and who are working on phase 6



Medium Term Plan - Stage 2

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where 'dge' makes a /j/ sound	Step 7: Words where 'wr' makes a /r/ sound at the beginning of words	Step 13: Words where 'y' makes an /igh/ sound	Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Step 25: Words where the digraph 'ey' makes an /ee/ sound	Step 31: Words that are homophones
Words	badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote	cry, fly, dry, try, reply, July, shy, spy, sky, why	nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest	key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney	there, their, here, hear, see, sea, too, two, blue, blew
Objective	Step 2: Words where 'ge' makes a /j/ sound	Step 8: Words ending in 'le'	Step 14: Words where '-es' is added to words ending in 'y'	Step 20: Words where '-ing' is added to single syllable words	Step 26: Words where 'a' makes an /o/ sound	Step 32: Words that are homophones or near homophones
Words	change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle	tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries	patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping	want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash	quiet, quite, bare, bear, sun, son, be, bee, night, knight
Objective	Step 3: Words where 'g' makes a /j/ sound	Step 9: Words ending in 'el'	Step 15: Words where '-ed' is added to words ending in 'y'	Step 21: Words where '-ed' is added to single syllable words	Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound	Step 33: Words ending in '-tion'
Words	gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle	camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel	copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied	patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged	word, work, worm, world, worth, warm, war, towards, warn, warned	station, fiction, motion, nation, education, action, injection, caption, fraction, competition
Objective	Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Step 10: Words ending in 'al'	Step 16: Words where '-er' and '-est' are added to words ending in 'y'	Step 22: Words where 'a' makes an /or/ sound	Step 28: Words where 'si' and 's' makes an /zh/ sound	Step 34: Words with an apostrophe for contraction
Words	race, ice, cell, city, fancy, lace, space, circle, circus, rice	metal, petal, capital, hospital, animal, equal, final, pedal, local, magical	happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest	all, ball, walk, call, talk, always, fall, small, also, bald	television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual	can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd
Objective	Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Step 11: Words ending in 'il'	Step 17: Words where '-ing' is added to words ending in 'e'	Step 23: Words where 'o' makes an /u/ sound	Step 29: Words ending in '-ment' and '-ness'	Step 35: Words with an apostrophe for possession
Words	knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil	hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring	other, mother, brother, nothing, cover, money, some, dozen, wonder, done	payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness	Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words ending in '-ful', '-less' and '-ly'	Step 36: Challenge Words
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, old, cold, hold, gold, told	every, everybody, even, great, break, steak, pretty, beautiful, after, fast	last, past, father, class, grass, pass, plant, path, bath, rather	careful, playful, thankful, helpful, boldly, gladly, happily, easily, hopeless, spotless	whole, any, many, clothes, busy, people, water, again, half, hour

Grapheme

a written sound
e.g. **a**, **l**, **sh**, **air**, **ck**

Phoneme

a single sound - can be
made using more than
one letter
e.g. **s**, **k**, **z**, **oo**, **ph**👑

Split Digraph

2 letters, which work as a
pair to make one sound, but
are separated within the word
e.g. **a-e**, **e-e**, **i-e**, **o-e**, **u-e**

Digraph

2 letters that make a
single sound
e.g. **ee**, **oa**, **ea**, **ch**, **ay**

Trigraph

3 letters that make a
single sound
e.g. **ear**, **air**, **igh**, **dge**, **tch**

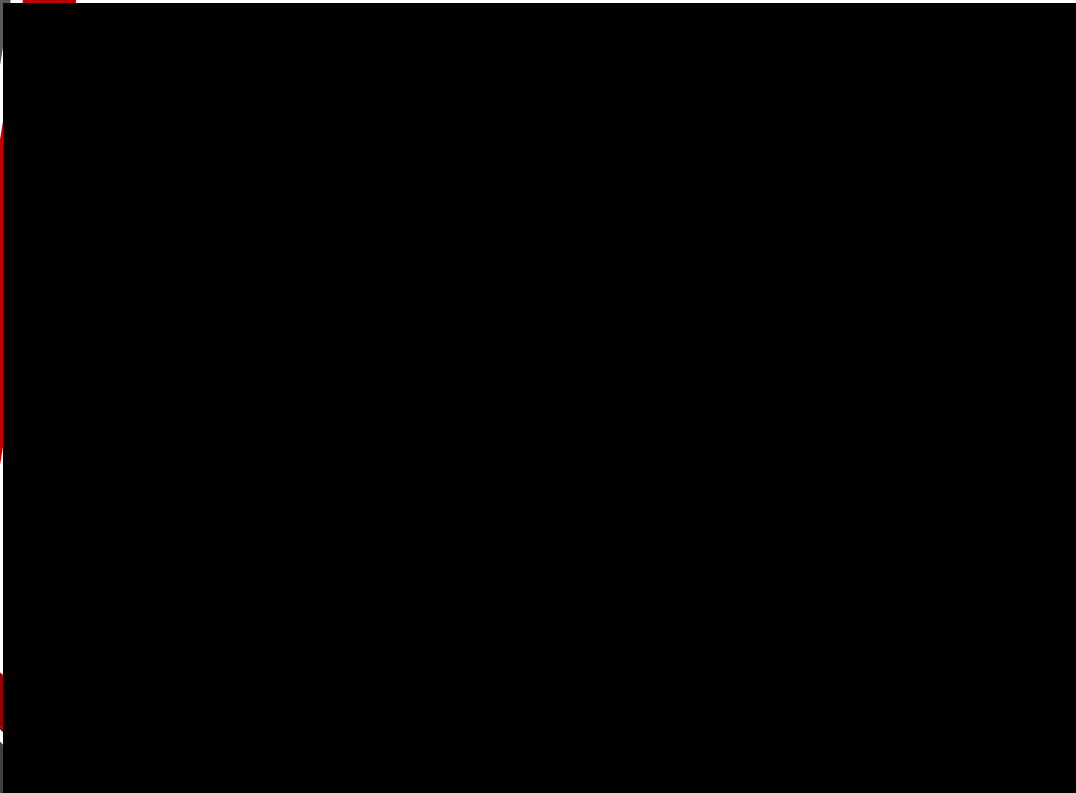
Pronunciation of phonemes/sounds

Pronouncing each letter sound clearly and distinctly (pure sounds) without adding additional sounds to the end e.g. 'f' not 'fuh'. This makes it much easier for children to blend sounds together to read.

s-u-n

v

suh-u-nuh

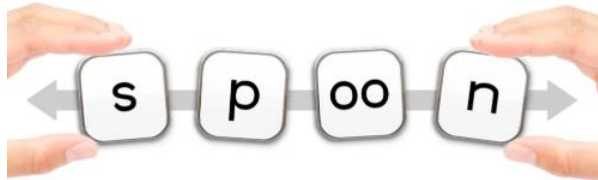


Blending and Segmenting

Blending is joining the sounds together. We use this in order to **read** a word.

jam

Segmenting is listening to how a word sounds and splitting it up into phonemes. We use this in order to **write** the word.



— — —

We use robot arms to help with segmenting.





What does a phase 3 phonics lesson look like?

What reading looks like

Your child brings home a Bug Club phonics books based on the sounds and words they know.

These are books that are fully *decodable* so they can apply what they have learnt during phonics lessons when reading at home.



Reading a book vs been read to...



The Thing

The Alphablocks get a thing in a box. It makes lots of noise. The thing is O as a one-man band!

Red A (KSI)

Phase 3



Independent



Phonics



Buy Print

> More info



Chick Gets Lost

A hen lays some eggs - while she is not looking, one rolls away. The chick hatches and searches for its mum - after several false starts, they are reunited.

Red B (KSI)

Phase 3



Independent

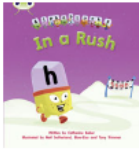


Phonics



Buy Print

> More info



In a Rush

H is on a long run. She bumps into S and dashes to the finish. There she bumps into C and together they make a bench and lunch!

Red B (KSI)

Phase 3



Independent



Phonics



Buy Print

We allocate online Bug Club books to children's personal accounts.

ActiveLearn Primary

Resource search Help Admin My Account

Resources | Bug Club Phonics

▼ Search by:

- ☐ Book Band (9)
- ☒ Phonic Phase (14)

▼ Phonic Phase

- ☒ Phase 3 (14)

[Clear](#)

▼ Phonic Set

- ☐ Set 6 (j v w x) (14)
- ☐ Set 7 (y z, zz qu) (14)
- ☒ Set 8 (ch sh th ng) (14)
- ☐ Set 9 (ai ee igh oa oo (long) oo (short)) (14)
- ☐ Set 10 (ar or ur ow oi) (14)
- ☐ Set 11 (ear air ure er) (14)

▼ Type

Select All Allocate Add to My Files [Allocate Book Bands](#) Show: 50 14 resources found

☐		Unit 8 (ch. sh. th. ng) Language	☒
		Pupil game	
	More info		
☐		Unit 8 (ch. sh. th. ng) Names	☒
		Pupil game	
	More info		
☐		Unit 8 (ch. sh. th. ng) Reading	☒
		Pupil game	

Bug Club

Username:

Password:

Code:

www.activelearnprimary.co.uk

ALWAYS LEARNING PEARSON



Listening to your child reading their phonics book

Top reading tips!

Encourage them to track the words with their finger as they read along and sound out decodable words and model how to do it if they need support.

the	to	I
no	go	into

Remind your child if a word is a tricky word, try to decode what they can using their phonics then highlight the irregular part e.g. 'my' - the child knows the sound 'm' and the 'y' is the irregular tricky part.

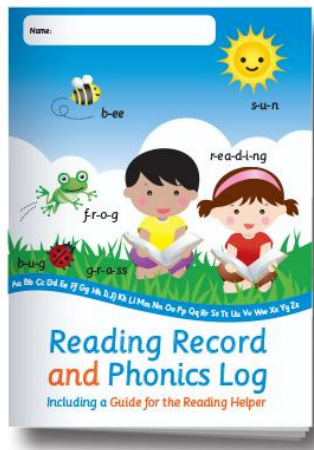
You can try to encourage them to use the pictures to help them or even cover the pictures if they are guessing what's on the page!



If your child is reluctant to read, think about the time of day you read with them. Share the reading - I'll read a sentence and then you read one.

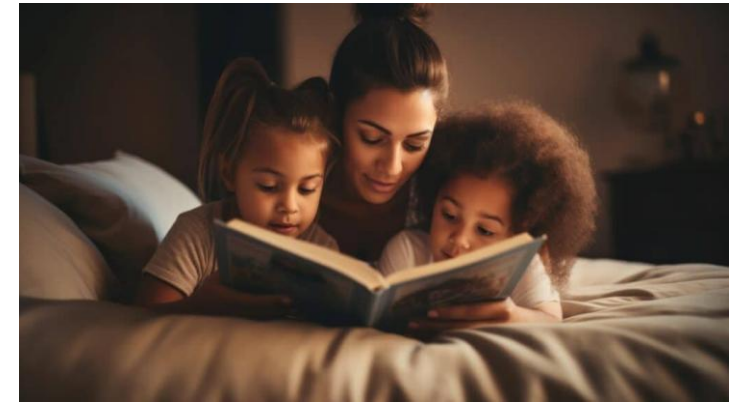


Listening to your child read to you at least 3 x a week is perfect practise.



Please ensure your child brings their book bag with reading book and diary inside, to school each day.

Read regularly at home with your child, reading stories to them is the best way to promote a love of reading and share a special time together.



Be patient and positive giving your child lots of encouragement, remember they are just embarking on their reading journey and have a lot of new skills to learn! Make it fun.

A library card is free and visiting the library is a great activity to do on a dull day in the school holidays! Make it an exciting experience choosing your own books.



Welcome to Worksop Library - you'll find us on Memorial Avenue. Come in and you'll find an airy and spacious library with friendly and helpful staff.

Typical comments might include:

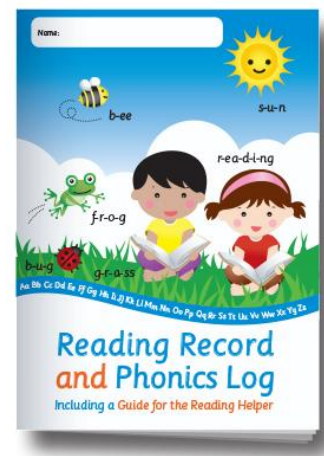
Engagement: Sam enjoyed this book and liked the funny ending.

Fluency: Sam was able to blend the following words: jet, fox and bell by herself. Sam was able to read some sentences independently and with increasing fluency.

Comprehension of the text: Sam was confident answering questions about the main character. Sam was able to predict what could happen next. Sam knew the meaning of the words: 'sip' and 'kip'.

Segmenting & Blending: Sam tried really hard to segment all of the words in the book. Sam struggled with blending phonemes together. Sam could not recognise "my" as a tricky word and needs more practise.

Phonemes: Sam needed help with the following sounds: u, y, j.



**PRACTICE
MAKES
PROGRESS. NOT
PERFECT**

KS1 reading reward

Children are rewarded with dojos daily for reading at home (2 points each day).



Next term there will be a reading reward party (in the hall) for children who have reached the target of 40 reads across the Autumn term.

How to use the letter sound cards (for reading) and build words



Your child's teacher will send children's 'gaps' home at the end of every half term

(sack)

ck

(muffin)

ff

(doll)

ll

(dress)

ss

How can I help my child at home with phonics and make it practical and fun?



Y1 Phonics Screening Test

- It is a **compulsory** test. It is part of the national curriculum assessment programme.
- It tests whether children have learned to **decode** words using phonics to the **required level**.
- Children are expected to sound out and blend **graphemes** to read simple words. They are also required to read **phonically** decodable one-syllable and two-syllable words.
- If a child does not pass the Phonics Screening Test, then they are required to take it **again** at the end of **Year 2**.

The Test

The test will place the week commencing **Monday 8th June 2026**

- Your child's teacher or other teachers will **carry out their** Year 1 Phonics Screening.
- The Phonics test will take place in a **relaxed environment**.
- The children will have already experienced the test format on a regular basis as this forms part of our ongoing assessments of your child.
- Your child will sit with the teacher and be asked to **read 40 words aloud**. Some words will be **simple** and **familiar**, some will be more **complex** and some will be "**non-sense words**" or "**alien words**" which are made up fake words that are used to test a child's ability to use phonics.
- After all children nation-wide have completed the Year 1 Phonics Screening, a **pass mark** will be published. The pass mark for past Phonics Tests is typically 32 marks.
- There is **no formal time limit**. It usually takes around 10-15 minutes.

Test Format

Your child will read 40 words. These words consist of alien words and real words.

Alien words
Non-sense words

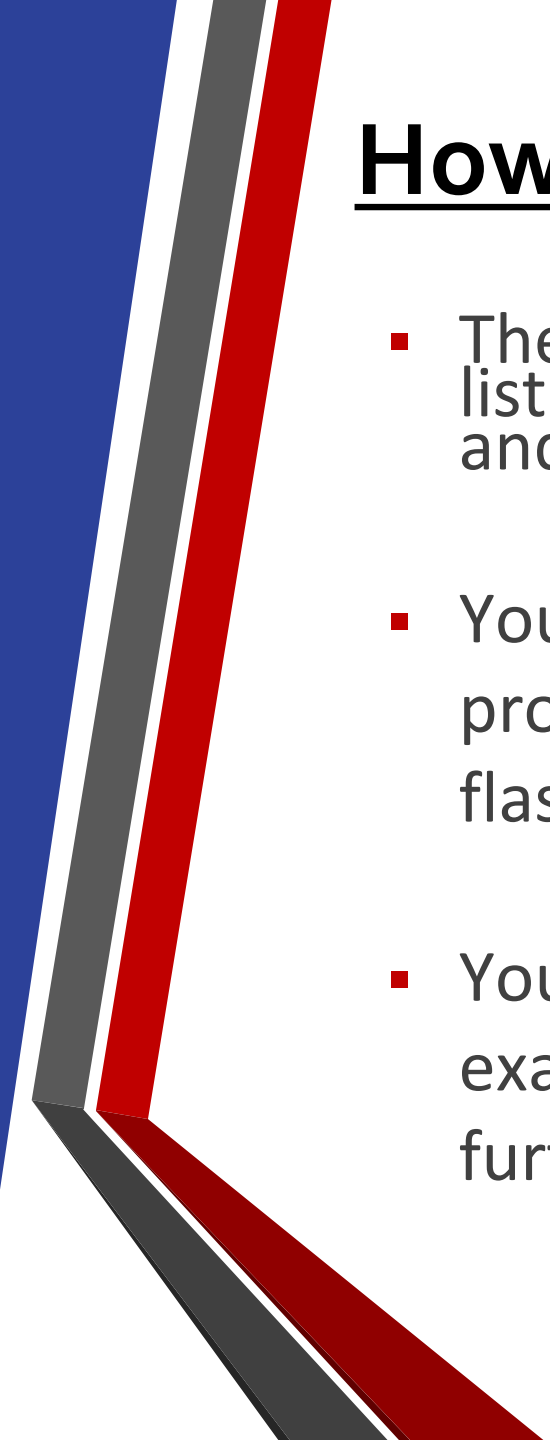
Section 1

meck	
shig	
joil	
chort	

Real Words

Section 1

shop
yell
peel
check



How can I help my child prepare for the test?

- The most important thing you can do to help your child is to listen to them read regularly. This will ensure they are practising and reinforcing the sound and strategies that we have discussed.
- Your child's teacher will keep you updated regularly with their progress, starting after half term. They may issue you with flashcards to practise or focus on when reading.
- Your child's teacher will provide you with some mock test examples for you to work through with your child – to ease them further before the test and to get use to the format.

Online Phonics resources

<https://www.phonicsplay.co.uk>



<https://www.ictgames.com/mobilePage/literacy.html>



Teach Your Monster to Read is a free app. The game takes children on a journey through the graphemes (letters) rehearsing recognition, blending and segmenting, read irregular words and sentences.



All **Alphablocks** episodes are on BBC iPlayer to watch and show great examples of segmenting/blending practise.

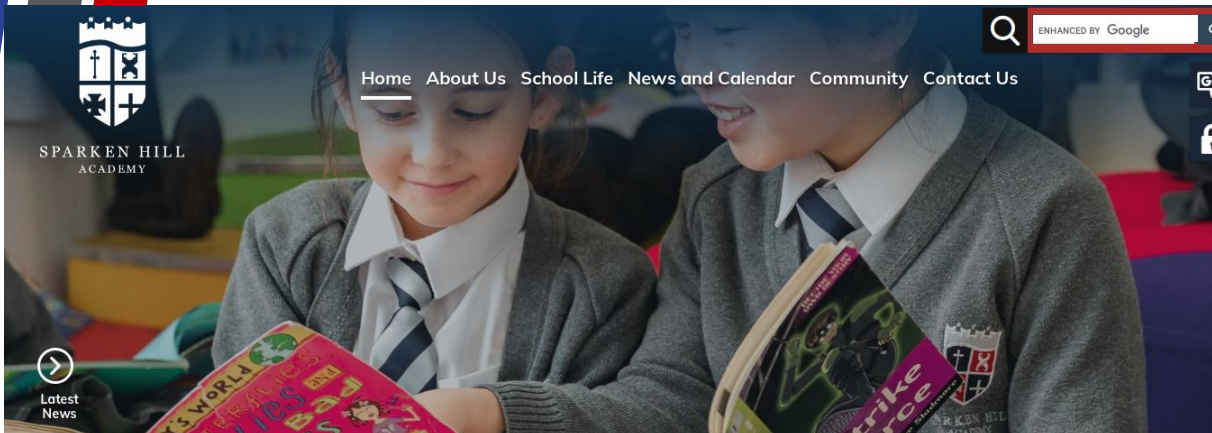


Meet the Alphablocks! 4+

Blue-Zoo
Designed for iPad

★★★★★ 4.3 • 284 Ratings

Free



Thank you for listening 😊



Please help yourself to the resources on
the tables



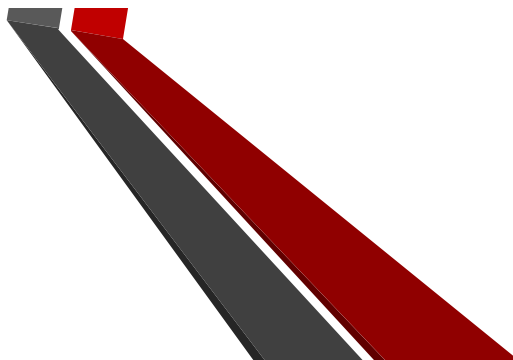
F1 end of year expectation for Literacy 3-4 years (Development Matters)

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing

Engage in extended conversations about stories, learning new vocabulary.

Write some of their name. Write some letters accurately.

Write all of their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.



End of year expectations at F2

Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

End of Year 1 Expectations - English

Children at the expected level of development will:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.
- Check the text makes sense to them as they read, correcting inaccurate reading.
- Spell words containing each of the 40+ phonemes taught, common exception words and the days of the week.

End of Year 2 Expectations - English

Children at the expected level of development will:

- read all common graphemes.
- read unfamiliar words containing graphemes, accurately and without undue hesitation, by sounding them out.
- read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first and read common exception words [for example, you, could, many, or people], fluently and accurately.
- learn that there is not always an obvious connection between the way a word is said and the way it is spelt (different ways of spelling the same sound, silent letters and spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table).
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- segment spoken words into phonemes and represent these by graphemes, spelling many correctly.

Pupils who do not have the phonic knowledge and skills they need for year 2, will follow year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up.