



Reading and phonics information for parents



Year 1
Heron Class

Welcome to Heron Class

Reading is an essential part of school life and must be practised at home as well as during school hours.

In Heron Class a lot of our reading takes place within English sequences and guided reading sessions.

Please ensure you complete the Google Form when your child has completed reading at home.

Home reading books will be changed every Monday and Friday.

Thank you for your support.

Best wishes,

Miss Wilby

It is recommended that 15 minutes daily reading at home is appropriate for children. Time spent reading at home is invaluable for your child's reading development. Some of the guidance below may be useful.

Guidance for Reading at Home

- Talk about the book before your child starts to read.
- Encourage your child to become more independent when selecting a strategy to tackle an unknown word.
- Encourage fluency.
 - * *Re-read a sentence and make it sound like talking.*
 - * *Read it as if you were the character.*
 - * *Look at the punctuation/bold print. How should it be read?*

When reading **fiction, poetry and plays** you might like to focus questions on:

- * *The plot*
- * *The settings*
- * *The characters*
- * *The general ideas developed in the story*
- * *How the story is organised to give particular effects*
- * *How the story might develop and why*

When reading **non-fiction** books you might like to focus questions on:

- * *What your child has learnt from reading the book*
- * *Parts which your child found interesting and why*
- * *The way the book has been organised*

When talking about the organisation of **non-fiction** books, encourage your child to use the following to help them find information:

- * *Contents, index and glossary*
- * *Headings and captions*
- * *Page numbers*
- * *Illustrations, photographs and diagrams*

What is Phonics?

Phonics is a method of teaching reading and writing where children are systematically taught the relationships between the sounds in our language and the letters used to represent those sounds. Once children have been taught which sounds are linked to which letters they are able to 'crack the code' and can confidently have a go at reading and writing anything.

All children in Foundation Stage and Key Stage 1 will receive daily, high quality phonics teaching so that they are able to effectively segment and blend words for reading and writing. Phonics teaching is broken down into phases. Phase 1 to 3 are taught in Reception. At the end of Reception class, most children should be able to read and write most phase 2 and 3 sounds. Phases 4 and 5 are taught in Year 1 and by the end of the year most children should be able to read and write most phase 5 sounds. This is assessed by the Year 1 Phonics Check that takes place each year in June. Phase 6 is taught in Year 2.

It is essential that you practise sounds or words from the phonics phase your child is on as often as possible. This will make a huge difference to their progress in both reading and writing.

Phase 2

In this phase, children will learn to read and write the following phonemes (sounds) in this order:

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f, ff l, ll s, ss

High Frequency Words

These are very common words that your child will need to be able to read linked to each phonic phase. They will be able to sound most of these out. The words in bold are what we call 'tricky words'. Children need to know these on sight and **should not** be encouraged to sound them out.

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

Phase 3

By the end of this phase, children will know all the phonemes (sounds) they need to write any word they like phonetically. They will learn the following phonemes in this order:

Set 6: j v w x

Set 7: y z, zz qu

ch chip	ar farm
sh shop	or for
th thin/then	ur hurt
ng ring	ow cow
ai rain	oi coin
ee feet	ear dear
igh night	air fair
oa boat	ure sure
oo boot/look	er corner

High Frequency Words

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

Phase 4

The purpose of this phase is to practise using the phonemes (sounds) they already know in reading and spelling words containing adjacent consonants and polysyllabic words.

Children will need to read and write words such as the following:

went best fond champ shift children shampoo
 it's tilt gust chest shelf helpdesk Chester
 help lift hand tenth joint sandpit giftbox
 just lost next theft boost windmill shelter
 tent tuft milk Welsh thump softest lunchbox
 belt damp golf chimp paint pondweed sandwich
 hump bust jump bench roast desktop shelving
 stand crust north crunch driftwood
 crisp tramp graft drench twisting
 trend grunt grant trench printer
 trust crept blast Grinch
 spend drift grasp shrink

High Frequency Words

went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Phase 5

In this phase, children will learn alternative ways of writing the sounds they already know, such as 'ay' as an alternative spelling for 'ai'.

ay day	oy boy	wh when	a-e
	make		
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
	au Paul	u-e rule	

They also learn that letters and diagraphs (two letters working together to make a sound) they have already learned make one sound, can also be read in different words making a different sound.

i fin, find	ow cow, blow very	y yes, by,
o hot, cold	ie tie, field school, chef	ch chin,
c cat, cent	ea eat, bread shoulder	ou out,
g got, giant	er farmer, her	
u but, put	a hat, what	

High Frequency Words

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					

First 100 common words in order

the	up	down	people
and	had	dad	your
a	my	big	put
to	her	when	could
said	what	it's	house
in	there	see	old
he	out	looked	too
I	this	very	by
of	have	look	day
it	went	don't	made
was	be	come	time
you	like	will	I'm
they	some	into	if
on	so	back	help
she	not	from	Mrs
is	then	children	called
for	were	him	here
at	go	Mr	off
his	little	get	asked
but	as	just	saw
that	no	now	make
with	mum	came	an
all	one	oh	
we	them	about	
can	do	got	
are	me	their	

More common words

water
away
good
want
over
how
did
man
going
where
would
or
took
school
think
home
who
didn't
ran
know
bear
can't
again
cat
long
things

new
after
wanted
eat
everyone
our
two
has
yes
play
take
thought
dog
well
find
more
I'll

Days

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Months
January
February
March
April
May
June
July
August
September
October
November
December

Colours
blue
black
yellow
red
green
purple
pink
brown
white
orange

Numbers
one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty