



Welcome to Year 1

Phonics & Reading Workshop

Presented by Mrs Kara-Kerai & Mrs Nastase - Year Leaders

Our Aim

To understand how we teach phonics and how to support your child's reading at home using ActiveLearn.



WHY ARE WE HERE?

- To explain what phonics is.
- To enable parents to know how to better support their children in their learning of phonics.
- To share how phonics is being taught
 - To show examples of activities and resources we use to teach phonics
- To answer questions regarding the teaching of phonics.

WHY DO WE TEACH PHONICS?

- **Phonics is a method for teaching reading and writing – it is currently the main way in which children in British primary schools are taught to read in their earliest years.**

DID YOU KNOW...?

- The English language has:

- **26 letters**



- **44 sounds**

- **Over 100 ways to spell these sounds**



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

What is Phonics?

Phonics is the relationship between sounds and letters.

PHONEME

The smallest unit of sound
— what we hear.

GRAPHEME

How the sound is written
down.

BLENDING

Joining sounds together
to read a word.

SEGMENTING

Breaking a word into sounds
to spell it.

Hear → Say → Read → Write

We build these skills together through carefully sequenced practice.

Lets have a go at blending!

Remember we join sounds together to read words.

m – a – t → mat

sh – ee – p → sheep

ch – i – p → chip

Now let's have a go at segmenting!

Children need to be able to **hear a whole word
and **say** every sound that they **hear**.**

bed→ b/e/d

chair→ ch/air

beard→ b/ear/d

A few key phonics words

Digraph = two letters making one sound (e.g. sh, ai)

Trigraph = three letters making one sound (e.g. air)

Split digraph = a digraph that is split by a consonant (e.g. thee, rie, cae)

You do not need to use lots of terminology at home — the important thing is helping children hear sounds and use them confidently.



cake

<https://www.youtube.com/watch?v=MOW3pB2KwGA&list=PL7C02D8091C20BA58>

Phonics is more than learning sounds

Our goal is confident, independent reading.

- Recognise graphemes quickly.
- Say the correct sound. E.g. d o g
- Blend sounds to read words. E.g. d/o/g = dog
- Segment words to spell them. E.g. dog = d/o/g
- Read words they haven't seen before.
- Apply phonics knowledge when reading books.

KEY MESSAGE

We want children to become readers, not just learn sounds.

Think:

Decode + understand + enjoy

Common Exception Words

Some words cannot be completely worked out using the phonics children know at that point.

Children need to learn to recognise and spell these words.

Practise little and often — in books, games and everyday writing.

Year 1
common exception words

a	I	school
are	is	she
ask	love	so
be	me	some
by	my	the
come	no	there
do	of	they
friend	once	to
full	one	today
go	our	was
has	pull	we
he	push	were
here	put	where
his	said	you
house	says	your

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Phonics Progression in Year 1

Moving from consolidation into Phase 5 alternatives

AUTUMN TERM

Consolidate Phase 3 and Phase 4.
Blend adjacent consonants confidently. Introduce Phase 5.

YEAR 1 FOCUS

Phase 5 alternatives:
different graphemes can represent the same sound.

Common Exception Words

Words with parts that cannot yet be decoded using the patterns children know.

Example: the /ai/ sound

rain • play • cake | One sound, several spellings.

In Year 1, we rapidly move into Phase 5. The children learn that one sound can be written in many different ways. For example, they already know /ee/ as in 'tree', but now they will learn 'ea' as in 'leaf' and 'e-e' as in 'these'. We also explicitly teach tricky words — words where a specific part doesn't follow the usual rules.

How we teach phonics at school

Our approach: Bug Club Phonics through ActiveLearn Primary



1.

Revisit previously taught sounds

2.

Introduce or revisit a grapheme

3.

Practise reading words

4.

Blend and segment

5.

Apply sounds in sentences/text

6.

Read decodable books

Introduction to Bug Club Phonics Online

ActiveLearn Primary supports the books and teaching children receive in school.

YOUR CHILD'S LOGIN

Each child receives a unique username, password and school code.

WHERE TO GO

activelearnprimary.co.uk

Best experienced on supported modern browsers such as Chrome or Firefox.

WHAT IT SUPPORTS

- Online reading and practice
- Teacher-assigned activities
- Access on computers and tablets
- A motivating digital reading world

Now we will show you how to access the phonics teaching lessons online, how we teach it as well as how children can play the phonics games.

Looking Ahead: The Year 1 Phonics Screening Check

A short statutory assessment of phonics decoding.

WHEN?

Usually takes place in June.

40 WORDS

Children read 40 words individually with their teacher.

20 + 20

20 real words + 20 pseudo-words (“alien words”).

Why alien words? 🧐

They help check that children can use their phonics to decode an unfamiliar word rather than simply recognise a memorised word.

Practice sheet: Real words

in

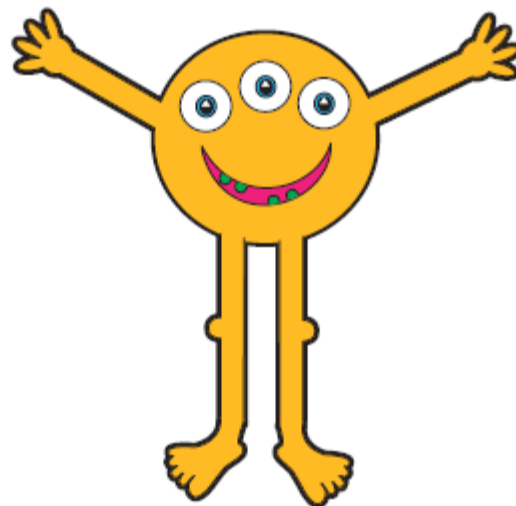
at

Practice sheet: Pseudo words

ot



vap



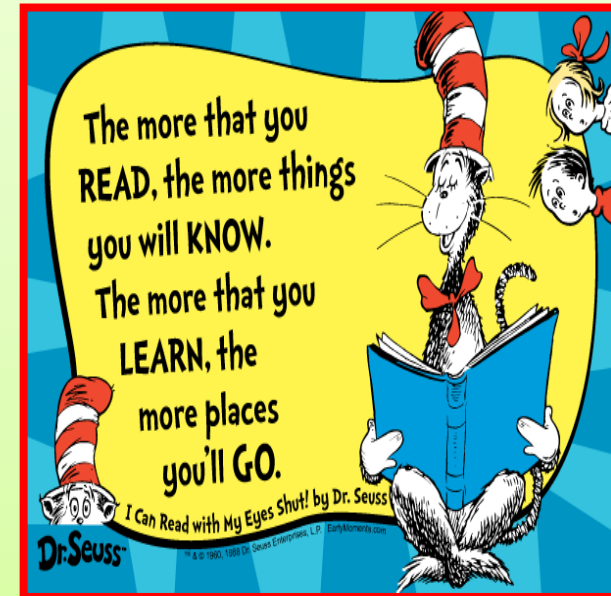
The Power of Reading

The ability to read is vital.

Learning to read is the most important skill children will learn during their early schooling and has far-reaching implications for life-long confidence and well-being.

There are many reasons why we read and therefore why children will read:

- for pleasure and interest
- for work
- to learn about the world e.g. in papers
- to obtain information e.g. recipes and signs



The Teaching of Reading

- Reading in Year 1 is taught as part of the English curriculum. The primary aim is to encourage children to become lifelong readers who read for enjoyment and knowledge. Equal emphasis is put on the importance of developing decoding and comprehension skills. **Guided reading** is taught on a regular basis every week so that children are heard reading as part of a group.

The Teaching of Reading

- The guided reading books used are linked to the Bug Club phonics program.
- In Year 1, dedicated comprehension lessons take place. A range of assessment foci is used including accurate decoding of text, reading for meaning, the ability to retrieve information, to infer and interpret information and to identify and comment on the structure of the text.
- Children have access to our well stocked library in Year 1.

Teaching reading in Year 1

PHONIC GROUPS:

- **In Year One, children are in phonic groups matched to their ability.** (These groups are not fixed and could change throughout the year depending on how well your child is progressing).
- **These sessions teach them the sounds and letter patterns which are the building blocks to reading and spelling.**
- **Phonics sessions happen twice a day:**
 - Morning (30 minutes) with phonics teacher
 - Afternoon (20 minutes) with class teacher
- **It's a very successful way to learn to read as it allows children to decode new words successfully.**
- **It should be used as part of a language rich environment.**

Understanding: Comprehension

- **Being able to read does not mean you understand what you read.**
- **Your child might sound like a good reader but may not necessarily understand what the text means.**
- **The best way to develop understanding is to talk about texts.**

Year 1 Guided Reading Questions

Guided Reading Questions: Level 1

How can you break down a tricky word?

What do we need to do at a full stop?

What happened in the story?

What is your favourite part of the story? Why?

Who is the story about?

Find a page in the book that you didn't like. Why didn't you like it?

What is this book about?

Who do you think is telling the story?

What do you think might happen next?

How can we find out who wrote/illustrated this book?

What does the cover tell us?

Is this a fiction or non-fiction text?

Can you spot any patterns in the language in this story?

Is this book funny? Why?

Did you enjoy the story? What was your favourite part?

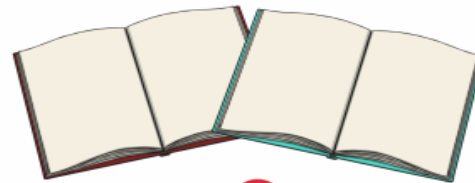
Is the story like any other books that you have read?

Did you learn anything from the book?

What sort of books do you like?

What sort of characters do we find in storybooks?

What usually happens to baddies in fairytale stories?



twinkl

Why do authors include pictures?

What do pictures in books help us to do?

Guided Reading session explained

After reading ask open questions

Instead of: “Did you like the book?”

Try:

What did you like about this book?

How do you think the character is feeling? Why?

What do you think will happen next?

Why do you think the character did that?

What have you learned from this book?

How to further support your child's reading at home

- **Read more difficult books aloud to children of all ages - it helps to keep them interested and develop their story language and vocabulary.**
- **Talk about the text as much as possible.**
- **Discuss the language used**
- **Use direct and indirect questioning**
- **Read together** – (paired reading if children are less confident or, if your child is an independent reader, read the same book as them so you can discuss the text).
- **Read with expression.**
- **Make reading fun**
- **Expose your children to a wide range of subjects, authors, genres and themes**
- **Read a wide variety of texts; stories, poems, information books, magazines, comics.**
- **Relate books to your children's life experiences & interests**
- **'Tell' your children stories – you don't always have to 'read' them**

Navigating the Pupil World: “My Stuff”

The key place to find teacher-assigned reading homework.

1. FIND “MY STUFF”

This is where the teacher allocates targeted reading homework.

2. MATCHED TO LEARNING

Books are selected to match your child’s current phonics knowledge.

3. CHECK THE NUMBER

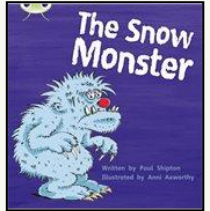
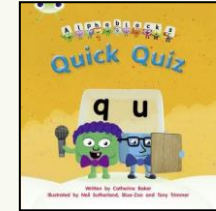
The number icon shows how many items are waiting to be completed.

Parent reassurance

The aim is to practise success — not to give children books that are beyond their current phonics learning.

How to Read a Bug Club eBook

Use the interactive features to support decoding and comprehension.



PHONEME GUIDE

Use the green bug icon on the inside cover to hear the precise sounds featured in the book.

BUG QUIZZES

Look for bugs hidden on pages. Click them to answer questions about phonics and comprehension.

READ TO ME

Use the audio feature to model expressive reading — ideally after your child has had a go first.

1 Say the sounds and look at the new spellings

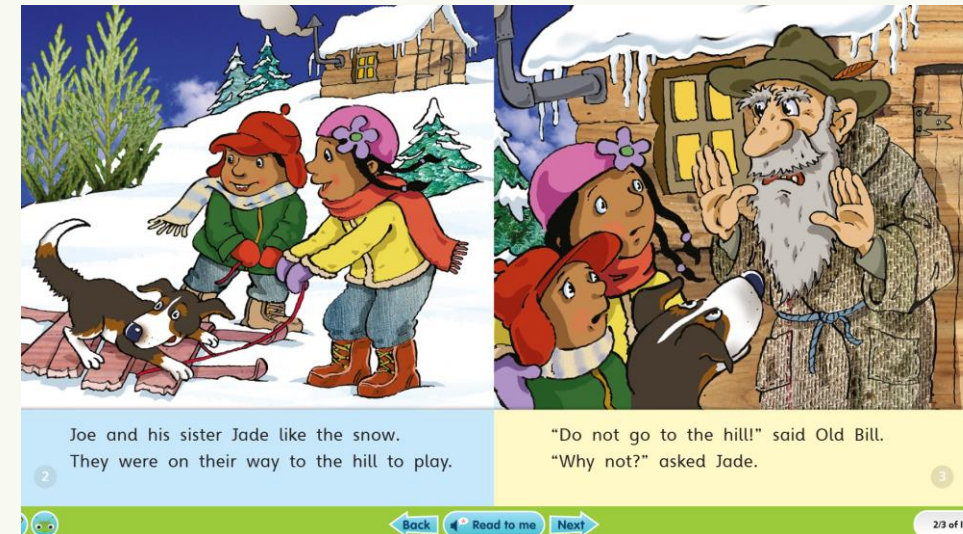
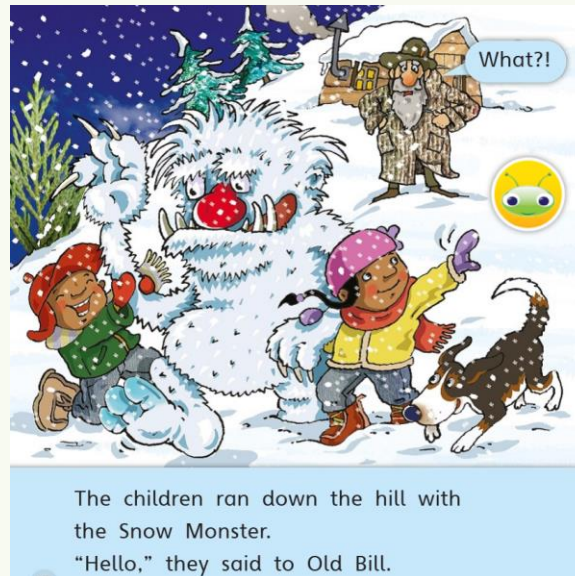
/oa/ ow o-e o oe

2 Blend the sounds

Joe	home	told
nose	on/ly	snow/ing
both	sha/dow	showed
grown	toes	strolled

3 Read the tricky words

who a/gain



Completing Books & Earning Rewards

A quick guide to what happens when a book is finished.

FINISH THE BOOK

Read all pages and attempt all bug quizzes.

THEN...

The book moves from My Stuff to My Library so it can be revisited.

REWARDS

Completing books and games can earn digital coins for My Rewards.

Motivation matters!

Children can use rewards to customise their virtual world and enjoy games such as the Pit Stop or Sticker Factory.

Top Tips for Reading at Home

Small, regular practice makes a big difference.

BEFORE READING

Look at the cover.

“What do you think this book might be about?”

Talk about pictures and make predictions.

DURING READING

Use pure sounds: /ssss/ rather than “suh”.

Encourage your child to blend aloud.

Let them have a go before helping.

AFTER READING

Ask “How?” and “Why?” questions.

Talk about characters, events and new vocabulary.

Check understanding, not just decoding.

10–15 minutes daily

Short, sharp, positive reading practice is more helpful than a long, tiring session.

How school and home work together

Little and often makes the biggest difference.

Please support the reading and phonics activities sent or allocated for your child.

If you are unsure about a sound, a strategy or your child's next step, ask the class teacher.

Most importantly: help your child see reading as enjoyable, useful and rewarding.

Make reading part of everyday life

Have a variety of reading materials around the home.

Read stories, information books, poems, comics, magazines and recipes.

Read signs, labels and menus together.

Let children choose books connected to their interests.

Model being a reader yourself.

If your child does not want to read

Avoid turning reading into a confrontation.

Find a hook: favourite topics, comics, information books or shared reading.

Try different times of day.

Use paired reading — take turns reading sentences or pages.

Celebrate effort and progress.

It is absolutely fine to re-read favourite books.

Useful resources

Bug Club / Active Learn — use the books and activities allocated to your child

Mr T's Phonics (YouTube)

CBeebies / Alphablocks

PhonicsPlay

Topmarks

Suggested Year 1 reading lists: School Reading List and BooksForTopics

Questions & Support

Thank you for your time and continued support!

LOGIN ISSUES?

Check the Grown-ups / Help area on the ActiveLearn homepage.

Contact Mr Vaja on jvaja.304@lgflmail.org

AT HOME

Keep practice short, positive and regular.
Celebrate effort and independence.

QUESTIONS?

We are happy to help.

Please bring any questions about:

- phonics sounds or blending
- home reading
- ActiveLearn / Bug Club
- the Phonics Screening Check