



Roe Green Infant School Year 1 Phonics Workshop

Monday 15th September 2025

RIGHTS RESPECTING SCHOOLS

PUTTING CHILD RIGHTS AT THE HEART OF SCHOOL LIFE

Roe Green Infant School is a Silver Rights Respecting School. We are going for the Gold Award in the Spring term of 2026. We actively promote the rights of the child as set out in the Convention on the Rights of the Child.

The right to an education links directly to this phonics workshop, providing parents with strategies to help their children.



This workshop presentation covers the following articles:

Article 5: Family guidance as children develop

Article 18: Responsibility of parents

Article 28: Access to education

Article 29: Aims of education



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?

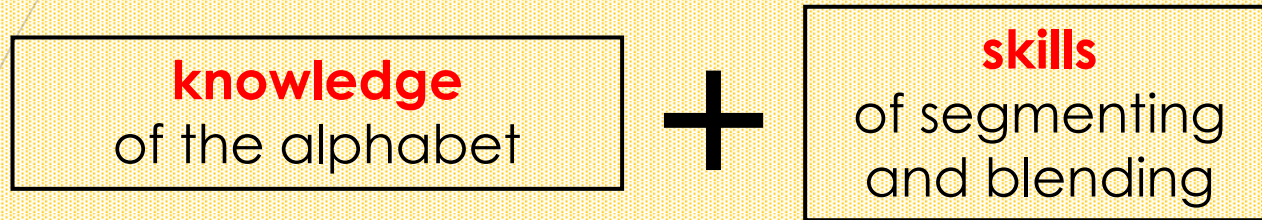
➤ **Phonics is a method for teaching reading and writing – it is currently the main way in which children in British primary schools are taught to read in their earliest years.**

➤ “The evidence is clear that the teaching of systematic synthetic phonics is the most effective way of teaching young children to read, particularly for those at risk of having problems with reading. Unless children have learned to read, the rest of the curriculum is a secret garden to which they will never enjoy access.”

The Importance of Teaching (the schools white paper 2010)

WHAT IS PHONICS?

- Phonics is all about using...



- Children develop awareness that spoken words are made up of different sounds (**phonemes**) and they learn to match these phonemes to letters (**graphemes**)
- Phonics is about children knowing how sounds (**phonemes**) link to letters (**graphemes**)

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

THE 44 SOUNDS OF THE ENGLISH LANGUAGE

/s/	/a/	/t/	/p/	/i/	/n/	/m/	/d/	/o/
 snake	 ant	 ted	 pig	 pin	 net	 mat	 donkey	 pot
/k/	/g/	/r/	/e/	/b/	/h/	/f/	/l/	/j/
 kitten	 grapes	 rat	 pen	 bat	 hat	 fan	 lip	 jug
/v/	/w/	/u/	/kw/ (qu)	/ks/ (x)	/y/	/z/	/sh/	/ch/
 van	 wig	 hug	 queen	 box	 yes	 zip	 ship	 chop
/th/	/ng/	/ae/	/ee/	/ie/	/oe/	/ue/	/oo/	/oi/
 bath	 king	 rain	 sheep	 pie	 toe	 statue	 book	 boil
/ur/	/or/	/ow/	/ure/	/air/	/ar/	/ear/	/zh/	
 burn	 fort	 cow	 cure	 fair	 car	 fear	 treasure	

Saying the sounds

- ▶ Saying the sounds correctly with your child is extremely important.
- ▶ The way we say the sound may well be different from when you were at school.
- ▶ We say the shortest form of the sounds.
- ▶ Sounds should be articulated clearly and precisely.

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

or

<https://www.phonicbooks.co.uk/2011/03/13/how-to-say-the-sounds-of-letters-in-synthetic-phonics/>

Phonics Terms

Your children will learn to use the term:



Phoneme

➤ This is the smallest unit of sound in a word.

e.g. cat = /c/ /a/ /t/

coin = /c/ /oi/ /n/

tree = /t/ /r/ /ee/



Phonics Terms

Your children will learn to use the term:

Grapheme



- A grapheme is how a phoneme is written down.
- This is where it gets tricky - A grapheme can consist of 1, 2 or more letters.

Phonics Terms

Your children will learn to use the term:

Digraph

- A digraph means that the phoneme comprises of **two** letters.

e.g. ll, ck, ss, ay, ow, er, oi, au, ph

Phonics Terms

Your children will learn to use the term:

Trigraph

- A trigraph means that the phoneme comprises of **three** letters.

e.g. air, ure, ear

Phonics Terms

Your children will learn to use the term:

Segmenting

- ▶ 'Chopping up' the word to spell it out
- ▶ The opposite of blending
- ▶ Identifying the individual sounds in a spoken word and writing down letters for each sound (phoneme) to form the word.
- ▶ Children need to be able to **hear** a whole word and **say** every sound that they **hear**.

e.g. bed = /b/ /e/ /d/
 tin = /t/ /i/ /n/
 mug = /m/ /u/ /g/
 chair = /ch/ /air/
 thrush = /th/ /r/ /u/ /sh/

Phonics Terms

Your children will learn to use the term:

Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word.

e.g. /c/ /u/ /p/ = cup



/d/ /o/ /g/ = dog



/s/ /t/ /ar/ = star



/c/ /l/ /o/ /ck/ = clock



Common Exception Words

Not all words in the English language, however, can be easily decoded. These words are called 'common exception words' or 'tricky words'.

In Year 1, children need to learn to read and write 45 common exception words

They will be assessed termly to monitor their progress and attainment. It is very important that they learn to recognise these words in the books that they read and to spell them correctly.

Common Exception Words

Year 1 common exception words

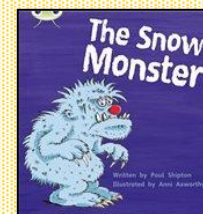
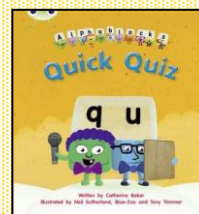
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How Do We Teach Phonics?

- At Roe Green Infant School, we teach phonics using **Bug Club Phonics**, a synthetic phonics program.
- Bug Club Phonics is one of the DfE's approved phonics teaching programmes and aims to help all children in your school learn to read by the age of six in a fun and accessible way.
- The whole school programme matches the National Curriculum and Early Learning Goals.
- Like many synthetic phonics programs, Bug Club Phonics divides the teaching of graphemes and phonemes into phases, which are sub-divided into sets.



BUG CLUB PHONICS



https://www.activelearnprimary.co.uk/planning#bugclub_phonics

TEACHING SEQUENCE

- The following diagram illustrates the Bug Club Phonics lesson structure.
- **Revise**: The children will revise previous learning.
- **Teach**: New phonemes or high frequency or tricky words will be taught.
- **Practise**: The children will practise the new learning by reading and/or writing the words.
- **Apply**: The children will apply their new learning by reading or writing sentences.

- **Phase 1 (NURSERY):**
Getting ready for phonics

1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds

- **Phase 2 (RECEPTION):**
Learning phonemes to read and write simple words

Children will learn their first 19 phonemes:

Set 1: s a t p **Set 2:** i n m d

Set 3: g o c k **Set 4:** ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill) ss (as in hiss)

- **Phase 3 (RECEPTION):**
Learning the long vowel phonemes

Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.

They will learn another 26 phonemes:

j, v, w, x, y, z, zz, qu ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

- **Phase 4 (RECEPTION/YEAR 1):**
Introducing consonant clusters: reading and spelling words with four or more phonemes

Children will focus on reading and spelling longer words with the phonemes they already know. These words have **consonant clusters**

- at the beginning e.g. **spot, trip, clap, green, clown**
- at the end e.g. **tent, mend, damp, burnt**
- at the beginning and end e.g. **trust, spend, twist**

- **Phase 5 (YEAR 1 and YEAR 2):**

- Children are taught the following graphemes for reading:
ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e
- They will also learn alternative pronunciations of graphemes, for example:
fin/find, hot/cold, cat/cent, got/giant, cow/blow, tie/field, eat/bread, hammer/her, hat/what, yes/by/very, chin/school/chef,
- Even up to 4 sounds for one grapheme! **out/shoulder/could/you**

LEARNING ALL THE VARIATIONS!

Learning that the same phoneme can be represented in more than one way. Examples of this include:

- burn, first, term, heard, work
- meat , bread
- he , bed
- bear, hear
- cow, low

PHONICS CLASS TEACHING

- 2 daily sessions:
 - *morning (25 minutes) – learning new letters and sounds
 - *afternoon (20 minutes) – revision of letters and sounds learned
- Fast-paced approach.
- Lessons encompass a range of games, songs and rhymes.
- Intervention sessions take place for some children.
- Over the year, phonics checks will be carried out every half term to monitor children's attainment and progress.
- All Year 1 children will take the Phonics Check in the week beginning 8th June 2026.
- Children who do not pass this check will re-take the Phonics Check in June 2027, when they are in Year 2.

Phonics Check

Section 1			
Word	Correct	Incorrect	Comment
reb			
wup			
jub			
eps			
vuss			
quop			
zook			
chack			
skap			
blorn			
meft			
veems			
chop			
sing			
dart			
shock			
flat			
skill			
gift			
coins			

Section 2			
Word	Correct	Incorrect	Comment
var			
slirt			
weaf			
pobe			
flisp			
braint			
scrid			
splote			
twice			
gloom			
turn			
mode			
blast			
groans			
spray			
strike			
delay			
modern			
saucers			
charming			

Phonics Check Format

Section 1

skap



blorn



meft



veems



Section 2

twice

gloom

turn

mode



Is there anything I can do at home?

y	e	s
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How can I help at home?

- Access ACTIVE LEARN every day and read the allocated phonics and reading books with your child
- Practise the phonemes together.
- Use them to make different words at home and play phonics games
- Keep the Phase sound mats handy – regularly discuss the “best guess”
- Read everyday with your child (approximately 10 minutes)
- Phoneme frames (one phoneme (sound) per box) and sounds buttons
- ‘Alien Words’ - use phonemes to make up imaginative nonsense words e.g. **glurg**, **sprong** (helps children to practise and apply their phonics skills and to filter new vocabulary)
- **N.B. Phonics packs may be sent home by class teachers for any phonemes and graphemes that your child is finding difficult to learn**

How can I help at home?

ACTIVE LEARN

- ▶ As part of their learning, children are allocated books on Active Learn that correspond to where they are in their learning of phonics.
- ▶ This means that your child should be familiar with the graphemes and corresponding phonemes that are used in each of the books that they need to read.

https://www.activelearnprimary.co.uk/resources#bugclub_phonics

Use Phoneme frames and sound buttons

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c	a	t
----------	----------	----------

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.

f	i	sh
----------	----------	-----------

.

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PHONEME FRAMES ACTIVITY

- log
- duck
- fill
- thrush

Answers

l	o	g
---	---	---



d	u	ck
---	---	----



f	i	ll
---	---	----



th	r	u	sh
----	---	---	----



SOUND BUTTONS ACTIVITY

→ mug

→ blard 

→ shape

→ chapter

SOUND BUTTONS ANSWERS

→ mug



→ blard 



→ shape



→ chapter





HOW CAN I HELP AT HOME?

Oral blending: the robot game

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.

How can I help at home?

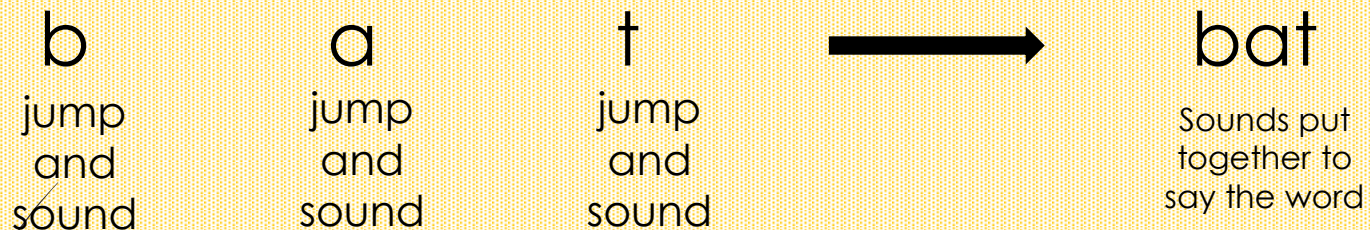
Mr Thorne does Phonics

▶ A guide to segmenting and blending:

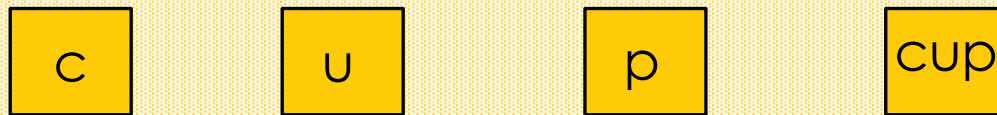
<https://www.youtube.com/watch?v=5wGfNiweEkl&list=PL7C02D8091C20BA58&index=3>

Strategies to Help With Blending

- 3 Jumps: one for each sound and then sitting on the chair as the word is blended



- Hop on a small mat for each sound and jump to blend the word on the last mat.



- Clap each sound and tap knees to blend the word
- Onset and rime

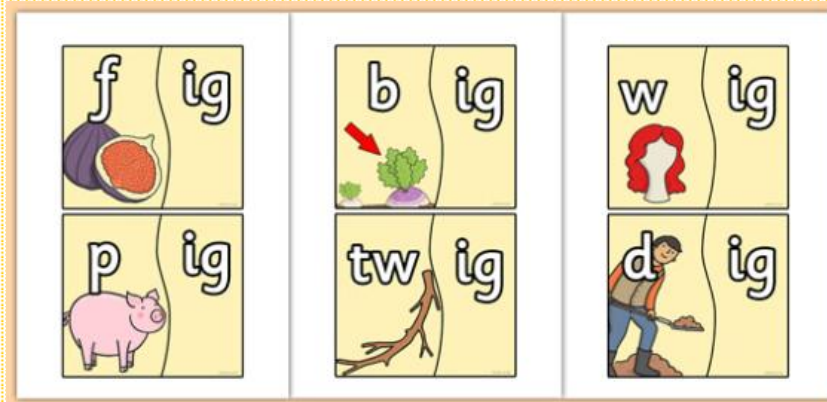
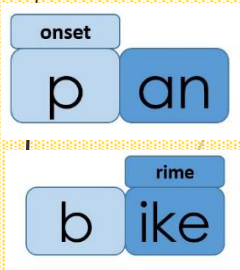
Onset and Rime

Onset and rime are terms that technically describe the phonological units of a spoken syllable. Syllables are normally split up into two parts, the onset and the rime.

- Onset - the initial phonological unit of any word which contains the initial consonant or consonant blend.
- Rime - the string of letters that follow the onset, which contains the vowel and any final consonants.

Onset-rime segmentation is the process of breaking or separating words into two parts: the onset, which is the consonant or cluster of consonants at the start of a syllable, and the rime, the remainder of the syllable.

For example, in the word 'climb', cl- is the onset and -imb is the rime.



HOW CAN I HELP AT HOME?

- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

➤	tray	trai
➤	rain	rayn
➤	boil	boyl
➤	boy	boi
➤	throat	throwt
➤	snow	snoa



Phonics Activities at Home - REMINDER

•Daily Reading:

- Encourage parents to read with their child every day, even for just a few minutes, to help build confidence and fluency.

•Sound Recognition:

- Use flashcards for children to quickly say sounds, turning it into a fast-paced game to improve automaticity.

•Word Blending:

- Play a "robot" game by saying words in individual sounds, such as "c-a-t," and have the child blend them together to say the word.

•Word Segmentation:

- Help children break words down by sounds, for example, by asking, "What sounds do you hear in 'hat'?"

•Word Hunt:

- Play "I Spy" using sounds and letters, or have children find words around the house or on street signs that start with a specific sound.

USEFUL WEBSITES

- **MR T's PHONICS (VIA YOUTUBE)**

- <https://www.youtube.com/c/MrTsPhonics/featured>

- **CBEBBIES/ALPHABLOCKS**

- www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics

- **PHONICS PLAY**

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

- **TOPMARKS**

- <https://www.topmarks.co.uk/Search.aspx?q=phonics>



REMEMBER: Phonics is not the only thing needed to become a fluent reader and writer.

Please continue to read with your child each night and encourage them to:

- **Sound out**
- **Re-read to check it makes sense.**
- **Use pictures for clues.**
- **Ask questions and talk about the book.**
- **And most importantly ENJOY READING!**



QUESTIONS?