



St Patrick's

Phonics

# PARENTS' GUIDE 2:

## YEAR 1

### Extending the Code

## Moving into Year 1

By the end of Reception, children have learned one way of recording each of the 44 phonemes in the English language. For example, they have learned that the 's' sound (as in 'sit') can be recorded with the grapheme 's', that the 'ee' sound (as in sheep) can be recorded with the grapheme 'ee' and that the 'ai' sound (as in rain) can be recorded with the grapheme 'ai'. As they move into Year 1, children begin the next stage of their phonic development and begin to learn that sounds (phonemes) can be represented by different letters or groups of letters (graphemes).

### Phase 5a

At this stage, your child will recap and practise the range of grapheme-phoneme correspondences that they have studied so far. They will practise identifying the single grapheme, digraph and trigraph sounds (sounds represented by one, two or three letters). For example, s, a, t, p, ch, ai, ee, ow, air, ear.

They will then be introduced to the idea of **same phoneme, different grapheme** (or **same sound, different spelling**). This means that they will learn to recognise new written representations for sounds already learned. For example, they have previously learned that the 'ai' sound can be represented by the grapheme 'ai' (as in rain). They will now learn that it can also be represented by 'ay' (as in day), a (as in acorn) and a\_e (as in cake).

### Phase 5b

Children will then be introduced to the idea of **same grapheme, different phoneme** (or **same spelling, different sound**). This means that they will learn that graphemes that they have previously encountered can sometimes make more than one sound. For example, the grapheme ch can make the 'ch' sound (as in chip) and also the 'c' sound (as in school). The 'ow' grapheme can make the 'ow' sound (as in town) and also the 'oa' sound (as in bowl).

Phase 5 is based mainly around reading. Children are taught to recognise these new grapheme-phoneme correspondences and to blend words with them.

#### Nonsense or Alien Words

As part of Phase 5, children are provided with opportunities to apply this new phonic knowledge by blending to read 'alien' words. This is a way that teachers can use to check that children are using phonic skills to read (and not just remembering whole words). For example, children may be asked to read the word 'cheam' by blending together the phonemes 'ch – ea- m'.

#### Tricky Words

Children will continue to learn to read new 'tricky' words. These are words that do not follow the phonic rules already taught.

They will also extend the range of 'tricky' words that they are expected to spell.



## Ways you can support your children at home

**Practise recognition of graphemes sent home** – Each week, teachers will send home a list of graphemes covered and some example words containing these graphemes. Please spend some time with your child reading these words by blending the sounds. (Eg for Thursday, you could draw 'sound' buttons under each sound to help your child to blend the graphemes together). Thursday.

**Read some alien words with your child-** Use our school website to download some examples of alien words to blend with your child.

**Read with your child** – Your child's home reading book has been selected to contain only grapheme-phoneme correspondences that they have covered in school so it provides a perfect opportunity to practise reading words containing these sounds. Read the book with your child again and again, encouraging them to sound-out the words. By the final read, encourage them to either whisper sounding-out or to try to sound-out in their heads.