



# Year 1 Phonics Workshop

November 2024

# Aims of the Session



- To inform parents what the Phase 5 sounds are and how they are taught.
- To answer questions regarding the teaching and learning of phonics.
- To give you an insight into Guided Reading at Dropmore.
- To give parents information about the Phonics Screening Check.

# Phonics Scheme at Dropmore



In school we currently follow the phonics programme 'Lesley Clarke Synthetic Phonics'. It is divided into six phases.

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

For more information: <https://www.lesleyclarkesynteticphonics.co.uk/index.php/parents>

# Terminology



Grapheme- Written letters, or groups of letter, which represent one sound, e.g. m, t, sh, or ee

Phoneme- A single sound that can be made by one or more letters e.g. h, b, oo or igh

Digraph- Two letters that make one sound e.g. ee, oo, ai, sh

Trigraph- Three letters that make one sound e.g. igh, air, ear

Adjacent consonants - two or more consonants that appear next to each other within a word and they each represent a different sound

Polysyllabic - Words which have two or more syllables

Split digraph - a digraph that is split by a consonant e.g. take (the ae digraph is split)

Tricky words- Words that we can't sound out e.g. said, the, because

# Phase 5



The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling.

They will learn new graphemes and alternative pronunciations for these.

When spelling words, the children will learn to choose the appropriate graphemes to represent the sounds.

# End of Phase 5

Children working at expected standards should be able to:

- Give the sound when shown any grapheme that has been taught
- For any given sound, write the common graphemes
- Use their phonics skills when reading and spelling unfamiliar words that are not completely decodable
- Read and spell phonically decodable two-syllable and three-syllable words
- Read high-frequency words automatically (without sounding out)
- Accurately spell most high-frequency words
- Form each letter correctly.

# Autumn 1 - Phase 5a



Children already know one way to write down each phoneme. In this phase they revisit some phonemes and learn a different way that they can be written down.

Term	Week	Section	Phonics Teaching	HFW Teaching	Assessment
Au1	1	3&4			
	2	5a	a-e e-e i-e o-e u-e		Phase 3 Sounds and reading
	3		ie ue(2) oe	Read: oh their	
	4		ay ou aw au		
	5		ir ew (2) ea	Spell: said, so	
	6		oy wh ph ey		

Knowledge: ay ou ie ea oy ir ue aw wh ph ew oe au ey a\_e e\_e i\_e o\_e u\_e

Skills: Blending and segmenting (with adjacent consonants)

# Autumn 2 - Phase 5b



Phase 5b teaches children a clear strategy for tackling words that include graphemes that can be pronounced in more than one way.

Au2	7	5b	REVISE 5a a(4) e(2) i(2)	Spell: like have	
	8		o(2) u(3)	Read: Mr Mrs once Read: called asked	Phase 5 sounds and reading
	9		ow(2) ie(2) ea(2)	Spell: some come	
	10		er(2) g(2)	Spell: were there Spell: when what	
	11		ch(2/3) c(2) y(4)	Read: because who	
	12			Revision/Catch up	

**Knowledge:** I (fin, find) o (hot, cold) c (cat, cent) g (got, giant) u (but put) ow (cow, blow) ie (tie, field) ea (eat, bread) a (hat, what, apricot) y (yes, by, very) ch (chin, school, chef)

**Skills:** Using a clear strategy for reading words with graphemes that can have alternative pronunciations.

**Phase 5b strategy** - Say the word. Notice whether it makes sense. If it doesn't, try again using an alternative pronunciation that you know for one of the phonemes. Notice whether it makes sense now. Repeat until the word does make sense.



# Spring 1 + - Phase 5c



Phase 5c teaches the children how to make simple, sensible spelling choices. They discover which grapheme is the most commonly used for a certain sound and which graphemes are most common in different parts of the word/before or after certain letters.

Sp1	13	5c	/ay/ (ay a e ai a ey)	Read: people looked	
	14		/ee/ (ea e e y ie ey ee e)	Read: water again	Phase 5 sounds and reading
	15		/igh/ (ie y i e igh i)	(Spell: my by)	
	16		/oa/ (ow oe o e oa o)	(Spell: so go)	
	17		/(y)oo/ (ue u e ew oo u)	Spell: today Tuesday	
	18		/oo/ (oul u oo)	Spell: would could should	
Spring Half-Term					
Sp2	19		/oy/ (oy oi) /ow/ (ow ou)	Spell: do one	
	20		/or/ (or aw au a our al)	Read: please different	Phonics Screening Mock 1
	21		/ur/ (ur er ir ear or)	Read: friend where	
	22		/i/ (g dge ge)	Spell: out little	
	23		/z/ (z zz se ze)	Read: through thought	
	24		/s/ (s ss c se ce)	Spell: Mr Mrs	
Easter Holiday					
Su1	25		/n/ (gn kn)	Spell: people oh	
	26		c and k before e i y	Spell: where there	Phonics Screening Mock 2
	27		/ar/ (ar a al)	Spell: called asked	
	28		/air/ (air ere ear are)	Spell: their	
	29		/ear/ (ere ear eer)	Days of the week	
	30		Phase 5 revision		
Summer Half-term					
Su2	31		Phase 5 revision		
	32		Phase 5 revision		<b>Phonics Screening Check</b>
	33		/m/ (mb) /r/ (wr)		
			ch (ture tch)		
			sh (cial tion ssion)		
			zh (sion sure ge)		

**Knowledge:** To understand that some phonemes can be represented by a range of graphemes. To begin to become familiar with some of these alternative spelling choices.

**Skills:** Using a clear strategy for spelling words that contain phonemes which could be represented by a range of graphemes.

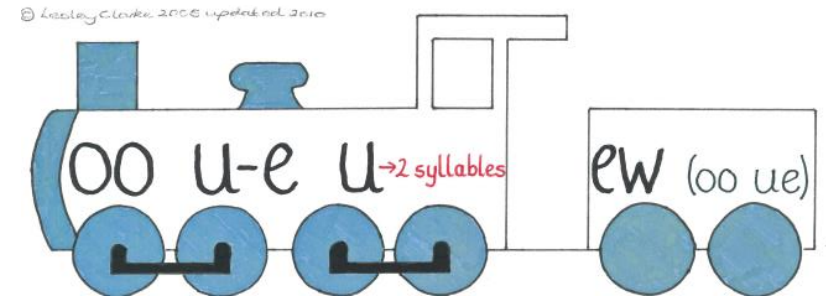
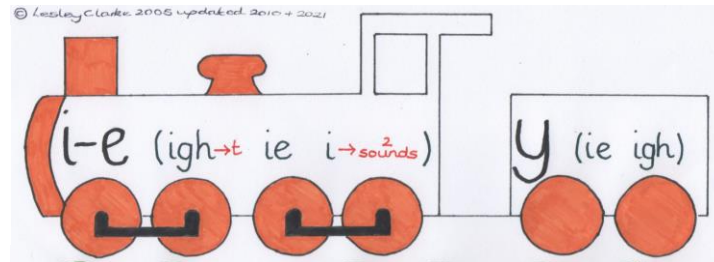
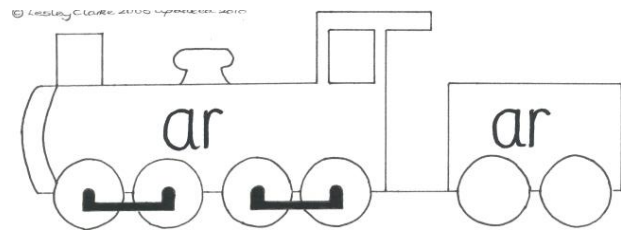
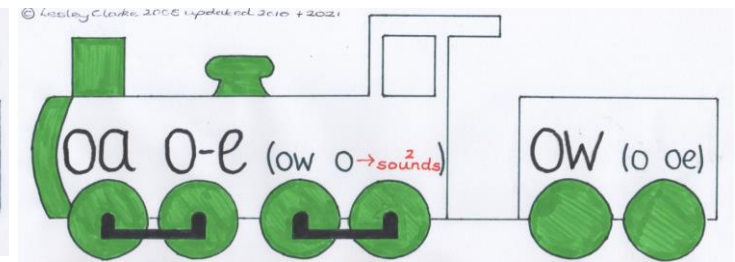
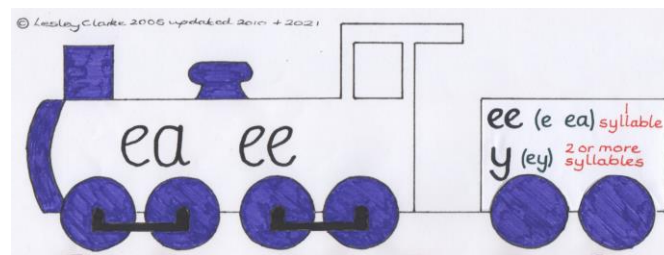
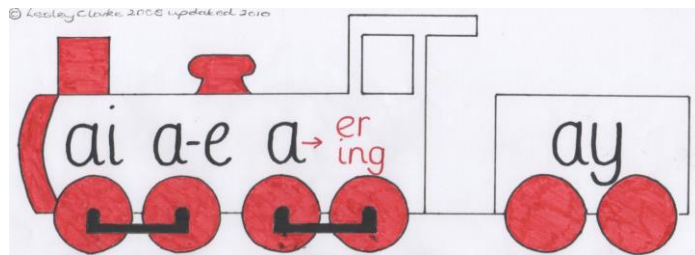


Grapheme	Example
ay	day, play, crayon
ew	new, crew, flew
ou	cloud, sound, about
ie	pie, tie, cried
ea	sea, meat, read
oy	toy, enjoy, boy
ir	bird, shirt, first
ue	blue, true, glue
aw	paw, claw, yawn
wh	wheel, whisper, when
ph	dolphin, alphabet
oe	toe, foe, tomatoes
au	launch, haul
a-e	make, game, snake
e-e	these, eve, extreme
i-e	like, time, slide
u-e	rule, June, flute

<https://www.youtube.com/watch?v=UCI2mu7URBc>

# Best Bet Trains

Lesley Clark



# Tricky Words



## Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could

ink saving

Eco

# High Frequency Words

## 100 High Frequency Words

the  
and  
a  
to  
said  
in  
he  
I  
of  
it  
was  
you  
they  
on  
she  
is  
for  
at

his  
but  
that  
with  
all  
we  
can  
are  
up  
had  
my  
her  
what  
there  
out  
this  
have  
went

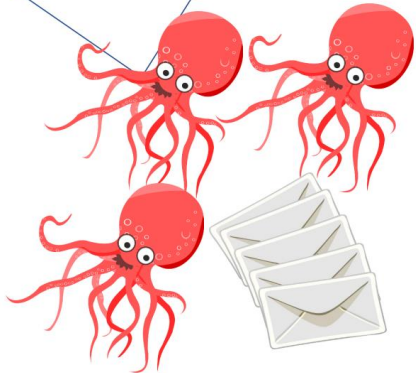
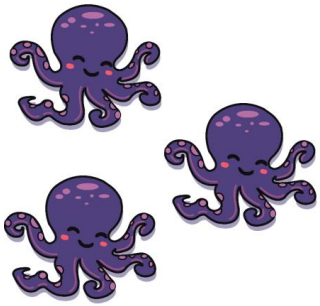
be  
like  
some  
so  
not  
then  
were  
go  
little  
as  
no  
mum  
one  
them

do  
me  
down  
dad  
big  
when  
it's  
see  
looked  
very  
look  
don't  
come  
will

into  
back  
from  
children  
him  
Mr  
get  
just  
now  
came  
oh  
about  
got  
their  
people  
your  
put  
could

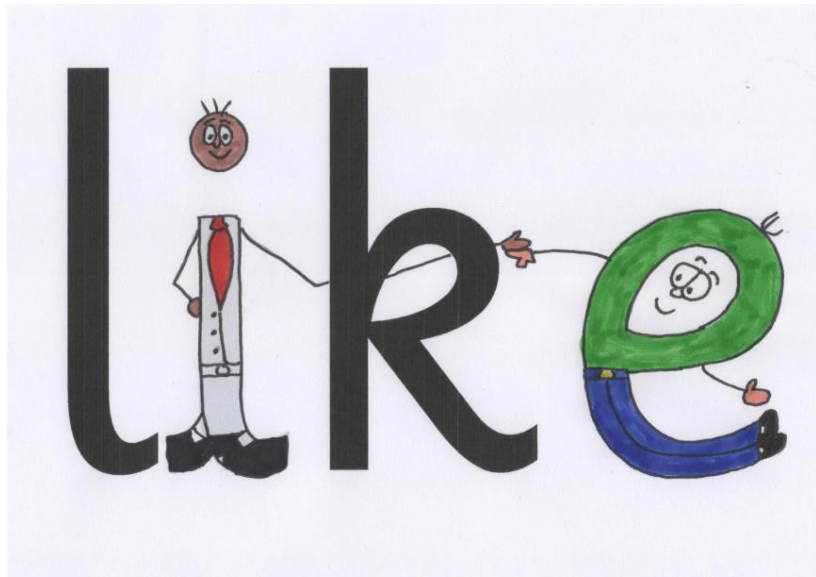
house  
old  
too  
by  
day  
made  
time  
I'm  
if  
help  
Mrs  
called  
here  
off  
asked  
saw  
make  
an

c<sub>ome</sub> o<sub>n</sub> m<sub>ake</sub> e<sub>nvelopes</sub>



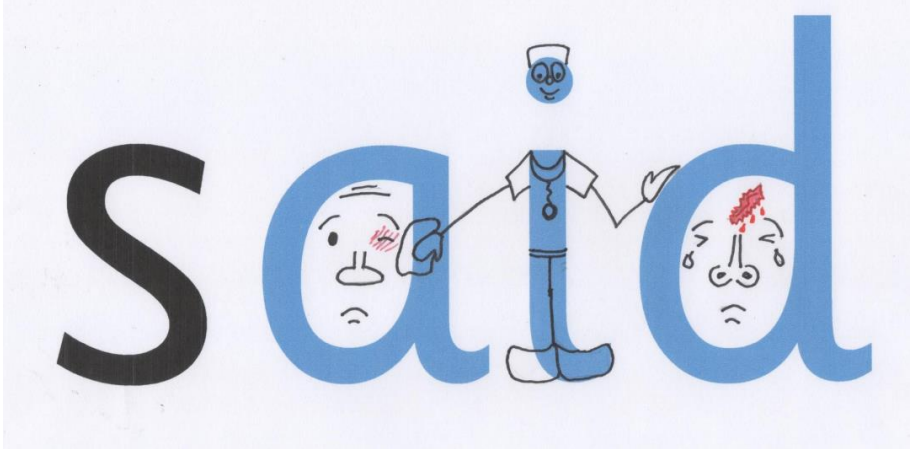
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**like:**

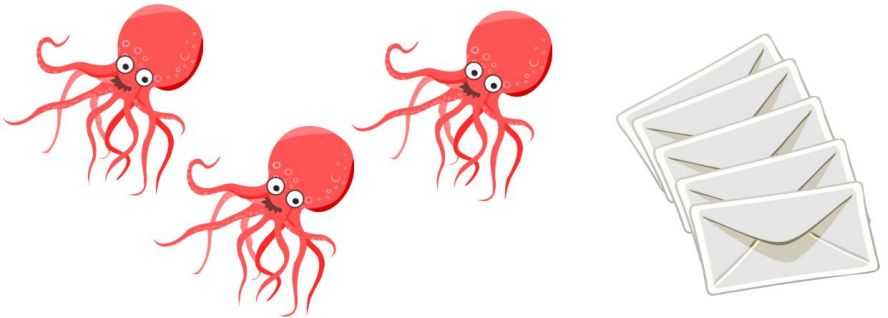
Segment the word. To help them remember which grapheme to use for /ie/, the 'i' and the 'e' have been turned into people who are holding hands (as we do for split digraphs). Say the 'i' and 'e' are friends who 'like' each other.

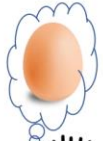


**said:**

'said needs aid' (cover up the 's' as you say 'aid'). The faces in the 'a' & 'd' have cuts. The 'i' is a nurse who is giving first aid.

s<sub>ome</sub> o<sub>ctopuses</sub> m<sub>ake</sub> e<sub>nvelopes</sub>





when



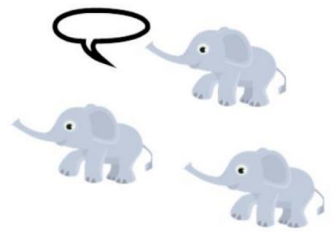
o<sub>ften</sub> n<sub>ot</sub> e<sub>nough</sub>



what



l<sub>ittle</sub> i<sub>nsects</sub> t<sub>alk</sub> t<sub>o</sub> l<sub>ittle</sub> e<sub>lephants</sub>



o<sub>h</sub> h<sub>elp</sub>



p<sub>eo</sub>ple e<sub>at</sub> o<sub>range</sub>s p<sub>engu</sub>ins l<sub>ay</sub> e<sub>gg</sub>s



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**their:**

Sing to the tune of 'She'll be coming round the mountain':

For their things use e-i-r

For their things use e-i-r

For their things use, their things use, their things use e-i-r

**looked**

Turn the oo into a pair of eyes which look. Recap 'ed' song from Phase 4.

looked

**called**

Use best bet for /or/ before /l/ - 'a'. Recap 'ed' song from Phase 4.





# Guided Reading

Guided reading is part of a carousel of activities aimed at supporting the children with their reading and phonics.

1. Read with the Teacher - focus on an objective
2. Handwriting
3. Phonics activities
4. Catch up phonics - Phase 3

# Word reading



Apply phonic knowledge and skills to decode words

Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes

Read accurately by blending sounds in unfamiliar words

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read words containing 's, es, ing, ed, er, est' endings

Read other words of more than one syllable

Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)

# Comprehension



## Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



## Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



## Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



## If you are not sure, say:

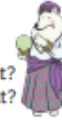
- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

## If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

## Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



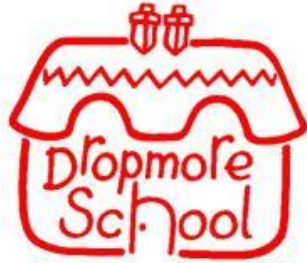
## Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



## Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.



# Any Questions?

Thank you so much for joining us  
this morning, we hope that you have  
found the workshop informative and  
helpful