



# Mayfield Primary School

## Overview for Phonics in the Year 1

In Year one we will continue the phonic work from reception at your child's level. We follow letter and sounds and also use 'Jolly Phonics' as a resource. Letters and Sounds aims to build children's speaking and listening skills as well as preparing children to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five with the aim of them becoming phonic readers by the age of seven.

At the end of year one the children take part in a national phonics screening test. We prepare the children for this test throughout the year's phonics teaching.

### **Term 1 & 2**

The children will be revisiting the phase 4 sounds and the tricky words. The children will then move onto phase 5. In phase 5 the children will learn new sounds and their new alternative letter combinations.

#### Example

Taught previously: ai (rain) new letter combinations ay and a-e (play and cake)

Taught previously: igh (light) new letter combinations ie, y, and i-e (tie, fly and kite)

(A list of the sounds taught in phase 5 can be found on the next page).

#### Tricky words

oh  
their  
people  
Mr  
Mrs  
looked  
called  
asked  
could

#### words that can be sounded out

don't  
old  
I'm  
by  
time  
house  
about  
your  
day  
made  
came  
make  
here  
saw  
very  
put

## Term 3

In this term some of the children will begin to be taught phase 6.

### Past tense

- Look at the spelling and different pronunciations of 'ed' endings and investigate what happens to the spelling when adding 'ed'.
- Making sure the children are clear that they are changing the verb tense and not just adding 'ed'
- Review verbs where adding the 'ed' doesn't work, introducing the terminology as irregular verbs.

### Suffixes

- What is a suffix? Teach and introduce 'ing', 'er', 'est', 'ly', 'y' and the rules of adding these to a word.

### Plurals

- Teach the meaning of plurals and review ie. When to add 's' or 'es'.

## Throughout Year 1 Common Exception Words

By the end of the year children are expected to read and spell all of these words accurately.

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

<u>a-e</u> (as in <b>came</b> )	<u>au</u> (as in <b>Paul</b> )	<u>aw</u> (as in <b>saw</b> )
<u>ay</u> (as in <b>day</b> )	<u>e-e</u> (as in <b>these</b> )	<u>ea</u> (as in <b>sea</b> )
<u>ew</u> (as in <b>chew</b> )	<u>ew</u> (as in <b>stew</b> )	<u>ey</u> (as in <b>money</b> )
<u>i-e</u> (as in <b>like</b> )	<u>ie</u> (as in <b>pie</b> )	<u>ir</u> (as in <b>girl</b> )
<u>o-e</u> (as in <b>bone</b> )	<u>oe</u> (as in <b>toe</b> )	<u>ou</u> (as in <b>out</b> )
<u>oy</u> (as in <b>boy</b> )	<u>ph</u> (as in <b>Phil</b> )	<u>u-e</u> (as in <b>June</b> )
<u>u-e</u> (as in <b>huge</b> )	<u>ue</u> (as in <b>clue</b> )	<u>ue</u> (as in <b>due</b> )
	<u>wh</u> (as in <b>when</b> )	