

**HUNSLEY  
PRIMARY**

inspire · aspire

Phonics  
and  
reading  
in Year 1



Bug Club  
**Phonics**



**Bug Club**

# Phonics Terminology

Phoneme- a sound.

Grapheme- the way a sound is written.

Digraph- two letters that make one sound.

Trigraph- three letters that make one sound.

Blending- putting sounds together to read a word.

Segmenting- breaking words into sounds to spell them.

Tricky word- a word that is not phonetical and can not be sounded out.

High frequency word- words used frequently in spoken and written language e.g. as, at, and, back.

Alien words/ Sudo words/ nonsense words- words that are not real words.



# Phonics in Year 1

Daily phonics lesson, building on from Reception.

Phonics is taught through a scheme. At Hunsley Primary we use Bug Club Phonics.

Children are taught as a whole class.

Interventions in place for children who need extra support.

Pure sounds vitally important.

Phonics screening check in June 2022

# Phonics screening



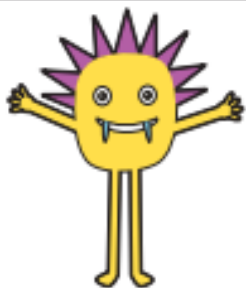
It is a national assessment and children read 40 words.  
20 words are pseudo/alien words and 20 are real words.

The words get progressively harder and include multi-syllable words by the end.

The words begin with graphemes and phonemes from Phase 2/3 and moves through words containing graphemes and phonemes from Phase 4 and Phase 5 as well.

Section 1

sut



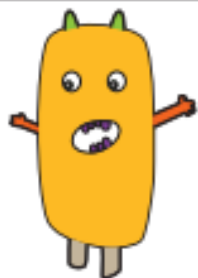
yad



dop



uct



Section 2

crust

trails

strip

scraps



# Phonics in Year 1

Phase 5 graphemes for each phoneme linked and taught together.

Irregular/high frequency words taught through language lessons.

Phase	Unit	Focus	Irregular/high-frequency words
5	13	wh, ph,	oh, their, people
	14	ay, a-e, eigh/ey/ei (long a)	Mr, Mrs, Ms
	15	ea, e-e, ie/ey/y (long e)	looked, called, asked
	16	ie, i-e, y, i (long i)	water, where
	17	ow, o-e, o/oe (long o)	who, again
	18	ew, ue, u-e (long o), u/oul, (short oo)	thought, through
	19	aw, au, al	work, laughed, because
	20	ir, er, ear	Thursday, Saturday, thirteen, thirty
	21	ou, oy	different, any, many
	22	ere/eer, are/ear	eyes, friends
	23	c, k, ck, ch	two, once
	24	c(e)/c(i)/c(y), sc/ still) se	great, clothes
	25	g(e)/g(i)/g(y), dge	it's, I'm, I'll, I've
26	le, mb, kn/gn, wr	don't, can't, didn't	
27	tch, sh, ea, zh, (w)a, o	first, second, third	

# Phonics in Year 1



Let's see how we teach  
Phonics at Hunsley Primary!

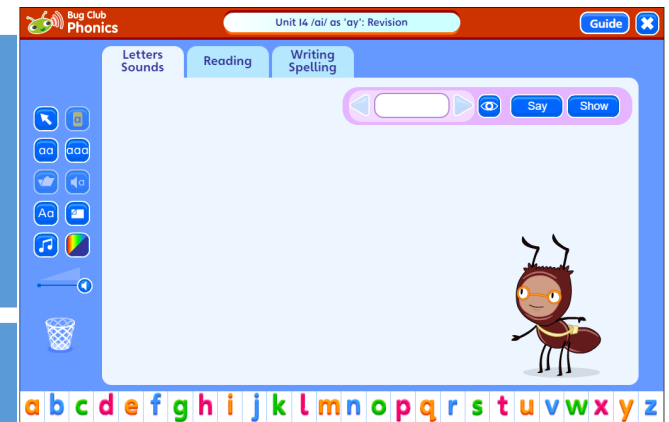


# Phonics in Year 1 - Lesson

1. Start with the ABC song.



2. Revisit previous taught sounds/graphemes.



3. Teach and practice new sound/graphemes reading, spelling and writing.



4. Finish with the ABC song.



# Assessing phonics in Year 1



Ongoing teacher assessments are used to assess phonics knowledge. We also use online assessments which assesses reading and spelling of phonemes, high frequency words and Y1 common exception words.



# Reading in Year 1


Bug Club reading books are linked to the sounds and graphemes being taught in phonics that week.

**Before and during reading**

**1 Say the sounds and look at the new spellings**

a y a - e e i g h  
e y e i a

**2 Blend the sounds**  
To blend words with adjacent consonants, blend each sound separately, e.g. g-r-ey, grey

p-l-a-y, play 

g-a-m-e, game

a-m-a-z-i-n-g, amazing

g-r-ey, grey

eigh-t, eight

r-e-i-n-s, reins

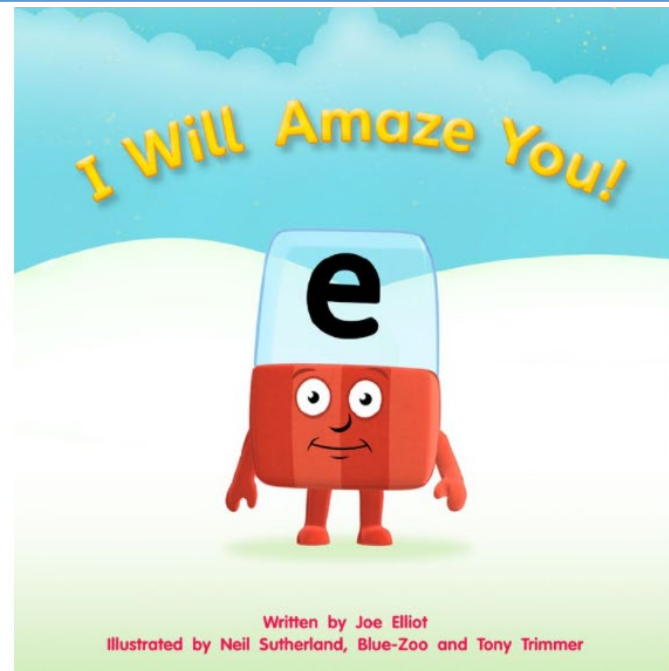
**Meet the Alphablocks**  
We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in turn and then blend them together.

**Talk together**  
Ask the children to read the title and look at the cover picture. Who is saying 'I will amaze you'? Explain that when E wears black, he can make split digraph words (e.g. 'cake'). Talk about how we don't pronounce the E but it changes the sound of the A. What might happen in this story?

**Vocabulary check**  
On page 6, check that the children know what is meant by 'this will amaze you'. Talk about how magic tricks can be amazing.

**While you read**

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise.
- On pages 4-6, encourage the children to read the characters' words with lots of expression.
- On pages 12-13, what do the children think is making the zzzz noises? Will it really be a monster?
- On page 16, do the children know what 'reins' are? Can the children spot the reins in the picture?



# How to help your child with reading at home.



Before reading, look at the front of the book and discuss the sounds and words.

Discuss the title of the book, read the blurb and make some predictions of what you think is going to happen. Is it a fiction or non-fiction book?

**Before and during reading**

**1 Say the sounds and look at the new spellings**

a y a - e igh  
e y e i a

**2 Blend the sounds**  
To blend words with adjacent consonants, blend each sound separately, e.g. g-r-g-r-grey.

p-l-ay, play 

g-a-m-e, game

a-m-a-z-i-ng, amazing

g-r-ey, grey

igh-t, eight

r-e-i-n-s, reins

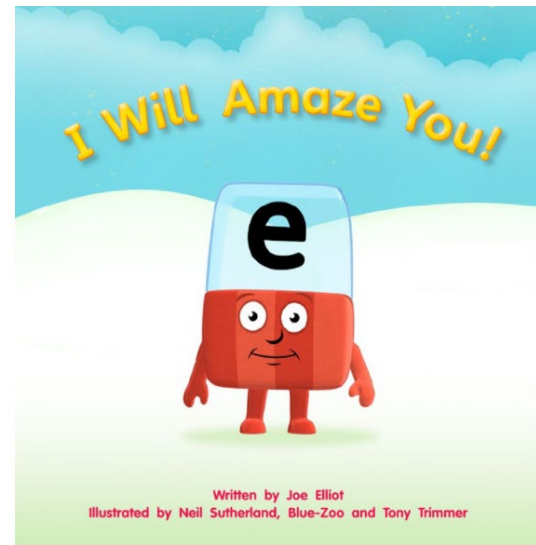
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**Talk together**  
Ask the children to read the title and look at the cover picture. Who is saying 'I will amaze you'? Explain that when E wears black, he can make split digraph words (e.g. 'take'). Talk about how we don't pronounce the E but it changes the sound of the A. What might happen in this story?

**Vocabulary check**  
On page 6, check that the children know what is meant by 'this will amaze you'. Talk about how magic tricks can be amazing.

**While you read**

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise.
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# How to help your child with reading at home.



In your child's reading record there is a list of comprehension questions and discussion points you could use during and after reading with your child.

## Questions and Discussions

Any discussions you have with your child to help them develop their understanding of the text will benefit their comprehension and inference. There are some examples below of the types of questions/discussions you could have with your child whilst listening to them read. Please adapt the questions as needed to allow your child to develop their comprehension skills.

1. Predict what you think will happen before reading, using the blurb and front cover to support your ideas.
2. In what type of setting is the story based? (For example, a school, city, beach...)
3. Who are the characters? Are they good or bad characters and what makes them this?
4. What do you think will happen next, based on what has been read so far and why?
5. Is it a fiction or non-fiction text? How do you know?
6. What are the features of the book? (For example, once upon a time, happily ever after, good/bad characters, problem...)
7. Find a word, sentence or phrase that tells you ..... For example, how someone is feeling.
8. Find a word that means the same as .... (synonyms)
9. Why do you think the character didn't want to...../did.....? For example, didn't want his friends to know how he felt.
10. Why do you think the author chose the title? Can you think of another suitable title?
11. Identify and discuss the features of a non-fiction text (labels, caption, title, sub-heading, heading, picture, glossary, bold writing, index, contents)
12. Why has that author used an exclamation mark/question mark?
13. Why is this part in bold?
14. Give your child a statement from the text and ask them if it is true or false.



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# Bug Club Online



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Log in details can be found at the back of your child's planner.

ActiveLearn: Login

https://www.activelearnprimary.co.uk/login?c=0

ActiveLearn

Privacy and Cookies

This Pearson website stores cookies on your computer which help us make the website work better for you. [Learn more](#) [Close this message](#)

Log in

[Forgotten password?](#)

[Will it work on my computer?](#)

Chat with support

# Reading record



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Please use the reading record to inform us that you have read at home.

Please leave your child's book in their book bag as they will read in school too.

Please record when you have read your home reading book and any of your online Bug Club books too.

This informs us that the book has been read and we will therefore change it on a Friday.

I can then allocate new books online too.

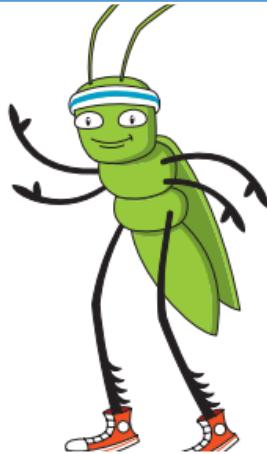
# Assessing reading in Year 1



Bug Club

Your child will read their reading book with an adult in school. We will assess their phonics knowledge, reading fluency and comprehension skills.

Bug Club assessments are also used to assess reading and comprehension.



# Assessing reading in Year 1

Here is an example of a Bug Club assessment.



**Bug Club**

Name: \_\_\_\_\_


Class: \_\_\_\_\_ Date: \_\_\_\_\_

Blue A (KSI)

**Practise this word:**  
want

**The Bike Race**  
Jake had a new bike. He kept boasting that it was the best bike in town. Tom's bike was quite rusty ... but it still went fast.

boasting and



**1** Which word or phrase means the same as 'boasting'?  
Tick one box.

Showing off

Riding fast

Lying



The logo for Hunsley Primary is a blue square with white text. The text reads "HUNSLEY PRIMARY" in a bold, sans-serif font, with "inspire · aspire" in a smaller, lowercase sans-serif font below it. The logo is centered within a white circle on an orange background.

**HUNSLEY  
PRIMARY**  
inspire · aspire

A decorative yellow dashed arc is positioned above the text "Any questions?".

*Any  
questions?*