

**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, but we differentiate through questioning, challenge words and sentences etc.

Interventions in place for children who need extra support.

Pure sounds vitally important.

Phonics screening check in June 2023

# Phonics screening



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

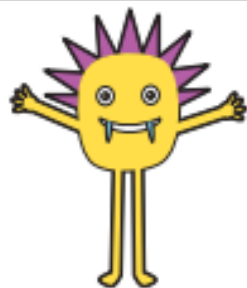
The words get progressively harder and include multi-syllable words by the end.

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.

If your child does not pass the phonics screening in Year 1 they will get continued phonics support and interventions in Year 2. They will also re-sit screening test in Year 2.

Section 1

sut



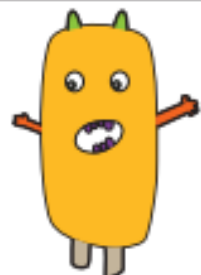
yad



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/ st(l) 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 or the previous week.

**Before and during reading**

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

a y a-e eigh  
ey ei a

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

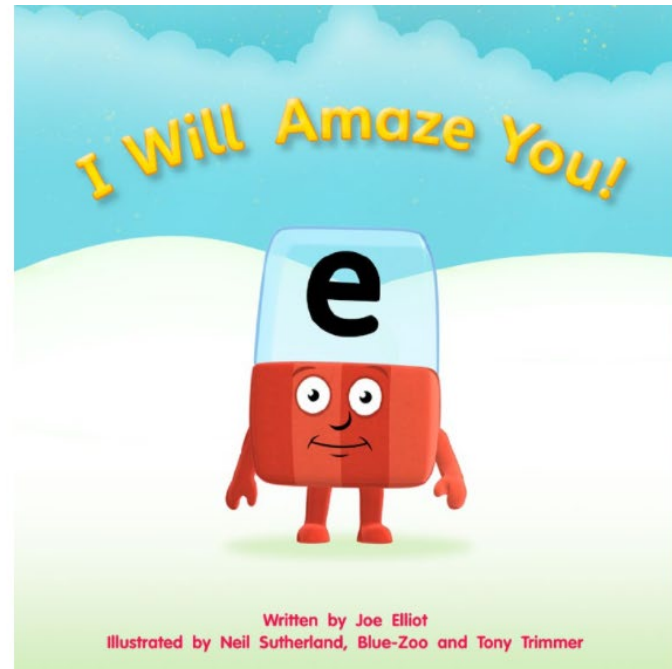
p-l-ay, play  
g-a-m-e, game  
a-m-a-z-i-ng, amazing  
g-r-ey, grey  
eigh-t, eight  
r-ei-n-s, reins

**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 eigh  
e y e i a

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

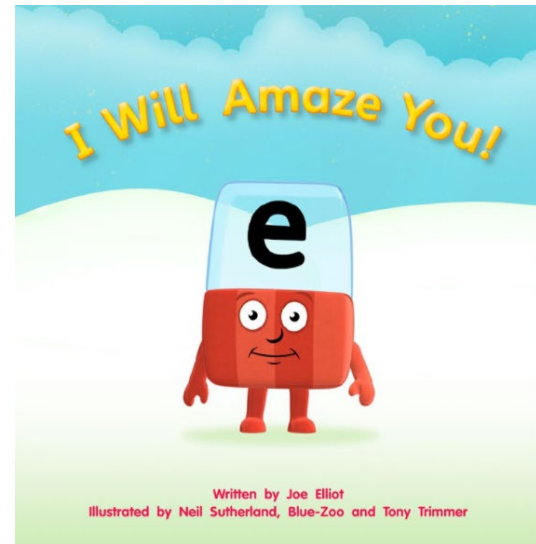
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**Talk together**  
Ask the children to read the title and look at the cover picture. Who is saying 'I will amaze you'? Explain that when E wears black, he can make split digraph words (e.g. 'take'). Talk about how we don't pronounce the E but it changes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

**Vocabulary check**  
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# How to help your child with reading at home.



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



**Bug Club**

## 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.



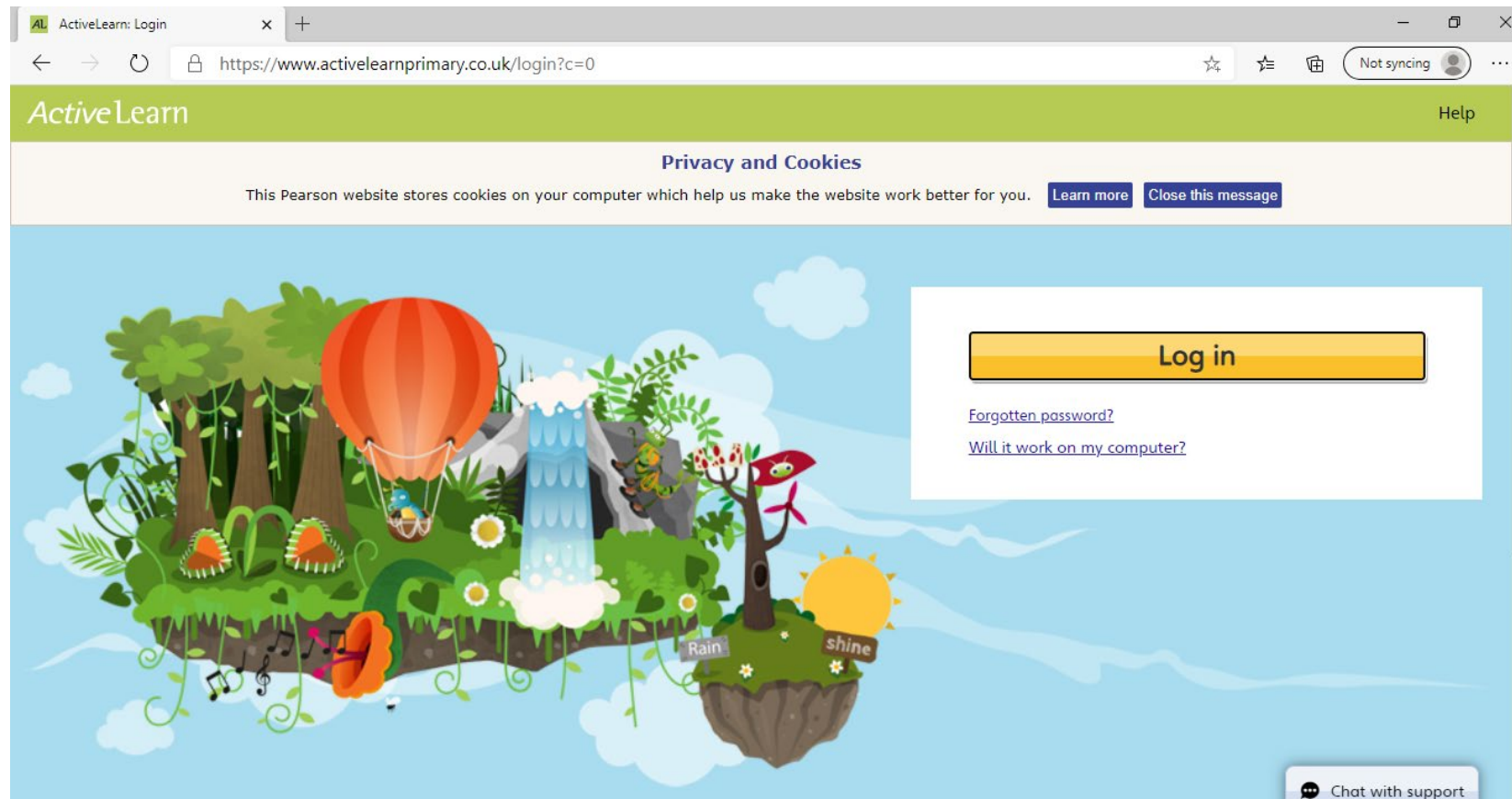
**Bug Club**

# Bug Club Online



Bug Club

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





# Reading record



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

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 weekly basis for a new book.

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



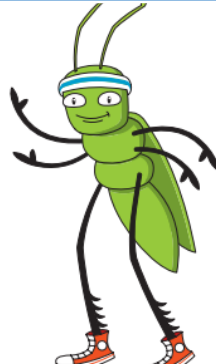
# Assessing reading in Year 1



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. We encourage children to read their book more than once to enable their fluency and comprehension skills to develop further.

Bug Club assessments and NFER assessment papers are also used to assess reading and comprehension skills.



# Assessing reading in Year 1

Here is an example of a Bug Club assessment.



**Bug Club**


Blue A (KSI)

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

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

**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.



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

Showing off ☐

Riding fast ☐

Lying ☐



# Assessing reading in Year 1

Here are some example questions from an NFER reading assessment.

## Section 1: Aural comprehension

### Teacher reads:

After a very enjoyable day out with friends, Max was very tired. Before going to bed, Max managed to brush his teeth but he was so tired that he fell asleep in his clothes on top of his bed.

### 1 Teacher reads:

Tick one picture to show what Max managed to do before falling asleep.



### 2 Teacher reads:

Where did Max fall asleep?

under his bed ☐

in his bed ☐

on top of his bed ☐

in the bathroom ☐

## The Winter Fair

Every winter, Bonzo's Fair came to Amber's town. Amber never missed it.

One afternoon, Mum collected her from school and they walked to the fair.

"Let's hurry," said Amber.

As they got closer, Amber saw the fair's lights twinkling like stars in the night sky. She gasped in wonder. They looked magical.



### 1 When did Bonzo's Fair come to town?

\_\_\_\_\_

### 2 What showed that Amber wanted to get to the fair quickly?

Tick (✓) **one**.

She walked with her mum. ☐

She gasped in wonder. ☐

She looked at the lights. ☐

She asked her mum to hurry. ☐

# End of Year 1 Reading Expectations

Reading fluency and comprehension skills are really important areas of learning for Year 1.

Children must achieve the following targets (on the next slide) for both word reading and comprehension to enable them to pass the Year 1 standards for reading.

# End of Year 1 Reading Expectations

## Word Reading

- En1/2.1a apply phonic knowledge and skills as the route to decode words
- En1/2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- En1/2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- En1/2.1e read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- En1/2.1f read other words of more than one syllable that contain taught GPCs
- En1/2.1g read words with contractions, and understand that the apostrophe represents the omitted letter(s)
- En1/2.1h read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- En1/2.1i reread these books to build up their fluency and confidence in word reading

## Comprehension

- En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently + being encouraged to link what they read or hear to their own experiences + becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics + recognising and joining in with predictable phrases + learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known
- En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading + discussing the significance of the title and events making inferences on the basis of what is being said and done + predicting what might happen on the basis of what has been read so far
- En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say
- En1/2.2d explain clearly their understanding of what is read to them

The logo for Hunsley Primary is a blue square with the school's name in white. The name is split into two lines: 'HUNSLEY' on top and 'PRIMARY' below it. Below the name is the tagline 'inspire · aspire' in a smaller font. The entire logo is centered within a large white circle on an orange background.

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*Thank you  
for  
listening.*

*Any  
questions?*