



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Cononley Primary School

Letters and Sounds workshop

Year 1 and Year 2



Aims of workshop

To outline the main principles of 'Letters and Sounds' for children in Year 1 and 2.

To demonstrate some of the teaching strategies we use.

To provide information about reading and writing in Year 1 and Year 2.

Phonics and Reading Overview

- Reading is taught through daily phonics lessons and group reading lessons, which take place three times per week.
- This year there are additional staff working in Year 1 and Year 2 so that we can teach phonics and reading in much smaller groups.
- This approach will help to reinforce all the learning which has been missed during the last two years and help children to progress quickly.

Phase 2 and 3 (Reception)

Phase 2	Phase 3
s, a, t, p, i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, s, ss	j, v, w, x y, z, zz, qu ch, sh, th, ng ai, ee, igh, oa, oo ar, or, ur, ow, oi ear, air, ure, er



Phase 4 (Reception)

Children read and spell words with adjacent consonants:

- CVCC words eg – **help, lamp, pond, chest, boast, chunk**
- CCVC words eg – **stop, swim, clap, sniff, frog, creep, train, crash, sport, growl**
- And will also be exposed to polysyllabic words eg **laptop, shampoo, chimpanzee**

Daily Phonics in Year 1

Phonics lessons take place each morning.

Children will:

- Learn new sounds and spellings
- Blend sounds for reading
- Segment sounds for spelling, including 2 and 3 syllable words
- Read and write sentences.

Phase 5 (Year 1)

- Phase 2,3 and 4 will be consolidated in year 1.
- Phase 5 introduces alternative written representations (graphemes) of sounds (phonemes) from earlier phases.

ay day

oy boy

wh when

a_e make

ou out

ir girl

ph photo

e_e these

ie tie

ue blue

ew new

i_e like

ea east

aw saw

oe toe

o_e home

au Paul

u_e rule

SPLIT DIGRAPH

a_e make

e_e these

i_e like

o_e home

u_e rule

The letters work together to make the letter name. Eg

lie

like

make

home

these

rule

Phase 5 (Year 1)

Phase 5 also introduces alternative pronunciations of phonemes/sounds from earlier phases.

i fin/find	ow cow/blow	a hat/what
o hot/cold	ie tie/field	y yes/very/by
c cat/cent	ea eat/bread	ch chin/school/chef
g got/giant	er her/farmer	ou out/shoulder/could/you

High Frequency Words to Read and Write

- Children continue to learn words that need to be recognised *on sight*.
- Eg: **don't, day, here, old, house, made, I'm, by, very**
- They will also spell these words



Reading

It must always be remembered that phonics is the step up to **fluent word recognition**. Fluent reading is crucial if children are going to have a deep understanding of what they have read.

In school, children read three times per week in a group reading lesson. They also have their home reading book monitored once a week by the class teacher.

In addition, children will also have a library book each week which they choose themselves.

Group Reading

Group reading sessions are carried out in small groups with children grouped by their phonics ability. The **same** book will be used for the whole week. Each session will be planned to practise a specific focus of reading, breaking the learning into 'chunks' so that children are not 'overloaded', for example:

Day 1: decoding (sounding out words)

Day 2: fluency

Day 3: comprehension

Children read the book individually at their own pace. On day 1 and day 2, the adult will listen to each of the children and check they can sound out words they don't know and read fluently.

Year 1 phonics screening

PHONICS SCREENING AT THE END OF YEAR 1

This is to check children have reached the expected level in reading real and pseudo words using their phonic knowledge.

The test is very informal and is carried out 1:1 with each child with a familiar adult and lasts approximately 10 minutes.

* This year, Year 2 Phonics screening will take place before the end of November.



Example phonics screening at the end of year 1

tox	hild	voo	newt
bim	quemp	jound	phone
vap	shin	terg	blank
ulf	gang	fape	trains
geck	week	snemp	strap
chom	chill	blurst	scribe
tord	grit	spron	rusty
thazz	start	stroft	finger
blan	best	day	dentist
steck	hooks	slide	starling

Year 2

- In Year 2, the emphasis moves away from phonics towards spelling rules and grammar.
- Children take part in daily spelling and grammar lessons and
- Children take part in group reading lessons three times per week.
- Class teachers monitor individual readers

Phase 6 (Year 2)

- Phase 5 will be consolidated in Year 2.
- At the beginning of Phase 6 children should know most of the GPCs (Grapheme - Phoneme correspondences – **ay, ee, ie, ou, ph, ew...**)
- In Phase 6 children learn about:
 - the past tense
 - adding suffixes (ing, ed, er, est, ly, ful,y, ness)
 - Spelling and reading longer words
- During phase 6 children become **fluent readers and increasing accurate spellers**

Phase 6 (Year 2)

The past tense

Children will experience texts in both past and present tense and discuss the differences.

The words **yesterday** and **today** are useful to reinforce the meanings. Eg Today I am **jumping** on the bed. Yesterday I **jumped** on the bed.

Children will learn that many common verbs have an irregular past tense. Eg **go - went, come - came, say - said.**

Phase 6 (Year 2)

Adding suffixes (endings to words)

Most children will have taken words with suffixes in their stride in reading but for spelling purposes they need to learn how words change slightly when suffixes are added.

ed/ing – hopped, hopping, hoped, hoping

s/es – cats, runs, bushes, catches

ful - careful, playful, mouthful

er - runner, reader, bigger

est – biggest, slowest, happiest

ly – sadly, happily, brightly

ment- payment, advertisement

ness – darkness, happiness, sadness

y – funny, smoky, sandy

SPELLING in Year 2

- Children will acquire more word specific knowledge (eg past tense, suffixes).
- Children should be able to spell an increasing number of words accurately from memory.
- Spelling of unfamiliar words should be phonetically plausible.
- Children will learn to choose the correct grapheme from several possibilities and think about spelling patterns

Reading (Year 1)

- In school, children read three times per week in a group reading lesson. They also have their home reading book monitored once a week by the class teacher.
- In addition, children will also have a library book each week which they choose themselves.

READING (Year 2)

At this stage many children will be reading longer and less familiar texts independently and with increasing fluency.

The shift from **learning to read to reading to learn** takes place and children read for information and pleasure.

Children should be encouraged to increase the pace of reading and read aloud as well as silently for themselves.

Importantly children should still listen to experienced readers read aloud and continue to develop a love for reading.

SPELLING (phase 6)

Children will develop different strategies for learning the spelling of words.

strategies	explanation
syllable	To learn my word I can listen to how many syllables there are so I can break it in to smaller bits to remember (eg Sep-tem-ber , ba-by)
Base words	To learn my word I can find its base word (eg smiling = smile + ing eg women = wo + men)
Analogy	To learn my word I can use words that I already know to help me (eg should , could , would)
Mnemonics	To learn my word I can make up a sentence to help me remember it eg people - people enjoy omelettes people like eggs because – big elephants cry and upset small elephants

Spelling usually lags behind reading as it is harder.

SPELLINGS AT SCHOOL

- Children take home spellings to learn each week.
- These consist of spellings that follow the same spelling pattern as well as some tricky words.
- It is up to you and your child as to how you tackle them – write out, magnetic letters, spelling aloud....
- Children do not have a formal test but are assessed by class teacher in a group at the end of the week.

How can I help?

- Share reading books everyday – 5 minutes everyday is FAR more beneficial than 20 minutes in 1 block!
- Ask you child to hold their own book and point to each word as they read it.
- Re-read books to give your child plenty of practice so they become fluent
- Practise reading and writing high frequency words and tricky words regularly at home



Ask your child questions about the book:

- Where does the story take place?
- Who are the main characters?
- What happened when....?
- Why did the character do that?
- What do you think will happen next?
- Tell me three things you have learned from the book (non-fiction book.)

Useful Websites

- <https://www.phonicsplay.co.uk/>
- <https://www.booktrust.org.uk/books-and-reading/>
- <https://wordsforlife.org.uk/parent-support/>

More ways to help your child:

- Enjoy and share books together – buy or borrow books that will fire their imagination and interest. Read and re-read those they love best.
- Make time to read with your child throughout their time in school –PLEASE continue reading to your child even when they are reading independently. This is very important – your child needs to practise their reading skills every day, and needs the support of an interested adult. A grandparent, older brother or sister can help too.
- Write with your child – ‘think aloud’ so they can hear the decisions you are making as you write. Make sure the writing is for a purpose, e.g. messages on birthday cards, a shopping list, an address.



- Talk about the words they see in everyday life: food packaging, signs in the supermarkets, captions on buses and lorries, messages on birthday cards and invitations.
- Send an email to a family member or friend
- Set up a shoe box full of things to write with – gel pens, crayons, glitter pens, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books. Rolls of wallpaper can be attached to a table or wall to make a large area for their writing or drawing.
- Make sure your child sees you reading
- Read to your child. Show you like the book. Bring stories to life by using loud/soft/scary voices
- Spread books around your house for your child to dip into.
- Let your child choose what they would like to read – books, comics, catalogues.
- Read favourite books over and over again.



Not all children will learn at the same rate!

Your child should be supported *whatever* their rate of learning.

Always be positive and praise all efforts.

There is lots to remember and some of it is really quite difficult.

If children haven't quite grasped all the concepts of phase 6 they will repeat some of it again in year 3.

If children are confident in all aspects of phase 6 they will begin to work towards the spelling programme for year 3.



Any questions?

We hope you have found this workshop useful. Please fill in the feedback form to let us know what you thought.

😊 Thank you! 😊