

About the Phonics Resources on SaveTeachersSundays.com

The [Year 1 Phonics Resources](#) on www.SaveTeachersSundays.com (STS) are designed with the new primary curriculum for September 2014 in mind. This curriculum does *not* have statutory requirements for what *phonics* should be taught in Year 1. However, it does have statutory requirements for what *spelling* should be covered in Year 1. The [Phonics Resources](#) on [STS](#) aim to ensure that children are introduced to reading a grapheme, before they are introduced to spelling it. You can find further details on the rationale for the order that graphemes are introduced in below.

Who developed the Phonics Resources?

As with all of the resources on [STS](#), I (Raymond Rodgers, owner of STS) developed the [phonics resources](#). In addition to working in a Reception class in an outstanding primary school in London, I have also completed a Postgraduate Diploma (a Masters without the dissertation) in Dyslexia and Literacy.

Glossary

Phoneme – a sound that is used in spoken English e.g. long a

Grapheme – a spelling pattern that is used in written English e.g. ai, ay, a-e

Resources for each lesson

The [phonics resources](#) for each lesson follow the same format. [Click here](#) to see a [sample of the resources for each lesson](#). These sample resources are for teaching the ch grapheme.

Each lesson begins by introducing several [high frequency words](#) and revising others that have previously been introduced. [Click here](#) to see a sample of these [high frequency words](#).

How the Phonics Resources can be used

- as a stand-alone way to teach children phonics
- to complement an existing scheme e.g. as homework or for additional practice
- as (or as part) of a catch-up programme for older / EAL children

Prior knowledge

The Year 1 Phonics resources assume that children already have the following knowledge and skills:

- letter-sound correspondence for all individual letters and qu e.g. they know that letter c makes the sound (k)
- they can use this knowledge to read CVC words e.g. pot
- they can blend consonants, or are able to do so with some assistance e.g. they can read words like 'spot' and 'melt'
- they can read double consonant graphemes in words i.e. ll, ss, ff, ck and zz

Children should have acquired these skills in Reception, however they are also constantly revised in the revision section at the beginning of each lesson. If children are severely lacking in all or some of the above knowledge and skills, they should work on these intensely so that they acquire them as quickly as possible, so as not to fall behind.

Rationale for teaching sequence

The teaching sequence (the order in which the graphemes are taught) is based on a combination of the following factors:

- the need to give children at least one way to represent each phoneme in their writing e.g. although the grapheme 'air' occurs in words much less frequently than 'i-e', it is introduced earlier than i-e, so that children have a way to represent the (air) phoneme in their writing
- the need to introduce children to reading a grapheme before they are introduced to spelling it (given the statutory spelling requirements in the new curriculum)
- how often a grapheme is used e.g. the grapheme 'ee' is taught early in the scheme because it is one of the most frequently used graphemes
- how difficult a grapheme is for a child to learn or understand e.g. a-e, i-e, o-e and u-e are taught last, because understanding this pattern is often challenging for children

Structure of each lesson

- revise previously introduced high frequency words and introduce new ones
- revise previously introduced graphemes
- use Directed Discovery Teaching (DDT) to introduce the grapheme for the lesson. DDT is a method recommended by Dyslexia Action. It means that children are allowed to 'discover' the phoneme and the grapheme for themselves, rather than simply being told the phoneme or the grapheme for the lesson
- children complete differentiated worksheets on the grapheme for the lesson
- extension worksheet – Wordsearch with words from the lesson
- choice of plenary activities:
 - draw a line from the image to the word on the Interactive Whiteboard
 - words and images on cards – laminate, cut up, give children one each and they need to find the child with the image / word to go with their card
 - guess the hidden image from the clue

Symbols

Symbols for phonemes – The appendices in the new primary curriculum use phonetic transcription symbols e.g. (/ɜ:/) for the sound made by the 'er' grapheme in verb. The phonics resources on STS use a simpler system:

- phonemes are shown in brackets e.g. (ir) for the er grapheme in verb
- long vowels are shown with a 'macron' (line) above them: (ō) (ā) (ū) (ī) (ē)
- short vowels are shown with a 'breve' (dip) above them: (ö) (ă) (Û) (İ) (ě)
- the 'schwa' (neutral vowel sound) is represented using (ə)
- the long sound made by the oo grapheme: (ōō)
- the short sound made by the oo grapheme: (öö)
- the sound made by the ur, er and ir graphemes (as in fur, her and sir): (ir)
- where letters are given in capitals in lesson plans, the letters should be pronounced using their names, not the sounds that they usually represent