



Year 1 Phonics meeting Tuesday 27th January 2026

Year 1 staff:

Class Teachers: Miss Kaur and Mr Ingle

Teaching assistant: Mrs Sirpal and Mrs Brah

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Aims:

To understand what phonics is and how it is taught in the school.

To understand what the phonics screening check is.

To understand how to help at home.

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What is phonics?

Phonics is a way of teaching children to read skilfully and quickly. It is one of the first steps for children who are learning to read.

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Why is it important to teach phonics?

- Phonics is taught to help children learn to read.
- Research shows that phonics is an effective way of teaching children to read.
- Phonics gives children the skills they need to tackle new words. Children can then go on to read any kind of text fluently and confidently.
- Children taught using phonics tend to read more accurately than those taught using other methods.

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In phonics, children are taught to:

- Recognise the sounds that each individual letter makes
- Identify the sounds that different combinations of letters make – such as:

‘sh’, ‘ar’ or ‘ai’ digraphs

‘air’, ‘ear’, ‘igh’ trigraphs

- Blend these sounds together from left to right to make a word.
- Use the knowledge of sounds learnt, to decode new words they come across.

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How do we teach phonics in our school?

We follow five structured phases in phonics teaching

Phase 1 – Nursery

Phases 2 and 3 – Reception

Phases 3, 4 and 5 – Year 1

Recap of phase 5 – Year 2

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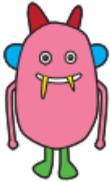
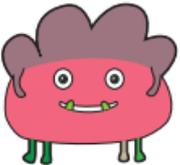
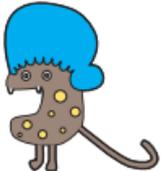
What is the phonics screening check?

- The phonics check is designed to confirm whether individual children have learnt phonic decoding to an appropriate standard.
- The check is made up of a list of 40 words split into 2 sections that children read one-to-one with their teacher.
- The list is a combination of both real and pseudo-words (monster words).

What are pseudo or monster words?

- Monster words are words that are not real. There will be pictures of monsters next to these words so children are aware.
- Monster words are important to include, because children have to read them by using their phonic decoding skills. They cannot rely on their memory or vocabulary.

Section 1

dat	
cag	
rin	
ept	

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Section 1

The words in this section will have a variety of simple word structures using single letters (a-z), some consonant digraphs (ch,ck,ff,ll,ng,sh,ss,th,zz) and consistent vowel digraphs (ar,ee,oi,oo,or)

Phase 2 Sound Mat

					
s	a	t	p	i	n
					
m	d	g	o	c	k
					
ck	e	u	r	h	b
					Can you look at the letters and make the sounds?
f	l	ff	ll	ss	

Phase 3 Sound Mat

					
j	v	w	x	y	z
					
zz	qu	ch	sh	th	ng
					
ai	ee	igh	oa	oo	oo
					
ar	or	ur	ow	oi	ear
			Can you look at the letters and make the sounds? Can you hear and say the sounds in a word? Can you say the word, finger the word then write the word?		
air	ure	er			

Section 1

tox ←
bim **simple words**
chom
glet
emp
shin
chill ← **digraph**
weed ← **vowel digraph**

Section 2

hoat
cape ← **split digraph**
blurst
Chair ← **trigraph**
Day
Slide
Blank
trains

Phase 2 Sound Mat

					
s	a	t	p	i	n
					
m	d	g	o	c	k
					
ck	e	u	r	h	b
					Can you look at the letters and make the sounds?
f	l	ff	ll	ss	

Phase 3 Sound Mat

					
j	v	w	x	y	z
					
zz	qu	ch	sh	th	ng
					
ai	ee	igh	oa	oo	oo
					
ar	or	ur	ow	oi	ear
			<p>Can you look at the letters and make the sounds? Can you hear and say the sounds in a word? Can you say the word, finger the word then write the word?</p>		
air	ure	er			

Phase 5 Sound Mat

			
caterpillar	karate	sock	school
c	k	ck	ch

		
flamingo	giraffe	dolphin
f	ff	ph

			
jigsaw	giant	cage	bridge
j	g	ge	dge

				
snake	dress	house	city	ice
s	ss	se	c	ce

		
mountain	hammer	lamb
m	mm	mb

	
worm	wheel
w	wh

	
leg	bell
l	ll

		
robot	cherry	wrist
r	rr	wr

				
zig-zag	buzz	sneeze	laser	cheese
z	zz	ze	s	se

	
soil	boy
oi	oy

			
rain	cake	baby	tray
ai	a-e	a	ay

	
hear	deer
ear	eer

Phase 5 Sound Mat

			
bee	beach	key	lolly
ee	ea	ey	y

		
net	bunny	knee
n	nn	kn

	
cloud	cow
ou	ow

				
tie	tiger	kite	light	fly
ie	i	i_e	igh	y

			
coat	toe	snow	bone
oa	oe	ow	o_e

	
book	pull
oo	u

		
moon	blue	screw
oo	ue	ew

			
fork	claw	sauce	ball
or	aw	au	a

			
her	bird	purse	worm
er	ir	ur	or

When is the screening check?

- Schools will carry out the phonic screening check during the **summer term**.
- We will do two mock tests with children before the real test. (This will take place during April and May).

Who will carry out the check?

- Teachers will carry out the phonics check with each pupil, on a one to one basis and record whether their response to each word is correct or incorrect.
- The results will be provided in a written form and cannot be given verbally.

What happens after the check?

- If your child found the check difficult, we will tell you about the support that will be put in place to help him / her to improve their phonic decoding in year 2
- Parents / carers will be given information on how to help their child at home
- The children will be retested in year 2

How can you help at home?

- It's essential that your child develops a love for books and reading.
- Visit your local library!
- New books as a reward!
- Read with your child on a daily basis. Encourage your child to:

**‘look at the letter – make the sound-
blend the sounds together’**

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- We teach four new sounds each week, so please ask your child about the sounds that they have learnt in class.
- The weekly spelling test is based on the newly taught sounds.
- Encourage your child to share words with the sound they have learnt in class.
- Make up some real and nonsense words using sounds such as c-oa-t, l- oa- t and ask your child to blend the sounds.

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Thank you

Any questions?

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