

AAT Year 1 Phonics, Early Reading and Early Writing including Spelling and Grammar



Much of our curriculum structure has been created using the following government documents:

- Letters and Sounds: Principles and Practice of High Quality Phonics (*DfE, 2007*)
- English Programme of Study for Key Stage One - English Appendix 1: Spelling (Year One and Two) and English Appendix 2: Vocabulary, grammar and punctuation (*DfE, 2013*)
- The Reading Framework: teaching the foundations of literacy (July 2021, updated January 2022)

Further Reading

- Development Matters in the EYFS
- Statutory framework for the EYFS (DFE, 2018)
- 2022 EYFS Foundation Stage Profile Handbook (DFE 2018, updated October 2021)

It has also been supplemented and supported by other educational resources and research, including:

- Improving Literacy in Key Stage 1: Guidance Report (*EEF, 2017*)
- Read, Write, Inc.
- Active English – basic principles
- Active Spelling

Why do we teach phonics in this order?

As a school, we teach phonics with fidelity to the Read, Write, Inc. (RWI) phonics scheme which refers to phonics in sets of 1, 2 and 3.

Set 1 Sounds										Set 2 Sounds						Set 3 Sounds					
m	a	s	d	t	i	n				ay	ee	igh	ow	oo	oo	ea	oi	a-e	i-e	o-e	
p	g	o	c	k	ck	u				or	ar	air	ir	ou	oy	u-e	aw	are	ur	er	
b	f	e	l	h	sh	r				ow	ai	oa	ew	ire		ow	ai	oa	ew	ire	
j	v	y	w	th	z	ch				ear	ure	tion				ear	ure	tion			
	qu	x	ng	nk																	

In Year 1, children predominantly read with Set 2 and Set 3 sounds, as well as learning alternative pronunciations.

Phonics in Year 1 – How and why?

In Year 1, children are streamed into sets to allow them to progress at their rate of learning. As in Reception, whilst the ability levels in these sets overlap due to our 'keep up, not catch up' approach, streaming allows for the higher ability pupils to be challenged and the middle ability children to be exposed to a higher level of phonics at a suitable pace. This also allows for children who find phonics more of a struggle to revisit and review both Set 1 and Set 2 sounds before moving onto Set 3. We want children to 'keep up, not catch up' so each set covers Year 1 expectations at the appropriate pace, in-line with the Read Write Inc. group (red,

green, pink etc.). Streaming children also allows adult support to be directed more effectively with the higher ability set being taught by a class teacher whilst both the middle and lower ability sets are taught by a class teacher and supported by an experienced TA to support where needed and/or to direct short, specific interventions. We also have an experienced Early Years/KS1 TA taking a core group of children who are working significantly below Year 1 due to specific needs to approach their phonics learning in the style of EYFS to more adequately meet their needs and learning styles. Phonics sessions follow a long-term plan, in-line with the Read Write Inc. programme, devised to build both reading and spelling skills. Year One children's phonic knowledge is monitored through the Read Write Inc. assessment in September and at the end of every small term throughout the year (every 6-8 weeks). Their phonics knowledge is assessed further via the Phonics Screening Check in the Summer Term.

Reading in Year 1 – How and why?

We begin Year One with the topic '*Once Upon a Time*' which naturally lends itself to storyteller language, repetitive phrases and familiar text structures, and provides the opportunity to expose the children to many quality traditional texts. Whilst the children have the opportunity to share, read and be read to from a range of texts including narrative, poetry and non-fiction, Year One's 'Into the Unknown' topic gives the children a greater purpose for their non-fiction reading. They have the chance to further explore non-fiction texts including quality non-fiction books, newspaper reports, fact files etc. about four famous explorers. In Year One, the children have 45 minutes of structured phonics per day; they are also heard read at least once a week either as part of their 1:1 reading with an adult or through group guided reading, sharing and discussing the same text. The children are also read to at the end of each day from a bank of high-quality texts, picked specifically for Year One to develop their vocabulary, cultural capital and enjoyment of reading. A separate Reading MTP has been created to ensure progression and the use of high quality texts for both curriculum learning and reading for pleasure.

Spelling in Year 1 – How and why?

Spelling in Year One is taught in two ways: through phonics lessons and within English lessons.

1. Phonics Lessons

Each set follows their own long-term plan, based on the RWI order of teaching sounds and informed by the Read Write Inc. assessments. This includes reading and spelling with these sounds, as well as the green and red words set out in the Ruth Miskin RWI scheme.

2. English Lessons

As set out in the National Curriculum Appendix 1:Spelling, children in Year 1 are taught additional spelling rules and how to apply them. These are reviewed and revisited throughout the year.

Our curriculum design therefore ensures full coverage of the spelling curriculum as well as regularly revisiting Year One common exception words, and exposing children to Year Two common exception words if they are ready.

Grammar and Punctuation in Year 1 – How and why?

At the end of Year Two, children are assessed on their understanding of the vocabulary, grammar and punctuation taught in Key Stage One so it is important that Year One provides a secure foundation for Year Two to build on. The primary focus in Year One is the use of capital letters and full stops but also includes question marks and exclamation marks, as well as the use of the joining word 'and' to join words and clauses. Our grammar curriculum is supported by using the basic principles of the Active English programme alongside the national curriculum to support the children's understanding of terminology such as: noun, adjective and verb.

How do we support pupils who are struggling with their literacy?

As well as following the guidance from Read Write Inc, children learn new sounds when they are ready. RWI assessments happen at regular intervals (every 6-8 weeks) to ensure children are using and applying sounds they are familiar with and increasing their knowledge and use of new sounds. Grouping in phonics allows the children to receive differentiated phonics learning that best suits their ability.

Using high-quality structured interventions is another key recommendation from the aforementioned report. It states that:

'Even when excellent classroom teaching is occurring, it is likely that a small number of children will also require more focused literacy instruction to make expected progress... There is a strong and consistent body of evidence demonstrating the benefit of one-to-one or small-group tutoring using structures interventions for children who are struggling with literacy.'

At AAT, information is shared across EYFS and Key Stage One about children's literacy levels. Where necessary, children receive additional support through small group or 1:1 intervention programmes tailored to their needs, including the use of the RWI Fast Track Tutoring intervention. Progress is tracked over six weeks to ensure intervention is having an impact.

Strategies used as part of our phonics, spelling and grammar curriculum that support ALL pupils, including those with special education needs:

- **Using concrete and pictorial representations**

Most of our materials are a part of the RWI scheme, including speed sound cards with accompanying rhymes, classroom displays and books matching to children's phonological awareness. These are further supported by additional resources, including magnetic letters for children to physically build sounds and words and phonic games.






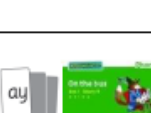
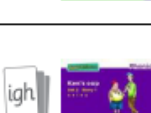







- **Use of technology**

Our use of interactive whiteboards is very useful both in providing visual stimuli (supporting the concrete and pictorial approach discussed above) and allowing pupils to directly interact with the material whilst learning new sounds. iPads also play an important role in allowing children to independently practise skills at their own level, with some allowing them access in the home environment too.



Year 1 Long Term Phonics and Spelling Overview:

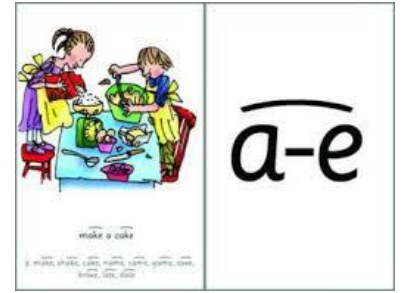
Learning Objective: <i>Phonics – Letters and Sounds, RWI - National Curriculum Statutory Spelling</i>				
Group		In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 26+ sounds Blend sounds into words orally
Set 1 Sounds Group C		Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM		Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily
Pink		Read Set 2 Sounds and matching Phonics Green Words Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily
Orange		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Suggested Words to read and spell Common Exception Words	Grammar
<p>Yr1 Common Exception Words the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull full, house, our</p> <p>Days of the week Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>Suggested words to read and spell for each sound: to be taken from RWI scheme and Spelling Shed scheme as relevant</p> <p>Alternatives Pronunciations for appropriate sets: happy, sky pie, chief soup, mould, could head chef, school floor</p> <p>Non- RWI sounds to include (own cards made): y - happy and sunny y - try not to cry/ spy in the sky ph – take a photo wh – whisk, whisk kn – knock, knock, who’s there? ey – monkey in a trolley ie – terrible tie au – Paul the astronaut oe – Joe’s toes ou – soup in a group ue - come to the rescue! e-e – go Pete and Steve! ck – tick tock clock</p> <p>National Curriculum sounds not taught through phonics lessons: These are addressed in English lessons, either reviewed and revisited throughout the year or taught explicitly.</p> <p>tch as in catch, kitchen</p> <p>ve as in have, live, give</p> <p>adding -s or -es to plurals, e.g. dogs, catches</p> <p>adding -ing, -er and -ed to verbs with no change in the root word, e.g. buzzing, buzzer, buzzed</p> <p>adding -er and -est to adjectives with no change in the root word, e.g. grander, grandest</p>	<p>Leave spaces between words</p> <p>Join words and clauses using ‘and’</p> <p>Begin punctuating sentences with a capital letter and full stop, question mark or exclamation mark</p> <p>Use capital letters for names of people, places, days of the week and the personal pronoun ‘I’</p> <p>As part of the Active English programme, understand that.. .. an adjective describes a noun (adjective land)</p> <p>.. a noun is a person, place or thing (noun clown)</p> <p>.. a verb is an action or doing word (verb, step on a kerb)</p> <p>.. sentences need to make sense (Doctor Sense)</p> <p>See English MTP with Active English included</p> <p>See Spelling/Reading Map</p>

PHONICS AND SPELLING

BREAKDOWN

YEAR ONE



PROPOSED PHONICS TEACHING

Revisit / Review. (5 minutes)

Use Ruth Miskins RML flashcards with rhymes in each session starter. Keep adding new sounds that have been taught.

Recently and previously learned phoneme-grapheme correspondences, blending and segmenting skills as appropriate. Fill gaps.

Teach (5 minutes)

Introduce new sound. New phoneme-grapheme correspondences; skills of blending and segmenting; tricky words.

Practice (8 -10 minutes)

New phoneme – grapheme correspondences; skills of blending and segmenting. Opportunity for games with all children involved, fun activities, phoneme and grapheme fingers.

Apply (5 minutes)

New knowledge and skills while reading/writing, can be differentiated with different words or captions.

USE:

Fred Fingers

Children use their 'Fred Fingers' to help them sound out for reading and spelling.

Phoneme Fingers

Focus on the sounds e.g. 3 fingers for the word chat: ch-a-t

Grapheme Fingers

Focus on letters that make the sounds e.g. 4 fingers for the word

c-h-a-t

Dots and Dashes



One letter, one sound = a dot

More than one letter, one sound (digraph/trigraph) = a dash

Split digraph = a rainbow

RWI Set 1 sounds

m a s d t i n p g o c
k u b f e l h sh r j
v y w th z ch qu x ng

	
There are four sounds in the alien word 'tharnd'.	There are four sounds in the real word 'smile'.

RWI Set 2 sounds

ay: <u>ma</u> y I <u>pl</u> ay
ee: what can you <u>se</u> e
igh: fly <u>hi</u> gh
ow: <u>bl</u> ow the <u>sn</u> ow
oo: <u>po</u> o at the <u>zo</u> o
oo: <u>loo</u> k at a <u>boo</u> k
ar: <u>st</u> art the <u>ca</u> r
or: shut the <u>do</u> or
air: that's not <u>fa</u> ir
ir: <u>wh</u> irl and <u>tw</u> irl
ou: <u>sh</u> out it <u>ou</u> t
oy: toy for a <u>bo</u> y

RWI Set 3 sounds – alternative spelling of set 2 sounds

ea: cup of <u>tea</u>
oi: <u>spoi</u> l the boy
a-e: make a cake
i-e: nice smile
o-e: phone home
u-e: huge brute
aw: <u>yawn</u> at <u>dawn</u>
are: <u>share</u> and <u>care</u>
ur: <u>purse</u> for a <u>nurse</u>
er: a <u>better</u> <u>letter</u>
ow: <u>brown</u> <u>cow</u>
ai: <u>snail</u> in the <u>rain</u>
oa: <u>goat</u> in a <u>boat</u>
ew: <u>chew</u> the <u>stew</u>
ire: <u>fire</u> <u>fire</u> !
ear: <u>hear</u> with your <u>ear</u>
ure: <u>sure</u> it's <u>pure</u> ?
tion: (celebr <u>ation</u>)
tious / ci <u>ous</u> : (scrumptious / delicious)
e: <u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u>