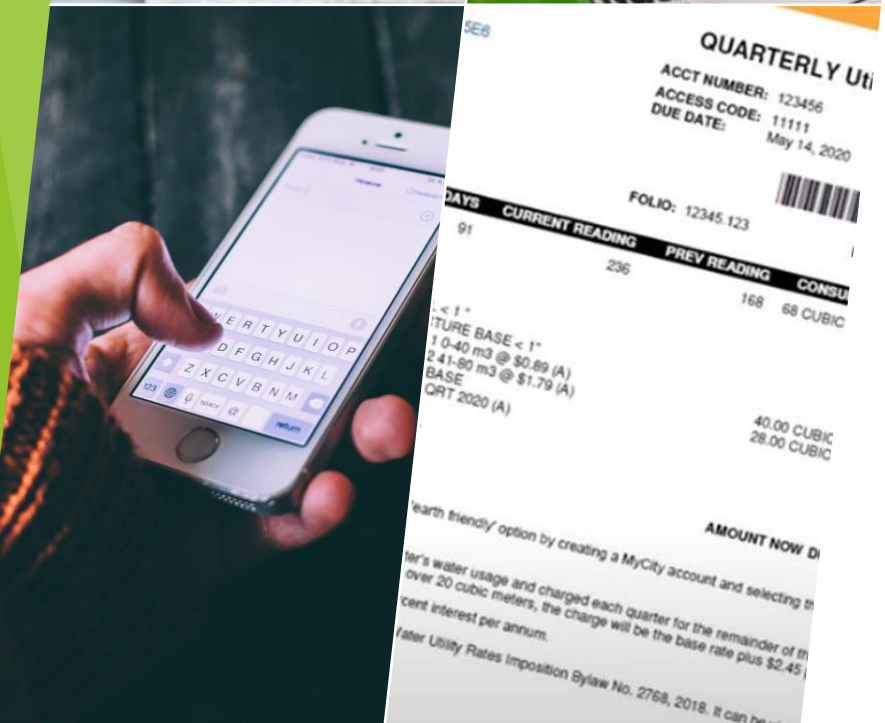
Year 1 Parent Phonics and Reading Workshop

October 2026

Focus

- What phonics scheme do we follow?
- What should a Year 1 pupil be able to read?
- How is phonics and reading taught at Garlinge?
- How are your children assessed in reading?
- How can you best support your child at home?





How many times have you already read today?

Reading expectations for Year 1 – Word Reading

Apply phonic knowledge to decode words.
Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
Read accurately by blending sounds in unfamiliar words containing GPCs taught.
Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.
Read words with the endings -s, -es, -ing, -ed and -est.
Read words of more than one syllable which contain GPCs known.
Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.
Read some phonically-decodable books, closely matched to phonic knowledge.
Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.

Reading expectations for Year 1 - comprehension

Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.
Link what they read to their own experiences.
Recognise and join in with predictable phrases in poems and stories.
Appreciate some rhymes and poems; recite some by heart.
Discuss the meanings of new words, linking them to words already known.
Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.
Check that texts make sense when reading; self-correct and re-read inaccurate reading.
Talk about the significance of the title and events.
Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.
Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.
Participate in discussion about what is read to them, taking turns and listening to others.
Explain clearly their understanding of what is read to them.

Opportunities we provide?



Daily Phonics lessons



Book scheme that matches your child's phonic knowledge



Daily Reading lessons



Modelling and sharing of texts throughout the day.

Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.

Vocabulary Explained

Grapheme – What the sound looks like. The letters that make the sound.

Phoneme – A single sound.

CVC – A word made up of a consonant – vowel – consonant (cat, tip, tap, hop).
CVCC – A word made up of a consonant – vowel – consonant – consonant (tent, jump)

Digraph – Two letters that make one sound (sh, ch, th, oo, ai, ay, ue)
Split Digraph - A split digraph is **a digraph that is split by a consonant** (a_e - same, i_e – like)

Trigraph – Three letters that make one sound (igh, air, ure)

Blending - Putting sounds together to form a word.

Segmenting – Separating the sounds of a word to help us read it.

Tricky Words – Words that cannot be read using our phonic knowledge (the, said, to, school)

The progression

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo **oo** ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 **Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

The Phase 5 sounds

Grow the code grapheme mat **Phase 2, 3 and 5**

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat **Phase 2, 3 and 5**

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 **oo** u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	oi oy	ear ere eer	air are ere ear	zh su si	

This year we are teaching Phase 5

In Phase 5 children learn:
new graphemes for the sounds they already know
that the same grapheme can have alternative pronunciations.

The ‘Grow the code’ lessons support children with reading and spelling these alternative spellings.



How we teach Phase 5

How we teach Phonics

- Daily phonics lessons of approximately 20-30 minutes.
- Introduce each letter sound in a specific order including digraphs, split digraphs and alternative pronunciations (ow, ea, ue)
- Model and practise the pronunciation and formation of the sound.
- Model and practise how to blend these sounds to form words.
- Teach tricky words for the children to learn and practise.



How many phonemes?

moon sight

star bird

pure hear

How many phonemes?

moon



sight



star



bird



pure



hear



Children are taught high-frequency words, including tricky words…

here today one there the no
go people oh your sure

he she oh Mrs

… as an example.



Phase 5 tricky words

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Reading and spelling

Spelling

This term, your child will be taught how to spell words every day using the graphemes they have been taught so far.

They will practise writing a dictated sentence.

Handwriting is referred to but is taught at other times of the day.

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

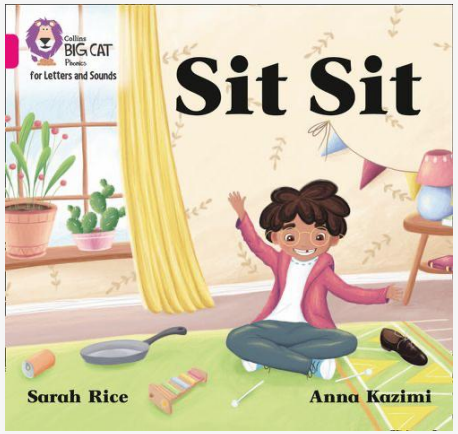


How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.







We use assessment to match your child to the right level book

Little Wandle Letters and Sounds Revised Year 1
Child assessment

Autumn 1

ai	igh	oa	ur	**oo**
er	oo	or	ear	ow
ee	ck	ar	air	oi
ay	ou	ea	oy	

proud	joy	thinks
smears	lightning	treat
play	floating	misses
squelch	liquid	cartoon
windmill	frost	speeches

was	are	like	there	one
you	sure	some	little	what
they	said	love	when	says
all	have	were	out	here



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



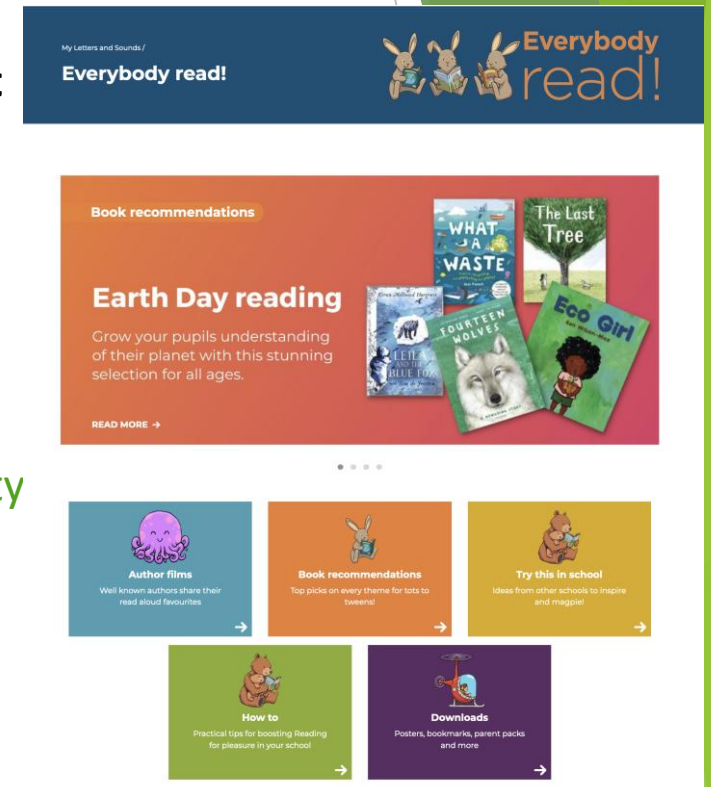
Reading at home

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to…

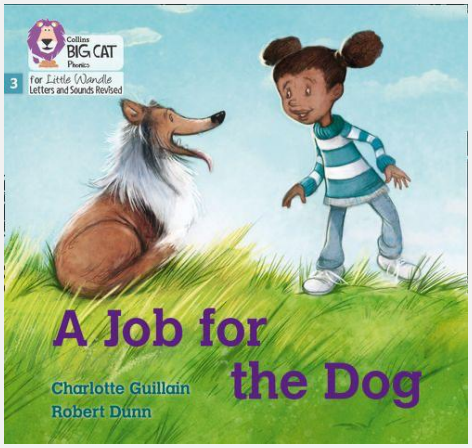
- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

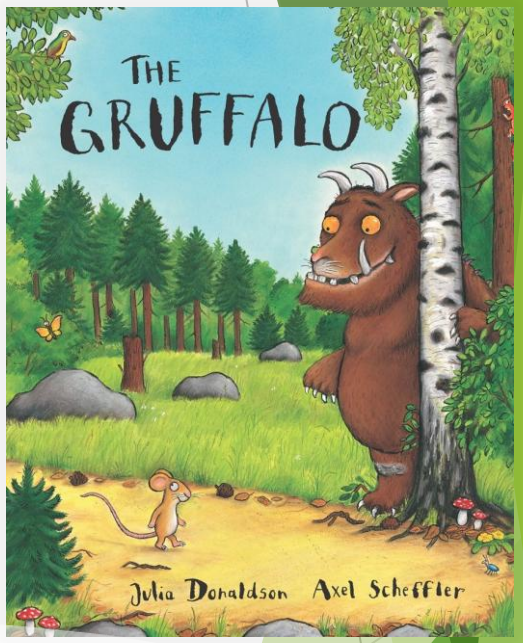


Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Books going home







Listening to your child read their phonics book



Your child should be able to read their book without your help.

If they can't read a word, read it to them.

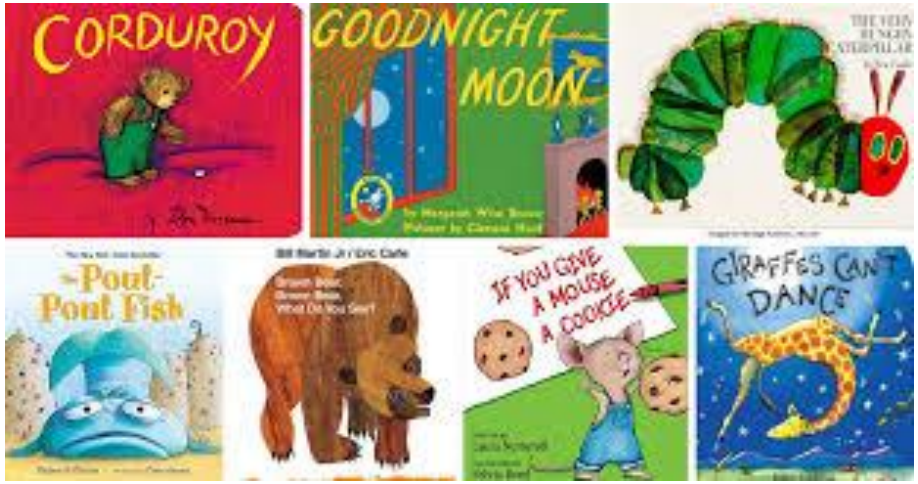
Talk about the book and celebrate their success.

- Please fill in your child's reading record. We ask parents to read at least 3 times with their child at home each week. This will help them to practise the sounds they are learning in school.

Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



Phonics screening test 2026

There is a Year 1 phonics screening test in June, which helps your child's teacher to identify if your child is secure in sounding out and blending graphemes.

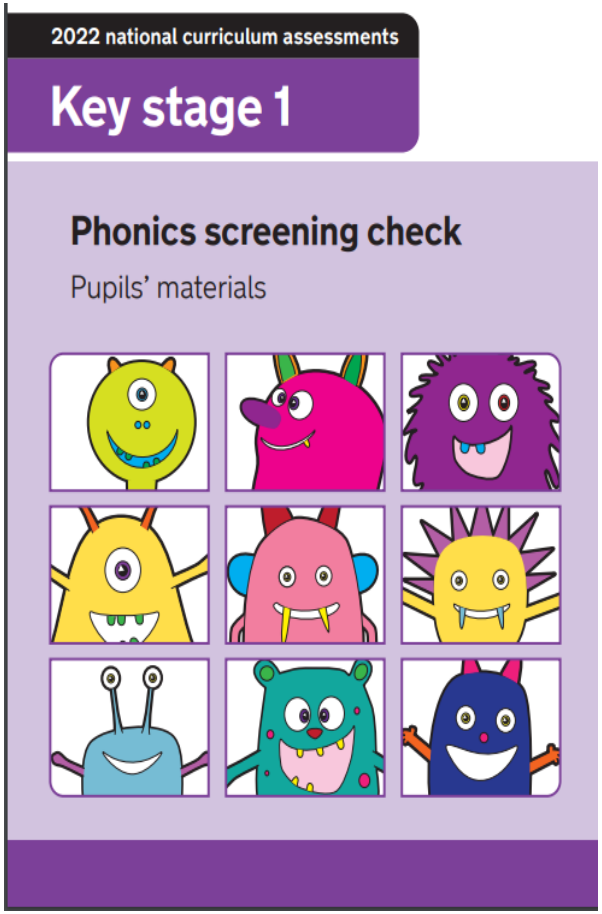
The test is made of 40 words; 20 real words and 20 'alien words' (nonsense words).

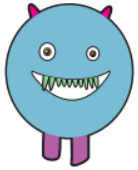
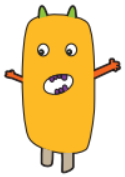
It detects if they can read phonically decodable words. Your child's teacher will be regularly assessing your child and will have identified any areas they need to focus on well before the test date.

We do not get access to this test until the week of the check, however there are examples from previous years on the gov. website:

https://www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials#phonics-screening-check-resources

Phonics screening test 2026



plunt 	print
flards 	clouds
spran 	spree
splew 	stroke

How can I help at home?

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



*Find opportunities to practise and apply their phonic knowledge – make it purposeful and fun.
*Ensure that you are modelling sounds correctly.
*Share books regularly with your child.

Supporting your child's phonics



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1

There are lots of useful resources and videos on our school website, including information about the phonics screening check at the end of year 1.
Little Wandle also have a YouTube channel, which also has year 1 videos demonstrating how lessons are taught.

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur **oo** ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	**Phase 5** /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /**oo**/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

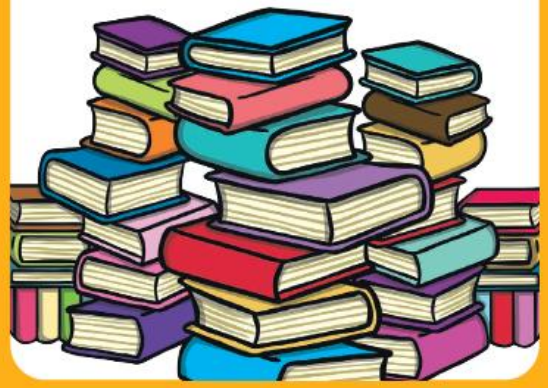
Year 1 Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Reading Every Day Goes a Very Long Way

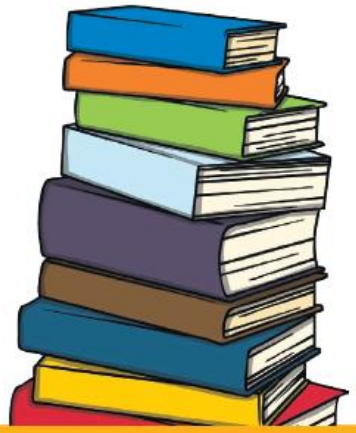
Student A Reads

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



Student B Reads

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



Student C Reads

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



Want to be a better reader? Read more!

twinkl
visit twinkl.com