



Your child's reading journey

Year 1 Phonics Screening Check

Your child has now learned most of the Year 1 phonics in *Little Wandle Letters and Sounds Revised* and will soon be preparing for the nationally required Phonics Screening Check, which will take place in June.

What is the Phonics Screening Check?

- The Phonics Screening Check is a quick check of your child's decoding skills.
- Your child will be asked to read 40 words – 20 are real words, 20 are known as 'alien words' (made-up words).

Why do the children read 'alien words'?

- Reading alien words checks children's decoding skills and knowledge of graphemes in a fair way – it mirrors what the children have to do when they read a word that they have not read before.
- Your child will not have seen the alien words before. They will have to use their knowledge of letters and sounds to work out how to read them.

How does the check work?

- Your child will be asked to read 40 words independently.
- The check has been designed to not put your child under stress. It will be carried out by a member of staff who knows your child well.
- It should only take a few minutes to complete, but there is no time limit.

Do I need to do anything to further support my child?

- Continue to listen to your child read their phonics books and read to them daily.
- Your child's teacher will let you know if any additional practice is needed.
- Always ask if you need any further support!

All for the love of reading

- Teaching children the skills of reading will increase their will to read. Children who love reading, choose to read.
- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success! To develop a love of reading, children must have the skills to read, which is why we teach them using phonics.



Your child's reading journey

Year 1

Your child is on their journey to becoming a skilled reader. In Reception, they learned all of the single letter sounds, the consonant digraphs and some vowel digraphs (digraph: two letters, one sound) and trigraphs (three letters, one sound).

In Year 1, children will learn the remaining graphemes in the *Little Wandle Letters and Sounds Revised* programme. These are alternative spellings for the sounds that they already know. The children will become more fluent readers and will read increasingly challenging texts.

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What is my child taught in school?

- In Year 1, children are taught a 30-minute phonics lesson every day.
- They will also have an opportunity to apply their phonic knowledge to reading a book (matched to their level), at least three times a week.
- Your child may need daily additional practice to help secure their learning.

What can I do to support my child at home?

- Listen to your child practise reading their phonics book to develop their fluency.
- Read to your child daily – choose books that you can enjoy together. The love of reading books we send home are a great place to start.
- Ask your child's teacher if you need extra help with supporting your child – that's what we're here for!

What if my child comes across a word that they can't read straight away?

- If your child is unsure of a word, ask them to sound it out and then blend.
- Ask them if they can spot any digraphs (two letters, one sound) or trigraphs (three letters, one sound) before decoding the word.
- Never ask your child to guess words using the pictures or initial sounds as clues. If they are really struggling just read the word to them.

My child is reading the books fluently at home, do they need a more challenging book?

- No! We want children to be able to read fluently and not find reading a chore.
- Once they can read fluently, they can focus on adding expression when reading aloud and showing their understanding of the book. Use the prompts on the back page of the books to check your child's understanding.

Terminology

Phoneme: The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.

Grapheme: A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.

Decode: To break down ('sound out') a written word into sounds then blend the sounds together to read the word.

Digraph: A grapheme made of two letters that represent one sound. An example is the 'sh' in 'shop'. Your child may use the mantra 'two letters, one sound' when they spot a digraph.

Schwa: This is the name for the most common sound in English. It is the unstressed sound that we find in many words and can be spelled in many ways. It makes an 'uh' sound, which varies according to accent. Examples include: the, better, carrot, balloon.

Split digraph: A vowel digraph that is split by a consonant. Examples include 'a-e' as in 'cake' (**ai** sound), 'e-e' as in 'athlete' (**ee** sound), 'i-e' as in 'time' (**igh** sound), 'o-e' as in 'bone' (**oa** sound) and 'u-e' as in 'tube' (**yoo** sound).

Trigraph: A grapheme made of three letters to represent one sound. An example is the 'igh' in 'sight'. Your child may use the mantra 'three letters, one sound' when they spot a trigraph.

Find further resources and information for parents and carers at:
www.littlewandlelettersandsounds.org.uk/resources/for-parents

Tricky words taught in Reception

In Year 1, your child will develop the phonic knowledge they need to decode many of the tricky words taught in Reception. However, the words below need to be reviewed and practised as tricky words until your child can read them automatically.

Taught in Phase 4 (Reception Summer term)		
Phase 4 tricky word	Tricky part(s)	Why is it tricky?
said	ai	The 'ai' makes the sound e . <i>This is a rare spelling for this sound.</i>
do	o	The 'o' makes the sound oo (as in 'food'). <i>This is a rare spelling for this sound.</i>
were	ere	The trigraph 'ere' makes the sound ur . <i>This is a rare spelling for this sound.</i>
says	ay	The 'ay' makes the sound e . <i>This is a rare spelling for this sound.</i>
one	whole word	The 'o' makes the sounds w-u . <i>This is a rare spelling.</i>
today	o	The 'o' makes the sound oo (as in 'food'). <i>This is a rare spelling for this sound.</i>

Taught in Phase 3 (Reception Spring term)		
Phase 3 tricky word	Tricky part(s)	Why is it tricky?
are	whole word	This is a rare spelling of the sound ar .
sure	whole word	The 's' makes the sound sh . The 'ure' makes two sounds (yoo plus the schwa sound). <i>These are rare spellings for these sounds.</i>
pure	ure	The 'ure' makes two sounds (yoo plus the schwa sound). <i>This is a rare spelling for these sounds.</i>

Taught in Phase 2 (Reception Autumn term)		
Phase 2 tricky word	Tricky part(s)	Why is it tricky?
the	e	It is rare for 'e' to make the schwa sound at the end of a word.
to into	o	The 'o' makes the sound oo (as in 'food'). <i>This is a rare spelling for this sound.</i>
of	f	The 'f' makes the sound v . <i>This is a rare spelling for this sound.</i>

How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	ch
	Show me your teeth to make a rrrr sound rrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press tttt tttt	le al
	Pucker your lips and show your teeth; use your tongue as you say jjj	g dge ge
	Put your teeth against your bottom lip and make a buzzing sound vvvv vvvv	ve



Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say w w w	wh
	Show me your teeth and buzz the z sound zzzzz zzzzz	se ze
	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	tch ture*
	Show me your teeth and push the air out shshshshshsh	ch ti ssi si ci
	Open your mouth wide and say eee	ea
	Pull your lips back and make the y sound at the back of your mouth yyy	y
	Make your mouth into a round shape and say ooo	a
	Open your mouth wide and say uuu	o-e o ou

*Note that the pronunciation of 'ture' has a slight schwa sound at the end.

Taught in Year 1 Summer term		
Tricky word	Tricky part	Why is it tricky?
busy	u	The 'u' makes the sound i . Learning so far: For 'u', your child has learned the sounds u as in 'cup', oo as in 'put' and yoo as in 'unicorn'.
beautiful	eau	The trigraph 'eau' makes the sound yoo . This is a rare spelling for this sound.
pretty	e	The 'e' makes the sound i . This is a rare spelling for this sound in the middle of a word. Learning so far: For 'e', your child has learned the sound e as in 'egg' and ee as in 'be'.
hour	h our	The word 'hour' has two tricky parts: the 'h' is not pronounced and the trigraph 'our' makes the sound ow followed by the schwa sound. These are rare spellings for these sounds.
move improve	o	The grapheme 'o' makes the sound oo (as in 'food'). This is a rare spelling for this sound. Learning so far: For 'o', your child has learned the sound o as in 'dog' and oa as in 'go'.
parents	a	The 'a' makes the sound air . This is a rare spelling for this sound. Learning so far: For the grapheme 'a', your child has learned the sounds a as in 'cat', ai as in 'paper' and ar as in 'father'.
shoe	oe	The digraph 'oe' makes the sound oo (as in 'food'). This is a rare spelling for this sound.

Taught in Year 1 Spring term		
Tricky word	Tricky part(s)	Why is it tricky?
any many	a	The 'a' makes the sound e . This is a rare spelling for this sound. Learning so far: For the grapheme 'a', your child has learned the sounds a as in 'cat' and ai as in 'paper'.
again*	ai	The digraph 'ai' makes the sound e . This is a rare spelling for this sound. Learning so far: For 'ai', your child has learned the sound ai as in 'rain'.
who	wh o	The digraph 'wh' makes the sound h and the 'o' makes the sound oo (as in 'food'). These are rare spellings for these sounds. Learning so far: For 'wh', your child has learned the sound w as in 'when'.
whole	wh o-e	The digraph 'wh' makes the sound h *. Your child has not yet learned the split digraph 'o-e', which makes the sound oa . This is a rare spelling for this sound. Learning so far: For 'wh', your child has learned the sound w as in 'when'.
where	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound air .
two	wo	The digraph 'wo' makes the sound oo (as in 'food'). This is a rare spelling for this sound.
school	ch	The digraph 'ch' makes the sound c . Learning so far: For the grapheme 'ch', your child has learned the sound ch as in 'chip'.
call	a	The 'a' makes the sound or . Learning so far: For the grapheme 'a', your child has learned the sounds a as in 'cat' and ai as in 'paper'. Your child will learn that 'a' can make the sound or later in the Spring term.
different*	er	The digraph 'er' makes the sound r (with no schwa sound before it). Learning so far: For the digraph 'er', your child has learned the sound ur as in 'bigger'.
thought	ough	The 'ough' makes the sound or . This is a rare spelling for this sound.
through	ough	The 'ough' makes the sound oo (as in 'food'). This is a rare spelling for this sound.
friend	ie	The digraph 'ie' makes the sound e . This is a rare spelling for this sound. Learning so far: For the digraph 'ie', your child has learned the sounds igh as in 'pie' and ee as in 'shield'.
work	or	The digraph 'or' makes the sound ur . Learning so far: For 'or', your child has learned the sound or as in 'sort'.
once	o	The 'o' makes the sounds w-u . This is a rare spelling for this sound.
laugh	au gh	The word 'laugh' has two tricky parts: the digraph 'au' makes the sound ar * (depending on regional pronunciation) and the digraph 'gh' makes the sound f . These are rare spellings for these sounds.
because	au	The digraph 'au' makes the sound o . This is a rare spelling for this sound.
eye	eye	The trigraph 'eye' makes the sound igh . This is a rare spelling for this sound.

*Depending on regional pronunciations, not all children will be taught the words 'again' and 'different' as tricky words.

Sounds introduced in Phase 3

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 tail in the rain	Open your mouth wide and say ai ai ai	ay a a-e eigh aigh ey ea
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	ea e e-e ie y ey
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ie l l-e y
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	o o-e ou oe ow



Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo	ue u-e ew ou ui
yoo		Pucker your lips and keep them small as you say yoo yoo yoo	ue u u-e ew
oo	 hook a book	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo	u* oul
ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar	a* al*

Phase 5 tricky words: Year 1

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table shows the tricky words that your child will learn in Phase 5 in Year 1 and explains why each word is tricky. Tricky words taught in Reception that remain tricky in Year 1 are also shown. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Taught in Year 1 Autumn term		
Tricky word	Tricky part	Why is it tricky?
their	eir	The 'eir' makes the sound air . <i>This is a rare spelling for this sound.</i>
people	eo le	The 'eo' makes the sound ee* . Your child has not yet learned the digraph 'le'. <i>*This is a rare spelling for this sound.</i>
oh	oh	The 'oh' makes the sound oa . <i>This is a rare spelling for this sound.</i>
your	our	Your child has not yet learned the trigraph 'our'. Here, it makes the sound or .
Mr Mrs Miss	whole word	These are abbreviations in common use as words.
ask*	a	The 'a' makes the sound ar . <i>Learning so far: For 'a', your child has learned the sound a as in 'cat'.</i>
could would should	oul	Your child has not yet learned the trigraph 'oul', which makes the sound oo (as in 'book').
our	our	The trigraph 'our' makes the sound ow followed by the schwa sound. <i>This is a rare spelling for this sound.</i>
house mouse	se	Your child has not yet learned the digraph 'se'. Here, it makes the sound s .
water	a	The 'a' makes the sound or . <i>Learning so far: For 'a', your child has learned the sound a as in 'cat'.</i>
want	a	The 'a' makes the sound o . <i>Learning so far: For 'a', your child has learned the sound a as in 'cat'.</i>

*Depending on regional pronunciations, not all children will be taught the word 'ask' as a tricky word.



Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear	ere ear
air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air	are ere ear
zh		Pucker your lips and show your teeth; push the air over your tongue as you say zh zh	su sl

*depending on regional accent

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or	aw au aur oor al a oar ore
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	er lr or
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	ou
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	oy