

KS1 Information for Parents

How you can support
your child in English

English:

- Reading
- Phonics
- Writing
- Speaking and Listening

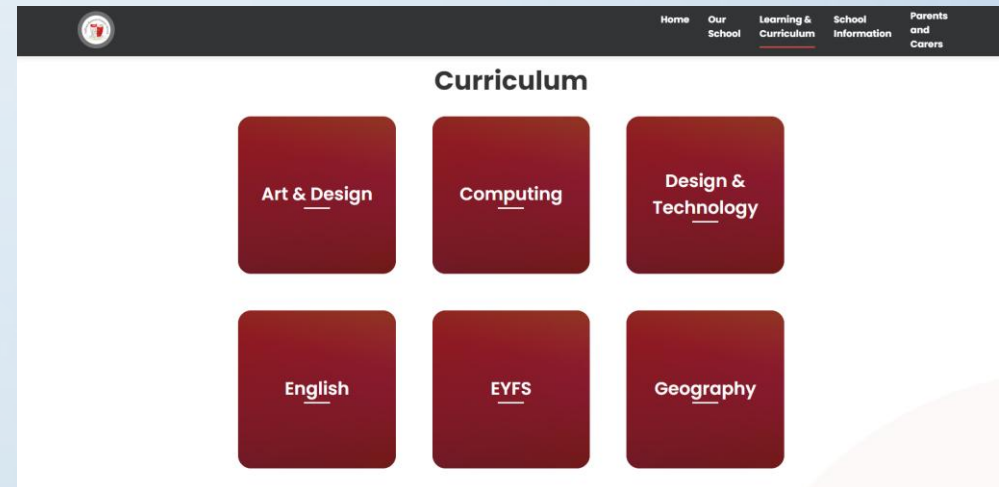
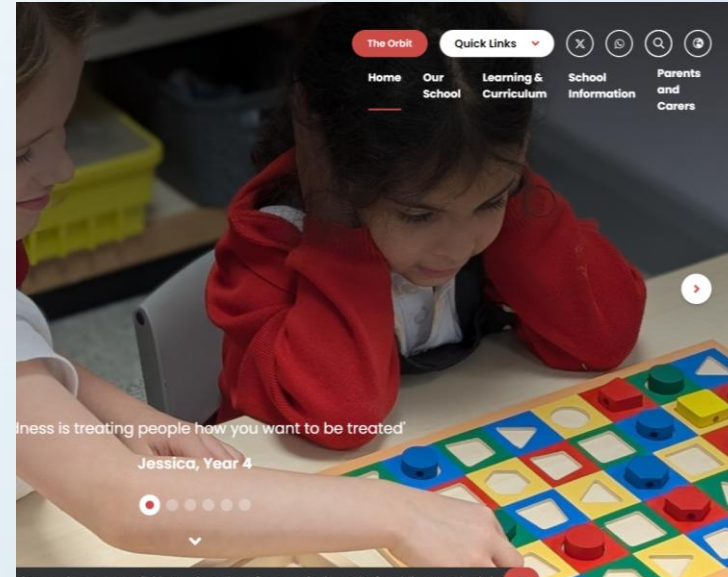
Where to find useful information: our website

Intent, Implementation & Impact Document

Intent – our aims for our English teaching

Implementation – how we teach English

Impact – measure progress and effectiveness of everything we do in English



Bug Club Phonics Overview

Reception

Phases 2, 3 and 4

Year 1

Phase 3 revision

Phase 5 to be completed by May half term

Phase 6 may be taught after the Screening Check depending on the cohort

Year 2

Phase 5 revision/alternatives

Phase 6

Phonics in Year 1

13 – wh ph

14 – ay a-e eigh/ey/ei

15 – ea e-e ie/ey/y

16 – ie i-e y

17 – ow o-e o/oe

18 – ew ue u-e u/oul

19 – aw au al

20 – ir er ear

21 – ou oy

22 – ere/eer are/ear

23 – c k ck ch

Phonics in Year 2

Phase 5 alternatives

24 – c(e) c(i) c(y) sc st se

25 – g(e) g(i) g(y) dge

26 – le mb kn gn wr

27 – tch ea s wa o

Suffixes

-ing

-ed

-s

-es

Prefixes

re-

un-

Phonics Terminology

Phoneme - the smallest unit of sound as it is spoken

Grapheme - a written symbol that represents a sound (phoneme) that's either one letter or a sequence of letters

Digraph - two letters that work together to make the same sound (ch, sh, ph)

Vowel digraph - a digraph in which at least one of the letters is a vowel: **boat** or **day**

Consonant digraph - two consonants which can go together: **shop** or **thin**.

Phonics Terminology

Split digraph (sometimes called 'magic e') - two letters that work together to make the same sound, separated by another letter in the same word. This enables children to understand the difference in vowel sounds between, for example, grip/gripe, cop/cope, tap/tape

Trigraph - three letters that work together to make the same sound (igh, ore, ear)

Pure sound - it's the skill of pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'

Phonics videos –
help your child
learn to read -
Oxford Owl

Google Oxford Owl Phonemes – how to pronounce pure sounds

How to pronounce pure sounds

OxfordOWL



How to pronounce
pure sounds

Learn how to pronounce all 44 phonics sounds, or phonemes, used in the English language with these helpful examples.

Phonics Terminology

Blend - this is when you say the individual sounds that make up a word and then merge or blend them together to say the word as used when reading

Segment - it's the opposite of blending as it means splitting a word up into individual sounds when spelling and writing.

What does a Bug Club lesson look like?

The screenshot shows the 'Magnetic Board' interface. At the top, there is a red header with the 'Bug Club Phonics' logo on the left and a 'Guide' button with a close icon on the right. Below the header, the main area is a blue background with a central illustration of a grassy hill, a sun, and pink flowers. The lowercase alphabet 'abcdefghijklmnopqrstuvwxyz' is arched across the sky. On the left side, there is a vertical toolbar with icons for a cursor, a trash can, and various sound and editing tools. On the right side, there are icons for a close button, a speech bubble, and a keyboard icon. At the bottom of the main area, there is a 'Start' button. Below the main area, a horizontal bar contains the lowercase alphabet 'abcdefghijklmnopqrstuvwxyz' in individual colored boxes.

The screenshot shows the 'Unit 13 /w/ as 'wh': Lesson' interface. At the top, there is a red header with the 'Bug Club Phonics' logo on the left and a 'Guide' button with a close icon on the right. Below the header, there is a navigation bar with tabs for 'Sounds', 'Reading', 'Spelling', 'Spelling', 'Writing', 'Writing Cursive', and 'Follow-up'. The main area is a large white space for writing. On the left side, there is a vertical toolbar with icons for a music note, a folder, a speaker, 'Aa', a pencil, a rainbow, 'aa', 'aaa', a cursor, and a trash can. On the right side, there is a cartoon ant character. At the bottom, a horizontal bar contains the lowercase alphabet 'abcdefghijklmnopqrstuvwxyz' in individual colored boxes.

What can you do at home?

- Help your child to complete any Phonics homework they bring home
- Year 1 spellings are linked to the phonemes covered in class each week
- Year 2 spellings are taken from Spelling Shed
- Encourage your child to use their phonics when they are reading at home
- Useful websites: phonicsplay.co.uk
topmarks.co.uk
phonicsbloom.com
- Listen to your child read every night – sign and date the Reading Records. Make sure their reading books are in school every day.
- Bug Club reading books set weekly for Years 1 and 2

Reading Fluently

- Re-reading books is important for developing fluency. When children reread a book, they don't have to focus so much on decoding and understanding the words – they are free to concentrate on reading with pace, accuracy and expression
- "Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension." EFF
- "As pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it." Reading Framework

Fluency Practice

- Opportunities for acting out e.g particular character dialogues or actions (children will need to see models of this from adults)
- Reading aloud is an opportunity to demonstrate fluency while also helping listeners to make meaning.
- Echo reading – a re-reading strategy to help children develop fluent, expressive reading.
- Choral reading – reading aloud in unison with a class or group of children. Helps to build fluency, self-confidence and motivation.
- Repeated reading – engaging children in repeatedly reading texts improves reading ability. This involves pupils re-reading a short text a set number of times or until they reach a suitable level of fluency.

The Key Stage One Reading Scheme

From January 2025...

- All KS1 reading books will be changed once a week.
- 2/3 books will come home each Monday
- Children still expected to read every night – re-read books to develop fluency
- Teachers will move children on when assessed

