## Puffins Year 1 - 10.2.22

Hello,
We hope everyone is well and looking forward to half term.
Please can we ask that your child brings their book bag with their reading log and reading book in every day. The expectation is that every child is practising their reading daily at home. Please can you date and sign the reading log as your child reads at home. We collect in children's reading log and reading borks on a Monday and a Thursday and change books if necessary. If your child needs a new reading book on a different day, please just ask and we will change it.
A few children are saying they have lost their reading logs and reading books. Starting next Monday we will look at who has what and replace if necessary.

The phonics for reception age children are slightly different from year 1 age group. Below is a brief overview of what we have covered so far in Year 1 so you can help them with their reading.

The reception phonics were:

| Sound |  | sound |  | sound |  | sound |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| $s$ | sat | $g$ | goat | h | hat | v | van |
| a | ant | $\sigma$ | on | b | bat | w | wind |
| $t$ | tap | c | cat | $f$ | fun | $x$ | fox |
| $p$ | pig | k | kind | ff | huff | y | yellow |
| $i$ | ink | ck | rock | l | lip | $z$ | zip |
| $n$ | nut | e | egg | ll | till | zz | buzz |
| $m$ | mop | $u$ | up | ss | miss | qu | quack |
| d | dog | r | rat | j | jug |  |  |
|  |  |  |  |  |  |  |  |
| ch | chip | $\sigma a$ | boat | ur | turn | ure | pure |
| sh | shop | $\sigma \sigma(u)$ | book | ow | cow | er | river |
| th/TH | Bath (th) <br> Them <br> (TH) | $\sigma \sigma(\sigma \sigma)$ | food | oi | coin | ee | see |
| ng | along | ar | car | ear | year | igh | high |


| ai | train | or | fork | air | chair |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Sight words covered so far:

| Reception taught sight words |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| the | he | my | do | when |
| to | she | you | all | what |
| go | we | they | call | some |
| $n \sigma$ | me | her | are | come |
| $i$ | be | like | was |  |
| s $\sigma$ | said | have | little |  |
|  | there | were | one |  |
| Year 1 sight words taught so far |  |  |  |  |
| their | mr | here | your |  |
| peaple | mrs | oh |  |  |

In phonics, we have been looking at the alternative spelling of graphemes and alternative pronunciations.

| Grapheme | Alternative spelling representation |
| :--- | :--- |
| ai | ai - train <br> ay - tray <br> a-e - made (split digraph) <br> $a-$ acorn |
| ow | $\sigma w-b r o w n$ <br> $\sigma u-\sigma u t$ |
| igh | igh - high <br> ie - pie <br> $i-e-s l i d e ~(s p l i t ~ d i g r a p h) ~$ <br> $i-f i n d ~$ <br> $y-b y$ |
| ee | Ee -leek <br> ea-eat <br> y-happy <br> e-e - these (split digraph) <br> ie - believe <br> ey - key |


|  | eo - people |
| :---: | :---: |
| $\sigma i$ | $\begin{aligned} & \sigma i-c \sigma i n \\ & \sigma y-b \sigma y \end{aligned}$ |
| ur | $\begin{aligned} & u r-t u r n \\ & i r ~-~ b i r d \end{aligned}$ |
| w | $\begin{aligned} & \text { w - win } \\ & \text { wh - why } \end{aligned}$ |
| or | or - fork <br> au-autumn <br> aw - saw <br> our-pour <br> ore - sore <br> $\sigma \sigma r$ - door |
| $f$ | $\begin{aligned} & f-f i s h \\ & \text { ph - phonics } \end{aligned}$ |
| $\begin{aligned} & O \sigma(\sigma \sigma)-l \sigma n g \\ & \sigma \sigma \end{aligned}$ | $\begin{aligned} & \sigma \sigma-p \sigma \sigma l \\ & \text { ew - new } \\ & u-e \text { - flute (split digraph) } \\ & \text { ue - glue } \\ & \sigma u \text { - soup } \\ & \text { ui - fruit } \end{aligned}$ |
| $\begin{aligned} & O \sigma(u)-s h \sigma r t \\ & \sigma \sigma \end{aligned}$ | $\sigma \sigma-b \sigma \sigma k$ |
| $U$ as $y \sigma \sigma$ | u-unicorn <br> ue - queue <br> ew - stew <br> u-e - cube |
| $\sigma \alpha$ | ```\sigmaa - coat \sigmae-toe \sigma-e - hope (split digraph) ow - grow \sigma-g\sigma``` |

Alternative pronunciations:

| Grapheme | Alternative pronunciations |
| :--- | :--- |
| $a$ | a-cat |


|  | $\begin{aligned} & a i-b a b y \\ & \sigma-\text { wash } \\ & \text { ar -pass } \end{aligned}$ |
| :---: | :---: |
| e | $\begin{aligned} & e-e g g \\ & e e-w e \end{aligned}$ |
| $i$ | i - ink igh - find |
| $\sigma$ | $\begin{aligned} & \sigma-\sigma n \\ & \sigma \alpha-n \sigma \end{aligned}$ |
| $y$ | $\begin{aligned} & \text { y-yellow } \\ & \text { ee - happy } \\ & \text { igh - why } \\ & l \text { - gym } \end{aligned}$ |
| ch | ch - chip <br> sh - chef <br> $k$ - school |
| c* | $\begin{aligned} & c-\text { cat } \\ & \text { s - place } \end{aligned}$ |
| $g^{*}$ | $\begin{aligned} & g \text { - gate } \\ & j \text { - giant } \end{aligned}$ |
| $\sigma W^{*}$ | $\begin{aligned} & \sigma w-c \sigma w \\ & \sigma \alpha-g r o w \end{aligned}$ |
| ie * | $\begin{aligned} & \text { le - pie } \\ & \text { ee - piece } \end{aligned}$ |
| ea * | ea - team <br> e - head |
| er * | er - winner <br> ur - her |
| $\sigma u$ * | $\begin{aligned} & \sigma w-\sigma u t \\ & \sigma \sigma-\text { soup } \end{aligned}$ |

*Teaching over the next few weeks.
If you have any questions, please do come and ask one of us.
Many thanks
The Puffin Class Team

