

Phonics Journal



Rush Green Primary School



Year 1 – Autumn 1

Phonics Teacher: Miss McCorkell

Child's Name: _____



Dear Parents/Carers,

Phonics is a way of teaching children to read quickly and fluently. The children are taught how to:

- Recognise the sounds that individual letters or groups of letters make
- Identify the sounds that different combinations of letters make such as 'sh' in ship and 'oa' in goat
- Blend these sounds together from left to right to make words.

How do we teach Phonics?

At Rush Green Primary School we teach Phonics using the Jolly Phonics Programme. This journal contains a weekly breakdown of what your child will be learning in their Phonics lessons.

How can you help at home?

Use this journal as a tool to support your child's learning at home. There are examples of words which your child can 'segment and blend' using their 'phoneme fingers'.

How do we use this journal in school?

The children have a spelling challenge every Friday during their phonics lesson. Please practise the weekly spellings in this journal. You can also help your child write sentences containing the weekly challenge words so that they understand their meaning. The journal must be in school every Friday so the children can do their spelling test in it.

If you have any queries about this journal please speak to your child's class teacher.

Thank you for your continued support

Autumn 1

| Week | Grapheme | Example Words |
|---------------|------------------------|--|
| 1 01.09.25 | s a t p | sat, sap at, sat, pat tap, sat pat, tap |
| 2 08.09.25 | i n c k | ink, tin, pin, tip nip, nap, tin cat, cap, act kid, kit |
| 3 15.09.25 | ck e h r | kick, sack ten, pet hip, hat rat, rip |
| 4 22.09.25 | m d g o | map, mat, mum, ham dip, had gap, rag dog, top |
| 5 29.09.25 | u l/ll f/ff b | sun, run, tuck leg, log, bell, doll fin, fun, huff, puff bat, ball |
| 6 06.10.25 | ai j oa ie | rain, nail, paint, aim jail, jam, jog coat, oat, goat pie, lie, tie |
| 7 13.10.25 | Assessment Week | |

Week Beginning 01.09.25

| | |
|-----|-----|
| at | tap |
| sat | pat |

Include each of these words in a sentence:

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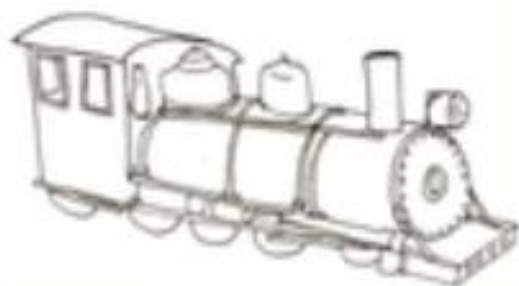
Circle the initial sound to match each picture.



t a p i n



t p n s i



t i a p n



n a p t i

Practise Test (at home)

Week Beginning 01.09.25

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

Week Beginning 08.09.25

| | | |
|-----|-----|-----|
| tin | nap | kid |
| pin | kit | cat |

Include each of these words in a sentence:

| |
|--|
| |
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| |
| |

Circle the initial sound to match the picture.



s a t p i n



s a t p i n



s a t p i n



s a t p i n



s a t p i n

Practise Test (at home)

Week Beginning 08.09.25

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

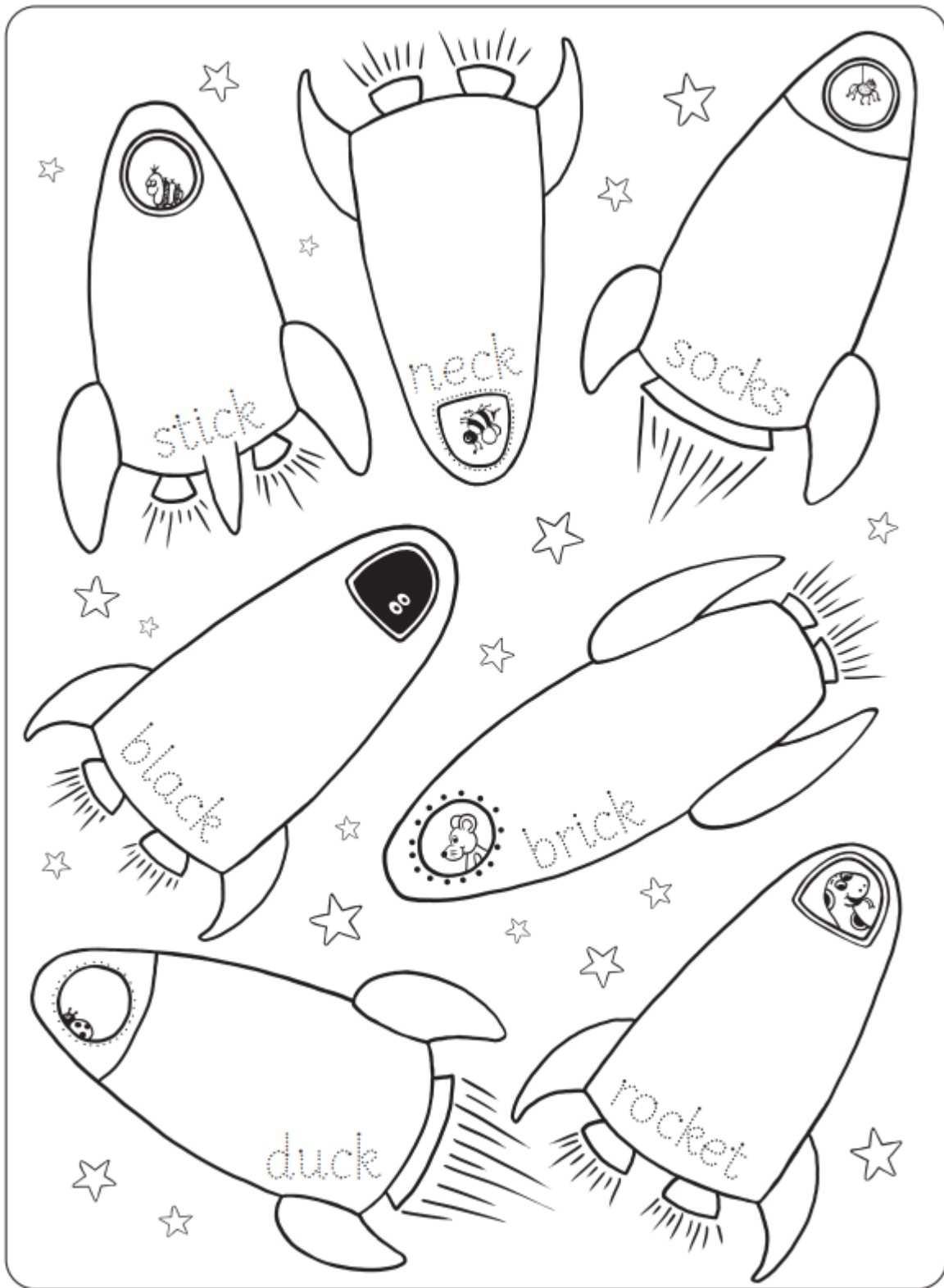
Week Beginning 15.09.25

| | | |
|------|-----|------|
| ten | pet | rat |
| sack | hat | kick |

Include each of these words in a sentence:

| |
|--|
| |
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Write over the dotted words in the rockets. Then draw a picture for each one.



Practise Test (at home)

Week Beginning 15.09.25

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

Week Beginning 22.09.25

| | | |
|-----|-----|-----|
| map | top | had |
| dog | mat | dip |

Include each of these words in a sentence:

[illegible]

Use your phoneme fingers to read the word and match it to the right picture. Use the sound buttons to help you.



bun

• • •



dog

• • •



bed

• • •



jog

• • •

Practise Test (at home)

Week Beginning 22.09.25

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

Week Beginning 29.09.25

| | | |
|-----|------|-------|
| mum | bell | fluff |
|-----|------|-------|

What sound does
the picture start
with?
Can you circle it?



y

f

c



m

a

c



b

z

i



e

r

d



m

e

v



f

s

k



w

f

g



h

z

y



h

f

i



p

g

l



k

f

a



m

v

q



i

b

n



p

f

a



w

o

t

Circle the words that have the ll digraph in.



Practise Test (at home)

Week Beginning 29.09.25

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

Week Beginning 06.10.25

| | | |
|------|-----|-----|
| sick | map | sip |
| ball | sun | dog |

Include each of these words in a sentence:

| |
|--|
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|-------------------------|
| Practise Test (at home) |
|-------------------------|

Week Beginning 06.10.25

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

Week Beginning 01.09.25

SPELLING TEST

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

Week Beginning 08.09.25

SPELLING TEST

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

Week Beginning 15.09.25

SPELLING TEST

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

Week Beginning 22.09.25

SPELLING TEST

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

Week Beginning 29.09.25

SPELLING TEST

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

Week Beginning 06.10.25

SPELLING TEST

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

Zero Tolerance Words: Reception

Your child must know how to spell the following words

| |
|------|
| the |
| to |
| no |
| go |
| and |
| look |
| me |
| my |
| was |
| went |
| he |
| with |

Zero Tolerance Words: Year 1

Your child must know how to spell the following words

| |
|-------|
| all |
| come |
| you |
| want |
| what |
| they |
| are |
| out |
| here |
| once |
| some |
| there |

| |
|--------|
| asked |
| when |
| little |

| Phonics Terminology | |
|---------------------|---|
| Phonics | The relationships between the sounds of a language and the letters those sounds make. |
| Phoneme | The smallest unit of sound. |
| Grapheme | Letter/s that represent phonemes. |
| Digraph | A grapheme containing two letters that make just one sound (phoneme) i.e. sh in fish and ch in chip. |
| Trigraph | A grapheme containing three letters that make just one sound (phoneme) i.e air in hair and igh in night. |
| Segmenting | Splitting a spoken word into its phonemes in the order in which they are heard. |
| Blending | Taking given phonemes and combining them to make a word, the opposite of segmenting. |
| Phoneme Fingers | A method in which we use our fingers to segment a word i.e. c-a-t would be represented by three fingers and f-i-sh would also be represent by three fingers as it also contains three sounds even though it is made up of four letters. |

It is very important that your child practises articulating each sound correctly and does not add extra sounds to the end of a phoneme i.e s should be pronounced as ssss and not sss-a

| Useful links | |
|--------------------------|---|
| Articulation of Phonemes | http://www.youtube.com/watch?v=BqhXUW_v-ls Search for 'articulation of phonemes' on YouTube |
| Jolly Phonics Songs | http://www.youtube.com/watch?v=eCjJYB07aSU Search for 'Jolly Phonics in order' on YouTube |
| Phonics Play | www.phonicsplay.co.uk |