

Phonics Journal



Rush Green Primary School



Year 1 – Spring 1

Phonics Teacher: Mrs Osborne

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.

Spring 1

Week Beginning	Weekly focus	Example Words	Tricky words
05.01.26	ph as f soft c as ce soft c as ci soft c as cy	elephant, phonics, phone nice, ice, slice city, pencil cycle, cylinder	any, many, more, before
12.01.26	soft g as gi soft g as ge soft g as gy	giant, gigantic, ginger large, change, orange gym, gymnastics	other, were
19.01.26	ai ay a_e	aim, explain, complain play, Monday, today game, frame, shake	because, want
26.01.26	ee ea e_e	teeth, feel, sweet read, dream, peach, each eve, believe, theme	saw, put
02.02.26	ie igh y i_e	tie, pie, replied night, right, bright fly, my, try like, shine, time	could, would, should
09.02.26	oa ow o_e	road, coach, oak snow, window, grow, own home, broke, those	right, two, four

Week Beginning 05.01.26

mice	circus	face
photo	cycle	circle

Include each of these words in a sentence:

Practise Test (at home)

Week Beginning 05.01.26

1	
2	
3	
4	
5	
6	

Week Beginning 12.01.26

magic	age	gym
germ	rigid	gem

Include each of these words in a sentence:

Practise Test (at home)

Week Beginning 12.01.26

1	
2	
3	
4	
5	
6	

Week Beginning 19.01.26

made	rain	day
say	take	wait

Include each of these words in a sentence:

Practise Test (at home)

Week Beginning 19.01.26

1	
2	
3	
4	
5	
6	

Week Beginning 26.01.26

eat	these	three
need	treat	complete

Include each of these words in a sentence:

Practise Test (at home)

Week Beginning 26.01.26

1	
2	
3	
4	
5	
6	

Week Beginning 02.02.26

sky	light	tied
side	fly	like

Include each of these words in a sentence:

Practise Test (at home)

Week Beginning 02.02.26

1	
2	
3	
4	
5	
6	

Week Beginning 09.02.26

throw	coat	bone
nose	low	road

Include each of these words in a sentence:

Practise Test (at home)

Week Beginning 09.02.26

1	
2	
3	
4	
5	
6	

Week Beginning 05.01.26

SPELLING TEST

1.	
2.	
3.	
4.	
5.	
6.	

Week Beginning 12.01.26

SPELLING TEST

1.	
2.	
3.	
4.	
5.	
6.	

Week Beginning 19.01.26

SPELLING TEST

1.	
2.	
3.	
4.	
5.	
6.	

Week Beginning 26.01.26

SPELLING TEST

1.	
2.	
3.	
4.	
5.	
6.	

Week Beginning 02.02.26

SPELLING TEST

1.	
2.	
3.	
4.	
5.	
6.	

Week Beginning 09.02.26

SPELLING TEST

1.	
2.	
3.	
4.	
5.	
6.	

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 sss and not sss-a

Useful links

Articulation of Phonemes	http://www.youtube.com/watch?v=BqhXUW_v-Is Search for 'articulation of phonemes' on YouTube
Jolly Phonics Songs	http://www.youtube.com/watch?v=eCjYB07aSU Search for 'Jolly Phonics in order' on YouTube
Phonics Play	www.phonicsplay.co.uk

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