

Phonics Journal



Rush Green Primary School



Year 1 – Spring 2

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.

Spring 2

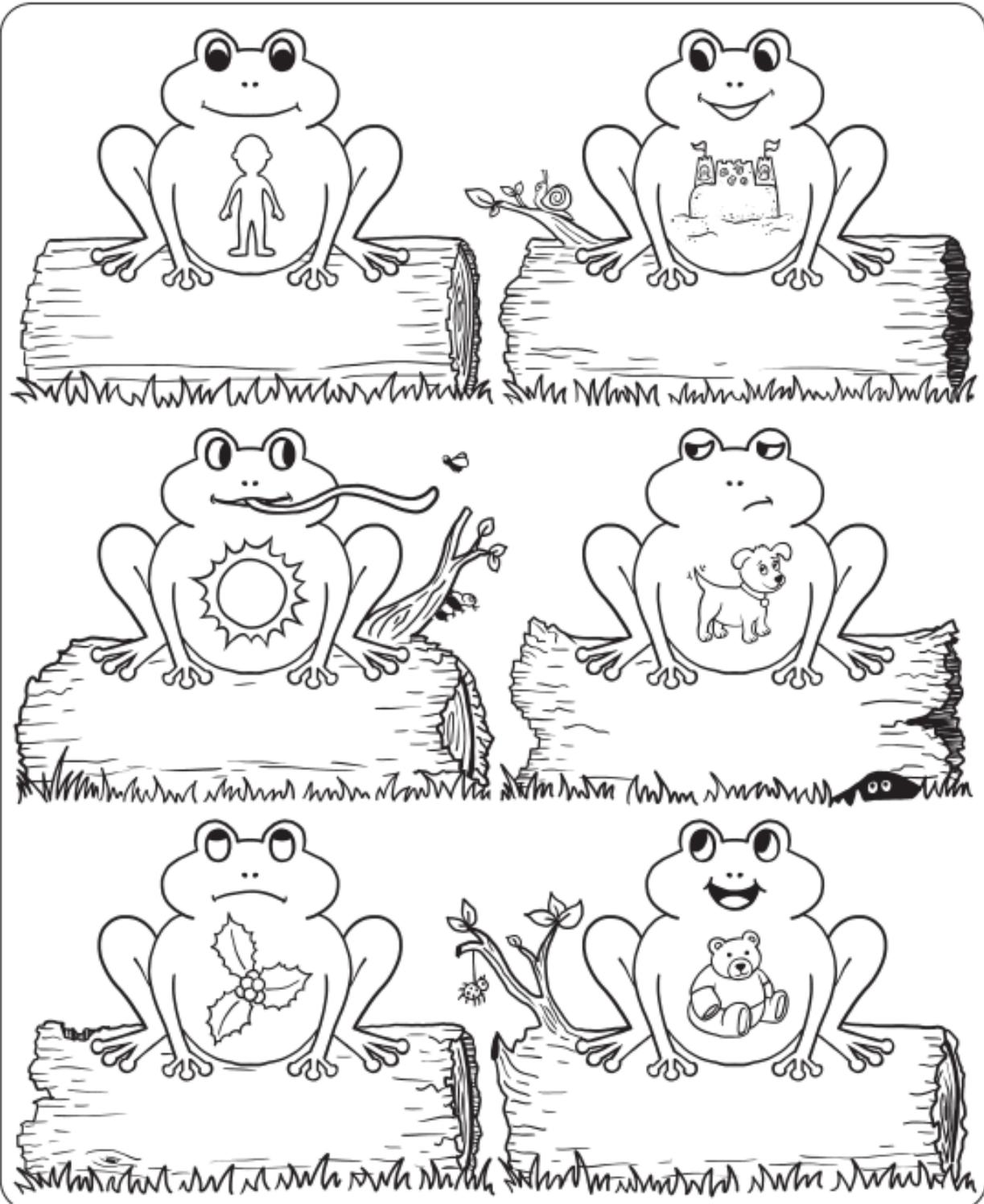
| Week Beginning | Weekly focus | Example Words | Tricky words |
|----------------|--|--|-------------------|
| 23.02.26 | y as ee | happy, sleepy, lucky | you, your |
| 02.03.26 | Short vowels – a, e, i, o, u | dog, pat, igloo, on, up, bet | come, some |
| 09.03.26 | Short vowels and ck | click, chicken, cluck, check | said, here, there |
| 16.03.26 | Short vowels and double letters | egg, bell, button | they |
| 23.03.26 | <p>Long vowels and split digraphs</p> <p>Long vowel sounds are where a vowel makes the same sound as the way its name is pronounced. For instance, the 'ee' in the word 'three'.</p> <p>A split digraph also contains two letters that makes one sound (a-e, e-e, i-e, o-e and u-e) but they are split between a consonant, for example; make</p> | <p>three, bee, coat, oak, aim, rain, tie.</p> <p>cake, like, ape, eve.</p> | go, no, so |

Practise Test (at home)

Week Beginning 23.02.26

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

Read the words and match them to the pictures in the frogs on the logs.



sunny

body

puppy

teddy

sandy

holly

The /igh/ Sound Spelt With '-y'

q h z a o f m x x w f t
d z d r y f v c k n n h
f y q j s l y g o t n u
u f q l v y s c v s b z
b e w l t w s k y c c m
t b p y a g r m n i i u
e q u r c d o t w k k l
r c d n r u s i w y w t
r e p l y w h m a h c i
i g g q f g y f i x c p
f u g y t r y b l e l l
y i a d j h y t d m x y

cry
fly
dry

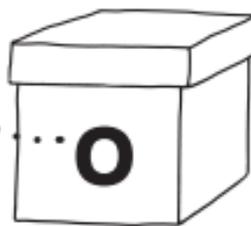
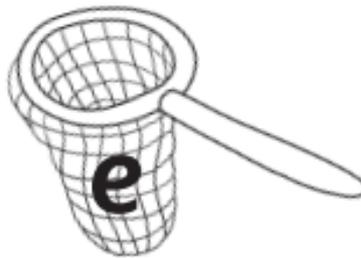
try
reply
sly

shy
terrify
sky

multiply



Look at each picture, say the word and listen for the short vowel. Then draw a line to join the picture to the correct short vowel container.



Write the correct vowel to complete each word.



d_g



m_p



b_d



g_ft



m_n



p_n



cr_b



c_t



b_s



h_n



j_m



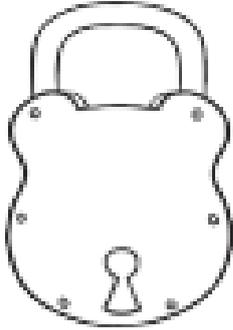
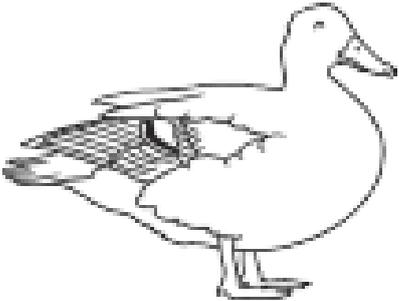
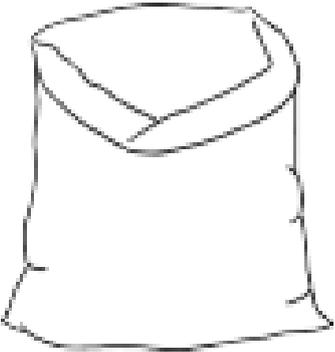
sh_p

Practise Test (at home)

Week Beginning 02.03.26

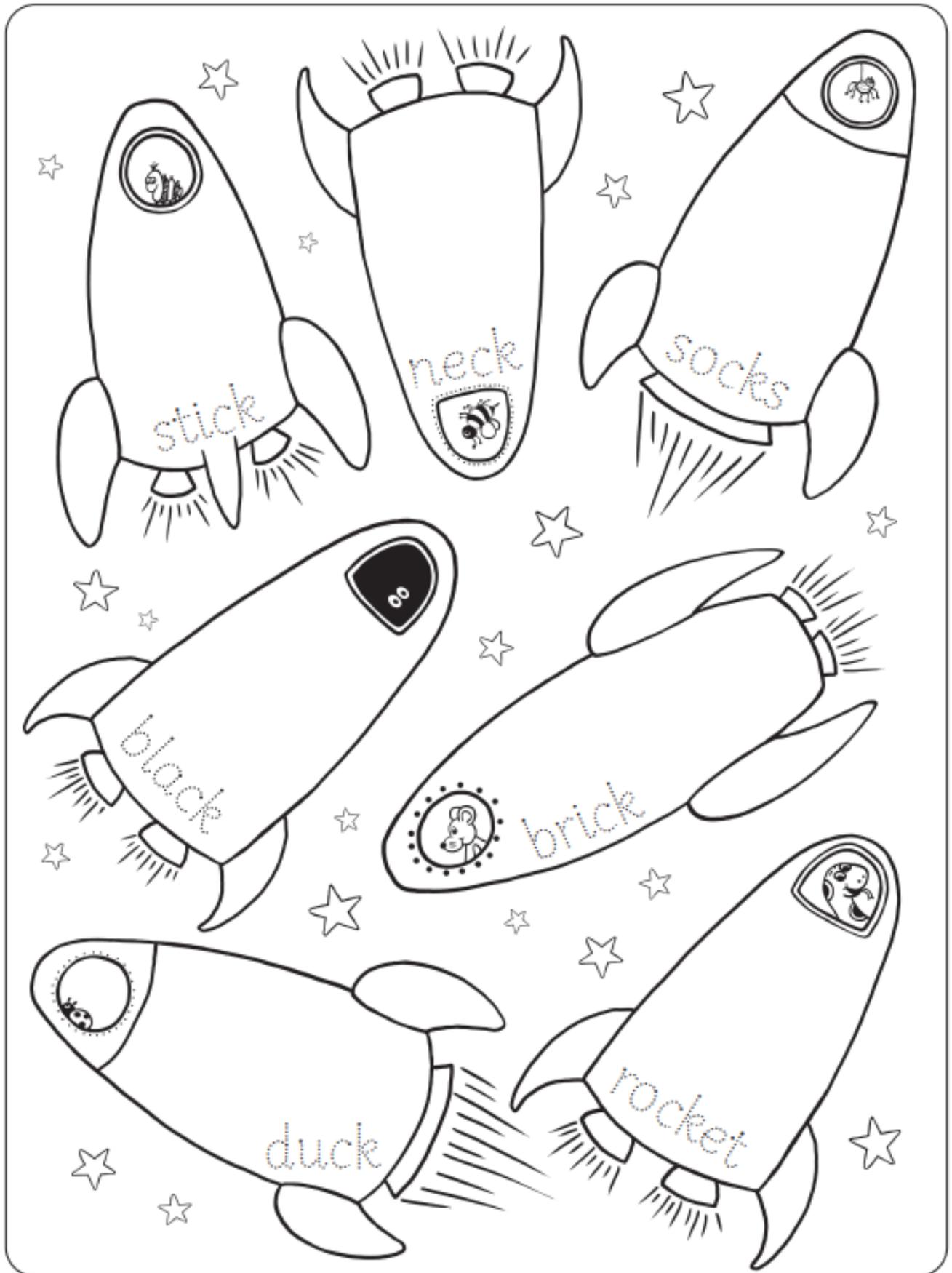
| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

Use the sounds to write words to match the pictures.

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

| | | | | | |
|----------|----------|-----------|-----------|-----------|-----------|
| b | l | a | o | ck | ck |
| d | u | ck | ck | a | s |

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



Practise Test (at home)

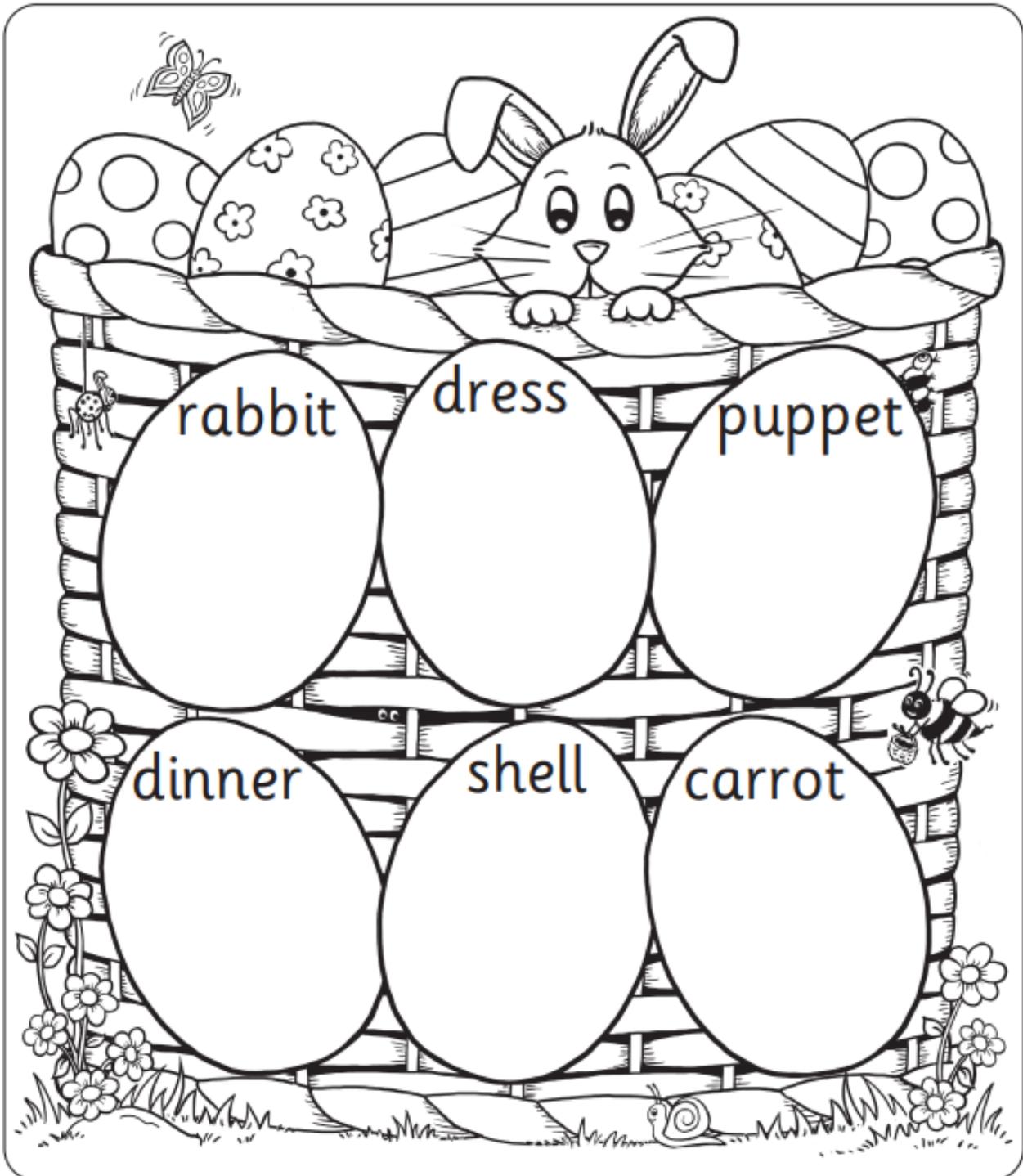
Week Beginning 09.03.26

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

Write over the dotted double letters and read the words.

parrot egg bell add button
kitten buzz toffee doll miss

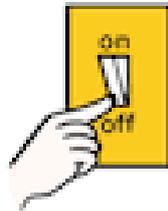
Read the words in the eggs and draw a picture for each one.



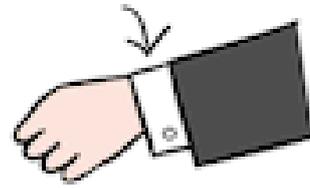
Add the double letter to complete the words,



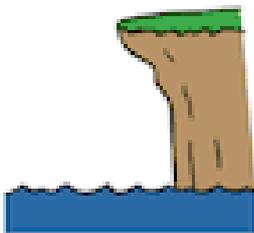
gla__



o__



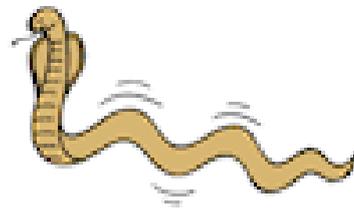
cu__



cli__



ye__



hi__



be__



she__



gra__



dre__



ja__



sni__

Practise Test (at home)

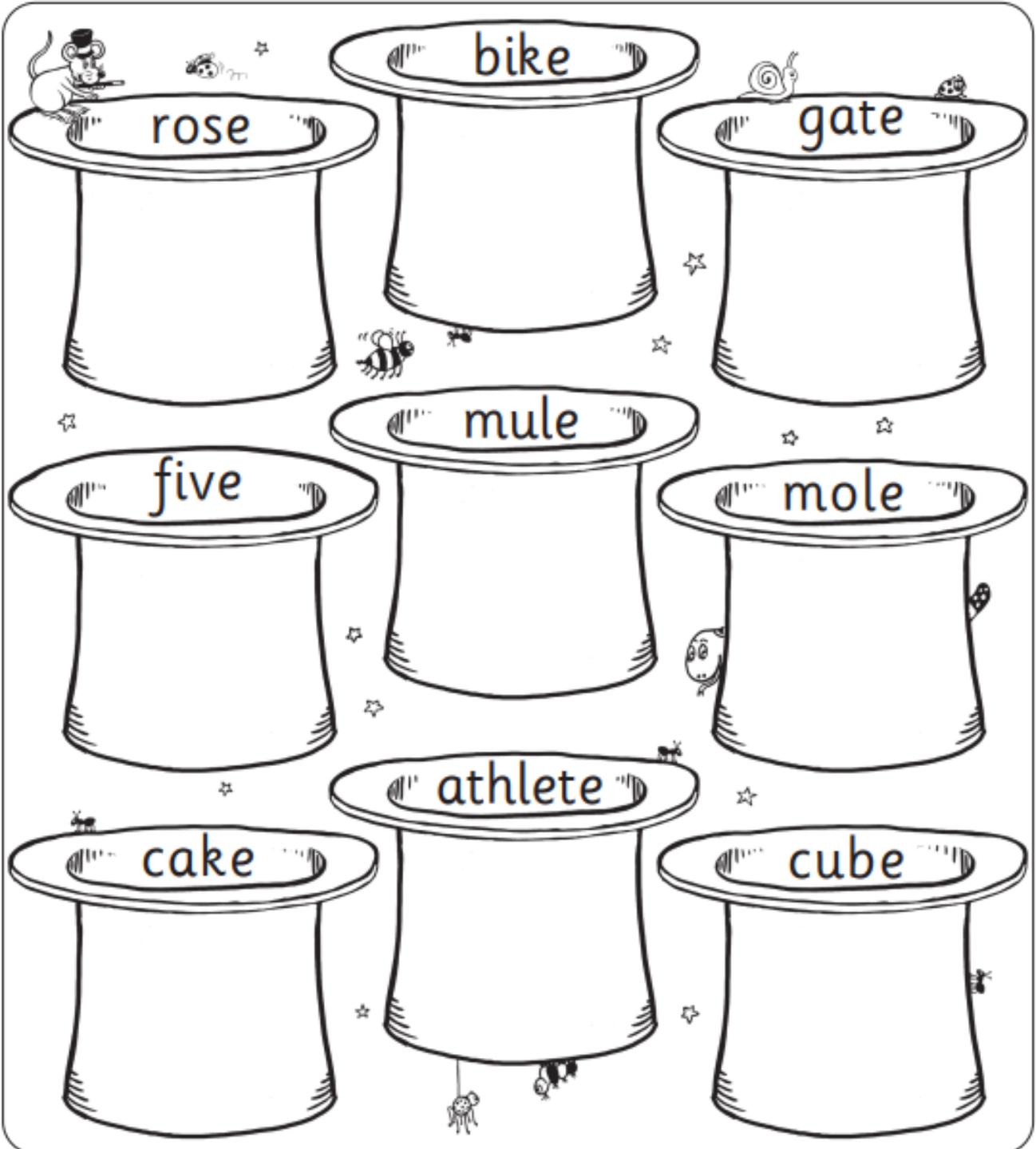
Week Beginning 16.03.26

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

Write inside these letters.



Read the words in the magician's hats and draw a picture for each one.



Read the word with the a-e split digraph and colour in the matching picture.

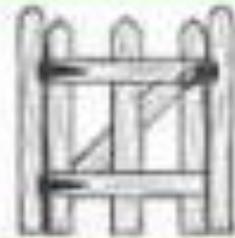
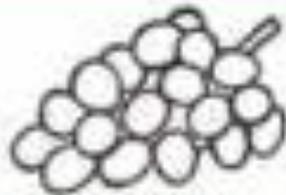
snake



wave



gate



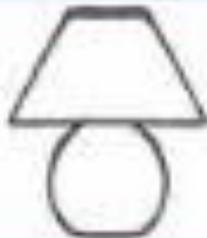
spade



shape



flame



Practise Test (at home)

Week Beginning 23.03.26

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

Week Beginning 23.02.26

SPELLING TEST

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

Week Beginning 02.03.26

SPELLING TEST

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

Week Beginning 09.03.26

SPELLING TEST

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

Week Beginning 16.03.26

SPELLING TEST

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

Week Beginning 23.03.26

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 |

