

Phonics Journal



Rush Green Primary School



Year 1 – Spring 2

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 2

| Week Beginning | Weekly focus | Example Words | Tricky words |
|----------------|------------------------------|--|-----------------------|
| 23.02.26 | ue u_e ew – as long oo | due, glue, true use, cube, flute chew, grew, drew, ewe | goes, does |
| 02.03.26 | ou ow | outside, about, counting owl, down, cow | made, their |
| 09.03.26 | oi oy | ointment, soil, coins toybox, royal, enjoy, oyster | once, upon, always |
| 16.03.26 | er ir ur | teacher, brother, mother firm, shirt, swirl disturb, curve, burn | also, of, eight |
| 23.03.26 | aw au al | paws, saw, drawing Autumn, author, launched also, always, walking | love, cover, after |

Practise Test (at home)

Week Beginning 23.02.26

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

Read these words. If the /ue/ sound does not work, try the /oo/ sound.

bluebell argue untrue barbecue

ruler use excuse rude



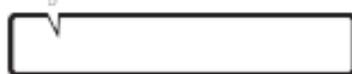
fewer unscrew threw nephew

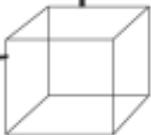
Read the words below and write them in the correct /ue/ or /oo/ spelling.

u
cube



few
glue
cube
statue



e


blue

June

chew

rescue



w



e

w



pew
cute
flute
jewel

Practise Test (at home)

Week Beginning 02.03.26

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

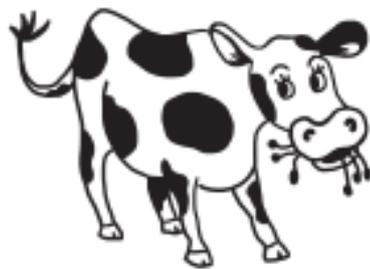
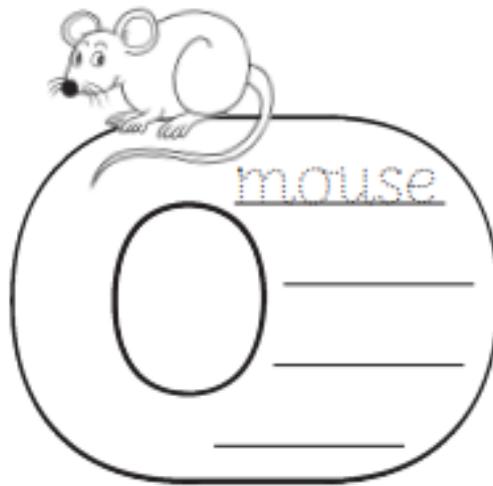
There are two main ways to write the /ou/ sound. Read the words with these spellings.

loud about
count ground
sound flour

flower crowd
downhill growl
shower vowel

Read the words below and write them in the correct /ou/ spelling.

owl
mouse
brown
mouth



cow
found
cloud
clown



Practise Test (at home)

Week Beginning 09.03.26

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

There are two main ways to write the /oi/ sound. Read the words with these spellings.

boil join
tin foil oil can
ointment coil

royal oyster
destroy employ
annoy loyal

Read the words below and write them in the correct /oi/ spelling.



joy
coin
boy
spoil



coil
toy
point
enjoy



Practise Test (at home)

Week Beginning 16.03.26

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

There are three main ways to write the /er/ sound. Read the words with these spellings.

butter helicopter river number

third birthday twirl thirsty

purple Thursday curl Saturday

Read the words below and write them in the correct /er/ spelling.

dinner

shirt

purse

letter



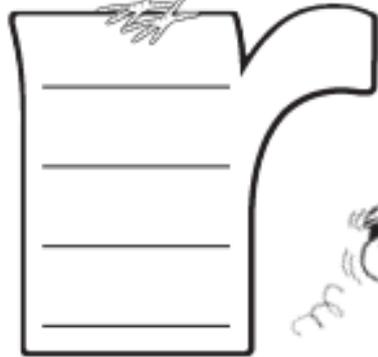
ir

hurt

diver

first

turn



e



ur

dinner



bird

fur

sister

girl

er



Practise Test (at home)

Week Beginning 23.03.26

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

There are three main alternative spellings for the /or/ sound. Read the words with these spellings.

yawn strawberry shawl drawing

laundry August astronaut autumn

snowball chalk beanstalk taller

Read the words below and write them in the correct /or/ spelling.

saw
haunt
ball
pause

aw

aw

wall
cause
draw
crawl

al

Illustrations include: leaves, a saw, a strawberry, a rocket, a tree, laundry, an astronaut, a ball, and a hawk.

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 |

