

Phonics Journal



Rush Green Primary School



Year 1 – Spring 2

Phonics Teacher: Miss Ellis

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 | Grapheme | Example Words | Tricky Words |
|---------------|--------------------|---|----------------|
| 1 23.02.26 | ee ea | tree, queen, cheek sea, meat, eat, easy | like have |
| 2 02.03.26 | igh y (ie) | night, fight, light my, shy, cry, sky, python | live give |
| 3 09.03.26 | ow (oa) ow (ou) | own, bow, snow, blow, owl, cow, brown, town, powder | little down |
| 4 16.03.26 | ir ur er | girl, skirt, stir, third burn, hurt, turnip otter, number, verb | what when |
| 5 23.03.26 | ue ew | rescue, cue, fuel few, ewe, pew | why where |

Finish each word on the right by adding the **ee** digraph. Then match each word to the corresponding picture.

b__



__l



sh__p



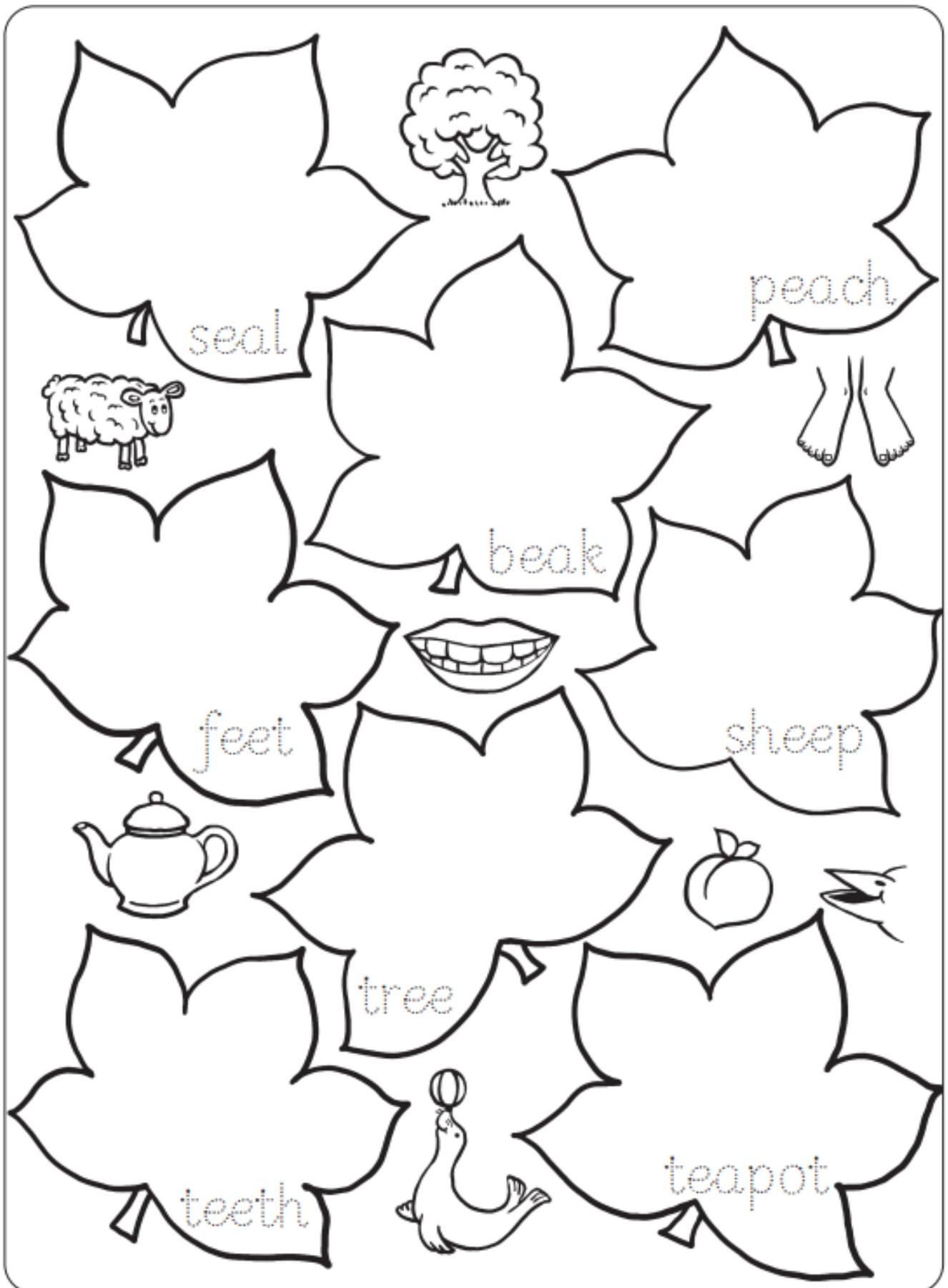
t__th



tr__



Write over the dotted words and draw a picture for each one.



Practise Test (at home)

Week Beginning 23.02.26

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

Write and Colour the 'igh' Words

Write the 'igh' words for each picture and then colour them in.



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



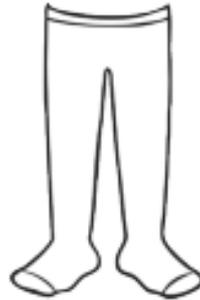
| | |
|--|--|
| | |
|--|--|



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



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



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



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



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



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



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

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

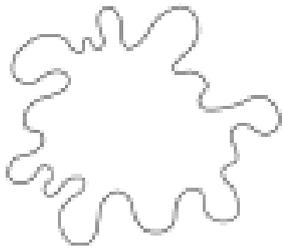


Practise Test (at home)

Week Beginning 02.03.26

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

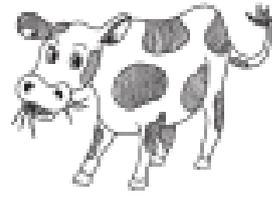
Read each word. Then, cut along the dotted lines and decide if the /ow/ is making an /oa/ or /ou/ sound. Sort them into two piles.



yellow



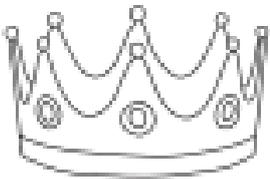
elbow



cow



town



crown



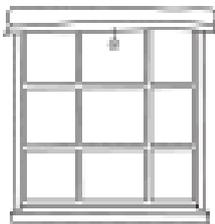
snow



arrow



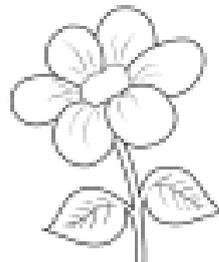
owl



window



shower



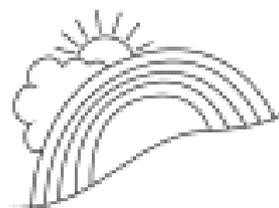
flower



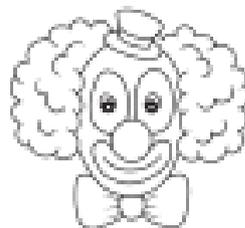
crow



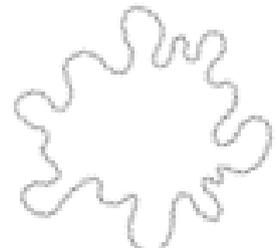
pillow



rainbow

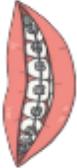


clown



brown

Write each word into the table using the /ou/ and /ow/ heading to help you.

| ou | ow |
|--|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Practise Test (at home)

Week Beginning 09.03.26

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

er - ir - ur

Read and choose the correct spelling

| | | | |
|---|--------|--------|--------|
|  | river | rivir | rivur |
|  | skert | skirt | skurt |
|  | terkey | tirkey | turkey |
|  | ladder | laddir | laddur |
|  | bird | berd | burd |
|  | nerse | nirse | nurse |
|  | shert | shirt | shurt |
|  | summer | summir | summur |
|  | ferst | first | furst |
|  | cherch | chirch | church |
|  | therd | third | thurd |
|  | winter | wintir | wintur |

Practise Test (at home)

Week Beginning 16.03.26

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

Complete the words below using either 'ew' or 'ue'.

st



tiss



cl



gl



neph



stat



cr



arg



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 |

