

Phonics Journal



Rush Green Primary School



Year 1 – Summer 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.

Summer 1

















Week Beginning	Weekly focus	Example Words	Tricky words
13.04.26	air ear as air are as air	fair, chair, stairs bear, tear, wear mare, share, stare	every, mother, father
20.04.26	a_e e_e	tale, ace, cake eve, these, swede	because, want, saw, put
27.04.26	i_e o_e	like, ice, mile home, nose, alone	right, two, four could, would, should
04.05.26	ue u_e ew as long oo	blue, glue, true cube, use, June, cute pew, jewel, few	goes, does
11.05.26	soft c as ce ci cy	nice, ice, slice city, pencil cycle, cylinder	more, before
18.05.26	soft g as gi ge gy	giant, gigantic, ginger large, change, orange gym, gymnastics	other, were

Week Beginning 13.04.26

Week Beginning 13.04.26

1	
2	
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5	
6	

Alternative Spellings for air

air	are	ear
		
		
		
		
		
		

Practise Test (at home)

Week Beginning 20.04.26

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Split Digraph

a-e

Write the sentences out again and correct the spelling mistakes **highlighted**.

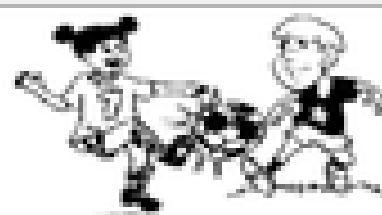
She **maed** a cup **caek**.



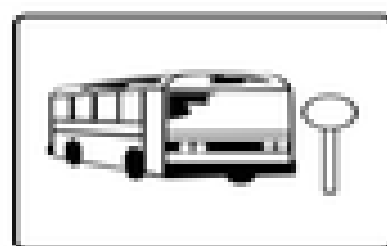
Gran saw a **snaek** in the garden.



Our team won the **gaem** on Friday.



I will **taek** the **saem** bus home.



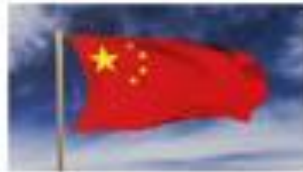
His **naem** is Micky Smith.



Read the words below and then write them under the correct picture.



scene evening even extreme Japanese Chinese swede these
concrete delete theme park centipede complete athlete trapeze




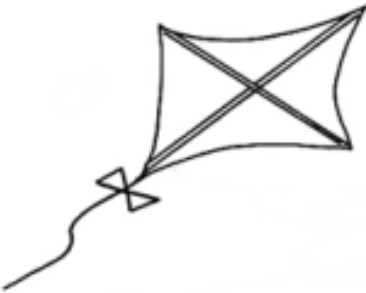




Practise Test (at home)

Week Beginning 27.04.26

1	
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Can you complete the missing sounds for each 'i-e' word?

		
<p>— — — — —</p>	<p>— — — — —</p>	<p>— — — — —</p>
		
<p>— — — — —</p>	<p>— — — — — s</p>	<p>— — — — —</p>

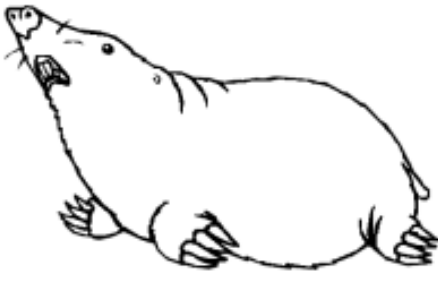


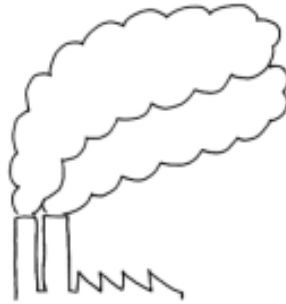


Complete and read each word.

<p>b _ k _</p>	<p>m _ n _</p>	<p>t _ m _</p>
<p>p r _ z _</p>	<p>s m _ l _</p>	<p>d r _ v _</p>
<p>ch _ m _</p>	<p>qu _ t _</p>	<p>s t r _ d _</p>

Read each word. Put an 'e' on the end then read it again.

<p>pin</p>	<p>hid</p>	<p>rid</p>
<p>strip</p>	<p>shin</p>	<p>slid</p>

Can you complete the missing sounds for each 'o-e' word?

		
— — — —	— — — —	— — — —
		
— — — —	— — s —	— — — —

Complete and read each word.

j _ k _	r _ s _	v _ t _
ch _ s _	f r _ z _	d r _ v _
ph _ n _	s t _ n _	th r _ n _

Read each word. Put an 'e' on the end then read it again.

cod	not	con
slop	rob	hop

Practise Test (at home)

Week Beginning 04.05.26

1	
2	
3	
4	
5	
6	

Spelling Activity

1. Just add 'ew', 'ue', 'u_e' or 'u'!

n____

tr____

gr____

resc____

st____

h__g__

d____

c__b__

bl____

__niform

2. Write the correct words under the pictures.





3. Now pick 2 words from the word box. Write one sentence for each word. Don't forget capital letters and full stops!

1. _____

2. _____

Practise Test (at home)

Week Beginning 11.05.26



1	
2	
3	
4	
5	
6	

Hard and Soft C

The soft /c/ sound is made when the letter c is next to e, i or y (for example, cell and city).

The hard /c/ sound is made when the letter c is next to a, o or u (for example, cat and corn).

Copy the words below into the correct column in the table.

 Soft C Sound	 Hard C Sound

cab	cent	car	cat
rice	cow	face	cookie
city	pencil	cold	dance
spicy	cube	mice	cup

Read the words below, one at a time. Then, circle hard c /k/ or soft c /s/ to show which sound c is making in each word.

celery	/k/ /s/	exact	/k/ /s/
car	/k/ /s/	cent	/k/ /s/
ace	/k/ /s/	voice	/k/ /s/
mice	/k/ /s/	race	/k/ /s/
cute	/k/ /s/	city	/k/ /s/
cupcake	/k/ /s/	camera	/k/ /s/
octagon	/k/ /s/	cold	/k/ /s/
centipede	/k/ /s/	circle	/k/ /s/

Practise Test (at home)

Week Beginning 18.05.26



1	
2	
3	
4	
5	
6	

Hard and Soft G

The soft /g/ sound is made when the letter g is next to e, i or y (for example, change, gentle).

The hard /g/ sound is made when the letter g is next to a, o or u (for example, girl, go).

Copy the words below into the correct column in the table.

 Soft G Sound	 Hard G Sound

gate	age	go	giant
goose	magic	stage	gum
gas	energy	grab	gold
huge	page	gummy	cage

Week Beginning 13.04.26

SPELLING TEST

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

Week Beginning 20.04.26

SPELLING TEST

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

Week Beginning 27.05.26

SPELLING TEST

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

Week Beginning 04.05.26

SPELLING TEST

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

Week Beginning 11.05.26

SPELLING TEST

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

Week Beginning 18.05.26

SPELLING TEST

7.	
8.	
9.	
10.	
11.	
12.	

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.

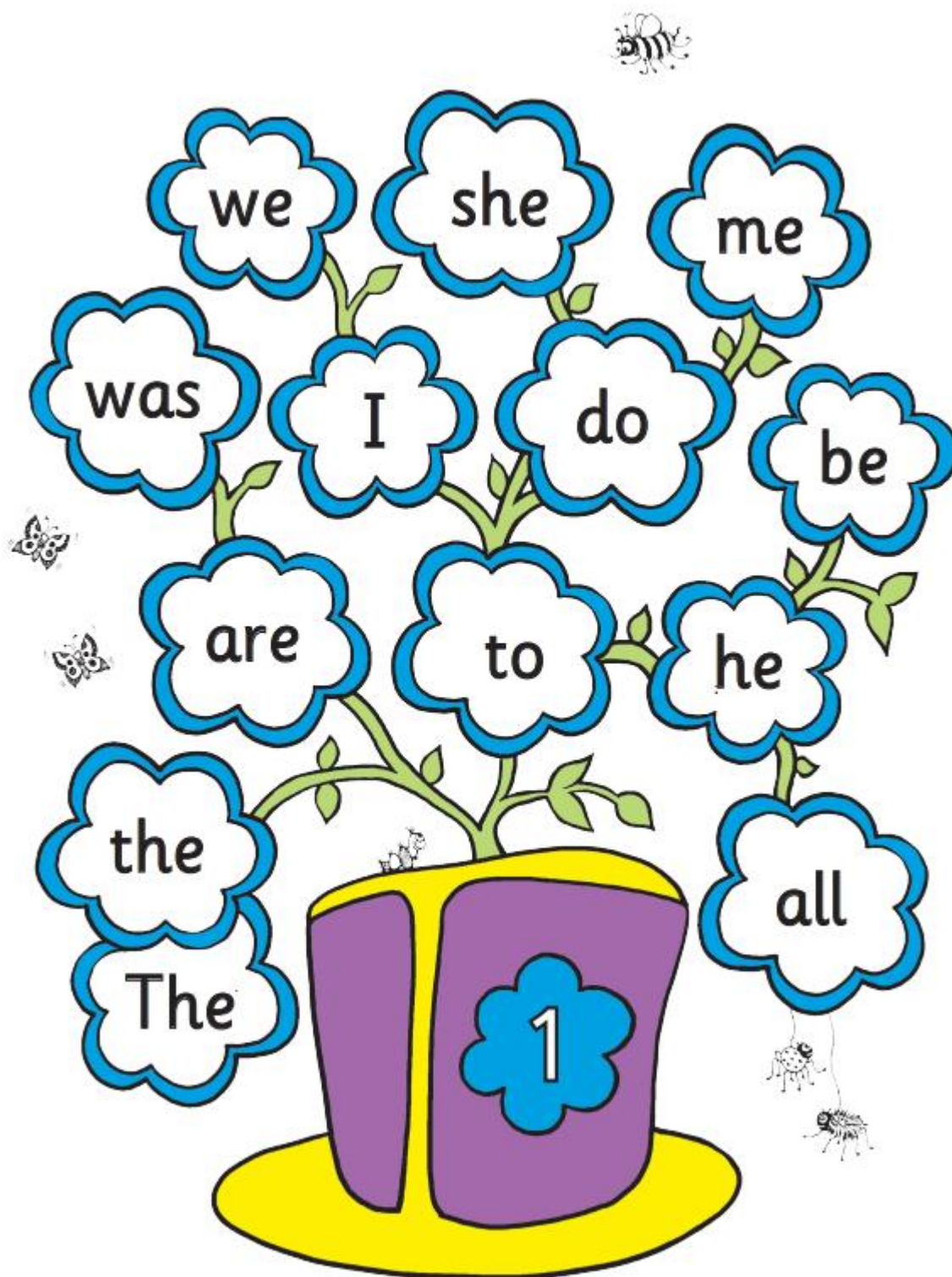
It is very important that your child practises articulating each sound correctly and does not add extra sounds to the end of a phoneme i.e s should be pronounced as ssss and not sss-a

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=eCjJYB07a.SU Search for 'Jolly Phonics in order' on YouTube
Phonics Play	www.phonicsplay.co.uk

Jolly Phonics Tricky Words

Below are all of the tricky words that the children have learnt so far and will be learning throughout Spring 2. Please practise reading and spelling these words with your child.







give

little

by

one

what

old

down

like

when

only

have

live

3



any

because

were

want

who

where

more

which

before

why

other

many

4

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

Zero Tolerance Words: Year 2

Your child must know how to spell the following words

very
about
after
because
should
great
really
could
where
called
people
fast
poor
every
any

