



### Key vocabulary:

- **Phonemes:** The smallest units of sound that are found within a word
  - **in** has 2 phonemes/speech sounds i-n
  - **bat** has 3 phonemes b-a-t
  - **chip** has 3 phonemes ch-i-p
  - **night** has 3 phonemes n-igh-t
  - **cartoon** has 5 phonemes c-ar-t-oo-n
  - **starlight** has 6 phonemes s-t-ar-light
- **Grapheme:** The spelling of the phoneme e.g. th (*tee and haitch*)
- **Digraph:** Two letters that make one sound
- **Trigraph:** Three letters that make one sound
- **Split digraph** - a 'split digraph' is simply two letters, split apart, which make one sound such as a-e, e-e, i-e, o-e and u-e. For example there are split vowel digraphs in these words: cake, Pete, shine, home and cube. You might remember learning this as 'magic e'. That term is no longer used as it may be confusing. The children learn the digraphs as a whole and that they are split apart by a letter or letters in between.
- **CVC:** Stands for consonant, vowel, consonant
- **Segmenting:** breaking up a word into its phonemes (helpful for writing)
- **Blending:** Putting the sounds together to read a word
- **Tricky Troll words:** Words that cannot easily be decoded
- **Alien/Beegu words:** Made up words
- **Abbreviations** - VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC).

### How can you help your child?

1. Read with your child as often as possible. Often the reading scheme books that your child brings home will have a phonics focus section at the front or back which will give you the opportunity to talk about new phonemes and graphemes that have been taught in class. Look for these new graphemes within the text of the book. This is especially important once your child has begun to learn digraphs and trigraphs. Can they be "Digraph/Trigraph Hunters" and remember that the digraph/trigraph makes one sound rather than sounding out each individual letter?
2. When your child is reading, remind them to say each sound then blend them together to read the word.
3. When your child is writing, remind them to segment the word into each sound. They might use Fred Talk/ Robot Talk or actions such as phoneme fingers to help them. Ask your child (or their teacher) which strategies they use in the classroom.
4. When you or your child say the sounds take great care not to add an "-uh" sound onto the end of sounds. Cat should be sounded out as c-a-t not cuh-a-tuh.
5. The following video is a useful reference on how to correctly say the sounds:  
[http://www.youtube.com/watch?v=BqhXUW\\_v-1s](http://www.youtube.com/watch?v=BqhXUW_v-1s)

### **Useful websites:**

- Articulation of phonemes You Tube clip: <https://www.youtube.com/watch?v=ksblMiliA8>
- Games and resources linked to each phase of Letters and Sounds: <http://www.letters-and-sounds.com/>
- Interactive games linked to each phase and a useful section on information for parents: <http://www.phonicsplay.co.uk/>
- ZeeKay Junior Phonics Fairy playlist: [https://www.youtube.com/playlist?list=PLV5E\\_EC-wNdn1acTqEmsthWLY55q6tCs](https://www.youtube.com/playlist?list=PLV5E_EC-wNdn1acTqEmsthWLY55q6tCs)
- BBC CBeebies series of animated programmes featuring the Alphablocks characters – great for practising sounds and blending words: <https://www.bbc.co.uk/cbeebies/shows/alphablocks>
- More interactive games to support phonics skills. Try Phonic Fighter for initial sounds in words.  
<http://www.ictgames.com/literacy.html>
- A collection of further games and resources can be found on the Letters and Sounds section of this website:  
<http://www.topmarks.co.uk/Interactive.aspx?cat=40>



### Phase 1

Phase 1 of 'Letters and Sounds' concentrates on developing children's speaking and listening skills and lays the foundations for the beginnings of reading and writing which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects.

Each aspect contains three strands:

- Tuning in to sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

Some activities we use at school include:

- Fred Frog
- Simon Says
- Silly Soup
- Cross the river
- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) – Cake Bake (rhyme) Super Smoothie (alliteration)
- Kim's Game
- Singing songs and nursery rhymes

### Phase 2

In Phase 2 letters and their sounds are introduced one at a time. A set of phonemes is taught each week, in the following sequence:

**Set 1:** s, a, t, p

**Set 2:** i, n, m, d

**Set 3:** g, o, c, k

**Set 4:** ck, e, u, r

**Set 5:** h, b, f, ff, l, ll, ss

The children will begin to learn to blend and segment to help begin reading and spelling. This will begin with simple words.

**The tricky words introduced in phase 2 are:**

to	the	no	go	I
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### Phase 3

By the time children reach Phase 3, they will already be able to blend and segment words containing the 19 letters taught in Phase 2. Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu

**Consonant digraphs:** ch, sh, th, ng

**Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

**Tricky words:**

we	me	be	was	no	go
my	you	they	her	all	are



### Phase 4

By Phase 4, children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the previous phases

#### Tricky words:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her			

### Phase 5

Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words. The purpose of this phase is for children to **broaden their knowledge of graphemes and phonemes** for use in reading and spelling. They will learn **new graphemes and alternative pronunciations** for these and graphemes they already know, where relevant.

Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. These words are for using in the activities – practising blending for reading and segmenting for spelling.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

<b>Set 1:</b> s, a, t, p			
<b>Set 2:</b> i, n, m, d			
<b>Set 3:</b> g, o, c, k			
<b>Set 4:</b> ck, e, u, r			
<b>Set 5:</b> h, b, f, ff, l, ll, ss			
<b>s</b>	ss	c	
<b>a</b>			
<b>t</b>			
<b>p</b>			
<b>i</b>	y		
<b>n</b>	gn	kn	
<b>m</b>	mb		
<b>d</b>			
<b>g</b>			
<b>o</b>			
<b>c</b>	k	ck	ch
<b>e</b>	ea		
<b>u</b>			
<b>r</b>	wr		
<b>h</b>			
<b>b</b>			
<b>l</b>	ll	le	
<b>f</b>	ff	ph	

<b>Set 6:</b> j, v, w, x						
<b>j</b>	g	dge				
<b>v</b>						
<b>w</b>						
<b>x</b>						
<b>Set 7:</b> y, z, zz, qu						
<b>y</b>						
<b>z</b>	zz					
<b>qu</b>						
<b>Consonant digraphs:</b> ch, sh, th, ng						
<b>ch</b>						
<b>sh</b>	ch					
<b>th</b>						
<b>ng</b>						
<b>Vowel digraphs:</b> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er						
<b>ai</b>	ay	a_e	a			
<b>ee</b>	ea	e_e	e	ie	y	ey
<b>igh</b>	ie	i_e	i	y		
<b>oa</b>	ow	o_e	oe	o		
<b>Oo (short)</b>	u					
<b>Oo (long)</b>	ew	u_e	ue	u		
<b>ar</b>	a	al				
<b>or</b>	ore	aw	au	al		
<b>ur</b>	ir	er	ear	or		
<b>ow</b>	ou					
<b>oi</b>	oy					
<b>ear</b>						
<b>ure</b>						
<b>air</b>	ear	ere	are			
<b>er</b>						