



*Sound and District  
Primary School*



*Parent/carer guide for  
Phonics  
2017/18*

# Phonic guide

## Overview of this booklet

This phonic guide provides a brief overview of how phonics is taught. Phonics is taught following a teaching programme called Letters and Sounds which was produced by the Government.

## What is Phonics?

Phonics is a way of teaching children to read quickly and skilfully. Children are first taught how to recognise the sounds each individual letter makes, identify the sounds that different combinations of letters make such as 'sh' and 'ch'.

Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.

At Sound and District Primary School, children have daily phonics lessons to support their learning of letters and sounds.

Letters and Sounds is the systematic teaching of letters and sounds in six phases. These phases aim to be taught throughout Reception, Year One and Year Two.

As part of phonics teaching, sounds are taught individually. There are 44 sounds, also known as phonemes (the smallest unit of sound in a word) which are taught throughout the six phases.

This guide aims to provide a brief overview of how reading and spelling will be taught to children in each of the phases. If there are any questions or aspects of the guide in which you would like further clarification, please do not hesitate to get in touch.

## Useful webpages:

<http://www.letters-and-sounds.com>

<http://www.phonicsplay.co.uk>

### Phase overview

<i>Phase (and when it aims to be taught)</i>	<i>Phonic Knowledge and Skills</i>
<i>Phase One (Nursery/Reception)</i>	<i>Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.</i>
<i>Phase Two (Reception) up to 6 weeks</i>	<i>Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.</i>
<i>Phase Three (Reception) up to 12 weeks</i>	<i>The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.</i>
<i>Phase Four (Reception) 4 to 6 weeks</i>	<i>No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.</i>
<i>Phase Five (Throughout Year 1)</i>	<i>Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.</i>
<i>Phase Six (Throughout Year 2 and beyond)</i>	<i>Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.</i>

## Phonics - phases in more detail

### Phase 1

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work 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 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters 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

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap**.

Children also need to learn high frequency and tricky words. These are the words which come up most often in texts. It is beneficial if children are able to learn these as 'sight' words which will help them to read sentences with increasing fluency.

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

to	the	no	go	I	into
----	-----	----	----	---	------

### Phase 3

By the time children reach Phase 3, children 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

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

**Tricky words learnt in phase 3:**

he	she	me	we	be	you
was	are	her	my	all	they

### Phase 4

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

**Tricky words learnt in phase 4:**

said	have	like	some	come	do
so	little	one	were	when	there
out	what				

## Phase 5

In Phase Five, children will learn more graphemes and phonemes for use in reading and spelling.

### New graphemes for reading:

<i>ay</i> day	<i>oy</i> boy	<i>wh</i> when	<i>a-e</i> make
<i>ou</i> out	<i>ir</i> girl	<i>ph</i> photo	<i>e-e</i> these
<i>ie</i> tie	<i>ue</i> blue	<i>ew</i> new	<i>i-e</i> like
<i>ea</i> seat	<i>aw</i> saw	<i>oe</i> toe	<i>o-e</i> home
		<i>au</i> haunt	<i>u-e</i> rule

Children will learn new graphemes (representing written sound) for the sounds they have learnt. For example, there are many ways to write the /ai/ sound.

rain - ai

play - ay

cake - a\_e

lady - a

grey - ey

Within phase 5, alternative pronunciations for graphemes will also be introduced. For example, the 'c' grapheme can make different sounds such as in 'cat' and 'cent'. The 'ea' grapheme can make different sounds in 'tea' and 'head'.

### Tricky words learnt in phase 5:

oh	their	people	Mr	Mrs	looked
called	asked	could			
water	where	who	again	thought	through
work	mouse	many	laughed	because	different
any	eyes	friends	once	please	

## Phase 6

In Phase Six the main aim is for children to become more fluent readers and more accurate spellers. The teaching focus is on learning spelling rules for word endings (these are known as suffixes). The children will learn how words change when you add certain letters. There are 12 different suffixes taught:

-s	-es	-ing	-ed
-er	-est	-y	-en
-ful	-ly	-ment	-ness

It is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts they are reading.

### Key vocabulary used in phonics teaching

	Meaning
<i>CVC</i>	A consonant-vowel-consonant word, such as <i>cat</i> , <i>pin</i> or <i>top</i> . You may also come across the abbreviation CCVC for consonant-consonant-vowel-consonant words such as <i>clap</i> and <i>from</i> . Also CVCC for words such as <i>mask</i> and <i>belt</i> .
<i>Phoneme</i>	Phonemes are the smallest unit of speech-sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word <i>sit</i> /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, <i>fit</i> . If you change the phoneme /t/ in <i>fit</i> for a /sh/, you have a new word, <i>fish</i> - /f/-/i/-/sh/.
<i>Grapheme</i>	Graphemes are the written representation of sounds.