



Letters and Sounds

There are 6 Phases in Letters and Sounds, each building on the skills and knowledge of the previous one. Phases 1-4 should be taught in YR, Phase 5 in Y1 and Phase 6 in Y2

A message that appears in every phase ...

"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."

Phase 1



In order for children to be able to read and write well they must be able to listen very carefully and discriminate between sounds. They should be taught to do this in a fun, exciting and active way with both planned and self-chosen activities.

Phase 1 - The 7 Aspects

1. Environmental Sounds
2. Instrumental Sounds
3. Body Percussion
4. Rhythm and Rhyme
5. Alliteration
6. Voice Sounds
7. Oral blending and Segmenting (short sounds)



Phase 2



- Teach 44 sounds (one grapheme per sound)
- Move from oral blending and segmenting to doing the same with letters
- Learn to read and spell VC and CVC words using magnetic letters or whiteboards (high frequency)
- Introduced to reading two syllable words and simple captions
- Learn to read the tricky words - I, no, go, the, to

i

u

h

f

p

g

a

c

r

ck

d

b

t

k

m

ff

e

o

n

s

n

ss

b

p

Jolly

Phonics

Jolly

Phonics

Phase 2 - Writing

- At this point the children will be taught to form letters correctly (pen pals).
- They start by writing these in the air, in the sand, in paint, on each others backs and if appropriate with a pencil.
- Children are encouraged to use their letter/sound knowledge to write in their learning environment.



Phase 3

There is a lot to teach and learn in this phase. It is suggested that this phase should take 10 weeks.



Phase 3 - HFWs and TWs

Now that the children know more GPCs they will be able to learn the next set of HFWs and TWs.

Decodable Words; will, that, this, then, them, with, see, for, now, down, look, too.

Tricky Words; he, she, me, be, we, was, you, they, all, are, my, her.

Phase 4

The purpose of this phase is to

- learn about words containing adjacent consonants E.g. swim, stop or paint
- Learn about polysyllabic words such as laptop or driftwood

This is a six week phase.



Tricky Words and High Frequency Words

TWs to read - said, so, do, have, like, some, come, were, there, little, one, when, out, what.

TWs to spell - he, she, me, be, we, was, my, you, all, they, are (phase 3 tricky words).

HF decodable words to read - went, it's, from, children, just, help,

Phase 5 - Throughout Y1

This as a long phase, taking up anything to 30 weeks!

The new graphemes include split digraphs;

ay (day)	oy (boy)	wh (when)	a-e (make)
ou (out)	ir (girl)	ph (photo)	e-e (these)
ie (tie)	ue (blue)	ew (new)	i-e (like)
ea (eat)	aw (saw)	oe (toe)	o-e (home)
		au (Paul)	u-e (rule)



Phase 5 - The hard bits

1. Teaching alternative pronunciations for graphemes e.g. 'i' in fin/find 'a' in hat/what.
 2. Learning 11 new tricky words and 16 new high frequency words.
 3. Read automatically all the 100 HF words/CEW
 4. Accurately spell most of the 100 HF/CEW words.
 5. Write a grapheme for a given sound
 6. Give a sound for any grapheme taught
- And the really tricky bit ...



The Really Tricky bit ...

Learning the alternative spellings for each phoneme.

E.g. the 'or' phoneme can be spelt;
aw (paw), au (Paul), al (all) our (tour)



Children learn the rules which determine the use of these graphemes. They explore the frequency of these in texts and come up with a best guess. They also improve their visual memory, which is vital to spelling i.e. Does it look right?

The Really Tricky bit ...

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



Phase 6 - To Take Place Throughout Y2

Summary. By the beginning of Phase 6 children should know most of the common GPCs. They should be able to read hundreds of words, doing this in three ways:-

1. Reading the words automatically if they are very familiar.
2. Decoding them quickly and silently because their blending and sounding routine is now well established.
3. Decoding them aloud.

During this phase children become fluent readers.



Spelling - Phase 6

During this phase the children will learn;

- To use the past tense
- To add suffixes (-ment, -ful, -ly)
- How to find the difficult bits in words
- Self-help spelling strategies
- How to apply spelling when writing
- Write many of the CEW from memory
- How to proofread
- How to use dictionaries and spelling logs
- Contractions
- Possessive apostrophes

Questions and Comments ?



Terminology

Phoneme - a single unit of sound e.g. 'p' 'sh'

Grapheme - the written phoneme

PGC - phoneme / grapheme correspondence - being able to match up the sound and the letter shapes

Blending - merging sounds into words

Segmenting - breaking words into sounds

CVC - consonant/vowel/consonant e.g. 'cat'

TW - Tricky Word - a word that is not phonetically spelled e.g. 'the'.

HFW - High frequency word - those that are most common

Alliteration - a phrase or sentence where words start with the same letter e.g. 'Silly sally snake'.

CEW- Common Exception Words (Years One and Two)

Digraph / Trigraph - a sound made up of 2 or 3 letters

Split Digraph - What we used to call magic 'e' words. E.g. 'make'.