

LETTERS AND SOUNDS

Phase one

Oral blending and segmenting the sounds in words are an integral part of the later stages of Phase One. Whilst recognising alliteration (words that begin with the same sound) is important as children develop their ability to tune into speech sounds, the main objective should be segmenting words into their component sounds, and especially blending the component sounds all through a word.

NB: No letter sounds are taught at this stage. Children need to develop their listening skills to distinguish between environmental and other sounds.

Listen to encourage talking - Practitioners should recognise that waiting time is constructive. It allows children to think about what has been said, gather their thoughts and frame their replies.

Model good listening. This includes making eye contact with speakers, asking the sort of questions attentive listeners ask and commenting on what has been said.

Effective practitioners adapt their spoken interventions to give children ample opportunities to extend their spoken communication.

Provide good models of spoken English to help young children enlarge their vocabulary and learn how to structure comprehensible sentences, speak confidently and clearly, and sustain dialogue.

Phase two

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.

Letter progression (one set per week)

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

Phase three

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word 'vision' will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

Set 6: j v w x

Set 7: y z, zz qu

Consonant digraphs: ch chip sh shop th that/thin ng sing

Vowel digraphs/trigraphs:

Graphemes	Sample words	Graphemes	Sample words
ar	farm	or	for
ur	hurt	ow	cow
ai	rain	oi	coin
ee	feet	ear	hear
igh	night	air	fair
oa	boat	ure	pure
oo	boot/look	er	corner

Plus letter names.

Phase four

Children entering Phase Four will be able to:

- represent each of 42 phonemes by a grapheme
- blend phonemes to read CVC words and segment CVC words for spelling
- have some experience in reading simple two-syllable words and captions
- know letter names and be able to read and spell some tricky words.

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words (words with *more than one syllable*) so, there are no new phonemes or graphemes in this phase.

Phase five

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. (*Some of the alternatives will already have been encountered in the high-frequency words that have been taught*).

New graphemes for reading:

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)	ey (honey)	au (Paul)	u-e (rule)		

Known graphemes for reading: alternative pronunciations

a:	hat	acorn	fast	was
e:	bed	he		
i:	tin	find		
o:	hot	no		
u:	but	unit	pull	
ow:	down	low		
ie:	pie	field		
ea:	sea	head		
er:	fern	farmer		
ou:	out	soup	could	mould
y:	yes	my	gym	happy
ch:	chin	chef	school	
c:	cat	cell		
g:	got	magic		
ey:	they	money		

Alternative spellings for each phoneme:

/c/ (crisp):	k	ck	qu	x	ch
/ch/ (chip):	tch				
/f/ (fin):	ph				
/j/ (jug):	g	dge			
/m/ (mug):	mb				
/n/ (not):	kn	gn			

/ng/ (sing): n(k)
 /r/ (red): wr
 /s/ (so): c sc
 /sh/ (shop): ch t(ion) ss(ion, ure) s(ion,ure) c(ion,iou,ial)
 /v/ (vat): ve
 /w/ (walk): wh
 /e/ (pet): ea
 /i/ (hit): y
 /o/ (got): (w)a
 /u/ (cup): o (south)
 /ai/ (train): ay a-e eigh ey ei
 /ee/ (sleep): ea e-e ie y ey eo
 /igh/ (night): y ie i-e
 /oa/ (boat): ow oe o-e o
 /oo/ (boot): ew ue ui ou
 /oo/ (book): u oul o (north)
 /ar/ (car): a (south)
 /or/ (torn): aw au al our
 /ur/ (turn): ir er ear
 /ow/ (cow): ou
 /oi/ (boil): oy
 /ear/ (hear): ere eer
 /air/ (hair): are ear
 /ure/ (pure): our
 /er/ (farmer): our e u

New phoneme:

zh (vision)

Phase six

During this phase children become fluent readers and increasingly accurate spellers.

To become successful readers, children must:

- understand what they read.
- learn a range of comprehension strategies and should be encouraged to reflect upon their learning.

Children will continue to spell complex words using phonetically plausible attempts.

Addition of suffixes:

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

PHONICS SESSION GUIDE

<p style="text-align: center;">LEARNING INTENTION</p>	<p style="text-align: center;">Yesterday/ last week we were learning....</p> <p style="text-align: center;">Today we are going to be learning the sound ...</p> <p style="text-align: center;">And by the end of the lesson you will be able to....</p>
<p style="text-align: center;">REVIEW AND REVISE</p>	<p style="text-align: center;">Go over sounds already covered</p> <p style="text-align: center;">Ensure all children participating ie use whiteboards or paper</p> <p style="text-align: center;">DO NOT ASK INDIVIDUALS QUESTIONS OR ASK THEM TO PUT UP THEIR HANDS TO ANSWER</p>
<p style="text-align: center;">TEACH NEW SOUND</p>	<p style="text-align: center;">Teach letter name</p> <p style="text-align: center;">Teach letter sound</p> <p style="text-align: center;">Practise saying sound and correct</p> <p style="text-align: center;">Write the sound</p> <p style="text-align: center;">Introduce a tricky word- use blend and segment for parts they can sound out- which bits do we know?</p>
<p style="text-align: center;">PRACTISE</p>	<p style="text-align: center;">Practise saying sound</p> <p style="text-align: center;">Practise writing sound</p> <p style="text-align: center;">Practise reading words with sound in using segmenting and blending</p> <p style="text-align: center;">Write words using new sound.</p>
<p style="text-align: center;">APPLY NEW TEACHING</p>	<p style="text-align: center;">Can they say words including new sound?</p> <p style="text-align: center;">Can they read words/ sentences using new sound?</p> <p style="text-align: center;">Can they write a sentence using a word that includes the sound and / or tricky word?</p> <p style="text-align: center;">Think about: speaking, listening, reading and writing.</p>
<p style="text-align: center;">ASSESSMENT / PLENARY</p>	<p style="text-align: center;">Review of their learning- what have we learnt in this session?</p>

Overview of Learning

Progression	Phonological Awareness		
Phase 1	<ul style="list-style-type: none"> • General Sound Discrimination • Discrimination • Rhyme • Oral blending • Oral segmenting 		
		Phonic Content	Tricky Words
Phase 2	(6 weeks)	<ul style="list-style-type: none"> • 19 phonemes: 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 • VC • CVC • continue oral blending and segmenting • 2 syllable words 	Read: the to I no go into
Phase 3	(12 weeks)	set 6: j v w x set 7: y z/zz qu <ul style="list-style-type: none"> • (i) ch sh th ng • (ii) ai ee igh oa oo • (iii) ar or ur oi ear air ure er ow • CVC complex • letter names • 2 syllable words 	Read: he, she, we, me, be, was, my, you, her, they, all, are Spell: the, to, I, no, go, into
Phase 4	(6 weeks)	<ul style="list-style-type: none"> • adjacent consonants • 2 / 3 syllable words 	Read: some, one, said, come, do, so, were, when, have, there, out, like, little, what Spell: he, she, we, me, be, was, my, you, her, they, all, are
Phase 5	Y1	<ul style="list-style-type: none"> • wh ph • split digraph 'e' • ay ea ie oe ew ue au aw ou oy ir ey • alternative spellings of phonemes • read and spell fully decodable high frequency words on 100 list 	Read: oh, their, people, Mr., Mrs., looked, called, asked, could (The pupil should be able to read irregular high frequency words on 100 list and spell most of these)
Phase 6	Y2	<ul style="list-style-type: none"> • apply phonic skills • past tense • suffixes • longer words • spelling rules 	Read and spell irregular high frequency words on further 200 list, as needed

Glossary of Terms:

CVC words: Words that consist of a consonant-vowel-consonant as in c-a-t and b-i-g

Consonant digraph: A phoneme that is made up of two graphemes, the first of which is a consonant as in 'wh' and 'ng'

Digraphs and trigraphs (and four letter graphemes): A digraph is a two letter grapheme where two letters represent one sound as 'sh' in ship. A trigraph is a three letter grapheme where three letters represent one phoneme as 'igh' in night. By definition, a four letter grapheme uses four letters to represent one phoneme as 'eigh' representing the /ai/ phoneme in eight and weight

Grapheme: A symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes

Grapheme-phoneme correspondences (GPCs) and phoneme-grapheme correspondences: We convert graphemes to phonemes when we are reading and phonemes to graphemes when we are spelling. To do this, children need to learn which graphemes correspond to which phonemes and vice versa

Phoneme: The smallest unit of sound in a word

Phonics: Consists of the knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling

Segmenting and blending: Segmenting and blending are reversible phonic skills. Segmenting consists of breaking words down into their constituent parts to spell. Blending consists of building words from their constituent phonemes to read

Split digraphs: A split digraph has a letter that splits, i.e. comes between, the two letters in the digraph as in make, where 'k' splits the digraph 'ae' which represents the phoneme /ai/

Vowel digraph: A phoneme that is made up of two graphemes, the first of which is a vowel as in 'ai' and 'oy'

(Letters & Sounds, DfES 2007)