



## Letters and Sounds: An Overview of Phonics Teaching

### Phase 1

Phase 1 is taught in Nursery, and is a pre-cursor to being able to use letter sounds to read and write words. It examines all the different sounds around us in the environment, and is broken down into seven aspects:

#### Aspect 1: Environmental Sounds

This aspect is for general sound discrimination. Children develop an awareness of their own environment and the different sounds they can hear. They go on listening walks, play sound lotto games, make and use shakers with different materials, they add their own sounds to stories and use noisy toys.

#### Aspect 2: Instrumental Sounds

This aspect also focuses on general sound discrimination. Children talk about and use a range of musical instruments, thinking about how they could play them, and how they could change the sounds. They sing songs, match instruments by sound alone, and learn the difference between loud and quiet.

#### Aspect 3: Body Percussion

This is the final aspect to focus on general sound discrimination. Children will sing action rhymes, talk about the different sounds they make, where they can be noisy or quiet, and create actions to match sounds they hear.

#### Aspect 4: Rhythm and Rhyme

Rhythm and Rhyme is an important part of developing children's abilities to read and write. This aspect includes children reading rhyming books, singing Nursery rhymes and other rhyming songs, listening to words and recognising that they sound different if they have more syllables in them, finding rhyming pairs and finding the odd one out (e.g., three toys and find the one that doesn't rhyme).

#### Aspect 5: Alliteration

This is listening to the initial sounds in words and finding the words that start with the same sounds. They will play games where they will have a range of words that all start with the same sound; they will then move on to being able to sort out words and toys depending on their initial sounds.

#### Aspect 6: Voice Sounds

Children discuss where their voices come from and how their mouths can change the sounds they make. They will make sounds using trumpets and copy sounds that others have made as well as thinking of our own.

#### Aspect 7: Oral Blending and Segmenting

This is where children learn to hear the sounds in simple words. They play games where they listen to the sounds of a word (c-a-t) and they put them together to work out the word (oral blending). They then progress to thinking about what sounds they can hear in a word and sounding them out (segmenting).

## Phase 2

Phase 2 is predominantly taught in Reception. This is where the first letter sounds are formally introduced, and are used to blend for reading and segment for writing. They will have daily phonic sessions to introduce, practise and apply using these sounds through a range of games and activities. They will then be able to use these sounds to read and write the high frequency words, as well as other words that contain those sounds. They will also be taught their tricky words, which are words that they cannot sound out using their phonic knowledge.

### Sounds

s as in sit	a as in cat	t as in tin	p as in pig	i as in hit
n as in no	m as in map	d as in dog	g as in get	o as in nod
c as in cup	k as in kit	ck as in duck 	e as in leg	u as in run
r as in red	h as in help	b as in bed	f as in fun	ff as in huff
l as in lip	ll as in yell	ss as in grass		

### Tricky Words

the	to	no
go	I	into

### High Frequency Words

a	an	as	at	if
in	is	it	of	off
on	can	dad	had	back
and	get	big	him	his
not	got	up	mum	but

## Phase 3

Phase 3 is also taught in Reception. In this phase, children reinforce their learning from Phase 2 by continuing to practise the sounds they have learnt. They will also learn the other common phonemes (letter sounds) they will need, and learn to write the graphemes (the written letter). The sounds they learn at Phase 3 are the last single phonemes, digraphs (where two letters together make one sound) and trigraphs (where three letters together make one sound). As in phase 2, they apply and practise these sounds using a range of activities and games, and learn high frequency and tricky words.

### Sounds

 j as in jump	v as in van	w as in wet	x as in fox	y as in yes
z as in zip	zz as in fizz	qu as in quack	ch as in chip	sh as in shell
th as in thumb as in this	ng as in strong	oo as in book as in boot	ai as in rain	ee as in beep
igh as in night	oa as in goat	ar as in car	or as in corn	ur as in hurt
ow as in crown	oi as in coin	ear as in beard	air as in hair	ure as in treasure
er as in mixer				

### Tricky Words

He	She	We	Me	Be
Was	You	They	All	Are
My	Her			

### High Frequency Words

will	that	this	then	them
with	see	for	now	down
look	too			

## 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.

High frequency words taught:

went	it's	from	children	just
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Tricky words taught:

said	have	like	so	do
come	were	there	little	one

## Phase 5

In Phase 5, taught during Year One, children broaden their knowledge of graphemes and phonemes for use in reading and spelling. They learn new graphemes: and alternatives for reading and spelling these, as well as alternatives for known graphemes taught in previous phases (e.g. **school**, **chin**, **chef**, **rain** as in **day** - e as in **make**). Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. They learn to choose appropriate graphemes for spelling.

New graphemes taught on this phase:

<b>ay</b> as in day	<b>oy</b> as in boy	<b>wh</b> as in when	<b>ae</b> as in make	<b>ie</b> as in tie 
<b>ou</b> as in out	<b>ir</b> as in girl	<b>ph</b> as in photo	<b>e-e</b> as in these	<b>ue</b> as in blue
<b>ew</b> as in new	<b>i-e</b> as in like	<b>ea</b> as in eat	<b>aw</b> as in saw	<b>oe</b> as in toe
<b>o-e</b> as in home	<b>au</b> as in Paul	<b>u-e</b> as in rule	<b>ey</b> as in monkey 	<b>a-e</b> as in cake

## Phase 6

Phase 6 is taught in Year 2 and encompasses spelling rules, such as adding prefixes and suffixes (e.g. hope-hoping, place-replace). By this stage children know most of the common grapheme-phoneme correspondences (GPCs). They can read hundreds of words, by reading automatically, decoding them silently or decoding them aloud. During this phase, children become fluent readers and increasingly accurate spellers. They should be encouraged to read aloud as well as silently to themselves, whilst developing strategies for understanding and comprehension.

Letters and Sounds	The scheme we use to teach phonics.
Phoneme	The sound a letter makes when said aloud.
Grapheme	The letter(s) used to write the sound.
High frequency words	100 words that are frequently used in books and therefore most useful for children to learn to read and write. They are divided into decodable and tricky words.
Decodable words	Words that can be read and written at the child's given phonic stage. For example, mum is a decodable word at phase 2; ship is a decodable word at phase 3.
Tricky words	Words that cannot be read and written at the child's given phonic stage. They may become decodable words at a later stage. For example no is a tricky word at phase 2; it is a decodable word at phase 5. The children learn these words by sight.
Digraph	2 letters that, when put together, make one phoneme, e.g. 'ch'
Trigraph	3 letters that, when put together, make one phoneme, e.g. 'igh'
Split digraph	2 letters that make one phoneme but when written have a letter in the middle, e.g. the a and e in <i>made</i> .

## Useful Websites

<a href="http://www.twinkl.co.uk">www.twinkl.co.uk</a>	This is a website that produces free resources for phonic games as well as a range of other subjects; they also have a parent section as well as an app.
<a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a>	A range of games specifically designed to match the Letters and Sounds phonics scheme; all are split into the appropriate phases.
<a href="http://www.ictgames.com/literacy">www.ictgames.com/literacy</a>	Games to support aspects of reading and writing.
<a href="http://www.northwood.org.uk/phonics">www.northwood.org.uk/phonics</a>	Games to support aspects of reading and writing.
<a href="http://www.bbc.co.uk/schools/bitesize/ks1/literacy">www.bbc.co.uk/schools/bitesize/ks1/literacy</a>	Games to support aspects of reading and writing.
<a href="http://www.bbc.co.uk/schools/wordsandpictures">www.bbc.co.uk/schools/wordsandpictures</a>	A range of phonics games.
<a href="http://www.kidzone.ws/phonics">www.kidzone.ws/phonics</a>	Games to support aspects of reading and writing.
<a href="http://www.starfall.com">www.starfall.com</a>	Games to support aspects of reading and writing.
<a href="http://www.familylearning.org.uk/phonics_games">www.familylearning.org.uk/phonics_games</a>	Games to support aspects of reading and writing.

*Please supervise your child using websites to ensure they stay safe online.*

