

Letters and Sounds

Phase 1

The focus is mainly on oral segmenting and blending of familiar words through children's play.

They learn general sound discrimination by listening to environmental sounds, instrumental sounds and body percussion. Other activities include thinking about rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

These activities are designed to help children;

- Listen attentively
- Enlarge their vocabulary
- Speak confidently to adults and other children
- Discriminate phonemes
- Reproduce audibly the phonemes they hear, in order, all through the word
- Use sound-talk to segment words into phonemes

Phase 2

The purpose of this phase is to move children on from oral blending and segmenting to blending and segmenting with letters.

They also learn to read some high-frequency 'tricky' words: the, to, I, go, no

Letter progression

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 3

In this phase children are taught another 25 graphemes, most of them comprising two letters (eg oa)

They will learn letter names during this phase, learn to read some more tricky words and begin to spell some of these words.

Remember, phonics is the step up to word recognition. Automatic reading of all words - decidable and tricky - is the ultimate goal.

Letters

Set 6 j v w x

Set 7 y z,zz, qu

Graphemes

ch (chip)

sh (shop)

th (thin/then)

ng (ring)

ai (rain)

ee (feet)

igh (night)

oa (boat)

oo (boot/look)

ar (farm)

or (for)

ur (hurt)

ow (cow)

oi (coin)

ear (dear)

air (fair)

ure (sure)

er (corner)

High frequency 'tricky' words

he she we me be was

my you her they all are

Phase 4

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

- CVCC (Consonant, Vowel, consonant, Consonant eg tent)
- CCVC words (eg spot)
- CVCC words with Phase 3 graphemes (eg toast)
- CCVC words with Phase 3 graphemes (eg brown)
- CCVCC, CCCVC and CCCVCC words (eg stand, spring, scrunch)

- Polysyllabic words (eg windmill, thundering)

High frequency 'tricky words'

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

Phase 5

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. 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 spelling of words

New graphemes

ay (day)

ou (out)

ie (tie)

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

High frequency 'tricky' words

oh
their
people
Mr
Mrs
looked

called

asked

were

there

water

where

who

again

thought

through

work

mouse

many

laughed

because

different

any

eyes

friends

once

please

Phase 6

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

At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and pleasure.

As children find they can decode words quickly and independently, they will read more so that the number of words they can read automatically builds up. A list of the 300 high frequency words can be found at Appendix 1 in the Letters and Sounds Primary National Strategy Document. Increasing the pace of reading is an important objective. Children should be encouraged to read aloud as well as silently for themselves.

Spelling

Teaching the past tense

Adding suffixes

Spelling longer words

Finding and learning the difficult bits in words.

Learning and practising spellings

Proof reading their work to spot spelling errors