



Letters and Sounds- Phonics

Phase 2-

In this phase children will be taught the phonemes (*sounds*) for a number of letters (*graphemes*), which phoneme is represented by which grapheme and that a phoneme can be represented by **more than one letter**, for example, /ll/ as in **b-e-ll**.

VC and CVC words

C and V are abbreviations for 'consonant' and 'vowel'. VC words are words consisting of a vowel then a consonant (e.g. *am, at, it*) and CVC words are words consisting of a consonant then a vowel then a consonant (e.g. *cat, rug, sun*). Words such as *tick* and *bell* also count as CVC words – although they have four letters, they have only three sounds. For example, in the word *bell*, **b** = consonant, **e** = vowel, **ll** = consonant.

Now the children will be *seeing* letters and words, as well as hearing them. They will be shown how to make whole words by pushing magnetic or wooden letters together to form little words, reading little words on the interactive whiteboard and breaking up words into individual sounds, which will help their spelling. These will be simple words made up of two phonemes, for example, *am, at, it*, or three phonemes, for example, *cat, rug, sun, tick, bell*.

Tricky words

They will also learn several tricky words: **the, to, I, go, no**.

Children will still be practising oral blending and segmenting skills daily. They need plenty of practice at doing this.

Saying the sounds

Your child will be taught how to pronounce the sounds (*phonemes*) correctly to make blending easier.

Sounds should be sustained where possible (e.g. *sss, fff, mmm*) and, where this is not possible, 'uh' sounds after consonants should be reduced as far as possible (e.g. try to avoid saying 'buh', 'cuh'). Teachers help children to look at different letters and say the right sounds for them.



Ways you can support your children at home

Magnetic letters

Buy magnetic letters for your fridge, or for use with a tin tray. Find out which letters have been taught – have fun finding these with your child and place them on the magnetic surface.

Making little words together

Make little words together, for example, *it, up, am, and, top, dig, run, met, pick*. As you select the letters, say them aloud: 'a-m – am', 'm-e-t – met'.

Breaking words up

Now do it the other way around: read the word, break the word up and move the letters away, saying: 'met – m-e-t'.

Both these activities help children to see that reading and spelling are reversible processes.

Make or buy an alphabet poster.

Phase 3

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
 - read and write words in phrases and sentences.

CVC words containing graphemes made of two or more letters

Here are some examples of words your children will be reading: **tail, week, right, soap, food, park, burn, cord, town, soil**

Their confidence from the daily experience of practising and applying their phonic knowledge to reading and writing is really paying off!

Tricky words

The number of tricky words is growing. These are so important for reading and spelling: **he, she, we, me, be, was, my, you, her, they, all.**



Ways you can support your children at home

- Sing an alphabet song together.
- Play 'I spy', using letter names as well as sounds.
- Continue to play with magnetic letters, using some of the two grapheme (*letter*) combinations:
 - r-ai-n = rain** blending for reading **rain = r-ai-n** – segmenting for spelling
 - b-oa-t = boat** blending for reading **boat = b-oa-t** – segmenting for spelling
 - h-ur-t = hurt** blending for reading **hurt = h-ur-t** – segmenting for spelling
- Praise your child for trying out words.
- Ask teachers for a list of the tricky words.
- Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer – remember, they can use magnetic letters.

- Play '**Pairs**', turning over two words at a time trying to find a matching pair. This is especially helpful with the tricky words: **the the, to to, no no, go go, I I**
- Don't worry if they get some wrong! These are hard to remember – they need plenty of practice.

Phase 4

Children continue to practise previously learned graphemes and phonemes and learn how to read and write:

CVCC words: **tent, damp, toast, chimp**

For example, in the word '**toast**', **t = consonant, oa = vowel, s = consonant, t = consonant.**

and **CCVC** words: **swim, plum, sport, cream, spoon**

For example, in the word '**cream**', **c = consonant, r = consonant, ea = vowel, m = consonant.**

They will be learning more tricky words and continuing to read and write sentences together.

Tricky words

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



Ways you can support your children at home

- Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.
- Make up captions and phrases for your child to read and write, for example, *a silver star, clear the pond, crunch crisps*. Write some simple sentences and leave them around the house for your child to find and read. After they have found and read three, give them a treat!
- Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, *lunch, fresh milk, drink, fish and chips, jam*.
- Work on reading words together, for example, a street name such as *Park Road*, captions on buses and lorries, street signs such as *bus stop*.

Phase 5

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

Tricky words

Oh, their, people, Mr, Mrs, looked, called, asked, could



Ways you can support your children at home

- Continue to read and spell all the words that the children have already learnt. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.
- Make up words using the sounds that the children have learnt- ie words that are not real. Make up meanings for them! E.g. gloy, braw, phay. Mix the made up words with real words and sort them into piles of real/ not real.
- Play a rhyming matching game, write words on cards and find the matching pairs e.g. play, say, make, sake, duke, luke, boy, toy etc.

Phase 6

At the start of Phase Six of Letters and Sounds, children will have already learnt the most frequently occurring grapheme–phoneme correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.

At this stage they will be learning common word endings such as –ed, -ing, -er and –est.



Ways you can support your children at home

- Deliberately spell some words incorrectly and get your child to be the teacher to correct you!
- Try choosing different starter words, such as walk and changing the endings- walked and walking. Jump to jumped and jumping. Practise putting each words into sentences that make sense. I walked to the shop, I was jumping on the bed etc.
- You can download word cards and sound cards from <http://www.letters-and-sounds.com> and other websites. Use these to play different games. (Matching, Pairs, Hide and seek, Silly sentences etc.)

Check with your child's teacher which phase they are working on