

## A guide to how phonics will help your child to read and spell.

At Clee Hill we teach the children the skills needed for reading and spelling by following the Letters and Sounds scheme. Letters and Sounds is a fun and interactive way to support children in learning how to read and write. Each sound is accompanied by an action which helps the children to remember both more easily. Letters and Sounds sessions take place every day. We hold a Phonics Workshop for all Parents who have a child in Reception during your child's first term in school in order for you to become familiar with the scheme.



The alphabet contains only 26 letters. Spoken English uses about 44 sounds (phonemes). These phonemes are represented by letters (graphemes). In other words, a sound can be represented by a letter (e.g. 's' or 'h') or a group of letters (e.g. 'th' or 'ear').



Once children begin learning sounds, they are used quickly to read and spell words. This leaflet provides an overview of the teaching of letters and sounds at Clee Hill, to help you support your child.

Letters and Sounds is taught through six phases.

Phase 1 begins in Nursery.



Phases 2, 3 and 4 are taught in Reception and consolidated in Year 1.



Phase 5 is taught in Year 1 and consolidated in Year 2.



Phase 6 is taught in Year 2 and consolidated in Year 3.

There are some technical words involved with the teaching of Letters and Sounds and we have included the meanings of these words in order for you to be able to support your child.

What is a phoneme?

It is the smallest unit of sound within words.

For example 'sat' has three phonemes s / a / t and so does 'boat' - b / oa / t.

The children are taught to use the word 'phoneme' when talking about sounds.

What is a grapheme?

A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word. E.g. /ee/, /ea/, /ey/ all make the same phoneme but are spelt differently.

What is a digraph?

This is when two or more letters come together to make a phoneme. /oa/ makes the sound in boat.

What is blending?

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and is how /s/ /a/ /t / becomes sat.

To learn to read well children must be able to smoothly blend sounds together. Blending sounds fluidly helps to improve fluency when reading. Blending is more difficult to do with longer words so learning how to blend accurately from an early age is really important.

[https://www.youtube.com/watch?time\\_continue=13&v=BqhXUW\\_v-1s](https://www.youtube.com/watch?time_continue=13&v=BqhXUW_v-1s)

What is segmenting?

Segmenting is a skill used in spelling. In order to spell the word cat, it is necessary to segment the word into its individual sounds; s-a-t.

Children often understand segmenting as 'breaking' a word up like a robot - so we talk about 'robot talk'. Before writing a word young children need time to:- \*think about it, \*say the word several times, \* 'break' the word up \*and then write it. Once children have written the same word several times they won't need to use these four steps as frequently.

Children will enjoy spelling if it feels like fun and if they feel good about themselves as spellers. We need, therefore, to be playful and positive in our approach - noticing and praising what children can do as well as helping them to correct their mistakes.

What are tricky words?

Tricky words are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns. Examples of these words are attached under each phase. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings. Within school these words are taught on certain pictures eg tractors ('tricky tractor' words)



What are **high frequency words**?

High frequency (common) words are words that recur frequently in much of the written material young children read and that they need when they write.

What are **CVC words**?

CVC stands for **consonant- vowel- consonant**, so words such as 'pot' (**pot**), 'coat' (**coat**), 'feel' (**feel**) and 'fight' (**fight**) are CVC words. In phase 4 we talk about CCVC words such as 'flat' (**flat**) and 'step' (**step**).

### Phase 1

Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.



### Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

**Set 1:** s, a, t, p

**Set2:** i, n, m, d

**Set3:** g, o, c, k

**Set4:** ck, e, u, r

**Set5:** h, b, f, ff, l, ll, ss



The children will begin to learn to blend and segment and to begin reading and spelling. This will begin with simple words.

Tricky words (to read) introduced in Phase2

the	to	go
no	I	into



(Alphabet cards used by the children in class)

### Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

During Phase 3 twenty-six new graphemes are introduced (one at a time).

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu

**Consonant digraphs:** ch, sh, th, ng

**Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Tricky words (to read) introduced in Phase 3:

he	she	we	me	be	was
my	you	they	her	all	are



(Alphabet cards used by the children in class)

## Phase 4

By Phase 4 children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CCVC and CVCC words and segment these words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them.

This phase consolidates all the children have learnt in the previous phases.

Tricky words (to read) introduced in Phase 4:

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

## Phase 5

Children will be taught new graphemes. They will begin to learn to choose the appropriate grapheme when spelling.

ay ie ou ea

oy ir ue aw ey

ph wh ew oe au

a-e e-e i-e

o-e u-e

Add 'ing' 'ed' - to the end of unchanged root words eg play, look, hunt,

Add 'est' and 'er' - to the end of unchanged root words eg. few, new, soft, high, damp, thick, deep, hard,)

**tch**

Add 'un' to words - eg unhappy, unfair, unlock, undo

Add 's' for plurals ending in just 's' eg. sweets, cows, girls

Children will be taught alternative pronunciations for these graphemes and graphemes they already know.

ea - e.g head, bread, instead, meant, dead, deaf, ready, steady,

ow - e.g snow, blow, grow, slow, low, bowl, window, flow, row, mow,

ie - e.g. field, chief, brief, shield, priest, shriek, thief,

ore - e.g. more, score, before, wore, shore

ear - e.g. pear, bear, wear, swear

are - e.g. bare, dare, care, stare, share, square, scare

y - e.g. very, happy, funny, smelly, crunchy, lolly, very

k - e.g. skin, kit, snake, skirt, skip, cake, bike,

The children will be automatically decoding a large number of words for reading by this point.

**Tricky words/Common Exception words introduced in Phase 5 (the children are expected to read and spell these words):-**

oh	Mrs	people	looked	could
their	called	Mr	asked	do
today	of	said	says	are
were	was	is	his	has
I	you	your	they	be
he	me	she	we	the
no	go	so	by	my
here	there	where	love	come
some	one	once	ask	friend
school	put	push	pull	full
house	our			

During this phase children will begin reading words fluently and no longer be blending and segmenting familiar words.

The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children also will need to learn alternative spellings for each phoneme.

### **Phase 6**

In phase 6 children will be reading longer and less familiar texts independently and fluently. It is crucial that at this point children are now reading to learn and reading for pleasure.

At this point it is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts they are reading, construct mental images during reading and summarise what they have read.

In spelling children are introduced to the adding of suffixes and how to spell longer words. Throughout the phase children are encouraged to develop strategies for learning spellings.

Strategy	Explanation
Syllables	To learn a word by listening to how many syllables there are so it can be broken into smaller bits. (e.g. Sep-tem-ber)
Base Words	To learn a word by finding its base word. (e.g. jumping- base word jump +ing)
Analogy	To learn a word use a word that is already learnt. (e.g. could, would, should)
Mnemonics	To learn a word by making up a sentence to help remember them. (e.g. could - OU Lucky Duck; People - people eat orange peel like elephants)
Homophones	<b>Homophones</b> are words that sound the same but have different spellings/meanings. For example sail/sale, see/sea.

**Spell all high frequency words**

**Read and spell all common exception words**

Alternative spellings of phonemes for the following:-

dg and ge and g - e.g. badge, edge, hedge, age, huge, change, gem, giant, magic, giraffe, energy,

c - e.g. race, ice, city, fancy, mice, rice, face, pace, lace

kn and gn and mb - e.g. knock, know, gnat, gnaw, lamb, limb, bomb, comb

wr - e.g. write, wrong, writing, wrote, wrap, written

ear and or - e.g. learn, earth, heard, search, early, word, work, world, worm,

zh - e.g. treasure, television, pleasure, leisure, visual, measure, usual/unusual

sh sounds - e.g. special, artificial, station, patience, mention, position, sure, sugar, session, chef

al and or - e.g. all, ball, call, small, walk, talk, always, war, warm, towards

o - e.g. brother, other, mother, nothing, come, some, done, nothing, month, son

a - e.g. want, watch, wander, wash, squash, quantity,

le and el and al and il - e.g. table, apple, bottle, little, middle,

e.g. camel, tunnel, squirrel, travel, towel,

e.g. metal, pedal, capital, hospital, animal

e.g. pencil, fossil, nostril



Irregular verbs - past tense - e.g. go/went, say/said, come/came, see/saw

Y - e.g. cry, fly, dry, try, reply, July, sky,

Adding es to words ending in y - e.g. cry, fly, reply, sky, baby, carry, copy,

Adding s to words ending in ey - e.g. key, donkey, monkey, chimney, valley,

Adding ed, er, est and ing to a root word ending in y (don't drop the y when adding ing) - e.g. copy, happy, marry, carry, cry, dry, try, reply

Adding ed, ing, er and est to words ending in e - e.g. like, bake, make, amaze

Adding ed, ing, er and est to words that end in a single vowel letter - e.g. pat, hot, hum, sad, swim, run, hop,

To add suffixes - ment, ness, ful, less, ly - e.g. amazement, sadness, hopeful, useless, lonely

Contractions - e.g. can't, didn't, hasn't, couldn't, it's, I'll, I'm, won't, haven't

Possessive apostrophe for singular nouns - e.g. Megan's, the boy's, the cat's,

Homophones and near homophones - e.g. there/their/they're, hear/here, see/sea, bear/bare, maid/made, one/won, quiet/quite,

Tricky words/Common Exception words introduced in Phase 6 (the children are expected to read and spell these words):-

door	floor	poor	because	find
kind	mind	behind	child	children
wild	climb	most	only	both
old	cold	gold	hold	told
every	everybody	even	great	break
steak	pretty	beautiful	after	fast
last	past	father	class	grass
pass	plant	path	bath	hour
move	prove	improve	sure	sugar
eye	would	who	whole	any
many	clothes	busy	water	again
half	money	parents	Mr	Mrs
Christmas				

What can I do at home?

A great way to engage children at home with phonics is to play games. Matching pairs, snap, sorting words or letters can all be ways to help teach your children.

If you have a computer at home then below is a list of websites that have fun interactive games for children to play.

**Useful website letters and sounds games:**

<http://www.letters-and-sounds.com>

<http://www.phonicsplay.co.uk/>

<http://www.bbc.co.uk/schools/wordsandpictures/>

[http://www.ictgames.com/phonemeFlop\\_v4.html](http://www.ictgames.com/phonemeFlop_v4.html)

<http://www.oxfordowl.co.uk/welcome/home/reading-owl/fun-ideas>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/popup.shtml>

We hope you have found this information useful and please ask your class teacher if you have further questions.