



Phonics

Phase 2

s a t p i n m d g o c k
ck e u r h b f ff l ll ss

Phase 3

j v w x y z zz qu ch sh th (this/thumb) ng
ai ee igh oa oo (book/moon) ar or ur ow oi ear air
ure er y (silly)

Phase 4

Review of phase 2 and 3

Reading longer words e.g. clock, wind and stand. Introduction of new tricky words

Phase 5

ay ou ie ea oy ir ue aw wh ph ew oe
au a-e e-e i-e o-e u-e c (city) oul (would) are (stare)
ear (bear) eer (beer) g (giant) ge (page) dge (judge) y (fly)

Phase 6

Builds on previous skills and begins to put words learnt into context e.g. past tense and suffixes (-ing, -ed, -er, -est, -ful)

Useful Technical Vocabulary

Letter and sound definitions

Phoneme -the smallest unit of sound

Grapheme - the letter/s that are used to represent a phoneme

Types of grapheme include:

digraph when 2 letters represent 1 phoneme (ea, oa)

trigraph when 3 letters represent 1 phoneme (igh, ear)

blending - blending individual phonemes together to read a word e.g. blending 'c' 'a' and 't' together to read the word cat.

segmenting- separating a word out into individual phonemes to spell or to write down

A silent letter -when it can be seen in the word but not heard e.g. school (silent h), mouse (silent e)

Magic e -when there is a split digraph and the e makes the vowel say its name (a-e in cake).

A tricky word - a word that cannot be sounded out fully using the child's level of phonics (said)

A VC word -vowel consonant e.g. at, in, out

A CVC word -consonant vowel consonant e.g. dog, chip, boat, night

A CVCC word -consonant vowel consonant consonant e.g. hand, best, boast,

A CCVC word -consonant consonant vowel consonant - e.g. flight, black,

Phrases that should be used when describing letters, words, sounds

1] Capital and lower case letters.

2] If spelling out a word letter names should be used.

3] If talking about letters used to make up a digraph/trigraph their names should be used.

* If talking about a letter that is written it should be referred to by its name not by its sound that it sometimes makes. It can be linked to its sound. With younger children or children that struggle with letter names they should be referred to with a non descriptive term e.g. when copying something 'that letter' or 'The letter that sometimes makes the 'e' sound.

* When talking about the sounds in a word, only sounds that really can be heard should be referred to.

* Use fingers to count number of phonemes in a word.

* If asked for spellings, we **sound out** any phonetic words e.g. t-ea-ch-er and use **letter names** (alphabet names) for these tricky words e.g. said (s-a-i-d) *

<http://www.mrthorne.com> - video clips showing the phonemes and example words

Interactive games for the children to use:

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

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

The cbeebies programme Alphablocks and the games on their website are good for basic phoneme articulation and phase 2 and 3 phonics.

<http://www.bbc.co.uk/cbeebies/alphablocks/>