

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.

Within Phase 3 children are taught these graphemes in this order.

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, oa, oo, ar, or, ur, ow, oi, er

Trigraphs: igh, ear, air, ure

Phase 4

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

CVCC words for example: **tent, damp, toast, chimp** and **CCVC** words for example: **swim, plum, sport, cream, spoon**

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

Phonics teaching will continue into Key Stage 1 (Year 1 and Year 2)

As your child enters Key Stage 1 (Year 1) they will continue to take part in daily sessions on phonics. They will learn that most sounds (phonemes) can be spelled in more than one way. For example, the **f** sound can be written as **f** as in fan or **ff** as in puff or **ph** as in photo.

This develops their knowledge of spelling choices. They will continue with this spelling work into Year 2 and beyond.

They will learn that most letters and combinations of letters (graphemes) can represent more than one sound. For example, the grapheme **ea** can be read as /ee/ as in leaf or /e/ as in bread.

Useful websites:

www.phonicsplay.co.uk

www.letters-and-sounds.com

www.bbc.co.uk/schools/wordspictures

http://www.firtreeschool.co.uk/Elm_Class.html

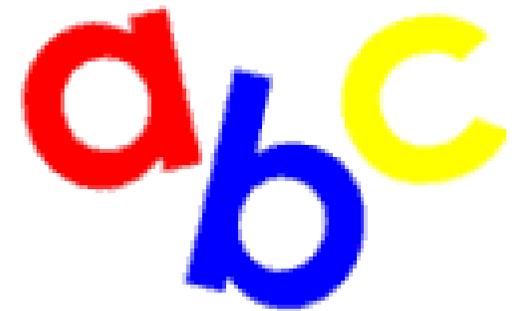
www.bookstart.co.uk

If you require further information or advice please do not hesitate to contact your child's class teacher.

Fir Tree Primary School and Nursery

Letters and Sounds

An informative guide for parents



Phase 1

This paves the way for systematic learning of phonics and starts in Nursery. The aim of this phase is to foster children's speaking and listening skills as preparation for learning to read with phonics. Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do.

Phase 1 is divided into seven aspects...

Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 - Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

Phase 2

In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (*sounds*) for a number of letters (*graphemes*) which sound is represented by which letter and that a sound can be represented by more than one letter for example /ll/ as in b-e-ll. They may be using pictures or hand movements to help them remember these.

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.

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

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

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.