



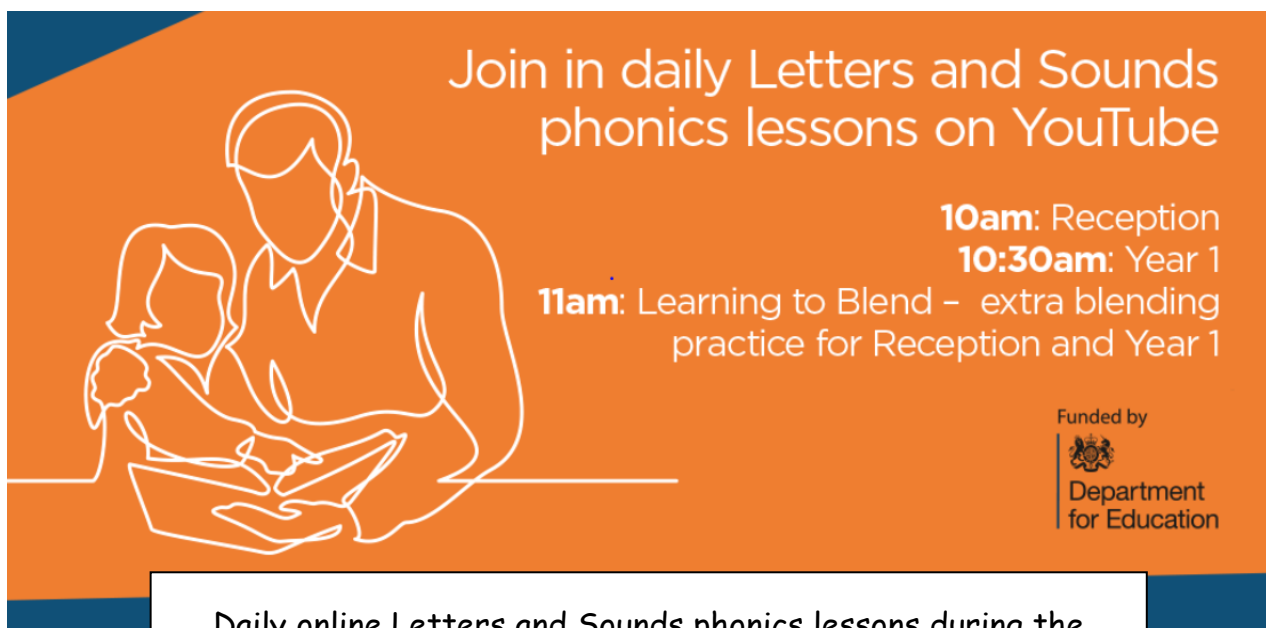
Linking Letters and Sounds

SLCF Vision: *To be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child*

Letters and Sounds is broken down into six phases which are predominantly taught from Reception (Nursery at LC) to Year 2. At SLCF we have five discrete phonic sessions a week and each individual child is taught and assessed at the appropriate phase for them. Interventions are put in place to support children who need it.


During Reception the children work through phase 1, 2, 3 and into phase 4. Learning is directed by the needs of the individual child, therefore the speed in which we move through the phases will differ for each child, some reaching phase 4 at the end of Reception, others consolidating phase 2 or 3. This is supported as the children move into KS1 with differentiated phonics teaching and learning.

To support your child with Letters and Sounds during their time in Reception a focus on phase 2 and then phase 3 phonemes would be most beneficial, practising both sound talking and writing each grapheme.



Join in daily Letters and Sounds phonics lessons on YouTube

10am: Reception
10:30am: Year 1
11am: Learning to Blend – extra blending practice for Reception and Year 1

Funded by

Department for Education

Daily online Letters and Sounds phonics lessons during the home learning period.

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/videos

Phonics is:

Knowledge of the alphabetic code

(26 letters, 44 phonemes, 140 different letter combinations)

+

Understanding of the skills of segmenting and blending

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
7 Aspects <ul style="list-style-type: none">• Environmental sounds• Instrumental sounds• Body percussion• Rhythm and rhyme• Alliteration• Voice sounds• Oral blending and segmenting	<ul style="list-style-type: none">• 19 letters taught and the sound for each one and the 4 digraphs, ck, ff, ll, ss• Blending and segmenting to begin• Tricky words introduced and high frequency words	<ul style="list-style-type: none">• 25 more graphemes taught including seven letters, j, v, w, x, y, z, qu• Letter names introduced• Blending and segmenting CVC words• Reading and spelling simple 2 syllable words/ captions	<ul style="list-style-type: none">• No new grapheme-phoneme correspondences• Blending and segmenting words with adjacent consonants• Further tricky words and high frequency words introduced	<ul style="list-style-type: none">• Introduces more graphemes for the ones previously taught in Phases 2 and 3• Introduces alternative ways of pronouncing graphemes taught in phases 2 and 3• Blending and segmenting• Further tricky words and high frequency words introduced	<ul style="list-style-type: none">• Increasing fluency and accuracy in blending and sounding out• Teaching spellings – past tense, adding suffixes, spelling long words, doubling letter and so on• Learning and practising a range of spellings• Application of a range of spellings

Useful terminology:

Phoneme (sound) - The smallest unit of sound

Grapheme - Letter representation of the phoneme. A phoneme can be represented by one letter or by a group of 2 or more letters. (e.g. 'sh', 'igh')

Digraph - Two letters representing one sound (phoneme) e.g. ai, ee, oa.

Split digraph - A digraph where another letter (sometimes more) come between it - a_e, e_e, i_e, o_e, u_e e.g. *make, like, hope, tune, even*. (You may remember them as 'magic e' words!)

Trigraph - Three letters representing one sound (phoneme) e.g. igh, air, ear, ure.

Adjacent consonants - Two or more consonants next to each other that have separate phonemes - *bl, sp, nks, cl*.

Initial, final and medial sounds - first, last and middle sounds

e.g. *c - a - t* (**c** - initial, **a** - medial, **t** - final)

C - Consonant

V - Vowel

CVC - Consonant phoneme, vowel phoneme, consonant phoneme (it is not referring to letters therefore *d-o-g, b-e-d, b-oa-t, sh-i-p* are all **CVC** but *t-oy, c-ow* are not.

CCVC - examples - *c-l-a-p, s-n-i-p, s-t-o-p*

CVCC - examples - *t-e-n-t, p-a-r-k*

Tricky words - Ones which cannot be read using phonic rules (you can't sound talk and blend them) e.g. *the, was, could*.

Key skill 1 - sound talking and blending for reading

Graphemes are converted to phonemes when we read.

The same phoneme (sound) can be represented in more than one way.

Cat

kennel

choir

Sound talking - Saying the phonemes

Blending - Merging them together to pronounce a word.

e.g. c - a - t,
b - oa - t,
m - ea - t

Key skill 2 - Segmenting for writing

Phonemes are converted to graphemes when we spell.

The same grapheme may represent more than one phoneme

m**ea**n - d**ea**f

cr**ow**n - fl**ow**n

field - **tri**ed

In order to spell, a child must segment a word into its component phonemes and choose a grapheme to represent the phonemes.

Segmenting - Breaking down words into their phonemes to spell.

e.g. "crash" has 4 phonemes - c-r-a-sh

Blending and Segmenting are reversible skills

Phase 1 - This phase is intended to develop children's listening, vocabulary and speaking skills.

The ways in which adults interact and talk with children are critical to developing children's speaking and listening. This needs to be kept in mind throughout all phase one activities.

In Phase 1 phonics, children learn about:

- **Environmental sounds** - sounds we hear all around us every day.
- **Instrumental sounds** - musical instrument sounds
- **Voice sounds** - sounds made using the voice
- **Body percussion** - sounds made using the body e.g. clapping and stamping)

- **Rhythm and rhyme** - repetitive phrases in stories, rhyming pairs (cat/hat) and rhyming strings (dog/log/bog/fog/hog)
- **Alliteration** - Sounds which all begin with same sound - bus/book/bat/begin/banana (I spy is a great game to support this)
- **Oral segmenting and blending** - Hearing a series of spoken sounds and merging them together to make a spoken word - **no text is used**
For example, when you call out 'b-u-s', the children say 'bus'
This skill is usually taught before blending and reading printed words

Activities to help with Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy.

Phase 2

In Phase 2, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. In **Phase 2, children focus on learning the 19 most common single letter sounds**. These are broken down into smaller sets of about six sounds to make them more achievable for children to learn.

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

They also learn to read 'tricky words' 'the, to, go, no, I into.'

Phase 3

Introduces children to the remaining, more difficult and/or less commonly used letter sounds.

Letters

Set 6:	j	v	w	x*
Set 7:	y	z, zz	qu*	

They are then taught the digraphs and trigraphs.

ch	chip	ar	farm
sh	shop	or	for
th	thin/then	ur	hurt
ng	ring	ow	cow
ai	rain	oi	coin
ee	feet	ear	dear
igh	night	air	fair
oa	boat	ure	sure
oo	boot/look	er	corner

Alongside this, children are taught to read more **tricky words**, 'he, she, we, me, be, they, was, my, you, her, all, are.' They also learn to **write phase 2 'tricky words'**.

They learn the names of the letters by singing the Alphabet Song.

Phase 4

In Phase 4 phonics, children will, among other things:

- Practise reading and spelling CVCC/CCVC words ('bump', 'nest', 'belt', 'milk', etc)
- Practise reading and spelling high frequency words (see appendix)
- Practise reading and writing sentences to develop fluency - lots of opportunities are given to practise and build confidence.

From here on, phonics teaching is about consolidating and refining children's knowledge, introducing more spelling patterns and tricky words, and increasing vocabulary.

They will learn to read more tricky words, including **'said, so, do, have, like, some, come, were, there, little, one, when, out, what'**. They will also learn to **write phase 3 tricky words**.

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 one new phoneme: /zh/ as in treasure and about split digraph (the magic 'e') such as a_e in 'name'. 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 to further develop fluency. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

*Children learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'.

New graphemes for reading

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule

Known graphemes for reading: common alternative pronunciations

i fin, find	ow cow, blow	y yes, by, very
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	ou out, shoulder, could, you
g got, giant	er farmer, her	
u but, put (south)	a hat, what	

Alternative spellings for each phoneme

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
				eo					

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

The phase 5 bank of tricky words is: oh, their, people, Mr, Mrs, looked, called, asked, would, should, could.

Phase 6

Phase 6 phonics has the aim of children becoming fluent readers and accurate spellers. By Phase 6, children should be able to read hundreds of words using one of three strategies:

- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud

Children should now be spelling most words accurately (this is known as 'encoding') although it may still be a little unconventional at times. Spelling usually lags behind reading.

They will also learn, among other things:

- Prefixes and suffixes, e.g. 'in-' and '-ed'
- The past tense
- Memory strategies for high frequency or topic words
- Proof-reading
- How to use a dictionary
- Where to put the apostrophe in words like 'I'm'.
- Spelling rules

Although formal phonics teaching is usually complete by the end of Year 2, children continue to use their knowledge as they move up the school.

'The whole aim of phonics teaching is not just to learn the sounds, but to use them as a tool for reading and spelling.' Everything leads to independent reading and writing and building confidence.

Appendix

100 high-frequency words in phases

Phase Two

Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put (<i>north</i>)

Tricky words

the
to
I
no
go
into

100 high-frequency words in phases

Phase Three

Decodable words

will	see
that	for
this	now
then	down
them	look
with	too

Tricky words

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

100 high-frequency words in phases

Phase Four

Decodable words

went
it's
from
children
just
help

Tricky words

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

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

don't	day
old	made
I'm	came
by	make
time	here
	saw
house	very
about	put (<i>south</i>)
your	

Tricky words

oh
their
people
Mr
Mrs
looked
called
asked
could

Letter formation



Websites

To look at the 'Letters and Sounds' document we follow at SLCF please follow this link:
<https://www.gov.uk/government/publications/letters-and-sounds>

Please watch these videos for support with correct pronunciation of all phonemes:

Phase 2 (initial letter sounds):

<https://www.youtube.com/watch?v=DIpcahxNSU4>

Phase 3 (digraphs and trigraphs):

<https://www.youtube.com/watch?v=vU2vWZKS7rY>

This models **sound talking and blending for reading**:

<https://www.youtube.com/watch?v=D8etBZWtGL4>

This models sound buttons (and explains digraph/split digraphs a bit more):

<https://www.youtube.com/watch?v=8pbImXbGOxw>

Here are a few websites that have some great Phonics games to help your children with their independent reading and writing skills!

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

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

<https://gb.education.com/games/phonological-awareness/>

<https://www.phonicsbloom.com/>

Phonics play are offering free online activities to support your ongoing work in phonics. Use the information below to access the games.

www.phonicsplay.co.uk

Username: march20

Password: home