

## TRINITY CHURCH SCHOOL LETTERS AND SOUNDS PHONICS PROGRAMME

Letters and Sounds is a phonics resource which aims to build on children's speaking and listening skills as well as to preparing children for learning to read by developing their phonic knowledge and skills.

Our Letters and Sounds programme for teaching phonic skills starts in Reception, with the aim of them becoming fluent readers by age seven.



There are six overlapping phases. The table below is a summary:

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

### Phase One



Phase One 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 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

### 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:

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| <p><b>Set 1:</b> s, a, t, p</p> <p><b>Set 2:</b> i, n, m, d</p> <p><b>Set 3:</b> g, o, c, k</p> <p><b>Set 4:</b> ck, e, u, r</p> <p><b>Set 5:</b> h, b, f, ff, l, ll, ss</p> |
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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.

### **Phase 2 Set 1 Letters and Words**

In Set 1, the first four letters are introduced and seven words can be used for segmenting and blending (high frequency words are shown in *italics*):

**s, a, t, p**      *at, a, sat, pat, tap, sap, as*

### **Phase 2 Set 2 Letters and Words**

Set 2 includes four new letters. As each new letter is learnt, children will be able to sound out several new words, as follows:

**i**      *it, is, sit, sat, pit, tip, pip, sip*

**n**      *an, in, nip, pan, pin, tin, tan, nap*

**m**      *am, man, mam, mat, map, Pam, Tim, Sam*

**d**      *dad, and, sad, dim, dip, din, did, Sid*

### **Phase 2 Set 3 Letters and Words**

Set 3 introduces four new letters, with 28 new decodable words suggested, including four high frequency words, shown in *italics* below:

**g**      *tag, gag, gig, gap, nag, sag, gas, pig, dig*

**o**      *got, on, not, pot, top, dog, pop, God, Mog*

**c**      *can, cot, cop, cap, cat, cod*

**k**      *kid, kit, Kim, Ken*

## Phase 2 Set 4 Letters and Words

Set 4 introduces four new graphemes, with 36 new decodable words suggested. For the first time, some of the suggested words contain two syllables, such as pocket, sunset etc., which some young children might find too difficult at this stage. Personally, I would leave these out if they cause problems. At this stage, it is more important for children to experience success at sounding out short words. Their ability to decode longer words will improve as their short-term memory develops.

At this point, two "tricky words" (not fully decodable at this stage) are taught: **the** and **to**.

**ck**    *kick, sock, sack, dock, pick, sick, pack, ticket, pocket*

**e**    *get, pet, ten, net, pen, peg, met, men, neck*

**u**    *up, mum, run, mug, cup, sun, tuck, mud, sunset*

**r**    *rim, rip, ram, rat, rag, rug, rot, rocket, carrot*

## Phase 2 Set 5 Letters and Words

Set 5 introduces seven graphemes (three of which are doubled letters), with 69 new decodable words suggested.

New "tricky" words: **no**, **go** and **I**.

**h**    *had, him, his, hot, hut, hop, hum, hit, hat, has, hack, hug*

**b**    *but, big, back, bet, bad, bag, bed, bud, beg, bug, bun, bus, Ben, bat, bit, bucket, beckon, rabbit*

**f, ff**    *of, if, off, fit, fin, fun, fig, fog, puff, huff, cuff, fan, fat*

**l, ll**    *lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bill, Nell, dull, laptop*

**ss**    *ass, less, hiss, mass, mess, boss, fuss, hiss, pass, kiss, Tess, fusspot*

### 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.

Over the twelve weeks which Phase 3 is expected to last, twenty-five 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

During Phase 3, the following tricky words (which can't yet be decoded) are introduced:

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

### Phase 4

When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

## Tricky words

During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

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

## 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.

With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

## Tricky Words

During Phase 5, the following tricky words (which can't yet be decoded) are introduced:

- oh
- their
- people
- Mr
- Mrs
- looked
- called
- asked
- could



For full details, visit the Standards site to download a guide on implementing [Phase 5](#) of Letters and sounds in the classroom.

## 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 children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.