

# Trinity Church School



# Letters and Sounds



# Phonics is...

Phonics =

*skills* of segmentation  
and blending

+

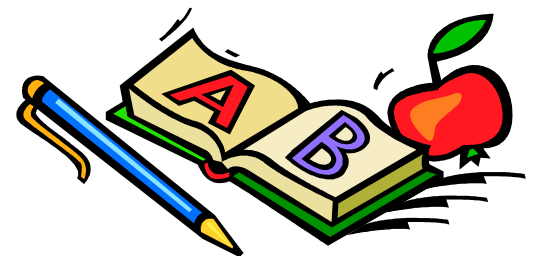
*knowledge* of the  
alphabetic code

DVD Clip: [Articulation of Phonemes](#)



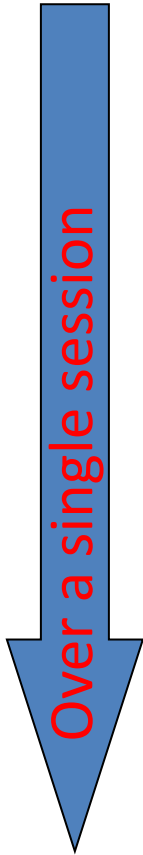
# The 6 Phases of Phonics teaching

- There are 6 phases to the teaching of phonics
- These are expected to be covered by the end of Year 2, but these phases can continue throughout KS2.
- Phases 1 – 4 are expected to be taught to the children in Foundation Stage
- Phase 5 in Year 1
- Phase 6 in Year 2

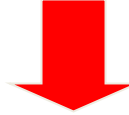




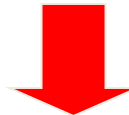
# Teaching Sequence for Letters and Sounds



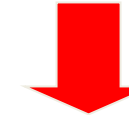
Revisit And Review



- Teach



- Practise/Apply

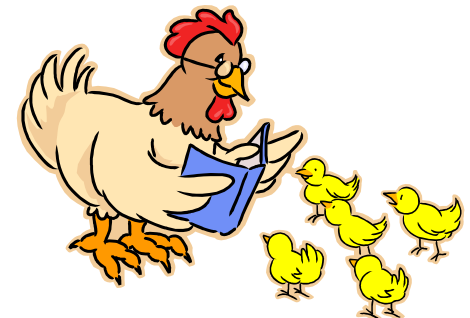


- Recap



# Phase 1

- No correspondence between how a letter is written and the letter sound
- Phase 1 doesn't have a discrete end – it continues throughout the year groups
- Mainly focuses on environmental and instrumental sound discrimination through games and songs.
- Children are encouraged to orally segment and blend.
- [Link to 'Letters and Sounds Phase 1'](#)



# Phase 2 (usually up to 6 weeks)

Aim is to:

- Teach at least 19 letters in a set order\*
- Move on from oral segmenting and blending to blending and segmenting with letters.
- Read some VC and CVC words and spell them
- [Phase 2 with Miss Southwell & Mrs Roberts](#)
- [Link to 'Letters and Sounds Phase 2'](#)



# Phase 3 (usually up to 12 weeks)

## Aim is to:

- Teach another 25 graphemes, most of them comprising of 2 letters e.g. oa
- Continue to practise CVC blending and segmenting
- Apply this knowledge to reading and spelling simple 2 syllable words and captions
- Learn letter names
- Read and spell some more tricky words e.g. **I, she, he, me, we, be, was, you, my, they, her, all, are**
- Phase 3 with Miss Southwell & Mrs Roberts
- [Link to 'Letters and Sounds Phase 3'](#)

- PHONICS

- Correct pronunciation
- Correct vocabulary
- We all need to use the same language at home and at school.
- Little and often is the key. Does not have to be formal.
- Link it to your child's interests.





# PHONEME

- The smallest unit of sound in a word.
- There are 44 phonemes that we teach.



# GRAPHEME

- Letters representing a phoneme

e.g.

i\_e      y      igh

Children need to practise recognising the grapheme and saying the phoneme that it represents.

# BLENDING

- Recognising the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'



# SEGMENTING

- ‘Chopping Up’ the word to spell it out
- The opposite of blending



Once children are good with single phonemes...

- DIGRAPHS – 2 letters that make 1 sound

*ll ss zz oa ai*

- TRIGRAPHS – 3 letters that make 1 sound

*igh dge*

When teaching digraphs and trigraphs we will be joining the graphemes to show they make one phoneme.



- shelf = sh – e – l – f = 4 phonemes
- dress = d – r – e – ss = 4 phonemes
- sprint = s – p – r – i – n – t = 6 phonemes
- string = s – t – r – i – ng = 5 phonemes

# Segment and Blend these words...

- drep
- blom
- gris

Nonsense games like this help to build up skills  
– and are fun!

# Sound Buttons

- Say the phoneme

cat

shell



- Consistency of the vocabulary used at home and school is really important.

<b>Phoneme</b>	Phonemes are the smallest unit of speech-sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word <b>sit</b> /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, <b>fit</b> . If you change the phoneme /t/ in fit for a /sh/, you have a new word, <b>fish</b> - /f/-/i/-/sh/.
<b>Grapheme</b>	Graphemes are the written representation of sounds.
<b>Digraph</b>	Two letters which together make one sound (phoneme).
<b>Trigraph</b>	Three letters which together make one sound (phoneme).
<b>Split digraph</b>	Two letters, which work as a pair to make one sound, but are separated within the word.e.g <b>like</b> , <b>bite</b> , <b>late</b> .

# TRICKY WORDS

- Words that are not phonically decodeable
- e.g. was, the, I
- Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes
- e.g. out, there, mother

# Phase 4 (usually 4-6 weeks)

Aim is to:

- Consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants (CVCC and CCVC words) and polysyllabic words.
- Teach tricky words e.g. **said, so, have, like, some, come, were, there, little, one, do, when, out, what**
- [Link to 'Letters and Sounds Phase 4'](#)

# Phase 5 (usually throughout Year 1)

Aim is to:

- Broaden knowledge of graphemes and phonemes for use in reading and spelling
- Learn new graphemes and alternative pronunciations e.g. **ow** in cow and bow, **ea** in eat and bread
- Practise reading and spelling high-frequency words
- [Phase 5 with Miss Southwell & Mrs Roberts](#)
- [Link to 'Letters and Sounds Phase 5'](#)



# Phase 5



- Adult reads story to the children and asks them to listen out for the focus phoneme e.g. **ai**
- Remove story from view and re-read it, asking children to put up their hand when they hear the focus phoneme
- Display text again. Reread. Ask children to help you underline words with focus phoneme
- Ask the children to discuss with a partner what graphemes they notice stand for the focus phoneme
- List the underlined words on the whiteboard

# Recognising vowel sounds: activity

## answers

<b>angel</b>	<b>even</b>	<b>find</b>	<b>post</b>	<b>union/blue</b>
<b>train</b>	<b>sweet</b>	<b>mine</b>	<b>toe</b>	<b>cute</b>
<b>lay</b>	<b>field</b>	<b>try</b>	<b>stole</b>	<b>dew</b>
<b>late</b>	<b>meat</b>	<b>light</b>	<b>road</b>	<b>moon</b>
<b>toy</b>	<b>work</b>	<b>clown</b>	<b>fair</b>	<b>warn</b>
<b>coin</b>	<b>burn</b>	<b>down</b>	<b>bear</b>	<b>tore</b>
<b>boy</b>	<b>term</b>	<b>shout</b>	<b>hare</b>	<b>door</b>
<b>spoil</b>	<b>first</b>	<b>round</b>	<b>stairs</b>	<b>born</b>

# Phase 6 (usually throughout Year 2)

Aim is to:

- Become fluent readers
- Become increasingly accurate spellers
- Introduce the past tense
- Learn how to add suffixes
- [Link to 'Letters and Sounds Phase 6'](#)

Choose a website to explore

- [www.phonics.com](http://www.phonics.com)
- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.letters-and-sounds.com](http://www.letters-and-sounds.com)



# Now you have the knowledge....

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a ‘good guess’.
- Ask your child’s teacher if you want to know more.





# A Phonics Quiz

1. What is a phoneme?
2. How many phonemes are in the word 'strap'?
3. What is a grapheme?
4. a) What is a digraph? b) Give an example
5. a) What is a CVC? b) Give an example
6. Why has 'hiss' got 'ss' at the end (and not 's')?
7. Why has 'think' got a 'k' at the end (and not 'ck' or 'c')?
8. a) What is a 'trigraph'? b) Give an example
9. How many phonemes are in the word 'twenty'?
10. Write down at least four different ways of representing /ae/
11. What is the best guess when you write the /ae/ phoneme at the end of a word?

# Useful websites

- [www.parentsintouch.co.uk](http://www.parentsintouch.co.uk)
- [www.bbc.co.uk/schools/parents](http://www.bbc.co.uk/schools/parents)
- [www.jollylearning.co.uk/](http://www.jollylearning.co.uk/)
- [www.focusonphonics.co.uk/](http://www.focusonphonics.co.uk/)
- [www.syntheticphonics.com](http://www.syntheticphonics.com)