

Letters and Sounds

Phonics information for parents

What is Letters and Sounds ?

Introduction

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.

Children's spoken language supports reading and writing

- In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them. Speaking and listening are the foundations for reading and writing.
- Books are a rich source of new words for your child; words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.

Letters and Sounds

- *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.

Phase 1

Teachers plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys and to sounds in spoken language. Teachers teach a wide range of nursery rhymes and songs. This helps to increase the number of words they know – their *vocabulary* – and helps them talk confidently about books.

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 phoneme is represented by which grapheme and that a phoneme 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**

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.

Phase 3

- **CVC words containing graphemes made of two or more letters**
- Here are some examples of words your children will be reading: **tail, week, right, soap, food, park, burn, cord, town, soil**
- Their confidence from the daily experience of practising and applying their phonic knowledge to reading and writing is really paying off!
- **Tricky words**
- The number of tricky words is growing. These are so important for reading and spelling: **he, she, we, me, be, was, my, you, her, they, all.**

Phase 4

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:
- **CVCC** words: **tent, damp, toast, chimp**
- For example, in the word 'toast', **t = consonant, oa = vowel, s = consonant, t = consonant.**
- and **CCVC** words: **swim, plum, sport, cream, spoon**
- For example, in the word 'cream', **c = consonant, r = consonant, ea = vowel, m = consonant.**
- They will be learning more tricky words and continuing to read and write sentences together.
- **Tricky words**
- **said, so, do, have, like, some, come, were, there, little, one, when, out, what**

Phase 5

Teaching further graphemes for reading
Teaching alternative pronunciations for graphemes
Practising recognition of graphemes in reading words
Teaching and practising reading high-frequency (common) words
Practising reading two-syllable and three-syllable words
Practising reading sentences

Writing

Teaching alternative spellings for phonemes
Learning to spell and practising high-frequency words
Practising spelling two-syllable and three-syllable words
Practising writing sentences

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		

The link below explains a little more about phase 5.

https://foundationyears.org.uk/files/2011/10/Letters+Sounds_Phase51.pdf