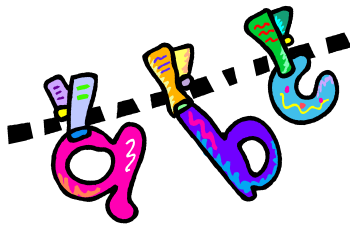


'Letters and Sounds'

A Guide for Parents



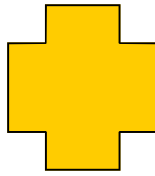
Being able to read is the most important skill children learn during their early schooling and has far-reaching implications for lifelong learning, confidence and well-being. High quality phonic teaching is the prime means by which we teach children how to read and spell words.

At Southwick School, we follow the 'Letters and Sounds' phonics programme and this guide is designed to help you, as parents, understand 'Letters and Sounds' so that you can support your child at home. Although 'Letters and Sounds' is a phonics teaching programme, it is also fun so ...enjoy!

Phonics at a Glance

Phonics is

**Skills of
segmentation and
blending**



**Knowledge of
the alphabetical
code**

Phonics consists of:

- identifying sounds in spoken words;
- recognising the common spellings of each phoneme (sound);
- blending phonemes into words for reading;
- segmenting words into phonemes for spelling.

HELP!!!! (some terminology explained):

Phoneme: a sound
in a word

Grapheme: a letter or sequence of
letters that represent a phoneme.

| | | |
|----|-----|----|
| 1 | 2 | 3 |
| c | a | t |
| b | ir | d |
| f | i | sh |
| kn | igh | t |

These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme. A grapheme may consist of one, two, three or four letters. We refer to these as **sound buttons** e.g.
kn igh t

Segmenting: means
breaking words down into
their phonemes to spell
e.g. **c/a/t**

Blending: is the reverse of seg-
menting. When you blend you
build words from their pho-
nemes to read.

Grapheme Key Vocabulary:

Digraph

2 letters making one
sound (ai, ee, oo)

Trigraph

3 letters making one
sound (igh, dge)

Split Digraph

Where the two letters are not
adjacent (a-e, e-e)

Something to Think About!

The English language is tricky and just when children have mastered the graphemes that correspond with the phonemes (e.g. p-l-ay) they then realise that there can be many choices as to which grapheme to use. Here is an example:

a—paper
ay—play
ey—they
a-e—spade
eigh—eight
ei—vein
ai— plain

So, the more support and opportunities they have to practice their 'Letters and Sounds' the better!

REMEMBER...

You can use the information inside this leaflet to help you play games to help your child to develop their phonics skills as well as by listening to them read or helping them with their spellings!

'Letters and Sounds' Progression (the Phases explained)

At Southwick, whilst the children work within the phase that is appropriate to their level of learning, they may also be given experience of other phases to support future learning or secure previous learning. The children are assessed regularly to ensure that their needs are being met as it is important that each child is secure within a phase before moving too quickly onto the next phase.

Here is a brief summary of each phase:

Phase 1 (pre-school)

Children should learn to:

- show an awareness of rhyme and alliteration;
- distinguish between sounds in the environment/phonemes;
- explore and experiment with sounds and words;
- discriminate speech in words

Phase 2 (Reception)

Children should learn to:

- use common consonants and vowels;
- be able to blend and segment to read/ spell simple c-v-c words;
- begin to learn 'tricky words' that cannot be segmented;
- understand that words are constructed from phonemes and that phonemes are represented by graphemes.

Phase 3 (Reception)

Children should learn to:

- know at least one grapheme for each of the 44 phonemes (there are approximately 44 phonemes in the English language!);
- read and spell a wide range of c-v-c words;
- use all letters and less frequent consonant digraphs and some long vowel phonemes;
- continue to learn 'tricky words'.

Phase 4 (Reception/Year 1)

This is a consolidation unit. There are no new graphemes to learn. Instead, children learn to:

- read and spell more 'tricky words';
- segment adjacent consonants in words and apply this to spelling;
- blend adjacent consonants in words and apply this skill when reading unfamiliar texts.

Phase 5 (Year 1)

Children learn to:

- read phonetically decodable two-syllable and three-syllable words;
- use alternative ways to pronounce and spell the graphemes corresponding to the long vowel phonemes;
- make phonetically plausible attempts to spell complex words.

Phase 6 (Year 2)

Children learn to:

- recognise phonic irregularities and become more secure with less common grapheme-phoneme correspondences;
- apply phonic skills and knowledge to recognise and spell an increasing number of complex words;
- recognise and use the past tense;
- begin to investigate spelling patterns and learn how to add suffixes e.g. -ed to words;
- break down longer words to help with their spelling;
- apply strategies to enable them to become independent spellers e.g. by finding and learning the difficult bits in words

KS2

Most children will be ready to move onto 'Support for Spelling', the KS2 spelling programme. However, a small number of children will need to continue to consolidate their understanding and application of their phonics skills. They will continue to do so using either 'Letters and Sounds' or 'CLLD Spelling at KS2'.

Letters and Sounds: Progression

Phases 2-5 of 'Letters and Sounds' are designed to be taught systematically. It is recommended that this is done for a discrete period of time – around 20 minutes- on a daily basis.

| Phase Two | | | |
|-----------|-----------------|--------------------------------------|----------------------|
| Week | Letters | Word Building Examples | High Frequency Words |
| 1 | s-a-t-p- | sat tap pat | a as at |
| 2 | -i- | sit pit tip pip sip | is it |
| | n-/n | pan pin tin tan nap | in an |
| | m-/m | man mat map | am |
| | d-/d | sad dip | dad did and |
| 3 | g-/g | pig dig gas gap | |
| | -o- | pot top dog pop | got on not |
| | c- | cot cap cat cod | can |
| | k- | kid kit | |
| 4 | -ck | pack sack kick pick sick | |
| | -e- | pet ten net pen peg men neck | get |
| | -u- | run mug cup sun mud | mum up put (north) |
| | r- | Rat rag ram rug tot rip rim | |
| | Tricky | to the (reading) | |
| 5 | h- | hot hut hop hit hat hum hug | had his him has |
| | b- | bad bag bed bug bus bat | big back but |
| | f-/ff | fan fit fat fun fog puff huff | of if off |
| | l-/ll | lap leg lit bell fill doll sell tell | let |
| | -ss | less hiss mess boss fuss kiss | |
| | Tricky | no go I into (reading) | |
| 6 | REVISE | | |

Phase Three

| Week | Letters | Word Building Examples | High Frequency Words |
|------|---------------------|---|--------------------------|
| 1 | j- | jam jab jug job jet | |
| | v- | van vet vat | |
| | w- | win wig wag web wax | will |
| | -x | mix fix box tax six | |
| | Tricky | to the no go I into (reading) | |
| 2 | y- | yes yet yap yell | |
| | z- | zip zigzag | |
| | -zz | buzz jazz | |
| | qu- | quit quiz quick quack | |
| | Tricky | we me (reading) to the (spelling) | |
| 3 | ch-/-ch | chop chin chip chill check such rich much | |
| | sh-/-sh | ship shop shed shell fish cash rash rush | |
| | th-/-th | thin thick moth | that this them then with |
| | -ng | ring rang hang song wing king long sing | |
| | Tricky | he she be (reading) | |
| 4 | -ai- | Wait hail pain aim sail main tail rain bait | |
| | -ee- | feel weep feet jeep meet week deep keep | see |
| | -igh- | high sigh light might night right sight fight tight | |
| | -oa- | coat load goat loaf road soap oak toad | |
| | Tricky | was (reading) no go (spelling) | |
| 5 | -oi- | oil boil coin coil join soil | |
| | -oo- (long) | zoo boot hoof zoom cool food root moon | too |
| | -oo- (short) | foot cook good book took wood wool | look |
| | -ow | owl cow how town | down now |
| | Tricky | my (reading) | |
| 6 | -ar | bar car bark card cart hard jar park | |
| | -air | air chair fair hair lair pair | |
| | -ear | ear dear fear hear gear near tear year | |
| | Tricky | you (reading) | |
| 7 | -er | germ perm term | |
| | -ur | fur burn burp curl hurt surf turn | |
| | -or | fork cork sort born worn fort torn short | for |
| | -ure | sure pure cure | |
| | Tricky | her they (reading) | |
| 8-12 | REVISE | all are (reading) | |

Phase Four

| Week | Letters | Word Building Examples | High Frequency Words |
|------|---------------|--|----------------------|
| 1 | -st | nest best chest cost lost gust toast | just |
| | -nd | band land hand pond fond wind windmill | |
| | -mp | lamp damp camp limp chimp jump hump | |
| | -nt | tent dent hunt joint paint burnt | went |
| | -nk | bank thank sink link think bunk chunk | |
| | Tricky | said so (reading) he she we me be (spelling) | |
| 2 | -ft | gift lift shift tuft theft soft softest | |
| | -sk | ask task tusk husk desk | |
| | -lt | tilt belt felt melt melting shelter | |
| | -lp | gulp helpdesk helper | help |
| | others | golf shelf (-lf) milk (-lk) kept (-pt) next (-xt) | |
| | Tricky | have you like come (reading) was you (spelling) | |
| 3 | tr- | trip tree train trash trail trend trust trunk | |
| | dr- | drank drift droop drop driftwood drain | children |
| | gr- | grab green grip groan grunt grant grasp | |
| | cr- | cream creep crash crisp cramp crust crept | |
| | br- | brand bring brush brown brass | |
| | fr- | frog fresh frost frown freshness | from |
| | Tricky | were there little one (reading) they all are (spelling) | |
| 4 | bl- | bleed blend blink bland blast | |
| | fl- | flag flair float floating | |
| | gl- | glad glass glint | |
| | pl- | plan plum plump | |
| | cl- | clamp clown clear | |
| | sl- | slept slant | |
| | Tricky | do when out what (reading) my her (spelling) | |
| 5 | sp- | spot spin spoil spoon sport speech spend | |
| | st- | stop step steep start star stair stand stamp | |
| | tw- | twin twist twisting | |
| | sm- | smell smart smear | |
| | others | printer (pr) scoop (sc) skunk (sk) sniff (sn) | |
| 6 | -nch | bench drench trench punch crunch lunch | it's |
| | scr- | scrunch scrap | |
| | shr- | shrink | |
| | str- | strap string street | |
| | thr- | thrust thrush thrill | |

Phase Five

| Week | Letters | Word Building Examples | High Frequency Words |
|------|--|--|----------------------|
| 1 | -ay | play may say stray clay spray tray | day |
| | -ou- | out cloud scout found proud sprout | about house |
| | -ie | Pie lie tie die cried tried spied fried | |
| | -ea- | sea seat meat treat heap least repeat | |
| | Tricky | oh their (reading) said so (spelling) | |
| 2 | -oy | boy toy joy oyster destroy enjoy royal | |
| | -ir | girl sir bird shirt skirt birth third first | |
| | -ue | blue clue glue true issue tissue venue | |
| | -aw | paw raw claw jaw lawn yawn law | Saw |
| | Tricky | people Mr Mrs (reading) have like (spelling) | |
| 3 | wh- | when which wheel whisper | |
| | ph- | phonics dolphin elephant alphabet | |
| | -ew | new few stew blew chew grew drew | |
| | -oe | toe hoe doe foe woe goes tomatoes | |
| | -au- | haul launch haunted August author | |
| | Tricky | looked called (reading) some come (spelling) | |
| 4 | a-e | take game race snake | came made make |
| | e-e | these even theme gene scene complete | |
| | i-e | like pine ripe shine slide prize nice | time |
| | o-e | bone pole home alone those stone woke | |
| | u-e | June flute prune rude rule | |
| | /zh/ -s- -ge | treasure vision television pleasure leisure visual measure usual casual beige | |
| | Tricky | asked (reading) were there (spelling) | |
| 5 | Alternative pronunciations of graphemes c g ch y | | by |
| | Tricky | water where who again thought through (reading) little (spelling) | put (south) |
| 6 | Alternative pronunciations of graphemes a i o u | | Old |
| | Tricky | work mouse many laughed because (reading) one do out (spelling) | |
| 7 | Alternative pronunciations of graphemes ea ie e row ou | | |
| | Tricky | different any eyes friends once please (reading) when what (spelling) | |
| 8-30 | Alternative spellings of phonemes: /c/ /ch/ /f/ /j/ /m/ /n/ /ng/ /r/ /s/ /sh/ /v/ /w/ /e/ /i/ /o/ /u/ /ai/ /ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /or/ /ur/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ | | very |
| | | | your |
| | Tricky | Oh their people Mr Mrs looked called asked (spelling) | here |