

# Letters and Sounds

## Phonics information for parents

23<sup>rd</sup> October 2013

# Vocabulary used in Phonics

- Phonics – the learning of letters and sounds
- Phoneme – the sound a letter makes
- Grapheme – the written letter
- Blending – running sounds together to make a word
- Segmenting – breaking a word up into its component sounds
- Tricky words – words that cannot be decoded using phonics
- cvc – c = consonant (b/c/d/f), v = vowel (a/e/ee)
- Digraph - a sound made with two letters eg. sh ai oi

# How we teach Phonics at Kingsfleet

Children are grouped according to the Phase that they are working on.

Each group is adult led.

Phonics takes place four times a week for half an hour.

Activities are planned by the teachers according to the TEACH, PRACTICE, APPLY principle

Teachers rotate the groups they work with on a weekly basis so all children can be assessed.

# 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

More phonemes graphemes introduced, including alternative pronunciations. i.e the phoneme 'ow' can be said as cow or also as grow.

Continue to focus on blending/segmenting and tricky words

Split digraphs also taught (magic 'e') such as pie-pile or lie-like.

How many sounds?

cat

light

went

train

splash

clown

chat

scrunch

training