

## Guide to Phonics (Learning to read and write)

Children are taught that letters, or groups of letters, make particular sounds for example c and h together make the sound ch as in chip. These sounds (phonemes) are grouped into phases and taught in a particular order.

### Breakdown of Phases (sounds learnt in each stage)

Phase 2	Phase 3	Phase 4	Phase 5 *
s, a, t, p	j, v, w, x	The focus in phase 4 is reading and writing words which contain phase 3 phonemes and consonant clusters (2 or more consonant together)  e.g. str, tr, gl, fl etc  string, trash, glad	New graphemes
i, n, m, d	y, z, zz, qu		ay – day, ou – out, ie – tie, ea – eat, oy – boy, ir – girl, ue – blue, aw – saw,
g, o, c, k	ch, sh, th, ng		wh – when, ph – dolphin, ew – new, oe – toe, au – Paul,
ck, e, u, r	ai – rain, ee – see,		a-e - take , e-e - these ,
h, b, f, ff, l, ll, ss	igh - light, oa - goat  oo – book, food, ar - car, or- fork, ur – fur ow - cow, oi- coin, ear - beard, air - chair, ure - pure, er – her		i-e - time , o-e - home ,  u-e flute or cube

\*In addition to the new graphemes taught in Phase 5, children are also taught alternative pronunciation for phonemes - for example ch can also make a ck sound as in Christmas or sh sound as in chef. Isn't the English language wonderful!

Phoneme	A sound as it is <u>read</u> (for example c and h together are read ch, chip has 3 phonemes – ch/i/p,
Grapheme	A sound how it is <u>written</u> (for example ee/ea/ey all make the same sound/phoneme but are spelt differently)
Digraph -	A sound made up of <u>2 letters</u> (for example ch as in chip ar as in star)
Trigraph -	a sound made up of <u>3 letters</u> (for example igh as in light)
Split digraph	2 letters that make 1 sound but they are split and have a letter in between. All split digraphs have an e on the end but not all words with an e on the end are split digraph (Complicated

	isn't it!) the 5 split digraphs are: a-e as in take , e-e as in these , i-e as in time , o-e as in home , u-e as in flute or cube
Blending –	Bringing the sounds in a word together to read a word – ch/i/p/ becomes chip (sounding it out) Ask your child if there are any sounds/digraphs in the word first and then blend it together.  e.g if your child is struggling to read car ask them to look for any sounds they know – they should know that a and r together make an ar sound. Then blend the whole word to read. If your child doesn't know, just tell them. You can refer to the list in the above table to help.
Segmenting –	Splitting a word into sounds to spell chip becomes ch/i/p/
Tricky words/sight words	Words that cannot be 'sounded out' They just need to be learnt by sight – These words are on the word walls
High frequency words –	Common words that the child will come across frequently in their reading. These words are on the word walls

## Useful links/websites

<https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>

<http://www.letters-and-sounds.com>

<http://www.phonicsplay.co.uk>

<https://www.bbc.co.uk/bitesize>

[http://www.ictgames.com/phonemeFlop\\_v4.html](http://www.ictgames.com/phonemeFlop_v4.html)

<http://www.oxfordowl.co.uk/welcome/home/reading-owl/fun-ideas>

<https://www.bbc.co.uk/bitesize/topics/zyfkng8>