

Phonics Teaching and Learning



Letters and Sounds



Information for Parents/Carers

You will find more information regarding phonics on our [school's website](#).

Letters and Sounds Overview

Phonics teaching and learning is the first and fast approach to teaching children to read. Here at St. Francis, we follow a complete systematic synthetic phonics programme called 'Little Wandle Letters and Sounds Revised'.

'Synthetic phonics refers to an approach to the teaching of reading in which the phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together (synthesised). For example, children are taught to take a single-syllable word such as cat apart into its three letters, pronounce a phoneme for each letter in turn /k, æ, t/, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn, for example /d, o, g/, and write a grapheme for each phoneme in turn to produce the written word, dog.'

It is split into five phases with the different phases being covered through Early Years and Year 1.

This booklet will give you an idea of what is expected in each phase.

By the end of Year EYFS-Reception, we aim for all children to be very familiar with the sounds in phase 3 and becoming secure at phase 4. This means that Year 1 can focus on phase 5.

Some children will need to revisit these sounds in Year 1. This booklet will outline how we support children not making the progress desired.

By the end of Year 1, we aim for all children to use and apply all aspects of phase 5.

The trajectory of learning is outlined at the end of this booklet.



PHONICS

Letters and Sounds - Terminology & Definitions

Phoneme

The smallest unit of sound

Grapheme

The written representation of a phoneme

Oral blending

This is when the child 'pushes together' phonemes given by an adult

Oral segmenting

This when the child 'pulls a part' a spoken word by an adult

Blending

The process in which phonemes are 'pushed together' to make a word

Segmenting

The process in which phonemes are 'pulled a part' to identify the phonemes in a word

Phonological Awareness

Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognise words with the same initial sounds like 'money' and 'mother.'

Decodable words

These are words that children can use their phonic knowledge to decode

Tricky words

High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point. Not all high-frequency words are 'tricky words'. Many tricky words cease to be tricky in the later stages of the programme, as more GPCs are learned.

Alien words

These are nonsense words. They are words that can be decoded but test pure phonetic knowledge

Polysyllabic / Multisyllabic

These are words that have more than one syllable

Digraph

Two letters but only one sound. [Letter names must be used for digraphs]

Trigraph

Three letters but only one sound. [Letter names must be used for digraphs]

Alphabetic code

The relationship between the sounds that can be identified in speech (phonemes) and the letters used to represent them in writing (graphemes).

Alternative pronunciation

A different way of pronouncing a grapheme. For example, the letters 'ow' can represent the sounds /ow/ as in 'crown' and /oa/ as in 'snow'.

Letters and Sounds - Terminology & Definitions

Alternative spelling

A different way of spelling a phoneme. For example, the sound /w/ can be represented in writing by 'w' as in 'wave' and 'wh' as in 'what'.

Compound word

A word made by joining two individual words together, for example, 'houseboat' is 'house' + 'boat'.

Fluency

The ability to read accurately with speed and expression. Fluent readers read words automatically without needing to decode. It is at this point that we see them able to focus on comprehension and make sense of what is being read.

Formation phrase

A memorable phrase used to support the children in forming the letter correctly using directional vocabulary, such as 'down', 'up', 'across' and 'over'.



Under the snake's chin, slide down and round its tail.

Mnemonic

Any simple device used to assist memory. In this programme, it is a combination of an engaging picture with a letter and is used as a 'hook' to help children remember a particular GPC when they first learn it.

Sound button

A graphic device to help children recognise the separate phonemes in a printed word. Sound buttons can be used as a support in the early stages of learning. For each word, a dot is placed under any single-letter grapheme and a short horizontal line under the group of letters that form a digraph or trigraph, as shown below.

bird



Letters and Sounds - Terminology & Definitions

Split vowel digraph

A digraph that is split by another phoneme – e.g. cake / huge / make



Best fit

This is a strategy to help children when deciding on alternative spelling patterns for encoding

Decoding

This is the process of reading words

Encoding

This is the process of spelling words

Consonant

These are letters in the alphabet that are non-vowel sounds.

Vowel

These are – a, e, i, o, u.

CVC

'Consonant letter-Vowel letter-Consonant letter' word, for example, c-a-t

Adjacent consonants

Two or more consonants that come together in a word without any intervening vowel or vowels (for example, 'd-r' in 'drop', 's-t-r' in 'strap'). Adjacent consonants do not constitute a discrete unit of sound and are read by blending the individual consonant phonemes involved.

Vowel Digraphs

Digraphs that only contain vowels.

Grapheme / Phoneme Correspondence (GPC)

The ability to link a heard phoneme to the appropriate grapheme and vis versa.

Strategies for Decoding and Encoding

Point and sweep

A technique for reinforcing the process of sounding and blending involving the teacher pointing to each phoneme in a word, in sequence from left to right, and then sweeping a finger below the word, again from left to right, to indicate the blending. It can be used with the teacher and/or children vocalising each stage, or as a reinforcement to silent sounding and blending as children become more confident.

Overt blending aloud

Sound-talking aloud every phoneme in turn before blending them together to form the word.

Sound Talk

A technique for the early practice of blending. The teacher articulates each phoneme in a word separately, in order, and children respond by saying the whole word aloud. Alternatively, they can be asked to blend the word silently and show they have done so by responding with some action, for example, touching their head, after the teacher has pronounced the separate phonemes in the word 'head'. Such practice is valuable both before and during the early stages of learning to read.

Chunk it up

To break up a longer word and read it one part (chunk) at a time, to avoid being overwhelmed and to ease the process of blending.

Whisper blending

An intermediary stage that can help children bridge the gap between sounding and blending aloud and doing the process silently 'in their head'.

Speedy sounds

The rapid recall of previously taught GPCs.

Sound buttons to blend

A strategy to help children to blend for decoding.

Blend in you Head

This is a strategy used to ensure children build their fluency.

Foundations to Phonics

Foundations to Phonics is the start to your child becoming a confident and proficient reader! Foundation to Phonics teaching and learning throughout their time at St. Francis, however, this areas should take place during a child's time in nursery.

Auditory Discrimination

Can your child hear the difference between the words? Do they hear the words as the 'same or not the same'?

ship / shop (no / not the same) ship / ship (yes / same)

cat / cot (no / not the same) cat / cat (yes / same)

Initial Sounds

Ensuring children can identify the initial sound in a word is a great place to start.

tin - starts with the sound /t/

mop - starts with the sound /m/

Syllables

Can your child clap the beat of a word? How many syllables do these words have?

Francis? Sound? Book? Helicopter? Music?

What about your child's name - can they clap the syllables in their name?

Sound Isolation

Being able to listen to and isolate phonemes in a word is an excellent skill. Give opportunities for your child to find the phonemes at the beginning and end of words as well as phonemes in the middle.

What is the phoneme in the middle of the word 'bag'?

What is the phoneme at the beginning of the word 'sun'?

What is the phoneme at the end of the word 'mud'?

Sound Deletion

Playing with phonemes and being able to mess with them in words will allow your child to read and write with ease. Can you help your child delete phonemes to make different words? Try taking away the beginning phoneme and the last phoneme in the word.

If I had the word 'cat' and took away the /c/ phoneme - what would the new word be?

If I had the word 'tent' and took away the last sound (/t/) - what would the new word be?

Alliteration

Have fun with words! Teach your child some tongue twisters! Can they hear the phoneme that starts each word?

'Elapping flamingos fly fast'

'Jump like jolly jumping jelly'

Foundations to Phonics

Syllable Isolation

Being able to listen to and isolate syllables in a word is an excellent skill. Give opportunities for your child to listen to different syllables in a word. To help, you can emphasise the correct part of the word.

What is the syllable in the middle of the word 'computer'?

What is the syllable at the beginning of the word 'printer'?

What is the syllable at the end of the word 'table'?

Syllable Deletion

Can you delete a syllable from a word and say what is left? You don't have finish on a real word!

What is the word 'turnip' without the last syllable?

What is left when you take the last syllable from 'magnet'?

What is left from 'paper' when you take away the first syllable?

Rhyme - Identify

Can your child hear when two words rhyme? Words rhyme when they sound the same at the end.

Does 'ship' and 'chip' rhyme? Yes - they sound the same at the end. Sh-ip and ch-ip.

Does 'bat' and 'cat' rhyme? Yes - they sound the same at the end. B-at and c-at.

Rhyme - Continue a rhyming string

Can you help your child continue a list of words that rhyme? You might accept nonsense words too!

cat, bat, sat, _____, _____, _____, _____, _____

pot, cot, _____, _____, _____, _____

sound, pound, _____, _____, _____, _____

Can your child identify the sound at the end of each word that sounds the same?

Oral blending

Can you say some phonemes that your child can push together in the brain so they can hear and say a word?

For this, you don't write anything down. It is a listening task.

Can you push these phonemes together? c-a-t What word can you hear? c-a-t

Can you push these phonemes together? m-u-d What word can you hear? m-u-d

Oral segmenting

Can your child listen to a word and then tell you what phonemes there are in it? Again, for this task you don't write anything down. It is a listening task. Can your child pull the word a part?

What phonemes can you hear in 'mop' Hold the word and chop it up. 'm...o...p'

What phonemes can you hear in 'tin' Hold the word and chop it up. 't...i...n'

You could ask specifically - what phoneme can you hear at the beginning, at the end or in the middle?

Foundations to Phonics

The main message for Foundations to Phonics...have lots of fun! Experiment with sounds.

Music - listen to music. Sing songs together!

Music is such a fantastic tool to support early reading development. Children become aware of beats and patterns. They develop their listening and attention skills. They tune their ears to hear. The ability to discriminate and isolate phonemes will be strengthened if your child has a love of music!

Foundations to Phonics develops a lot of language concepts too! Check your child understands the different language you are using.

same	different	not the same	first	middle	final	
last	end	beginning	push	pull	what's left?	take away
delete	start	between	beat	word	how many?	

Phase 2

This is the phase in which children are introduced to the phoneme / grapheme correspondences. This means that each letter they see written down (grapheme), they will learn what the phoneme (sound) is.

At this phase, children do not use the letter names yet. Just letter sounds.

We must pronounce the phonemes correctly so do click on the links below to hear how each phoneme is pronounced correctly.

During Autumn 1 of Reception, your child will learn the following:

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Click the link to hear how each phoneme should be pronounced by visiting: [Little Wandle Parent Section](#)

During Autumn 2 of Reception, your child will learn the following:

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) 	we me be






















Click the link to hear how each phoneme should be pronounced by visiting: [Little Wandle Parent Section](#)

For each sound, we use a rhyme. This helps the children to remember their learning and it also helps with their letter formation.















As your child learns each phoneme, they will learn:

- How the grapheme looks
- What the phoneme sounds like
- To match the phoneme to the grapheme
- How to write the grapheme correctly


















Phase 2 - Autumn 1 Grapheme Information

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>snake</p>	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 <p>astronaut</p>	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 	 <p>tiger</p>	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 <p>penguin</p>	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 	 <p>iguana</p>	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
 	 <p>net</p>	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 	 <p>mouse</p>	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Phase 2 - Autumn 1 Grapheme Information

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound g g g	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and round, back and down and to the corner. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.

Phase 2 - Autumn 1 Grapheme Information

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>umbrella</p>	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick
 	 <p>rainbow</p>	Show me your teeth to make a rrrr sound rrrrr rrrrr	From the cloud to the ground, up the arch and over the rainbow.
 	 <p>helicopter</p>	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 	 <p>bear</p>	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
 	 <p>flamingo</p>	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound fffff fffff	Down the flamingo's neck, all the way to its foot, then across its wings.
 	 <p>lollipop</p>	Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press llll llll	All the way down the lollipop.

As your child builds up the about of phonemes and graphemes they know, they will start reading phase 2 words.

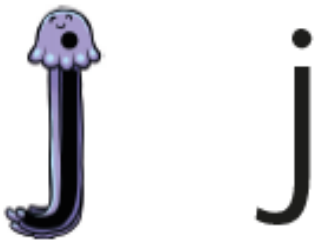
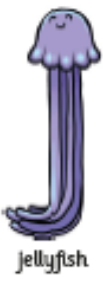










If they know /s/, /a/, /t/, /p/, /i/ & /n/...what words could they read?

sat in at tap tip nip sin pat













Can you spot anymore?

Children only learn how to read VC and CVC words at this phase.

Phase 2 - Autumn 2 Grapheme Information

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth	Down and round the yo-yo, then follow the string round.
	 zebra	Show me your teeth and buzz the z sound zzzzzz zzzzzz	Zip across, zag down and across the zebra.

Phase 2 - Autumn 2 Grapheme Information

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
 qu qu	 <p>queen</p>	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
 th th	 <p>thumb</p>	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth push the air out th th th	th Thumbs up, we're having fun.
 sh sh	 <p>shells</p>	Show me your teeth and push the air out shshshshsh shshshshsh	sh Share the shells.
 ch ch	 <p>cherries</p>	Pucker your lips and show your teeth. Use your tongue as you say ch ch ch	ch Chew the cherries, children.
 ng ng	 <p>ring</p>	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	Bling on a ring.
 nk nk	 <p>pink panda</p>	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	n I think I am pink.

Phase 2

Example Phase 2 Decodable Words - End of Reception Autumn 2

an it had his
 as of back not
 at off and got
 if on get up
 in can big mum
 is dad him

pat a dog dad and nan
 a cat in a hat a nap in a cot
 a sad man a kid in a cap
 a pin on a map a tin can
 pots and pans cats and dogs

a hug and a kiss a cat on a bed
 on top of the rock to the top of the hill
 a bag of nuts get off the bus
 to huff and puff no lid on the pan
 go to the log hut pack a pen in a bag
 a hot hob a doll in a cot
 sit back to back a cat and a big fat rat
 a duck and a hen

(+j)	(+v)	(+w)	(+x)
jam	van	will	mix
Jill	vat	win	fix
jet	vet	wag	box
jog	Vic	web	tax
Jack	Ravi	wig	six
Jen	Kevin	wax	taxi
jet-lag	visit	cobweb	vixen
jacket	velvet	wicked	exit

	sh	th	ng
op	ship	them	ring
in	shop	then	rang
ug	shed	that	hang
eck	shell	this	song
ch	fish	with	wing
ip	shock	moth	rung
ill	cash	thin	king
uch	bash	thick	long
rich	hush	path (north)	sing

That is a lot of reading by the end of the first term in Reception! We think you are going to be amazed!

rich	chicken	(+y)	(+z/zz)	(+qu)
		yap	zip	quiz
		yes	Zak	quit
			buzz	quick
			jazz	quack
			zigzag	liquid

I am in such a rush to get to the shops.

A man is rich if he has lots of cash.

Natasha sang a song to me.

The van will chug up the long hill.

Sasha had a quick chat with Kath and me.

A moth can be fat, but its wings are thin.

The ship hit the rocks with a thud.

Lots of shops sell chicken as well as fish and chips.

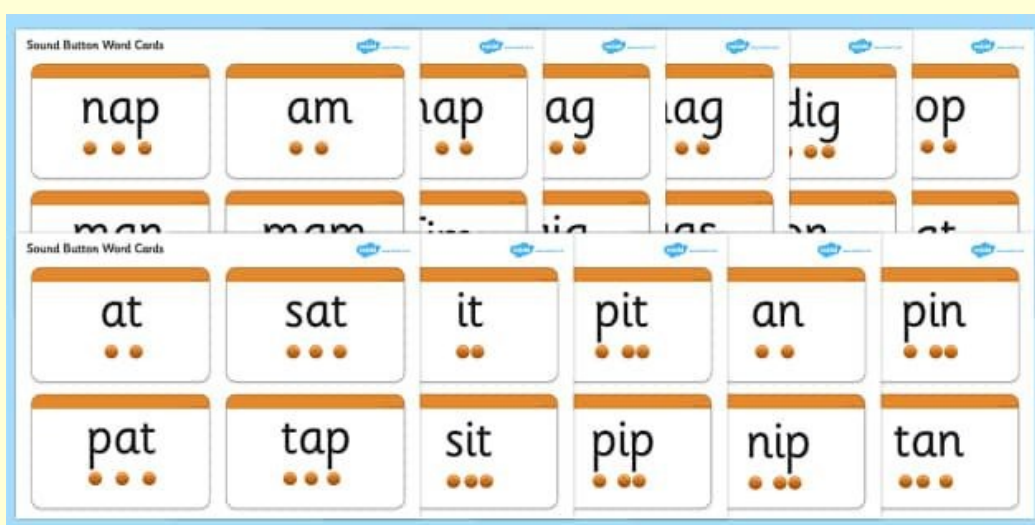
Josh had a shock as he got a bash on the chin.

Letters and Sounds - Phase 2

Terminology and actions to use with children - a reminder!

If you want your child to read a word that is written down, ask them to '**press the sound buttons**'. Your child should then use their pointy finger to press an imaginary button under each grapheme and say the corresponding phoneme. As they press the final sound button they then need to blend the phonemes together to make the word.

If they struggle, you could help by reminding them of the process, saying the phonemes for them or just saying the phonemes slightly quicker so your child can hear the word coming together easier. Remember...if you help your child, get them to do it with increasing independence straight away.



If you want your child to write a word down you have said or they want to write ask them to use their '**phoneme fingers**'. Your child should then say the target word and then tap a finger on their chin. Each finger should correspond to a phoneme. They may wish to write down each phoneme as they go.



Phase 3

This is the phase in which children are introduced to one way of reading and spelling a phoneme. This phase introduces:

Digraphs - two letters but only one sound

Trigraph - three letters but only one sound

Letter names

At this phase, when children are saying which letters are used to make up a digraph and/or trigraph, they must be encouraged to use the letter names not the letter sounds.

During Spring 1 of Reception, your child will learn the following:

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Click the link to hear how each phoneme should be pronounced by visiting: [Little Wandle Parent Section](#)


























During Spring 2 of Reception, your child will learn the following:





	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	















Phase 3

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Phase 3

ai	ee	igh	oa	oo	
wait	see	high	coat	too	look
Gail	feel	sigh	load	zoo	foot
hail	weep	light	goat	boot	cook
pain	feet	might	loaf	hoof	good

aim	jeep
sail	seem
main	meet
tail	week
rain	deep
bait	keep

Words with a combination of two Phase Three graphemes

cheep	sheet	thing	thorn	teeth
tooth	harsh	short	church	singer
chair	waiter	arch	chain	faith
sharp	poach	shoal	shook	shark
torch	orchard	north	farmer	shorter
looking	powder	lightning	porch	thicker

Captions

tools in the shed
ships in port
boats on the river
fish and chips on a dish
a goat and a cow

My Rainbow Alphabet Arc



Mark and Carl got wet in the rain.
Jill has fair hair but Jack has dark hair.
I can hear an owl hoot at night.
Bow down to the king and queen.
I can see a pair of boots on the mat.

Words with a combination of two Phase Three graphemes

cheep	sheet	thing	thorn	teeth	coach
tooth	harsh	short	church	singer	shear
chair	waiter	arch	chain	faith	sheep
sharp	poach	shoal	shook	shark	march
torch	orchard	north	farmer	shorter	longer
looking	powder	lightning	porch	thicker	booth

Phase 4

At phase 4, your child will not learn any new phoneme or graphemes but they will start to read words with adjacent consonants. This means two consonants together either at the beginning of the a word, the end of a word or both. We call them 'sneaky sounds' as they are trying to hide from the children! This will test their listening skills!

Examples:

black (ccvc word)

felt (cvcc word)

strong (ccvc word)

blank (ccvcc word)

During Summer 1 of Reception, your child will learn the following:

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

During Summer 2 of Reception, your child will learn the following:

	Phase 4 graphemes	No new tricky words																								
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling																								
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC																									
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words																									
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	<table border="1"> <tr> <td>went</td> <td>best</td> <td>fond</td> <td>champ</td> <td>shift</td> <td>children</td> <td>shampoo</td> </tr> <tr> <td>it's</td> <td>tilt</td> <td>gust</td> <td>chest</td> <td>shelf</td> <td>helpdesk</td> <td>Chester</td> </tr> </table>	went	best	fond	champ	shift	children	shampoo	it's	tilt	gust	chest	shelf	helpdesk	Chester										
went	best	fond	champ	shift	children	shampoo																				
it's	tilt	gust	chest	shelf	helpdesk	Chester																				
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	<table border="1"> <tr> <td>speck</td> <td>swim</td> <td>spoil</td> <td>brown</td> <td>smart</td> <td>treetop</td> </tr> <tr> <td>trip</td> <td>clap</td> <td>train</td> <td>stair</td> <td>groan</td> <td>starlight</td> </tr> <tr> <td>crisp</td> <td>tramp</td> <td>graft*</td> <td>drench</td> <td>twisting</td> <td></td> </tr> <tr> <td>trend</td> <td>grunt</td> <td>grant*</td> <td>trench</td> <td>printer</td> <td></td> </tr> </table>	speck	swim	spoil	brown	smart	treetop	trip	clap	train	stair	groan	starlight	crisp	tramp	graft*	drench	twisting		trend	grunt	grant*	trench	printer	
speck	swim	spoil	brown	smart	treetop																					
trip	clap	train	stair	groan	starlight																					
crisp	tramp	graft*	drench	twisting																						
trend	grunt	grant*	trench	printer																						

Sentences

Fred and Brett spent a week in Spain.

I must not tramp on the flowers.

I kept bumping into things in the dark.

A crab crept into a crack in the rock.

Milk is good for children's teeth.

A drip from the tap drops in the sink.

The clown did tricks with a chimpanzee.

I can hear twigs snapping in the wind.

The frog jumps in the pond and swims off.

It is fun to camp in a tent.

Phase 5

Phase 5 is where children learn more new ways! The English language is hard! Your child will learn the alternative ways to pronouncing and spelling patterns to those they learned in Phase 3.

There are 140 letter combinations. Be honest with your child...let them know it is difficult!

During Autumn 1 of Year 1, your child will learn the following:

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

During Autumn 2 of Year 1, your child will learn the following:

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute	could would should our
Week 4	/eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /eel/ e ie e-e ea /ool/ /yool/ ew u-e u ue	

Phase 5

During Spring 1 of Year 1, your child will learn the following:

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

During Spring 2 of Year 1, your child will learn the following:

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

Phase 5

During Summer 1 of Year 1, your child will learn the following:

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

During Summer 2 of Year 1, your child will learn the following:































	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Click the link to hear how each phoneme should be pronounced by visiting: [Little Wandle Parent Section](#)

Phase 5

Grow the code grapheme mat







Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Phase 5

Grow the code grapheme mat

Phase 2, 3 and 5

 <p>ai ay a a-e eigh aigh ey ea</p>	 <p>ee ea e e-e y ey</p>	 <p>igh ie i i-e y</p>	 <p>oa o o-e ou oe ow</p>	 <p>oo ue u-e ew ou ui</p>	<p>yoo</p> <p>ue u u-e ew</p>	 <p>oo u* oul</p>	 <p>ar a* al*</p>
 <p>or aw au aur oor al a oar ore</p>	 <p>ur er ir or</p>	 <p>ow ou</p>	 <p>oi oy</p>	 <p>ear ere eer</p>	 <p>air are ere ear</p>	<p>zh</p> <p>su si</p>	

*depending on regional accent

Phase 5

How many different ways or spelling /igh/ can you find?

KITE FESTIVAL

Have you ever tried flying a kite?

It's time to give it a try.

Watch them soar high in the sky.




Delight in the bright colours and wild variety of shapes and sizes.



Look out for kites in the shape of mice, tigers and lizards.

Exciting prizes for high, fast, big and tiny kites.

Fine food and drinks to try include:

-  Mini lime pies
-  Slices of cake
-  Spiced cookies

Phase 5

Alien Words

Alien words are words that have no meaning and purely test whether a child can use their phonic knowledge (and nothing else!) to read the word. There are 20 alien words contained within the Year 1 Phonics Screening Check that takes place at the beginning of June in Year 1.



Visit the parent section to see how we teach Alien Words: [Little Wandle Parent Section](#)

Phase 5

Year 1 Common Exception Words - National Curriculum 2014:

the	his	go	ask
a	has	so	friend
do	I	by	school
to	you	my	put
today	your	here	push
of	they	there	pull
said	be	where	full
says	he	love	house
are	me	come	our
were	she	some	
was	we	one	
is	no	once	

Year 1 Writing - National Curriculum 2014:

Expected	Write from memory, simple dictated sentences containing the GPCs and words taught so far.	Most writing can be read without mediation.	Compose sentences orally before writing; talk about where the sentence begins and ends.	Write sentences, which can be clearly understood.
	Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.	Most lower case letters are correctly formed (starting and finishing in the right place) and orientated; there may be some inconsistency in size.		
	Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.	Most capital letters (and digits 0-9) are correctly formed and mainly the appropriate size.	Attempt to write appropriately to the task; produce a sufficient amount of writing.	Often use 'and' to join words and clauses.
	Spell most common exception words in the YR 1 spelling appendix.		Sequence simple sentences to form short narratives based on real or fictional experiences.	Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use a question mark or exclamation mark in the right place.
	Recognise and spell a set of simple compound words.	Some spaces are left between words, although inconsistent.	Re-read writing to check it makes sense.	Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
	Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.	Most letters sit on the line correctly.	Discuss own writing with others; make simple changes where suggested.	Sometimes include adjectives for description.
	Confidently name the letters of the alphabet in order.			Begin to use some verb forms correctly including features of Standard English e.g. I did, we were.

And on to Year 2...

As children move into Year 2, they will recap their phonics learning from Reception and Year 1 but then move on with their learning. We use a scheme for spelling, which is based on the National Curriculum spelling focus.

Year 2 Reading - Expected Level:

EXP	<ul style="list-style-type: none"> <input type="checkbox"/> Apply phonic knowledge and skills consistently to decode quickly and accurately. <input type="checkbox"/> Decode alternative sounds for graphemes. <input type="checkbox"/> Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. <input type="checkbox"/> Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money. <input type="checkbox"/> Read most words without overtly segmenting and blending, once they are familiar. <input type="checkbox"/> Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.
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Year 2 - Writing Level:

Expected	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.	Writing is clear and legible.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Use each of the different sentence types which are grammatically accurate: statements, questions, exclamations and commands.
	Accurately spell some words with suffixes e.g. -ment, -ness, -ful, -less, -ly.	Lower case letters are correctly formed, and of the correct size relative to one another.	Write simple, coherent narratives about personal experiences and those of others (real or fictional).	Co-ordinate sentences using and, or, but.
	Spell all common exception words from Y1 spelling appendix.	Capital letters (and digits) are correctly formed, and of the correct size, orientation and relationship to one another.	<i>Coherent = clear, sequenced, supported by: different sentence types, appropriate tense, conjunctions, detail.</i>	Use some subordination e.g. when, if, because, that, to join clauses.
	Spell many common exception words from Y2 spelling appendix.			Demarcate most sentences with capital letters and full stops.
	Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.		Write about real events, recording these simply and clearly.	Use question marks correctly when required.
	Spell some words with contracted forms accurately e.g. it's, can't, didn't.	Capital letters are sized correctly in relationship to lower case letters.	Write for a sustained period; in general, be able to produce writing of an appropriate length for the task.	Use some expanded noun phrases to describe and specify.
	Independently utilise spelling support e.g. word mats, spelling logs, dictionaries, when checking and correcting spellings during and after composition.	Use spacing between words that reflects the size of the letters.	Re-read and check own writing. Proof read for errors.	Use the past and present tense mostly correctly and consistently. Proof read for errors and correct grammatical and punctuation errors independently.

And on to Year 2...

Year 2 Common Exception Words - National Curriculum 2014:

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Trajectory of Phonics Learning

Decoding skills: The ability to blend phonemes to read words

Encoding skills: The ability to use known graphemes to spell words

Reception:

Children working at phase 4 at the end of Reception will be considered to be meeting the expected standard in phonics.

Children working at phase 3 at the end of Reception are considered to be working towards the expected standard in phonics. These children require additional support.

Children working below phase 3 at the end of Reception are considered to be working below the expected standard in phonics. These children require additional support.

Year 1:

Children working securely at phase 5 at the end of Year 1 will be considered to be meeting the expected standard in phonics.

Children working at phase 4 at the end of Year 1 are considered to be working towards the expected standard in phonics. These children require additional support.

Children working below phase 4 at the end of Year 1 are considered to be working below the expected standard in phonics. These children require additional support.

Thank you for reading!

We hope you have found this information useful and will help you to support your child with their phonics.

If there is anything you would like extra help with regarding phonics, please do not hesitate to contact your child's class teacher.

You will find more information regarding phonics on our [school's website](#).

If you think further information contained within this brochure would be helpful, please do let us know!

