



Totley All Saints
Growing & learning together!

Phonics

**A Guide for Parents of
Children
at TASS**



Phonics



At Totley All Saints, we use the Letters & Sounds Phonics system which is a fun & interactive way to support children in their Reading & Writing. We also use a programme called *Jolly Phonics* where each sound is represented by an action & which helps children to remember easily.

Letters and Sounds

The Basics:

The alphabet contains 26 letters & spoken English uses around 44 sounds (phonemes). These phonemes are represented using letters (graphemes) & can be singular (e.g. **s** or **h**) or in a group (e.g. **th** or **ear**). Once children begin to learn sounds, they can be used quickly to read & spell words. Whilst these terms seem quite difficult, children are taught to use this terminology early on so that it doesn't cause any difficulty.

Phonics Phases:

At Totley All Saints, there are six phases of Letters & Sounds taught from FS2 to Y2. Broadly speaking, Phase 1 would be taught at Nursery, Phases 2, 3 & 4 in FS2 & consolidated in Y1, Phase 5 in Y1 & Phase 6 in Y2.



Let's Get Technical:

Phoneme	Grapheme	Diagraph
A phoneme is the smallest unit of sound & equates with a letter or letters, e.g. <i>rain</i> has <u>three</u> phonemes: r - ai - n	A grapheme is a letter or number of letters that spell a sound (phoneme) in a word, e.g. all of the following make the same sound, but are spelt differently: ee ea ey	This is when two or more letters come together to make a phoneme (sound), e.g. oa makes the sound in <u>boat</u>
Blending		Segmenting
Blending is where sounds are brought together to make a word or syllable, e.g. c - a - t becomes cat . To learn to read fluently, children need to be able to blend smoothly. This is of course more difficult when words are longer, so learning how to blend accurately at an early age is very important.		Segmenting is the skill used when spelling by 'chopping words up' by thinking, saying it, repeating it & then writing. For example: <i>dog</i> is d - o - g & <i>coat</i> is c - oa - t.
Tricky Words	High Frequency Words	CVC Words
Tricky words are those that cannot be sounded out, but need to be learned by heart because they don't fit into the usual spelling patterns. Examples: <i>the, was, when, said, house.</i>	High frequency words are common words that recur again & again in much of the written material that children read & write. For example: <i>the, and, to, he, she, it.</i>	CVC words denote those that are spelt with a <i>consonant - vowel - consonant</i> . For example: <i>map, cat, bag</i> . Children will also move onto CCVC words such as: <i>clip & stop.</i>



Letters & Sounds Phase 2



Taught in FS2 & Consolidated in Y1. In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1:	s, a, t, p at, a, sat, pat, tap, sap, as
Set 2:	i it, is, sit, sat, pit, tip, pip, sip n an, in, nip, pan, pin, tin, tan, nap m am, man, mam, mat, map, Pam, Tim, Sam d dad, and, sad, dim, dip, din, did, Sid
Set 3:	g tag, gag, gig, gap, nag, sag, gas, pig, dig o got, on, not, pot, top, dog, pop, God, Mog c can, cot, cop, cap, cat, cod k kid, kit, Kim, Ken
Set 4:	ck kick, sock, sack, dock, pick, sick, pack, ticket, pocket e get, pet, ten, net, pen, peg, met, men, neck u up, mum, run, mug, cup, sun, tuck, mud, sunset r rim, rip, ram, rat, rag, rug, rot, rocket, carrot
Set 5:	h had, him, his, hot, hut, hop, hum, hit, hat, has, hack, hug b but, big, back, bet, bad, bag, bed, bud, beg, bug, bun, bus, Ben, bat, bit, bucket, beckon, rabbit f, ff of, if, off, fit, fin, fun, fig, fog, puff, huff, cuff, fan, fat l, ll lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bill, Nell, dull, laptop ss ass, less, hiss, mass, mess, boss, fuss, hiss, pass, kiss, Tess, fusspot

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds **s-a-t** to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Resources to support learning for Phase 2 can be found at www.letters-and-sounds.com.

Letters & Sounds Phase 3



Taught in FS2 & Consolidated in Y1. By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2. Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set 6:	j, v, w, x
Set 7:	y, z, zz, qu
Consonant digraphs:	ch, sh, th, ng
Vowel digraphs:	ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Tricky words: During Phase 3, the following tricky words (which can't yet be decoded) are introduced:

he	she	we	me
be	was	you	they
all	are	my	her

Resources to support learning for Phase 3 can be found at www.letters-and-sounds.com.



Letters & Sounds Phase 4

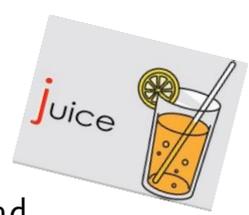
Taught in FS2 & Consolidated in Y1. When children start Phase Four, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words. In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Tricky words: During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

said	have	like	so	do	some	come
were	there	little	one	when	out	what

Resources to support learning for Phase 4 can be found at www.letters-and-sounds.com.

Letters & Sounds Phase 5



Taught in Y1. Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as **trap**, **string** and **flask**. They will also be able to read and spell some polysyllabic words. In Phase Five, children will learn more graphemes and phonemes. For example, they already know **ai** as in **rain**, but now they will be introduced to **ay** as in **day** and **a-e** as in **make**. Alternative pronunciations for graphemes will also be introduced, e.g. **ea** in **tea**, **head** and **break**. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

Tricky words: During Phase 5, the following tricky words (which can't yet be decoded) are introduced:

oh	their	people
Mr	Mrs	looked
called	asked	could

Resources to support learning for Phase 5 can be found at www.letters-and-sounds.com.

Letters & Sounds Phase 6

At the start of Phase Six of Letters and Sounds, children will have already learnt the most frequently occurring grapheme–phoneme correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

Resources to support learning for Phase 6 can be found at www.letters-and-sounds.com.





Ideas to Make Phonics Fun

A great way to engage children at home with Phonics is to play games. Some ideas to try could be: matching pairs, playing phoneme snap, sorting words or letters, writing in sand & paint, making phoneme pebbles, using magnetic letters, communicating through pets & puppets, playing 'I-Spy', spotting sounds in real life...

If you have access to a tablet or PC, then there are lots of games & activities to access. Why not try the following:

www.letters-and-sounds.com

www.phonicsplay.co.uk

www.bbc.co.uk/schools/phonemeFlop_v4.html

www.oxfordowl.co.uk/welcome/home/reading-owl/fun-ideas



If you have any comments or queries about the information contained in this booklet, please let us know.

Working together in the education of your child,

**Karole Sargent
Headteacher**



**Totley All Saints CofE Primary School
Hillfoot Road,
Totley,
Sheffield,
S17 4AP
Tel: 0114 236 1934**