



Class One Parent Phonics Pack



Phonics Key Words

- Phoneme - the spoken sound used to represent a letter or group of letters.
- Grapheme - a way of writing down a phoneme made of one or two letters e.g. "c" or "sh".
- Digraph - a grapheme containing two letters that make just one sound (phoneme) e.g. "ai".
- Trigraph - a grapheme containing three letters that make just one sound (phoneme) e.g. "igh".
- Segmenting - breaking a word down into individual phonemes.
- Blending - synthesising the phonemes together to form a word.
- Sound button - The lines and dots underneath graphemes, digraphs and trigraphs to support children in following words with their finger to read.
- CVC and CVCC words - consonant-vowel-consonant words e.g. "cat" and consonant-vowel-consonant-consonant words e.g. "pink".
- Tricky words - words that cannot be decoded by sounding out e.g. "was".
- High frequency words - words that are used often in both reading and writing and children are taught to recognise and spell automatically.
- Letters and Sounds - six phase teaching programme used to structure phonics.
- Jolly phonics - used to support the children's learning by relating an action to a phoneme.
- Sound buttons - marks placed under words to support children in sounding

out e.g. **ring**

- GPC - grapheme-phoneme correspondence. Being able to match a phoneme to a grapheme and vice versa.

Letters and Sounds

Phase 1

Phase 1 consists of listening skills and activities involving differentiating sounds including instrumental sounds, volume and pitch etc. These skills are then practiced and applied throughout all following phases.

Phase 2

Set 1 - s a t p

Set 2 - i n m d

Set 3 - g o c k

Set 4 - ck e u r

Set 5 - h b f ff l ll s ss

High-frequency and tricky words - is, it, at, in, and, to, the, go, so, no, I, the

Phase 3

Phase 3 continues in the same way as Phase 2 and introduces more new GPCs. By the end of Phase 3 the children will know one way of writing down each of the 44 phonemes. Children will also be taught letter names.

Set 6 - j v w x

Set 7 - y z zz qu

Consonant digraphs - ch sh th ng

Vowel digraphs (and trigraphs) ai ee igh oa oo ar or ur ow oi ear air ure er

High-frequency and tricky words - she, he, we, me, be, you, they, was, all, her, are, was.

Phase 4

This phase is to help children to blend and segment words with adjacent consonants e.g. truck, help. These adjacent consonant phonemes can both be heard when you say the word which makes them different from a digraph where there are two letters that make just one sound.

High-frequency and tricky words - said, so, have, like, some, come, were, there, little, one, do, when, out, what, my.

Phase 5a (Weeks 1-4)

These 4 weeks introduce some new GPCs in the same way as in previous phases. Five of these GPCs are known as split digraphs. They are a_e, e_e, i_e, o_e, u_e.

These used to be taught as magic e but now it is recommended that children learn to recognise these in the same way as other graphemes but simply explaining that in these particular graphemes the two letters work as a team but they aren't directly next to each other.

Phase 5b (Weeks 4-7)

These 3 weeks introduce the idea that some graphemes can be pronounced in more than one way. E.g. the ch grapheme can be pronounced in each of these ways check, chef and school.

Phase 5c

This part of Phase 5 is all about learning that some phonemes have more than one spelling.

Phase 6 - Subject Knowledge

Phase 6 reinforces much of the learning from Phase 5, helps children to develop greater automaticity in reading, and begins to explore spelling rules and conventions e.g. adding -ing and -ed.

Sequence of teaching in a discrete phonics session

