

Letters and Sounds



Parents Guide

Overview

'Letters & Sounds' is the government programme for teaching phonics and high frequency words. At Raglan we have adapted this to meet the requirements of the new Primary National Curriculum.

It is split into 6 phases with the different phases being covered in different years in Foundation Stage and Key Stage 1.

- Phase 1– Nursery / Reception
- Phase 2– Reception
- Phase 3– Reception
- Phase 4– Reception / Year 1
- Phase 5– Year 1 / Start of year 2
- Phase 6– Year 2

Useful Websites

- [Search 'YouTube: Jolly Phonics Letter Sounds'](#)

This video clip shows the accurate pronunciation of the phonemes

- www.phonicsplay.co.uk/freeIndex

Lots of free games for each phase, especially good for reading non-words. You can also subscribe to access more games.

- www.letters-and-sounds.com

Includes further information on each phase as well as printable resources and links to online games.

- www.ictgames.com/literacy

Wide range of games for sounds, words and rhyming.

- www.topmarks.co.uk

Phase 1

Phase 1 focuses on the basic skills needed for reading and writing and includes singing lots of nursery rhymes, playing listening games and using musical instruments.

Things to try at home:-

- Play games like 'I spy' with beginning letter sounds
- Sing songs and rhymes together
- Make a 'junk band' with pots & pans
- Share lots of books together
- Breaking down simple words when giving instructions or asking questions, such as 'Can you find your h-a-t hat?' 'Eat your f-oo-d food.'

Children learn to use a range of phonics terminology, these are explained at the end of this booklet.

Phase 2

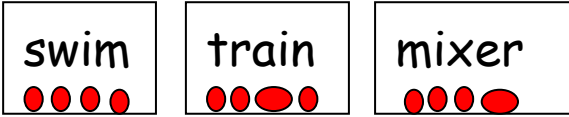
By the end of phase 2, the children should know 19 grapheme phoneme correspondences (GPCs)...

s a t p i n m d
 g o c k ck e u r
 h b f ff l ll ss


and be able to read 5 tricky words...

the to l no go

They should be able to **orally blend** cvc words e.g. when you sound out c-a-t, they can tell you the word is cat, and also **orally segment** cvc words e.g. when you say mum, they can pick out the sounds m-u-m.

sound buttons	These are used to support blend a 'button' is drawn under each grapheme phoneme correspondence, each phoneme is then sounded out and blended together. For example 
split digraph	A digraph in which the two letters work as a pair to represent one sound but are split, for example a-e in make or i-e in site.
syllables	The 'beats' in a word. Words with one syllable are monosyllabic. Those with two or more are polysyllabic.
VC, CVC, CCVC, CVCC	Abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant and consonant-vowel-consonant-consonant. Used to describe the order of letters in words.
word discrimination	The ability to identify words in a stream of speech.
trigraph	Three letters which make one phoneme (sound). E.g. igh dge

Phonics terminology continued ...

oral blending	Hearing a series of spoken sounds and merging them together to make a spoken word – no text is used . For example, when a teacher calls out 'm-a-t', the children say 'mat'. This skill is usually taught before blending printed words
phonemes	The phonological units of speech. A <i>phoneme</i> is the smallest unit of sound in a word. There are 26 letters in alphabet .But most varieties of spoken English use about 44 phonemes.
phoneme frame	 <p>This is used to support segmenting and spelling words. For example this phoneme frame with 3 boxes would be used for boat as it has 3 phonemes so the one phoneme is entered in each box (b-oa-t).</p>
phonemic awareness	The insight that every spoken word can be conceived as a sequence of phonemes.
phonics	Instructional practices that emphasise how spellings are related to speech sounds in systematic ways.
phonological awareness	The awareness of sounds within words, as demonstrated in the ability to generate rhymes and rhythms. Usually the basis of phonemic awareness.
segment (verb)	To split a word into its individual phonemes in order to spell it, for example the word 'boat' has three phonemes b-oa-t

Phase 3

Phase 3 builds on Phase 2 and the children learn 25 more grapheme phoneme correspondences (GPCS), including some where the same letters can make different sounds e.g. oo– book, loop...

j v w x y z zz qu ch
 sh th ng ai ee igh oa oo oo
 ar or ur ow oi ear air ure

and 12 more tricky words to read...

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

They should also now be able to spell the 5 tricky words from phase 2.

The children are also taught letter names, corresponding upper and lower case letters names, and vowels and consonants.

Phase 4

During Phase 4, no new GPCs are taught. Now they learn to read and spell words with 4 or more sounds.

Also 14 more tricky reading words are taught:

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

The children should now be able to write the Phase 3 tricky words.

Children learn 'the snowball technique' to read longer words, blending together two sounds then adding the third then forth.

Phonics Terminology

The following are words used in phonics lessons.

blend (verb)	To put individual phonemes (sounds) together to read a word e.g. sh-i-p blended together makes 'ship'.
common exemption words	These are high frequency words that are the 'tricky words'. They are words which may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way, for example 'because'.
digraph	Two letters, which together make one sound. A consonant digraph contains two consonants: sh ck th ll A vowel digraph contains at least one vowel: ai ee ar oy
grapheme	A letter or a group of letters representing one phoneme (sound), for example: sh, ch, igh,
grapheme-phoneme correspondence (GPC)	The relationship between the smallest units of sound in speech (phonemes) and the letters which represent those speech sounds (graphemes).
high frequency words (HFW)	These are the words which appear most frequently in written material, for example 'and', 'the', 'as', 'it'. They are now also called 'common words'

Next 200 Common Words cont.

miss	most	cold	park
lived	birds	duck	horse
rabbit	white	coming	he's
river	liked	giant	looks
use	along	plants	dragon
pulled	we're	fly	grow

All of these words and sounds form the basis of reading and writing. If they are known before the children go into key stage 2 then they will greatly benefit.

Phase 5

In Phase 5 the children learn alternative ways of pronouncing and spelling the phonemes and graphemes they already know such as:

ay ou oy ea ir ph au aw oe

They are also taught the split digraphs:

a_e e_e i_e o_e u_e

Some examples of split digraphs are came, Pete, slide, bone, flute, cube.

They should be able to read words such as crayon, mountain, thirsty and dolphin using their phonic knowledge. In addition to this at Raglan they learn past tense and other suffixes where the root word does not change.

They should also be able to read and write the 'first 100 high frequency words' (shown on next page) ...

First 100 High Frequency Words

the	and	a	to
said	in	he	I
of	it	was	you
they	on	she	is
for	at	his	but
that	with	all	we
can	are	up	had
my	her	what	there
out	this	have	went
be	like	some	so
not	then	were	go
little	as	no	mum
one	them	do	me

because	even	am	before
gran	clothes	tell	key
fun	place	mother	sat
boat	window	sleep	feet
morning	queen	each	book
its	green	different	let
girl	which	inside	run
any	under	hat	snow
air	trees	bad	tea
top	eyes	fell	friends
box	dark	grandad	there's
looking	end	than	best
better	hot	sun	across
gone	hard	floppy	really
wind	wish	eggs	once
please	thing	stopped	ever

Next 200 Common Words cont...

red	door	right	sea
these	began	boy	animals
never	next	first	work
lots	need	that's	baby
fish	gave	mouse	something
bed	may	still	found
live	say	soon	night
narrator	small	car	couldn't
three	head	king	town
I've	around	every	garden
fast	only	many	laughed
let's	much	suddenly	told
another	great	why	cried
keep	room	last	jumped

down	dad	big	when
it's	see	looked	very
look	don't	come	will
into	back	from	children
him	Mr	get	just
now	came	oh	about
got	their	people	your
put	could	house	old
too	by	day	made
time	I'm	if	help
Mrs	called	here	off
asked	saw	make	an

By the end of Year 1, the children should be confidently reading all of these words, as well as the days of the week and writing them accurately too.

Phase 6

Next 200 Common Words

In Phase 6, the focus is on learning spelling rules and patterns, including suffixes, contractions, homophones, near homophones and polysyllabic words.

The children are also expected to be able to read and write the 'next 200 common words'.

water	away	good	want
over	how	did	man
going	where	would	or
took	school	think	home
who	didn't	ran	know
bear	can't	again	cat
long	things	new	after
wanted	eat	everyone	our
two	has	yes	play
take	thought	dog	well
find	more	I'll	round
tree	magic	shouted	us
other	food	fox	through
way	been	stop	must