

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

the	and	a	to	down	dad
said	in	he	I	it's	see
of	it	was	you	look	don't
they	on	she	is	into	back
for	at	his	but	him	Mr
that	with	all	we	now	came
can	are	up	had	got	their
my	her	what	there	put	could
out	this	have	went	too	by
be	like	some	so	time	I'm
not	then	were	go	Mrs	called
little	as	no	mum	asked	saw
one	them	do	me	big	looked
when	very	will	come	from	get
children	oh	people	house	day	if
help	off	an	here	make	

### Glossary

**Phoneme**- a unit of sound

**Grapheme**-letter(s) that are written to represent a sound in a word

**Digraph**-two letters that represent one sound

**Trigraph**: -three letters that represent one sound

**Tricky words**: words which cannot be blended/segmented easily.

**Blend**: joining together sounds to read a word

**Segment**: separate a word into sounds

**Polysyllabic**: words with more than one syllable

### Things to try at home:

Play games like 'I spy'

Sing songs and rhymes together

Share lots of books together

Learn to read and write given tricky words that are sent home from school

Read school books 3 times to develop

decoding and fluency

Play Phonics games/songs/videos online

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

<https://www.youtube.com/user/breakthruChris>

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

## Phonics



*Mears Ashby C of E  
Primary School*

Information  
for  
Parents

**UNDERSTANDING YOUR  
CHILDREN'S LEARNING**

# PHONICS

'Letters & Sounds' is the government programme for teaching phonics and high frequency words.

It is split into 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
- Grammar-Year 2-Year 6

## Phase 1

Phase 1 is about children being able to hear, recognise and name environmental sounds around them as a building block of the skill of hearing and identifying the sounds that make up language.

It includes singing lots of nursery rhymes, playing listening games and using musical instruments.

## Phase 2

By the end of phase 2, the children should know 24 **phonemes**...

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

They should now be able to spell the 5 **tricky words** from phase 2 and they will now learn the following tricky words...

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

## Phase 3

Phase 3 builds on Phase 2 and the children learn 27 more **phonemes** (including **digraphs** eg. ai/ee/oo and

They should now be able to spell the 5 **tricky words** from phase 2 and they will now learn the following tricky words...

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	er

## Phase 4

In Phase 4, no new **phonemes** are taught. Instead, initial & final **blends** are taught e.g. bl, dr, sc, ft, ct as well as developing reading of **polysyllabic** words.

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

14 more tricky words are added too

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

## Phase 5

Phase 5 is divided into three aspects: more **graphemes**, alternative pronunciations then spelling- adding ing, ed, ful, est, er

In Phase 5, the children learn 5 new **phonemes** (Split digraphs) all using the 'magic e' rule. Eg. Pete/gate/hole.

Then Phase 5 focuses on **digraphs** where by the **phonemes** are the same as those in Phase 3

a_e	e_e	i_e	o_e	u_e
-----	-----	-----	-----	-----

but the **grapheme** is different ('same sound but different spelling') eg. ai vs ay/ ee vs ea

ay	oy	ea	ie	ou	ew	aw	ou
ir	au	ue	oe	wh	ph	ey	

As well as alternative pronunciation/spelling eg.

i=l-i-d and k-i-n-d

O=p-o-t and c-o-l-d

Tricky words taught in Phase 5 are...

looked	Mr	oh	people	their
could	called	Mrs	asked	