

Letters and Sounds – Guidance for the 6 Phases

Dear Parents/Carers

Below is guidance on the different phases in Letters and Sounds. This is a new framework which we have introduced this year and it provides information of the expected phase your child should be on. Children in Reception should be secure in Phase 3 and beginning to work with phase 4. Due to the late introduction of this scheme all children in Year R have only just been introduced to phase 4.

Phase 1 – Reception

By the end of the phase the children should:

- Experience of listening activities – song, stories and rhymes
- Distinguish between speech sounds and may be able to segment and blend orally.
- Recognise spoken words that rhyme – can provide a string of rhyming words.

Phase 2 - Reception (Autumn Term)

Sounds are introduced one at a time. A set of letters is taught each week.

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, ss**

By the end of the phase children should:

- Give the sound when shown any phase 2 letter (must secure **s a t p i n** first)
- Find a letter when given the sound.
- Orally blend and segment CVC words i.e. s-a-t sat
- Blend and segment in order to read and spell VC words i.e. **if am on up** and 'silly words' i.e. **ip ug ock**

Read 5 tricky words – **the to I no go**

Phase 3 – Reception (Spring Term)

Children move onto this stage when they can segment and blend words containing the 19 letters in phase 2. 25 new graphemes are taught one at a time, over 12 weeks.

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**

By the end of the phase the children should:

- Know letters by name (through an alphabet song)
- Segment and (phonetically) spell CVC words using phase 2 and 3 graphemes.
- Write each letter correctly.

Read tricky words – **he she we me be was my you her they are all**

Spell tricky words – **the to I no go**

Phase 4 –Reception (Summer Term) Year 1 (Autumn Term)

Children move to this phase when they will know a grapheme for each of the 42 phonemes and can segment and blend CVC words to spell them.

No new graphemes are introduced, focus is on reading and spelling words with adjacent consonants.

Beginning of a word;

bl cl fl gl pl sl gr cr fr pr tr br dr sk sc sm sn sp tw dw sw st sh ch th wh qu

End of a word:

ll ss ff th ch nt st lt ft pt xt ct lp mp sp nd nk sk lk lf

By the end of the phase children should:

- Blend and read words with adjacent consonants.
- Segment and spell words with adjacent consonants.
- Write each letter correctly.

Tricky words

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

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

Phase 5 – Year 1 (Spring and Summer Term)

More graphemes and phonemes are introduced. For example, they already know ai as in rain (from phase 3), 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.

ai – ay a_e

ee – ea y

igh – y ie i_e

oa – ow oe o_e

oo – oo 00 ue

or – al aw our augh

ur –ir er ear or

ow – ow ou

oi - oy

ear – ere eer

air – ere are ear

N – kn gn

J – dge

M – mb

R - wr

sh – cial tion ‘sugar’ ch

zh – as in treasure

ch – ture tch

By the end of the phase children should;

- Give the sound for any grapheme.
- Write the sound for a given grapheme.
- Apply phonic knowledge for reading and spelling unfamiliar words that are not completely decodable.

Read all tricky words in list of 100 high-frequency words and spell most of them.

Phase 6 – Year 2

Children move onto this phase when they know all there is to know about phonics! They have learnt grapheme – phoneme correspondences. They can read familiar words accurately. They can segment and blend unfamiliar words.

The main aim for this phase is for children to become more fluent readers and more accurate spellers.

Introduce past tense – I looked not I was looking.

Irregular past tenses – go – went, come – came, say – said

Suffixes, -ing, -ed, -er, -est, -ful, -ly, -y, -s, -es, -ment, -ness, -en

Prefixes – i.e un-, dis- (there is not a list of these in the L&Ss guidance)

Syllables – learning how to break words down – sep-tem-ber

Analogy – using words known to help – could, should, would

Mnemonics – because – big elephants can always use small exits

Common words with rare or irregular spelling – they, there, said