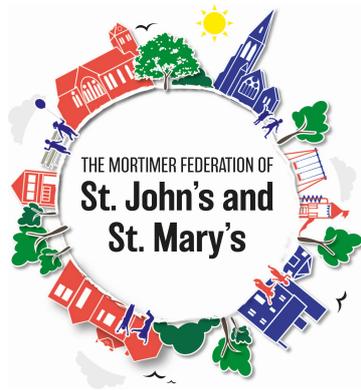


The Mortimer Federation of St. John's and St. Mary's



**Helping your
child achieve
in Phonics**

A booklet for parents

Terminology

Below is some of the terminology your child will learn during their phonics lessons and what they mean.

Phoneme

A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 42 phonemes.

Grapheme

A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

Segmenting and blending

Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

Digraph

This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a **vowel digraph**. There are also **consonant digraphs**, for example, /sh/ and /ch/.

Trigraph

This is when three letters come together to make one phoneme, for example /igh/.

Split digraph

A digraph in which the two letters are not adjacent – e.g. **make**

Abbreviations

VC, CVC and CCVC are the respective abbreviations for vowel-consonant, consonantvowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC)).

Phase 1

Phase One of 'Letters and Sounds' concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects:

- Environmental sounds
- Instrumental sounds
- Body Percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

Each aspect contains three strands:

- Tuning in to sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

The majority of Phase 1 work will be completed at your child's pre-school setting.

Phase 2

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

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

The children will begin to learn to blend and segment to help begin reading and spelling. This will begin with simple words e.g. cat, run, miss. Alongside this, children are introduced to tricky words. These are the words that are irregular. This means that phonics cannot be applied to the reading and spelling of these words.

The tricky words introduced in phase 2 are:

to	the	no	go	I
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Phase 3

By the time children reach Phase 3, they 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

Sounds	Word example
j	jam
v	vet
w	win
x	box
y	yes
z	zip
zz	buzz
qu	quick
ch	chop

Sounds	Word example
sh	shin
th	thick
ng	song
ai	train
igh	sight
oa	boat
oi	coil
oo (long)	boot
ee	tree

Sounds	Word example
oo (short)	cook
ow	now
ar	star
air	hair
ear	hear
er	term
ur	curl
or	fork
ure	pure

Tricky words:

we	me	be	was	no	go
my	you	they	her	all	are

Phase 4

By Phase 4, children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them. The purpose of this phase is to consolidate all the children have learnt in the previous phases and to consolidate the children's knowledge of graphemes in reading and spelling words containing adjacent consonants (CCVC, CVCC, CCCVC words) and polysyllabic words.

Tricky words:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her			

Phonics at home

Tips for teaching your child the sounds:

- ◆ It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name.
- ◆ When you talk about letters to your child, remember to use the letter sounds: **a buh cuh duh e ...** rather than the alphabet names of the letters: **ay bee see dee ee** . The reason for this is that sounding out words is practically impossible if you use the alphabet names. **eg. cat, would sound like: see ay tee**
- ◆ When saying the sounds of **b, d, g, j** and **w** you will notice the 'uh' sound which follows each, for example buh, duh... You cannot say the sound without it, however, try to emphasis the main letter sound.

Useful webpages

<http://www.letters-and-sounds.com>

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