



St John's Green Primary  
School

Learn to Live, Live to Learn

# Letters and Sounds

## A Guide for Parents



Being able to read is the most important skill children learn during their early schooling and has far-reaching implications for lifelong learning, confidence and well-being. High quality phonic teaching is the prime means by which we teach children how to read and spell words.

At St John's Green Primary School we follow the 'Letters and Sounds' phonics programme. This guide is designed to help you, as parents, understand 'Letters and Sounds' so that you can support your child at home. Although 'Letters and Sounds' is a phonics teaching programme, it is also fun so ...enjoy!

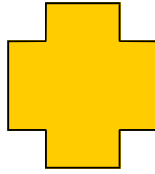
There are many websites that support 'Letters and Sounds' phonics learning. These are a few that we use in school to support our Teaching and Learning of phonics;

- <http://www.letters-and-sounds.com>
- <http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play>
- <http://www.phonicsplay.co.uk/freeIndex.htm>
- <http://www.education.com/games/reading/phonics>
- <http://www.ictgames.com/literacy.html>

## Phonics at a Glance

Phonics is .....

**Skills of  
segmentation and  
blending**



**Knowledge of  
the alphabetical  
code**

### Phonics consists of:

- identifying sounds in spoken words;
- recognising the common spellings of each phoneme (sound);
- blending phonemes into words for reading;
- segmenting words into phonemes for spelling.

## HELP!!!! (some terminology explained):

**Phoneme:** a sound in a word

**Grapheme:** a letter or sequence of letters that represent a phoneme.

1	2	3
c	a	t
b	ir	d
f	i	sh
kn	igh	t

These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme. A grapheme may consist of one, two, three or four letters. We refer to these as **sound buttons** e.g.  
kn    igh    t

**Segmenting:** means breaking words down into their phonemes to spell e.g. **c/a/t**

**Blending:** is the reverse of segmenting. When you blend you build words from their phonemes to read.

## Grapheme Key Vocabulary:

Digraph  
2 letters making one sound (ai, ee, oo)

Trigraph  
3 letters making one sound (igh, dge)

Split Digraph  
Where the two letters are not adjacent (a-e, e-e)

### **Something to Think About!**

The English language is tricky and just when children have mastered the graphemes that correspond with the phonemes (e.g. p-l-ay) they then realise that there can be many choices as to which grapheme to use. Here is an example:

a—paper  
ay—play  
ey—they a-  
e—spade  
eigh—eight  
ei—vein  
ai— plain

So, the more support and opportunities they have to practice their 'Letters and Sounds' the better!

### **REMEMBER...**

You can use the information inside this leaflet to help you play games to help your child to develop their phonics skills as well as by listening to them read or helping them with their spellings!

## **'Letters and Sounds' Progression (the Phases explained)**

At Southwick, whilst the children work within the phase that is appropriate to their level of learning, they may also be given experience of other phases to support future learning or secure previous learning. The children are assessed regularly to ensure that their needs are being met as it is important that each child is secure within a phase before moving too quickly onto the next phase.

Here is a brief summary of each phase:

### **Phase 1 (pre-school)**

Children should learn to:

- show an awareness of rhyme and alliteration;
- distinguish between sounds in the environment/phonemes;
- explore and experiment with sounds and words;
- discriminate speech in words

### **Phase 2 (Reception)**

Children should learn to:

- use common consonants and vowels;
- be able to blend and segment to read/ spell simple c-v-c words;
- begin to learn 'tricky words' that cannot be segmented;
- understand that words are constructed from phonemes and that phonemes are represented by graphemes.

### **Phase 3 (Reception)**

Children should learn to:

- know at least one grapheme for each of the 44 phonemes (there are approximately 44 phonemes in the English language!);
- read and spell a wide range of c-v-c words;
- use all letters and less frequent consonant digraphs and some long vowel phonemes;
- continue to learn 'tricky words'.

### **Phase 4 (Reception/Year 1)**

This is a consolidation unit. There are no new graphemes to learn. Instead, children learn to:

- read and spell more 'tricky words';
- segment adjacent consonants in words and apply this to spelling;
- blend adjacent consonants in words and apply this skill when reading unfamiliar texts.

### **Phase 5 (Year 1)**

Children learn to:

- read phonetically decodable two-syllable and three-syllable words;
- use alternative ways to pronounce and spell the graphemes corresponding to the long vowel phonemes;
- make phonetically plausible attempts to spell complex words.

### **Phase 6 (Year 2)**

Children learn to:

- recognise phonic irregularities and become more secure with less common grapheme-phoneme correspondences;
- apply phonic skills and knowledge to recognise and spell an increasing number of complex words;
- recognise and use the past tense;
- begin to investigate spelling patterns and learn how to add suffixes e.g. -ed to words;
- break down longer words to help with their spelling;
- apply strategies to enable them to become independent spellers e.g. by finding and learning the difficult bits in words

### **KS2**

Most children will be ready to move onto 'Support for Spelling', the KS2 spelling programme. However, a small number of children will need to continue to consolidate their understanding and application of their phonics skills. They will continue to do so using either 'Letters and Sounds' or 'CLLD Spelling at KS2'.

## Letters and Sounds: Progression

Phases 2-5 of 'Letters and Sounds' are designed to be taught systematically. It is recommended that this is done for a discrete period of time – around 20 minutes- on a daily basis.

Phase Two			
Week	Letters	Word Building Examples	High Frequency Words
1	<b>s-a-t-p-</b>	sat tap pat	a as at
2	<b>-i-</b>	sit pit tip pip sip	is it
	<b>n-/n</b>	pan pin tin tan nap	in an
	<b>m-/m</b>	man mat map	am
	<b>d-/d</b>	sad dip	dad did and
3	<b>g-/g</b>	pig dig gas gap	
	<b>-o-</b>	pot top dog pop	got on not
	<b>c-</b>	cot cap cat cod	can
	<b>k-</b>	kid kit	
4	<b>-ck</b>	pack sack kick pick sick	
	<b>-e-</b>	pet ten net pen peg men neck	get
	<b>-u-</b>	run mug cup sun mud	mum up put (north)
	<b>r-</b>	Rat rag ram rug tot rip rim	
	<b>Tricky</b>	<b>to the (reading)</b>	
5	<b>h-</b>	hot hut hop hit hat hum hug	had his him has
	<b>b-</b>	bad bag bed bug bus bat	big back but
	<b>f-/ff</b>	fan fit fat fun fog puff huff	of if off
	<b>l-/ll</b>	lap leg lit bell fill doll sell tell	let
	<b>-ss</b>	less hiss mess boss fuss kiss	
	<b>Tricky</b>	<b>no go I into (reading)</b>	
6	<b>REVISE</b>		



# Phase Three

Week	Letters	Word Building Examples	High Frequency Words
1	<b>j-</b>	jam jab jug job jet	
	<b>v-</b>	van vet vat	
	<b>w-</b>	win wig wag web wax	will
	<b>-x</b>	mix fix box tax six	
	<b>Tricky</b>	<b>to the no go I into (reading)</b>	
2	<b>y-</b>	yes yet yap yell	
	<b>z-</b>	zip zigzag	
	<b>-zz</b>	buzz jazz	
	<b>qu-</b>	quit quiz quick quack	
	<b>Tricky</b>	<b>we me (reading) to the (spelling)</b>	
3	<b>ch-/ch</b>	chop chin chip chill check such rich much	
	<b>sh-/sh</b>	ship shop shed shell fish cash rash rush	
	<b>th-/th</b>	thin thick moth	that this them then with
	<b>-ng</b>	ring rang hang song wing king long sing	
	<b>Tricky</b>	<b>he she be (reading)</b>	
4	<b>-ai-</b>	Wait hail pain aim sail main tail rain bait	
	<b>-ee-</b>	feel weep feet jeep meet week deep keep	see
	<b>-igh-</b>	high sigh light might night right sight fight tight	
	<b>-oa-</b>	coat load goat loaf road soap oak toad	
	<b>Tricky</b>	<b>was (reading) no go (spelling)</b>	
5	<b>-oi-</b>	oil boil coin coil join soil	
	<b>-oo- (long)</b>	zoo boot hoof zoom cool food root moon	too
	<b>-oo- (short)</b>	foot cook good book took wood wool	look
	<b>-ow</b>	owl cow how town	down now
	<b>Tricky</b>	<b>my (reading)</b>	
6	<b>-ar</b>	bar car bark card cart hard jar park	
	<b>-air</b>	air chair fair hair lair pair	
	<b>-ear</b>	ear dear fear hear gear near tear year	
	<b>Tricky</b>	<b>you (reading)</b>	
7	<b>-er</b>	germ perm term	
	<b>-ur</b>	fur burn burp curl hurt surf turn	
	<b>-or</b>	fork cork sort born worn fort torn short	for
	<b>-ure</b>	sure pure cure	
	<b>Tricky</b>	<b>her they (reading)</b>	
8-12	<b>REVISE</b>	<b>all are (reading)</b>	



# Phase Five

Week	Letters	Word Building Examples	High Frequency Words
1	-st	nest best chest cost lost gust toast	just
	-nd	band land hand pond fond wind windmill	
	-mp	lamp damp camp limp chimp jump hump	
	-nt	tent dent hunt joint paint burnt	went
	-nk	bank thank sink link think bunk chunk	
	<b>Tricky</b>	<b>said so (reading) he she we me be (spelling)</b>	
2	-ft	gift lift shift tuft theft soft softest	
	-sk	ask task tusk husk desk	
	-lt	tilt belt felt melt melting shelter	
	-lp	gulp helpdesk helper	help
	others	golf shelf (-lf) milk (-lk) kept (-pt) next (-xt)	
	<b>Tricky</b>	<b>have you like come (reading) was you (spelling)</b>	
3	tr-	trip tree train trash trail trend trust trunk	
	dr-	drank drift droop drop driftwood drain	children
	gr-	grab green grip groan grunt grant grasp	
	cr-	cream creep crash crisp cramp crust crept	
	br-	brand bring brush brown brass	
	fr-	frog fresh frost frown freshness	from
	<b>Tricky</b>	<b>were there little one (reading) they all are (spelling)</b>	
4	bl-	bleed blend blink bland blast	
	fl-	flag flair float floating	
	gl-	glad glass glint	
	pl-	plan plum plump	
	cl-	clamp clown clear	
	sl-	slept slant	
	<b>Tricky</b>	<b>do when out what (reading) my her (spelling)</b>	
5	sp-	spot spin spoil spoon sport speech spend	
	st-	stop step steep start star stair stand stamp	
	tw-	twin twist twisting	
	sm-	smell smart smear	
	others	printer (pr) scoop (sc) skunk (sk) sniff (sn)	
6	-nch	bench drench trench punch crunch lunch	it's
	scr-	scrunch scrap	
	shr-	shrink	
	str-	strap string street	
	thr-	thrust thrush thrill	

# Phase Six

Week	Letters	Word Building Examples	High Frequency Words
1	-ay	play may say stray clay spray tray	day
	-ou-	out cloud scout found proud sprout	about house
	-ie	Pie lie tie die cried tried spied fried	
	-ea-	sea seat meat treat heap least repeat	
	<b>Tricky</b>	<b>oh their (reading) said so (spelling)</b>	
2	-oy	boy toy joy oyster destroy enjoy royal	
	-ir	girl sir bird shirt skirt birth third first	
	-ue	blue clue glue true issue tissue venue	
	-aw	paw raw claw jaw lawn yawn law	Saw
	<b>Tricky</b>	<b>people Mr Mrs (reading) have like (spelling)</b>	
3	wh-	when which wheel whisper	
	ph-	phonics dolphin elephant alphabet	
	-ew	new few stew blew chew grew drew	
	-oe	toe hoe doe foe woe goes tomatoes	
	-au-	haul launch haunted August author	
	<b>Tricky</b>	<b>looked called (reading) some come (spelling)</b>	
4	a-e	take game race snake	came made make
	e-e	these even theme gene scene complete	
	i-e	like pine ripe shine slide prize nice	time
	o-e	bone pole home alone those stone woke	
	u-e	June flute prune rude rule	
	/zh/ -s- -ge	treasure vision television pleasure leisure visual measure usual casual beige	
	<b>Tricky</b>	<b>asked (reading) were there (spelling)</b>	
5	Alternative pronunciations of graphemes c g ch y		by
	<b>Tricky</b>	<b>water where who again thought through (reading) little (spelling)</b>	put (south)
6	Alternative pronunciations of graphemes a i ou		Old
	<b>Tricky</b>	<b>work mouse many laughed because (reading) one do out (spelling)</b>	
7	Alternative pronunciations of graphemes ea ie e row ou		
	<b>Tricky</b>	<b>different any eyes friends once please (reading) when what (spelling)</b>	
8-30	Alternative spellings of phonemes: /c/ /ch/ /f/ /j/ /m/ /n/ /ng// r/ /s/ /sh/ /v/ /w/ /e/ /i/ /o/ /u/ /ai/ /ee/ /igh/ /oa/ /oo/ /oo// ar/ /or/ /ur/ /ow/ /oi/ /ear/ /air/ /ure//er/		very
			your
	<b>Tricky</b>	<b>Oh their people Mr Mrs looked called asked (spelling)</b>	here