

# Letters and Sounds

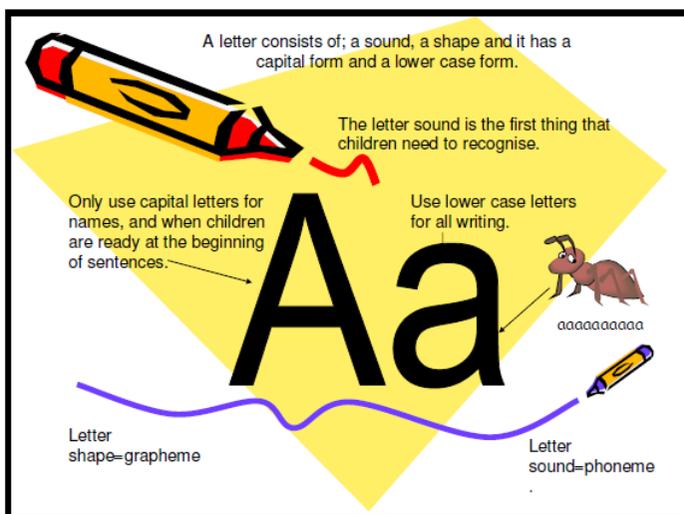
We are following Government guidance with regards to 6 phases of phonics teaching.

This six phase teaching programme focuses on high quality phonic work.

The Intention is to "...equip children who are 5 with the phonic knowledge and skills they need to become fluent readers by the age of 7."

## A definition of Phoneme and Grapheme.

Your child will need to develop knowledge of both.



For further information:

Please come and talk to your child's teacher.

Also these websites may be useful:

[www.bookstart.co.uk](http://www.bookstart.co.uk)

This website provides information about the national Bookstart scheme and the Bookstart packs that your child will receive as a baby, a toddler and at age three to four. It also gives Information about sharing books with your child. You can find out about Bookstart events in your area, which you can attend with your child.

[www.wordsforlife.org.uk/baby](http://www.wordsforlife.org.uk/baby)

This website provides lots of information for parents and carers of babies and young children, and suggestions of activities, features, DVDs, books and events that are both useful and fun. You can have their free newsletter emailed to you directly.

[www.nationalliteracytrust.org.uk/familyreading/parents](http://www.nationalliteracytrust.org.uk/familyreading/parents)

The Family Reading Campaign website provides a wealth of information to support you and your family. The Family Reading Campaign works to encourage reading in the home. It also offers many links to further websites.

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

Has lots of information for parents and interactive games your child can play at home.

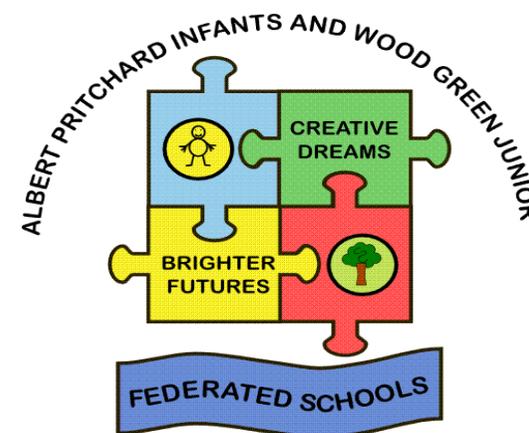
# Phonics

Phonics is taught in 6 phases closely linked to Year Groups starting in Nursery to Year 2

## Phase 3 & 4

## Reception

A parent guide to supporting your child with Reading and Writing through phonics



**Altogether, playing, working and Growing**

## Phase 3

Your child will be taught all the phonemes (sounds) and graphemes (way it is written).

This is the order in which your child will be taught the sounds and how to write them.

### Letter Progression

Set 6: j, n, w, x

Set 7: y, z, qu

### Graphemes

ch (chip), sh (shop), th (thin), th (then),

ng (ring), ai (rain), ee (feet), igh (night),

oa (boat), oo (boot), oo (look), ar

(farm), or (for), ur (hurt), ow (cow), oi

(coin), ear (dear), air (fair), ure (sure), er (corner)

Now they have learnt more letter sounds they can start blending together words for reading, these are words that are used most of the time, known as High Frequency Words.

As your child works through phase 3 they will learn how to read and spell:

will, that, this, then, them,  
with, see, for, now, down,  
look, too

Your child will also learn to spell from memory, slightly harder High Frequency Words, known as Tricky Words

the to I no go into

Your child will also learn to read by sight, slightly harder High Frequency Words, known as Tricky Words

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

## Ways you can support your child at home

Sing an alphabet song together.

Play 'I spy', using letter names as well as sounds.

Continue to play with magnetic letters, using some of the two grapheme (*letter*) combinations:

*r-ai-n* = *rain* blending for reading

*rain* = *r-ai-n* - segmenting for spelling

*b-oa-t* = *boat* blending for reading

*boat* = *b-oa-t* - segmenting for spelling

*h-ur-t* = *hurt* blending for reading

*hurt* = *h-ur-t* - segmenting for spelling

Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer - remember, they can use magnetic letters.

·Play 'Pairs', turning over two words at a time trying to find a matching pair.

Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.

·Make up captions and phrases for your child to read and write, for example, *a silver star, clear the pond, crunch crisps*. Write some simple sentences and leave them around the house for your child to find and read. After they have found and read three, give them a treat!

Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, *lunch, fresh milk, drink, fish and chips, jam*.

Work on reading words together, for example, a street name such as *Park Road*, captions on buses and lorries, street signs such as *bus stop*.

## Phase 4

Your child will continue to practise previously learned graphemes and phonemes.

This is the order in which your child will be taught the sounds and how to write them.

### Letter Progression

There are no new sounds to learn in this phase, now is the time to practise blending and segmenting words with the phonemes and graphemes your child has learnt.

As your child works through phase they will learn how to read and spell the following High Frequency Words:

went            it's            from  
children        just            help

Your child will also learn to spell from memory, slightly harder High Frequency Words, known as Tricky Words

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

Your child will also learn to read by sight, slightly harder High Frequency Words, known as Tricky Words

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