

## Summary of the Phases

### Phase 1

Phase 1 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 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 begin reading and spelling. This will begin with simple words.

Tricky words introduced in Phase 2:

the	to	I
go	into	no

### Phase 3

By the time they reach Phase 3, children 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

Tricky words introduced in Phase 3:

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

## Phase 4

By Phase 4 children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CCVC and CVCC words and segment these 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.

This phase consolidates all the children have learnt in the previous phases.

Tricky words introduced in Phase 4:

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

By this point children would be expected to be reading CVC words at speed along with the tricky words from the previous phases. It is important that children are taught that blending is only used when a word is unfamiliar.

## Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point.

Tricky words introduced in Phase 5:

oh	their	people	Mr	Mrs	looked
called	asked	would	should	could	

New graphemes for reading:

<b>ay</b> day	<b>oy</b> boy	<b>wh</b> when	<b>a-e</b> make
<b>ou</b> out	<b>ir</b> girl	<b>ph</b> photo	<b>e-e</b> these
<b>ie</b> tie	<b>ue</b> blue	<b>ew</b> new	<b>i-e</b> like
<b>ea</b> eat	<b>aw</b> saw	<b>oe</b> toe	<b>o-e</b> home
		<b>au</b> Paul	<b>u-e</b> rule

During this phase children will begin reading words fluently and will no longer be blending and segmenting familiar words.

The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children also will need to learn alternative spellings for each phoneme.

## Phase 6

In phase 6 children will be reading longer and less familiar texts independently and fluently. It is crucial that at this point children are now reading to learn and reading for **pleasure**.

Children should be able to read the 300 high frequency words. At this point it is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts they are reading, construct mental images during reading and summarise what they have read.

In spelling children are introduced to the adding of suffixes and how to spell longer words. Throughout the phase children are encouraged to develop strategies for learning spellings.

Strategy	Explanation
Syllables	To learn a word by listening to how many syllables there are so it can be broken into smaller bits. (e.g. Sep-tem-ber)
Base Words	To learn a word by finding its base word. (e.g. jumping- base word jump +ing)
Analogy	To learn a word use a word that is already learnt. (e.g. could, would, should)
Mnemonics	To learn a word by making up a sentence to help remember them. (e.g. could – OU Lucky Duck; people eat orange peel like elephants)
Homophones	<i>Homophones</i> are words that sound the same but have different spellings/meanings. For example sail/sale, see/sea.