



Parent Briefing Document

**Phonics and Reading**

Part 2 (Phases 5 – 6)

## Introduction

The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience. Phonics is a key piece of the reading jigsaw but should always be taught alongside regular reading, listening to stories, speaking and listening and other activities which build the enjoyment of reading.

At Pinner Park we follow a phonics programme called, 'Letters and Sounds'. This programme is grouped into six phases.

This short booklet is a follow up to our phonics briefing booklet which gives an overview of phonics and phases 1 through to 4. The majority of children will be working on phases 5 and 6 when they are in Key Stage 1 (Years 1 and 2). This booklet gives a brief overview of phases 5 and 6.

Each phase builds on the skills and knowledge of previous learning. There are no big leaps in learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual or that children have not yet been taught.

## Phase 5: An Overview

A child making expected progress will be working on this phase 5 during Year 1. This phase lasts approximately a year.

Children will broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant.

Working on: Reading phonically decodable two-syllable and three-syllable words.

Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.

New graphemes for reading:

ay (day)	oy (boy)	wh (when)	ou (out)	ir (girl)	ph (photo)
ie (tie)	ue (blue)	ew (new)	ea (eat)	aw (saw)	oe (toe)
ey (honey)	au (Paul)				

a-e (make)    e-e (these)    i-e (like)    o-e (home)    u-e (rule)

Known graphemes for reading: alternative pronunciations:

a:	hat	acorn	fast	was
e:	bed	he		
i:	tin	find		
o:	hot	no		
u:	but	unit	pull	
ow:	down	low		
ie:	pie	field		
ea:	sea	head		
er:	fern	farmer		
ou:	out	soup	could	mould
y:	yes	my	gym	happy
ch:	chin	chef	school	
c:	cat	cell		
g:	got	magic		
ey:	they	money		

Alternative spellings for each phoneme:

/c/ (crisp):	k	ck	qu	x	ch
/ch/ (chip):	tch				
/f/ (fin):	ph				
/j/ (jug):	g	dge			
/m/ (mug):	mb				
/n/ (not):	kn	gn			
/ng/ (sing):	n(k)				
/r/ (red):	wr				
/s/ (so):	c	sc			
/sh/ (shop):	ch	t(ion)	ss(ion, ure)	s(ion,ure)	c(ion,ious,ial)
/v/ (vat):	ve				
/w/ (walk):	wh				
/e/ (pet):	ea				
/i/ (hit):	y				
/o/ (got):	(w)a				
/u/ (cup):	o				
/ai/ (train):	ay	a-e	eigh	ey	ei
/ee/ (sleep):	ea	e-e	ie	y	ey
/igh/ (night):	y	ie	i-e		eo
/oa/ (boat):	ow	oe	o-e	o	
/oo/ (boot):	ew	ue	ui	ou	
/oo/ (book):	u	oul	o (north)		
/ar/ (car):	a				
/or/ (torn):	aw	au	al	our	
/ur/ (turn):	ir	er	ear		
/ow/ (cow):	ou				
/oi/ (boil):	oy				
/ear/ (hear):	ere	eer			
/air/ (hair):	are	ear			
/ure/ (pure):	our				
/er/ (farmer):	our	e	u		
New phoneme:	zh (vision)				

Working on: Spelling complex words using phonically plausible attempts.

## Phase 6: An Overview

A child making expected progress will be working on this phase 6 during Year 2. This phase lasts approximately a year.

During this phase children become fluent readers and increasingly accurate spellers. To become successful readers, children must understand what they read. They need to learn a range of comprehension strategies and should be encouraged to reflect upon what their learning. Over time, children need to develop self-regulated comprehension strategies:

- Activating prior knowledge
- Clarifying meanings – with a focus on vocabulary work
- Generating questions, interrogating the text
- Constructing mental images during reading
- Summarising

Working on: Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences

Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.

Addition of suffixes:

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

## Glossary of Terms:

CVC words:	Words that consist of a consonant-vowel-consonant as in c-a-t and b-i-g.
Consonant digraph:	A phoneme that is made up of two graphemes, the first of which is a consonant as in 'wh' and 'ng'
Digraphs and trigraphs (and four letter graphemes):	A digraph is a two letter grapheme where two letters represent one sound as 'sh' in ship. A trigraph is a three letter grapheme where three letters represent one phoneme as 'igh' in night. By definition, a four letter grapheme uses four letters to represent one phoneme as 'eigh' representing the /ai/ phoneme in eight and weight.
Grapheme:	A symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes
Grapheme-phoneme correspondences (GPCs) and phoneme-grapheme correspondences:	We convert graphemes to phonemes when we are reading and phonemes to graphemes when we are spelling. To do this, children need to learn which graphemes correspond to which phonemes and vice versa.
Phoneme:	The smallest unit of sound in a word
Phonics:	Consists of the knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.
Segmenting and blending:	Segmenting and blending are reversible phonic skills. Segmenting consists of breaking words down into their constituent parts to spell. Blending consists of building words from their constituent phonemes to read.
Split digraphs:	A split digraph has a letter that splits, i.e. comes between, the two letters in the digraph as in make, where 'k' splits the digraph 'ae' which represents the phoneme /ai/.
Vowel digraph:	A phoneme that is made up of two graphemes, the first of which is a vowel as in 'ai' and 'oy'.