

The tricky words in Phase 5 are:

oh	asked	again	because
their	could	thought	different
people	should	through	any
Mr	would	work	eyes
Mrs	water	mouse	friends
looked	where	many	once
called	who	laughed	please

Phase 6

Phase 6 focuses on spellings and learning rules for spelling alternatives. Children learn rules for making words plural and past tense.

Don't Forget :

- Look at your child's Sound Book every week.
- Hear your child read as often as possible and sign their Reading Ramble (at least three times a week).
- Reading should be fun for both children and parents.
- A fun ten minutes is more valuable than a difficult half an hour.



S.P.C.E.D.S

Parent Information Phonics

Important tips—

- When reading and spelling use the sound the letter makes rather than the letter name.
- Always say the 'pure sound' by trying not to emphasise an 'uh' at the end of a sound. For example 'mmm' not 'muh'.
- When spelling encourage your child to think about what looks right. For example a good attempt at spelling the word 'castle' would be 'casul'.
- We use the Jolly Phonics songs, actions and stories to help children learn each sound. These can be found here <http://www.youtube.com/watch?v=eCjJYB07aSU>
- <http://www.phonicsplay.co.uk/> contains games and information on Phonics.
- Mr Thorn explains Phonics <http://www.youtube.com/watch?v=5wGjNiweEkl>

At Spalding Parish Church of England Day School we follow the Letters and Sounds program which consists of six phases.

Phase 1

Phase 1 concentrates on developing children's speaking and listening skills. Children are encouraged to hear rhyme in words, identify initial sounds and blend sounds together orally.

Oral blending – Children need to practise hearing a series of spoken sounds and merging them together to make a word. For example, you say 'b-u-s', and your child says 'bus'.

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

Children should be able to blend and read decodable real and pretend words containing these sounds such as

i-n w-u-ck b-o-ss p-o-ck

Children are also introduced to tricky words. These are the words that cannot be read by decoding sounds and they must be learnt to read on sight.

The tricky words in Phase 2 are:

the to no go I

Phase 3

The following sounds are taught in Phase 3 -

Consonant digraphs (two letters one sound): ch, sh, th, ng

Vowel digraphs (two letters one sound): /trigraphs (three letters one sound): ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

qu	quick	ai	wait	oo	moon	oi	soil
ch	chop	ee	meet	ar	car	ear	hear
sh	shop	igh	light	or	corn	air	hair
th	thick	oa	goat	ur	burn	ure	pure
ng	ring	oo	book	ow	cow	er	term

The tricky words in Phase 3 are:

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

Phase 4

The tricky words in Phase 4 are:

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

Phase 5

The following sounds are taught in Phase 5 -

ay	day	ir	girl	ew	new	i_e	like
ou	out	ue	blue	oe	toe	o_e	home
ie	tie	aw	saw	au	launch	u_e	rude
ea	eat	wh	when	a_e	make		
oy	toy	ph	photo	e_e	these		

*a_e, e_e, i_e, o_e and u_e are known as **split digraphs**