

Letters and Sounds Overview

Six Phases

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

Notes:

Phase 6

Ideally end of Year 1 or in Year 2.

Due to the changes in the National Curriculum Phase 6 doesn't fit or cover what is needed in the curriculum. You may wish to look at alternative schemes for this.

In Phase Six children need to acquire more word-specific knowledge. They still need to segment words into phonemes to spell them, but they also learn that good spelling involves not only doing this and representing all the phonemes plausibly but also, where necessary, choosing the right grapheme from several possibilities.

Phase 6 looks at:

- Past tense
- Adding suffixes (ing, ed, er, est, ful, ly, y)
- Spelling longer words
- Finding and learning the difficult bits in words

Phase 1

Ideally taught in nursery.

Phase One activities are arranged under seven aspects.

- Aspect 1:** General sound discrimination – environmental sounds
- Aspect 2:** General sound discrimination – instrumental sounds
- Aspect 3:** General sound discrimination – body percussion
- Aspect 4:** Rhythm and rhyme
- Aspect 5:** Alliteration
- Aspect 6:** Voice sounds
- Aspect 7:** Oral blending and segmenting

Each aspect is divided into three strands:

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

These activities are designed to help children:

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes.

Phase 2

Ideally taught in Reception.

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters.

By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards.

Sounds taught:

Week 1

Set 1: s a t p

Practise the letter(s) and sound(s) learned so far. Briefly practise oral blending and segmentation

Week 2

Set 2: i n m d

Practise blending and reading the high-frequency words **is, it, in, at**

Week 3

Set 3: g o c k

Teach blending and reading the high-frequency word **and**. Demonstrate reading captions using words with sets 1 and 2 letters and the high frequency word **and**.

Phase 5

Weeks 8 - 30

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.

Teach alternative spellings of phonemes for spelling:

ch	picture/catch	j	fudge	m	lamb
n	gnat/knit	r	unit/put	s	listen/house
z	please	u	done	i	happy/ donkey
ear	here/cheer	ar	father/half	air	there/pear/ care
or	all/four/ caught	ur	learn/word	oo	could/pull
ai	day/came	ee	sea/these/ happy/chief/ key	igh	pie/by/like
oa	low/toe/bone	(y)oo	cue/tune/ stew	oo	due/June/ blew
sh	special/station/sure/chef				

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words **oh, their, people, Mr, Mrs, looked, called, asked**.

Practise reading and spelling high-frequency words, polysyllabic words and reading and writing sentence.

Phase 5

Weeks 5 – 7

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Teach alternative pronunciations of graphemes for reading (about four per week)

a	acorn/was	e	he	i	mind
o	gold/no	u	unit/put	ow	low
ie	chief	ea	ea	er	fern
ou	soup/could/ mould	y	by/gym/ happy	ch	school/chef
c	cell	g	gem	ey	prey

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.

Teach reading the words **water**, **where**, **who**, **again**, **thought**, **through**, **work**, **mouse**, **many**, **laughed**, **because**, **different**, **any**, **eyes**, **friends**, **once**, **please**.

Teach spelling the words **little**, **one**, **do**, **when**, **what**, **out**

Phase 2

Week 4

Set 4: ck e u r

Teach ck, explain its use at the end of words and practise reading words ending in ck. Teach reading the tricky words **to** and **the**. Support children in reading captions using sets 1–4 letters and **the, to** as well as **and**. Demonstrate spelling captions using sets 1–4 letters and **and**.

Week 5

Set 5: h b f, ff l, ll ss

Teach reading tricky words **no, go, I**. Support children in reading captions using sets 1–5 letters and **no, go, I, the, to**. Demonstrate spelling captions using sets 1–5 letters and **and, to** and **the**.

Week 6

Revise all the letters and sounds taught so far. Continue to support children in reading words and captions

Tricky Words:

to the no go I into

Phase 3

Ideally taught in Reception.

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. **oa**), so the children can represent each of about 42 phonemes by a grapheme.

Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn to read some more tricky words and also begin to learn to spell some of these words.

Sounds taught:

Week 1

Set 6: j v w x

Read sentences using sets 1–6 letters and the tricky words **no**, **go**, **I**, **the**, **to**

Week 2

Set 7: y z zz qu

Teach reading the tricky words **he**, **she**. Practise reading captions and sentences with sets 1–7 letters and **he**, **she**, **no**, **go**, **I**, **the**, **to**

Phase 5

Ideally Year 1.

The purpose of this phase is for children to 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.

Sounds taught:

Weeks 1 – 4 (ideally four sounds a week)

ay ou ie ea oy ir ue aw wh ph
ew oe au ey a-e e-e i-e o-e u-e

Learn new phoneme /zh/ in words such as treasure. Teach reading the tricky words **oh**, **their**, **people**, **Mr**, **Mrs**, **looked**, **called**, **asked**. Teach spelling the words **said**, **so**, **have**, **like**, **some**, **come**, **were**, **there**

Practise reading and spelling high-frequency words, polysyllabic words and reading/writing sentences.

Tricky Words:

oh, **their**, **people**, **Mr**, **Mrs**,
looked, **called**, **asked**

Phase 4

Week 3

Practice Phase 2 and Phase 3 graphemes as well as reading and spelling of words with adjacent consonants.

Teach the reading of the tricky words **were**, **there**, **little**, **one**.
Teach the spelling of the tricky words **they**, **all**, **are**.

Practice reading and writing sentences.

Week 4

Practice Phase 2 and Phase 3 graphemes as well as reading and spelling of words with adjacent consonants.

Teach the reading of the tricky words **do**, **when**, **out**, **what**. Teach the spelling of the tricky words **my**, **her**

Practice reading and writing sentences.

Phase 3

Week 3

Consonant digraphs: ch sh th ng

Teach reading the tricky words **we**, **me**, **be**. Practise reading and writing captions and sentences.

Week 4

Vowel digraphs/trigraphs: ai ee igh oa

Teach reading the tricky word **was**. Teach spelling the tricky words **no** and **go**. Practise reading and writing captions and sentences.

Week 5

Vowel digraphs: oo ar or ur

Teach reading the tricky word **my**. Teach spelling two-syllable words. Practise reading and writing captions and sentences.

Week 6

Vowel digraphs/trigraphs: ow oi ear air

Teach reading the tricky word **you**. Practice spelling two-syllable words. Practise reading and writing captions and sentences.

Tricky Words:

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

Phase 3

Week 7

Vowel digraphs/trigraphs: ure er

Teach reading the tricky word **they**. Practice spelling two-syllable words. Practise reading and writing captions and sentences.

Week 8

Practice all sounds taught. Practice letter names. Teach reading the tricky word **her**. Practice spelling two-syllable words. Practise reading and writing captions and sentences.

Week 9

Practice all sounds taught. Practice letter names. Teach reading the tricky word **all**. Practice spelling two-syllable words. Practise reading and writing captions and sentences.

Week 10

Practice all sounds taught. Practice letter names. Teach reading the tricky word **are**. Practice spelling two-syllable words. Practise reading and writing captions and sentences.

Weeks 11-12

More consolidation if needed or move onto Phase 4.

Tricky Words:

he she we me be was
you they all my her

Phase 4

Ideally end of Reception or beginning of Year 1.

The purpose of this phase is to consolidate the children's knowledge of graphemes in reading a spelling words. There are no new sounds to learn in this phase.

Week 1

Practice Phase 2 and Phase 3 graphemes as well as reading and spelling of CVC words. Teach and practice reading and spelling CVCC words.

Teach the reading of the tricky words **said, so**. Teach the spelling of the tricky words **he, she, we, me, be**.

Practice reading and writing sentences.

Week 2

Practice Phase 2 and Phase 3 graphemes as well as reading and spelling of CVC words. Teach and practice reading and spelling CVCC words.

Teach the reading of the tricky words **have, like, some, come**. Teach the spelling of the tricky words **was, you**.

Practice reading and writing sentences.