

# Phase 4 and 5 phonics

Phonics Workshop

Tuesday 24<sup>th</sup> November 2015

In school, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases. We also supplement this with other schemes such as Bug Club and Phonics play.

# Order of Phases

- The majority of pupils will be working within these time frames for phonics phases;
- Phases 1, 2 and 3 - EYFS
- Phases 3, 4 and 5 - Year One (possibly even 6 towards the end of the summer term)
- Of course, all children develop their phonics skills at different rates and will be supported as needed within their class.

# Blending

Blending phonemes to read;  
Recognising the sounds in a word  
and blending them together.

sh ar k  
● ● ●

=

shark

# Segmenting

Splitting a word into its individual phonemes in order to spell it:

c a t  
● ● ●

qu ee n  
● ● ●

sh ar k  
● ● ●

Your turn....

How many phonemes do these words contain?

# Key terminology

- Phoneme - the smallest unit of sound in a word.
- Grapheme - letters, or a group of letters that represent one sound ( b, ai, igh)
- Digraphs - two letters which make one sound;

- Consonant digraph - two consonants to make one sound (sh, th, ng)
- Vowel digraph - two vowels, which together make one sound (ai, oo, ow)
- Trigraph - three letters which make one sound (igh, dge, tch)
- Split digraph - a digraph in which two letters are not adjacent (make, time, hope) \*See later slide\*



# Phase Four

(4 - 6 weeks)

By Phase 4 children are able to represent each of the 42 phonemes by a grapheme. Children will be able to blend and segment CVC words for reading and spelling.

Phase 4 is consolidation of children's knowledge.

Children are encouraged to practice blending for reading and segmenting for spelling of adjacent consonants.

# Phase 4

## Examples of words in Phase 4:

- C= consonant, V= vowel
- CVCC – best, beast
- CCVC – stop, smell
- CCVCC – frost, twist
- CCCVC – strap, street
- CCCVCC – sprint
- (Vowel digraphs are classed as vowels)

# Phase 5

- Children will be taught alternative pronunciations for graphemes.
- E.g
- ai - ay (play) ey (they), a-e (cake), eigh (sleigh)
- Your turn - how many ways can you represent 'oa'?

# oa

- oa – (coat, toast, floats)
- oe – (toes, Joe, goes)
- o-e – (poke, stone, explode)
- ow – ( snow, low, window)
- o - (cold, old, both)

There are a number of ways we teach this:

- Phoneme spotter stories - a short story with examples of words containing the alternative pronunciations - pupils read and find all the different words. The words they find can be sorted into different groups.
- Your turn...

## Pete the Sheep.

Once upon a time there was a sheep called Pete. He did not have clean feet. Pete just could not keep his feet clean. One day he went to the sea to clean his feet. He did not like the sea it made him scream. So Pete did not get his feet clean in the sea. Some of the other sheep were mean to Pete. But a good sheep called Eve helped him. She helped Pete to get his feet really clean, because she was not mean. Pete liked his clean feet and he liked Eve too.

## Best bet.

Quick recap of the alternative pronunciations. Say a word, ask them to write using the 'best bet' - certain representations can be more likely in initial, medial and final positions.

(ai) - ay, ey, eigh, a-e

# Best bet

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ay

a-e

ai

ey

eigh

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# Other activities.

- Sorting grid - range of written words containing the alternative pronunciations - sort into groups and identify any common patterns.
- Reading books with a range of words with alternative phonemes (Phonics bug club)
- Writing sentences with alternative phonemes
- Regular practise.

# High frequency words and tricky words

- HFW - the majority of HFW are phonically regular and can be sounded out.
- Tricky words are exceptions - they have to be taught directly, with an explanation of why they are tricky,
- E.g. said is a tricky word as the pupils will have been taught that the 'said' makes an 'ai' sound.

# The Phonics Check

In June all Year One children will be expected to undertake a phonics check.

The aim is to check that a child is making progress in phonics.

If your child has not reached the expected standard we will ensure that additional support is given to help your child progress in year 2.

The phonics check would then be repeated in June the following year.

# Year 1 Phonics Test example words

grit

blan



start

steck



best

hild



hooks

quemp



# Phase Six

## (Throughout Year 2)

Children working at phase six can read hundreds of words automatically.

Children can decode words quickly and silently.

Children's spelling will be phonetically accurate.

During this phase children become fluent readers and increasingly accurate spellers.

# Useful websites

- Bug club -  
[www.activelearnprimary.co.uk/login](http://www.activelearnprimary.co.uk/login) (Use the username and password issued to you in EYFS)
- Phonics play –  
[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)