



Our Lady of Perpetual Succour  
Primary Academy

## **Phonics Policy**

Date: September 2019

## Introduction

Phonics is 'the route to decode words' (Ofsted 2014:5). But we also know, phonics should not reduce everything down to a set of secretarial skills. The purpose of both reading and writing is to communicate meaning and understanding, and to this end accuracy in spelling plays a key role but it must not become the be all and end all of the writing process. As Greg Brooks confirms;

Reading is making sense of print, writing is making sense in print and meaning must therefore be at the heart of the enterprise. Phonics is purely a means to this end, not an end in itself.

(G Brooks – Sound Sense 2003)

## The teaching of phonics

The teaching of phonics at Our Lady's is both robust and underpinned by a secure philosophical understanding on the teaching of the subject. We recognise that phonics provides the gateway into understanding the English language for many children.

Letters and Sounds states that "Phonics is a means to an end" (2003:3). Teachers should not lose sight of the fact that reading, writing and spelling must be grounded in the belief that literacy is about effective communication, and an over emphasis on technical correctness will often be at the cost of creativity and enjoyment. This is an acceptable expense within our discrete phonics lessons. However, as a school we support Rose's view that "Phonic work should be set within a broad and rich curriculum" (Jim Rose, Independent review of the teaching of early reading p70, 2006). The key is to see phonics as a piece of the literacy jigsaw, not the jigsaw itself.

Phonics is taught in short, sharp discrete lessons which have little context. Phonics is skill specific and provides children with the tools, ready to be creative in the later years of primary education. In order to embed and secure the children's long-term memory and application of phonics, we ensure our provision has "ample opportunities for children to use and apply phonic knowledge and skills throughout the day' (Letters and Sounds p7), particularly in Early Years and Year 1.

### ***Sequence of teaching in a discrete phonics session***

Revisit and review

Teach

Practise

Apply

Assess learning against criteria

## Differentiation

The key to the success of each lesson is the child's active engagement with a teaching professional, whether a teacher or a teaching assistant. Some classes are split into two groups and children are targeted appropriately at their level. Where more fitting, children access phonics in a different classroom, at a level where provision best meets a child's needs. We do

not always consider splitting the majority of the class the best practise. At times, we recognise children benefit from exposure to a phase beyond their attainment, accessing a lesson with their peers. When revisiting the focus sound in an intervention session at a later date, they are building on knowledge they have some recollection of, and this prior knowledge is sometimes extremely advantageous to the child.

Some children appear to pick up the mechanics of reading with ease and seem to have photographic memory for spelling. The school recognises that some children possess this skill, sometimes in relation to a special educational need. However, the phonics lesson supports these pupils in using the words focused upon in context and in building up meaningful sentences including the words. This sentence level work often presents a challenge. More able children are expected to add further detail and content to their sentences, for example, including extended noun phrases, conjunctions and so on.

### Phonics coverage and progression

Class	Phase	Differentiation
Nursery	Phase 1	Children come from different starting points. A baseline of their ability takes place and teaching happens as a whole group. Interventions happen in small groups, dependent on the children's involvement and ability within sessions and in provision.
Reception	Phase 1 Phase 2 Phase 3	Children are assessed before the Advent (October) half term. Where children are not retaining sounds, they will be supported in a smaller group where they revisit Phase 2, prior to progressing on to Phase 3.
Class 1	Phase 3 (4-6 remaining phonemes) Phase 4 Phase 5	It is likely that there are two developmental groups at the start of Year 1 – a Phase 3 group and a Phase 3+ group, almost ready to progress on to Phase 4 and 5. Children progress onto the next phase if all/most sounds are proved to be retained through assessment. There is likely to be a group of children with SEN who need targeted support in Year 1. These children <i>may</i> be exposed to Phase 3, but are taught Phase 2 further, in an additional intervention group or 1:1 depending on the needs of the child/ren. All children are tested on the Phonics Screening test.
Class 2	Phase 6	Results of the Y1 Phonics Screen will impact on the groups and phases in Year 2. Often there is a need for a Phase 5 group to be taught separate to a Phase 6 group. Children with SEND continue their intervention support – at a phase applicable to their needs. Gaps highlighted by assessment will be targeted. Where children have shown retention of most Phase 5 phonemes, individual phonemes may be recapped upon, as a class, before moving on to Phase 6. This practise often supports the children in choosing the correct phoneme to match a word's context. Children who did not pass the Phonics Screen access the test before the end of the year.

Class 3		SEND children continue to be supported 1:1 or in a small group, working through the phases, receiving daily support. From assessments, there may be specific sounds that are commonly misused that need revisiting as a class. A Phase 5 and/or 6 may continue or the content may be approached through the teaching of spelling rules alongside the context of the words – dependent on assessment outcomes.
Class 4 onwards		Children continue to access phonics interventions until they can identify all phase sounds – in their reading and writing. Spelling interventions will also support the application of phonics.

### **Handwriting**

We ensure that the correct letter formation is taught at the same time as the letter-sound. During phonics sessions, in most cases, children sit on the floor as the teacher gains the children's attention easily. Most children manage to write their words and sentences in this position too, cross legged, with books on the floor. However, those children who have poor handwriting (those who have poor fine motor skills) benefit from working at a table close to the carpet at the 'practice' and 'apply' stage. Pupils are taught to sit correctly at a table, holding a pencil comfortably and correctly during discrete handwriting lessons and informally throughout other curriculum work, for the rest of each school day.

### **Reading books**

All children are given decodable reading books, books that are closely matched to pupils developing phonic knowledge and high frequency words - to read in school and practise at home. Where possible, in Reception and Class 1, children are also provided with a phonics book to correlate with the sound(s) they are currently learning, to practise reading at home.

## **The Phonics Phases**

### **Phase 1 - Letters & Sounds**

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Phase 1 is the very start of your child's journey. It is all about listening to sounds and learning to discriminate between different sounds. The phase focuses on sounds in everyday life rather than sounds in words. Phase 1 lays the essential foundations for all the learning that follows. If your child cannot identify individual sounds in the everyday world and differentiate between them e.g. a car horn and a boiling kettle, then they will struggle to begin hearing the separate sounds that make up words.

### **Phase 2**

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In Phase 2 children are introduced to letters and their corresponding sounds for the first time. Children are taught 19 letters grouped into 5 sets. One set will generally be taught in one week.

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 are encouraged to begin 'blending' sounds into words straight away. Therefore, having been taught only Set 1, children can make (and read) words like at, sat and pat.

Nonsense words, such as 'tas' are also acceptable as they allow children to explore sounds freely. Mis-spelt words (which are phonetically correct) are also allowable e.g. pas. In time, children will be shown the correct spelling. The initial focus is on reading; blending separate sounds into words. As children learn all the sets in Phase 2, they will be able to read an increasing number of words. The 'Reading Word List', in the appendix, sets out the range of words which can be read once each additional set has been taught.

'Double consonants' (ff / ss / ll) are taught early. This illustrates to children that sometimes more than one letter can represent a single sound. In the case of these letters, it is the same sound as the single letter represents. In Phase 3 children are taught that this is not always the case. The grapheme 'ck' is taught in Phase 2 as it features in many of the early words that children learn e.g. back, neck and sack.

### Phase 3

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In Phase 3 children continue to use all the sounds they were taught in Phase 2. In addition, they are taught 25 sounds (phonemes) and the letters / groups of letters that represent them (graphemes).

The final two sets of letters are taught first.

Set 6	j / v / w / x
Set 7	y / z, zz / qu

Once Sets 6 & 7 have been taught, children learn about graphemes where more than one letter represents one sound e.g. the grapheme 'ai' represents one sound in the word 'rain'.

ch (as in chip)	sh (as in shop)	th* (as in thin)	th* (as in then)
ng (as in ring)	ai (as in rain)	ee (as in feet)	igh (as in night)
oo** (as in book)	oo** (as in boot)	ar (as in farm)	or (as in for)
ur (as in hurt)	ow (as in cow)	oi (as in coin)	ear (as in dear)
air (as in fair)	ure (as in sure)	er (as in her)	

\*The grapheme 'th' represents more than one sound.

\*\*The grapheme 'oo' also represents more than one sound.

## Phase 4

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In Phase 4 children are not taught any new phonemes or graphemes. Instead, they are taught to further manipulate the phonemes and graphemes they have already learnt. Many of the words children explored in Phase 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable). Many of the words in Phase 2 and 3 required children to blend approximately three sounds together in order to read them. **Phase 4 requires children to blend an increasing number of sounds together in order to read.** In Phase 4 words are often referred to in relation to how many vowels and consonants they contain:

### **CVC Words**

The word '**cod**' is a CVC word (consonant / vowel / consonant). Other CVC words include: sad, net & him.

### **CCVC Words**

The word '**crab**' is a CCVC word (consonant / consonant / vowel / consonant). Other CCVC words include: trim, flat & step.

### **CVCC Words**

The word '**help**' is a CVCC word (consonant / vowel / consonant / consonant). Other CVCC words include: fist, mend and test.

As children progress through Phase 4 they become more confident and skilled in reading and spelling words with a greater number of letters and graphemes.

## Phase 5

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In Phase 5 children are introduced to new graphemes for reading. Some of these graphemes represent phonemes (sounds) that they have already learnt a grapheme for. For example, in Phase 3 children were taught 'ai' as the grapheme for the phoneme /a/ (as in rain). In Phase 5, children are taught that the phoneme /a/ can also be represented by the graphemes 'ay' (as in play) or 'a-e' (as in make). This variation needs to be taught as it is common in our language system.

<b>a-e</b> (as in came)	<b>au</b> (as in Paul)	<b>aw</b> (as in saw)	<b>ay</b> (as in day)
<b>e-e</b> (as in these)	<b>ea</b> (as in sea)	<b>ew</b> (as in stew)	<b>ew</b> (as in chew)
<b>ey</b> (as in money)	<b>i-e</b> (as in like)	<b>ir</b> (as in girl)	<b>o-e</b> (as in bone)
<b>oe</b> (as in toe)	<b>ou</b> (as in out)	<b>oy</b> (as in boy)	<b>ph</b> (as in Phil)
<b>u-e</b> (as in June)	<b>u-e</b> (as in huge)	<b>ue</b> (as in clue)	<b>ue</b> (as in due)
<b>wh</b> (as in when)			

The phonics screening test takes place towards the end of Year 1.

## Phase 6

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By the beginning of Phase 6, children should know most of the common grapheme – phoneme correspondences (**GPCs**). They should be able to read hundreds of words, doing this in three ways:

- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually develops at a slower rate than reading, as it is harder.

### **Misuse of phonics**

A few children may be less fluent and confident. This is often because their recognition of graphemes consisting of two or more letters is **not automatic enough**. Such children may still try to use phonics by sounding out each letter individually and then attempting to blend these sounds (**for instance /c/-/h/-/a/-/r/-/g/-/e/ instead of /ch/-/ar/-/ge/**). Such children require **greater familiarity with graphemes of two or more letters**.

**The necessity for complete familiarity with these graphemes cannot be overstated.** The work on spelling, which continues throughout Phase 6 and beyond, will help children to understand more about the structure of words and consolidate their knowledge of GPCs.

The simple past tense is taught in Phase 6, e.g. I looked, not continuous past tense, e.g. I was looking. However, before we teach our children to spell the past tense forms of verbs, it is important that they gain an understanding of the meaning of 'tense'. Since many common verbs have irregular past tenses (e.g. go – went, come – came, say – said) it is often easier to teach the concept of past tense separately from the spelling of past tense forms. Short oral games can be used for this purpose.

It is a prerequisite of Phase 6 that the children have investigated and learned the appropriate spelling rules and are able to distinguish long and short vowel phonemes (e.g. /a/ and /ai/, /o/ and /oa/). Phonics sessions may need to revisit and focus on digraphs highlighted from gaps identified in assessment analysis.

Suffixes are taught during Phase 6 including -ing, -ed, -er, -est, -ful, -ly, -y and plurals. Children must be given time to investigate how adding suffixes and prefixes changes words, both their spelling and their meaning.

To help children learn high-frequency and topic words, they should be helped to develop their ability to identify the potentially difficult element or elements in a word (e.g. the double tt in getting, the unusual spelling of /oo/, and the unaccented vowel i

in beautiful). They are also taught different strategies for memorising high-frequency or topic words.

### **Strategies to Memorise High Frequency Words**

1. **Syllables** – to learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber, ba-by)
2. **Base words** - to learn my word I can find its base word (e.g. Smiling – base smile +ing, e.g. women = wo + men)
3. **Analogy** - to learn my word I can use words that I already know to help me (e.g. could: would, should)
4. **Mnemonics** - to learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants)

Phase 6 also challenges the children to learn routines for spelling longer words including syllables/clap and compound words. They also learn how spelling contractions are formed including the importance of the apostrophe positioning.

Children's growing understanding of why words are spelt in a particular way is valuable when they go on to apply it in their independent writing. Children should be able to spell an ever-increasing number of words accurately and to check and correct their own work by the end of Phase 6.

### **From phonics to fluency**

The expectation is that, with a concerted approach to the teaching of Phonics, most children will have established a good foundational phonological awareness by the end of the Foundation Stage and/or within the early stages of Year 1. The exception to this may be the children with SEN who will continue to be supported during intervention time, where they will be taught in small, highly focused group sessions.

By the time children reach Phase 6, many children will be able to read texts of several hundred words fluently on their first attempt. Those children who are less fluent may benefit from re-reading shorter texts **several times**, not in order to memorise the texts, but to become more familiar with at least some of the words that cause them challenge, and to begin to experience what fluent reading feels like.

### **High Frequency Words**

Within phonics, the High Frequency Words are taught. Where possible, they should dovetail into the phonics teaching e.g. 'but' could easily be taught in a CVC lesson. Others should be read discretely within the revisit section, but there should be an understanding on the part of the teacher that the teaching of these words is more effective when placed in the context of the child's own work not taught out of context.



This is because they are not skills to be taught like building blocks for future learning (as are the phonic sounds) but they are stand-alone words. Therefore, they need a learning approach, rooted in and developed alongside the child's own writing.

### **Blending and Segmenting**

The whole basis of synthetic phonics is based around the blending as well as the segmenting of the sounds. The Rose review was unequivocal in its wish to see both blending and segmenting taught together and stated that... 'The 'reversibility' of decoding letters to read words and choosing letters to spell (encoding) meant that children were applying their phonic knowledge and the skills of blending and segmenting in two contexts: reading and writing...(and this) developed their confidence and self-esteem as readers and writers'. Likewise, our phonics approach develops the teaching of reading alongside the teaching of spelling.

### **Multi-Sensory Approach**

Children need to access learning through as broad a spectrum of senses as is possible in all areas of the curriculum and phonics is no different. As The Rose review says "The multi-sensory work showed that children generally bring to bear on the learning task as many of their senses as they can, rather than limit themselves to only one sensory pathway." (Jim Rose Independent review of the teaching of early reading 2006:21)

In our Phonics lessons you will see:

- Take a photograph of a grapheme, word or sentence
- Staff encouraging thinking time while children 'chew the word' before segmenting as they pull the word from their lips/mouth
- Secret signs – informing children who's turn it is to speak and when
- Air writing and back of the hand writing

### **Teaching of Spelling**

There comes a point in the teaching of spelling when children will have acquired sufficient understanding in phonological awareness that they are able to use these skills to build up words successfully. Once a child has reached a point where they recognise that the bird's beak may be spelt; "beak", "beek" or "beke" the role of "teaching" phonics has reached a natural end. The child does not require further teaching of phonics but needs to learn which one of these spellings (all of which are potentially correct) is appropriate in the context of their own writing. For this, a fresh teaching strategy is required.

### **Assessment**

Children will be assessed to ensure their retention of their phonics regularly. In the main, children will be assessed every 3 weeks, twice half-termly. However, often one session a week will revisit the sounds recently taught and timely interventions will be put in place for children who are not retaining what has been taught.

## Environment

In each classroom, the letters and sounds of the week will be displayed prominently. The teacher will also display words mindfully, according to their children's needs. For example, Year 1 may have a working wall to encourage the children to read alien and non-alien words. Mnemonics with visual aids may be displayed to support memory.

## Homework

<b>Class</b>	<b>Homework expectation</b>
Nursery	A rhyme of the week to be sent to enjoy with their family
Reception	Twice half termly pieces. Children receive a reading book to match their phonics focus
Class 1	Weekly phonics – to recap on and practise the week's sounds Where appropriate, children receive a reading book to match their phonics focus
Class 2	Weekly – for children who are yet to pass the Phonics Screen Alternate weeks – to recap and practise applying learning

## Glossary

**Blend** – to bring individual sounds together smoothly to pronounce a word, e.g. s-n-a-p, blended together, reads snap

**Cluster**: two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster

**Consonant blend** - a sequence of two or three consonants, each of which is heard with minimal change.

**Consonant digraph** - consists of two consonants that together represent one sound (sh, ch, th, gh).

**Contraction** - a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters by an apostrophe (cannot = can't)

**Decode** – use knowledge of letter-sound relationships (break a word down) to accurately read a word

**Digraph** - two letters (two vowels or two consonants or a vowel and a consonant) which together make one sound (ck, ow).

**Encoding** - a process of using letter/sound knowledge to spell with accuracy.

**Fluency** - the ability to read words or larger language units in a limited time interval – freedom from word decoding problems that might hinder comprehension in silent or oral reading

**Grapheme-Phoneme Correspondences (GPCs)** - the process of matching both the grapheme and phonemes together and vice versa. GPC fits into the phonics framework and allows children to blend words both written and orally.

**Mnemonic**: a device for memorising and recalling something, such as a snake shaped like the letter 'S'

**Phoneme** - basic sound unit of speech

**Phonics** - the relationships between the sounds of a language and the letters used to represent those sounds – a way of teaching reading and spelling that stresses symbol sound relationships

**Prefix**: phonics definition – a syllable or group of syllables attached to the beginning of a word or root to change its meaning (reprint, unpack, dislike)

**Root word** - a word with no prefix or suffix added; may also be referred to as a **base** word

**Schwa** - the vowel sound of any unaccented syllable in English

**Segmenting** - to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

**Split Digraph** - two letters, split, making one sound, e.g. a-e as in **make** or i-e in **site**

**Suffix** - a syllable or group of syllables attached to the end of a word or root to change its meaning (s, ed, ing)

**Synthetic Phonics** - an approach to the teaching of reading in which phonemes associated with particular graphemes are pronounced in isolation.

**Trigraph** - three letters which together make one sound (igh, tch).

## Resources

### Phase 2

This page provides an overview of the main teaching content

#### **Phase 2 – Set 1 Words**

at sat pat tap sap a as

#### **Phase 2 – Set 1 & 2 Words it is sit**

sat pit tip pip sip an in nip pan pin tin tan  
nap an man mam mat map Pam Tim Sam dad sad dim  
dip din did Sid and

#### **Phase 2 - Set 1, 2 & 3 Words tag gag gig**

gap nag sag gas pip dig got on not pot top dog pop  
God Mog can cot cop cap cat cod kid kit Kim Ken

#### **Phase 2 – Set 1, 2, 3 & 4 Words**

kick sack sock dock pick sick pack ticket pocket get pet ten  
net pen peg met men neck up mum run mug cup sun  
tuck mud sunset rim rip ram rat rag rug rot rocket carrot

#### **Phase 2 – Set 1 - 5 Words**

had him his hot hut hop hum hit hat has hack hug  
but big back bet bad bag bed bud beg bug bun bus  
Ben bat bit bucket beckon rabbit of if off fit fin fun fig  
fog puff huff cuff fan fat lap let leg lot lit bell  
fill doll tell sell Bill Nell dull laptop ass less hiss mass  
mess boss fuss hiss pass kiss Tess fusspot

### **Phase 3**

#### **Phase 3 – Sets 1 to 6 Words**

jam Jill jet jog Jack Jen jet-lag jacket van vat vet Vic  
Ravi Kevin visit velvet will win wag web wig wax cobweb wicked  
mix fix box tax six taxi vixen exit

#### **Phase 3 – Sets 1 to 7 Words**

yap yes yet yell yum-yum zip Zak buzz jazz zigzag quiz  
quit quick quack liquid

**Phase 3 – Consonant Digraphs / ch / sh / th /**

Chop chin chug check such chip chill much rich chicken ship shop  
shed shell fish shock cash bash hush rush them then that  
this with moth thin thick path bath

**Phase 3 – Consonant Digraph / ng /**

ring rang hang song wing rung king long sing ping-pong

**Phase 3 – Vowel Graphemes / ai / ee / igh /**

wait Gail hail pain aim sail main tail rain bait see feel weep  
feet jeep seem meet week deep keep high sigh light might  
night right sight fight tight tonight

**Phase 3 – Vowel Graphemes oa/oo coat load goat**

loaf road soap oak toad foal boatman too zoo boot hoof  
zoom cool food root moon rooftop look foot cook good book  
took wood wool hook hood

**Phase 3 – Vowel Graphemes ar/or/ur bar car bark**

card cart hard jar park market farmyard for fork cord cork  
sort born worn fort torn cornet fur burn urn burp curl  
hurt surf turn turnip curds

**Phase 3 – Vowel Graphemes ow / oi / ear**

now down owl cow how bow pow row town towel oil boil  
coin coil join soil toil quit poison tinfoil ear dear fear hear  
gear near tear year rear beard

**Phase 3 – Vowel Graphemes air / ure / er**

air fair hair lair pair cairn sure lure assure insure pure  
cure secure manure mature hammer letter rocker ladder  
supper dinner boxer better summer banner

**Phase 3 – Words with a combination of two Phase 3 graphemes**

cheep tooth chair sharp torch looking sheet harsh waiter  
poach orchard powder thing short arch shoal north lightning  
thorn church chain shook farmer porch teeth singer faith  
shark shorter thicker coach sheer sheep march longer booth

## **Phase 4**

### **Phase 4 – CVCC Words using sets 1-7 letters**

went it's help just tent belt hump band dent felt gulp lamp  
wind land nest sink link hunt best tilt lift lost tuft damp  
bust camp gift kept tusk limp soft pond husk cost bank  
bunk fond gust hand next milk golf jump fact melt ask fast  
last daft task

### **Phase 4 – CVCC Words using phase 3 graphemes**

champ chest tenth theft Welsh chimp bench sixth punch chunk  
thank shift shelf joint boost thump paint roast toast beast think  
burnt

### **Phase 4 – Polysyllabic Words children helpdesk sandpit**

windmill softest pondweed desktop helper handstand melting seventh  
shampoo Chester giftbox shelter lunchbox sandwich shelving  
Manchester chimpanzee champion thundering

### **Phase 4 – CCV and CCVC Words using set 1-7 letters**

from stop spot frog step plan speck trip grab track spin flag  
grip glad twin sniff plum gran swim clap drop glass grass brass

### **Phase 4 – CCV and CCVC Words using phase 3 graphemes**

green fresh steep tree spear smell spoil train spoon sport  
thrush trash start flair trail cream clown star creep brown  
stair spoil spark bring crash bleed clear train swing droop  
spoon float smart groan brush growl

### **Polysyllabic Words**

scoop sport frown speech smear thrill treetop starlight  
floating freshness

**Phase 4 – CCVCC, CCCVCC & CCCVCC Words using set 1-7 letters**

stand crisp trend trust spend glint twist brand frost cramp  
plump stamp blend stunt crust tramp grunt crept drift slept  
skunk think thank blink drank blank trunk graft grant blast  
grasp slant

**Phase 4 – CCVCC, CCCVCC & CCCVCC Words using phase 3 graphemes  
Polysyllabic Words**

crunch drench trench Grinch shrink thrust spring strap string  
scrap street scrunch driftwood twisting printer

**Phase 5**

**Phase 5 – New graphemes for reading ay/ou**

ay  
day play may  
say stray clay  
spray tray crayon  
delay  
ou  
out about cloud  
scout found proud  
sprout sound loudest  
mountain

**Phase 5 – New graphemes for reading ie/ea**

ie  
pie lie tie  
die cried tried  
spied fried replied  
denied

ea  
sea seat bead  
read meat treat  
heap least steamy  
repeat

**Phase 5 – New graphemes for reading oy/ir**

oy  
boy toy joy  
oyster Roy destroy  
Floyd enjoy royal  
annoying  
ir  
girl sir bird

shirt skirt birth  
third first thirteen  
thirsty

Phase 5 – New graphemes for reading ue/ue

ue

clue blue glue  
true Sue Prue  
rue flue issue  
tissue

ue

cue due hue  
venue value pursue  
queue statue rescue  
argue

Phase 5 – New graphemes for reading aw/ph

aw

saw paw raw  
claw jaw lawn  
yawn law shawl  
drawer

ph

Philip Philippa phonics  
sphinx Christopher dolphin  
prophet phantom elephant  
alphabet

Phase 5 – New graphemes for reading wh/wh

wh

when what which  
where why whistle  
whenever wheel whisper  
white

wh

who whose whole  
whom whoever

Phase 5 – New graphemes for reading ew/ew

ew

blew chew grew  
drew screw crew  
brew flew threw  
Andrew

ew

stew few new  
dew pew knew  
mildew nephew renew

Matthew

Phase 5 – New graphemes for reading oe/au



**oe**

**toe hoe doe**

**foe woe Joe**

**does tomatoes potatoes**

**heroes**

**au**

**Paul haul daub**

**launch haunted Saul**

**August jaunty author**

**automatic**

**Phase 5 – New graphemes for reading ey/a-e**

**ey**

**money honey donkey**

**cockney jockey turkey**

**chimney valley trolley**

**monkey**

**a-e**

**came made make**

**take game race**

**same snake amaze**

**escape**

**Phase 5 – New graphemes for reading e-e/i-e**

**e-e**

**these Pete Eve**

**Steve even theme**

**gene scene complete**

**extreme**

**i-e**

**like time pine**

**ripe shine slide**

**prize nice invite**

**inside**

**Phase 5 – New graphemes for reading o-e/u-e/u-e**

**o-e**

**bone pole home**

**alone those stone**

**woke note explode**

**envelope**

**u-e**

**June flute prune**

**rude rule**

**u-e**

**huge cube tube**

**use computer**

**Phase 5 – Known graphemes for reading: alternative pronunciations of ‘a’**

<b>a</b>	Long /a/ sound	<b>a</b> corn bacon apron angel apricot bagel station nation Amy lady
	/ar/ sound	<b>f</b> ather half calf palm
	/o/ sound	<b>S</b> quash was what wash wasp squad want watch wallet wander
	Short /a/ sound	<b>h</b> at fast pass last <b>g</b> lass

## Phase 6

### **Examples of common suffixes suitable for Phase Six:**

- s and -es:** added to nouns and verbs, as in cats, runs, bushes, catches;
- ed and -ing:** added to verbs, as in hopped, hopping, hoped, hoping;
- ful:** added to nouns, as in careful, painful, playful, restful, mouthful;
- er:** added to verbs to denote the person doing the action and to adjectives to give the comparative form, as in runner, reader, writer, bigger, slower;
- est:** added to adjectives, as in biggest, slowest, happiest, latest;
- ly:** added to adjectives to form adverbs, as in sadly, happily, brightly, lately;
- ment:** added to verbs to form nouns, as in payment, advertisement, development;
- ness:** added to adjectives to form nouns, as in darkness, happiness, sadness;
- y:** added to nouns to form adjectives, as in funny, smoky, sandy.

### **Adding -s and -es to nouns and verbs**

Generally, -s is simply added to the base word. The suffix -es is used after words ending in s(s), ch, sh and z(z), and when y is replaced by i. Examples include buses, passes, benches, catches, rushes, buzzes, babies. (In words such as buses, passes, benches and catches, the extra syllable is easy to hear and helps with the spelling.) Words such as knife, leaf and loaf become knives, leaves and loaves and again the change in spelling is obvious from the change in the pronunciation of the words.

*The spelling of a suffix is always the same, except in the case of -s and -es.*

### **Game: Today and Yesterday**

A puppet says "Today I am eating an egg – what did I eat yesterday?" The response could be, "Yesterday you ate a sandwich, Yesterday you ate some jam". The puppet could say, "Today I am jumping on the bed. Where did I jump yesterday?" and the response could be, "Yesterday you jumped in the water" and so on.