

## Letters and sounds - Phonic teaching

<i>Phase One</i>	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i>	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i>	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i>	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i>	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i>	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.



**PRESTON HEDGE'S PRIMARY SCHOOL**

# PHONICS

**LETTERS AND SOUNDS**

**Phase 4**

## Phase Four

In Phase Four there are no new graphemes introduced.

When children start Phase Four of the Letters and Sounds phonics programme, they will

- know a grapheme (symbol) for each of the 42 phonemes
- blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them
- read straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words

Examples of Phase Four words to read and spell

cvcc	call belt damp milk pick
ccvvc	brain gloat clear train broom creep
Other simple combinations	shrink bright switch appear stamp stand whisper
Compound words	milkman carpet paintbrush football pinball fishpond light teapot

### Tricky words

During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

<ul style="list-style-type: none"><li>• said</li><li>• have</li><li>• like</li><li>• so</li><li>• do</li><li>• Some</li><li>• come</li></ul>	<ul style="list-style-type: none"><li>• were</li><li>• there</li><li>• little</li><li>• one</li><li>• when</li><li>• out</li><li>• what</li></ul>
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**High Frequency Words** — are those words which appear most often in print and can be made using the sounds introduced during this phase.

**went it's from children just help**

## Helpful vocabulary explanations

**digraph** — two letters making one sound, e.g. sh, ch, th, ph.

**vowel digraphs** comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

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

**grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

**grapheme-phoneme correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

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

**phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

**segment (vb)** — 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/

**VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam

**Compound word** - when two small words are joined together to make one word of new meaning, e.g. sunshine, rainbow, skateboard