



PRESTON HEDGE'S PRIMARY SCHOOL

PHONICS

LETTERS AND SOUNDS

Phase 5

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 new word, e.g. sunshine, rainbow, skateboard, butterfly

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.

Step four....Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

a	acorn/fast/was
e	bed/he
i	tin/mind
o	hot/some/go
u	but/unit
g	got/gem

ow	down/low
ea	sea/ready
ou	round/you/could/shoulder
y	my/gym/happy/yet
c	cat/central

Tricky words

During Phase 5, the following tricky words (which can't yet be decoded) are introduced:

- oh
- their
- people
- looked
- Mrs
- Mr
- called
- asked
- could

High Frequency Words — are those words which appear most often in print and can be made using the sounds introduced during this phase.

don't old I'm by time house about your

day made came make here saw very put

Phase Five

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. Here are some alternative graphemes.

Step one... New graphemes for reading

ay	ou	ie	oy	ir	ue	aw		
wh	ph	ew	oe	au	ey	mb	kn	gn

Step two... Alternative spellings for each phoneme

ai	ay
ee	ea y ey
er	ir ur ear
igh	ie
or	aw au
n	kn
air	ear ere are

oo	ue ew
oa	Ow oe
oi	oy
ow	ou
f	ph
r	wr
ear	ere

Step three... Also children at phase five will read and spell words with the following patterns

a-e	e-e	i-e	u-e	o-e
race bake pale	Pete complete these	nine hide bite	flute confuse assume	note alone telephone