

Phase 5 Sound Mat



ay



ou



ie



ea



oy



ir



ue



ue



aw



wh



ph



ew



ew



oe



au



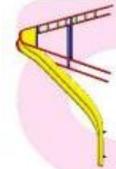
ey



a-e



e-e



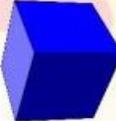
i-e



o-e



u-e



u-e

Support Your Child With Phonics



At Outwoods Primary School we use the Government's Letters and Sounds Scheme to teach phonics. Phonics is a way of teaching children to read. They are taught how to:-

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo';
- blend letter sounds together from left to right to make a word;

As soon as the children start school in the Early Years, we begin teaching daily phonics sessions (based upon the 'Letters and Sounds' document). These daily sessions continue throughout the Reception year and across Key Stage One. Our aim is for these sessions to be lively and interactive as well as multi-sensory.

This booklet is designed to help you support and extend your child's learning. Helping your child at home will make a huge impact on their learning in school.

If you would like a paper copy of this booklet, just ask at the school!

Phase 1

Nursery and throughout reception

In this phase children should experience sounds and become aware of them in their everyday environment. Children should enjoy experimenting with the sounds different objects can make for example leaves crunching. Experiment how sound changes if the objects are bigger or smaller.

Children need the opportunity to develop their language. This can be supported by encouraging children to use language for thinking by asking questions such as 'What does it feel like to be in the tunnel, under the table, in the middle of a field?'
Going on listening walks - what can they hear?

They need to experience activities that simulate writing; large movements, such as swirling ribbons in the air or using paint brushes to paint or in water.

Children also need to listen to a range of nursery rhymes and stories. They need to hear them over and over again so that they can repeat them. This will help a lot later on!

Things to help support your child at home;

Playing with sounds;

Help children to make sounds that match animals or objects e.g.

A bee goes buz-z-z-z and a cow goes m-o-o-o-o.

Letter association;

Have an item such as a 'ball'. Establish the first sound 'b' (said 'buh'). Can they find another item that starts with 'b'?

Can they put all the items that start with 'b' together?

I Spy - give children a small selection of items (4 or 5) to choose from so that the game remains focused.

Rhymes and rhyming;

Think of a word or an object such as 'cat'. What other words can you think of that rhyme? sat, mat, bat etc.

Changing rhymes that they know, such as Hickory, Dickory Dable, the mouse ran up the ...?

Phase 2

Reception

By the end of phase 2, the children should know 23 sounds (phonemes):

s a t p i n m d
g o c k ck e u r
h b f ff l ll ss

And be able to read 5 tricky words:

the to l no go

Children should start to sound out and blend cvc (consonant, vowel, consonant) words e.g. when you sound out c-a-t, they can tell you the word is cat.

Children should also be able to hear sounds in cvc words e.g. when you say mum, they can pick out the sounds (segment) m-u-m. This helps with spelling.

Here are some words that you can use to help your child with oral blending and segmenting in this phase.

s,a,t,p	at, sat, pat, tap, sap, as
+ i	it, is, sit, sat, pit, tip, pip, sip
+ n	an, in, nip, pan, pin, tin, tan, nap
+ m	am, man, mam, mat, map, Pam, Tim, Sam
+ d	dad, sad, dim, dip, din, did, Sid, and
+ g	tag, gag, gig, gap, nag, sag, gas, pig, dig
+ o	got, on, not, pot, top, dog, pop, God, Mog
+ c	can, cot, cop, cap, cat, cod
+ k	kid, kit, Kim, Ken
+ ck	kick, sock, sack, dock, pick, sick, pack, ticket, pocket
+ e	get, pet, ten, net, pen, peg, met, men, neck
+ u	up, mum, run, mug, cup, sun, tuck, mud, sunset
+ r	rim, rip, ram, rat, rag, rug, rot, rocket, carrot
+ h	had, him, his, hot, hut, hop, hum, hit, hat, has, hack
+ b	but, big, back, bet, bad, bag, bed, bud, beg, bug, bun
+ f, ff	of, if, off, fit, fin, fun, fig, fog, puff, huff, cuff, fan, fat
+ l, ll	lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bill, Nell, laptop
+ ss	hiss, mass, mess, boss, fuss, hiss, kiss

Phase 3

Reception

Phase 3 builds on Phase 2 and the children learn 25 more sounds and diagraphs (two or more letters together that make a single sound):

j v w x y z, zz qu ch sh
th ng ai ee igh oa oo ar
or ur ow oi ear air ure er

And 12 more tricky words to read:

he she we me be was
my you her they all are

They should now, also, be able to spell the 5 tricky words from phase 2.

Here are some words that you can use to help your child with oral blending and segmenting in this phase.

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

y	yes, yap, yet, yum, yell, yuck
z, zz	zig, Zak, zigzag, jazz, buzz, fizz
qu	quiz, quit, quick, quack, liquid
ch	chip, chin, chop, chug, such, chill, check, chicken, rich
sh	ship, shop, shed, fish, shell, shock, cash, rush
th	them, then, that, this, with, moth, thin, thick
ng	ring, rang, hang, song, wing, rung, king, long, sing
ai	wait, Gail, hail, pain, aim, sail, main, tail, rain, bait
ee	see, feel, weep, feet, jeep, seem, meet, week, deep
igh	high, sigh, light, might, night, right, sight, fight, tight
oa	coat, load, goat, loaf, road, soap, oak, toad, foal
oo	too, zoo, boot, hoof, zoom, food, book, took, look
ar	bar, car, bark, card, cart, hard, jar, park, market
or	for, fork, cord, cork, sort, born, worn, fort, torn, cornet
ur	fur, burn, urn, burp, curl, hurt, surf, turn, turnip, curds
ow	now, down, owl, cow, how, bow, pow, row, town, towel
oi	oil, boil, coin, coil, join, soil, toil, quoit, poison, tinfoil
ear	ear, dear, fear, hear, gear, near, tear, year, rear, beard
air	air, fair, hair, lair, pair, cairn
ure	sure, assure, insure, pure, cure, secure, manure, mature
er	hammer, letter, rocker, ladder, supper, dinner, boxer

Phase 4

Beginning of Year 1

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and words with more than one syllable.

Children will learn to read 14 more tricky words:

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

And spell the 12 tricky words from Phase 3:

he she we me be was
my you her they all are

You could also practise these words in captions or sentences to help your child learn them.

Making up little rhymes to remember them can help too!

Eg: said= silly ants in dustbins.

were=worms eat red eggs.

Children will also learn to read and spell CVCC (consonant, vowel, consonant, consonant) words such as tent, paint, shelf using phoneme frames;

t	e	n	t
b	l	u	sh

You can find CVCC games to play at; <http://www.letters-and-sounds.com/phase-4-games.html>

The words below are made up from the letters taught for use in blending for reading and segmentation for spelling.

cvcc (phase 2)	went, best, fond, tilt, gust, help, lift, hand, just, lost, next, tent, tuft, milk, belt, damp, golf
cvcc (phase 3)	champ, shift, chest, shelf, tenth, joint, theft, boost, Welsh, thump, chimp, paint, bench, roast
cvcc (polysyllabic)	helpdesk, shampoo, sandpit, giftbox, windmill, shelter, softest, lunchbox, pondweed, sandwich, desktop, shelving, helper, Manchester, handstand
ccv, ccvc (phase 2)	from, grip, stop, glad, spot, twin, frog, sniff, step, plum, plan, gran, speck, swim, trip, clap, grab, drop
ccv, ccvc (phase 3)	green, flair, clear, speech, fresh, trail, train, steep, cream, swing, thrill, tree, clown, droop, spoon, star
ccvcc words	stand, crust, crisp, tramp, trend, grunt, trust, crept, spend, drift, glint, slept, crunch, drench
cccvc words	spring, strap, string, scrap, street
cccvc	scrunch

Phase 5

Rest of Year 1 and into Year 2

During Phase 5 children broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for some that they have already learnt.

In Phase 5, 19 new graphemes for reading are taught:

ay ou ie ea oy ir au
ue aw wh ph ew oe ey
a_e e_e i_e o_e u_e

One new phoneme (sound) is taught:

zh Found in words like treasure, measure, vision.

And 25 more tricky words are added too:

oh their people Mr Mrs looked
called asked water where who again
thought through work mouse many laughed
once friends eyes any different because
please

The children should now be able to spell the Phase 4 tricky words. On the next page are some words that you can use to help your child with oral blending and segmenting in this phase.

ay	day, play, may, say, stray, clay, spray, tray, crayon
ou	out, about, cloud, scout, found, proud, sprout, sound
ie	pie, lie, tie, die, cried, tried, spied, fried, replied
ea	sea, seat, bead, read, meat, treat, heap, least, steamy
oy	boy, toy, joy, oyster, Roy, destroy, Floyd, enjoy, royal
ir	girl, sir, bird, shirt, skirt, birth, third, first, thirteen
ue	clue, blue, glue, true, Sue, Prue, rue, flue, issue, tissue
aw	saw, paw, raw, claw, jaw, lawn, yawn, law, shawl
wh	when, what, which, whistle, whenever, wheel, whisper
ph	Philip, Philippa, phonics, dolphin, prophet, elephant
ew	blew, chew, grew, drew, screw, crew, flew, threw, new
oe	toe, doe, foe, woe, Joe, goes, tomatoes, heroes
au	Paul, haul, launch, haunted, August, author, automatic
ey	money, honey, donkey, jockey, turkey, valley, monkey

Children will also learn split digraphs.

This is when the 2 letters in a digraph such as 'ie' have been split up by the final sound in the word.

For example in the word '**time**', the 'm' has split up the **ie** digraph so it is known as a split digraph, **i_e**.

a_e	came, made, make, take, game, race, same, snake
e_e	these, Pete, Eve, Steve, even, theme, gene, scene

i_e	like, time, pine, ripe, shine, slide, prize, nice, invite
o_e	bone, home, alone, those, stone, woke, note, explode
u_e	june, huge, cube, tube, use, computer

Children will also learn alternative pronunciations for some phonemes that they have already learned.

Eg: i as in **tin**, and i as in **find**.

Here are some common alternative pronunciations:

i	fin, find
o	hot, cold
c	cat, cent
g	got, giant
u	but, put
ow	cow, blow
ie	tie, field
ea	eat, bread
er	farmer, her
a	hat, what
y	yes, by, very
ch	chin, school, chef
ou	out, shoulder, could, you

Now that children know different spellings for sounds they have already learnt they can start practising words to find out which spelling they need.

For example: If a child wants to write the word **time**, they would know 5 different spellings of the sound in the word eg: **igh, i, ie, y** and **i_e**.

Children could try the word using each spelling and see if they can spot the correct spelling, for example: **tighm, tim, tiem, tym, time**.

Another example would be for the word **beach**, they would know 7 different spellings of the sound in the word eg: **ee, ea, e_e, ie, y, ey**.

Children could try the word using each spelling and see if they can spot the correct spelling, for example: **bee ch, beach, beche, biech, bych, beych**.

With practise children can identify the correct spelling by looking at the different variations.

Children should also be able to read and spell the 'first 100 high frequency words' - (shown on next page). Some need to be learnt as tricky words but many are decodable.

100 High Frequency Words

the	and	a	to				
said	in	he	I	down	dad	big	when
of	it	was	you	it's	see	looked	very
they	on	she	is	look	don't	come	will
for	at	his	but	into	back	from	children
that	with	all	we	him	Mr	get	just
can	are	up	had	now	came	oh	about
my	her	what	there	got	their	people	your
out	this	have	went	put	could	house	old
be	like	some	so	too	by	day	made
not	then	were	go	time	I'm	if	help
little	as	no	mum	Mrs	called	here	off
one	them	do	me	asked	saw	make	an

Phase 6

Rest of Year 2

By the beginning of Phase Six, children should know most of the common graphemes. 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 phonetically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder.

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

The teaching of past tense is introduced in this phase;

First orally; go – went, come – came, say – said. Using the words yesterday and today in discussions to reinforce the different meanings; for example Today I will come to school. Yesterday I came to school.

Then through the addition of a suffix (letters added to the end of a word) in spelling – ed.

rounded, helped, turned, begged, hissed, wanted, sorted, hummed, waded, washed, hated, greased, lived, robbed, rocked, laughed, called, roasted.

Common spelling rules are also established;

The position of a phoneme in a word may rule out certain graphemes for that phoneme.

The **ai** and **oi** spellings do not occur at the end of English words or immediately before suffixes; instead, the **ay** and **oy** spellings are used in these positions (e.g. play, played, playing, playful, joy, joyful, enjoying, enjoyment).

Here are examples of common suffixes suitable for Phase Six.

s, es	ed, ing	ful	er	est	ly	ment	ness	y
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- -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**.

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

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; **buses, passes, benches, catches, rushes, buzzes, babies**. 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.

Useful Websites

Below is a list of websites that can support you and your child with letters and sounds...

- www.phonicsplay.co.uk
Lots of free games for each phase, especially good for reading non-words. You can also subscribe to access more games.
- <http://www.letters-and-sounds.com>
Includes further information on each phase as well as printable resources and links to online games.
- <http://www.bbc.co.uk/schools/wordsandpictures/index.shtml>
Some games looking at sounds and high frequency words. Some printable activities too.

www.ictgames.com/literacy

Wide range of games for sounds, words and rhyming.

- <http://www.kenttrustweb.org.uk/kentict/content/games/>

Wide range of games for sounds, words and rhyming.

- www.topmarks.co.uk

English category on the left.

Search engine designed for schools where you can find a wide range of resources and activities with a phonics focus.

- www.bbc.co.uk/schools/ks1bitesize

Games to practise key skills such as rhyming, punctuation and grammar.