

Letters and Sounds Phonics Progression

	New Sounds	Tricky Words
Phase 2	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	to the no go I into
As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat . They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters. http://www.letters-and-sounds.com/phase-2-games.html		
Phase 3	Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	he, she, we, me, be, was, you, they, all, are, my, her
During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee. http://www.letters-and-sounds.com/phase-3-games.html		
Phase 4	The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants , such as <u>trap</u> , <u>string</u> and <u>milk</u> <u>Some more examples</u> help test just theft chimp tenth frog step shrink	said, have, like, so, do, some, come, were, there, little, one, when, out, what
When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words. http://www.letters-and-sounds.com/phase-4-games.html		
Phase 5	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 . This will take time to use and apply these and children will need time to experiment with their spelling. Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea , head and break . ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e	oh, their, people, Mr, Mrs, looked, called, asked, could
Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.		
Phase 6	They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. Suffixes will be introduced as well as basic grammar strategies. - s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en	
At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.		

