




























| | | | | | | | |
|---------------|---|------------|--------------|---|---|---|-------------|
| /oʊ/ |  | oa | o | -oe | o-e | | |
| | | oak | yo-yo | oboe | rope | | |
| |  | ow | -ough | | -eau | | |
| | | bow | dough | | plateau | | |
| /ee/ |  | ee | e | e-e | -ey | -ie | -ine |
| | | eel | emu | concrete | key | chief | sardines |
| |  | ea | | /i-ee/ | -y | -ey | -ie |
| | | eat | |  | sunny | monkey | movie |
| /or/ |  | or | ore | oar | -oor | -our | war |
| | | fork | snore | oars | door | four | wardrobe |
| | | aw | au | -al | ough | ough | quar |
| | | dawn | sauce | chalk | caught | thought | quarter |
| /z/ |  | z | -zz | -s | -se | -ze | |
| | | zebra | jazz | fries | cheese | breeze | |
| /ng/ |  | -ng | -n | | /ngk/ | -nk | -nc |
| | | gong | jungle | |  | ink | uncle |
| /v/ |  | v | -ve | | | | |
| | | violin | dove | | | | |
| short /oo/ |  | -oo | -oul | -u | | | |
| | | book | should | push | | | |
| long /oo/ | | oo | u-e | -ew | -ui | -ou | -o |
| | | moon | flute | crew | fruit | soup | move |
| /ks/ |  | -x | -ks | -cks | -kes | /gz/ | -x |
| | | fox | books | ducks | cakes |  | exam |
| /ch/ |  | ch | -tch | | /chu/ | -ture | |
| | | chairs | patch | |  | picture | |

| | | | | | | |
|--------------------|---|------------|-------------|--------------|-------------|-----------------|
| /sn/ |  | sn | cn | -tl | -cl | -ssl |
| | | sheep | chef | station | magician | admission |
| unvoiced /th/ |  | th | | | th | |
| | | thistle | | | there | |
| /kw/ |  | qu | | | | |
| | | queen | | | | |
| /ou/ |  | ou | ow | -ough | | |
| | | ouch | owl | plough | | |
| /oi/ |  | oi | oy | | | |
| | | ointment | toy | | | |
| /yoo/ |  | -ue | u | u-e | ew | eu |
| | | statue | unicorn | tube | new | pneumatic drill |
| /er/ |  | er | ir | ur | ear | wor |
| | | mermaid | birthday | nurse | earth | world |
| schwa 'uh' /er/ |  | -er | -our | -re | -ar | -or |
| | | mixer | humour | theatre | collar | sailor |
| /ar/ |  | ar | a | alm | alf | alves |
| | | artist | father | palm | half | calves |
| /air/ |  | air | -are | -ear | -ere | |
| | | hair | hare | bear | where | |
| /eer/ |  | eer | ear | -ere | -ier | |
| | | deer | ears | adhere | cashier | |
| /zh/ |  | -si | -s | -z | g | -ge |
| | | television | treasure | azure | courgette | collage |

The complexities of the English Alphabetic Code:

- one sound (phoneme) can be represented by one, two, three or four letters:
e.g. /d/ **d**, **ff** ph, **igh** igh, **loaf** ough
- one sound can be represented by multiple spelling alternatives (graphemes):
e.g. /od/: **o**, **oa**, **ow**, **oe**, **o-e**, **eau**, **ough**
- one grapheme can represent multiple sounds:
e.g. 'ough': /od/ **though**, /or/ **thought**, long /oo/ **through**, /ou/ **plough**, schwa /u/ **thorough**

The Phases

| | |
|---------|--|
| PHASE 1 | Talk About it Listen carefully Enunciate clearly |
| PHASE 2 | Oral blending Organisation Small groups Letter names |
| PHASE 3 | Digraphs CVC-phonetically plausible attempt at any written word |
| PHASE 4 | No new learning Apply Longer words Consonant clusters |
| PHASE 5 | Throughout Year 1 Broaden knowledge Long vowel phonemes represented in more than one way |
| PHASE 6 | Apply in reading and writing Draw upon prior learning Generally accurate |

Phonics Quiz Answers

| | |
|---------------------|--|
| Phoneme | The smallest single identifiable sound in a word. |
| Grapheme | A letter or group of letters representing one sound (a phoneme) eg s, c, h, <i>sh, ch, igh</i> |
| Oral Blending | Hearing a series of spoken sounds and merging them together to make a spoken word. Eg Teacher calls out b-u-s and the children say 'bus' |
| Blending | Recognising the letters sounds in a written word (eg c-u-p) and merging them in the order in which they are written to pronounce the word 'cup' |
| Syllable | A single unit of written or spoken word, an unbroken sound used to make up words. |
| Segmenting | Identifying the individual sounds in a spoken word (eg h-i-m) and writing down or manipulating letters for each sound to form the word 'him'. |
| GPC | Grapheme-phoneme correspondence. The relationship between sounds and the letters which represent those sounds. |
| Non-word reading | Nonsense words made up of the spellings (graphemes) the children have been taught in phonics (eg bip, steg, shromp). |
| Digraph | Two letters making one sound (phoneme). We cannot separate them and we do not hear them individually (-ck, -ss, sh, th) |
| Vowel Digraph | Two letters (one of which is a vowel) making one vowel sound (ai, ee, ow, ae, ue) |
| Split Vowel Digraph | Two letters making the same sound even though they are forced apart (a-e as in tale, u-e as in flute) |
| Trigraph | Three letters making one phoneme (igh, air, ure) |
| Consonant Clusters | Two (or three) letters making two (or three) sounds. You hear each sound separately and there is a letter to represent each sound (scr-, bl-, -mp) |
| Phoneme Frame | A way of identifying the GPCs in a word by writing each phoneme in a separate box. <div style="display: inline-block; border: 1px solid black; padding: 2px; margin-left: 10px;"> <div style="display: inline-block; border-right: 1px solid black; padding: 0 5px;">ch</div> <div style="display: inline-block; border-right: 1px solid black; padding: 0 5px;">i</div> <div style="display: inline-block; padding: 0 5px;">ck</div> </div> |
| Sound Button | A way of identifying the GPCs in a word by putting dots and lines under the letters. <div style="display: inline-block; margin-left: 10px;"> <u>ship</u> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="width: 10px; height: 10px; border-radius: 50%;"></div> <div style="width: 10px; height: 10px; border-radius: 50%;"></div> <div style="width: 10px; height: 10px; border-radius: 50%;"></div> </div> </div> |
| Tricky Words | A word which either contains letters (or letter combinations) that children have not yet been taught (and will become fully decodable for them later on) or contains an irregular part that does not follow phonic rules (such as 'here', 'does', 'one'). |
| Mnemonics | A method of remembering how to spell tricky words. /said/ - Sally Anne Is Dancing /because/ - Big Elephants Can't Always Use Small Exits |

Useful Websites

We have compiled a list of useful websites for you to visit at home if you wish.

- www.phonicsplay.co.uk
- www.mrthorne.com
- www.roythezebra.com
- www.iboard.co.uk
- www.letters-and-sounds.com
- <http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

Recommended Phonics Apps

- Jolly Phonics
- Phonics Play
- Phonics Superhero
- Forest Phonics
- Hairy Letters
- I'm Ready for Phonics
- Pocket Phonics

Phoneme frames

| | |
|--|--|
| | |
|--|--|

| | | |
|--|--|--|
| | | |
|--|--|--|

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|