

# Phase 5 Phonics

## Friday 23<sup>rd</sup> September

## 2022

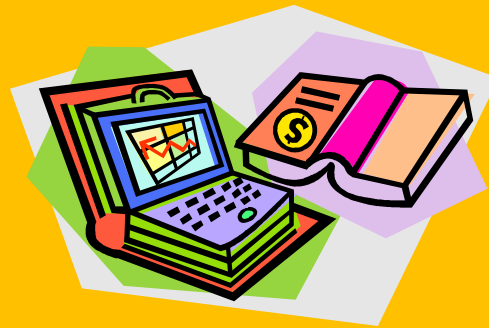


# Phonics simply means sounds.

- To read, children need to understand that sounds are represented by letters
- We have 44 phonemes in the English language but only 26 letters
- We use Letters and Sounds which is a programme separated into phases.































- Schools follow a programme called Letters and Sounds - 6 phases - Year 1 covers Phase 5.
- Programme supports children with word recognition skills



- We have already taught Phase 3 - sounds that are represented by more than 1 letter.
- Important that children constantly revise the sounds

### Phase 3 Sound Mat

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


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Children entering Phase 5 will already be able to read and spell words containing vowel digraphs and words with adjacent consonants, like trap, string and flask.

They will also be able to read and spell some polysyllabic words.

In Phase 5, children will learn more graphemes and phonemes (letters and sounds)

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

They will also learn these tricky words:

Oh  
Their  
People  
Mr  
Mrs  
Looked  
Called  
Asked  
could

# My 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



\*even

5a: sounds and tricky words.

5b: alternative pronunciation for the same letters e.g. 'ow' in 'cow' and 'ow' in 'snow'

5c: alternative spellings for the same sound, eg 'c' in 'circle' and 's' in 'sun'.

# A Typical Lesson...

- Revisit:
- Recap on all of the sounds so far (Splash Phonics)
- Teach:
- Introduce a new phoneme and grapheme (sound and letter)
- Practice
- Practice recognising the phoneme within a word - Phonics Play
- Apply
- Read the new phoneme within a sentence or write the new grapheme in context.



# What does this look like?

- Revisit:
- Recap on all of the sounds so far (Splash Phonics)
- Teach:
- "We are learning the grapheme 'ay' - write it in the air, on the floor etc.
- Practice
- Play 'Buried treasure' and identify the real and nonsense words.
- Apply
- Read the sentence: "Can a crayon spray paint?" or "Can a stray cat play?" Discuss.

# Phonics Screen

- The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help.
- The checks consist of **40 words and non-words** that your child will be asked to read one-on-one with a teacher. Non-words are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything - your child will need to read these with the correct sounds to show that they understand the phonics rules behind them.

# Useful websites:

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[http://puzzlemaker.discoveryeducation.com/code/  
BuildWordSearch.asp](http://puzzlemaker.discoveryeducation.com/code/BuildWordSearch.asp)

## ENGLISH

I take it you already know  
Of tough and bough and cough and dough?  
Others may stumble, but not you  
On hiccough, thorough, slough, and through.  
Well done! And now you wish, perhaps  
To learn of less familiar traps?

Beware of heard, a dreadful word  
That looks like beard and sounds like bird.  
And dead; it's said like bed, not bead;  
For goodness sake, don't call it deed!  
Watch out for meat and great and threat,  
(they rhyme with suite and straight and debt)  
A moth is not a moth in mother.  
Nor both in bother, broth in brother.

And here is not a match for there.  
And dear and fear for bear and pear.  
And then there's dose and rose and lose—  
Just look them up – and goose and choose.  
And cork and work and card and ward,  
And font and front and word and sword.  
And to and go, then thwart and cart.  
Come, come, I've hardly made a start.

A dreadful language? Why, man alive,  
I'd learned to talk it when I was five,  
And yet to write it, the more I tried,  
I hadn't learned it at fifty-five!

Don't ponder about TOO long...  
Noah the elipsis man...

\* Origin: Sharing words & Programs, S.F., CA.