# Parent Phonics Support Pack

This pack is aimed at supporting parents when helping to develop children's reading skills.

## Phonics steps:

When children are learning to read and spell. They go through 5 main steps, which are identified as phases.

Phase 1: Children learn to listen to sounds in words. In this phase children do not necessarily need to be exposed to print. However this phase also continues through all the other phonic phases. It is vital that sounds are pronounced correctly; for example 'm' is continuous, pronounced as 'mmmmm' rather than 'muh'. Try not to add 'uh' onto sounds. This phase is when children learn the sounds of the alphabet.

Phase 2: Children learn to read and spell CVC words such as cat and sheep.

Phases 3: Children learn to read and spell words containing long vowels such as 'ai' in train and paint.

Phase 4: Children learn to read and spell words with blends also known as clusters. Children in this phase work to identify the second sound and penultimate sound in words. For example, the r in train, or the s in crisp.

Phase 5: Children learn to read and spell alternative long sounds such as 'ai' in brain and 'ay' in play, 'ee' in sleep and 'ea' in peach etc. The aim is to identify where your child is within these phases and work with them on that phase. Please note that Phase 1 is vital to support all the other phases. For example it may be that a child is in Phase 4 but will benefit from reinforcement of Phase 1).

# Quick and easy reference for phonic steps:

Phase 1: Lots of playing with words; need to identify all letter sounds

Phase 2: Three sound words like sun , mat, sheep , Jack

Phases 3: Long vowel sounds like 'oo' in igloo

Phase 4: Clusters or blends like in 'st' and 'mp' in stamp

Phases 5: Recognising that some words have the same sound but different ways to spell them like 'ay' in pray and 'ai' in paint and a...e in cake

Please refer to the phonic sound sheets to support pronunciation.

# How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

## Sounds introduced in Phase 2

| Grapheme and mnemonic | Pronunciation phrase | Phase 5 Graphemes |
|---|---|---|
| | Show your teeth and let the **s** hiss out **ssssss ssssss** | **c se ce st sc** |
| | Open your lips a bit; put your tongue behind your teeth and make the **nnnnn** sound **nnnnn** | **kn gn** |
| | Put your lips together and make the **mmmmm** sound **mmmmm** | **mb** |
| | Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say **c c c** | **ch** |
| | Show me your teeth to make a **rrrr** sound **rrrrr** | **wr** |
| | Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound **fffff fffff** | **ph** |
| | Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press **llllll llllll** | **le al** |
| | Pucker your lips and show your teeth; use your tongue as you say **j j j** | **g dge ge** |
| | Put your teeth against your bottom lip and make a buzzing sound **vvvvv vvvvv** | **ve** |

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| Grapheme and mnemonic | Pronunciation phrase | Phase 5 Graphemes |
|---|---|---|
| | Pucker your lips and keep them small as you say **w w w** | **wh** |
| | Show me your teeth and buzz the **z** sound **zzzzz zzzzz** | **se ze** |
| | Pucker your lips and show your teeth; use your tongue as you say **ch ch ch** | **tch ture*** |
| | Show me your teeth and push the air out **shshshshshsh** | **ch ti ssi si ci** |
| | Open your mouth wide and say **e e e** | **ea** |
| | Pull your lips back and make the **i** sound at the back of your mouth **i i i** | **y** |
| | Make your mouth into a round shape and say **o o o** | **a** |
| | Open your mouth wide and say **u u u** | **o–e o ou** |

*Note that the pronunciation of 'ture' has a slight schwa sound at the end.

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## Sounds introduced in Phase 3

| Grapheme | Catchphrase | Pronunciation phrase | Phase 5 Graphemes |
|---|---|---|---|
| ai | tail in the rain | Open your mouth wide and say **ai ai ai** | **ay**<br>**a**<br>**a-e**<br>**eigh**<br>**aigh**<br>**ey**<br>**ea** |
| ee | sheep in a jeep | Smile with your lips apart and say **ee ee ee** | **ea**<br>**e**<br>**e-e**<br>**ie**<br>**y**<br>**ey** |
| igh | a light in the night | Open your mouth in a relaxed way and say **igh igh igh** | **ie**<br>**i**<br>**i-e**<br>**y** |
| oa | soap that goat | Make an 'o' with your mouth and say **oa oa oa** | **o**<br>**o-e**<br>**ou**<br>**oe**<br>**ow** |

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| Grapheme | Catchphrase | Pronunciation phrase | Phase 5 Graphemes |
|---|---|---|---|
| oo | zoom to the moon | Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say **oo oo oo** | **ue**<br>**u-e**<br>**ew**<br>**ou**<br>**ui** |
| yoo | | Pucker your lips and keep them small as you say **yoo yoo yoo** | **ue**<br>**u**<br>**u-e**<br>**ew** |
| oo | hook a book | Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say **oo oo oo** | **u***<br>**oul** |
| ar | march in the dark | Open your mouth wide, push your tongue down and say **ar ar ar** | **a***<br>**al*** |

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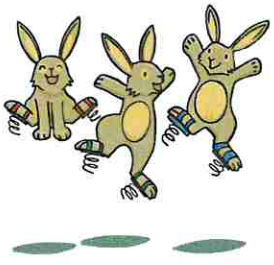
| Grapheme | Catchphrase | Pronunciation phrase | Phase 5 Graphemes |
|---|---|---|---|
| or | born with a horn | Make an 'o' with your mouth, push your tongue down and say **or or or** | **aw**<br>**au**<br>**aur**<br>**oor**<br>**al**<br>**a**<br>**oar**<br>**ore** |
| ur | curl the fur | Open your mouth in a relaxed way, push your tongue down and say **ur ur ur** | **er**<br>**ir**<br>**or** |
| ow | wow owl | Open your mouth wide then move your lips together as you say **ow ow ow** | **ou** |
| oi |  boing boing | Make an 'o' with your mouth then move your lips out as you say **oi oi oi** | **oy** |

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| Grapheme | Catchphrase | Pronunciation phrase | Phase 5 Graphemes |
|---|---|---|---|
| ear | get near to hear | Smile with your lips apart, push your tongue to your teeth as you say **ear ear ear** | **ere**<br>**ear** |
| air | chair in the air | Open your mouth wide, push your tongue down as you say **air air air** | **are**<br>**ere**<br>**ear** |
| zh | | Pucker your lips and show your teeth; push the air over your tongue as you say **zh zh** | **su**<br>**si** |

*depending on regional accent

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# Grow the code grapheme mat Phase 2, 3 and 5

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| <br>s<br>ss<br>c<br>se<br>ce<br>st<br>sc | <br>t<br>tt | <br>p<br>pp | <br>n<br>nn<br>kn<br>gn | <br>m<br>mm<br>mb | <br>d<br>dd | <br>g<br>gg | <br>c<br>k<br>ck<br>cc<br>ch | <br>r<br>rr<br>wr | <br>h |
| <br>b<br>bb | <br>f<br>ff<br>ph | <br>l<br>ll<br>le<br>al | <br>j<br>g<br>dge<br>ge | <br>v<br>vv<br>ve | <br>w<br>wh | <br>x | <br>y | <br>z<br>zz<br>s<br>se<br>ze | <br>qu |
| <br>ch<br>tch<br>ture | <br>sh<br>ch<br>ti<br>ssi<br>si<br>ci | <br>th | <br>ng | <br>nk | <br>a | <br>e<br>ea | <br>i<br>y | <br>o<br>a | <br>u<br>o-e<br>ou |

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# Grow the code grapheme mat Phase 2, 3 and 5

| | | | | | yoo | | |
|---|---|---|---|---|---|---|---|
| ai | ee | igh | oa | oo | | **oo** | ar |
| ay | ea | ie | o | ue | ue | u* | a* |
| a | e | i | o-e | u-e | u | oul | al* |
| a-e | e-e | i-e | ou | ew | u-e | | |
| eigh | y | y | oe | ou | ew | | |
| aigh | ey | | ow | ui | | | |
| ey | | | | | | | |
| ea | | | | | | | |

| | | | | | | zh | |
|---|---|---|---|---|---|---|---|
| or | ur | ow | oi | ear | air | | |
| aw | er | ou | oy | ere | are | su | |
| au | ir | | | eer | ere | si | |
| aur | or | | | | ear | | |
| oor | | | | | | | |
| al | | | | | | | |
| a | | | | | | | |
| oar | | | | | | | |
| ore | | | | | | | |

*depending on regional accent

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High Frequency words (HFW) The government has identified words which occur most frequently in reading and writing. These are known as high frequency words (HFW) We tend to call these words

'Tricky words' as they do not always follow the phonic rules. For example 'people' and 'could'.

The first 100 are identified into phases.

The next 200 words are on mats.

It is necessary that your child learns to read these words, then when ready attempts to learn to spell them.

Please note that the second set of words are harder and it may take time for your child to develop reading and particularly spelling them. They will become familiar with these words through flash cards and reading books.

# Tricky Words

| Phase 2 | | Phase 3 | | Phase 4 | |
|---|---|---|---|---|---|
| is | I | was | by | said | were |
| the | put | they | are | so | here |
| as | pull | you | all | have | little |
| and | full | my | sure | like | says |
| has | his | pure | | some | there |
| her | go | | | come | when |
| no | into | | | love | what |
| he | she | | | do | out |
| we | push | | | one | today |
| be | of | | | | |
| to | me | | | | |
| **Phase 5** | | | | | |
| their | many | once | Ms | water | pretty |
| oh | again | laugh | our | house | hour |
| people | two | eye | could | mouse | move |
| Mr | school | because | would | who | shoe |
| your | friend | busy | should | whole | improve |
| Mrs | work | thought | want | where | parents |
| ask | any | through | beautiful | call | different |

# Next 200 Common Words

across
after
again
air
along
am
animals
another
any
around
away
baby
bad
bear
because
bed
been
before
began
best
better
birds
boat
book
box
boy
can't
car
cat
clothes
cold
coming
couldn't
cried
dark
did
didn't
different
dog
door
dragon
duck
each
eat
eggs
end
even
ever
every
everyone
eyes
fast
feet
fell
find
first
fish
floppy
fly
food
found
fox
friends
fun
garden
gave
giant
girl
going
gone
good
gran
grandad
great
green
grow
hard
has
hat
head
he's
home
horse
hot
how
I'll
inside
its
I've
jumped
keep
key
king
know
last
laughed
let
let's
liked
live

# Next 200 Common Words

| | | | | |
|---|---|---|---|---|
| lived | new | right | take | under |
| long | next | river | tea | us |
| looking | night | room | tell | use |
| looks | once | round | than | want |
| lots | only | run | that's | wanted |
| magic | or | sat | there's | water |
| man | other | say | these | way |
| many | our | school | thing | well |
| may | over | sea | things | we're |
| miss | park | shouted | think | where |
| more | place | sleep | thought | which |
| morning | plants | small | three | white |
| most | play | snow | through | who |
| mother | please | something | told | why |
| mouse | pulled | soon | took | wind |
| much | queen | still | top | window |
| must | rabbit | stop | town | wish |
| narrator | ran | stopped | tree | work |
| need | really | suddenly | trees | would |
| never | red | sun | two | yes |

# Phase 5 tricky words: Year 1

## Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table shows the tricky words that your child will learn in Phase 5 in Year 1 and explains why each word is tricky. Tricky words taught in Reception that remain tricky in Year 1 are also shown. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

| **Taught in Year 1 Autumn term** | | |
|---|---|---|
| **Tricky word** | **Tricky part** | **Why is it tricky?** |
| their | eir | The 'eir' makes the sound **air**.<br>This is a rare spelling for this sound. |
| people | eo<br>le | The 'eo' makes the sound **ee***. Your child has not yet learned the digraph 'le'.<br>*This is a rare spelling for this sound. |
| oh | oh | The 'oh' makes the sound **oa**.<br>This is a rare spelling for this sound. |
| your | our | Your child has not yet learned the trigraph 'our'. Here, it makes the sound **or**. |
| Mr<br>Mrs<br>Miss | whole word | These are abbreviations in common use as words. |
| ask* | a | The 'a' makes the sound **ar**.<br>**Learning so far:** For 'a', your child has learned the sound **a** as in 'cat'. |
| could<br>would<br>should | oul | Your child has not yet learned the trigraph 'oul', which makes the sound **oo** (as in 'book'). |
| our | our | The trigraph 'our' makes the sound **ow** followed by the schwa sound.<br>This is a rare spelling for this sound. |
| house<br>mouse | se | Your child has not yet learned the digraph 'se'. Here, it makes the sound **s**. |
| water | a | The 'a' makes the sound **or**.<br>**Learning so far:** For 'a', your child has learned the sound **a** as in 'cat'. |
| want | a | The 'a' makes the sound **o**.<br>**Learning so far:** For 'a', your child has learned the sound **a** as in 'cat'. |

*Depending on regional pronunciations, not all children will be taught the word 'ask' as a tricky word.

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| Taught in Year 1 Spring term | | |
|---|---|---|
| **Tricky word** | **Tricky part(s)** | **Why is it tricky?** |
| any<br>many | a | The 'a' makes the sound **e**.<br>This is a rare spelling for this sound.<br>**Learning so far:** For the grapheme 'a', your child has learned the sounds **a** as in 'cat' and **ai** as in 'paper'. |
| again* | ai | The digraph 'ai' makes the sound **e**.<br>This is a rare spelling for this sound.<br>**Learning so far:** For 'ai', your child has learned the sound **ai** as in 'rain'. |
| who | wh<br>o | The digraph 'wh' makes the sound **h** and the 'o' makes the sound oo (as in 'food').<br>These are rare spellings for these sounds.<br>**Learning so far:** For 'wh', your child has learned the sound **w** as in 'when'. |
| whole | wh<br>o–*e* | The digraph 'wh' makes the sound **h***. Your child has not yet learned the split digraph 'o–*e*', which makes the sound **oa**.<br>This is a rare spelling for this sound.<br>**Learning so far:** For 'wh', your child has learned the sound **w** as in 'when'. |
| where | ere | Your child has not yet learned the trigraph 'ere'. Here, it makes the sound **air**. |
| two | wo | The digraph 'wo' makes the sound oo (as in 'food').<br>This is a rare spelling for this sound. |
| school | ch | The digraph 'ch' makes the sound **c**.<br>**Learning so far:** For the grapheme 'ch', your child has learned the sound **ch** as in 'chip'. |
| call | a | The 'a' makes the sound **or**.<br>**Learning so far:** For the grapheme 'a', your child has learned the sounds **a** as in 'cat' and **ai** as in 'paper'. Your child will learn that 'a' can make the sound **or** later in the Spring term. |
| different* | er | The digraph 'er' makes the sound **r** (with no schwa sound before it).<br>**Learning so far:** For the digraph 'er', your child has learned the sound **ur** as in 'bigger'. |
| thought | ough | The 'ough' makes the sound **or**.<br>This is a rare spelling for this sound. |
| through | ough | The 'ough' makes the sound oo (as in 'food').<br>This is a rare spelling for this sound. |
| friend | ie | The digraph 'ie' makes the sound **e**.<br>This is a rare spelling for this sound.<br>**Learning so far:** For the digraph 'ie', your child has learned the sounds **igh** as in 'pie' and **ee** as in 'shield'. |
| work | or | The digraph 'or' makes the sound **ur**.<br>**Learning so far:** For 'or', your child has learned the sound **or** as in 'sort'. |
| once | o | The 'o' makes the sounds **w-u**.<br>This is a rare spelling for this sound. |
| laugh | au<br>gh | The word 'laugh' has two tricky parts: the digraph 'au' makes the sound **ar*** (depending on regional pronunciation) and the digraph 'gh' makes the sound **f**.<br>These are rare spellings for these sounds. |
| because | au | The digraph 'au' makes the sound **o**.<br>This is a rare spelling for this sound. |
| eye | eye | The trigraph 'eye' makes the sound **igh**.<br>This is a rare spelling for this sound. |

*Depending on regional pronunciations, not all children will be taught the words 'again' and 'different' as tricky words.

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| Taught in Year 1 Summer term | | |
|---|---|---|
| **Tricky word** | **Tricky part** | **Why is it tricky?** |
| busy | u | The 'u' makes the sound **i**.<br>**Learning so far:** For 'u', your child has learned the sounds **u** as in 'cup', **oo** as in 'put' and **yoo** as in 'unicorn'. |
| beautiful | eau | The trigraph 'eau' makes the sound **yoo**.<br>This is a rare spelling for this sound. |
| pretty | e | The 'e' makes the sound **i**.<br>This is a rare spelling for this sound in the middle of a word.<br>**Learning so far:** For 'e', your child has learned the sound **e** as in 'egg' and **ee** as in 'be'. |
| hour | h<br>our | The word 'hour' has two tricky parts: the 'h' is not pronounced and the trigraph 'our' makes the sound **ow** followed by the schwa sound.<br>These are rare spellings for these sounds. |
| move<br>improve | o | The grapheme 'o' makes the sound oo (as in 'food').<br>This is a rare spelling for this sound.<br>**Learning so far:** For 'o', your child has learned the sound **o** as in 'dog' and **oa** as in 'go'. |
| parents | a | The 'a' makes the sound **air**.<br>This is a rare spelling for this sound.<br>**Learning so far:** For the grapheme 'a', your child has learned the sounds **a** as in 'cat', **ai** as in 'paper' and **ar** as in 'father'. |
| shoe | oe | The digraph 'oe' makes the sound oo (as in 'food').<br>This is a rare spelling for this sound. |

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## Tricky words taught in Reception

In Year 1, your child will develop the phonic knowledge they need to decode many of the tricky words taught in Reception. However, the words below need to be reviewed and practised as tricky words until your child can read them automatically.

| Taught in Phase 4 (Reception Summer term) | | |
|---|---|---|
| **Phase 4 tricky word** | **Tricky part(s)** | **Why is it tricky?** |
| said | ai | The 'ai' makes the sound **e**.<br>This is a rare spelling for this sound. |
| do | o | The 'o' makes the sound oo (as in 'food').<br>This is a rare spelling for this sound. |
| were | ere | The trigraph 'ere' makes the sound **ur**.<br>This is a rare spelling for this sound. |
| says | ay | The 'ay' makes the sound **e**.<br>This is a rare spelling for this sound. |
| one | whole word | The 'o' makes the sounds **w-u**.<br>This is a rare spelling. |
| today | o | The 'o' makes the sound oo (as in 'food')<br>This is a rare spelling for this sound. |

| Taught in Phase 3 (Reception Spring term) | | |
|---|---|---|
| **Phase 3 tricky word** | **Tricky part(s)** | **Why is it tricky?** |
| are | whole word | This is a rare spelling of the sound **ar**. |
| sure | whole word | The 's' makes the sound **sh**. The 'ure' makes two sounds (**yoo** plus the schwa sound).<br>These are rare spellings for these sounds. |
| pure | ure | The 'ure' makes two sounds (**yoo** plus the schwa sound).<br>This is a rare spelling for these sounds. |

| Taught in Phase 2 (Reception Autumn term) | | |
|---|---|---|
| **Phase 2 tricky word** | **Tricky part(s)** | **Why is it tricky?** |
| the | e | It is rare for 'e' to make the schwa sound at the end of a word. |
| to<br>into | o | The 'o' makes the sound oo (as in 'food')<br>This is a rare spelling for this sound. |
| of | f | The 'f' makes the sound **v**.<br>This is a rare spelling for this sound. |

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## Terminology

**Phoneme:** The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.

**Grapheme:** A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.

**Decode:** To break down ('sound out') a written word into sounds then blend the sounds together to read the word.

**Digraph:** A grapheme made of two letters that represent one sound. An example is the 'sh' in 'shop'. Your child may use the mantra 'two letters, one sound' when they spot a digraph.

**Schwa:** This is the name for the most common sound in English. It is the unstressed sound that we find in many words and can be spelled in many ways. It makes an 'uh' sound, which varies according to accent. Examples include: th*e*, bett*er*, carr*o*t, b*a*lloon.

**Split digraph:** A vowel digraph that is split by a consonant. Examples include 'a–*e*' as in 'cake' (**ai** sound); 'e–*e*' as in 'athlete' (**ee** sound), 'i–*e*' as in 'time' (**igh** sound), 'o–*e*' as in 'bone' (**oa** sound) and 'u–*e*' as in 'tube' (**yoo** sound).

**Trigraph:** A grapheme made of three letters to represent one sound. An example is the 'igh' in 'sight'. Your child may use the mantra 'three letters, one sound' when they spot a trigraph.

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## Terminology

Phoneme: The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language. Grapheme: A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.

Decode: To break down ('sound out') a written word into sounds then blend the sounds together to read the word.

Digraph: A grapheme made of two letters that represent one sound. An example is the 'sh' in 'shop'. Your child may use the mantra 'two letters, one sound' when they spot a digraph.

Schwa: This is the name for the most common sound in English. It is the unstressed sound that we find in many words and can be spelled in many ways. It makes an 'uh' sound, which varies according to accent. Examples include: the, better, carrot, balloon.

Trigraph: A grapheme made of three letters to represent one sound. An example is the 'igh' in 'sight'. Your child may use the mantra 'three letters, one sound' when they spot a trigraph.

## Useful Websites

### Communications site

On this site you will find useful powerpoints for reading. Go to the phonics section and you can download posters to support reading.

http://www.communication4all.co.uk/

### Phonics Play (free games)

This website is full of interactive games at the level your child will need to work at. Choose the correct phase (ie short sounds will be phase 2, long sounds will be phases 3 and blends will be phases 4. Phase 5 is mixing alternative long sounds)

http://www.phonicsplay.co.uk/

### Progressive phonics

Here you can download books to read on screen or even print if you prefer.
http://www.progressivephonics.com/

### Cluster games

http://www.ictgames.com/cluster.html

http://www.crickweb.co.uk/ks1literacy.html

BBC Bitesize

https://www.bbc.co.uk/bitesize/topics/zvq9bdm