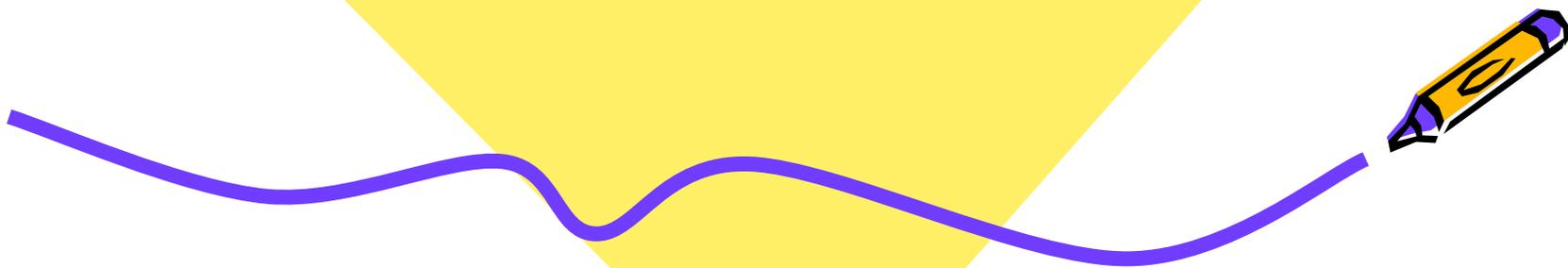


# Letters and Sounds

October 16<sup>th</sup> 2019



# Phonics Check

steck



blan



hild



quemp

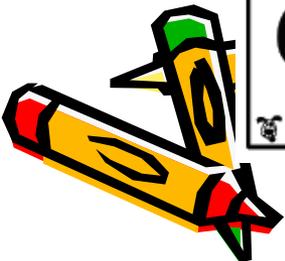
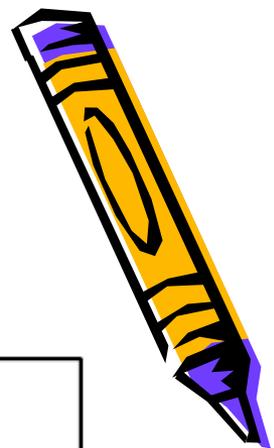


day

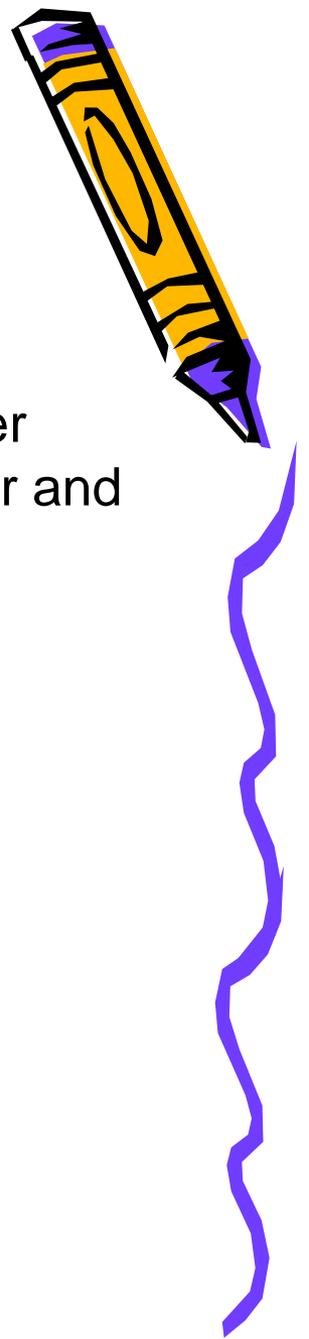
slide

newt

phone



# Letters and Sounds - Phase 2



- Phase 2 is taught in Early Years and is mostly single letter sounds and some consonants which are next to each other and blend together.

## My Phase 2 Sound Mat

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



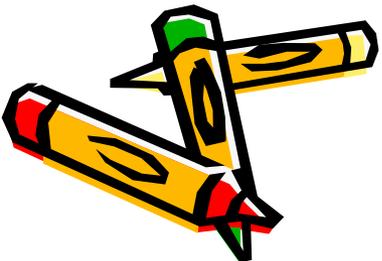
# Letters and Sounds - Phase 3



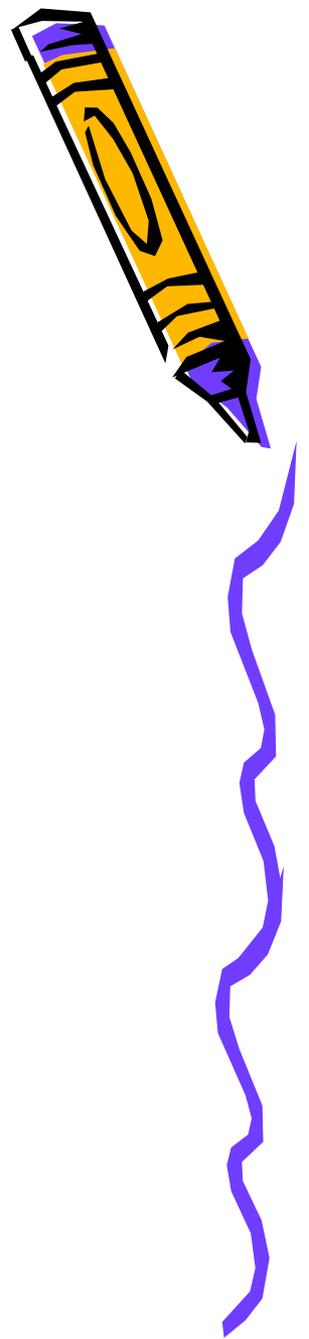
- Phase 3 is also taught in Early Years and gives children a spelling for each of the letter sounds in the English language.

My 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 					



# Letters and Sounds - Phase 4



- Consonant blends...
- words with adjacent consonants can be tricky – blend first and then do the rest of the word

• e.g. **street** **clown**

## My Phase 4 Sound Mat

st  starfish	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drawing	gr  grandpa
cr  crab	br  brush	fr  frog	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown



# Letters and Sounds - Phase 5

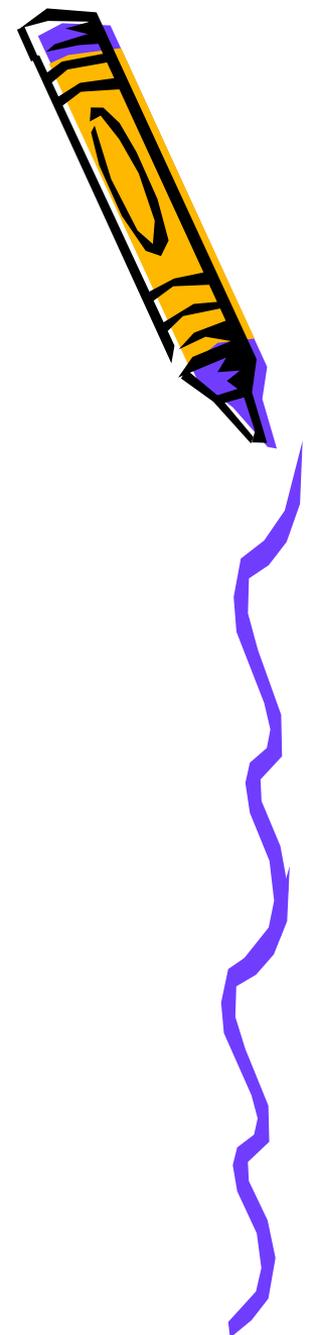


- phase 5 focuses on all the alternative spellings for sounds and alternative sounds for spellings
- e.g. igh sound is also spelt with an 'ie'
- an 'ou' can make different sounds as group and loud
- Phase 5 last for 28 weeks!

## My Phase 5 Sound Mat

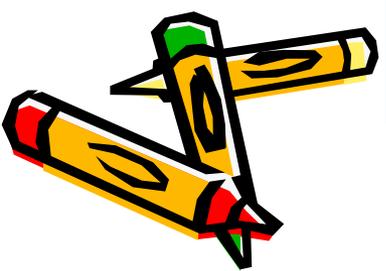
ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		



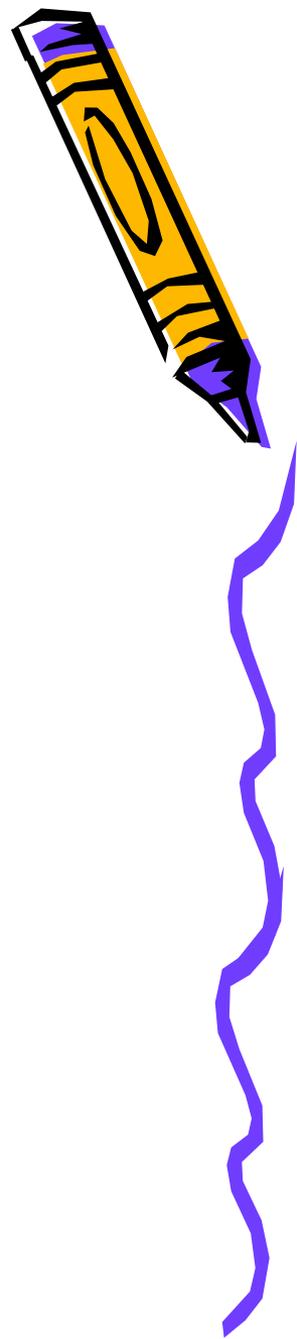


This sound mat shows you all the alternative spellings for the sound starting with the Phase 3 spellings and then the Phase 5 spellings.

twinkl visit twinkl.com			My Sound Families		
<b>My ck Sound Family</b> c k ck qu x ch 	<b>My ch Sound Family</b> ch tch 	<b>My f Sound Family</b> f ph ff 			
<b>My j Sound Family</b> j g dge 	<b>My m Sound Family</b> m mb 	<b>My n Sound Family</b> n kn gn 			
<b>My ng Sound Family</b> ng n(k) 	<b>My r Sound Family</b> r wr 	<b>My s Sound Family</b> s c sc ss 			
<b>My sh Sound Family</b> sh ch t ss s c 	<b>My v Sound Family</b> v ve 	<b>My w Sound Family</b> w wh 			
<b>My e Sound Family</b> e ea 	<b>My i Sound Family</b> i y 	<b>My ai Sound Family</b> ai ay a-e eigh ey a 			



Can you add sound buttons to the following words?



- night

- goat

- street

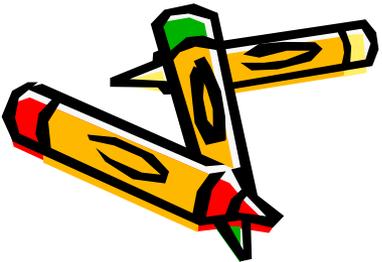
- chair

- tie

- toe

- beach

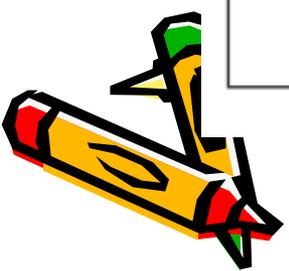
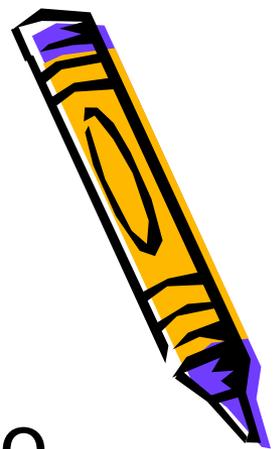
- fare



# Another way...

- Phoneme frame – add these words to your phoneme frame. Remember digraphs and trigraphs like to be together 😊

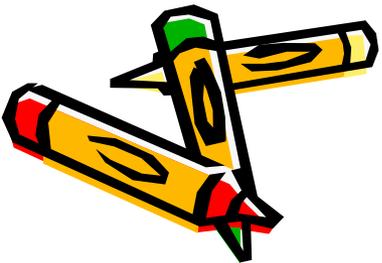
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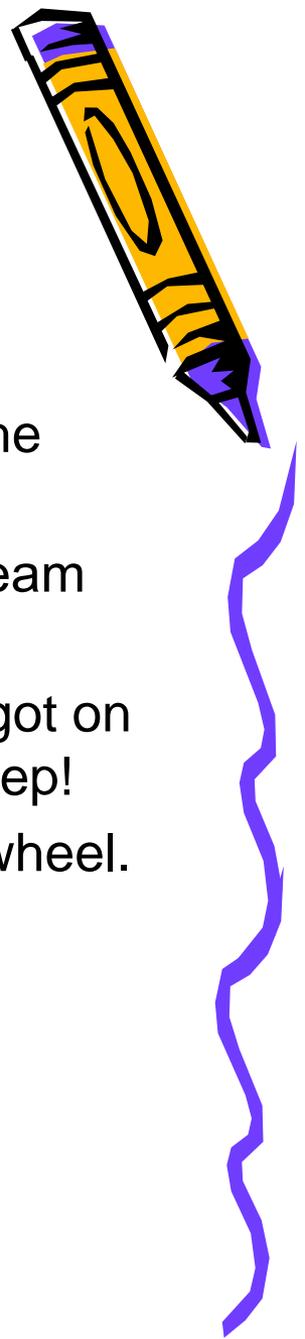
# A Real Treat

My **ee** Sound Family

ee	ea	e-e	ie	y	ey	eo
						



# Letters and Sounds - Phase 5



## Activity – A real treat

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete.

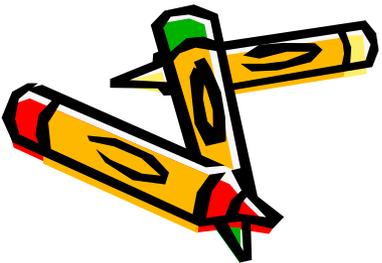
‘Help me pack the green bag,’ said mum. ‘We need sun cream and lots to eat.’

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

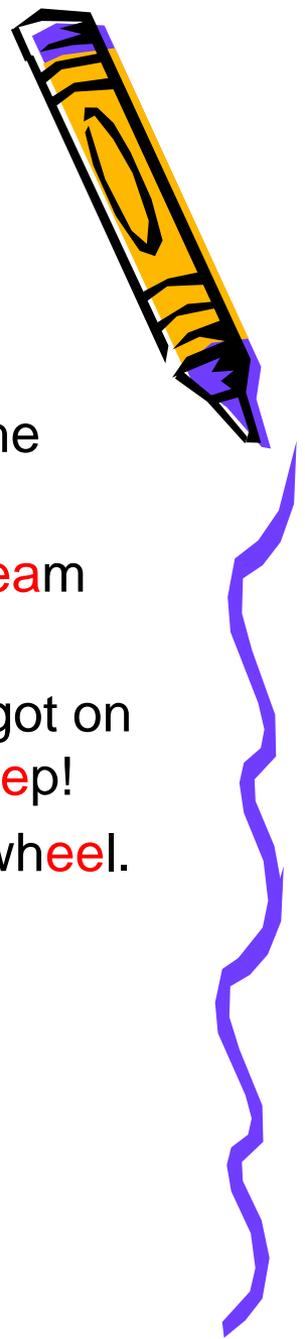
At the end of the street there was a big truck. It had lost a wheel.

‘Oh, no,’ said Tom. ‘We’ll be here for a week!’

Dad went to speak to the driver to see if he could help.



# Letters and Sounds - Phase 5



## Activity – A real treat

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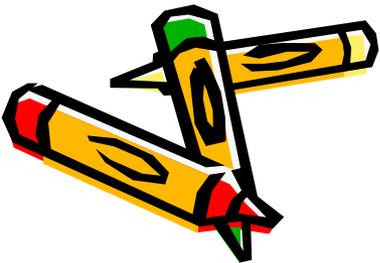
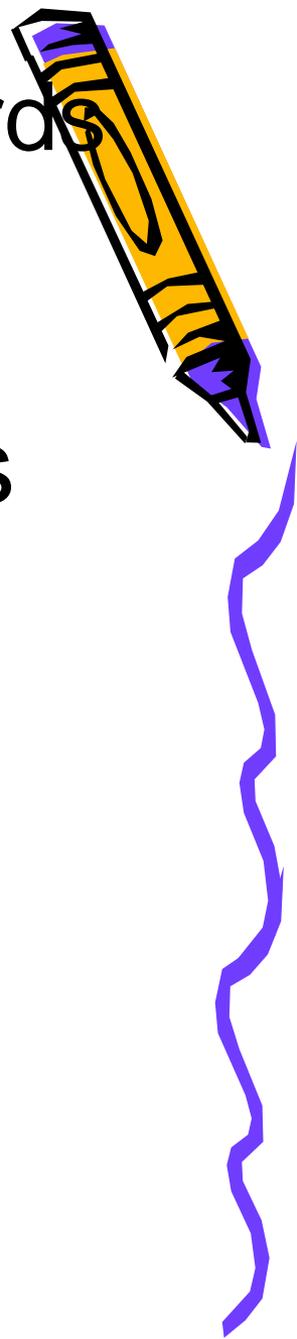
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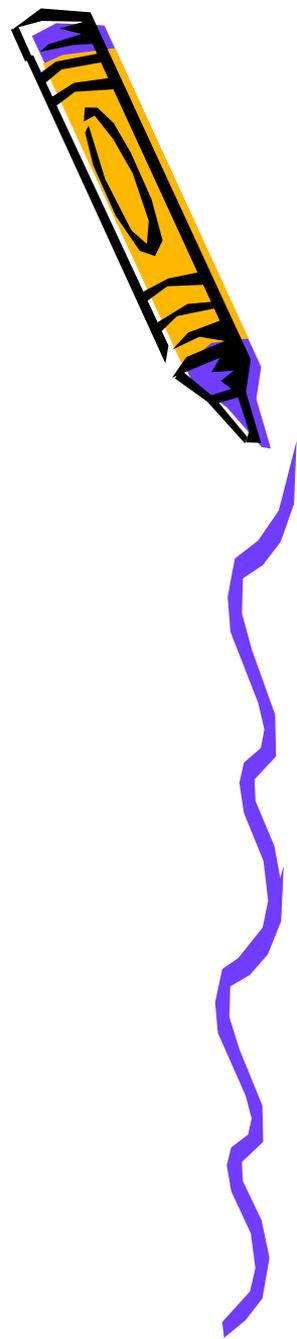
# Reading compound words or words with more than one syllable...

- playground
- starling
- dentist
- butterfly
- hairbrush
- strawberries
- shoebox
- sunflower
- helper
- loudest



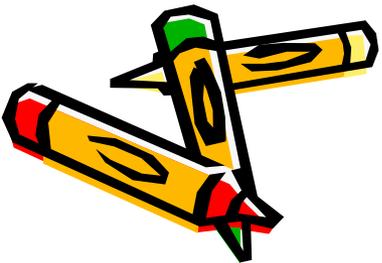
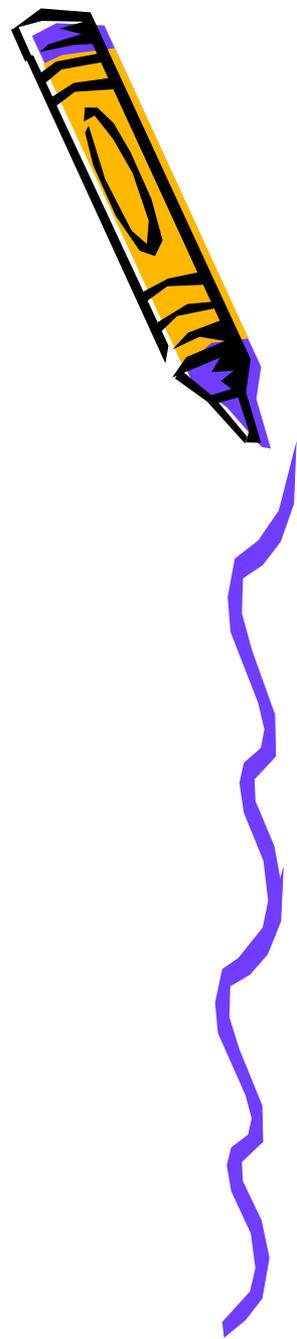
# ai investigation

- Spelling investigation
- train tray
- Could we find a rule to help us with using the correct spelling for our sound?

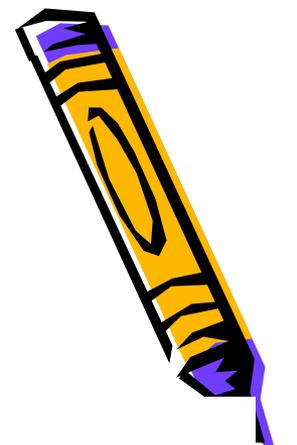


# Useful Websites

- Twinkl
- Phonics Play
- Forest Phonics
- Teaching Your Monster to Read
- Spelling Shed

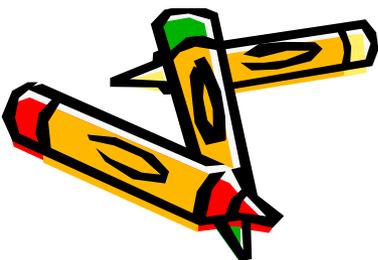


# Reading - word reading



Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading



# Reading - comprehension

- Pupils should be taught to:
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others
- explain clearly their understanding of what is read to them

