

Phase Two High Frequency Words	Phase Three High Frequency Words
a an as at if in is it of off on can dad had back and get big him his not got up mum but put (north)	will that this then them with see for now down look too

How to help your child:

Encourage your child to tell you what they have done today. Try learning some songs and nursery rhymes at home together. Check in your child's Reading Record to see which sounds they are learning and play games, such as matching the sounds to picture cards.

Share books with each other. Love reading. Talk about what they are reading - talk before you start, talk whilst you are reading, talk after you have finished.

Useful websites:

<https://www.phonicsplay.co.uk/ParentsMenu.htm>

<https://www.oxfordowl.co.uk/for-home>

Google 'Mr T Does Phonics'

<http://www.letters-and-sounds.com/>

<https://www.phonicsplay.co.uk/freeIndex.htm>

<https://www.bbc.co.uk/programmes/b007t298>

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

A Guide to Phonics



Phase Two and Phase Three Overview

At Mount Hawke Academy, 'Letters & Sounds' is the chosen accredited programme used to teach phonics, high frequency words and to support early reading development. The 'Letters and Sounds' Programme is split into six phases:

- Phase One is introduced in pre-schools
- Phases Two and Three are introduced in Reception (EYFS)
- Phases Four and Five are introduced in Year One
- Phase Six is introduced in Year Two

In EYFS and Key Stage One, your child will be taught phonics every day. Alongside the teaching of phonics, every child will be provided with daily opportunities to apply their phonic knowledge and skills in reading and spelling.

This booklet will give you an idea of what is expected at the phase your child is working within and how you can support their learning at home.

By the end of Phase Two, children should:

- know at least 19 sounds and letters
(GPC - Grapheme Phoneme Correspondence) ...

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

- be able to read 6 Tricky Words:

the to I no go into

- be able to:

Orally blend cvc (consonant, vowel, consonant) words
e.g. when you sound out the sounds c-a-t, they can tell
you the word is cat

and

Orally segment cvc words e.g. when you say the word
cat, they can pick out the sounds c-a-t.

By the end of Phase Three, children should:

- know at least 26 more sounds and letters
(GPC - Grapheme Phoneme Correspondence) ...

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

- be able to read 12 more Tricky Words:

he she we me be was my
you her they all are

They should now also be able to:

- Spell the 6 Tricky Words from Phase Two
(the, to, I, no, go, into)
- Blend and read CVC words
- Begin to segment and spell CVC words

Phase Four High Frequency Words	Phase Five High Frequency Words
went it's from children just help	don't old I'm by time house about your day made came make here saw very put (south)

How to help your child:

Encourage your child to tell you what they have done today. Try learning some songs and nursery rhymes at home together. Check in your child's Reading Record to see which sounds they are learning and play games, such as matching the sounds to picture cards.

Share books with each other. Love reading. Talk about what they are reading - talk before you start, talk whilst you are reading, talk after you have finished.

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A Guide to Phonics



Phase Four and Phase Five Overview

At Mount Hawke Academy, 'Letters & Sounds' is the chosen accredited programme used to teach phonics, high frequency words and to support early reading development. The 'Letters and Sounds' Programme is split into six phases:

- Phase One is introduced in pre-schools
- Phases Two and Three are introduced in Reception (EYFS)
- Phases Four and Five are introduced in Year One
- Phase Six is introduced in Year Two

In EYFS and Key Stage One, your child will be taught phonics every day. Alongside the teaching of phonics, every child will be provided with daily opportunities to apply their phonic knowledge and skills in reading and spelling.

This booklet will give you an idea of what is expected at the phase your child is working within and how you can support their learning at home.

During Phase Four, adjacent consonants are taught
e.g. fr(**f**rog), dr(**d**rip), nd(m**e**nd).

These are introduced alongside the Phase Two and Phase Three sounds already taught, in order to extend your child's vocabulary:

bench splash truth string train green fright float
broom crook clown spoil burnt stairs picture flower
stork vent jinx went

By the end of Phase Four, children should be able to read 14 more Tricky Words:

some come one said do when have there out like so
were little what

They should now also be able to spell the Tricky Words from Phases Two and Three:

the, to, I, no, go, into, he, she, we, me, be, was, my, you, her, they, all, are

Phase Five builds on the previous Phases. By the end of this Phase, children should:

- learn alternative letters for reading familiar sounds
e.g. ai/**ay** (train/**tray**), oi/**oy** (coin/**toy**),
w/**wh**(wet/**when**), f/**ph** (fish/**photo**)
- learn alternative pronunciations for familiar letters:
e.g. i (fin/**find**), c (cat/**circus**), ow (cow/**blow**),
ch (chin/**chef**)
- learn alternative spellings for sounds:
e.g. r/wr (rat/**wrap**) n/gn/kn (nut/**gnat**/**knit**),
air/ere/ear/are (pair/**there**/**pear**/ **bare**)
- learn about split-digraphs:
e.g. a-e, e-e, i-e, o-e, u-e (**make**, **Pete**, **bike**, **rope**,
cube/**flute**)
- be able to read 9 more Tricky Words:

oh their people Mr. Mrs.
looked called asked could

They should now also be able to spell the Tricky Words from Phases Two, Three and Four:

the, to, I, no, go, into, he, she, we, me, be, was, my, you, her, they, all, are, some, come, one, said, do, when, have, there, out, like, so, were, little, what