



Guide for Parents
Phase 4 phonics

Moving on from Phase 3 Phonics

Phase 3 phonics teaches new grapheme phoneme correspondences (letters and their spoken sounds). By the end of this phase children should be able to use their phonic knowledge to sound out and blend to read cvc words. They also learn to read some Common Exception Words (which are not phonetically decodable).

In phase 4 pupils will learn:

- to blend adjacent consonants.

Phase 4 Adjacent Consonants

At the beginning of words- bl br cl cr dr fl fr
gl gr pl pr sp st shr str

At the end of words- nd ng nk nt mp lk lp sp lt
sk st tch dge

Key vocabulary

Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word.
Phoneme	The sound a letter or group of letters makes in a word- e.g in cat there are three phonemes 'c' 'a' 't'
Root word	A root word is a word or word part that can form the basis of new words through the addition of prefixes and suffixes- acting- the root word is act.
Compound word	A compound word contains at least two root words- e.g whiteboard and bookshop
Vowel	The letters a,e,i,o,u
Consonants	Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u are vowels.
Homophone	Two different words are homophones if they sound exactly the same when pronounced.
Suffix	A suffix is an 'ending', used at the end of one word to turn it into another word- e.g teacher
Prefix	A prefix is added at the beginning of the word to alter the meaning of the word- e.g disappear
Etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.
Morphology	A word's morphology is its internal make-up in terms of root words and suffixes or prefixes.
GPC	Grapheme Phoneme Correspondence

Phase 4 High Frequency and Common Exception Words

It is expectation that by the end of phase 4 pupils will be able to read the following high frequency (decodable) words fluently, in addition

went just from
help children it's

to those learnt at phase 3.

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

It is expectation that by the end of phase 4 pupils will be able to read

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

the following Common Exception Words fluently in addition to

How can you support their phonics practice?

Your child should continue to practise reading their school book each night. This will contain sounds that they have been taught in school. The front of each book will contain sounds to practice and key words that the children may encounter in the text. The rear of the book suggests fluency and extension activities to do after reading.

The following strategies are appropriate for this phase:

Children should begin to explore words containing the sounds they have been taught. These can be sorted in to those that are real e.g. milk, light, fork, belt, lunchbox and those that are alien (pseudo words) e.g. var, zeep, sporg.

Sorting real and alien words

Use robot talk to help your child sound out words that they encounter. Say each sound individually e.g. p-l-ai-n and s-t-r-i-ng or c-ar-t-oo-n. This strategy will enable your child to hear each sound in a word and help them to then blend and read it.

Robot talk

Encourage your child to write labels, captions and simple sentences using the sounds and words that they have learnt. This might include labelling pictures or objects, writing cards to friends and relatives, writing lists for shopping or writing a letter to Santa.

Writing