



## Moving on from Phase 4 Phonics

- Phase 4 phonics teaches children to blend adjacent consonants so that they can read and spell a range of ccvc, cvcc, ccvcc and cccvcc words containing the sounds they have been taught. Pupils also learn to read and spell compound words (two words that when joined together have a new meaning such as butterfly, greenhouse and sandpit).

In phase 5 pupils will learn:

- To read and write alternative graphemes (letters) for the phonemes (sounds) they have been taught.

## Phase 5 Sounds

**Alternative spellings: ay ey ea ie oe ew oy ow au ere are augh our ph wh**

**Split digraphs: a-e, e-e, i-e, o-e, u-e**

### Key vocabulary

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

## Phase 5 High Frequency and Common Exception Words

It is expectation that by the end of phase 5 pupils will be able to read and spell the following high frequency (decodable) words fluently, in

don't	I'm	time	saw
old	house	came	put
about	your	make	made
very	by	day	here
Full	pull	push	

addition to those learnt at phase 4.

Mr	Mrs	people	called
asked	oh	looked	could
their	friend	has	love
once	school	today	

## 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. scraps, fried, flute, thankful and those that are alien (pseudo words) e.g. throst, brend, zome.

### Sorting real and alien words

Encourage your child to discuss the spelling of unusual or unfamiliar words as they read. Challenge them to be sound detectives by searching for a sound e.g. the 'ay' sound and counting how many words have that sound on a page. They could use coloured pencils to highlight these sounds in

### Sound detectives

Encourage your child to write for a range of purposes. They could create their own simple stories, retell a story they know well, write a letter, think of an acrostic poem, or make a fact file or a poster about a topic of interest to them. Get them to check the spelling of High Frequency and Common Exception Words in their writing and correct them themselves if necessary, using a 'polishing pen', (a different colour) to help them remember.