



## Moving on from Phase 2 Phonics

Phase 2 phonics involves learning the most common graphemes and phonemes (letters and their spoken sounds). Pupils learn to recognise these first letters and make the corresponding sounds. They use their phonic knowledge to sound out and blend to read simple vc and cvc words. They also learn to read some Common Exception Words (which are not phonetically decodable).

In phase 3 pupils will learn:

- to recognise and make the corresponding sound for additional phonemes taught.

## Phase 3 Sounds

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

### 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 3 High Frequency and Common Exception Words

It is expectation that by the end of phase 3 pupils will be able to read the following high frequency (decodable) words fluently, in addition to those learnt at phase 2.

will with that  
 for see them  
 too now them  
 down this look

It is expectation that by the end of phase 3 pupils will be able to read the following Common Exception Words fluently.

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

It is the expectation that by the end of phase 3 pupils will be able to spell the following Common Exception Words fluently.

a the to I no go

### 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:

Create cards of the sounds that the children have been taught. Play games like snap and pairs with them. Or use the letters to create cvc words which may be real or alien (pseudo words). Set challenges e.g. make 5 words that start with the 's' sound/have the 'ee' sound in.

#### Reading games

Use robot talk to help your child sound out cvc words that they encounter. Say each sound individually e.g. p-ai-n, sh-ee-p, r-i-ng. This strategy will enable your child to hear each sound in a word and help them to then blend and read it.

#### Robot talk

#### Writing

Encourage your child to write using the sounds they have learnt. This could be by writing cvc words in sand or foam with their fingers as well as using pencils and paper. Practice writing tricky words in 'rainbow letters', by using different coloured pens.