



Previous learning - What should I already know:

Phase 2:

- Children are introduced to simple letter-sound correspondences. As each set of letters is introduced, children are encouraged to use their new knowledge to sound out and blend words. For example, they will learn to blend the sounds s-a-t to make the word sat.

Set 1:	Set 2:	Set 3:	Set 4:	Set 5:
s, a, t, p at, a, sat, pat, tap, sap, as	i – it, is, sit, pit, tip n – an, in, nip, pan, nap m – am, man, mat, map, Tim d – dad, and, sad, dim, Sid	g – tag, gag, sag, gas, pig o – got, on, not, top, dog c – can, cot, cop, cap, cod k – kid, kit, Kim, Ken	ck – kick, sack, dock, sick, pocket e – get, pet, ten, net, pen u – up, mum, run, mug, cup r – rip, ram, rat, rocket, carrot	h – had, him, his, hot, hut b – but, big, back, bed, bus f, ff – of, if, off, fit, fog, puff l, ll – let, leg, lot, bell, doll ss – less, hiss, mass, mess, boss

- To read VC/ CVC real words and alien words.
- To say initial sounds of objects.
- To read tricky words – the, to, I, no, go, into
- To read simple captions.
- To form letters correctly.
- To write simple VC and CVC words.

Knowledge - What I need to know:

Children build on the letter-sound correspondences learned in Phase 2. They learn consonant digraphs (sounds made up of two letters together such as ‘ch’ or ‘ll’) and long vowel sounds (such as ‘igh’ or ‘ai’).

Set 6:	Set 7:	Consonant digraphs:	Vowel digraphs and trigraphs:	
j – jet, jam, jog, Jan v – van, vet, velvet w – wig, will, web x – fox, box, six	y – yes, yet, yell z – zip, zig-zag zz – buzz, jazz qu – quit, quick, liquid	ch – chip, chat, rich sh – shop, shed, fish th – thin, moth, that ng – ring, thing, song	ai – rain, tail, aim ee – bee, leek, see igh – high, sigh, might oa – boat, toad, foal oo – boot, food, moon oo – book, wood, foot ar – park, art, car or – for, torn, fork	ur – hurt, fur, surf ow – cow, owl, town oi – coin, boil, oil ear – dear, shear, year air – fair, pair, hair ure – sure, pure, manure er – dinner, summer, letter

- To read VC/ CVC real words and alien words.
- To read tricky words – he, she, we, me, be, was, you, they, all, are, my, her
- To read captions.
- To spell Phase 2 tricky words – no, go, I, to, the, into
- To write CVC words.

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					

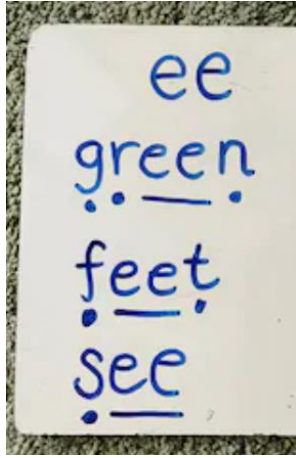
Phase 3 High Frequency Words			
will	with	my	we
that	for	see	you
then	he	too	her
now	them	was	be
she	down	all	they
this	me	look	are

Phase 3 Tricky Words			
he	she	you	they
we	me	all	are
be	was	my	her

Vocabulary	
Alien Words	Words used to check phonics decoding skills which are not real.
Blend	Saying the individual sounds which make up a word and merging the sounds together to say the word.
Decoding	Breaking down a word into different phonemes to help read.
Digraph	Two letters which make one sound ‘ee’ ‘ai’ ‘sh’
Grapheme	Written letters which represent one single sound (phoneme) e.g. ‘a’ ‘s’ ‘ai’
Phoneme	A single unit of sound which can be made using 1 or more letters eg. ‘ai’ ‘ee’ ‘t’
Phonics	A method of teaching children to read by correlating sounds with symbols (letters/ groups of letters).
Segmenting	The opposite of blending. Splitting a word into individual sounds, used for spelling and writing.
Sound Buttons	Dots which are written under a word to support reading.
Tricky Words	Words that are tricky to sound out or can’t be phonetically decoded.
Trigraph	Three letters which go together to make one sound ‘igh’ ‘ear’ ‘air’

Examples of Activities:

Sound Buttons:



Captions:

Can children read and write these captions?

- Tools in the shed
- Ships in the port
- Boats on the river
- Fish and chips on a dish
- A goat and a cow
- Sixteen trees
- Looking at books
- The light of a torch

Real and Alien Words:

Can children read these words?

Real	Alien
fear cash turn join cook will shock waiter jam song chair pure boxer	quoop goap jight chax chang chep cofer thip yexot zog yair weeb 