



Previous learning - What should I already know:

Phase 3:

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 spell Phase 2 tricky words – no, go, I, to, into, the
- To read captions.
- To write CVC words.

Knowledge - What I need to know:

- Children will consolidate their knowledge during this phase and they will learn to read and spell words which have adjacent consonants (for example, **trap**, **strong**, **milk** and **crept**).
- To read tricky words - said, have, like, so, do, some, come, were, there, little, one, when, out, what
- To spell phase 3 tricky words – he, she, we, me, be, was, you, they, all, are, my, her

Phase 4 Initial Sound Mat							
bl	br	cl	cr	dr	fl	fr	gl
gr	sm	sn	pl	pr	sc	scr	shr
sk	sl	sp	st	str	thr	tr	tw

Phase 4 Final Sound Mat						
ft	nth	lk	lp	lt	mp	nch
nd	nk	nt	pt	sk	st	xt

Phase 4 High Frequency Words			
went	just	like	some
from	help	one	come
children	said	have	there
little	were	do	what
It's	out	when	so

Phase 4 Tricky Words				
said	have	come	were	when
like	so	there	little	what
do	some	one	out	

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:

spend

.....

cramp

.....

smell

... _

black

... _

lamp

.....

tenth

... _

Captions:

Can children read and write these captions?

- Fred and Brent spent a week in Spain.
- It is fun to camp in a tent.
- I kept bumping into things in the dark.
- The clown did tricks with a chimpanzee.
- Milk is good for children's teeth.
- I must not tramp on flowers.
- The frog jumps in the pond and swims off.
- A crab crept into a crack in the rock.

Real and Alien Words:

Can children read these words?

Real	Alien
stand brown clear milk frog spent crept street spring	plood grint theist dreet bamp fowspring skarb shreb spunch kelf pronk glorpid 