

Phase 5

This is the fifth and largest of the 6 phases. Children will **blend** sounds to build words for reading and **segment** words into separate sounds for spelling. We call each sound within a spoken word a **phoneme**. When a phoneme is written down using a letter (or letters), it is called a **grapheme**.

At this phase, children will broaden their knowledge and learn some new phonemes and graphemes. They will also learn alternative pronunciations for graphemes they have already learned as well as alternative spellings of phonemes. They will practise and apply new phonic skills in the context of longer sentences and passages of text. They will also be reading and spelling polysyllabic words, i.e. words with more than one syllable.

New Phase 5 graphemes

ay <i>day</i>	oy <i>boy</i>	wh <i>when</i>	a-e <i>make</i>	ou <i>out</i>
ir <i>girl</i>	ph <i>photo</i>	e-e <i>these</i>	ie <i>tie</i>	ue <i>blue</i>
ew <i>new</i>	i-e <i>like</i>	ea <i>eat</i>	aw <i>saw</i>	oe <i>toe</i>
o-e <i>home</i>	au <i>Paul</i>	u-e <i>rule</i>		

It is important to support phonics with regular reading. Please make sure that you give your child as many opportunities as possible to practise phonics when reading at their own level. Your child may change their reading book as often as they like!

Alternative pronunciations for graphemes

i <i>find</i>	ow <i>snow</i>	a <i>what</i>	y <i>by, very</i>	o <i>cold</i>
ie <i>field</i>	ch <i>school, chef</i>	c <i>cent</i>	ea <i>bread</i>	ou <i>you, shoulder</i>
g <i>giant</i>	er <i>her</i>	u <i>put</i>		

Alternative spellings for phonemes

Try thinking of words for some of these spelling choices. Find them in your child's reading book and draw attention to them.

/c/ <i>k</i> <i>ck</i> <i>qu</i> <i>x</i> <i>ch</i>	/ch/ <i>tch</i> <i>t(ure)</i>	/f/ <i>ph</i>	/j/ <i>g</i> <i>dge</i>	/m/ <i>mb</i>	/n/ <i>kn</i> <i>gn</i>	/w/ <i>wh</i>	/r/ <i>ur</i>	/s/ <i>c</i> <i>sc</i> <i>se</i> <i>st</i>	/sh/ <i>ch</i> <i>s</i> <i>t(ion)</i> <i>ss(ion, ure)</i> <i>s(ion, ure)</i> <i>c(ion, ious, ial)</i>
/v/ <i>ve</i>	/oa/ <i>ow</i> <i>oe</i> <i>o-e</i> <i>o</i>	/e/ <i>ea</i>	/i/ <i>y</i> <i>ey</i>	/o/ <i>(w)a</i>	/ai/ <i>ay</i> <i>a-e</i> <i>eigh</i> <i>ey</i> <i>ei</i>	/ee/ <i>ea</i> <i>e-e</i> <i>ie</i> <i>y</i> <i>ey</i> <i>eo</i>	/igh/ <i>y</i> <i>ie</i> <i>i-e</i>	/oo/ <i>ew</i> <i>ue</i> <i>ui</i> <i>ou</i>	/oo/ <i>u</i> <i>oul</i> <i>o (north)</i>
/ar/ <i>a</i> <i>(south)</i> <i>al</i>	/or/ <i>aw</i> <i>au</i> <i>al</i> <i>a(l)</i> <i>our</i>	/ur/ <i>ir</i> <i>er</i> <i>ear</i> <i>or</i>	/ow/ <i>ou</i>	/oi/ <i>oy</i>	/ear/ <i>ere</i> <i>eer</i>	/air/ <i>are</i> <i>ear</i>	/ure/ <i>our</i>	/er/ <i>our</i> <i>e</i> <i>u</i> <i>etc</i>	/zh/ <i>vision</i>

Phonics and reading

Once you have helped your child to use the phonics they know to attempt a new word, you can encourage them to check by using other clues in the text and pictures. Then ask your child to re-read each page to improve fluency and develop comprehension.

By the end of this phase, your child should begin to move beyond phonic decoding and become more fluent. You can now focus more on comprehension. Check your child's understanding of the book they are reading by asking them questions about:

- the meanings of words
- the motives of characters
- the plot development
- their opinion of the book

Spelling

Help your child to know letter names as well as sounds. This is particularly important in spelling where a letter/s may have more than one sound. Refer to individual letters by their names and remember to make sure your child knows the difference between the letter names and the sounds they make.

For example, 'This is the letter **a**. In the word **apple** it makes an /**a**/sound. In the word **was** it makes an /**o**/sound.'

Continue to support your child by practising tricky word spellings at home.

Always ask if you have any questions, we are happy to help!



Letters and Sounds Information for parents

Phase 5