

Phase 6

This is the final phase of the Letters and Sounds programme. Children will become fluent, competent readers and accurate spellers.

Reading

At this phase, children will read longer and less familiar books and will be able to read aloud as well as silently and independently for pleasure and information. Continue to help your child re-read passages of text where there are words that cause them to stumble. They will increasingly experience what fluent reading feels like and will therefore be able to focus almost completely on comprehension. This is the ultimate goal, to achieve a point where reading is purely for meaning and understanding.

Ask your child questions about what they are reading. Try to make sure that the questions are open ended and don't simply require a yes or no response.

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

Remember, your child may change their reading book as often as they like. We have age appropriate books that support every level of reading. Now that your child is an independent reader, they will need to be given the opportunity to select their own books. Make sure that they make full use of the library!

Spelling

There are a few more rare and unique graphemes to learn in Phase 6. Here are a few of them.

/b/ /d/ /g/	/m/ /n/ /p/	/r/ /t/	/ai/	/igh/	/or/
rabbit shudder rigged	mummy nanny puppet	sorrow cottage	straight weight	height	thought caught
/i/	/e/	/f/	/y/	/sh/	/z/
busy women	said friend	laugh	onion	ocean	scissors

As well as this, the children go on to learn various spelling patterns, strategies and word rules. Here are some of them:

- Tenses - changing the verb in a sentence to say when something happens (e.g. *I am playing, I played, I will play*)
- Suffixes ('ed', 'ing', 'er', 'est', 'ful', 'ly', 'y', etc (see over for the 3 rules)
- How prefixes and suffixes can change the meanings of words (e.g. *agree/disagree, loud/loudest*)
- Plurals (more than one, e.g. *baby/babies*)
- Root words (e.g. *un employment / un friend ly*)
- Finding the difficult bits in words
- The best spelling strategies for success
- Synonyms (words with similar meanings e.g. *huge/enormous*)
- Homophones (words that sound alike but have different meanings and spellings, e.g. *their, they're, there*)
- Contractions (words shortened with an apostrophe, e.g. *do not/ don't*)
- tion/sion suffixes
- The 'w' special (where the initial 'w' can change the sound that 'a' makes, e.g. *was, watch, want*)
- Exceptions and confusing words

If you would like to know a bit about the rules for adding suffixes then read on!

- Adding suffixes - Rule 1

If the base word ends with an 'e' which is part of a split digraph, drop the 'e' if the suffix begins with a vowel. Keep the 'e' if the suffix begins with a consonant (e.g. *smoke - smoking, hope - hopeful*)

- Adding suffixes - Rule 2

If the base word ends with a 'y' preceded by a consonant, change the 'y' to an 'i' before all suffixes except those beginning in 'i' (e.g. *lazy - laziest*). Keep the 'y' if the suffix begins with 'i'. The exceptions are *taxiing* and *skiing*.

- Adding suffixes - Rule 3

If the base word ends with a single consonant letter preceded by a single vowel letter and the suffix begins with a vowel, double the consonant letter (e.g. *hop - hopping*).

In all other cases, the suffix can simply be added without any change being made to the spelling of the base word.

Finally the children will focus on sentence construction and grammar rules. We aim to help children become fluent in the vocabulary of grammar. For example, they will understand what such things as adjectives, connectives, verbs, nouns and adverbs are and use them in their writing. Our aim is that the children can develop their understanding of grammar so that they are able to write longer, structured pieces of work.

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

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Letters and Sounds Information for parents

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