

Phase 3

This is the third of 6 phases. Children will continue from Phase 2 to **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**.

Most graphemes at this stage are written using two letters, some have three. Where a grapheme is spelled with more than one letter, it still only makes one sound.

Phase 3 graphemes

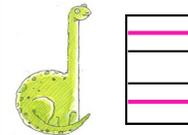
In Phase 3 we teach 26 graphemes.

j <i>jog</i>	v <i>van</i>	w <i>win</i>	x <i>box</i>	y <i>yell</i>
z/zz <i>zip/buzz</i>	qu <i>queen</i>	ch <i>chip</i>	sh <i>shop</i>	th <i>thin/then</i>
ng <i>ring</i>	ai <i>rain</i>	ee <i>feet</i>	igh <i>night</i>	oa <i>boat</i>
oo <i>boot/look</i>	ar <i>farm</i>	or <i>for</i>	ur <i>hurt</i>	ow <i>cow</i>
oi <i>coin</i>	ear <i>dear</i>	air <i>fair</i>	ure <i>sure</i>	er <i>corner</i>

We will begin to introduce two-syllable words during this phase, such as *corn-er*, *meet-ing*, *pup-py*.

Phonics and Handwriting

Every letter has a 'patter' for correct handwriting formation. Please refer to the Handwriting Booklet for the letter formation guides. Help your child at home by helping them to memorise the handwriting patter for each letter. Reinforce this by using it as much as possible when you are helping your child to write simple words.



Dinosaur handwriting patter: Round his back, up his neck, all the way down and flick

Tricky words

Alongside this they will also be given tricky words (as well as a reading book) to learn at home. These words are tricky because they contain 'tricky' graphemes i.e. graphemes that the children have not yet come across in their phonics lessons. In order to support your child with tricky words please only use phonics that your child has learned at school and is familiar with. Remember, different sounds can be spelled in the same way depending on the word they are in.

E.g. *cow*, *snow*

The 'ow' in 'cow' is covered in Phase 3, the 'ow' in 'snow' is not covered until Phase 5.

Check the grid opposite for the sound your child has learned and be careful not to muddle them up as this can be confusing.

When learning tricky words it is probably better to help your child read and remember the whole word on sight rather than try and use phonics.

Phonics and reading

It is important to use phonics when you are helping your child with their reading book, but again, focus on phonics that your child is familiar with and if necessary, give them the sounds that they don't know. Remember, some sounds have more than one letter but they still only make one sound.

For example, the /igh/ in *night* is one sound even though it is spelled with three letters.

Once your child has used phonics 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.

Phase 4

There are no new graphemes in Phase 4. The purpose of this shorter phase is to make sure that the children are confident in using all of the Phase 2 and 3 sounds in slightly longer and more complicated words. The children are expected to read and spell words with more than one syllable as well as words that have two or three adjacent consonant graphemes. For example:

spin - the /s/ and the /p/ are consonant graphemes and are next to each other in the word.

twist-ing - the /t/ and the /w/ are consonant graphemes and are next to each other in the word, as are /s/ and /t/. This is also a two-syllable word. Also, /ng/ is one grapheme even though it is spelled with 2 consonant letters.

Please feel free to ask if you are unsure. We are very happy to help!



Letters and Sounds Information for parents

Phases 3 and 4