

If your child is learning PHASE 2 phonics

Here are the sounds and words they are working on.

SOUNDS (PHONEMES) I NEED TO READ

AND WRITE

Set 1: s a t i p n

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f,ff l,ll ss

WORDS I NEED TO READ

is it in and at to go

the no l

I will also need to read and spell words that use the sounds such as

pan rock
••• ••—

The dots and lines under each sound are the SOUND BUTTONS that I press when I sound out the word. When I am trying to read rock I would press the buttons and say r – o – ck. Then I would blend the sounds together to read the word – rock.

When I spell a word I say the word slowly and flick the phonemes to help me. To flick the phonemes I put up a finger for each sound in the word.

If your child is learning **PHASE 3** phonics

Here are the sounds and words they are working on.

SOUNDS (PHONEMES) I NEED TO READ

AND WRITE

Practice reading and writing sounds from

Phase 2

and learn

j v w x y z zz qu ch sh th ng

I will also need to read and spell words that use the sounds to make longer words such as

clap grub
•••• ••••

The dots and lines under each sound are the **SOUND BUTTONS** that I press when I sound out the word. Press the sound buttons and blend the word.

When I spell a word I say the word slowly and flick the phonemes to help me. To flick the phonemes I put up a finger for each sound in the word.

WORDS I NEED TO READ

he she we me be was my

you they her all are

WORDS I NEED TO SPELL

I the to no go

If your child is learning **PHASE 4** phonics

Here are the sounds and words they are working on.

SOUNDS (PHONEMES) I NEED TO READ

AND WRITE

ai ee igh oa

oo (book/ look)

ar or ur ow oi ear

air ure er

I will also need to read and spell words that use the sounds such as

paint hear
•—•• •—

The dots and lines under each sound are the **SOUND BUTTONS** that I press when I sound out the word. Press the sound buttons and blend the word.

When I spell a word I say the word slowly and flick the phonemes to help me. To flick the phonemes I put up a finger for each sound in the word.

WORDS I NEED TO READ

said so have like some come were there little

one do when out what

WORDS I NEED TO SPELL

he she we me be was my

you they her all are

If your child is learning **PHASE 5** phonics

Here are the sounds and words they are working on.

SOUNDS (PHONEMES) I NEED TO READ

AND WRITE

ay ou ie ea oy ir ue aw wh ph ew oe

au ey(ee) a-e e-e i-e o-e u-e ow(oa) er

y(ee) y(i) c(s) gn kn wr

I will also need to read and spell words that use the sounds such as

tried same
The image shows the words 'tried' and 'same' with sound buttons. Under 'tried', there are three dots and a horizontal line under the 'i'. Under 'same', there are two dots and a horizontal line under the 'a', and a blue smiley face under the 'e'.

The dots and lines under each sound are the **SOUND BUTTONS** that I press when I sound out the word. Press the sound buttons and blend the word.

When I spell a word I say the word slowly and flick the phonemes to help me. To flick the phonemes I put up a finger for each sound in the word.

WORDS I NEED TO READ

oh their people Mr Mrs looked called asked water

where who again

WORDS I NEED TO SPELL

said so have like some come were there little one do

when out what

If your child is learning PHASE 6 phonics

This is what they are working on.

Spelling Words

oh their people Mr Mrs
looked called asked
water where who again

PAST TENSE

Talk about things that happen in the past. For example,

“Yesterday, I **went** to the beach and I **saw** a crab. I **caught** the crab in my net and **put** it in a rockpool. I **swam** in the sea and **jumped** over the waves.”

What can I do if I get stuck on a spelling?

Try using phonics strategies. Say and segment the phonemes. Split a long word into syllables. ↓

Think about other words that sound the same. Can you use what you know about spelling similar words? ↓

Look at your spelling log, word bank or class display. Try using a dictionary.

Suffixes – common endings added to words

- **s** and **-es**: added to nouns and verbs, as in cats, runs, bushes, catches.
- **ed** and **-ing**: added to verbs, as in hopped, hopping, hoped, hoping.
- **ful**: added to nouns, as in careful, painful, playful, restful, mouthful.
- **er**: added to verbs to denote the person doing the action and to adjectives to give the comparative form, as in runner, reader, writer, bigger.
- **est**: added to adjectives as in biggest, slowest
- **ly**: added to adjectives to form adverbs, as in sadly, happily
- **ment**: added to verbs to form nouns, as in payment, development
- **ness**: added to adjectives to form nouns, as in darkness, sadness
- **y**: added to nouns to form adjectives, as in funny, smoky