

Order in which phonemes are introduced in 'Letters and Sounds' C. Birt.

Phase 1

Seven Aspects: Three strands in each 1) tuning in to sounds 2) listening and remembering sounds 3) talking about sounds

Oral segmenting and blending introduced in Aspect 7

Continues through all Phases

Phase 2

19 grapheme-phoneme correspondences

Set 1: s a t p

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

Phase 3

25 more grapheme-phoneme correspondences

Set 6: j v w x

Set 7: y z, zz qu

Phase 3 two and three letter graphemes:

ch, sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

Phase 4

No new graphemes

Consolidation of above to read and spell words containing adjacent consonants and to read and spell polysyllabic words-segmenting to spell, blending to read

Phase 5

New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes

New graphemes:

ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw)

wh (when) ph (photo) ew (new) oe (toe) au (Paul)

Split digraphs

a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)

New pronunciations for known graphemes:

i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread),

er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you)

Alternative spellings for phonemes:

See page 144-'Letters and Sounds'-Teaching alternative spellings for phonemes

See page 154 'Letters and Sounds'-Bank of words and other materials/activities for Phase 5.

Phase 6 (see also Y2/3 Spelling Programme and Spelling Bank)

Consolidation of all of above

Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers.

Past tense words

Adding Suffixes/prefixes to make longer words

Tricky 'bits' in words and use of memory strategies-