



Phonics Glossary

Phoneme - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

Grapheme - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

GPC - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Digraph - A grapheme containing two letters that makes just one sound (phoneme).

Trigraph - A grapheme containing three letters that makes just one sound (phoneme).

Oral Blending - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

Blending - This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

Oral Segmenting - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

Segmenting - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

Phase 1 - Subject Knowledge

Phase 1 is absolutely vital. It is the one phase that shouldn't come to an end. These skills should continue to be developed throughout KS1 and KS2. Phase 1 develops children's abilities to listen to, make, explore and talk about sounds. This phase is split into 7 aspects that are explored and developed through games.

Phase 2 - Subject Knowledge

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 s ss

It is very important that you pronounce these phonemes clearly and correctly. If you don't, children may find it very difficult to blend them together.

Phase 3 - Subject Knowledge

Phase 3 continues in the same way as Phase 2.

Set 6 - j v w x Set 7 - y z zz qu Consonant digraphs - ch sh th ng

Vowel digraphs (and trigraphs) ai ee igh oa oo ar or ur ow oi ear air ure er



Make sure that you are very confident about what the term CVC means. It refers to words with a consonant phoneme, a vowel phoneme and then a consonant phoneme - it is not referring to letters. Therefore **hot**, **bed**, **boat** and **ship** are all CVC words but **cow** and **toy** are not.

Phase 4 - Subject Knowledge

The main challenge in this phase is to help children to blend and segment words with adjacent consonants e.g. **truck**, **help**.

Children with speech and language difficulties can find Phase 4 very tricky. If children struggle to hear all the sounds in a word encourage them to think about the movements that their mouths are making. Looking in mirrors can help with this.

Phase 5a - Subject Knowledge

These 4 weeks introduce some new GPCs in the same way as in previous phases. Five of these GPCs are known as split digraphs. They are **a_e**, **e_e**, **i_e**, **o_e**, **u_e**.

Phase 5b - Subject Knowledge

These 3 weeks introduce the idea that some graphemes can be pronounced in more than one way. E.g. the **ch** grapheme can be pronounced in each of these ways **check**, **chef** and **school**. This is a vital lesson for children to learn and they need to learn to apply it in their reading. Make sure you model trying to read a word by sounding out the most obvious phonemes then blending it together. If it doesn't make sense model looking at each grapheme and seeing whether there are alternative pronunciations. Try sounding out the word with the alternative pronunciation and blending it together. Does it make sense now? This can be quite a jump for some children to make as they have to realise that English isn't quite as straightforward as it once seemed. However, it can also be quite empowering to know that just because a word doesn't make sense first time, it doesn't mean that they can't go back and figure it out for themselves.

Phase 5c

This part of Phase 5 is all about learning that some phonemes have more than one spelling (in fact some of the really awkward ones have loads of different spellings).

Phase 6 - Subject Knowledge

Phase 6 reinforces much of the learning from Phase 5, helps children to develop greater automaticity in reading, and begins to explore spelling rules and conventions e.g. adding **-ing** and **-ed**.