



## Stamford Green Primary School

### Supporting a child with Phonic Spelling

In phonics we learn about the sounds that make up words in English and the letters that are used to spell them. At Stamford Green we follow a program developed by the government called 'Letters and Sounds' which provides a structure with which to introduce the sounds to children. There are 6 'phases' of 'Letters and Sounds'.

#### Phase 1

Is mainly covered before Reception year, and covers distinguishing different sounds, words, syllables and other foundations needed before individual letter sounds can be learnt.

#### Phase 2

Introduces all the single letter sounds that are used to make simple words like 'c-a-t' and which make up parts of other words.

#### Phase 3

Introduces some sounds which are made of two or three letters:  
'sh', 'ch', 'th', 'ng', 'ai', 'ee', 'oo', 'oo', 'er', 'ur', 'ear',  
These are mostly common sounds.

#### Phase 4

Introduces 'blends' where two or three consonant sounds are used together at the beginning or end of a word e.g. 's' & 'p' in spot; 's' & 't' in lost  
Children who are confident in their knowledge of phase 2 (individual sounds) usually learn this phase quickly once they grasp the idea of blending.

#### Phase 5

There are more two and three letter sounds introduced:  
It is in this phase that children begin to learn about the way that sometimes different sounds can be made with more than one string of letters e.g. 'ay', 'ai' 'a with 'magic e' all make the same sound.  
They also learn that some letter strings make more than one sound e.g. ow in cow or mow  
This phase takes a longer time to cover and includes skills and understanding that take a lot of practice.

#### Phase 6

Looking at other spelling patterns and choosing the correct spelling where there is more than one possible option.

In year 1 we look for children to choose sounds that make sense **phonetically**.  
e.g. to write 'drain', by the end of year 1 a child may choose 'drayn', 'drane' or 'drain'.  
For some words they will know the correct spelling.  
Because they know the sounds, children will usually be able to read more accurately than they spell.

For phonic spelling practice we focus on sounds to be learnt, rather than words. When children know the sounds well they can spell any phonetically spelt word. The word lists

that are sent home include a range of phonetically spelt words which use the sounds that have been covered so far in class. It can be difficult to choose words when only given the sounds to learn and the list is meant as a prompt for parents supporting their child in practising phonic reading and spelling at home.

Imagine children were asked to learn the sound 'sh'.

It's easy for an adult to think of lots of words that use 'sh' e.g. ship, **shake**, fish, **fresh, shade**, shear, shock, mash etc. However 'sh' is introduced in Phase 3 and the words in **bold** contain other sounds that the children will not have met in their phonics lessons yet. It is for this reason that we send home lists of example words for children to practise with.

If children confidently know all the sounds that they have covered so far, they can use those sounds to write any of the words on the list. They don't need to 'learn' all the individual words.

Children don't need to cover all of the words on list at home – the purpose of the list is to give a range of suggestions for practice. Children find different sounds harder to remember than others, giving a full list means that parents can choose the sounds that their child needs to practise.

If you find that your child is struggling with some of the words on the list, it may be that there is a sound that your child is not confident with, other than the focus sound. You could look for words containing this sound to practise.

If they seem to be confident with the sounds, choose a mix of 8 or 10 words from the list to practise each time.

We hope this information is helpful to you in supporting your child's learning. If you have any further questions, please feel free to speak to your child's teacher at the end of the day.