

Letters and Sounds: Principles and Practice of High Quality Phonics
(DFES publication May 2007)

A Summary

Phase 1

- Modelling listening and speaking
- Look, listen and note (making observational assessments for learning)

Seven aspects and 3 strands

Aspect 1: general sound discrimination - environmental sounds

Aspect 2: general sound discrimination - instrumental sounds

Aspect 3: general sound discrimination - body percussion

Aspect 4: rhythm and rhyme

Aspect 5: alliteration

Aspect 6: voice sounds

Aspect 7: oral blending and segmenting

3 strands

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

Activities within 7 aspects are designed to help children:

- Listen attentively
- Enlarge their vocabulary
- Speak confidently to adults and other children
- Discriminate phonemes
- Reproduce audibly the phonemes they hear, in order, all through the word
- Use sound-talk to segment words into phonemes

Phase 2

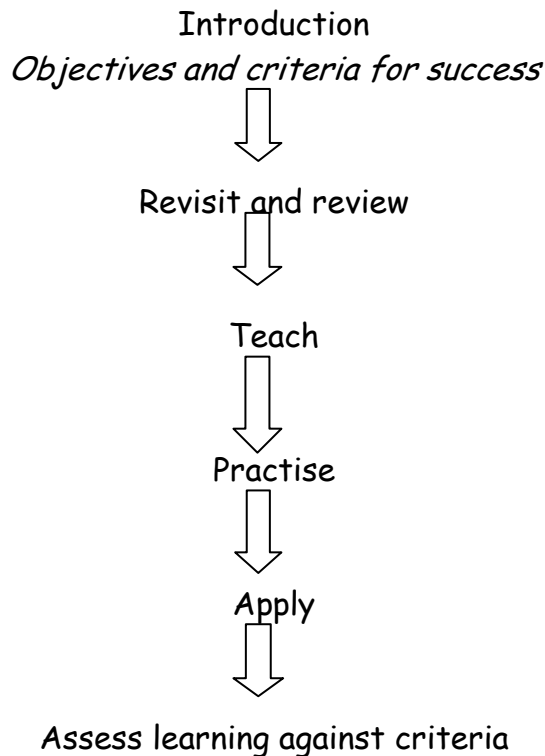
Purpose of phase is to teach at least 19 letters; blending and segmenting with letters; read and spell VC and CVC words; introduced to 2 syllable words and captions; read some high frequency words

Words given in teaching materials are suggestions only

Suggested letter progression (1 set per week)

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

Sequence of teaching



Revisit and Review

- Practise previously learned letters
- Practise oral blending

Teach

- Teach a new letter
- Teach blending and/or segmentation with letters
- Teach 1 or 2 sight vocab

Practise

- Practise reading and/or spelling words with the new letter

Apply

- Read or write a caption (with the teacher) using 1 or more high-frequency words and words containing the new letter

Phase 3

Purpose of phase is to teach another 25 graphemes, mostly 2 letters; continue to practise segmenting and blending; applying knowledge to reading and spelling 2 syllable words and captions; learn letter names and more sight vocabulary

Letters

Set 6: j v w x*

Set 7: y z,zz qu*

Graphemes

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

teaching sequence is the same

Phase 4

Purpose is to consolidate knowledge of graphemes in reading and spelling CCV, CCVC words and polysyllabic words

Again examples of words given

Teaching sequence is the same

Phase 5

Purpose is for children to broaden their knowledge of graphemes and phonemes for use in reading and spellings; learn new graphemes and alternative pronunciations for these and those they already know; learn to choose the appropriate graphemes to represent phonemes in word building

Again examples of words given

Teaching sequence is the same

Phase 6

By the beginning of Phase 6 children should know most of the common grapheme-phoneme correspondence and their knowledge of sight vocabulary should be good; using strategies for decoding automatically; also adding of suffixes. Spelling should be phonemically accurate, although perhaps slightly unconventional at times.

(spelling usually lags behind reading as it is harder)

The expectation is that during this phase children become fluent readers and increasingly accurate spellers.