

Glossary of useful terms

Phonics - We use phonic strategies to read and write. We blend words to read and we segment words to write. We segment the words into phonemes.

Phonemes - A phoneme is the smallest unit of sound in a word. For example, the word 'cat' has three phonemes, 'c', 'a', 't'. When we are writing something down, phonemes are represented by graphemes.

Grapheme - A grapheme is the written symbol of a phoneme. It is a letter, or group of letters, representing a sound. For example, the 'c' sound (or phoneme) can be written using the 'c', 'k' or 'ck' graphemes.

Segmenting - Segmenting consists of breaking words down into their smallest units of sound (phonemes) to spell.

Blending - Blending consists of building words from their smallest units of sound (phonemes) to read.

Digraph - A digraph is a two-letter grapheme where two letters represent one sound. For example, 'ea' in 'seat' and 'sh' in 'ship'.

Trigraph - A trigraph is a three-letter grapheme where three letters represent one sound (phoneme). For example, 'igh' in 'light'.

CVC - A word made up of Consonant-Vowel-Consonant (e.g. dog). VC (at), CVCC (hump), CCVC (crab) etc. may also be used.

Ditton Infant School- Phonics Information

At Ditton Infant School we use 'Letters and Sounds' as the primary programme to teach phonics. The teaching progression is shown in the table below.

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	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 l s ss
<i>Phase Three</i> (Reception) up to 12 weeks	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 By the end of phase 3 children will know 1 grapheme for each phoneme. Children are taught letter names
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know. They are also introduced to split digraphs.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Grapheme Phoneme Correspondences

Below you will find all of the grapheme phoneme correspondences from the letters and sounds document.

Table 1: Phonemes to graphemes (consonants)

	Correspondences found in many different words		High-frequency words containing rare or unique correspondences (graphemes are underlined)
Phoneme	Grapheme(s)	Sample words	
/b/	b, bb	bat, rabbit	
/k/	c, k, ck	cat, kit, duck	<u>school</u> , <u>mosquito</u>
/d/	d, dd, -ed	dog, muddy, pulled	
/f/	f, ff, ph	fan, puff, photo	<u>rough</u>
/g/	g, gg	go, bigger	
/h/	h	hen	<u>who</u>
/j/	j, g, dg	jet, giant, badge	
/l/	l, ll	leg, bell	
/m/	m, mm	map, hammer	<u>lamb</u> , <u>autumn</u>
/n/	n, nn	net, funny	<u>gnat</u> , <u>knock</u>
/p/	p, pp	pen, happy	
/r/	r, rr	rat, carrot	<u>write</u> , <u>rhyme</u>
/s/	s, ss, c	sun, miss, cell	<u>scent</u> , <u>listen</u>
/t/	t, tt, -ed	tap, butter, jumped	<u>Thomas</u> , <u>doubt</u>
/v/	v	van	<u>of</u>
/w/	w	wig	<u>penguin</u> , <u>one</u>
/y/	y	yes	<u>onion</u>
/z/	z, zz s, se, ze	zip, buzz, is, please, breeze	<u>scissors</u> , <u>xylophone</u>
/sh/	sh, s, ss, t (before -ion and -ial)	shop, sure, mission, mention, partial	<u>special</u> , <u>chef</u> , <u>ocean</u>
/ch/	ch, tch	chip, catch	
/th/	th	thin	
/th/	th	then	<u>breathe</u>
/ng/	ng, n (before k)	ring, pink	<u>tonque</u>
/zh/	s (before -ion and -ure)	vision, measure	<u>usual</u> , <u>beige</u>

Table 2: Phonemes to graphemes (vowels)

	Correspondences found in many different words		High-frequency words containing rare or unique correspondences (graphemes are underlined)
Phoneme	Grapheme(s)	Sample words	
/a/	a	ant	
/e/	e, ea	egg, head	<u>said</u> , <u>says</u> , <u>friend</u> , <u>leopard</u> , <u>any</u>
/i/	i, y	in, gym	<u>women</u> , <u>busy</u> , <u>build</u> , <u>pretty</u> , <u>engine</u>
/o/	o, a	on, was	
/u/	u, o, o-e	up, son, come	<u>young</u> , <u>does</u> , <u>blood</u>
/ai/	ai, ay, a-e	rain, day, make	<u>they</u> , <u>veil</u> , <u>weigh</u> , <u>straight</u>
/ee/	ee, ea, e, ie	feet, sea, he, chief	<u>these</u> ² , <u>people</u>
/igh/	igh, ie, y, i-e, i	night, tie, my, like, find	<u>height</u> , <u>eve</u> , <u>I</u> , <u>goodbye</u> , <u>type</u>
/oa/	oa, ow, o, oe, o-e	boat, grow, toe, go, home	<u>oh</u> , <u>though</u> , <u>folk</u>
/oo/	oo, ew, ue, u-e	boot, grew, blue, rule	<u>to</u> , <u>soup</u> , <u>through</u> , <u>two</u> , <u>lose</u>
/ool/	oo, u	look, put	<u>could</u>
/ar/	ar, a	farm, father	<u>calm</u> , <u>are</u> , <u>aunt</u> , <u>heart</u>
/or/	or, aw, au, ore, al	for, saw, Paul, more, talk	<u>caught</u> , <u>thought</u> , <u>four</u> , <u>door</u> , <u>broad</u>
/ur/	ur, er, ir, or (after 'w')	hurt, her, girl, work	<u>learn</u> , <u>journey</u> , <u>were</u>
/ow/	ow, ou	cow, out	<u>drought</u>
/oi/	oi, oy	coin, boy	
/air/	air, are, ear	fair, care, bear	<u>there</u>
/ear/	ear, eer, ere	dear, deer, here	<u>pier</u>
/ure/			<u>sure</u> , <u>poor</u> , <u>tour</u>
/ə/	many different graphemes	corner, pillar, motor, famous, favour, mumur, about, cotton, mountain, possible, happen, centre, thorough, picture, cupboard... and others	

Useful Websites

www.phonicsplay.co.uk

www.letters-and-sounds.com

www.jollylearning.co.uk