

Summary

Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words. (See Appendix 3: Assessment.)

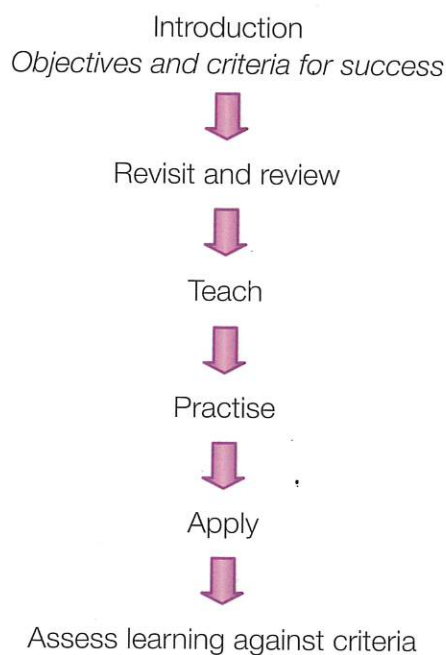
The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

The teaching materials in this phase provide a selection of suitable words and sentences for use in teaching Phase Five. These words are for using in the activities – practising blending for reading and segmenting for spelling. These are not lists to be worked through slavishly but to be selected from as needed for an activity.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Suggested daily teaching in Phase Five

Sequence of teaching in a discrete phonics session



Revisit and review

- Practise previously learned graphemes
- Practise blending and segmentation

Teach

- Teach new graphemes
- Teach tricky words

Practise

- Practise blending and reading words with the new GPC
- Practise segmenting and spelling words with the new GPC

Apply

- Read or write a sentence using one or more high-frequency words and words containing the new graphemes

Suggested timetable for Phase Five – discrete teaching

Weeks 1–4

- Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned
- Teach new graphemes for reading (about four per week)
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Learn new phoneme /zh/ in words such as **treasure**
- Teach reading the words **oh, their, people, Mr, Mrs, looked, called, asked**
- Teach spelling the words **said, so, have, like, some, come, were, there**
- Practise reading and spelling high-frequency words
- Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences

Weeks 5–7

- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
- Teach alternative pronunciations of graphemes for reading (about four per week)
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

- Teach reading the words **water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please**
- Teach spelling the words **little, one, do, when, what, out**
- Practise reading and spelling high-frequency words
- Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences

Weeks 8–30

- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
- Teach alternative spellings of phonemes for spelling
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Teach spelling the words **oh, their, people, Mr, Mrs, looked, called, asked**
- Practise reading and spelling high-frequency words
- Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences