

### Tricky words

Children need to read these words on sight.  
You cannot blend the sounds!

no, go, I, the, to,  
into, he, she, we,  
me, be, was, my,  
you, they, my, by,  
all, are.



**Top tip** - Blu-tac these words to the fridge, bathroom wall, room door etc. and read each day.

## Things to try at home

**Magnetic letters** – these can be used on your fridge. Encourage your child to find the letters (graphemes) they have been learning.

**Have fun making words** – blend the sounds together  
e.g. sheep, goat, rain, wing, boot  
As you find the graphemes say them out loud:  
e.g. n-igh-t = night

**Break words up** – now do it the other way round. Read the word, break the word up (segment) and move the letters away, saying shark = sh-ar-k.

### Spelling is harder than reading words

Whiteboards and pens are a fun way for children to try out spellings and practice their handwriting.

# A parents' guide to phase 3

The aim of this booklet is to give you a clear picture of how your child will learn to read using phonics and word recognition. It will give you ideas of how you can support and encourage your child at home to become a confident reader.

**Work with your child's teacher to help them to be 'super readers and super spellers!'**

### Phonics is about knowing how letters link to sounds

Your child will learn new sounds, some of which are made up of two or three letters, e.g. b-oa-t. Two letters making one sound is called a digraph. Three letters making one sound is called trigraph e.g n-igh-t, h-air

ai, ee,  
igh, oa, oo, oo, ar, or,  
ur, ow, oi, ear, air, er,  
double letters bb, rr,  
gg, pp, ff



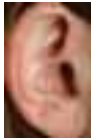
**Top Tip** - When you are having breakfast, in the car, on the bus or walking to school, 'spot' the graphemes in street signs, packaging etc. e.g. weetabix, road, zoo etc.

# Key vocabulary

Your child will be using some vocabulary which maybe new to you. Here are some examples:

**A phoneme** - the smallest unit of sound in a word  
e.g. c-oi-n = coin

**A grapheme** - the letter or letters that represent the phoneme.  
e.g. d-ear = dear



**Segmenting** - breaking up words into their individual sounds (phonemes) so that we can spell a word  
e.g. feet = f-ee-t



**Blending** - putting individual sounds (phonemes) together so that we can read a word  
e.g. r-i-ng = ring

**Digraph** - two letters making one sound (ch, sh, th)

**Vowel digraph** - two letters, at least one of which is a vowel, which, together make one sound  
e.g. ai, oo, ow, ar

**Top tip** - The sound could be made with 1, 2 or 3 letters!  
Sometimes we put **sound buttons** under the graphemes to make it clearer.

night

## Try this at home –

‘Pass the parcel’ Write some words using the sounds on the front page, e.g. light, shark, rain. Place ‘post its’ with words written on, into a party bag. Play your favourite music. When the music stops, take a word from the bag. Blend the sounds to read,  
e.g. l-igh-t = light.

## Phase 3

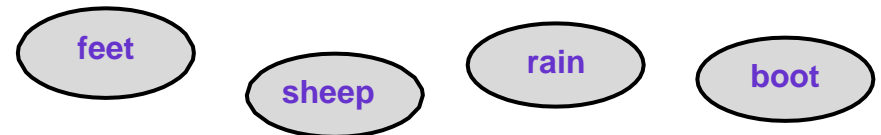
Your child will begin to make whole words by pushing magnetic or wooden letters together to make words.  
e.g. farm

They will read words everywhere and begin to break words up into individual sounds which will help with their spelling.

## Ways you can support your child at home

### Try this at home - ‘Stepping Stones’

Write words on paper (pretend stones). Use some of the sounds on the front cover, e.g. sheep, rain, cow, boat, feet.



Let your child read the word and then ‘JUMP’ onto the stepping stone.

Encourage them to ‘blend’ the sounds together. Help them to read the words if they are unsure

Can you read or write words that begin with ‘ch’?

cheep  
chain  
chair