Phase 3 Phonic Support

In Phase 3 children are taught 25 new graphemes one at a time. These are following the order set out below. During Phase 3, children will also learn the letter names and continue to consolidate the sounds learnt in Phase 2.

Set 6	j / v / w / x
Set 7	y / z / zz / qu
Consonant Digraphs	ch / sh / th / ng
Vowel Digraphs/Trigraphs	ai / ee / igh / oa / oo / ar / or ur / ow / oi / ear / air / ure / er

Jolly Phonic Actions to support sound acquisition.

At Lister Infants we use the Jolly Phonics programme to support sound acquisition. Jolly Phonics uses a multi-sensory approach when introducing each letter sound with fun actions, stories and songs. Please see below for each sounds action.

ai — Cup hand over ear and say *ai, ai, ai.*

j — Pretend to wobble on a plate and say *j, j, j.*

oa — Bring hand over mouth as if something terrible has happened and say *oh!*

ie — Stand to attention and salute, saying *ie, ie.*

ee — Put hands on head as if ears on a donkey.
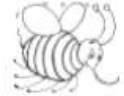Move them up as you say the *ee* in *eeyore, eeyore.*

or — Put hands on head as if ears on a donkey.
Move them up down as you say the *or* in *eeyore, eeyore.*

z   Put arms out at sides and pretend to be a bee, saying zzzzzzzzzz.

w   Blow on to open hand, as if you are the wind, and say *wh, wh, wh*.

ng   Imagine you are a weightlifter and pretend to lift a heavy weight above your head saying *ng*...

v   Pretend to be holding the steering wheel of a van and say vvvvvvvv.

oo OO   Move head back and forth as if it is the cuckoo in a cuckoo clock, saying u oo, u oo (short and long oo).

y   Pretend to be eating a yoghurt and say *y, y, y*.

x   Pretend to take an x-ray with an x-ray camera, saying *ks, ks, ks*.

ch   Move arms at sides as if you are a train, saying *ch, ch, ch*.

sh   Place index finger over lips and say *sh sh sh*.

th   Pretend to be naughty clowns and stick out tongue a little for *th*,

th   and further for **th** (this and **th**umb).

	qu	Make a duck's beak with your hands and say *qu, qu, qu*.
	ou	Pretend your finger is a needle and prick thumb saying *ou, ou, ou*.
	oi	Cup hands around mouth and shout to another boat saying *oi!, ship ahoy!*
	ue	Point to people around you and say *you, you, you*.
	er	Roll hands over each other like a mixer and say *erererer*.
	ar	Open mouth wide and say *ah*, as if at the doctors (UK English).

The children know 19 phonemes (from phase 2) and are able to blend and segment simple cvc words with these. In phase 3, the children will continue to use their phase 2 knowledge and learn another 25 phonemes, most of them comprising of two letters e.g. ai, ch and they will learn the letters/groups of letters that represent them (graphemes). In this phase the children will focus on reading and writing the phonemes and by the end of phase 3 they should be able to represent 42 phonemes as graphemes.

The children will continue to practise blending (for reading) and segmenting (for spelling) CVC words. They will apply their knowledge of segmenting and blending when spelling and reading simple two-syllable words and captions.

As the children learn a new phoneme, they will practice reading and spelling words with this phoneme e.g. ai – rain, pain, hail. They will read words that are real and nonsense words, such as laig, tain. The children are still encouraged to use their sounds to decode words however we encourage them to use a range of other strategies to help them gain fluency in their reading. The children will also learn that the grapheme 'oo' represents more than one sound e.g. good and boot, they will also learn that 'th' sound represents more than one sound but you need to listen carefully to hear the difference e.g them, thumb.

The children are taught to read more tricky words in Phase 3, including 'me,' 'was,' 'my,' and 'you,'. They learn the names of the letters, as well as the sounds they make. This helps with spelling later on. This phase takes around 12 weeks to complete. By the end, children should be able to say the sound made by most, or all, phase 2 and 3 graphemes, blend and read CVC words made from these graphemes, read new tricky words and write these graphemes when writing simple words or captions.

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.

Once the children are confident with Phase 3 and can blend and segment they will move on to Phase 4. (see phonics tab for Phase 4 information)