

Phonics Phase 5

A Guide for Parents

Most children will progress to Phase 5 of the Letters and Sounds phonics programme during year 1. A good understanding of Phase 5 is needed for children to achieve the required standard in the Phonics Screening Check taken at the end of year 1. Phase 5 is expected to last for the majority of year 1, and focuses on new sounds as well as alternative spellings and pronunciation of some sounds already taught.

During Phase 5, children will learn a further set of sounds (list available in the [Phase 5 Sounds and Words List Guide](#)). They will practise instant recall of these sounds as well as blending them together to read words. Alongside this, children will practise writing sounds correctly and segmenting words into sounds in order to spell them correctly.

Children will also look at some alternative ways of pronouncing sounds they already know and will begin to learn to differentiate between these pronunciations when reading and writing words.

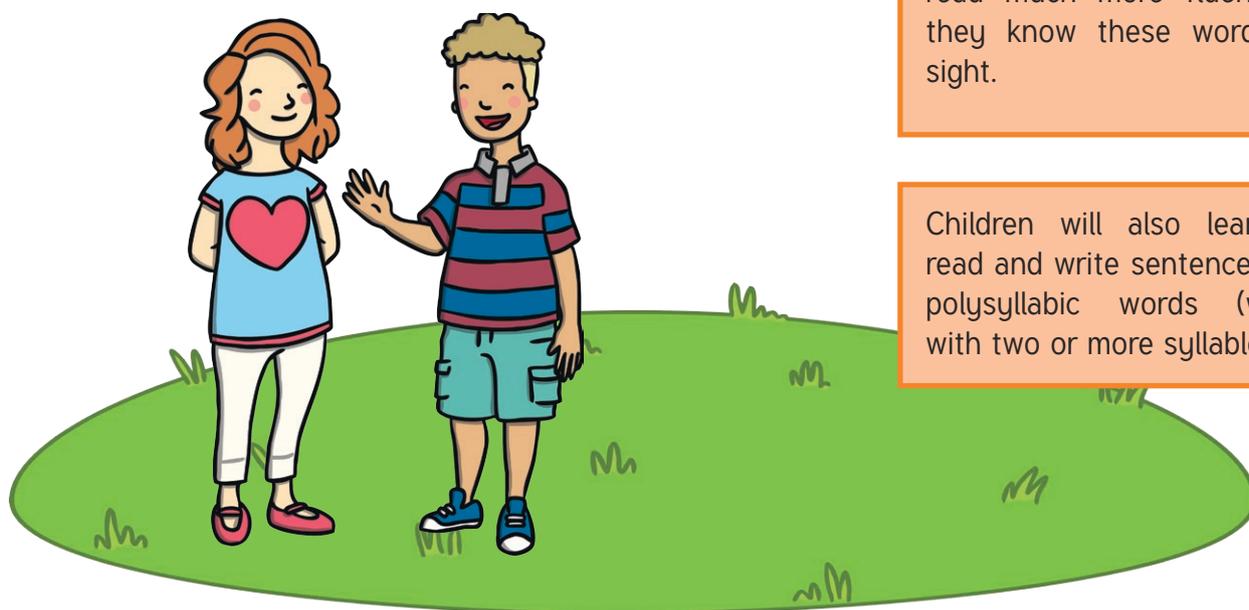
Children will learn that some sounds can be spelled in different and will begin to learn to differentiate between these when writing and reading words.

Children learn to read words with so-called 'adjacent consonants' - words where two or more consonants sit next to one another, e.g. 'spring', 'strap', 'pram', 'catch'.

Children will continue to learn 'alien words', sometimes also called 'nonsense words'. These are words that test children's ability to use phonics rather than word memory as the prime method of reading words. Examples might be 'mabe', 'fewl' or 'proak'. Alien words form part of the Phonics Screening Check taken at the end of year 1.

Children will revise previously taught 'high-frequency words' and learn new lists of words to read and write fluently. High-frequency words, as the name suggests, are words that we see frequently when reading and writing, and children can read much more fluently if they know these words by sight.

Children will also learn to read and write sentences and polysyllabic words (words with two or more syllables).



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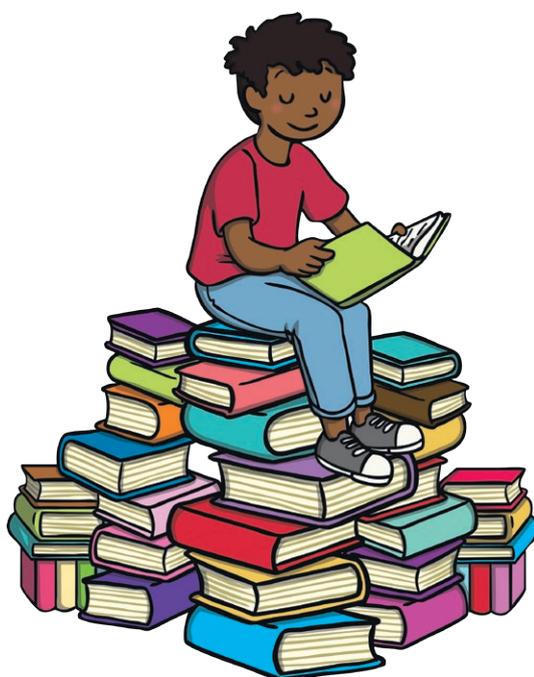
Support your child by helping them to learn and recall the new sounds they are taught. Show a sound and ask your child to tell you what it is, or say a sound and ask them to write it down or to identify it from a set of sounds.

Practise reading and writing words containing new sounds, encouraging your child to say the sounds in a word before blending them together to read, and to split a word into its sounds before writing it down.

Keep working through your child's high-frequency word list - play different games to keep things interesting. There are lots of ideas in the [Ten Ways to Practise Phase 5 Phonics at Home Checklist](#).

When your child receives phonics practice work from school, make sure you are supporting them to complete this. Set some time aside every day to work on reading and phonics. Your child's teacher will be able to help you if you are unsure what to do.

Most importantly, keep reading with your child every day. Let them read to you, but also make sure you are reading more complex books to them and that they are continuing to hear stories and other texts read aloud.



While many schools follow the Letters and Sounds programme, some follow other schemes, so it is worth checking with your child's teacher if you are unsure how best to support them.