

Phonics Mats



Lancashire

County
Council



Phase 2

Phase 2 is when children will encounter the concept that some of the letter sounds (phonemes) that they have heard in oral blending and segmenting games in Phase 1, can be represented by letters, (graphemes).

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters.

By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards.

During the phase they will be introduced to reading two-syllable words and simple captions.

They will also learn to read some high-frequency 'tricky' words: **the**, **to**, **go**, **no**.

Letter progression (one set per week)

Set 1: **s a t p**

Set 2: **i n m d**

Set 3: **g o c k**

Set 4: **ck e u r**

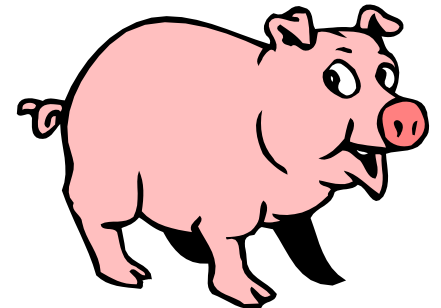
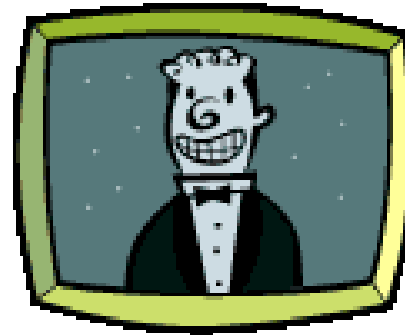
Set 5: **h b f, ff l, ll ss**

s

a

t

p



sat

pat

at

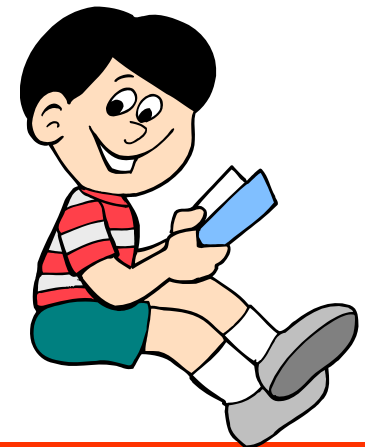
tap

sap

as

the

I

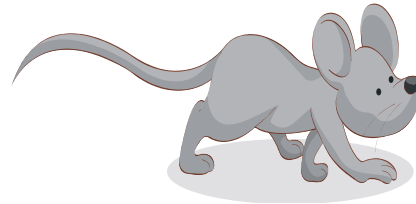


i

n

m

d



mad

Dan

sad

dip

dim

mat

nip

pin

pad

Dad

din

sap

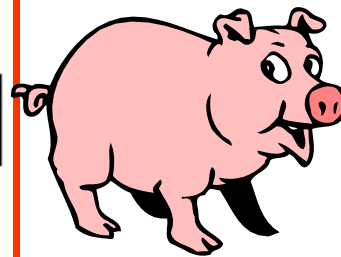
tin

pit

the

I

s a t p i n



at

it

in

is

pin

pan

sap

tin

pit

tip

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nip



sip

nap

pat

sat

pip

the

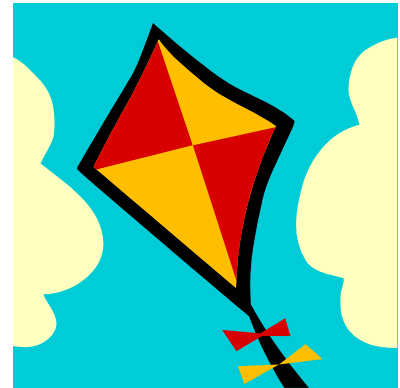
I

g

o

c

k



got

tig

gas

sag

pot

top

pig

kit

kip

Kim

kin

gap

cat

cap

Pam

map

Sam

on

no

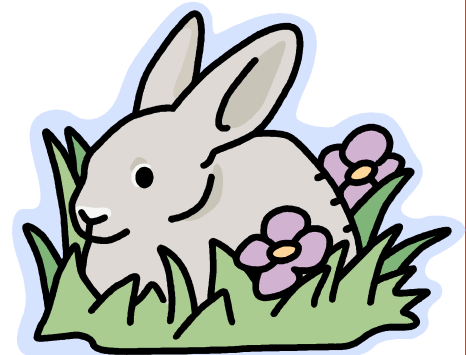
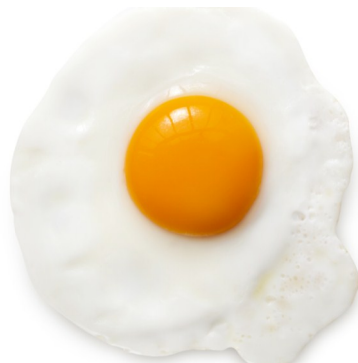
go

ck

e

u

r



duck

sock

pick

egg

pack

rock

us

up

gun

God

dug

rug

mug

rat

met

red

pet

peck

peg

into

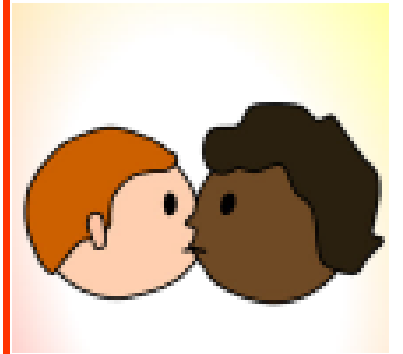
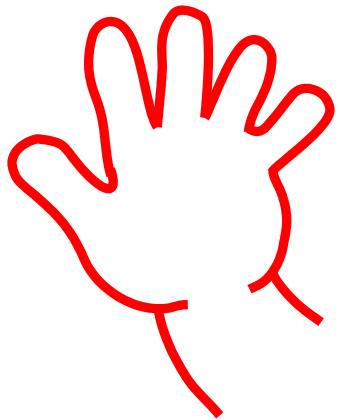
h

b

f ff

l ll

ss



hat	off	huff	bat	bit
Bob	hiss	fin	had	fit
hill	hop	lot	lock	hit
lip	hot	puff	doll	less
Bess	kiss	hop	no	go

s



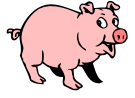
a



t



p



i



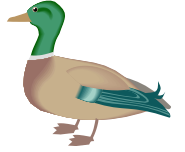
n



m



d



g



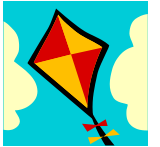
o



c



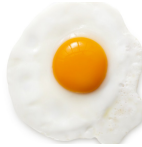
k



ck



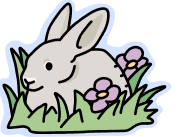
e



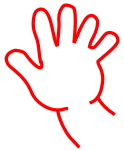
u



r



h



b



f



ff



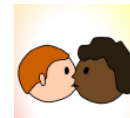
l



ll



ss



a	an	as	at	if
in	is	it	of	off
on	can	dad	had	back
and	get	big	him	his
not	got	up	mum	but
the	to	I	no	go

Phase 3

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. **oa**), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word **vision** will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words. The teaching materials in this phase suggest an order for teaching letters and provide a selection of suitable words made up of the letters as they are learned and captions and sentences made up of the words. They 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.

Letters: Set 6: **j v w x*** Set 7: **y z, zz qu***

*The sounds traditionally taught for the letters **x** and **qu** (/ks/ and /kw/) are both two phonemes, but children do not need to be taught this, at this stage as it does not affect how the letters are used.

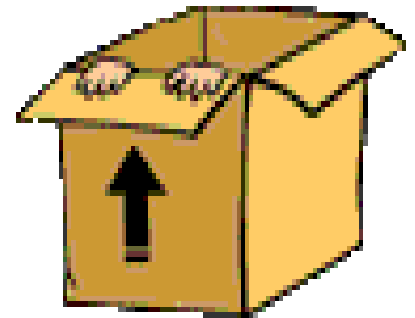
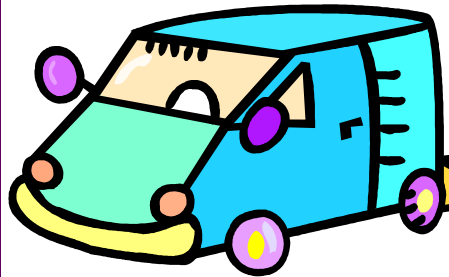
Graphemes	Sample words	Graphemes	Sample words
ch	chip	ar	farm
sh	shop	or	for
th	thin/then	ur	hurt
ng	ring	ow	cow
ai	rain	oi	coin
ee	feet	ear	dear
igh	night	air	fair
oa	boat	ure	sure
oo	boot/look	ur	corner

j

v

w

x



jam

tax

jug

van

fax

wit

jig

Jim

will

Jill

win

fox

jog

fix

box

Jack

wax

wig

wag

mix

said

have

like

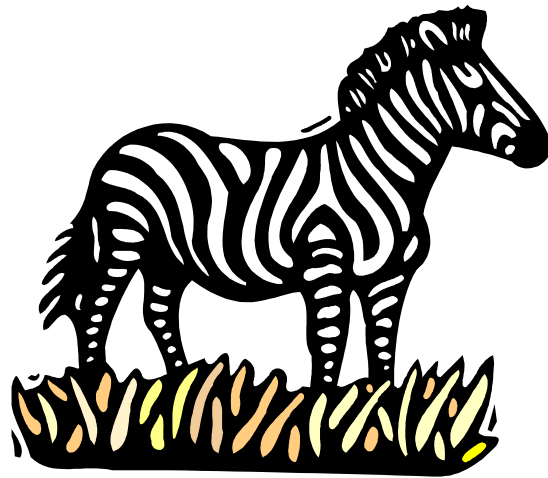
so

do

y

z zz

qu



yes

yell

quid

buzz

quiz

he

she

we

me

be

ch



sh



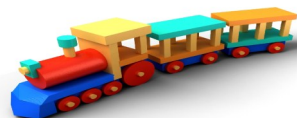
th



ng



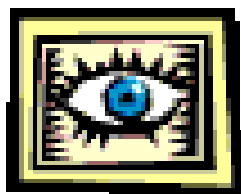
ai



ee



igh



oa



oo



chip	night	thin	chin	feet
shop	toad	wish	sing	with
sheep	queen	chop	light	weep
ring	ship	boat	fish	boot
moon	book	cook	wing	thing
coat	then	was	you	they

ar



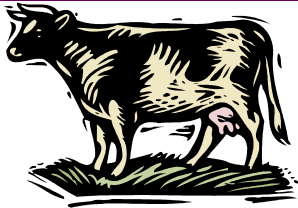
or



ur



ow



oi



ear



air



ure



er



farm	for	hurt	cow	coin
dear	fair	sure	corner	chair
charm	fork	horn	now	shower
boil	hair	arm	burn	lark
ears	join	church	short	shark
how	all	are	my	her

j

v

w

x

y

z, zz

qu

ch

sh

th

ng

ai

ee

igh

oa

oo

ar

or

ur

ow

oi

ear

air

ure

er

will	that	this	then
them	with	see	for
now	down	look	too
he	she	we	me
be	was	you	they
all	are	my	her

Phase 4

Children entering Phase Four will be able to represent each of 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling.

They will have some experience in reading simple two-syllable words and captions.

They will know letter names and be able to read and spell some tricky words.

There is no new learning of phonemes in Phase 4. This phase focuses upon the skill of blending adjacent consonants that are already known. These cards provide practice words comprising of different combinations of vowels and consonants. It is important that children are aware that adjacent consonants are not digraphs or trigraphs but individual consonants that should be segmented as such before blending.

e.g. s t e p **not** st e p

v	vowel	a e i o u
<u>vv</u>	vowel digraph	ee ai ay oo or oi ar
c	consonant	b c d f g h j k l m n p r s t v
<u>cc</u>	consonant digraph	ch th sh ll ss ng ff zz
cc	adjacent consonants	
ccc		

v

c

c

a

s

k

i

t

s

a

n

d

i

n

k

a

n

t

c	c	v	c
s	p	i	n
t	r	i	p
t	r	a	p
b	l	o	t
b	l	o	b
g	l	a	d
t	r	i	m
s	p	o	t
s	p	i	n
s	l	i	m
s	l	a	m
s	t	o	p
c	l	a	p
p	r	a	m
p	l	u	m

C	c	vv	v
s	t	oo	l
b	r	ow	n
b	l	oo	d
t	r	ai	n
c	r	ow	n
c	l	ow	n
c	r	oa	k
s	p	ee	d
s	l	ee	p
s	w	ee	p
s	t	ee	P
s	p	oo	n
d	r	ow	n
d	r	ai	n
f	r	ow	n
f	l	oa	t

c	c	v	cc
b	l	u	sh
c	r	u	sh
t	r	u	st
d	r	e	ss
b	r	i	ng
c	r	o	ss
p	r	e	ss
b	r	o	th
c	l	o	th
t	r	o	ll

c	v	c	c
l	o	s	t
n	e	s	t
b	e	l	t
s	e	n	t
b	e	n	t
t	e	n	t
t	e	s	t
l	i	s	t
b	e	s	t
g	e	t	s
w	e	n	t
m	i	s	t
l	o	t	s
p	i	n	s
b	i	n	s
p	e	n	s

C	VV	C	C
t	oa	s	t
t	ow	e	l
p	ee	p	s
p	ai	n	s
b	oo	s	t
c	or	k	s
d	ar	t	s
b	ur	n	t
b	oi	l	s
p	ai	n	t
b	ur	n	s
b	ur	p	s
s	oi	l	s
t	ai	l	s
z	oo	m	s
s	oa	k	s

cc	v	c	c
ch	i	p	s
sh	i	p	s
th	a	t	s
qu	i	p	s
sh	i	n	s
qu	i	t	s
ch	o	p	s
sh	o	p	s
ch	a	t	s
ch	i	n	s
sh	o	t	s
th	a	n	k
th	i	n	k
ch	i	n	k
ch	a	n	t

c	c	v	c	c
s	t	a	m	p
b	l	u	n	t
t	r	u	s	t
c	r	u	s	t
f	r	o	s	t
b	l	a	s	t
p	l	u	m	s
p	r	a	m	s
s	t	u	m	p
p	l	u	m	p
c	r	i	s	p
b	a	n	k	s
t	a	n	k	s
b	u	n	k	s
b	u	l	b	s

c	c	vv	c	c
b	l	ee	d	s
t	r	ai	n	s
s	t	ar	t	s
s	t	or	m	s
b	r	oi	l	s
s	p	ur	t	s
t	r	ow	e	l
s	p	oo	n	s
f	l	oo	d	s
d	r	ai	n	s
c	r	ee	p	s
d	r	oo	p	s
s	p	or	t	s

cc	c	v	c	c
sh	r	i	m	p
th	r	u	s	t
sh	r	i	n	k
sh	r	u	n	k
sh	r	a	n	k
cc	c	v	cc	
th	r	i	ll	
sh	r	i	ll	
c	c	c	vv	
s	t	r	ay	
s	p	r	ay	
c	c	c	v	v
s	c	r	a	p
s	t	r	a	p

Phase 4 Tricky Words

Tricky words should be taught in the same way as any other phonic decoding (using phoneme counting, decoding graphemes etc) with a focus on the tricky element. The children should orally segment the phonemes they do know and then learn the pronunciation and graphemes of the 'tricky element'. e.g. *said* We know 's' and we know 'd' but the 'ai' is the tricky bit. It says /e/. s /e/ d

We know how to write 's' and we know the grapheme for 'd' but /e/ is the tricky bit.

The grapheme for /e/ in this word is ai. So we write s - ai - d (then orally blend)

some	one	said	come
do	so	were	when
have	there	out	like
little	what	he	she
we	me	be	was
my	you	her	they
all	are		

Phase 5

Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words.

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling.

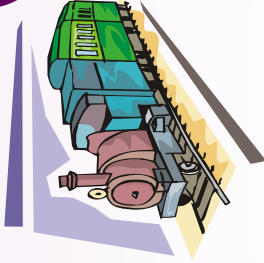
They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught.

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.

oh	their	people
looked	called	asked
Mr	Mrs	could

ay

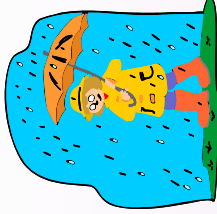
a-e



ey

ai

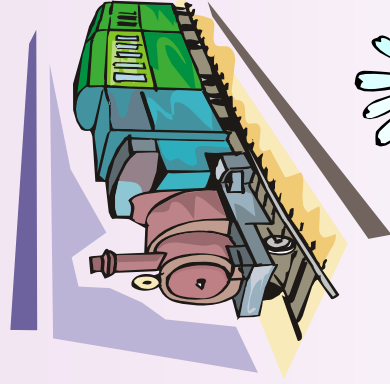
ea



aigh

eigh

train

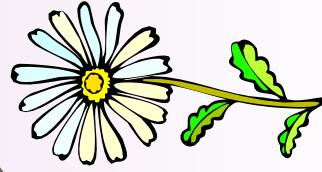


trainer

brain

wait

plain



daisy

strain

main

chain

a i

saint

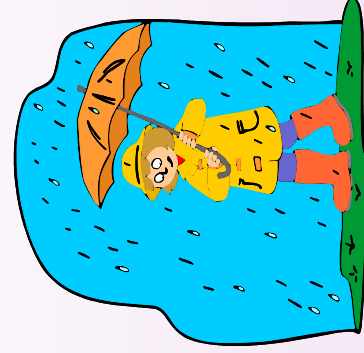
paint

praise

paid

contain

rain



stain

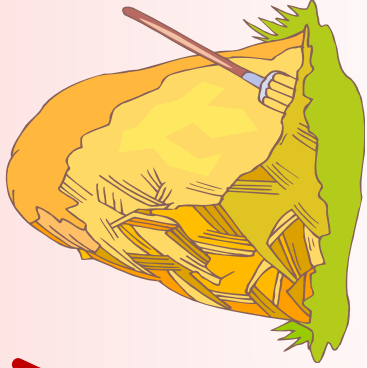
again

e-mail

ray

play

clay



pray

hay

say

way

tray

bay

lay

may

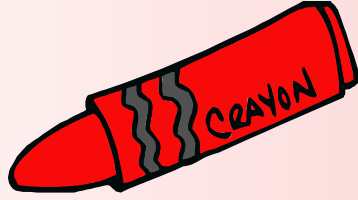
day



tray

pay

crayon

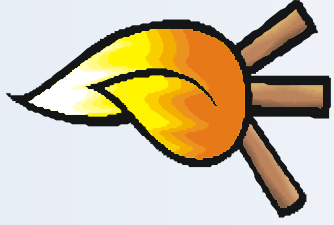


stray

hurray

maybe

lane

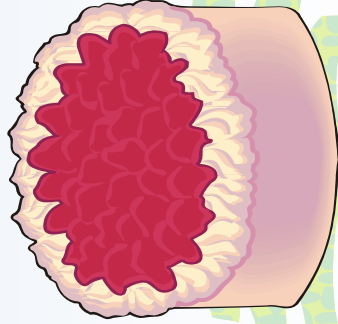


flame

make

game

bake



cake

plate

date

late

pale

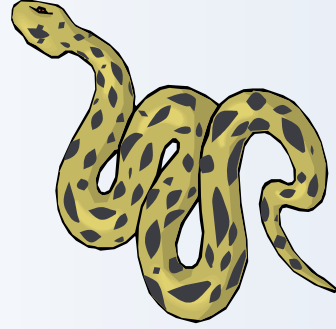
sale

crate

brake

whale

snake



hate

same

lake

a-e

grey

prey

ey

they

obey

great

breaking

ea

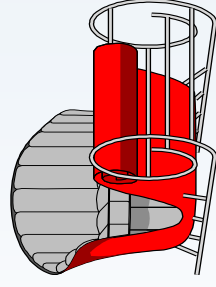
break

steak

eight

sleigh

eigh

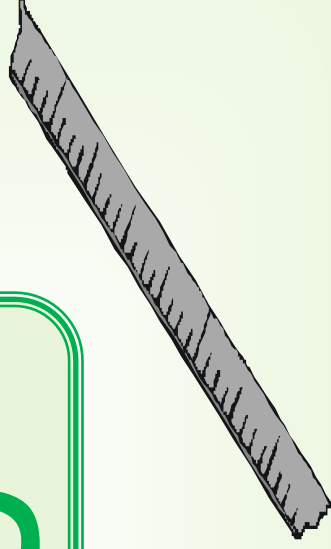


weight

neighbour

straighten

aigh



straight

ea

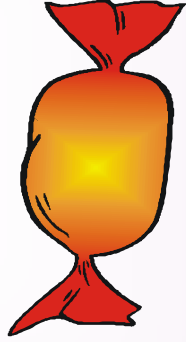
e-e



y

ee

e



ie

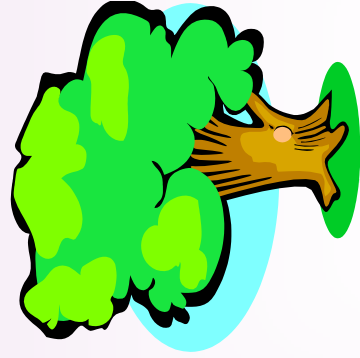
ey

feet

deep

teeth

bee

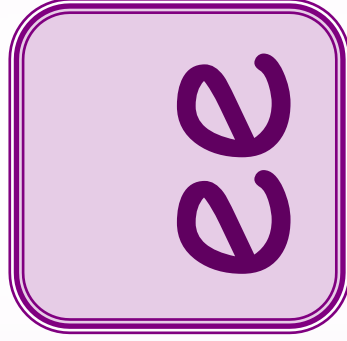


tree

free

meet

queen

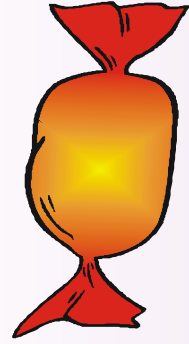


week

see

sleep

seed



sweet

three

cheer

wheel

green

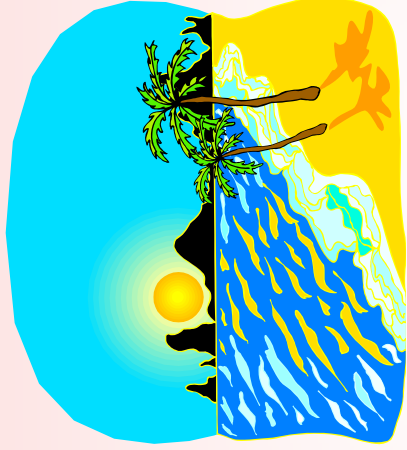
beetle

seat

treat

meat

heap



beach

least

bead

bean

sea

read

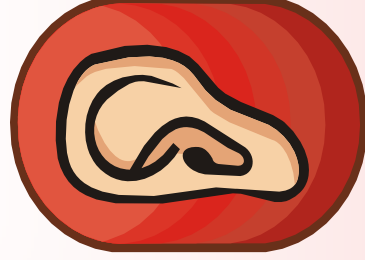


beak

hear

leak

steam



repeat

clean

dream

mean

complete extreme

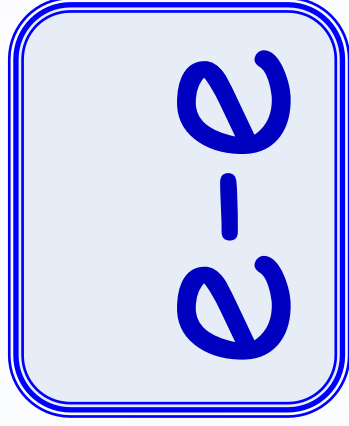


scene

these

Pete

gene



even

eve

theme

Steve

Marlene

compete

happy

mummy

daddy

funny

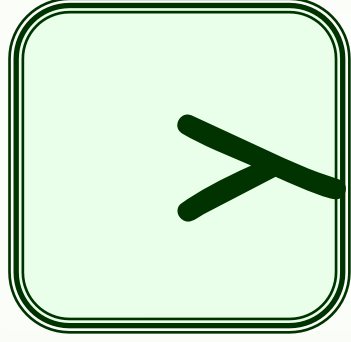


lolly

very

sadly

only



smelly

carry

hairy

crunchy



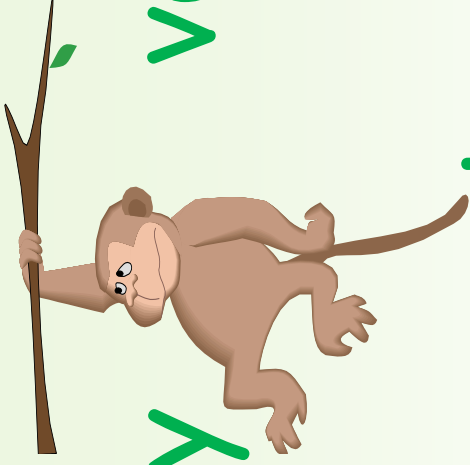
penny

merrily

sunny

heavy

monkey



valley

chimney

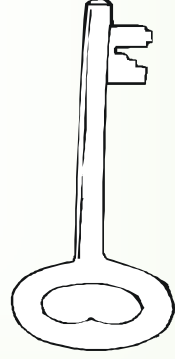
keyboard

trolley



pulley

key



honey

money

Lesley

donkey



turkey

frequent

recent

he

me

be

we

e

she

renew

region

delight

igh

i-e

y

igh

i

ie

light

bright

sigh

sight

high

night

igh

right

fight

tight

might

thigh

fright

shield



piece

chief

priest

brief

shriek

ie

thief

relief



yield

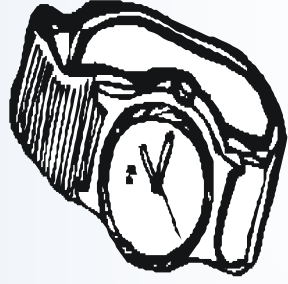
belief

field

grief

like

prize



time

nice

pine

gene

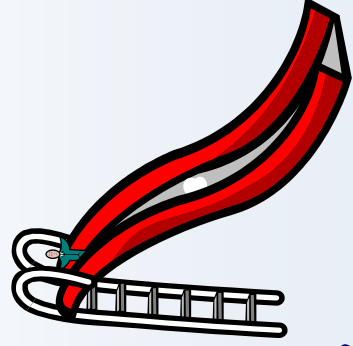
i-e

ripe

mine

shine

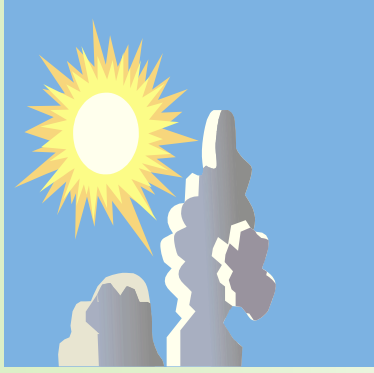
strike



slide

polite

try

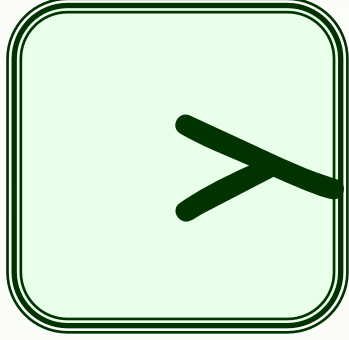


sky

fry

why

by



my

deny



spy

dry

reply

pie

tie

lie

die

ie

cried

tried

spied

fried

mind

blind

find

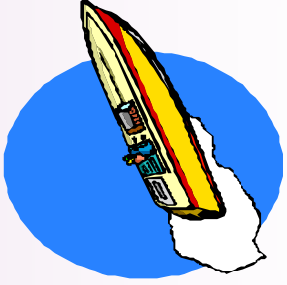
kind

i

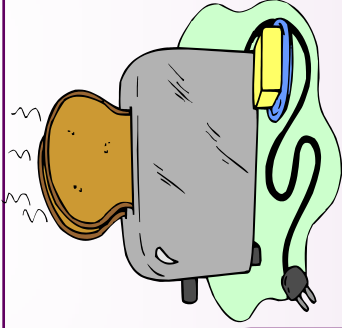
ivy

island

o



oo

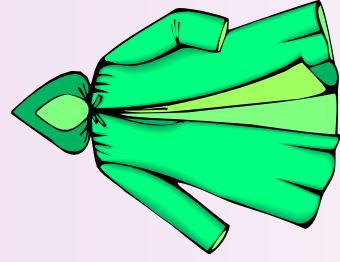


o-e

oe

ow

coat

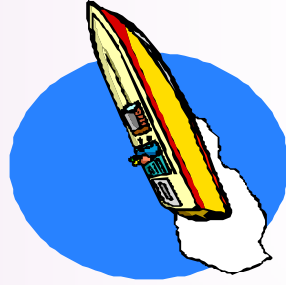


cloak

float

coach

boat



soak

coal

foam

road

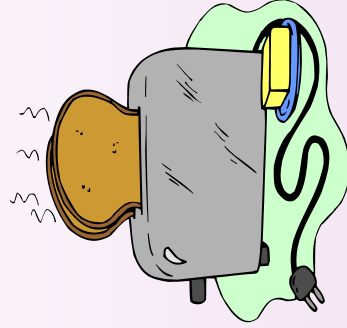
oak

oo

coast

goat

toast



roast

load

toad

grow

show



slow

tow

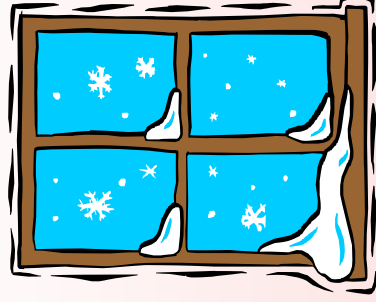
low

blow

OW

snow

flow

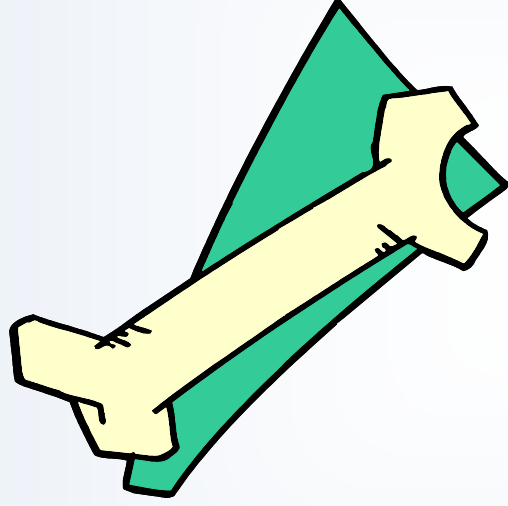


rowing boat

window

hole

stone



bone

pole

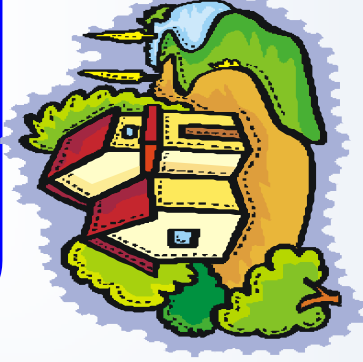
note

woke

o-e

home

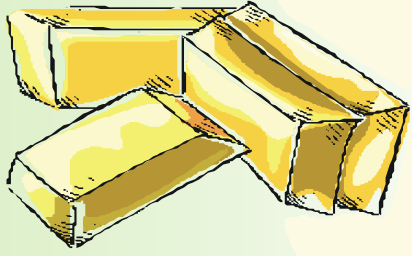
those



alone

explode

gold



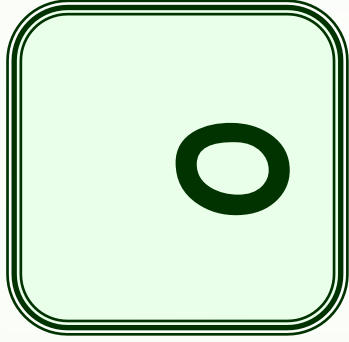
both

cold



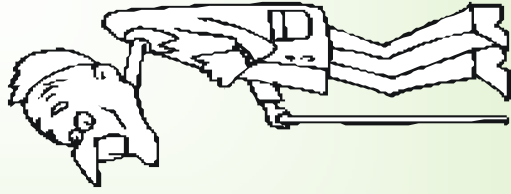
so

go



no

old



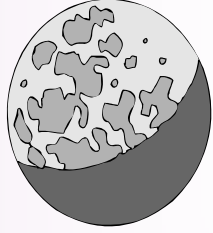
sold

hold

don't

ue

u-e



o

oo

oi

ew

afternoon

tool

broom

root

school

moo

moon

bloom

room

zoo

boot

cool

stool

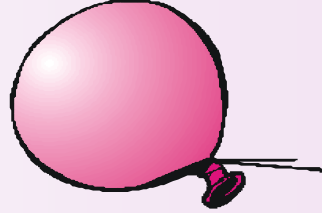
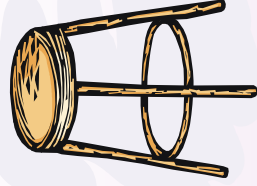
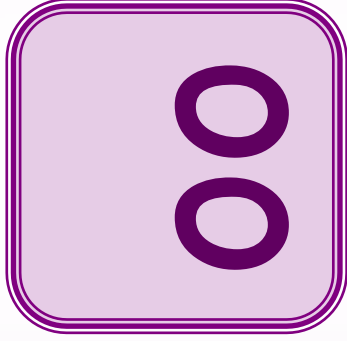
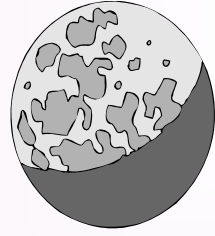
hoop

pool

loose

balloon

tooth



chew

threw

blew

drew

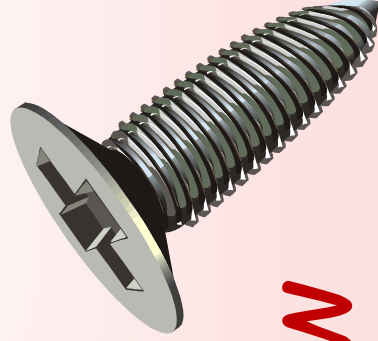
grew

brew

ew

flew

crew



screw

Andrew

flute

June



prune

rude

fluke

U-e

rule

spruce

tune

brute

use

glue



blue

clue

true

Sue

ue

rue

tissue



flue

issue

Prue

to

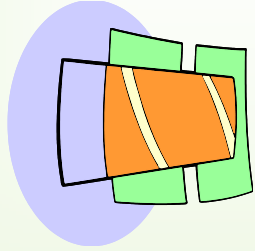
do

o

doing

today

juice

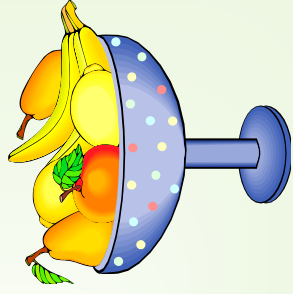


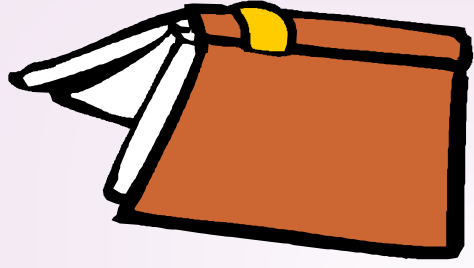
suit

ui

bruise

fruit

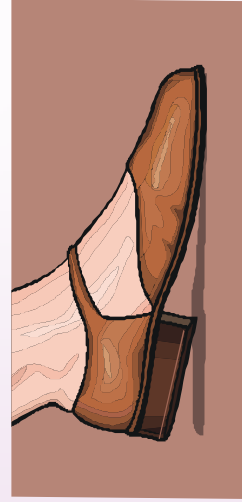




u

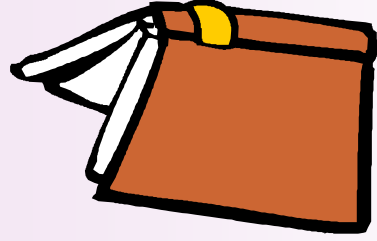
oo

ou



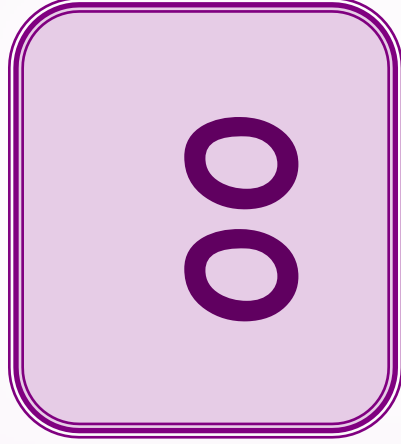
good

book



wood

took



look

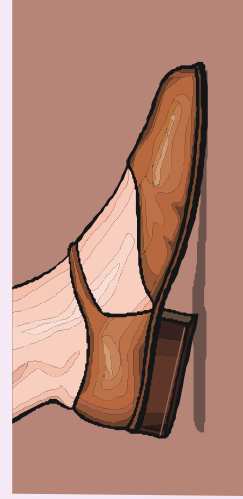
wool



cook

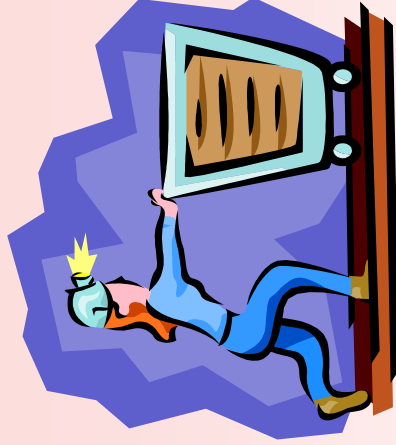
hook

foot



hood

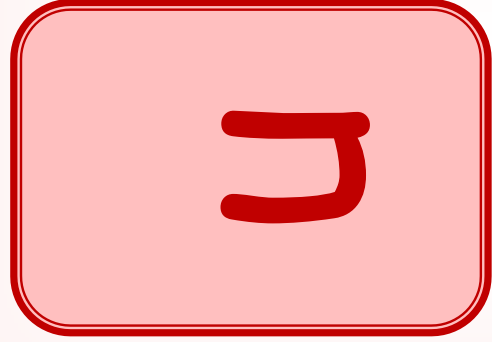
push



pull

full

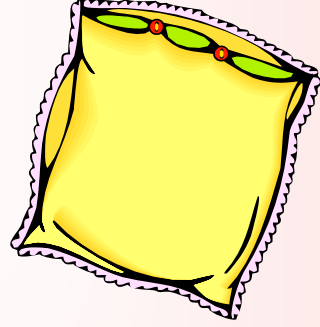
bush



put

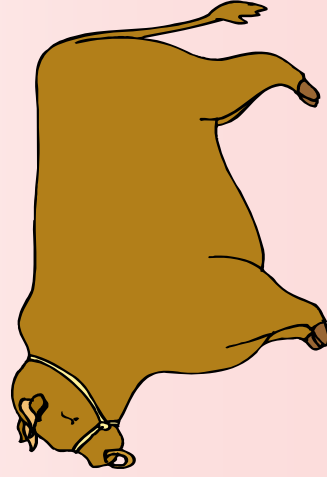
crush

cushion



playful

bull



pudding

enough

could

no

would

should

flower

sow

brown clown

cow

ow

now

frown

owl

fowl

down

house

about



mouse

sprout

ou

out

sound

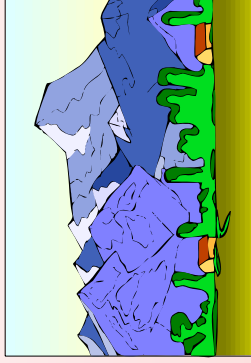
scout

round



cloud

shout



loudest

mountain

enjoy

royal

boy

joy

toy

OY

Roy

annoying

destroy

oyster

Floyd

coin

soil

boil

toil

oil

join

oi

coil

quoit

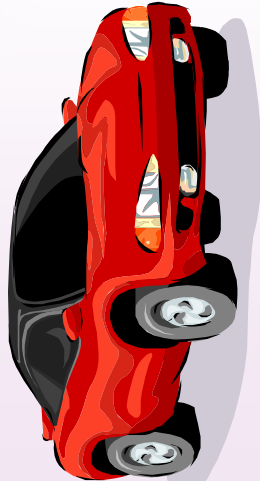
tinfoil

poison



ar

a



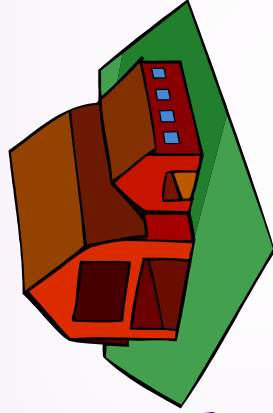
star



start

alarm

apart



farm

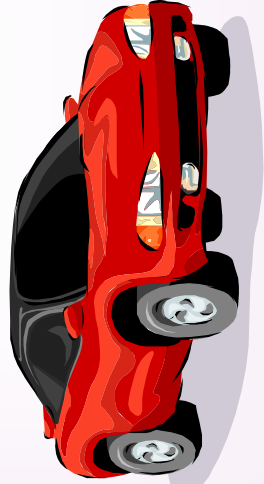
cart

bar

ar

jar

car

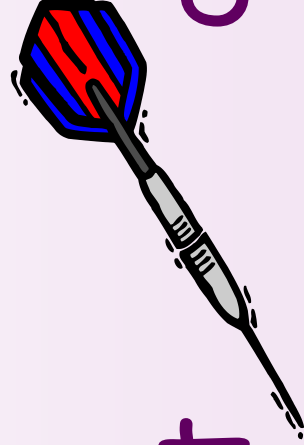


art

barber

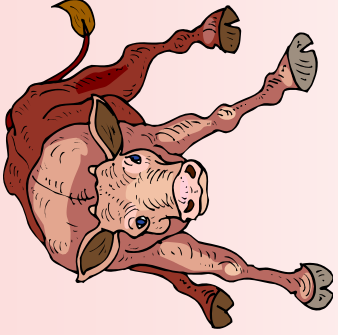
card

part



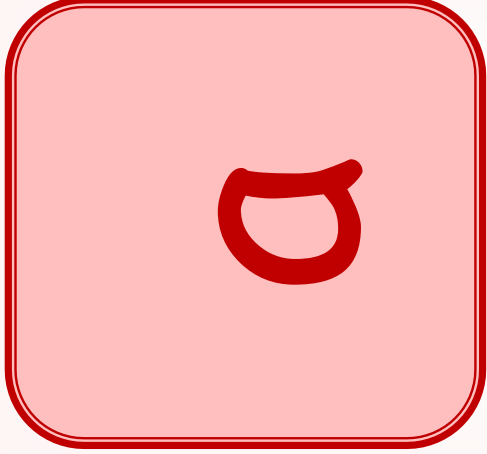
dart

half



calf

calm



after

palm



lip balm

tree

path*

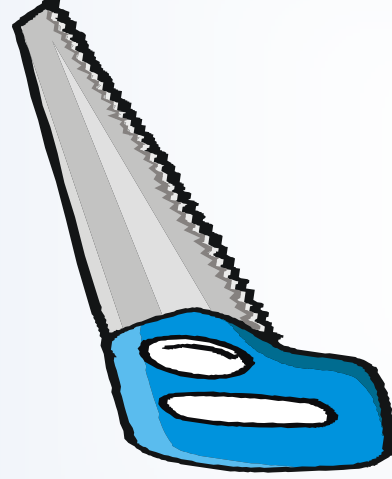
bath

straw



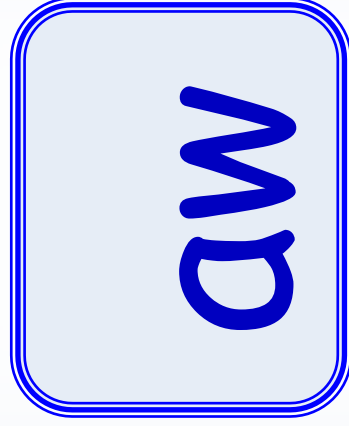
law

claw



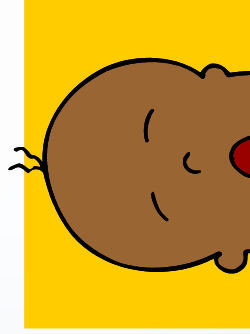
saw

jaw



paw

flaw

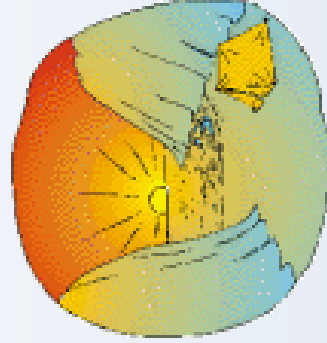


raw

yawn

prawn

lawn



dawn

when which

wheel what

wh

whisper

whirl whip

photo

grapheme

graph

sphere

phew

ph

phase

elephant

hyphen

nymph

pheasant

au

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or

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ough

augh

fork



worn

cord

fort

or

for

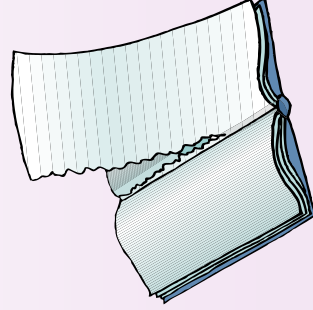
sort



cork

born

thorn



torn

saucer

haunted



sauce

haunt

au

daunting

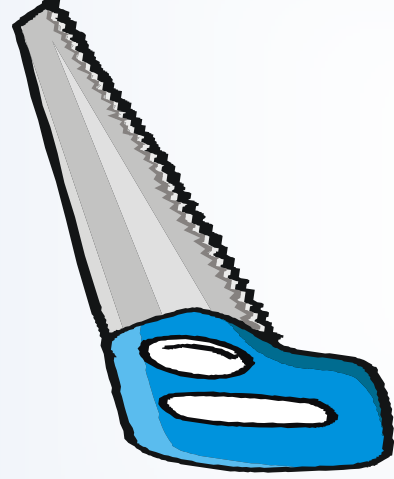
launch

straw



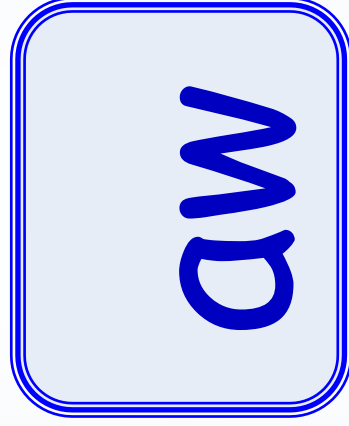
law

claw



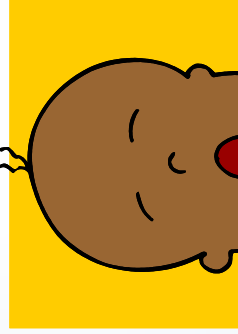
saw

jaw



paw

flaw

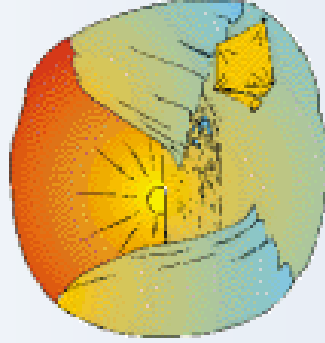


raw

yawn

prawn

lawn



dawn

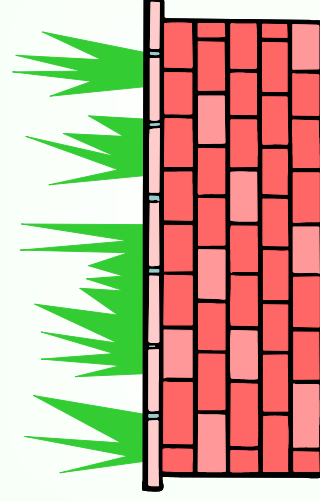
talk



walk

chalk

always



small

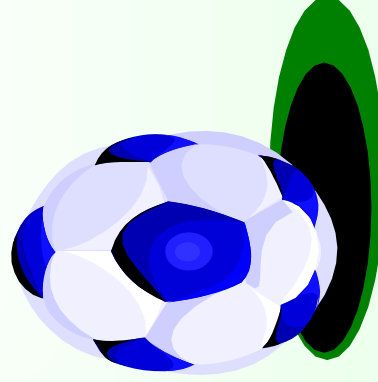
wall

tall



hall

ball

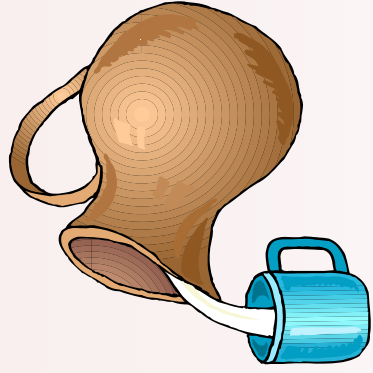


fall

calling

beanstalk

your



pour

fourth

4

four

our

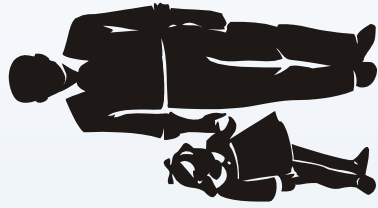
tour

mourn

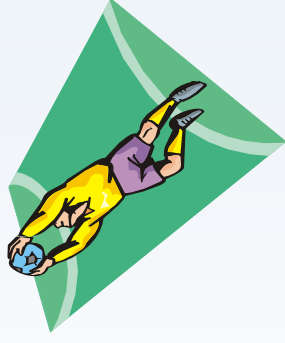
14

fourteen tournament

daughter



caught

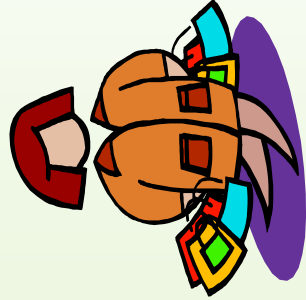


augh

taught

naughty

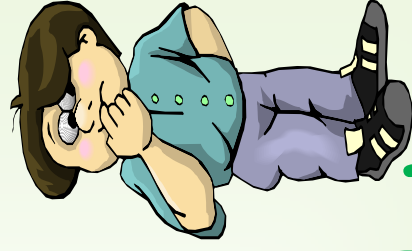
bought



o

nought

ough



fought

thought

or

ir

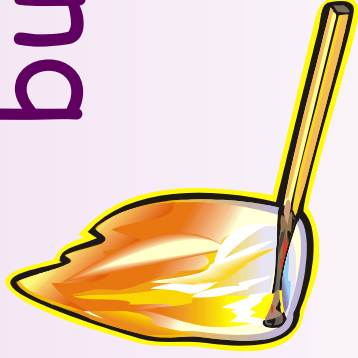
ur

er

ear

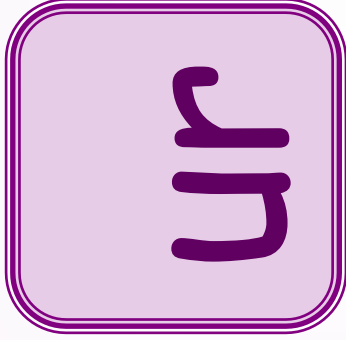
turn

burn



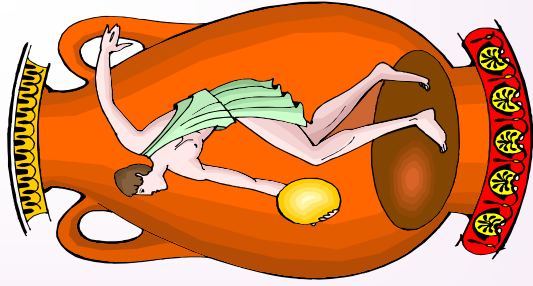
fur

surf



burp

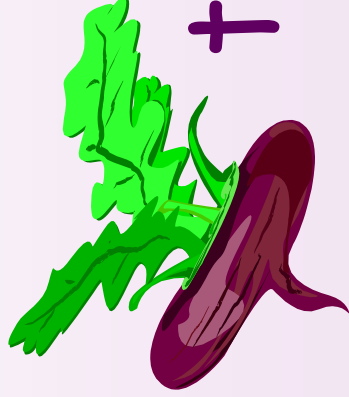
curl



urn

curds

hurt



turnip

working

worth



world

worse

worm

or

word

worship



work

worst

worthy

herb

stern

jerky

servant

her

er

fern

Gerda

perky

Bernard

permanent

learn



earth

pearl

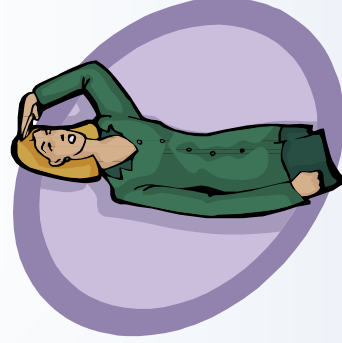
heard

earn

ear

early

search

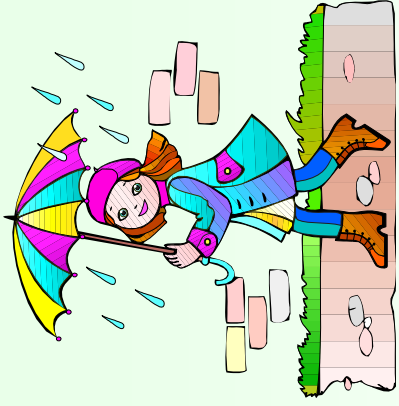


learning

earnest

rehearsal

girl



thirsty

first

birth

bird



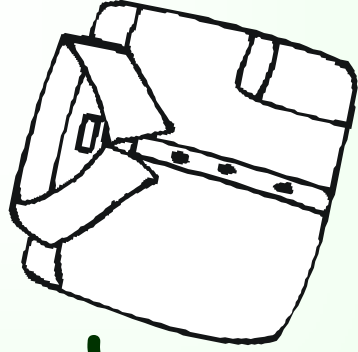
chirp

firm

ir

dirt

shirt

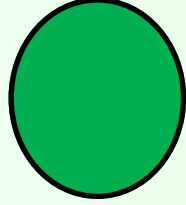


skirt

twirl

third

thirteen



circle

ere

ear

air

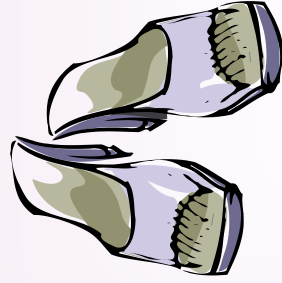
are

fair



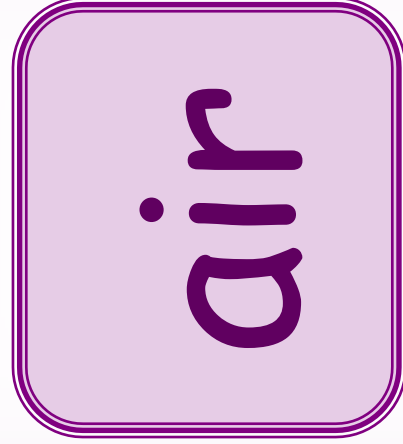
hair

pair



lair

air



cairn

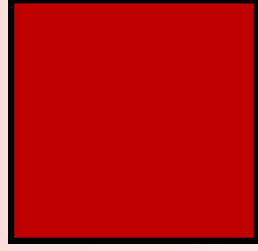
airport

hairy

fairy

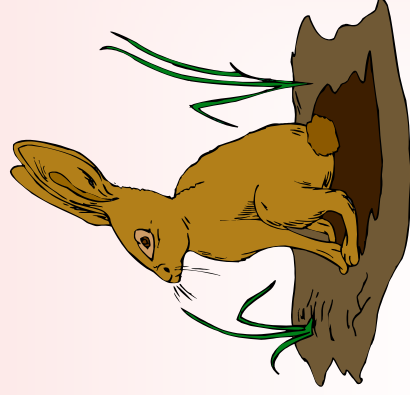
stair

bare



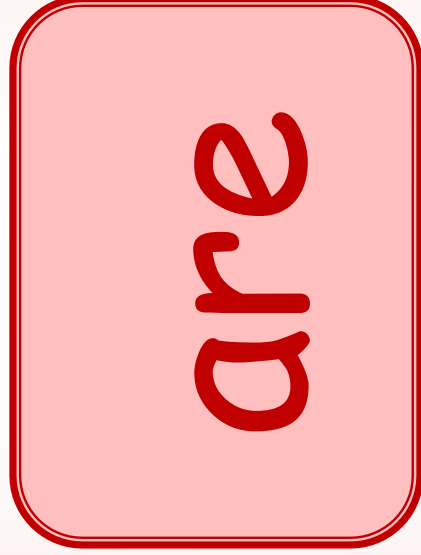
square

care



hare

dare

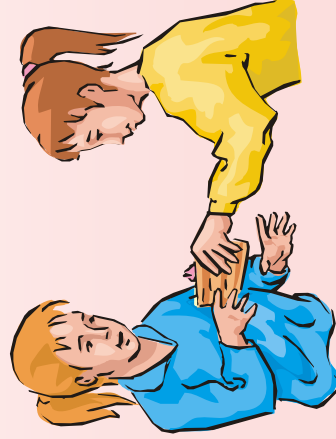


fare

stare

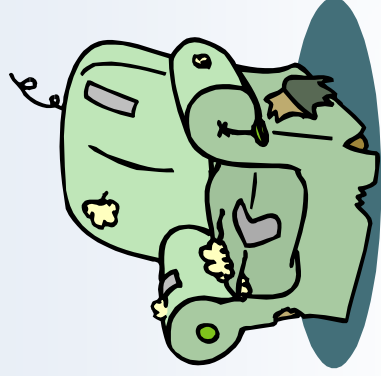
mare

share



scare

wear



tear

pear



ear

bear



swear

somewhere nowhere

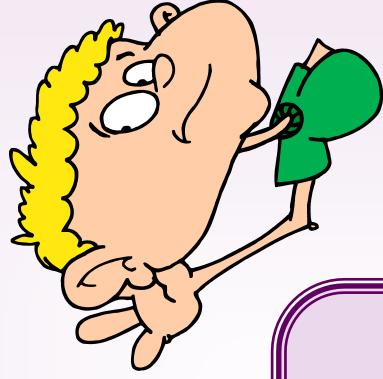
there

ere

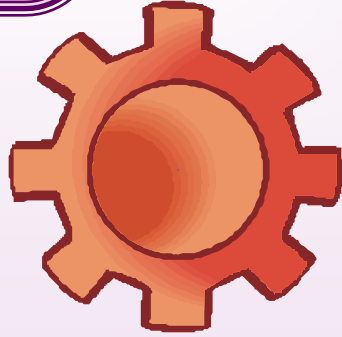
where

everywhere

eer

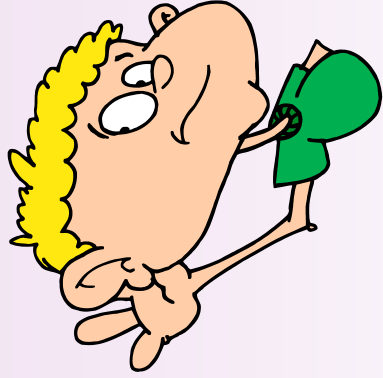


ear



ere

hear



ear

dear

clear

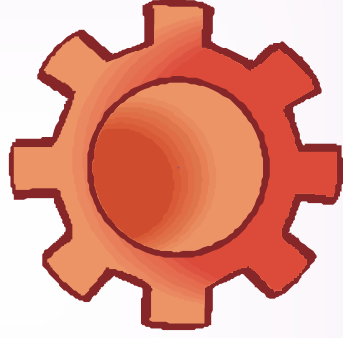
ear

near

ear

fear

year



gear

beard

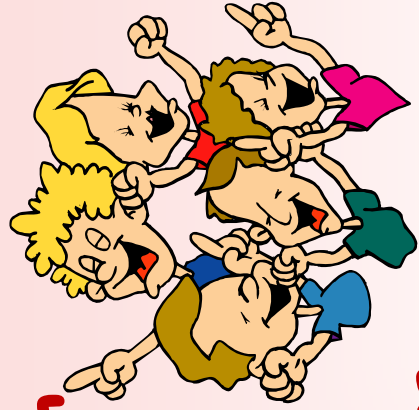
rear

appear



tear

cheer



beer

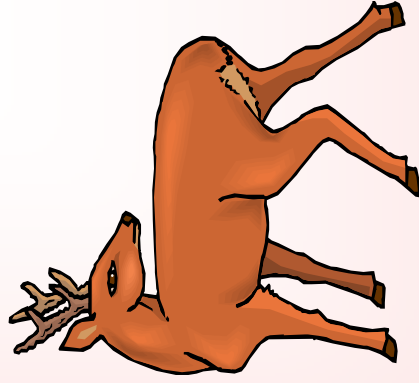
sneer

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deer

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career



steering

interfere severe

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