

# Phonics Level 5 Parent Pack

## What is phonics?

Phonics is the process of learning to read and spell using specific letters or sounds. These letters and sounds combine to create words that can be broken down or blended together in order to read or spell them.

## Glossary

Within Twinkl Phonics, children will learn the correct phonics terminology. We recommend that children are exposed to this terminology as much as possible. It may be helpful for you to familiarise yourselves with these terms to use with your child.

<b>Adjacent consonants</b>	two consonants that are next to each other in a word, such as 'st' or 'ft' (sometimes referred to as 'consonant blends')
<b>Blending</b>	building up of words from individual phonemes for reading
<b>CVC words</b>	stands for consonant-vowel-consonant, e.g. 'cat'
<b>CVCC words</b>	stands for consonant-vowel-consonant-consonant, e.g. 'hand'
<b>CCVC words</b>	stands for consonant-consonant-vowel-consonant, e.g. 'stop'
<b>CCVCC words</b>	stands for consonant-consonant-vowel-consonant-consonant, e.g. 'stand'
<b>CCCVC words</b>	stands for consonant-consonant-consonant-vowel-consonant, e.g. 'strap'
<b>CCCVCC words</b>	stands for consonant-consonant-consonant-vowel-consonant-consonant, e.g. strong
<b>Digraph</b>	when a single sound is represented by two written letters
<b>GPC</b>	stands for 'grapheme/phoneme correspondence' - the relationship between sounds and the letter or letters that represent that sound
<b>Grapheme</b>	the symbol (written letter) used to represent a sound
<b>Mnemonic</b>	an illustration that is designed to support children's recognition of GPCs
<b>Phoneme</b>	the shortest unit of sound in a word - usually represented by a single letter
<b>Prefix</b>	a string of letters that go at the beginning of a root word, changing or adding to its meaning, e.g. when the prefix '-un' is added to 'happy', it becomes 'unhappy'
<b>Polysyllabic words</b>	words that have more than one syllable, such as shampoo or children

<b>Segmenting</b>	breaking down words into individual phonemes for writing
<b>Split digraph</b>	a digraph that is split by a consonant. There are five split digraphs; a_e, e_e, i_e, o_e, and u_e. When used in a word, they have a consonant in the middle, e.g. 'lane' or 'bone'
<b>Suffix</b>	a string of letters that go at the end of a root word, changing or adding to its meaning. e.g. if the suffix 'ly' is added to 'quick' it becomes 'quickly'
<b>Tricky words (common exception words)</b>	words that are not decodable at the child's current phonic level of understanding. Also called 'sight words' because children are taught to memorise them so they can be recognised by sight
<b>Trigraph</b>	when a single sound is represented by three written letters

## What do children learn in Level 5?

By Level 5, children should already be able to recognise Level 2 and 3 **GPCs** and use them to read and spell words. They should also be confident with Level 4 **adjacent consonants**. Within Level 5, children are introduced to more **graphemes**, including **split digraphs**.

Within Level 5, many of the new sounds are alternative spellings or pronunciations.

- Alternative spellings are **phonemes** that the children have learned in previous levels but are spelt differently. For example, in Level 3, children have learned 'ai'. In Level 5, children will learn 'ay' which makes the same sound but is spelt differently. Children will recap the original grapheme and learn the new grapheme alongside it.
- Alternative pronunciations are graphemes that are spelt the same but make a different sound, such as 'ea' in 'bead' or 'bread'.

Children will also be introduced to **suffixes** and **prefixes** in Level 5.

Level 5 GPCs are taught in the following order:

'ay' saying /ai/	'aw' and 'au' saying /or/
'oy' saying /oi/	'ow' and 'oe' saying /oa/
'ie' saying /igh/	'wh' saying /w/
'ea' saying /ee/	'g' saying /j/
'a_e' saying /ai/	'c' saying /s/
'i_e' saying /igh/	'ph' saying /f/
'o_e' saying /oa/	'ea' saying /e/
'u_e' saying /yoo/ and /oo/	'ie' saying /ee/
'e_e' saying /ee/	-ed
'ou' saying /ow/	-s and -es
long vowel sounds	-er and -est
'ch' saying /c/	'tch' saying /ch/
'ch' saying /sh/	-ing and -er
'ir' saying /er/	'are' and 'ear' saying /air/
'ue' saying /yoo/ and /oo/	unspoken 'e'
'ew' saying /yoo/ and /oo/	'ore' saying /or/
'y' saying /ee/	un-

## Blending and Segmenting

In Level 5, children will use the previous GPCs that they have learnt in Level 2 and 3 and adjacent consonants from Level 4, along with new GPCs to read and spell new words. They will also learn to recognise suffixes and prefixes within words.

Children can continue to use sound buttons and sound bars to differentiate between individual letter sounds and digraphs/trigraphs. They can also use bars to identify prefixes or suffixes within a word.

**play**      **played**

Sometimes, three consonants can appear together, such as 'str' in 'strap'. This would be a CCCVC word. By this stage, there are many different combinations of words that children should be able to read using the GPCs and blends that they are familiar with.

It is also important to note that the consonant or vowel in a word could be a digraph, such as 'trash' or 'broom'.

## Blending

For reading, children may have to choose between different pronunciations of sounds. For example, when they read the word 'bread', they will have to decide whether the 'ea' makes the /ee/ sound or the /e/ sound in this word. Children can use context clues and familiarity to help them choose between different pronunciations.

## Segmenting

Children may have to choose between different graphemes when spelling. For example, they will have to decide which /ai/ grapheme to use to spell 'rain' or which /ee/ grapheme to use to spell 'green'. Children can use familiarity with words and spelling rules and clues to help them choose the correct grapheme.

## Tricky Words (Common Exception Words)

Tricky words or common exception words are the words that do not fit the regular spelling rules that have been taught, therefore children can not segment and spell them like regular words.

Children are taught to recognise and spell tricky words by sight (to memorise them) and to point out the tricky part of the word.

## How can you help support your child at home?

To support your child at home, you can practise recognising Level 5 GPCs, by:

Identifying written graphemes by sight - point out written graphemes as you see them in different settings, such as on TV shows, games, toys or posters.



Recognising and identifying phonemes in words - you can model segmenting new sounds in words in speech, e.g. 'Put your t-oy-s away'.



Blending and reading words containing Level 5 GPCs - practise reading stories together containing Level 5 words or matching words with pictures.



Segmenting and spelling words containing Level 5 GPCs - practise spelling words in fun ways, such as using magnetic letters or writing words in foam or sand.



Practise reading and spelling Level 5 common exception words - hide the words on flashcards and make your own treasure hunt for children to find and read the tricky words.

