



# Phase 4 Information

# What is Phase 4?
























The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. They will learn to read and spell, or decode and encode, CCVC\* and CVCC\* words. It can be really tricky to hear the adjacent consonants in a word. Often many children might miss these out, for example spelling 'tent' as 'tet' or 'ten'.




























*\*CCVC = consonant, consonant, vowel, consonant*

*\*CVCC = consonant, vowel, consonant, consonant*

# What phonemes or graphemes are learned?

During Phase 4 the children do not learn any new graphemes or phonemes. They still need to rely on and practise using their Phase 2 and 3 phonemes. The principles of Phase 1, including hearing very small sounds, are also important.

s  sock	a  ant	t  tomato	p  penguin	i  igloo	n  nest	m  mouse	d  dog
g  grape	o  orange	c  cat	k  key	ck  clock	e  elephant	u  umbrella	r  rainbow
h  hat	b  balloon	f  fish	ff  muffin	l  lion	ll  bell	ss  grass	

j  jelly	v  volcano	w  web	x  fox	y  yoyo	z  zebra	zz  pizza	qu  queen	ch  chicken
sh  shoe	th  thumb	ng  ring	ai  snail	ee  sheep	igh  night	oa  boat	oo  moon	oo  book
ar  star	or  fork	ur  burger	ow  owl	oi  coin	ear  ear	air  chair	ure  pure	er  hammer

# Enunciation and Pronunciation

The shape of our mouths and the sounds that we make when 'sounding out' in phonics is essential. The way we say each individual phoneme or letter sound is important. It is not always easy; it takes a lot of practise and even teachers can get this wrong! When we talk, we do not tend to open our mouths very wide. Initially, try to over emphasise the sound or phoneme and open your mouth a little wider than usual. If the sound or phoneme is spoken correctly then the child will not be able to blend or segment.

# What are CVC and CVCC words?

- CVC words are three letter words that are made up of a consonant-vowel-consonant, for example 'ten'.
- CVCC word are four letter words that are made up of a consonant-vowel-consonant-consonant, for example 'tent'.
- The children start by revisiting some CVC words from previous phases and then add an extra consonant on the end, for example the children spell the word 'ten' and then they add a 't' to spell the word 'tent'.
- Sometimes these consonants can be made up of a digraph, a grapheme with two letters but make one phoneme or sound, for example 'ch'. An example of this would be 'chest'.

# Phoneme Frames

We can use a phoneme frame to help with the practising of spelling these words. You can download these frames from our website. Here are some examples:

Consonant	Vowel	Consonant
c	a	t
t	e	n
b	e	n

Consonant	Vowel	Consonant	Consonant
c	a	t	ch
t	e	n	t
b	e	n	d



# CVCC Words

went	help	just	tent	belt	bump	band	dent	felt
gulp	lamp	wind	hump	land	nest	sink	link	hunt
best	tilt	lift	lost	tuft	damp	bust	camp	gift
kept	tusk	limp	soft	pond	husk	cost	bank	bunk
fond	gust	hand	next	milk	golf	jump	fact	melt

*Tips for learning – give your child the relevant phoneme frame, read out the words and encourage your child to break the word down or segment. They can then use the phoneme frame to help spell the word.*

# What are CCVC words?

- CCVC words are four letter words that are made up of a consonant-consonant-vowel-consonant, for example 'from'.
- The children will then start to learn CCVCC, CCCVC and CCCVCC words.
- Sometimes these consonants can be made up of a digraph, a grapheme with two letters but make one phoneme or sound, for example 'oo'. An example of this would be 'spoon'.



# CCVC Words

from	stop	spot	frog	step	plan	speck	trip	grab
track	spin	flag	grip	glad	twin	sniff	plum	gran
swim	clap	drop	green	fresh	steep	smell	train	spoon
sport	thrush	trash	start	cream	clown	creep	brown	bring
crash	swing	droop	float	groan	brush	scoop	speech	thrill

*Tips for learning – give your child the relevant phoneme frame, read out the words and encourage your child to break the word down or segment. They can then use the phoneme frame to help spell the word.*

# CCVCC, CCCVC and CCCVCC Words

stand	crisp	trend	trust	spend	glint	twist	brand
cramp	plump	stamp	blend	stunt	crust	tramp	grunt
drift	slept	skunk	think	thank	blink	drank	blank
crunch	drench	trench	shrink	thrust	spring	strap	string
street	scrunch	trunk	scrap	crept	frost		

*Tips for learning – give your child the relevant phoneme frame, read out the words and encourage your child to break the word down or segment. They can then use the phoneme frame to help spell the word.*

# Polysyllabic Words

Longer words can be tricky to read. To help with this the children learn to break them down into their syllables. Syllables are the beats or chunks in the word. We can identify them by clapping them out. Often, we would start with the children's name, as they are very familiar with this word. Here is a video on syllables:

<https://www.bbc.co.uk/bitesize/topics/zyfkng8/articles/zt27y4j>

# Example Polysyllabic Words

treetop	starlight	fitness	driftwood	twisting
printer	children	sandpit	windmill	pondweed
handstand	melting	shampoo	giftbox	lunchbox
shelving	thundering	champion	Manchester	sandwich

# What are common exception words?

Common exception words are spellings that we cannot easily use our phonics to decode. They might sometimes be referred to as tricky words. Some of these do follow some rules in the English language; however, this learning does not happen until Phase 6. The children need to learn these words on sight and have lots and lots of practise reading them.

# Phase 4 Common Exception Words?

said	little	have	one	like
were	so	there	do	what
some	when	come	out	