
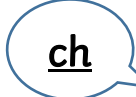

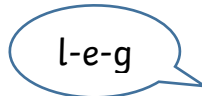
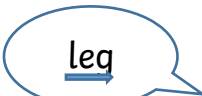


Literacy – Phase 3 (Spring 2)




















Prior Learning
 Can recognise and write most phase 2 graphemes
 Reads simple words by sound blending
 Segments simple words to spell

Concepts
Read – Recognise graphemes and blend them to understand each word
Write – Segment the phonemes and form the graphemes in each word

Key Vocabulary

| | | |
|-----------------|---|---|
| Phoneme |  | The sounds that make up a word. |
| Digraph |  | Two letters making one sound |
| Trigraph |  | Three letters making one sound |
| Segment |  | Identify the sounds in a word from L-R |
| Blend |  | To join phonemes from L-R to make a word. |
| Sentence | <div style="border: 1px solid black; padding: 2px;">The cat is sad.</div> | A group of words that makes sense when read together. |

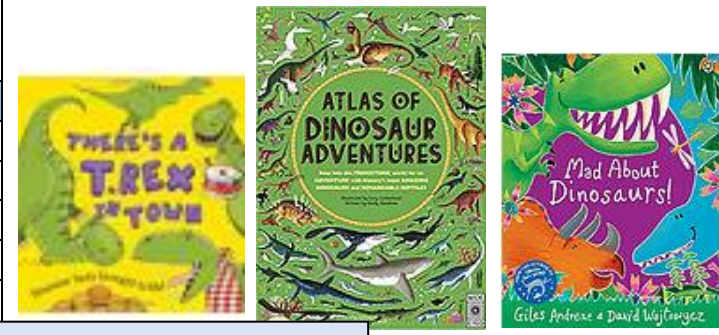
Images, icons and maps.

| | | | | | | |
|---|---|--|---|---|--|--|
|  qu |  ch |  sh |  th |  ng |  nk | |
|  ai |  ee |  igh |  oa |  oo |  ar | |
|  or |  ur |  er |  ow |  oi |  ear |  air |

| | | |
|---|---|-----------|
| F |  | Feeling |
| A |  | Asking |
| N |  | Noticing |
| T |  | Touching |
| A |  | Action |
| S |  | Smelling |
| T |  | Tasting |
| I |  | Imagining |
| C |  | Checking |





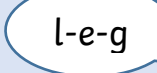

Tricky words

was you
 they my
 by all
 sure pure



- Key Facts**
- 1) We can read words containing two digraphs and trigraphs.
 - 2) We can segment to spell longer phonetically decodable words.
 - 3) We can read and write some tricky words.
 - 4) We can read and understand simple sentences.
 - 5) We can form most letters with developing accuracy.

Writing Toolkit

| | | | | | |
|---|--|---|---|---|---|
|  Letter formation |  Finger space |  Capital letters |  Phonics knowledge |  Sound out |  Blend |
|---|--|---|---|---|---|