

Comparison chart – Sound Phonics activity books covering Letters and Sounds Phases Two to Six

Sound Phonics is fully compatible with *Letters and Sounds*, the Government's phonics programme, and the phases in **Sound Phonics** correspond to the phases in *Letters and Sounds*. Use this chart to check which phonemes (sounds) and graphemes (letters representing sounds) are taught in each **Sound Phonics** activity book. Please note that there is no activity book for **Sound Phonics Phase One**: instead there is a reusable stimulus book containing sound discrimination activities and games that prepare children for learning to read and spell.

	2. Sound Phonics Phase Two	3. Sound Phonics Phase Three Book 1	4. Sound Phonics Phase Three Book 2	5. Sound Phonics Phase Four	6. Sound Phonics Phase Five Book 1	7. Sound Phonics Phase Five Book 2	8. Sound Phonics Phase Five Book 3	9. Sound Phonics Phase Six Book 1	10. Sound Phonics Phase Six Book 2
Practice of new graphemes	Letter Sets 1–5 (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l)	Letter Sets 6–7 (j, v, w, x, y, z, zz, qu) plus sh, ch, th, ng and ll, ss, ff, ck; letter names introduced	Letter Sets 4–7 plus consonant digraphs	Consolidation only	Phase Three graphemes	Graphemes from Phases Two, Three and Five	Alternative spelling of known phonemes	Less common grapheme–phoneme correspondences	Less common grapheme–phoneme correspondences
Revision of graphemes	Letter Sets 1–4	Letter Sets 1–5	Letter Sets 4–7 plus consonant digraphs	Letter Sets 1–7, Phase Three graphemes	Phase Three graphemes	Graphemes from Phases Two, Three and Five	Recognition of graphemes; alternative pronunciations and spellings	Long and short vowel sounds; alternative pronunciations (Phase Five)	Grapheme check Phases Three and Five; suffixes s and es
Reading activities	Blending for reading CVC words with letters from Sets 1–5; tricky words; captions; sentences; signs; notes	Blending for reading CVC words with new graphemes; two-part words; tricky words; sentences; clues; questions; captions	Blending for reading words with vowel digraphs; two-part words; tricky words; questions; sentences; clues; captions	Blending for reading words with adjacent consonants; two-part words; tricky and high-frequency words; sentences; questions; clues; captions	Reading words with up to two parts; words with split graphemes; new graphemes; tricky and high-frequency words; speech; questions	Reading words with alternative pronunciations; words with up to two parts; tricky and high-frequency words; sentences; questions; stories; homographs	Reading words with up to two parts; words with new graphemes; tricky words; speech bubbles; sentences	Reading activity instructions; words with up to three parts; tricky words; words with less common graphemes; stories	Reading activity instructions; words with up to three parts; tricky words; words with less common graphemes; common graphemes; story titles; poems; stories; proofreading a story
Spelling and writing activities	Segmenting for spelling (oral segmenting of CVC words; recall of letters needed)	Segmenting CVC words for spelling (selecting letters/graphemes needed)	Segmenting for spelling	Segmenting to spell words with adjacent consonants; spelling tricky words	Spelling words with two parts; words with new and split graphemes; writing captions; completing tricky words	Spelling words with two parts; tricky words; question words; writing sentences and captions; answering questions	Choosing from alternative spellings; selecting correct spelling of phonemes; spelling two-part words and long vowel sounds; completing sentences and writing sentences with tricky words	Choosing from alternative spellings; making correct spelling choices; longer and tricky words; writing sentences and captions; adding suffixes	Choosing from alternative spellings; spelling tricky words; proofreading a story; spelling two- and three-part words; spelling high-frequency and topic words; writing sentences; adding prefixes and suffixes
Letter formation	Pointing and finger tracing only	Occasional tracing over dotted letters, with arrows indicating direction	Tracing over dotted letters, with arrows indicating direction – and copying them	Tracing over dotted letters with no arrows – and copying them; writing most letters independently	Tracing over some dotted words; writing letters and words independently, forming letters correctly	Tracing over some dotted words; writing letters and words independently, forming letters correctly	Tracing over some dotted words; writing words and sentences independently, with each letter formed correctly	Writing words and sentences independently; forming letters correctly	Writing words and sentences independently; forming letters correctly
Assessment areas	1. Letter sounds (Sets 1–5) 2. Blending; segmenting (oral and for reading/spelling) 3. Tricky words	1. Sounds (Sets 1–7 plus consonant digraphs) 2. Blending; segmenting 3. High-frequency words 4. Tracing letters	1. Sounds (Phase Two and Three graphemes) 2. Blending; segmenting 3. Letter formation 4. Tricky words	1. Sounds 2. Blending; segmenting 3. Letter formation 4. Tricky words	1. Sounds 2. Blending; segmenting 3. Letter formation 4. Tricky words	1. Sounds (including alternative pronunciations) 2. Blending; segmenting 3. Tricky words	1. Sounds (Phase Five) 2. Blending; segmenting 3. High-frequency words	1. Reading aloud (accuracy and fluency) 2. Spelling words; segmenting; adding suffixes 3. Reading and spelling high-frequency words	1. Reading aloud (accuracy and fluency) 2. Spelling words; segmenting; adding suffixes 3. Reading and spelling high-frequency words