

# Information for Parents



**at**  
**Shipston Primary**  
**School**

**The information in this booklet will explain the phonics teaching that your child will receive at school, starting in Reception. It also provides information on how you can help support your child's phonics development at home.**

**If you need clarification or would like to know more about our phonics teaching, please make an appointment to speak to a teacher or teaching assistant.**

**Thank you for your continued support.**

Before your son/ daughter can start to read, s/he needs to learn to:

- Say the sound that is represented by each letter or groups of letters. These are called 'Speed sounds'.
- Blend the sounds together in a word to read it e.g. c-a-t → cat. This is called 'sound-blending'.

### **What are speed sounds?**

In Read Write Inc phonics the individual sounds are called 'speed sounds' – because we want your child to read them effortlessly.

### **What are green words?**

'Green' words are phonetically decodable words that the children learn to read. They allow children to become fluent readers because regular reading of these words mean that they become familiar and are able to recognise/read them on sight. They can then use their knowledge of these words to read similar words more quickly. The dots under each letter are there to remind children to say each individual sound first, then blend them to say the word.

at . .	mad . .
sad . .	dad . .
sat . .	mat . .

### **What are red words?**

'Red words' are words that you may know as 'tricky words'. These are words that children will need to learn on sight because they contain parts that are not decodable.

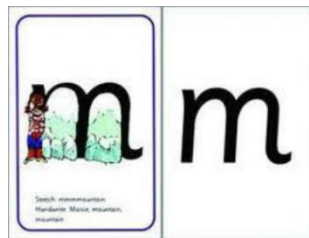
I .	the .
you .	your .
said .	was .

## Speed Sounds Set 1

To begin with we learn a sound a day. We use pure sounds so that your child will be able to blend the sounds into words more easily.

Letter-sound pictures are used to help them learn these sounds quickly.

e.g. mmmaisie mmmountain is morphed into m



**Set 1 sounds are taught in the following order:**

**m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk**

Once your child knows a sound well, drop the bouncing/stretching to enable him or her to sound-blend. Also, stop showing the picture prompt so that they don't become too reliant on it.

**Pure sounds guide:**

**<https://www.youtube.com/watch?v=RlpsmpWOUFY>**

*Please watch – we can't stress how important it is to use the pure sounds!*

## Let us introduce Fred!



Once the children have learnt the first 5 sounds we teach them to blend them.

Fred helps children learn to read. He can *only* talk in sounds...

Fred can only say c\_a\_t, he can't say **cat**.

**We call this *Fred Talk*.**

If children understand Fred they can *blend* orally.

Fred helps children learn to spell. Children segment words into sounds. They press the sounds they hear on to their fingers...



**We call this *Fred Fingers*.**

Watch out - words such as *fish* needs 3 Fred Fingers - "f-i-sh". Words such as *flight* need 4 Fred Fingers – "f-l-igh-t".

As children become more confident with their sounds and spelling words they will move away from using their Fred Fingers and instead rely on sounding out in their head.

We call this ***Fred in your head***.

## Stretching and Bouncing Sounds

When teaching a speed sound we either have to 'stretch' or 'bounce' it.

These first sounds should all be **stretched** slightly. Try to avoid saying uh after each one. E.g. /mmm/ not muh, /sss/ not suh, /fff/ not fuh.

**m** – mmmountain (keep lips pressed together hard)

**s** – sssnake (keep teeth together and hiss – unvoiced)

**n** – nnnet (keep tongue behind teeth)

**f** – ffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

**l** – lllleg (keep pointed curled tongue behind teeth)

**r** – rrrrobot (say rrr as if you are growling)

**v** – vvvulture (keep teeth on bottom lip and force air out gently)

**z** – zzzig zzzag (keep teeth together and make a buzzing sound)

**th** – thhhhank you ( stick out tongue and breathe out sharply)

**sh** – shhh (make a shhh noise as though you are telling somebody to be quiet!)

**ng** – thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)

**nk** – I think I stink (make a piggy oink noise without the oi! nk nk nk)

**These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound:**

**t** – (tick tongue behind the teeth – unvoiced)

**p** - (make distinctive p with lips – unvoiced)

**k** – (make sharp click at back of throat)

**c** - as above

**h** – (say h as you breathe sharply out – unvoiced)

**ch** - (make a short sneezing sound)

**x** – (say a sharp c and add s – unvoiced)

**You will find it harder to avoid saying uh at the end of these sounds.**

**d** – (tap tongue behind the teeth)

**g** – (make soft sound in throat)

**b** – (make a short, strong b with lips)

**j** – (push lips forward)

**y** – (keep edges of tongue against teeth)

**w** – (keep lips tightly pursed)

**qu** – (keep lips pursed as you say cw – unvoiced)

**The short vowels should be kept short and sharp:**

**a:** a-a-a (open mouth wide as if to take a bite of an apple)

**e:** e-e-e (release mouth slightly from a position)

**i:** i-i-i (make a sharp sound at the back of the throat – smile)

**o:** o-o-o (push out lips; make the mouth into o shape)

**u:** u-u-u (make a sound in the throat)



Maisie, mountain mountain



Round the apple, down the leaf



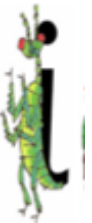
Slither down the snake



Round his bottom, up his tall neck, down to his feet



Down the tower, across the tower



Down the body, dot for the head



Down Nobby and over his net





Down the plait and over the pirates face



Round her face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body, tail and leg



Down and under, up to the top and draw the puddle



Down the laces to the heel, round the toe



Down the stem and draw the leaves



Lift off the top and scoop out the egg



Down the long leg



Down the head to the hooves and over his back



Down his back, then curl over his arm



Down his body, curl and dot



Down a wing, up a wing



Down a horn up a horn and under his head



Down, up, down, up



Zig-zag-zig



Round her head, up past her earrings and down her hair



Down the arm and leg and repeat the other side

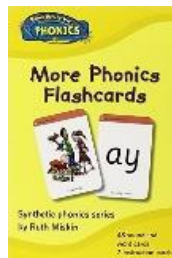
**Set 1 sounds: Digraphs – phrases to help remember them.**

sh	Shhhh says the horse to the hissing snake.
th	The princess in the tower is rescued by the horse. She says thhhhank you.
ch	The horse sneezes when the caterpillar's hairs get up his nose.
ng	A thing on a string.
nk	I think I stink.

## RESOURCES FOR HOME USE

### Read Write Inc. Phonics Flashcards

We do not normally recommend buying flashcards for home use. However, we make an exception with these. They are great cards linked to the phonics scheme we do in school. *(NB The later versions of the flashcards don't have the handwriting phrases on. Please check before you buy if you want the phrases on!)*



Available on Amazon or  
[www.oup.com](http://www.oup.com)

On the following pages there are some ideas as to how you can use these cards.

Have a look at the parents' pages on the web for tips and resources for supporting your child at home:

[www.ruthmiskinliteracy.com](http://www.ruthmiskinliteracy.com)

[www.oup.com](http://www.oup.com) (RWI resources are published by Oxford University Press)

<http://www.oxfordowl.co.uk/>

## **ACTIVITIES TO DO AT HOME WITH YOUR CHILD**

Using a pack of Read Write Inc. Phonics Flashcards or the set of sounds that they are sent home with.

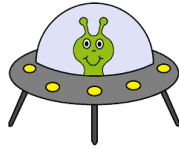
### **How to practise Set 1 Speed sounds**

When you practise your child's Set 1 'speed sounds', you either have to stretch or bounce them (see page 6 for details).

Example of how to practise the stretchy speed sound  
e.g. m

- Sing and stretch mmm as you press your lips together. Ask your child to do the same.
- Hold up the picture card. Show the picture and say mmmouse, and ask your son/daughter to repeat it.
- Show the picture side of the card 'm'. Say mountain and ask your child to repeat it. Write the letter 'm' next to the card, so your son/daughter can see that the picture looks like the letter. Show the letter side. Say m (sound not the letter name).
- Ask your child to repeat m.
- Show your child both sides and ask him/her to say either m or mountain, depending on which side you show.

## Alien Words



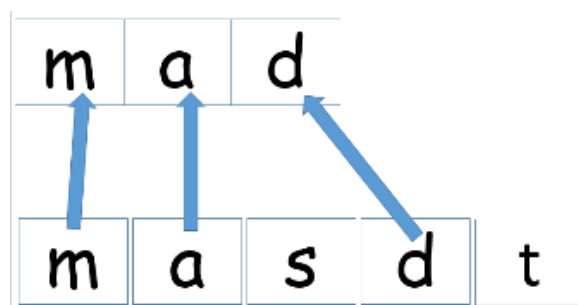
To assess whether children can confidently blend we use 'alien words'. The children know these aren't real words as they have a picture of an alien next to them. They use their phonics knowledge to decode them. Alien words are used in the Year 1 Phonics screening test.

e.g.      das      keb      tas      shub      gan  
            vap      frem      pim      ip      bup



## Sound-blending

When helping your child we have found it is best to put the sounds across the bottom and move them up to the top left hand corner of the page. This is where they start reading from so it is good to get them in the habit of going from left to right.



## How to practise Sound-blending

### Sound-blending 1

Your child will be ready to blend sounds together to read words once s/he has learnt the first set of sounds: m, a, s, d, t, and can say them in and out of order at speed.

Put the cards m, a, t on the table and push them closer to each other as you say the sounds. Point to each card as you say the sounds.

Repeat a few times saying the sounds more quickly and then the word, with your child. Repeat with: mad, sad, dad, sat, at.

Silently make m-a-t with the Speed sound cards. Point to each letter and say the sounds. Then say mat. Ask your child to do the same.

Then put the cards back with the other cards (s and d) and ask your son/daughter to use the cards to spell the word mat. Now ask your son/daughter to 'sound out' the word and read the word by blending again.

Repeat with: **mad, sad, dad, sat, at.**

Explain to your son/daughter that in order to read words s/he needs to practise saying each sound in a word and blending the sounds together.

## **Sound-blending 2**

This time, add i, n, p, g, o to your pack of sounds (you will now have 10 sounds). Follow the instructions for teaching sound-blending 1.

Using the cards, practise:

**dog, dig, pin, pan, on, it, top.**

Then ask your child to read the words below.

For each of the words, ask them first to 'sound out' the word and then to blend the sounds together,

e.g. p-i-n → pin.

<b>in</b>	<b>on</b>	<b>it</b>	<b>an</b>
<b>and</b>	<b>pin</b>	<b>got</b>	<b>dog</b>
<b>sit</b>	<b>tip</b>	<b>pan</b>	<b>gap</b>
<b>dig</b>	<b>top</b>		

*Once your child is confident with Sound-blending 2 you can move onto Sound-blending 3.*



### **Sound-blending 3**

This time, add c, k, u, b to your pack of sounds (you will now have 14 sounds). Follow the instructions for teaching sound-blending 1.

Using the cards, practise:

**cat, cot, can, cup, bin, kit, up.**

Then ask your child to read the words below.

For each of the words, ask your child first to 'sound out' the word and then to blend the sounds together, e.g. k-i-ck → kick.

**bin**

**cat**

**cot**

**can**

**kit**

**mud**

**up**

**cup**

**bad**

**back**

**kick**

*Once your child is confident with Sound-blending 3 you can move onto Sound-blending 4.*

## Sound-blending 4

This time, add f, e, l, h, sh to your pack of sounds (you will now have 19 sounds). Follow the instructions for teaching sound-blending 1.

Using the cards, practise:

**ship, met, fan, hen, log, lip.**

Then ask your child to read the words below.

For each of the words, ask your child first to 'sound out' the word and then to blend the sounds together, e.g. f-i-sh → fish.

<b>met</b>	<b>set</b>	<b>fan</b>	<b>fun</b>
<b>fat</b>	<b>lip</b>	<b>log</b>	<b>let</b>
<b>had</b>	<b>hit</b>	<b>hen</b>	<b>ship</b>
<b>shop</b>	<b>fish</b>		

*Once your child is confident with Sound-blending 4 you can move onto Sound-blending 5.*

## Sound-blending 5

This time, add r, j, v, y, w to your pack of sounds (you will now have 24 sounds). Follow the instructions for teaching sound-blending 1.

Using the cards, practise:

**red, jet, yum, wish, vet, rat.**

Then ask your child to read the words below.

For each of the words, ask your child first to 'sound out' the word and then to blend the sounds together, e.g. w-e-t → wet.

<b>red</b>	<b>run</b>	<b>rat</b>	<b>jog</b>
<b>yet</b>	<b>jam</b>	<b>vet</b>	<b>yap</b>
<b>yes</b>	<b>yum</b>	<b>web</b>	<b>win</b>
<b>wish</b>	<b>wet</b>		

*Once your child is confident with Sound-blending 5 you can move onto Sound-blending 6.*

## Sound-blending 6

This time, add th, z, ch, qu, x, ng, nk to your pack of sounds (you will now have 31 sounds). Follow the instructions for teaching sound-blending 1.

Using the cards, practise:

**this, zap, chin, quilt, fox, bang, think.**

Then ask your child to read the words below.

For each of the words, ask your child first to 'sound out' the word and then to blend the sounds together, e.g. th-i-ng → thing.

<b>thin</b>	<b>thick</b>	<b>this</b>	<b>zap</b>
<b>zip</b>	<b>chin</b>	<b>chop</b>	<b>chat</b>
<b>quiz</b>	<b>quit</b>	<b>fox</b>	<b>sing</b>
<b>bang</b>	<b>thing</b>	<b>wink</b>	

## Speed Sounds Sets 2

Once your son/daughter knows all Set 1 sounds by sight and sound and uses them to blend to read words, we start teaching Set 2 sounds.

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. *ay* as in *play* and *igh* as in *high*. It is important that your child does not pronounce these as 2 or 3 separate sounds. When they see the 'speed sound' letters together in a word, they must say just one sound for these letters.

When your child learns Set 2 sounds in school, they will learn:

- the letters that represent a speed sound e.g. *ay*
- a simple picture prompt linked to the 'speed sound'
- a short phrase to say e.g. *may I play*

### Set 2 sounds

ay	May I play?	ar	Start the car
ee	What can you see?	or	Shut the door
igh	Fly high	air	That's not fair
ow	Blow the snow	ir	Whirl and twirl
oo	Poo at the zoo	ou	Shout it out
oo	Look at a book	oy	Toy for a boy

## Speed Sounds Set 3

When learning the Set 3 speed sounds, your child will be taught that there are more ways in which the same sounds are written, e.g. *ee* as in *tree* and *ea* as in *tea*.

There are 20 Set 3 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. *ea* as in *tea* and *are* as in *care*. As before, it is important that your child does not pronounce these as 2 or 3 separate sounds.

When your child learns their Set 3 sounds in school they will learn:

- the letters that represent a speed sound e.g. *oa*
- a simple picture prompt linked to the 'speed sound'
- a short phrase to say e.g. *goat in a boat*



### Set 3 sounds

ea	Cup of tea	ow	Brown cow
oi	Spoil the boy	ai	Snail in the rain
a-e	Make a cake	oa	A goat in a boat
i-e	Nice smile	ew	Chew the stew
o-e	Phone home	ire	Fire, fire
u-e	Huge brute	ear	Hear with your ear
aw	Yawn and dawn	ure	Sure it's pure
are	Care and share	tion	Pay attention it's a celebration
ur	Nurse with a purse	cious	Scrumptious, delicious
er	A better letter	tious	