



Phonics guidance for parents



The information in this booklet will explain the phonics teaching that your child will receive daily at school during their time in Reception, Year 1 and for some children, Year 2. 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 how we teach phonics at Herne Bay Infant School please speak to your child's teacher at any time.

Thank you for your continued support.

The information written in this pamphlet has been gathered from a variety of sources, including:

www.oxfordowl.co.uk

www.oup.com/oxed/primary/rwi/forparents/

Before your child can start to read, they need to learn to:

- Say the sound that is represented by each letter or groups of letters. These are called 'Speed sounds'.
- How to 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 'speed sounds' Set 1, Set 2 and Set 3?

Set 1: In Reception your child will learn the sounds below by sight. They will also learn how to blend them together to read words e.g. c-a-t → cat.

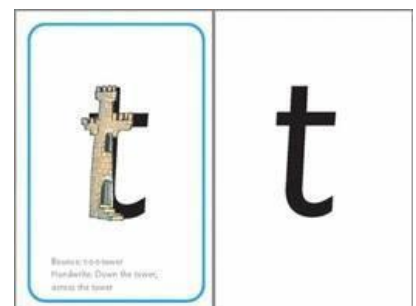
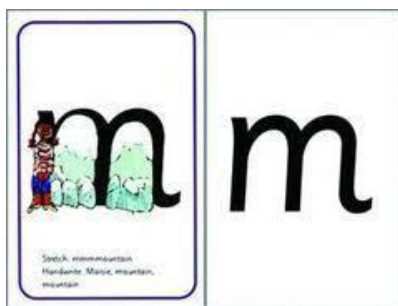
Speed Sounds Set 1

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 your son/daughter learn these sounds quickly.

e.g. m m a i s e m m m m o u n t a i n is morphed into m

t-t-t-tower is morphed into t



Set 1 sounds are taught in the following order:

m a s d t, i 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 they have learnt the first 5 sounds we teach them to blend them. When we say words in pure sounds we call it 'Fred Talk'. E.g. p-a-n, c-l-a-p.

We never use letter names at this early stage

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

Scroll down to Ruth Miskin's 10 top tips for getting started with phonics. Click on this and she will help you with tips on how to support your child with reading. Tip 1 – shows you how to say the sounds correctly. The other tips are very useful as well.

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. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

m – mmmmmountain (keep lips pressed together hard) **s** –

sssssnake (keep teeth together and hiss – unvoiced) **n** –

nnnnnet (keep tongue behind teeth)

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

l – llllleg (keep pointed curled tongue behind teeth).

r – rrrrrrobot (say rrr as if you are growling)

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

zzzzzig zzzzag (keep teeth together and make a buzzing sound) **th** –

thhhhank you (stick out tongue and breathe out sharply)

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

thinnggonastrinnngg (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)

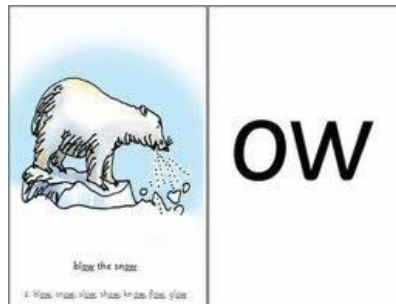
u: u-u-u (make a sound in the throat)

Speed Sounds Sets 2 and 3: The long vowels

Once your child knows all Set 1 sounds by sight and sound and uses them to blend to read words, we start teaching Set 2 initially and then Set 3 long vowel sounds. Your child will need to learn that most vowel sounds have more than one spelling.

The average time it takes to learn and use correctly all these corresponding long vowel sounds in reading and writing is two years.

Set 2 sounds are taught in the following order:



ay: may I play
ee: what can you see
igh: fly high
ow: blow the snow
oo: poo at the zoo
ar: start the car
or: shut the door
air: that's not fair
ir: whirl and twirl
ou: shout it out
oy: toy for a boy

Set 3 sounds are taught in the following order:



ea: cup of tea
oi: spoil the boy
a-e: make a cake
i-e: nice smile
o-e: phone home
u-e: huge brute
aw: yawn at dawn

are: share and care

ur: purse for a nurse

er: a better letter

ow: brown cow

ai: snail in the rain

oa: goat in a boat

ew: chew the stew

ire: fire fire!

ear: hear with your ear

ure: sure it's pure?

tion: (celebration) tious / cious: (scrumptious / delicious)

e: he me we she be