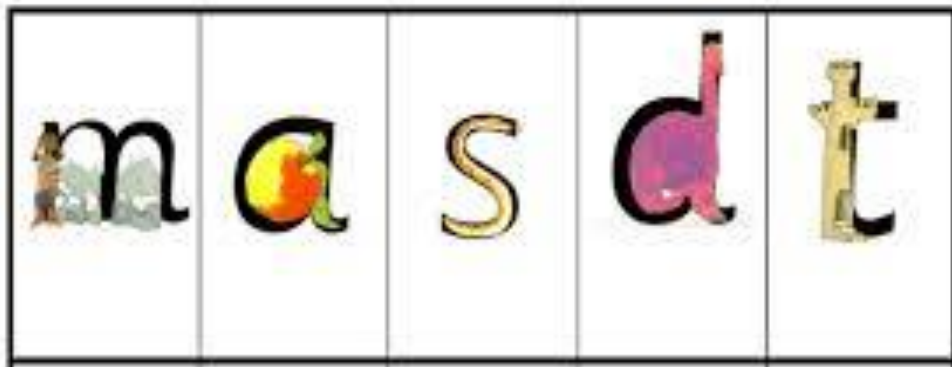




Wickham Common Primary School's  
Foundation Stage and Year 1  
Phonics Guidance for Parents

Set 1

Speed Sounds



The information in this booklet will explain the phonics teaching that your child will receive daily at school during their time in Reception and during part of Year 1.

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 speak to your child's class teacher.

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](http://www.oxfordowl.co.uk)

[www.oup.com/oxed/primary/rwi/forparents/](http://www.oup.com/oxed/primary/rwi/forparents/)

Read Write Inc Phonics Flashcards (Green pack) – Home Pack

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

- To say the sound that is represented by each letter or group 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 Foundation Stage 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.

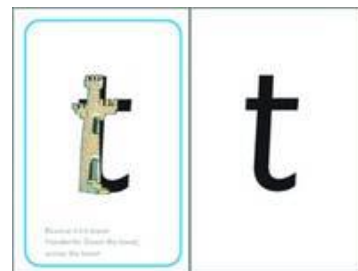
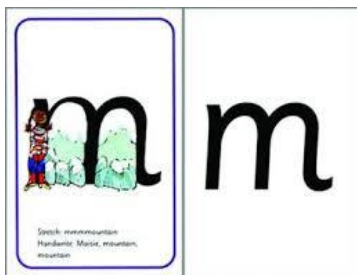
### **Speed Sounds Set 1**

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 child learn these sounds quickly.

e.g. mmaaisie mmmountain is morphed into m

ttttower 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** – mmmmmmmountain (keep lips pressed together hard)
- s** – ssssnake (keep teeth together and hiss – unvoiced)
- n** – nnnnnnet (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** – rrrrobot (say rrr as if you are growling)
- v** – vvvvulture (keep teeth on bottom lip and force air out gently)
- z** – zzzzig zzzag (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** – 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** – (stick 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 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 a shape)

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

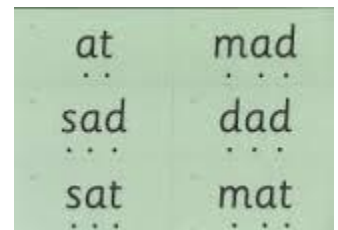
### **Speed Sounds Sets 2 and 3: The long vowels**

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 of these corresponding long vowel sounds in reading and writing varies, but on average takes between one and a half and two years to embed.

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

‘Green words’ are words which your child will be able to ‘go ahead’ and read as they are made up of the speed sounds that they will have learnt.



### **RESOURCES FOR HOME USE**

If you would like to use the same resources as do in school, we recommend the Read Write Inc. flashcards. They retail at £6.99, although you can order them from Amazon for around £5. However, you could find pictures in books or magazines.



### **How to Practise Set 1 Speed Sounds**

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

- Sing and stretch mmmmm as you press your lips together. Ask your child to do the same.
- Show a picture of the mouse and say mmmm, and ask your child to say mmmm.

Example of how to practise the bouncy speed sound e.g. a

- Sing and bounce a-a-a-a a. Ask your child to do the same.
- Hold up the picture card. Show a picture of an astronaut/apple and say a-a-a-a astronaut, and ask your child to repeat it.
- Ask your child to repeat a.

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 your child has to sound-blend and doesn't become too reliant on it.

## **How to Practise Sound-blending**

### **Sound-blending 1**

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

Put out letters m, a, t on the table and push them closer to each other as you say the sounds. Point to each letter 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 letters. Point to each letter and say the sounds. Then say mat. Ask your child to do the same.

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

Explain to your child that in order to read words they need to practise saying each sound in a word and blend the sounds together.

Below is a list of 'Green words'. They are called Green words because your child should now be able to 'go ahead' and read them, having learnt all the sounds in them and how to sound-blend them.

For each of the words, ask your child first to 'sound out' the word and then to blend the sounds together, e.g. m-a-t -> mat.

mat

Dad

mad

sad

at

sat

Once your child is confident with sound-blending 1 you can move onto sound-blending 2.

### **Sound-blending 2**

This time, add i, n, p, g, o to your pack of sounds (you will now have 10 sounds). Follow the blueprint instructions for teaching sound-blending 1. Using the cards, practise: dog, dig, pin, pan, on, l, top. 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. p-i-n -> pin.

in	on	it
an	and	pin
got	dog	sit
tip	pan	gap
dig	top	

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 blueprint 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-c-k -> kick.

bin	cat	cot
can	kit	mud
up	cup	bad
<u>back</u>	<u>kick</u>	

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 blueprint 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-s-h -> fish.

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

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 blueprint 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.

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

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). These are quite tricky – please ask for clarification if you are unsure about how to say them.



Follow the blueprint 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-n-g-→ thing.

thin

thick

this

zap

zip

chin

chop

chat

quiz

quit

fox

sing

bang

thing

wink