

# FOUNDATION STAGE (Reception) AND KS1 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 KS1.

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 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)

<https://www.oxfordowl.co.uk/for-home/advice-for-parents/phonics-videos>

Before your child 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'.
- 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?

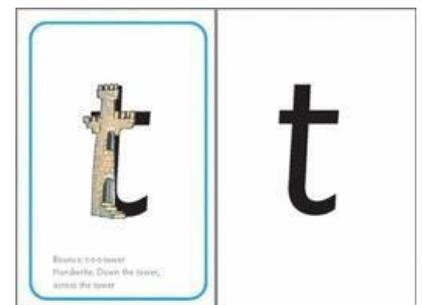
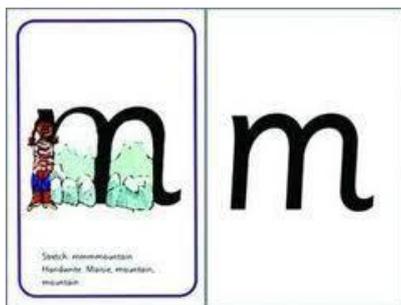
Set 1: In Reception your child will learn the sounds below by sight. They will also learn how to blend them together to read words e.g. c-a-t → cat.

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 child learn these sounds quickly.

e.g. m-maisie mmmountain 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 – ssssnake (keep teeth together and hiss – unvoiced)

n – nnnnet (keep tongue behind teeth)

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

l – lllleg (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 – zzzzzzig zzzzag (keep teeth together and make a buzzing sound)

th – thhhank you (stick out tongue and breathe out sharply)

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

ng – thinnnngg on a strinnnngg (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.



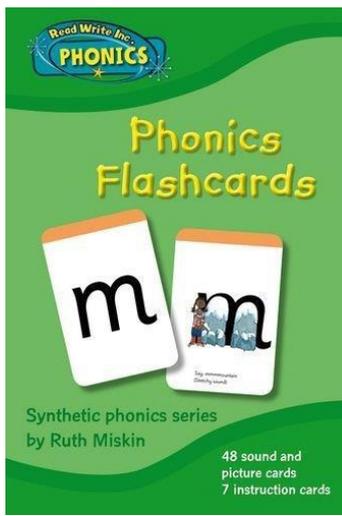
What are green words?

'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 s/he will have learnt.

## 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. You could use them with your child during their time in Reception and KS1.



They retail at £6.99

However, you can order them from Amazon with free postage for less than £5.

### **Read Write Inc Phonics Flashcards (Green pack) - Home Pack**

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

A great website that has lots of useful information on it to help you with supporting your child's maths and reading development. There are video clips for you to watch to guide you through and support your child at home.

## ACTIVITIES TO DO AT HOME WITH YOUR CHILD

You will need a pack of Read Write Inc. Phonics Flashcards (see resources for home).

### 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 above for details).

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

- Sing and stretch mmmm as you press your lips together. Ask your child to do the same.
- Hold up the picture card. Show the picture of the mouse and say mmmm, and ask your child to say mmmm.
- Show the picture side of the card 'm'. Say mountain & ask your child to repeat it. Write the letter 'm' next to the card, so your child 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.

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

- Sing & bounce a-a-a a. Ask your child to do the same.
- Hold up the picture card. Show the picture of the astronaut and say a-a-a-a astronaut, and ask your child to repeat it.
- Show the picture side of the card 'a'. Say a-a-a-apple and ask your child to repeat it. Write the letter 'a' next to the card, so your child can see that the picture looks like the letter. Show the letter side. Say a (sound not the letter name).
- Ask your child to repeat a.
- Show your child both sides and ask him/her to say either a or apple, depending on which side you show.

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 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 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 child to use the cards to spell the word mat.

Now ask your child to 'sound out' the word and read the word by blending again. Repeat with: mad, sad, dad, sat, at.

Explain to your child that in order to read words s/he needs to practise saying each sound in a word and blending 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 soundblend 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, it, 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 soundblending 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
<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-sh → 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 5 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). 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-ng → thing.

thin

thick

this

zap

zip

chin

chop

chat

quiz

quit

fox

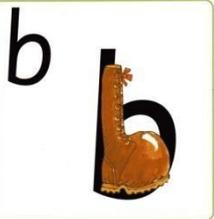
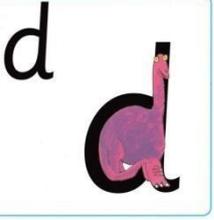
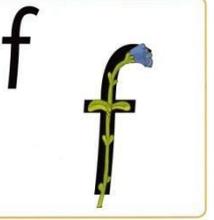
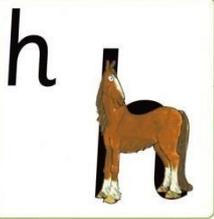
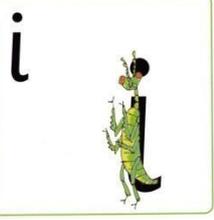
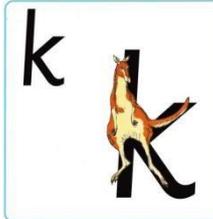
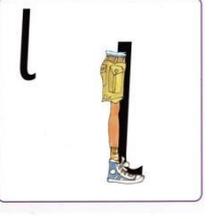
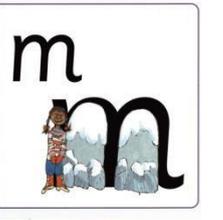
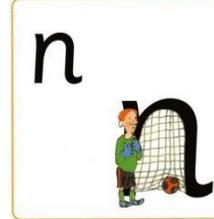
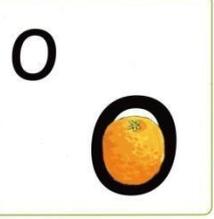
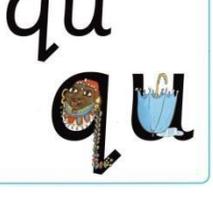
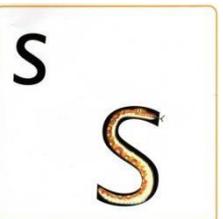
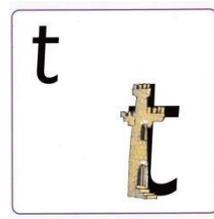
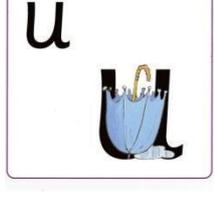
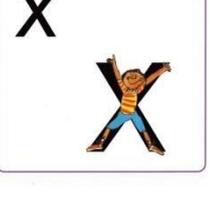
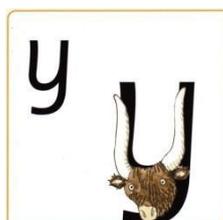
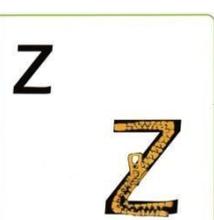
sing

bang

thing

wink

# Letter writing/formation rhymes

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>q</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

