

The following pack of materials is to help you support your child at home with their phonics journey. Please utilise the Ruth Miskin website for other parent support materials and videos, including how to pronounce the phonemes accurately: <https://www.ruthmiskin.com/en/find-out-more/parents/>

Read Write Inc. Speed Sounds

At the heart of Read Write Inc. Phonics is the systematic teaching of all the common sounds in the English language (RWI calls these the Speed Sounds). Children are taught to recognise the sounds and to put them together ('sound blend' them) into words for reading.

Children are taught one way of representing the 44 main sounds of English first, and then go on to learn the alternative spellings later on.

When teaching the letter sounds, it is important to remember to keep them very 'pure' and distinct (not adding an 'uh' to the end of the constant sound e.g 'ffff' not 'fuh') to help with sound-blending later on. This can be quite difficult to begin with but by ensuring only the pure sounds are pronounced your child will find it much easier to blend the sounds to make words.

Read Write Inc. introduces the simple Speed Sounds (one sound, one grapheme) with Speed Sounds Set 1 and Set 2. They then learn more ways of writing the same sounds with the complex Speed Sounds Set 3. Children are taught letter **names** before moving on to Speed Sounds Set 3.

The children follow this progression in learning phonics:

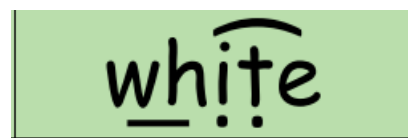
| Speed Sounds Set 1 | | | | | | | | | | | | | | | |
|--------------------|----|-----|----|----|-----|-----|-----|-----|-----|-----|-----|------|-------|-------|---|
| m | a | s | d | t | i | n | p | g | o | c | k | u | b | f | e |
| l | h | sh | r | j | v | y | w | th | z | ch | q | x | ng | nk | |
| Speed Sounds Set 2 | | | | | | | | | | | | | | | |
| ay | ee | igh | ow | oo | oo | ar | or | air | ir | ou | oy | | | | |
| Speed Sounds Set 3 | | | | | | | | | | | | | | | |
| ee | ea | oy | oi | ay | a-e | igh | i-e | ow | o-e | oo | u-e | or | aw | air | |
| are | ir | ur | er | ou | ow | ai | oa | ew | ire | ear | ure | tion | cious | tious | |

Please see attached sound chart for the sounds in each set and the corresponding rhymes.

Green Words:

The green words below are in the order your child will learn to read them. The children work through set 1 green words when learning Set 1 sounds, Set 2 green words when learning Set 2 sounds and finally, moving to Set 3 green words when learning Set 3 sounds. You will notice that we have put dots and lines under the different sounds – this is to help the children identify the phoneme and sound it out:

- **A line** is placed under a phoneme that has more than one letter for the corresponding grapheme (a digraph, or trigraph).



- **A dot** is placed under a phoneme that has only one letter for the corresponding grapheme (graph).
- **An arch** is placed over a split digraph.

When reading green words we encourage our children to follow this process:

1. Spot the special friends
2. Fred talk
3. Read the word



Set 1 Green Words

1.1

| | | |
|-----|-----|-----|
| at | mat | sat |
| mad | dad | sad |

1.2

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

1.3

| | | |
|-----|-----|-----|
| up | cup | mud |
| kit | bed | get |
| met | bin | bad |
| cat | can | cot |

1.4

| | | |
|------|------|-----|
| hen | hit | had |
| fan | fat | log |
| shop | fun | lip |
| fish | ship | let |

1.5

| | | |
|-----|------|-----|
| jet | wet | vet |
| yes | wish | web |
| yet | jam | yap |
| jog | win | yum |
| rat | red | run |

| | | |
|---------------|---------------|----------------|
| w <u>i</u> ng | ch <u>i</u> n | th <u>i</u> ck |
| ch <u>o</u> p | ch <u>a</u> t | qu <u>i</u> t |
| qu <u>i</u> z | s <u>i</u> ng | th <u>i</u> ng |
| b <u>a</u> ng | th <u>i</u> s | th <u>i</u> n |
| f <u>i</u> x | s <u>i</u> x | z <u>a</u> g |
| z <u>i</u> p | f <u>o</u> x | b <u>o</u> x |

| | | |
|----------------|----------------|----------------|
| st <u>in</u> k | w <u>in</u> k | b <u>ac</u> k |
| sk <u>in</u> | sl <u>id</u> | sl <u>ip</u> |
| gr <u>in</u> | pr <u>op</u> | pr <u>am</u> |
| fr <u>om</u> | cl <u>ip</u> | gr <u>an</u> |
| h <u>an</u> d | st <u>an</u> d | st <u>am</u> p |
| fl <u>op</u> | fr <u>og</u> | ju <u>mp</u> |
| bl <u>ac</u> k | fl <u>ag</u> | th <u>in</u> k |
| sk <u>ip</u> | be <u>st</u> | tr <u>ip</u> |
| bl <u>ob</u> | br <u>at</u> | dr <u>ip</u> |
| dr <u>op</u> | bl <u>ip</u> | fl <u>uff</u> |
| dr <u>ess</u> | h <u>uff</u> | me <u>ss</u> |
| te <u>st</u> | tr <u>ap</u> | sp <u>it</u> |
| st <u>op</u> | sp <u>ot</u> | st <u>rop</u> |

Set 2 Green Words

2.1

| | | |
|------|-----|-------|
| play | may | say |
| day | way | spray |

2.2

| | | |
|-------|-------|-------|
| see | been | seen |
| three | green | sleep |

2.3

| | | |
|-------|--------|--------|
| high | light | bright |
| night | fright | might |

2.4

| | | |
|------|------|------|
| blow | low | know |
| snow | show | slow |

2.5

| | | |
|-----|------|-------|
| too | food | moon |
| zoo | pool | spoon |

2.6

| | | |
|------|-------|------|
| took | book | cook |
| look | shook | foot |

2.7

| | | |
|-------|------|-------|
| car | part | hard |
| start | star | sharp |

2.8

| | | |
|-------|-------|-------|
| sort | short | horse |
| sport | fork | snort |

2.9

| | | |
|-------|------|-------|
| fair | hair | chair |
| stair | air | lair |

2.10

| | | |
|-------|-------|-------|
| girl | bird | third |
| whirl | twirl | dirt |

2.11

| | | |
|-------|-------|-------|
| out | shout | loud |
| mouth | round | found |

2.12

| | | |
|-----|-----|-------|
| toy | boy | enjoy |
|-----|-----|-------|

Set 3 Green Words

3.1

| | | |
|--------|--------|------|
| clean | dream | seat |
| scream | please | |

3.2

| | | |
|------|-------|------|
| join | voice | coin |
|------|-------|------|

3.3

| | | |
|------|------|------|
| make | cake | name |
| same | late | date |

3.4

| | | |
|-------|-------|------|
| smile | white | nice |
| like | time | hide |

3.5

| | | |
|------|-------|-------|
| home | hope | spoke |
| note | broke | phone |

3.6

| | | |
|-----------------------|------------------------|-----------------------|
| r <u>u</u> d <u>e</u> | br <u>u</u> t <u>e</u> | J <u>u</u> n <u>e</u> |
|-----------------------|------------------------|-----------------------|

3.7

| | | |
|----------------|--------------|---------------|
| s <u>a</u> w | l <u>a</u> w | d <u>a</u> wn |
| cr <u>a</u> wl | p <u>a</u> w | y <u>a</u> wn |

3.8

| | | |
|-------------------------|-----------------------|------------------------|
| sh <u>a</u> r <u>e</u> | d <u>a</u> r <u>e</u> | sc <u>a</u> r <u>e</u> |
| squ <u>a</u> r <u>e</u> | b <u>a</u> r <u>e</u> | c <u>a</u> r <u>e</u> |

3.9

| | | |
|-------------------------|-------------------------|----------------|
| b <u>u</u> rn | t <u>u</u> rn | sp <u>u</u> rt |
| n <u>u</u> r <u>s</u> e | p <u>u</u> r <u>s</u> e | h <u>u</u> rt |

3.10

| | | |
|----------------|-----------------|------------------|
| ne <u>v</u> er | be <u>t</u> ter | we <u>a</u> ther |
| af <u>t</u> er | prop <u>e</u> r | co <u>r</u> ner |

3.11

| | | |
|-------------|---------------|----------------|
| h <u>ow</u> | d <u>ow</u> n | b <u>ro</u> wn |
| c <u>ow</u> | t <u>ow</u> n | n <u>ow</u> |

3.12

| | | |
|---------------|----------------|----------------|
| p <u>a</u> id | t <u>r</u> ain | p <u>a</u> int |
| r <u>a</u> in | | |

3.13

| | | |
|-----------------|----------------|---------------|
| g <u>oa</u> t | b <u>oa</u> t | r <u>oa</u> d |
| t <u>hr</u> oat | t <u>oa</u> st | c <u>oa</u> t |

3.14

| | | |
|--------------|--------------|--------------|
| ch <u>ew</u> | n <u>ew</u> | bl <u>ew</u> |
| f <u>lew</u> | d <u>rew</u> | g <u>rew</u> |

3.15

| | | |
|------------------|------------------|-------------------|
| f <u>ire</u> | h <u>ire</u> | w <u>ire</u> |
| b <u>on</u> fire | in <u>sp</u> ire | con <u>sp</u> ire |

3.16

| | | |
|------|------|------|
| hear | dear | fear |
| near | year | ear |

3.17

| | | |
|---------|-----------|-------------|
| picture | mixture | creature |
| future | adventure | temperature |

3.18

| | | |
|--------------|----------------|-------------|
| delicious | suspicious | vicious |
| scrumptious | precious | ferocious |
| tradition | attention | celebration |
| conversation | congratulation | exploration |

How to Support Phonics at Home

- Read every day.
- Use the RWI books to practise words that include the sounds your child is learning
- Use Fred Talk at home as much as possible- time for b-e-d! Can you get your c-oa-t?
- Encourage your child to use Fred Talk to 'sound out' any unfamiliar words.
- Recognise 'red words' together

Useful websites:

www.phonicsplay.co.uk

http://www.familylearning.org.uk/phonics_games.html

www.phonicsbloom.com



Phonics Terminology

Phoneme

Smallest single identifiable unit of sound.

Grapheme

A letter or group of letters representing one sound.

Segmenting

The process of splitting up a word into its individual sounds (phonemes) in order to blend for reading or spell.

Eg. Cat - c/a/t

Blending

To draw the individual sounds together to pronounce a word.

Fred

Fred the frog plays a big role in our RWI lessons, he is the character that supports the below aspects of RWI.

Fred Fingers

This is the process of the children segmenting (splitting) a word into the different sounds using t. For example, cat- the children would show three fingers for the three sounds c/a/t.

Fred Talk

The process of children orally segmenting sounds in order to blend.

Fred in your head

The next stage in the above process. Once the children develop in confidence they are able to say the sounds in the head before blending orally.

Green Words

These are the words introduced to the children in relation to the sounds they know. They can be segmented into the different

Red Words

These are 'tricky' words that contain uncommon alternative sounds. The children are taught the 'tricky' part of the word. Red words become sight words.

Special Friends

These are sounds that are made up of two graphemes (letters) for example: sh, ch, th. We encourage children to recognise these first when reading a word.

Alien Words

Nonsense words that allow the children to practise their knowledge of segmenting and blending. Alien words are a good assessment of a child's phonic knowledge and will help them read unknown, larger words.

Reading Records:

Update your child's reading record on Showbie, these will be checked once a week. When commenting on your child's reading you may wish to make reference to:

- **Word reading**- 'Jamie used their sounds accurately'. 'Priti used Fred talk/Fred in your head', 'Duncan struggled with 'ch', 'Jenny could read the red words the, was and the'
- **Comprehension** – 'Charlie understood the story', 'Sophie could answer simple questions about the story', 'Joe could retell the story'
- **Fluency** – 'Abdul read with excellent expression', 'Ben used punctuation when reading',
- **Attitude/Interest** – 'Chris enjoyed this story because...', 'Holly read eagerly',

Book Talk:

Use these prompts, questions and ideas to support your child when you read together.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words, especially new vocabulary.
- Discuss alternative words. For example 'big'. Ask your child to think of another word that means the same e.g. huge
- Make predictions. What do you think will happen next? What makes you think that?
- Discuss feelings. How do you think the character is feeling? What made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' and 'The Gruffalo' are both set in woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a storybook or a non-fiction book? How do you know?
- What have you learnt? What do you know that you did not know before reading the book?

Whilst reading:

- Encourage children to use expression when reading, especially for voices of different characters.
- Discuss the punctuation on the page, for example, exclamation marks. Ask: what are they for? What should you do when you see them?
- You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting and plot. You might want to take it in turn to read so your child can hear how you read.