

Reception
Phonics guidance
for Parents
Set 1
Speed Sounds



The information in this booklet will explain the phonics teaching that your son / daughter will receive daily at school during their time in Reception. It also provides information on how you can help support your son's / daughter's phonics development at home.

If you need clarification or would like to know more about our phonics teaching, please speak to your son's /daughter'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

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

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'. 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 son/daughter to read them effortlessly.

What are 'Speed Sounds' Set 1, Set 2 and Set 3?

Set 1: In Reception your son/daughter 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 son/daughter 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. mmaisie 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 – mmmmmmountain (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 – vvvvvvulture (keep teeth on bottom lip and force air out gently)

z – zzzzzzig zzzzzag (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 – (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 son/daughter 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 son/daughter 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 son/daughter will be able to 'go ahead' and read as they are made up of the speed sounds that s/he will have learnt.

How to practise Sound-blending

Sound-blending 1

Your son/daughter 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 a post it note with the sounds m, a, t on the table and push them closer to each other as you say the sounds. Point to each sound as you say it.

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

Silently make m-a-t with the sounds. Point to each letter and say the sounds. Then say mat. Ask your son/daughter to do the same.

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.

Below is a list of 'Green words'. They are called Green words because your son/daughter 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 son/daughter first to 'sound out' the word and then to blend the sounds together, e.g. m-a-t mat.

mat

Dad

vet

yap

yes

yum

web

win

wish

wet

Sound-blending 6

thin

thick

zap

zip

chop

chat

quit

fox

bang

thing