

PHONICS GUIDANCE FOR PARENTS

Speed Sounds

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.

During the process of learning to read, your child will learn to:

- say the sound that is represented by each letter or groups of letters
- sound out the word, e.g. c-a-t, sh-o-p, s-t-r-ee-t (for the phonics screening check, we encourage children to identify any 'special friends' first, then say the sounds and read the word)
- Instantly blend the sounds to read the word (without saying the sounds first)

In Read Write Inc phonics the individual sounds are arranged into 3 sets, which are taught in order:

Set 1: Initially, children learn the sounds below by sight. They also learnt how to blend them together to read words e.g. c-a-t = cat.

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, x, z, sh, th, ch,
qu, ng, nk

sh as in shop

th as in this

ch as in chop

qu as in queen

ng as in ring

nk as in sink

Set 2: (The long vowel sounds.) Next, your child will progress to learning their Set 2 sounds. The Set 2 sounds that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. We call these **special friends**. It is important that your child does not pronounce these as 2 or 3 separate sounds. When your child sees the 'special friends' together in a word, s/he must say just one sound for these letters.

When your child learns their Set 2 sounds in school they will learn:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play

Every sound has a list of words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

ay: may I play

ee: what can you see

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at a book

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: When learning their Set 3 sounds, children will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea. There are 'special friends' that are made up of a group of letters which represent just one sound:

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

Additional sounds:

au: Paul the astronaut

e-e: go Steve and Pete

wh: whisk whisk

ue: come to the rescue

ck: tick tock clock

kn: knock knock

ie: terrible tie

ph: take a photo

WORDS TO PRACTISE AT HOME

Concentrate on one or two sounds at a time and when they know them, move on. Encourage your child to highlight/tick them when they can read them.

Set 2 Sounds

day	might	may	way	stay
spray	see	snow	been	green
sleep	high	night	slow	show
flow	too	mood	fool	spoon
took	book	shook	foot	car
star	start	sharp	sport	worn
sort	horse	fair	stair	chair
girl	bird	whirl	dirt	mouth
round	found	toy	boy	enjoy

Set 3 Sounds

eat	tea	seat	dream	spoil
join	voice	choice	noise	make
shake	name	brave	shine	white
smile	like	home	rose	spoke
stole	rude	brute	excuse	saw
straw	dawn	claw	care	share
flare	square	software	turn	slurp
hurl	purse	teacup	over	better
corner	crowd	howl	down	brown
stain	paid	snail	drain	toast
oak	toad	cloak	grew	new
knew	drew	wire	fire	hire
conspire	bonfire	inspire	ear	near
hear	dear	fear	cure	pure
sure	adventure	creature	delicious	suspicious
precious	tradition	attention	conversation	celebration
we	she	me	be	he

Additional sounds

pause	August	Paul	jaunt	author
wheel	which	when	white	whale
complete	theme	these	Pete	concrete
sack	clock	tick	stick	flick
magpie	pie	tried	tie	cries
alphabet	phonics	orphan	dolphin	nephew
knight	knock	knit	knee	know
statue	glue	blue	cue	rescue

THE PHONIC SCREENING CHECK

The phonics screening check is taken individually by children in Year 1 and some children in year 2 unless they are exempt during the summer term. The check is designed to give teachers and parents, information on how your child is progressing in phonics.

What is the phonic screening check?

There are two sections in this 40-word check and it will assess phonics skills and knowledge learnt through Reception and Key Stage 1.

What will it check?

It will check that your son/daughter can:

- Sound out and blend sounds in order to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- Read a selection of nonsense words which are referred to as pseudo words.

What are nonsense or pseudo words and why are they included?

These are words that are phonically decodable but are not actual words with an associated meaning e.g. brip, snorb. Pseudo words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.

Is there a pass mark?

The check is not about passing or failing but checking appropriate progress is being made. Children progress at different speeds so not reaching the threshold score does not necessarily mean there is a cause for concern. Your child will re-sit the check the following summer term (in Year 2) if they do not reach the threshold.

Resource for home use

www.phonicsplay.co.uk : Use Buried Treasure, Dragon's Den and Picnic on Pluto. These games are free.

Look at words around you in your environment and in children's reading books.

Write pseudo and real words.

Use the lists sent home.

This information has been gathered from a variety of sources, including: www.oxfordowl.co.uk
www.oup.com/oxed/primary/rwi/forparents/ Read Write Inc. Phonics