



Reading

Children can start blending sounds into words as soon as they know a small group of letters well. During lessons children are taught to hear sounds and *blend* them together in sequence to make a word. We start by using a method called ‘robot arms’ which gets children actively engaged with phonics. Children move their arms up and down alternatively every time they sound out part of the word, just like a robot! Then blend the sounds together to form the word. When a child is able to orally blend and segment sounds in words, then they are ready to explore how print conveys meaning.

Order of sounds

In Read Write Inc phonics the individual sounds are called ‘speed sounds’ – because we want your child to read them effortlessly. Set 1 sounds are the initial letter sounds. They 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

There are 12 Set 2 ‘speed 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.

When children learn their Set 2 sounds 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 speed sound has a list of green 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.

When learning their Set 3 speed sounds they 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.

The table below shows the sound, the associated phrase and example green words.

Vowel sound	Set 2 Speed Sound Rhyme	Green words
ay	ay: may I play	day play say may tray today
ee	ee: what can you see?	seen need sleep feel three green
igh	igh: fly high	might light sight night fright
ow	ow: blow the snow	snow flow know show blow
oo	oo: poo at the zoo	mood fool pool stool moon spoon
oo	oo: look at a book	took shook cook foot
ar	ar: start the car	bar park smart sharp car spark
or	or: shut the door	sort short worn horse sport fork
air	air: that’s not fair	fair stair hair lair chair
ir	ir: whirl and twirl	girl third whirl twirl dirt
ou	ou: shout it out	mouth round found loud shout
oy	oy: toy for a boy	toy boy enjoy
	Set 3 Speed Sound Rhyme	
a-e	a-e: make a cake	shake name same save brave late
ea	ea: cup of tea	neat real clean please dream
i-e	i-e: nice smile	hide shine white nice wide like
o-e	o-e: phone home	hope home rose spoke note those

u-e	u-e: huge brute	tune rude use June excuse
aw	aw: yawn at dawn	saw raw law straw dawn crawl
are	are: care and share	bare bare spare scare flare square
ur	ur: nurse with a purse	burn turn hurl burp slurp lurk
ow	ow: brown cow	howl down brown drown gown
oi	oi: spoil the boy	join coin voice choice noise
ai	ai: snail in the rain	paint train rain plain strain
e	e: he me she we	he me she we he
oa	oa: goat in a boat	toad road oak loaf throat toast
+ew	ew: chew the stew	new knew flew blew crew newt
er	er: better letter	over never weather hamster after
ire	ire: fire fire	spire bonfire inspire conspire hire
ear	oar: hear with your ear	fear dear gear spear year
ure	ure: sure it's pure	picture mixture adventure pure

The link below will show you how to pronounce the sounds correctly.
<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

Nonsense words (Alien words)



As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out the letters in 'Alien words'. Children are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge. This is an important part of the Phonics Screening Test children complete at the end of year 1.

The following websites have enjoyable games for your child to play to practice their reading of alien words.

<http://www.phonicsplay.co.uk/PicnicOnPluto.html>

<http://ictgames.com/literacy.html>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

Red words

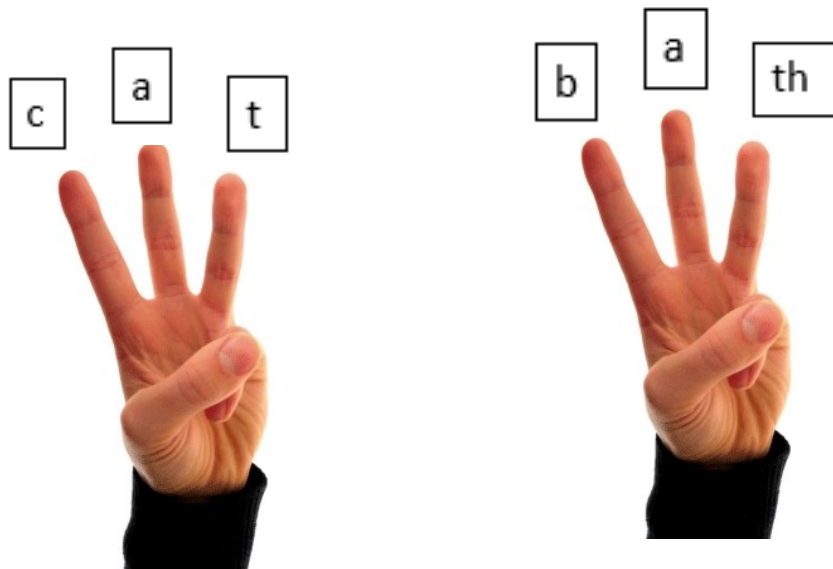
Alongside these they also learn red words (tricky words), which are difficult to blend but are key words they need to read and access texts (eg. the, said, your).

Word time lessons

As soon as children have learnt a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Children practice blending the words until they become able to read them on sight. Ditty lessons follow on from this where children who are becoming excellent at reading single words are introduced to reading whole sentences. Once children are confident reading the short sentences they are challenged to use their developing phonic knowledge to write a sentence.

Spelling with your fingers.


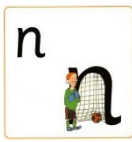

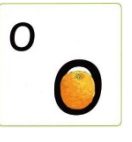


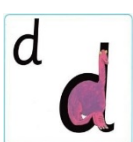

Children are taught to use their fingers to help them write words. The children say the word out loud and break it down into its individual sounds. If a word has 3 sounds children hold up 3 fingers, 4 sounds 4 fingers etc. Children then pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound.




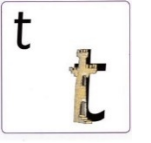



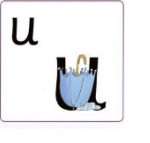





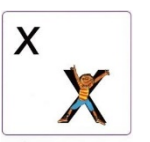
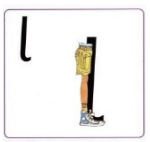


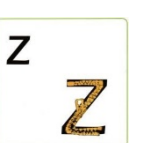


When using fingers each finger represents one sound. A spelling quiz is held each week to test the children's knowledge of words with the newest sound they have been learning.

Letter Formation

Children are taught how to form letters using a handwriting phrase to help.

	<p>Around the apple and down the leaf.</p>		<p>Down Nobby and over his net.</p>
	<p>Down the laces to the heel and around the toe.</p>		<p>All around the orange.</p>
	<p>Curl around the caterpillar.</p>		<p>Down the pirates plait and around his face.</p>
	<p>Around the dinosaurs bottom, up his tall neck & down to his toes</p>		<p>Round her head, up past her earring, down her hair and flick.</p>

	<p>Lift off the top and scoop out the egg.</p>		<p>Down the robots back and curl over his arm.</p>
	<p>Down the stem and draw the leaves.</p>		<p>Down the tower, across the tower.</p>
	<p>Around the girls face, down her hair and give her a curl.</p>		<p>Slither down the snake.</p>
	<p>Down the head, to his hooves and over his back.</p>		<p>Down and under, up to the top and draw the puddle.</p>
	<p>Down his body, dot for his head.</p>		<p>Down a wing, up a wing.</p>
	<p>Down his body, curl, dot for his head.</p>		<p>Down, up, down, up.</p>
	<p>Down the kangaroo's body tail and leg.</p>		<p>Down the arm and leg, repeat the other side.</p>
	<p>Down the long leg.</p>		<p>Down a horn, up a horn and under head.</p>
	<p>Down Maisie, mountain, mountain.</p>		<p>Zig-zag-zig.</p>

Ruth Miskin the founder of Read Write Inc had compiled a selection of videos that give lots more information and examples. Use the link below to find out more:
<http://www.ruthmiskin.com/en/resources/playlist-ruth-miskins-top-tips-parents/>