



Tall Oaks Academy Trust



# Parents' Guide

October 2015



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The information written in this document has been gathered from a variety of sources, including:

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

[www.oup.com/oxed/primary/rwi/forparents/](http://www.oup.com/oxed/primary/rwi/forparents/)

Read, Write Inc. Phonics Flashcards (Green pack)

Read, Write In. More Phonics Flashcards (Yellow pack)

## **Introduction**

Welcome to this information booklet from the Tall Oaks Academy Trust. It has been designed to explain how we organise and teach **synthetic phonics** in our schools.

**Synthetic phonics** is a way of teaching reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent – for example the letter ‘L’ makes the sound ‘l l l l l l’ when said. Synthetic phonics also teaches children to read words by synthesising the sounds together to make a word.

Here at Tall Oaks Academy Trust, we have invested in a nationally accredited successful way of teaching synthetic phonics called *Read, Write Inc.* (also known as RWI). This scheme was developed by Ruth Miskin, who has become one of the UK’s leading authorities on teaching children to read. She worked for many years as a head teacher, teacher trainer and consultant in phonics and literacy, and developed Read, Write Inc. as a process of teaching synthetic phonics.

Before your son / daughter can start to read, they need to learn to:

- Recognise all 44 sounds from the English language. These are called ‘phonemes’.
- Say the sound that is represented by each letter or groups of letters (graphemes). In RWI, these are called ‘Speed Sounds’
- How to blend the sounds together in a word to read it, e.g. c-a-t → cat (synthesising). In RWI, this is called ‘sound-blending’.

## **Where to go for further help?**

A perfect place to look for some further information is on the Ruth Miskin website at: <http://www.ruthmiskin.com/en/read-write-inc-programmes/phonics/>. On here, you will find many videos and helpful advice for you – including a ‘Sound Pronunciations Guide’ with a little girl named Sylvie who shows you how to pronounce each of the sounds.

## Speed Sounds Set 1: The First Sounds

To begin with we learn one sound a day. We use pure sounds so that your child will be able to blend the sounds into words more easily. In RWI, letter-sound pictures are used to help your child learn these sounds quickly.

e.g.

'mmaisie mmountain' is morphed into *m*



















't-t-t-tower' is morphed into *t*



Here are all of the letter-sound pictures used in RWI, and also the order in which the sounds will be taught to children.

Starting here . . .

 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

Ending here!

When teaching a speed sound, we either have to ‘stretch’ or ‘bounce’ it. Underneath is some guidance on both stretchy and bouncy sounds, including methods of teaching both.

## **Stretchy Sounds**

The sounds in this first table are the sounds that should all be stretched slightly. Try to avoid saying ‘uh’ after each one. E.g. /mm/ not ‘muh’, /ss/ not ‘suh’, /ff/ not ‘fuh’.

<b>Sound</b>	<b>Letter-sound picture</b>	<b>Pronunciation guide</b>
m	mmmmountain	Keep lips pressed together hard.
s	ssssnake	Keep teeth together and hiss – unvoiced.
n	nnnnet	Keep tongue behind teeth.
f	fffflower	Keep teeth on bottom lip and force air out sharply – unvoiced.
l	lllleg	Keep pointed curled tongue behind teeth.
r	rrrrobot	Say ‘rrr’ as if you are growling.
v	vvvvulture	Keep teeth on bottom lip and force air out gently.
z	zzzzig zzzzag	Keep teeth together and make a buzzing sound.
th	thhhhank you	Stick out tongue and breathe out sharply.
sh	shhhhh said the horse	Make a ‘shhh’ noise as though you are telling someone to be quiet.
ng	thinngg on a stringg	Curl your tongue at the back of your throat.
nk	I thinkk I stinkk	Make a piggy ‘oink’, without the ‘oi’.

## **Bouncy Sounds**

The sounds in the next three tables cannot be stretched, but they can be bounced. Make the sound as short as possible, avoiding ‘uh’ at the end of the sound:

<b>Sound</b>	<b>Letter-sound picture</b>	<b>Pronunciation guide</b>
t	t-t-t-tower	Tick tongue behind teeth – unvoiced.
p	p-p-p-pirate	Make a distinctive p with lips – unvoiced.
k	k-k-k-kangaroo	Make sharp click at the back of throat.
c	c-c-c-caterpillar	Make shape click at the back of throat.
h	h-h-h-horse	Say ‘h’ as you breath sharply out – unvoiced.
ch	ch-ch-ch-choo!	Make a short sneezing sound.
x	x-x-x-exercise	Say a sharp ‘c’ and add ‘s’ – unvoiced.

You will find it hard to avoid saying ‘uh’ at the end of these sounds:

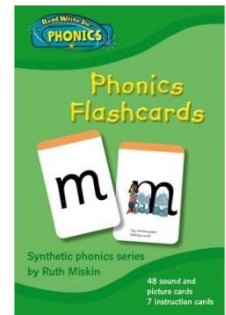
<b>Sound</b>	<b>Letter-sound picture</b>	<b>Pronunciation guide</b>
d	d-d-d-dinosaur	Tap tongue behind the teeth.
g	g-g-g-girl	Make soft sound in throat.
b	b-b-b-boot	Make a short, strong ‘b’ with lips.
j	j-j-j-jack-in-a-box	Push lips forward.
y	y-y-y-yak	Keep edges of tongue against teeth.
w	w-w-w-worm	Keep lips tightly pursed.
qu	qu-qu-qu-queen	Keep lips pursed together as you say ‘cw’ – unvoiced.

These are the **short vowels** sounds. They should be kept short and sharp:

<b>Sound</b>	<b>Letter-sound picture</b>	<b>Pronunciation guide</b>
a	a-a-a-apple	Open mouth wide as if to take a bite of an apple.
e	e-e-e-egg	Release mouth slightly from ‘a’ position.
i	i-i-i-insect	Make a sharp sound at the back of the throat – smile.
o	o-o-o-orange	Push out lips; make the mouth into ‘o’ shape.
u	u-u-u-umbrella	Make sound in the throat.

## **Speed Sound Set 1: Resources for Home**

You can purchase a set of 'Read, Write Inc. Phonics Flashcards'. These cards are great to use at home and are linked to the phonics scheme we do in school. You could use them with your child during their early learning stage of phonics.



Various shops sell these flash cards, including: WH Smith, Waterstones, Tesco and many others. If you struggle to find them in shops, you can buy them from Amazon.co.uk. They retail at £6.99; however they vary from retailer to retailer, especially if bought online.

## **Speed Sounds Set 1: Activities to do at home**

### **How to practise Set 1 Speed Sounds**

For these activities you will need a pack of Read, Write Inc. Phonics Flashcards. When you practise your child's Set 1 'speed sounds', you either have to stretch or bounce them.

Example of how to practise the stretchy 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', ask your child to do say 'mmmm'.
- Show the picture side of the card 'm'. Say 'mountain' and 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/ (not the letter name!)
- Ask your child to repeat /m/.
- Show your child both sides and ask them 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 and bounce 'a-a-a-a'. Ask your child to do the same.
- Hold up the picture card. Show the picture card of the astronaut and say '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/ (not the letter name!)
- Show your child both sides and ask them 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 them to sound-blend. Also, stop showing the picture prompt so that they do not become too reliant on them.

## **How to practise Sound-blending**

### *Sound-blending 1*

Your child will be ready to blend sounds together to read once they have 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 sound.

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. They 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, they need 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 you child should be able to 'go ahead' and read them, having learnt all of the sounds in them and how to sound-blend them.

For each of the words, ask your child first to sound out the word and then to sound-blend them together, e.g. m-a-t → mat.

mat  
at

dad  
sad

mad  
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 them together, e.g. p-i-n → pin.

in  
an  
got  
tip  
dig

on  
and  
dog  
pan  
top

it  
pin  
sit  
gap

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 not have 14 sounds). Follow the blueprint instructions for teaching sound-blending 1. Using the cards, practise: cat, 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 sound-blend them together, e.g. k-i-ck → kick.

bin  
can  
up  
back

cat  
kit  
cup  
kick

cot  
mud  
bad

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 to first sound out the word and then to sound-blend them together, e.g. f-i-sh → fish.

met  
fun  
log  
hit  
shop

set  
fat  
let  
hen  
fish

fan  
lip  
had  
ship

Once your child is confident with sound-blending 4, 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 sound-blend them together, e.g. w-e-t → wet.

red  
jog  
vet  
yum  
wish

run  
yet  
yap  
web  
wet

rat  
jam  
yes  
win

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 sound-blend them together, e.g. th-i-ng → thing.

thin  
zap  
chop  
quit  
bang

thick  
zip  
chat  
fox  
thing

this  
chin  
quiz  
sing  
wink

## Using the green words lists

- Point to the sound as you sound out each word, e.g. 'ch-o-p' or 'th-i-ng'. Be sure not to add an intrusive 'uh' to the end of the consonant sound, e.g. /p/ not 'puh', /s/ not 'suh', etc.
- Repeat getting faster each time.
- In the end your child will be able to read them without sounding or blending.

## Speed Sounds Sets 2: The long vowels

Once your child knows the Set 1 sounds and developed their sound-blending skills, they begin to learn the Set 2 sounds. It is at this point that your child begins to learn that most vowel sounds have more than one spelling.

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. If a sound has two letters, it is known as a **digraph**. If a sound has three letters, it is known as a **trigraph**. It is important that your child does not pronounce these sounds as two or three separate sounds. They must say just one sound for these letters.

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

- The letters that represent a speed sound,
- A simple picture prompt linked to the 'speed sound; and a short phrase to say.

e.g. the sound 'ay' . . .

. . . has this picture prompt and phrase:

ay



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 sounds they have just learnt.

e.g. the sound 'ay' . . .

. . . has these green words:

# ay










day play



may way

lay say

tray spray

Here are all of the Speed Sounds Set 2 sounds, their picture prompt and phrases, plus a list of green words for each sound:

Sound	Picture prompt	Phrase	Green Words
ay		<u>may</u> I <u>play</u> ?	<u>day</u> , <u>play</u> , <u>may</u> , <u>way</u> , <u>lay</u> , <u>say</u> , <u>tray</u> , <u>spray</u> .
ee		what can you <u>see</u> ?	<u>see</u> , <u>three</u> , <u>been</u> , <u>green</u> , <u>seen</u> , <u>keep</u> , <u>need</u> , <u>sleep</u> , <u>feel</u> .
igh		fly <u>high</u>	<u>high</u> , <u>night</u> , <u>light</u> , <u>fright</u> , <u>bright</u> , <u>sight</u> , <u>might</u> .
ow		<u>blow</u> the <u>snow</u>	<u>blow</u> , <u>snow</u> , <u>slow</u> , <u>show</u> , <u>know</u> , <u>flow</u> , <u>glow</u> .
oo		<u>poo</u> at the <u>zoo</u>	<u>too</u> , <u>zoo</u> , <u>mood</u> , <u>fool</u> , <u>pool</u> , <u>stool</u> , <u>moon</u> , <u>spoon</u> .
oo		<u>look</u> at a <u>book</u>	<u>took</u> , <u>look</u> , <u>book</u> , <u>shook</u> , <u>cook</u> , <u>foot</u> .
ar		<u>start</u> the <u>car</u>	<u>car</u> , <u>bar</u> , <u>star</u> , <u>park</u> , <u>smart</u> , <u>start</u> , <u>sharp</u> , <u>spark</u> .
or		shut the <u>door</u>	<u>sort</u> , <u>short</u> , <u>worm</u> , <u>horse</u> , <u>sport</u> , <u>snort</u> , <u>fork</u> .
air		that's not <u>fair</u>	<u>fair</u> , <u>stair</u> , <u>hair</u> , <u>air</u> , <u>lair</u> , <u>chair</u> .
ir		<u>whirl</u> and <u>twirl</u>	<u>girl</u> , <u>bird</u> , <u>third</u> , <u>whirl</u> , <u>twirl</u> , <u>dirt</u> .

ou		sh <u>ou</u> t it <u>ou</u> t	<u>ou</u> t, sh <u>ou</u> t, <u>ou</u> ld, m <u>ou</u> th, <u>ou</u> nd, <u>ou</u> nd.
oy		t <u>oy</u> for a <u>oy</u>	<u>oy</u> , <u>oy</u> , enjoy.

It is important that the speed sounds are practiced in the correct order. The table above shows you, at a glance, the order of the sounds.

### Using the green words lists

- Point to the sound as you ‘sound out’ each word, e.g. ‘p-l-ay’ or ‘b-l-ow’. Be sure not to add an intrusive ‘uh’ to the end of the consonant sound, e.g. /p/ not ‘puh’, /s/ not ‘suh’, etc.
- Repeat getting faster each time.
- In the end your child will be able to read them without sounding or blending.

### Speed Sounds Set 3: The long vowels

By the time your child is ready for Set 3, they will have learnt one way in which each of the long vowel sounds is written (Set 2). When they learn their Set 3 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.

There are 20 Set 3 speed sounds that are made up of digraphs and trigraphs. There are also a group of sounds which have two letters that make the sound, but that are not directly next to each other. These sounds are known as **split digraphs** because the sounds that make the sound are split up in the word, e.g. /a\_e/ as in make and /o\_e/ as in phone. As before, it is important that your child does not pronounce these as two or three separate sounds. When they see the speed sound letters together in a word, they must just say one sound for these letters.

When your child learns their Speed Sounds Set 3 sounds in school, they will learn:

- The letters that represent a speed sound,
- A simple picture prompt linked to the 'speed sound; and a short phrase to say.

e.g. the sound 'ea' . . .

. . . has this picture prompt and phrase:

ea



cup of tea

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 sounds they have just learnt.

e.g. the sound 'ay' . . .

. . . has these green words:

ea

eat please

tea leave

neat dream





real seat

clean scream



Here are all of the Speed Sounds Set 3 sounds, their picture prompt and phrases, plus a list of green words for each sound:

Sound	Picture prompt	Phrase	Green Words
ea		cup of <u>tea</u>	<u>eat</u> , <u>tea</u> , <u>neat</u> , <u>real</u> , <u>clean</u> , <u>please</u> , <u>leave</u> , <u>dream</u> , <u>seat</u> , <u>scream</u> .
oi		spoil the boy	<u>join</u> , <u>coin</u> , <u>voice</u> , <u>choice</u> , <u>noise</u> .
a_e		make a <u>cake</u>	<u>make</u> , <u>shake</u> , <u>cake</u> , <u>name</u> , <u>same</u> , <u>game</u> , <u>save</u> , <u>brave</u> , <u>late</u> , <u>date</u> .
i_e		<u>nice</u> <u>smile</u>	<u>shine</u> , <u>white</u> <u>fine</u> , <u>hide</u> , <u>smile</u> , <u>nice</u> , <u>wide</u> , <u>like</u> , <u>mine</u> , <u>time</u> .
o_e		phone <u>home</u>	<u>home</u> , <u>hope</u> , <u>rose</u> , <u>spoke</u> , <u>note</u> , <u>broke</u> , <u>stole</u> , <u>rope</u> , <u>those</u> .
u_e		<u>huge</u> <u>brute</u>	<u>tune</u> , <u>rude</u> , <u>huge</u> , <u>mule</u> , <u>brute</u> , <u>use</u> , <u>June</u> , <u>dude</u> , <u>accuse</u> , <u>excuse</u> .
aw		<u>yawn</u> at <u>dawn</u>	<u>saw</u> , <u>raw</u> , <u>law</u> , <u>straw</u> , <u>dawn</u> , <u>paw</u> , <u>crawl</u> , <u>jaw</u> , <u>yawn</u> .
are		<u>share</u> and <u>care</u>	<u>care</u> , <u>share</u> , <u>dare</u> , <u>bare</u> , <u>spare</u> , <u>scare</u> , <u>flare</u> , <u>square</u> , <u>Clare</u> , <u>software</u> .
ur		<u>nurse</u> with a <u>purse</u>	<u>burn</u> , <u>turn</u> , <u>lurk</u> , <u>hurl</u> , <u>burn</u> , <u>burp</u> , <u>slurp</u> , <u>nurse</u> , <u>purse</u> , <u>hurt</u> .
er		a better <u>letter</u>	<u>over</u> , <u>never</u> , <u>better</u> , <u>weather</u> , <u>after</u> , <u>hamster</u> , <u>litter</u> , <u>proper</u> , <u>corner</u> , <u>supper</u> .
ow		<u>brown</u> <u>cow</u>	<u>howl</u> , <u>how</u> , <u>down</u> , <u>brown</u> , <u>cow</u> , <u>town</u> , <u>crowd</u> , <u>drown</u> , <u>now</u> , <u>gown</u> .
ai		<u>snail</u> in the <u>rain</u>	<u>paid</u> , <u>snail</u> , <u>tail</u> , <u>drain</u> , <u>paint</u> , <u>Spain</u> , <u>chain</u> , <u>train</u> , <u>rain</u> , <u>stain</u> .
oa		<u>goat</u> in a <u>boat</u>	<u>toad</u> , <u>oak</u> , <u>road</u> , <u>cloak</u> , <u>throat</u> , <u>roast</u> , <u>toast</u> , <u>loaf</u> , <u>coat</u> , <u>coal</u> , <u>coach</u> .
ew		<u>chew</u> the <u>stew</u>	<u>new</u> , <u>knew</u> , <u>flew</u> , <u>blew</u> , <u>few</u> , <u>crew</u> , <u>newt</u> , <u>screw</u> , <u>drew</u> , <u>grew</u> , <u>stew</u> .
ire		fire, fire!	<u>fire</u> , <u>hire</u> , <u>wire</u> , <u>spire</u> , <u>bonfire</u> , <u>inspire</u> , <u>conspire</u> .
ear		hear with your ear	<u>ear</u> , <u>hear</u> , <u>dear</u> , <u>fear</u> , <u>gear</u> , <u>near</u> , <u>rear</u> , <u>tear</u> , <u>year</u> , <u>spear</u> .

ure		<u>sure</u> it's <u>pure</u> ?	<u>sure</u> , <u>pure</u> , <u>cure</u> , pic <u>ture</u> , mix <u>ture</u> , crea <u>ture</u> , fu <u>ture</u> , ad'ven <u>ture</u> , temp'er'a <u>ture</u> .
tion		pay attention, it's a celebration!	con'vers'a <u>tion</u> , cel'eb'ra <u>tion</u> , ex'plor'a <u>tion</u> , trad'i <u>tion</u> , con'grat'u'la <u>tion</u> , a'tten <u>tion</u> .
tious / cious		scrumptious, delicious!	pre'cious, del'i'cious, sus'pi'cious, fe'ro'cious, vi'cious, scrump'tious.
e		he, me, we, she, be	he, me, we, she, be

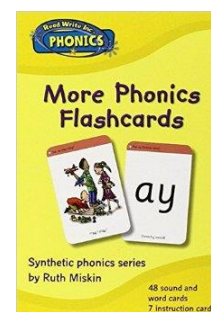
It important that the speed sounds are practiced in the correct order. The table above shows you, at a glance, the order of the sounds.

### Using the green words lists

- Point to the sound as you 'sound out' each word, e.g. 'p-l-ay' or 'b-l-ow'. Be sure not to add an intrusive 'uh' to the end of the consonant sound, e.g. /p/ not 'puh', /s/ not 'suh', etc.
- Repeat getting faster each time.
- In the end your child will be able to read them without sounding or blending.

### Speed Sound Set 2 and 3: Resources for Home

You can purchase a set of 'Read, Write Inc. More Phonics Flashcards'. These cards are great to use at home and are linked to the phonics scheme we do in school. You could use them with your child during their time in key stage 1 (years 1 and 2).



Various shops sell these flash cards, including: WH Smith, Waterstones, Tesco and many others. If you struggle to find them in shops, you can buy them from Amazon.co.uk. They retail at £6.99; however they vary from retailer to retailer, especially if bought online.

## **Speed Sounds Set 2 and Set 3: Activities to do at home**

You will need a pack of Set 2 and Set 3 Speed Sounds cards. When you know that your child has learnt all of the Set 1 sounds, begin to practise the Set 2 sounds in the correct order. Once your child knows and is confident with all of the Set 2 sounds, begin to learn the Set 3 sounds. As you do, continue to consolidate the Set 1 and Set 2 sounds as well.

### **How to practise Set 2 Speed Sounds**

When you practise your child's Set 2 Speed Sounds, you either have to stretch or bounce it.

Example of how to practice the stretchy speed sound /ay/ (may I play?):

- Look at the picture side – stretch 'aaaaay',
- Stretch the sound and say the phrase 'aaaaay, may I play?',
- Repeat the phrase 'may I play?',
- Look at the letter side – say /ay/,
- Green words – encourage your child to sound-out and sound-blend the words containing the speed sound they have just practised, e.g. t-r-ay → tray.

Example of how to practice the bouncy speed sound /oo/ (look at a book)

- Look at the picture side – stretch 'oo-oo-oo',
- Stretch the sound and say the phrase 'oo-oo-oo, look at a book',
- Repeat the phrase 'look at a book',
- Look at the letter side – say /oo/,
- Green words – encourage your child to sound-out and sound-blend the words containing the speed sound they have just practised, e.g. b-oo-k → book.

## How to practise the Set 3 speed sounds

Remember, only practise the Set 3 speed sounds once your child's knowledge of Set 2 speed sounds is secure. Your child should know all of the Set 2 sounds and the letters that represent them, without having to rely on the picture prompts.

Example of how to practise Set 3 speed sounds:

- Review the similar sound from the Set 2 cards, e.g. show 'ee, what can you see' speed card and say 'ee' sound.
- Hold up the letter side of the new speed sound, e.g. show the 'ea, cup of tea' speed card and say 'ea' sound. Ask your child to repeat the sound 'ea'.
- Show both sides of the card. Your child must say either /ea/ or 'ea, cup of tea' depending on which side of the card you show.

Some of the cards have three different spellings, e.g. 'ir, whirl and twirl', 'ur, nurse with a purse' and 'er, a better letter'. It is important that you do not introduce all the sounds together during the first session. For the /ir/ speed sound, practice /ir/ and /ur/ first, and then /er/.

This table shows you the order of teaching the Set 3 Speed Sounds. It also gives you the Set 2 Speed Sound to teach alongside the Set 3 sound.

<b>Set 2 Sound</b>	<b>Set 3 Sounds</b>	
/oy/ toy for a boy	/oi/ spoil the boy	
/ay/ may I play?	/a_e/ make a cake	
/igh/ fly high	/i_e/ nice smile	
/ow/ blow the snow	/o_e/ phone home	
/oo/ poo at the zoo	/u_e/ huge brute	
/or/ shut the door	/aw/ yawn at dawn	
/air/ that's not fair	/are/ care and share	
/ir/ whirl and twirl	/ur/ nurse with a purse	
/ay/ may I play	/a_e/ make a cake	/ai/ snail in the rain
/ow/ blow the snow	/o_e/ phone home	/oa/ goat in a boat
/oo/ poo at the zoo	/u_e/ huge brute	/ew/ chew the stew
	/ire/ fire, fire!	
	/ure/ sure it's pure?	
	/tion/ pay attention, it's a celebration!	
	/cious/ /tious/ scrumptious, delicious	

## **The Year 1 Phonics Screening Check**

The phonics screening check will be taken by all children in England, during the June that they are in year 1. It was introduced in June 2012 and is designed to give teachers and parents information on how your child is progressing in phonics.

### **What is the phonics screening check?**

There will be two sections in this 40-word check and it will assess phonics skills and knowledge learnt through the 'Reception' and 'Year 1' years.

### **What will it check?**

It will check that your child can:

- Sound out and blend sounds in order to read simple words.
- Read phonetically 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 phonetically 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 you child can decode a word using phonics and not read from their memory.

The pseudo words will be shown to your child with a picture of an alien and they will be asked to tell their teacher what the name of the alien is by reading the word. This not only makes the check a bit more fun, but provides the children with a context for the nonsense word which is independent from any existing vocabulary they may have. Crucially, it does not provide any clues, so your child just has to be able to decode it.

## **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 scores does not necessarily mean that there is a serious problem. Your child will re-sit the check the following summer term.

## **What happens with the results?**

The school will report your child's results to you by the end of the summer term, as well as to the Local Authority. If you have any concerns, do talk to your child's teacher about this at parents' consultations or after school.

## Phonics Glossary

**Sound-blend** (vb) - to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap.

**Digraph** - two letters making one sound, e.g. /sh/, /ch/, /th/, /ph/.

**Vowel digraphs** - two vowels which, together, make one sound, e.g. /ai/, /oo/, /ow/.

**Split digraph** - two letters, split, making one sound, e.g. /a\_e/ as in 'make' or /i-e/ in 'site'.

**Grapheme** - a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though').

**Grapheme-phoneme correspondence (GPC)** - the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'.

**Mnemonic** - a device for memorising and recalling something, such as 'slither down the snake' for the letter 'S'.

**Phoneme** - the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/).

**Sound-out** (Fred Talk) - to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/. This is also known as 'segmenting'.

**VC, CVC, CCVC** - the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.