

Winsford High Street
Primary School



Phonics Guidance for Parents



At High Street Primary School, pupils are taught phonics and early reading skills from the very start of their school journey. Throughout school, we follow the Ruth Miskin Literacy approach through the Read Write Inc. programme. Children first begin the programme in Nursery and continue throughout EYFS and KS1. Our aim is to teach every child to read and write, and for them to develop a love of reading. Through repetition and consolidation, children can improve their spelling capability, and segment and blend sounds accurately. Through daily phonics sessions and high-quality teaching, we aim for all our pupils to be able to read fluently by the end of KS1. The following guidance gives you an overview of how Read Write Inc. is taught at High Street.

Set 1 Speed Sounds

The set 1 sounds are introduced in Nursery and taught in order from the beginning of Reception. They are sounds written with one letter and sounds written with two letters (your child will call these 'special friends' - sh th ch qu ng nk ck).

Your child will also learn to read words containing these sounds, by sound-blending, e.g. m-a-t mat, c-a-t cat, g-o-t got, f-i-sh fish, s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash

Blending Books and Red, Green and Purple Storybooks will be used to support your child learning to blend.

Each letter is written using a mnemonic to help your child with a visual cue for each letter.

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	qu	x	ng nk

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side



Set 2 and Set 3 Speed Sounds

The set 2 sounds are primarily taught at the end of Reception, and then Set 3 sounds are taught in Year 1 and Year 2. By the end of Year 1, pupils are expected to recognise all Set 1, Set 2 and Set 3 sounds by sight.

Before your child 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'.
- Know how to blend the sounds together in a word to read it e.g. s-t-r-e-e-t = street; p-l-a-y = play. This is called 'sound-blending'.

What are Speed Sounds?

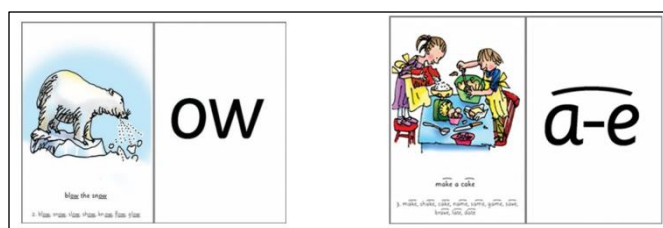
In phonics the individual sounds are called 'speed sounds'. This is because we want your child to read them effortlessly.

In Nursery and Reception, your child will learn to read the Set 1 sounds by sight. They will also learn how to blend them together to read words e.g. c-a-t = cat. In Year 1 and Year 2, they will then move onto learning to Set 2 and Set 3 sounds.

To begin phonics, we learn a sound a day. We use pure sounds so that your child will be able to blend the sounds into words more easily. Sound pictures are used to help your child learn these sounds quickly. Each sound is also accompanied by a rhyme to help them remember the sound and remind them of the correct spelling.

ow – blow the snow

a-e – make a cake



Set 2 and Set 3 Sounds

At the end of Reception and beginning of Year 1, child will progress to learning their Set 2 sounds. 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'

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. It is important that your child does not pronounce these as 2 or 3 separate sounds. When your child sees the 'speed sound' letters together in a word, s/he must say just one sound for these letters.

When a sound contains two letters or three letters to represent one sound, we call them 'special friends'.




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 learnt.

Set 2 and Set 3 sounds are taught in the following order alongside the accompanying pictures and rhymes.

Speed Sounds Set 2

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

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	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

How to Practise Set 2 Speed Sounds

When you practise your child's Set 2 'speed sounds', you either have to stretch or bounce them.

Example of how to practise recognising a sound e.g. 'ay' sound

- Identify the 'ay' sound on the sound mat. Look at the picture and say aaay. Ask your son/daughter to say aaay.
- Stretch the sound and say the phrase, aaay, may I play? Repeat the phrase again.
- Cover up the picture and just look at the sound and say 'ay'.
- Use the green words and 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.
- Point to each sound in the word as you say the sound e.g. p-l-ay or d-ay. Be sure you do not add an instructive 'uh' to the end of consonant sounds. Say 'p' not 'puh'.
- Repeat sounding out the word, getting faster each time.
- In the end your child should be able to read the green words without sounding or blending.

Once your child knows a sound well, drop the bouncing/stretching to enable him or her to soundblend. Also stop showing the picture prompt so that your child doesn't become too reliant on it.

Set 2 Green Words

'Green words' are words which your son/daughter should be able to read independently as they are made up of the speed sounds that s/he will have learnt.

The dots and dashes below each sound are called 'sound buttons'. A dot represents a single letter sound; a dash represents a digraph (two letters that make one sound) or a trigraph (three letters that make one sound).

2.1

p <u>l</u> ay	m <u>a</u> y	s <u>a</u> y
d <u>a</u> y	w <u>a</u> y	s <u>pr</u> ay

2.5

t <u>oo</u>	f <u>oo</u> d	m <u>oo</u> n
z <u>oo</u>	p <u>oo</u> l	s <u>po</u> on

2.2

s <u>ee</u>	b <u>ee</u> n	s <u>ee</u> n
th <u>ree</u>	g <u>ree</u> n	s <u>lee</u> p

2.6

to <u>ok</u>	bo <u>ok</u>	co <u>ok</u>
loo <u>k</u>	sh <u>oo</u> k	fo <u>ot</u>

2.3

h <u>igh</u>	l <u>igh</u> t	b <u>right</u>
n <u>igh</u> t	f <u>right</u>	m <u>igh</u> t

2.7

c <u>ar</u>	p <u>ar</u> t	h <u>ar</u> d
s <u>tart</u>	s <u>tar</u>	sh <u>ar</u> p

2.4

b <u>l</u> ow	l <u>o</u> w	k <u>no</u> w
s <u>n</u> ow	s <u>h</u> ow	s <u>l</u> ow

2.8

s <u>o</u> rt	s <u>h</u> ort	h <u>o</u> rse
s <u>p</u> ort	f <u>o</u> rk	s <u>n</u> ort

2.9

f <u>a</u> ir	h <u>a</u> ir	ch <u>a</u> ir
s <u>t</u> air	<u>a</u> ir	l <u>a</u> ir

2.10

g <u>i</u> rl	b <u>i</u> rd	t <u>h</u> ird
w <u>h</u> irl	t <u>w</u> irl	d <u>i</u> rt

2.11

o <u>u</u> t	s <u>h</u> out	l <u>o</u> ud
m <u>o</u> uth	r <u>o</u> und	f <u>o</u> und

2.12

t <u>o</u> y	b <u>o</u> y	e <u>n</u> joy
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Set 3 Sounds

After learning the Set 2 sounds, your child will have learnt one way in which each long vowel sound is written. 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.

Reading Set 3 speed sounds will be taught for most of Year 1 and spelling the Set 3 speed sounds during Year 2. When child learns their Set 3 sounds in school they will learn:

- The letters that represent a speed sound e.g. 'ea'
- A simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. 'cup of tea'

There are 20 Set 3 speed sounds that are made up of two or three letters which represent just one sound, e.g. ea as in tea, ow as in cow, and are as in care. As before, it is important that your son/daughter does not pronounce these as 2 or 3 separate sounds. When your son/daughter sees the 'speed sound' letters together in a word, s/he must say just one sound for these letters.

When a sound contains two letters that makes just one sound e.g. 'ea', we call it a 'digraph'.

When a sound contains three letters that make just one sound e.g. 'ure', we call it a 'trigraph'.

When a sound has two letters, which work as a pair to make one sound, but are separated with the word e.g. 'a-e' (cake), we call it a 'split digraph'.

How to Practise Set 3 Speed Sounds

Only practise Set 3 speed sounds once your son's/ daughter's knowledge of the Set 2 'speed sounds' is secure. Your son/daughter should know all the Set 2 sounds and the letters that represent them without having to rely on the picture prompt.

Example of how to practise Set 3 speed sounds:

- Review the similar sound from the Set 2 cards e.g. show the ee, what can you see, sound say – ee
- Hold up the letter side of the new speed sound e.g. show the ea, cup of tea, sound say – ea ask your son/daughter to repeat the sound ea
- Show the pictures for each sound e.g. say the phrase ea, cup of tea. Repeat
- Show your child the written sound and the picture your son/daughter must say either ea, cup of tea.

Some cards have three different spellings e.g. 'ir' in bird, 'ur' in burn, and 'er' in fern. It is important you do not introduce all the sounds together for the first time. For the 'ir' speed sound, practise 'ir' and 'ur' first and then practise 'er'.

Set 3 Green Words

'Green words' are words which your child should be able to read independently as they are made up of the speed sounds that s/he will have learnt.

The dots and dashes below each sound are called 'sound buttons'. A dot represents a single letter sound; a dash represents a digraph (two letters that make one sound) or a trigraph (three letters that make one sound).

3.1	clean scream	dream please	seat
3.2	join	voice	coin
3.3	make same	cake late	name date
3.4	smile like	white time	nice hide
3.5	home note	hope broke	spoke phone
3.6	rude	brute	June
3.7	saw crawl	law paw	dawn yawn
3.8	share square	dare bare	scare care
3.9	burn nurse	turn purse	spurt hurt
3.10	never after	better proper	weather corner

3.11

h <u>ow</u>	d <u>ow</u> n	b <u>ow</u> n
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
th <u>roa</u> t	t <u>oa</u> st	c <u>oa</u> t

3.14

ch <u>ew</u>	n <u>ew</u>	bl <u>ew</u>
fl <u>ew</u>	dr <u>ew</u>	gr <u>ew</u>

3.15

f <u>ir</u> e	h <u>ir</u> e	w <u>ir</u> e
bonf <u>ir</u> e	insp <u>ir</u> e	consp <u>ir</u> e

3.16

h <u>ear</u>	d <u>ear</u>	f <u>ear</u>
n <u>ear</u>	y <u>ear</u>	<u>ear</u>

3.17

p <u>ic</u> t <u>ur</u> e	m <u>i</u> x <u>tu</u> r <u>e</u>	cr <u>ea</u> t <u>ur</u> e
f <u>ut</u> ur <u>e</u>	ad <u>ven</u> t <u>ur</u> e	temper <u>at</u> ur <u>e</u>

3.18

d <u>eli</u> cious	s <u>us</u> picious	vicious
scr <u>um</u> pious	pr <u>eci</u> ous	ferocious
tr <u>adi</u> tion	att <u>en</u> tion	celebrat <u>ion</u>
conversat <u>ion</u>	congratulat <u>ion</u>	explorat <u>ion</u>

Complex Speed Sounds Chart

Once children are secure with recognising all sets of speed sounds, they are introduced to the Complex Speed Sounds Chart. This shows how the same sound can be spelt in alternative ways e.g. 'ay' as in play, 'a-e' as in cake, and 'ai' as in rain are all shown within the same sound box. Learning these alternative spellings will be a focus in Year 2

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Red Words

Some everyday words in English have tricky spellings and can't be read by blending e.g. you can't blend the words 'said' or 'does'. These are sometimes called high frequency words, tricky words, or red words. These words just have to be learned by sight and flashcard-type games are a good way to practise these.

These are the red words that children should be able to read by the end of the phonics programme.

I	wall	two	walk	bought
of	some	could	for *	daughter
my *	there	would	have *	wear
to	so *	anyone	little *	oh
the	what	over *	when *	Mr
no *	they	does	sister *	Mrs
your	do	through	why *	I've
said	old *	once	down *	It's
you	was	here	know *	don't
he *	one	son	out *	asked
are	saw *	you're	look(ed) *	into
me *	watch	humans	very *	
go *	school *	whole	came *	
baby	small	should	about *	
paint *	by *	come	house *	
all	who	many	how *	
like *	tall	mother	now *	
want	brother	father	people	
call(ed)	I'm	water	talk	
we *	their	great	love	
be *	any	above	buy	
her *	fall	where	worse	
she *	were	someone	thought	
washing	other	another	caught	

* = 'Red for a While' Words (once grapheme is taught they become green words)

Year 1 National Phonics Screening Check

The National Phonics Screening Test was introduced in 2012 to all Year 1 pupils. It is a short, statutory assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The test is usually completed in June in Year 1.

How is the check structured?

It comprises of a list of 40 words that the children are required to read. The list is a combination of both real and nonsense words which rely purely on using phonics to decode. The nonsense words are words that have been made up and will be shown with a picture of an imaginary creature to help them. During the assessment, the children will be sitting with a teacher one to one reading the words. It should take between 5-10 minutes. The children will largely be unaware of it being a test as they have already participated in some practice ones.

What are nonsense words?

Your child will be told during the check which words are nonsense words (words that he/she will not have seen before). Your child will be familiar with this because we already use nonsense words when teaching phonics in school. Nonsense words are important to include because words such as 'vap' or 'jound' are new to all children. Children cannot read the nonsense words by using their memory or vocabulary; they must use their decoding skills. Pupils who can read nonsense words should have the skills to decode almost any unfamiliar word.

What happens if a child struggles with the screening check?

All children are individuals and develop at different rates. The screening check ensures that teachers understand which children need extra help with phonic decoding. Following the data from the test, we will then provide extra support and intervention work for the children who did not pass.

How to Help Your Child Learn to Read Through Phonics

- Read their weekly reading books with them. With all books, encourage your child to sound out unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures to guess. Once your child has read an unfamiliar word, you can talk about what the word means and help them to follow the story.
- Read their 'Book Bag Book' with them. Support them with decoding the words, ask them questions about what they have read and complete the quizzes in the book.
- Try to make time to read with your child every day. Grandparents, family members, older brother or sisters can help too. Encourage your child to blend all the sounds in a word themselves.
- Practise reading the set 1, 2 and 3 sounds on the sound mat. You can then highlight these sounds when you read with your child.
- Practise reading the sounds on the complex speed sound chart. This helps your child to recognise that the same sound may have alternative spellings.

- Immerse your child in a love of reading. Share books and magazines with them, take them to the library to choose books, read to them regularly, point out words and sentences around you.
- Word games like 'I-spy' can also be an enjoyable way of teaching children about sounds and letters. You can also encourage your child to read words from your shopping list or road signs to practise phonics.
- Create your own nonsense words with your child using the speed sounds and then see if they can decode the words accurately.

Key Vocabulary to Use

All children are expected to learn, use and understand all the following key terms.

Phoneme: The smallest unit of sound. Phonemes can be put together to make words.

Grapheme: One letter or one group of letters used to write one sound e.g. the sound 'f' can be written with the graphemes 'f' (fun) or 'ff' (huff). GPC:

Grapheme Phoneme Correspondence: Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Fred talk: Fred is a puppet who says, read and spells words in pure sounds. He never says the whole word so the children blend it for him.

Fred fingers: A way for children to physically sound out each phoneme in a word to support reading as well as spelling.

Oral blending: This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they can blend written words.

Blending: This involves looking at a written word, looking at each grapheme, and using knowledge of GPC's to work out which phoneme each grapheme represents, then merging these phonemes together to make a word.

Oral segmenting: This is hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

Segmenting: This involves hearing a word, splitting it up into the phonemes that make it, using the knowledge of GPC's to work out which graphemes represent those phonemes, and then writing those graphemes down in the right order.

Green words: Words made up of graphemes that children have been taught. Children use 'Fred Talk' to read and 'Fred Fingers' to spell these words.

Red words: Common words with an uncommon spelling that cannot be phonetically sounded out e.g. said, you, the.

Challenge words: Topical words particular to a story.

High frequency words: Words that occur most frequently in written material.

Alien/nonsense word: A pseudo word used to assess children's phonetic decoding ability.

CVC word: Consonant-vowel-consonant words e.g. pin, cat, ship.

Digraph: A grapheme containing two letters that makes just one sound e.g. 'sh'. Split digraph: Two letters, which work as a pair to make one sound, but are separated with the word e.g. 'a-e' (cake), 'i-e' (smile).

Trigraph: A grapheme containing three letters that makes just one sound e.g. 'igh'.

Syllables: Chunks within long words.

Root: The part of the word that gives the most meaning.