

Phonics

ee ur ow

wh y au

In Class 1

Follow this link for some great resources to help you support your child at home.

<https://www.ruthmiskin.com/en/find-out-more/parents/>



Read Write Inc.
Phonics



Set 1 Sounds



Set 2 Sounds



Set 3 Sounds



<https://schools.ruthmiskin.com/training/view/M4rLCeMr/pH8FSINU>

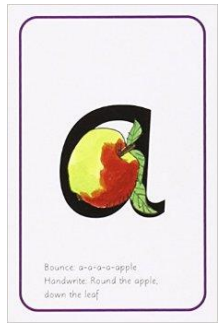
In the classroom

- We teach a discrete phonics session for approximately 30 minutes every day.
- We always refer to and apply phonics skills in writing and reading throughout the day.
- Children always have access to phonics mats, to remind them of the sounds.

In the classroom

- We group children across Class 1 and 2 to ensure smaller teaching groups.
- Children are re-assessed every half term and groups maybe altered.
- This ensures your child's phonics sessions are tailored to exactly what they need to progress.

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

We teach the children to say the pure sounds which means mmm not 'muh' and not the letter names at this stage.

Some sounds are stretchy, e.g. mmm, sss, ffff, llll, rrr.

Some sounds are bouncy, e.g. t-t-t-t, p-p-p-p, c-c-c-c, h-h-h-h, ch-ch-ch-ch.

Set 2

Long vowel sounds

The long vowel sounds are all stretchy sounds

The children learn these using flash cards that we practise reading every day.

When the children know these, they will know all of the sounds (phonemes) that are used in the English language.

ay: ay may I play

ee: ee what do you see?

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at a book

ar: start the car

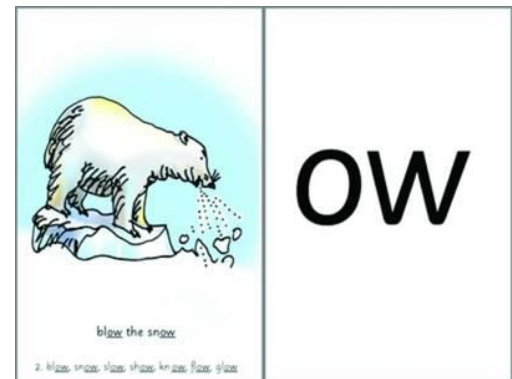
or: shut the door

air: that's not fair

ir: whirl and twirl

ou: shout it out

oy: toy for a boy



However ...

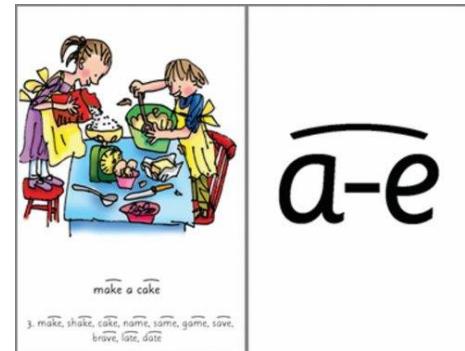
In our written language, there are several ways to make those sounds,

e.g. team, sleep he happy

Set 3 sounds are taught so that children begin to learn the other ways that the sounds are represented.

The technical definition is that the written versions are graphemes, the sound is the phoneme.

ai



Long vowel sound	Set 2 Sounds	Set 3 Sounds	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	oa: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

Complex Speed Sounds

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							

Blending

Alongside learning all of the set 1, 2 and 3 sounds we show the children how to blend.

This starts with looking at 3 letter words, then longer words.

c a t

• • •

s l i p

• • • •

When we are sounding out words, we call this using our Fred talk.



Special friends

The children are then taught how to look for the longer sounds (digraphs) within words.

We call them special friends.

t ea

s l ee p

Split digraphs

Special friends that have a letter between them. These special friends are very chatty, so they need a letter to sit between them! To point out a split digraph, we use an arc to join the two letters.

a-e

as in cake

o-e

as in rope

i-e

as in time

u-e

as in tune

e-e

as in athlete

Fred in your head

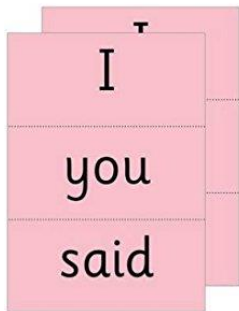
- Once children are able to 'Fred Talk' a word. We encourage them to 'Fred in your head'.
- This is to build their fluency and speedy reading.



Green words and Red Words

The children use **green words** to practise this – these are words that we are able to sound out.

at ..	mad . . .
sad . . .	dad . . .
sat . . .	mat . . .



Red words are the words that we cannot sound out e.g. **said** **they** **what** **was**.



How to help your child read this book

This book gives your child extra practice in reading a story that includes sounds he or she has learnt at school.

Ask your child to read the Story Green Words and Red Words below, before reading the story. Do not read the story to your child first. Point to the words as he or she reads. If your child hesitates, help him or her to sound-blend the word.

Re-read each sentence or page to keep the plot moving. Children's attention is focused on reading the words and they find it hard to focus on the story at the same time.

Don't make them struggle too much and praise them when they succeed. Do it all with patience and love!

Story Green Words

Story Green Words are made up of sounds your child has already learnt. This book contains the following green words:

exactly snug below pals

Red Words

Red Words are harder to read because the letters represent unusual sounds. Ask your child to read the red words, but if he or she gets stuck on a word, read the word to your child. This book contains the following red words:

go the we to so some

Important note

Read stories to your children that are beyond the level they can read for themselves – every evening. They'll only want to become readers if they experience the joy of listening to a range of stories, non-fiction and poetry. Very soon, they will be able to read those books for themselves, as well as listen to them.

Phonics screening check

In Class 1, they will take a statutory phonics screening check.

This will be done in June 2024.

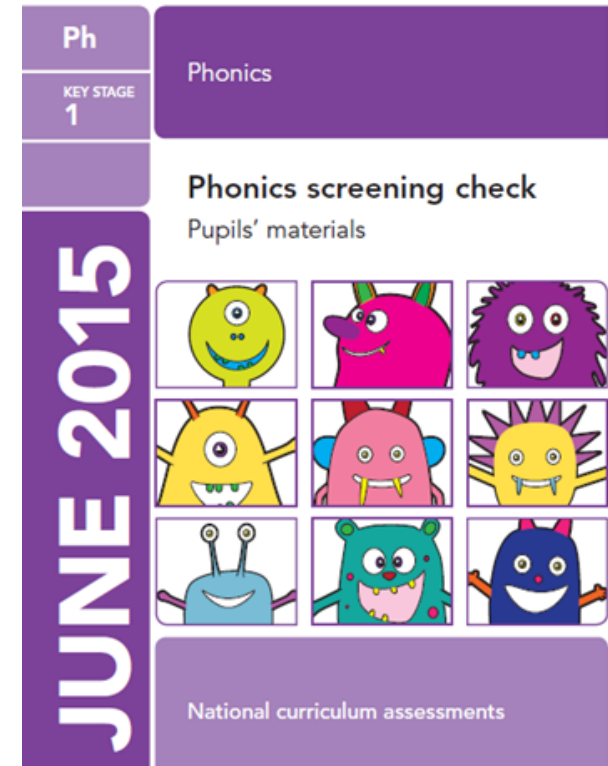
During the test, the children will see some phonetically decodable words that they will need to sound out and say.

There will be a mixture of real and 'alien' (made up) words.

Children will have practised the format of this test many times throughout the year, so they will just see it as normal phonics activity.

We do not apply any pressure, or tell the children that it is a 'test'.

Children need to read 32/40 words correctly (this standardised score can change every year). If children do not 'pass' in Class 1, they take the screening check again in Class 2. The phonics programme continues throughout KS1.



<https://schools.ruthmiskin.com/training/view/ifKJx8sK/RL2NbWxs>

A few example pages from a screening check

Section 1

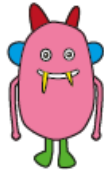
reb



wup



jub



eps



Section 2

twice

gloom

turn

mode

Section 2

delay

modern

saucers

charming

Past papers are available on <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#phonics-screening-check-resources>

Ways to support phonics at home

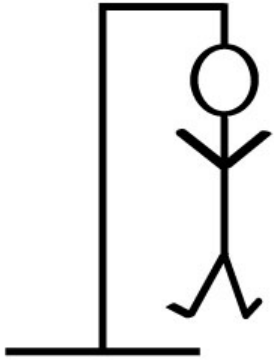
Practise the set 1,2,3 sounds (see sound mat handout at the end of the booklet). These can be bought as a set of cards. We have a link on our website for printable ones.

Read, read, read and encourage sounding out to decode.

When sharing a book, use strategies such as Fred Talk to read new words.

Read books to your child. There is huge value in listening to a story.

Homework – to keep up with learning new sounds, reinforce blending skills and link to handwriting.



Play Games ...

Hangman
Bingo
Countdown
I-spy
Word searches



Phonics Play (online) <https://www.phonicsplay.co.uk/>

Teach Your Monster to Read (online)
<https://www.teachyourmonstertoread.com/> (log in
details are in your child's reading record).

Phonics Bloom (online)
<https://www.phonicsbloom.com/>

Homework

examples

Phonics homework

Name _____

Our focus sounds for this week are below. Practise writing them 3 times by each tree (three by the tree).

ay ee igh

Word reading

Now see if you can read some new words with your sounds in. Use 'Fred talk' or 'Fred in your head'. Check if there are any special friends.

The last word is a non-sense word.

E.g. high.....igh.....h...igh....high

Word reading

Now see if you can read some new words with your sounds in. Use 'Fred talk' or 'Fred in your head'. Check if there are any special friends.

The last word is a non-sense word.

E.g. high.....igh.....h...igh.....high

<u>ay</u> (may I play)	<u>ee</u> (what can you see)	<u>igh</u> (fly high)
stay	free	night
tray	keep	right
<u>zay</u>	<u>dreet</u>	<u>plighk</u>

Word sort

Read the words and write them under the correct splat sound. Use 'Fred talk' or 'Fred in your head'. Check if there are any special friends. Some are non-sense words.

zay
~~~~~







might

dreet  
~~~~~

stay

free

sigh

ay ~~~~~	ee ~~~~~	igh ~~~~~
		
		

Word maker

Make some words using the focus sounds. The words can be real or **alien** (**nonsense**) words.




ay

ee
~~~~~

igh  
~~~~~






Real words



Alien words

Word spotter

Can you spot which words are real and which are nonsense?

Fill in your key with a different colour for real words and nonsense words and then colour in the boxes.

Real Words	<input type="checkbox"/>
------------	--------------------------

Nonsense Words	<input type="checkbox"/>
----------------	--------------------------

bar	garx	hard	quarsh
car	warl	jar	quarp
bark	barsh	park	darsh
card	carsh	farm	zarsh
cart	yarp	yard	narf

Blend the sounds together to read the word.

Choose the picture that matches.

chop



chip



chess



chick

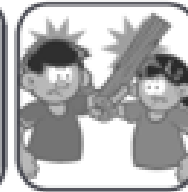


rich



Read the sentence. Choose the picture that matches it.

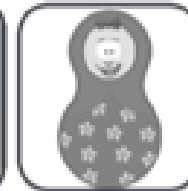
The hill is big.



Ben fell on **the** hill.



I put a hat on **the** doll.



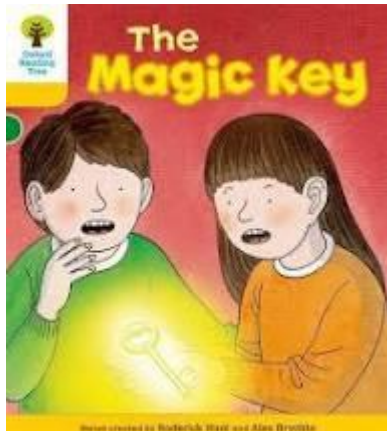
Tell Bill **to go to the** top of **the** hill.



Reading at home

- In Class 1 and 2 we have sent home 2 reading books or a blending sheet. We also now send home a library book.

This includes a Read Write Inc book bag book.



And a colour banded book.

Of course you can also read other books at home and record with in your child's reading record.

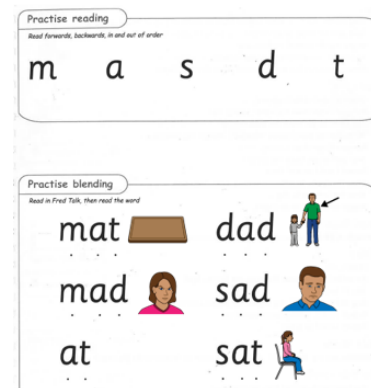
Read Write Inc. Book Bag Books

- These books follow the order of sounds which we are teaching in school.
- At the beginning of the book it has green words to practise blending and red words to recap before looking at the story.
- At the end of the book there are questions to ask your child.
- If your child makes accelerated progress with their phonics and reading, they may be moved up a colour level without finishing all the books in the set.
- These cost £4.50 to replace.
- Read these at least 3 times, develop a story teller voice.

Your child may be given a 'blending sheet' instead of a Read Write Inc. book, if they are in the early stages of reading.

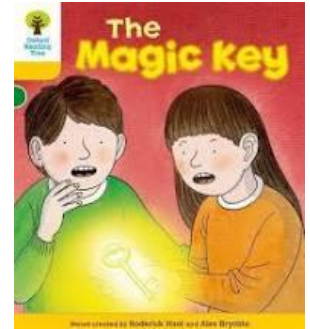


RWI Reading book - Blending sheet 1



Colour Banded Reading Books

- We also send home a 'colour banded' book. This uses the school system for levelling books.
- This is to expose them to different types of texts and stories. It also encourages children to use picture clues, context and sight reading when exploring a book.
- Some stories have no words. Some have repeated phrases, some have more difficult words. You can read this story to them.
- Take it in turns to read pages, sentences and words so you can enjoy the story together and build a love of reading.



The Book Band chart shows the expected level of Book Band progression throughout primary school.

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6+
Lilac								
Pink								
Red								
Yellow								
Blue								
Green								
Orange								
Turquoise								
Purple								
Gold								
White								
Lime								
Brown								
Grey								
Dark Blue								
Burgundy								
Black								

Oxford Owl

- You can access free e-books on Oxford Owl's website: <https://www.oxfordowl.co.uk/for-pupils/pupil-home>
- Username: BlissClass1
- Password: BlissClass1



All children love to learn each new sound and they are very enthusiastic about reciting the 'speed sounds' every day.

Once the children have learnt all of the sounds and they begin to blend and decode words, it always amazes me how rapidly the children progress, not only in their reading but also in their writing and spelling.

Please come and see me or Mrs Newton, or contact the office if you have any questions.

Thank you



The Bliss Charity

Primary School

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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 
ck  Tick tick clock				

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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
a-e  make a cake	i-e  nice smile	o-e  phone home	u-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
au  Paul the astronaut	e-e  Go Pety and Sheryl!	ue  Come to the rescue!	ie  Terrible 1st!	ph  Take a photo
wh  Whisk, whisk	kn  Knock knock, who's there?			