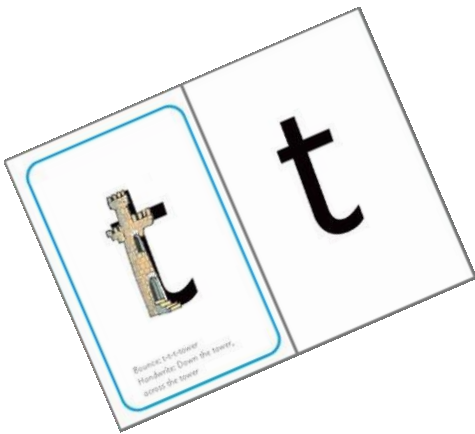


# Supporting your child with phonics...

## Information for Parents about Read Write Inc Set 1 and 2 Speed Sounds



*Working Together-Striving for Excellence*

The information in this booklet will explain the phonics teaching that your child will receive daily at school during their time in Reception and year 1.

It also provides information on how you can help support their phonic development at home.

If you need clarification or would like to know more about our phonics teaching, please make an appointment to speak to Miss Pantoll (Reception Class teacher) or Miss Lewis (Phonics Lead).

Thank you for your continued support,



The information written in this pamphlet 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/)

Before your child can start their RWI journey, s/he needs to be able to:

- Distinguish between sounds in the environment, e.g. a car horn, animal noises.
- Blend together sounds you say, for example 'c-a-t' and the child would blend 'cat'
- Recognise letters have meaning.

**At the start of every phonics lesson the children will complete a speed sounds session**

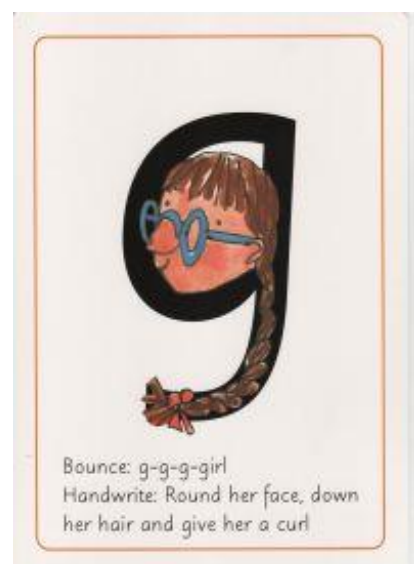
### **What are speed sounds?**

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

During reception your child will be taught each letter, they will learn the letter name, phoneme(sound) and how to write it.. They will then learn how to blend sounds together to read words independently e.g. p-i-n → pin.

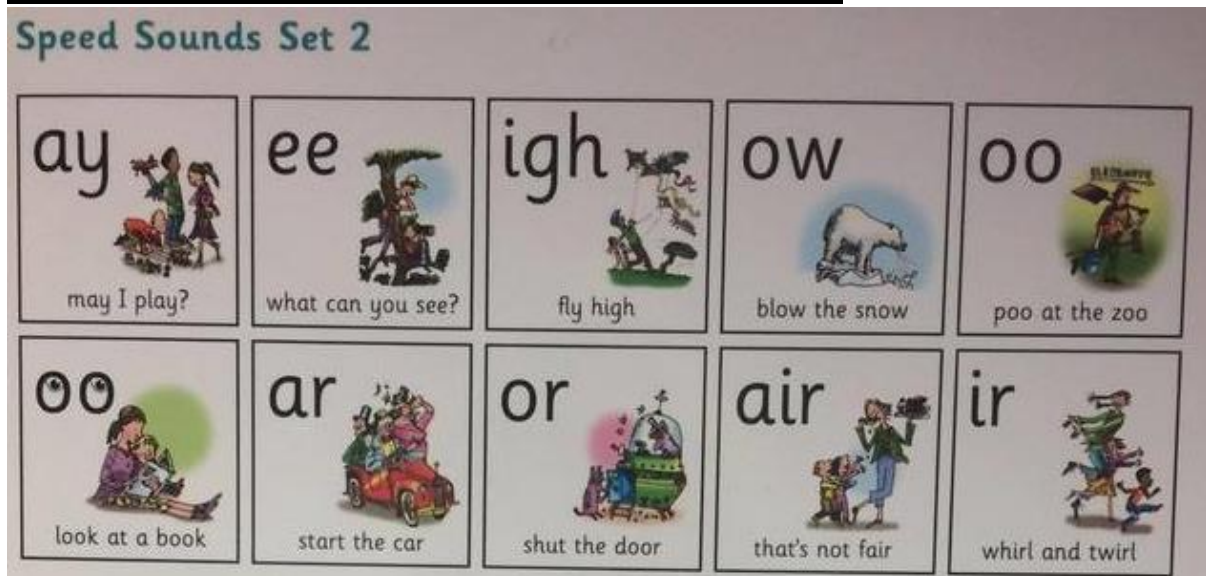
### **Speed Sounds Set 1 (taught in reception)**

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



## Speed Sounds Set 2

(taught in reception and revised in year 1)



Each set 2 sound is known as a 'special friend' this is where two letters go together to make one sound (a digraph). Each of the special friends has a rhyme (ditty) to go with it. For example the word contains the 'ay' sound so it will be sounded out as 'p-l-ay'... 'ay' are special friends.

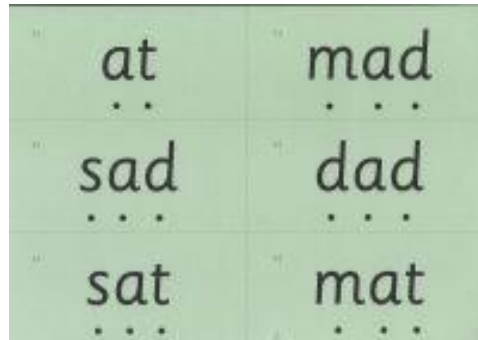
## Speed sounds set 3 (taught in year 1)

When in year one the children will move on to alternative digraphs. For example they will learn the digraph 'ai' and 'a-e' as an alternative to the 'ay' digraph learnt in set 2.



### What are 'green' words?

Every speed sound has a list of green words linked to it, so your child can Fred talk (sound out) and sound blend words containing the new speed sound they have just learnt.

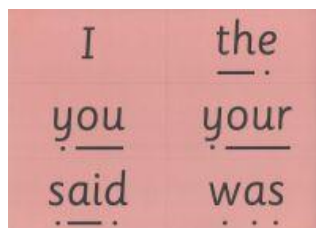


The dots under each letter remind children to sound each individual sound first, then blend them to say the word.

### What are 'red' words?

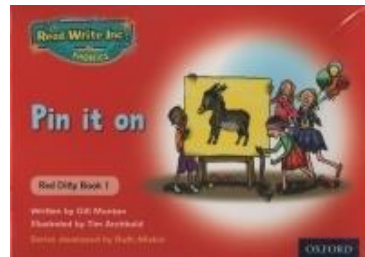
They can be thought of as the tricky words because you can't 'sound them out' to read them. These words are common words that appear often in reading and need to be learnt by sight. We practise these words as part of our daily phonic session.

The lines under groups of letters show they are...“special friends”, they make one sound together.



## Reading Books

When your child knows enough sounds and is able to blend these sounds into words, they will begin to read books. At school, we have books that are part of the RWI programme and your child will start by reading the red 'ditty' books.



As they progress with reading, they will move through the other colour banded books in the Read Write Inc. scheme. The coloured books relate to where the children are with regards to their speed sound knowledge and how well they are able to segment and blend words.

## Activities to do at home together.

You will need a pack of Set 1 Speed Sound cards (see resources for home). Alternatively you can make a set of cards together.

When you practise the Speed Sounds, you either have to stretch or bounce it.

**Practising the stretchy speed sounds e.g. m**



- look at the picture side - stretch *mmmmountain*
- stretch the sound and say the phrase *Maisie, mountain, mountain.*
- repeat the phrase *mmmmountain. Maisie, mountain, mountain*
- look at the letter side - say *m* (as sound)

## Practising the bouncy speed sounds e.g t

- look at the picture side - bounce the sound and say t-t-t
- bounce the sound and say the phrase *t-t-t, Down the tower, across the tower*
- repeat the phrase *t, Down the tower, across the tower*
- look at the letter side - say *t (as sound)*

### Home learning

We will send home different home learning activities linked to RWI to support your child with their phonics.

### Writing Letters

Here is a list of the letter sounds and their rhymes to support letter formation:

a- Round the apple down the leaf  
(apple)

b -Down the laces to the heel, round the toe (Boot)

c- Curl around the caterpillar (caterpillar)

d- Round his bottom up his tall neck and down to his feet (dinosaur)

e -Lift off the top and scoop out the egg (egg)

f -Down the stem, and draw the leaves (flower)

g -Round her face down her hair and give her a curl (girl)

h- Down the head to the hooves and over his back (horse)

i- Down his body, and dot for his head (insect)

Rhymes for letter formation - taken from Read Write Inc.

a a Around the apple and round the leaf.	b b Down the laces to the heel and around the toe.	c c Curl around the caterpillar.	d d Around the dinosaur's bottom, up his tall neck & down to his feet.	e e Lift off the top and scoop out the egg.	f f Down the stem and draw the leaves.
g g Around the girl's face, down her hair and give her a curl.	h h Down the head, to his hooves and over his back.	i i Down the body and dot for the head.	j j Down his body, curl, dot for his head.	k k Down the kangaroo's body tail and leg.	l l Down the long leg.
m m Down Middle, mountains, mountains.	n n Down Nobby and over his feet.	o o All around the orange.	p p Down the pirate's pants and around his face.	qu qu Round her head, up and her body, down her hair, and flick.	r r Down the robot's back and curl over his arm.
s s Slither down the snake.	t t Down the tower, across the tower.	u u Down and under, up to the top and draw the puddle.	v v Down a wing, up a wing.	w w Down, up, down, up.	x x Down the arm and leg, repeat the other side.
y y Down a horn, up a horn and under head.	z z Zig-zagging.				

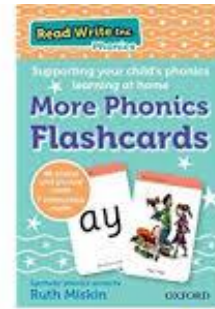
j- Down his body curl and dot (jack-in-the box)  
k- Down the kangaroo's body, tail and leg (kangaroo)  
l -Down the long leg (leg)  
m- Down Maisie, over the mountain over the mountain  
(Maisie and mountains)  
n- Down Nobby, over his net (football net)  
o- All around the orange (orange)  
p -Down his plait and around his head (pirate)  
q- Round her head, up past her earrings and down her  
hair (queen)  
r- Down his back, then curl over his arm (robot)  
s- Slither down the snake (snake)  
t -Down the tower across the tower (castle tower)  
u- Down and under, up to the top and draw the puddle  
(umbrella)  
v- Down a wing, up a wing (vulture)  
w- Down up down up (worm)  
x- Down the arm and leg and repeat the other side  
(Exercise)  
y -Down a horn up a horn and under his head (yak)  
z- Zig-zag-zig (zip)



## Resource for home use

- Read Write Inc. Phonics Flashcards and More Phonics Flashcards

We do not normally recommend buying flashcards for home use. However, we make an exception with these. They are great cards linked to the phonics scheme we use in school. These are available on Amazon.



★★★★★ (227 Reviews)

## Internet

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

A great website that has lots of useful information on it to help you with supporting your child's reading development.

Also check out all the latest phonics ideas on the RWI Facebook page:

[facebook.com/miskin.education](https://www.facebook.com/miskin.education)

Please don't hesitate to come and ask us if you would like some ideas of games you can play together or if you have further questions.