

### Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk



### Helpful Resources

#### Internet

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

[www.oup.com/owed/primary/RWI/forparents](http://www.oup.com/owed/primary/RWI/forparents)

[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com)

Videos - Ruth Miskin Training channel on YouTube

#### Home

If you wish to order a pack of RWI cards with speed sounds, phrases and picture cues these are available online via a variety of different companies.

Each week children will take home list of words to help ready them for the week ahead.

In your welcome pack there is a copy of letter formation and speed sounds with phrases. If you have any queries please ask a member of the team to clarify.

# Supporting your child with phonics

As you may know here at St Georges we work with the Read Write Inc phonics scheme.

The information in the is booklet will explain the phonics teaching that your child receive daily.



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In our Early Years Unit, your child will learn to say the sounds and begin to blend them together to read words. We encourage them to say the 'pure' sound (*phoneme*) which is the smallest unit of sound as they begin which helps when blending in to words later in their development. As they learn the sounds there are illustrations to assist the learning of the written symbol (*grapheme*), these develop from one sound to two or more.

### **Stretchy or bouncy sound?**

We teach the children you have to stretch or bounce the sounds. A *stretchy* sound is 'm' as you press your lips together to say 'mmmmm', it is said with one continuous sound. A *bouncy* sound is a-a-a-apple, it is said with a short gap in between. Eventually the bounce will drop and the sounds with blend together.

### **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'.

### **Speed sounds set 1**

These are the initial sounds children are taught to sound out; m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, v, y, w, th, z, ch, qu, x, ng, nk

### **Speed sounds set 2**

When children are able to recognise and blend set 1 sounds, we progress onto learning their set 2 sounds. There are 12 set 2 'speed sounds', these are sounds made up of two or three letters representing one sound. For example ay as in play and igh as in high. It is important that these sounds are pronounced as one sound. We teach the children when they see these letters together in a word they say it as one and call these 'special friends'. A picture prompt is linked to each speed sound and a short phrase helps them recall the link between the two letters.

### **Set 3 Sounds**

Once children are confident with set 2 sounds they develop on to set 3. When learning set 3 speed sounds, the children are taught that there are more ways in which the same sounds are written. For example ee as in tree and ea as in tea. There are 20 set 3 speed sounds, which have two or three sounds but pronounced as one sound. Prompt pictures help the children learn as well as some phrases.

### **Green words**

Every speed sound list has a set of green words that link to it, so children can sound them out. Say the sound and blend together. We use dots to begin with to represent each sound so children can recognise the individual sounds, then blend together to say the word. For example m-a-t =mat, s-a-d=sad

### **Red words**

Red words are tricky words that can not be sounded out. These are often words that appear regularly and need to be learnt by sight as they do not follow the rule, we practise these words during the daily sound sessions.

For example: I, you, the, said, was

### **Fred frog**

Fred is a visual aid which helps children speak in the decoding way that is the same as Fred. We ask children to use Fred talk and Fred fingers to identify each sound before blending them together. These helps them focus on sounds before blending them.