

LIMITLESS POTENTIAL
EMBRACE DIFFERENCE



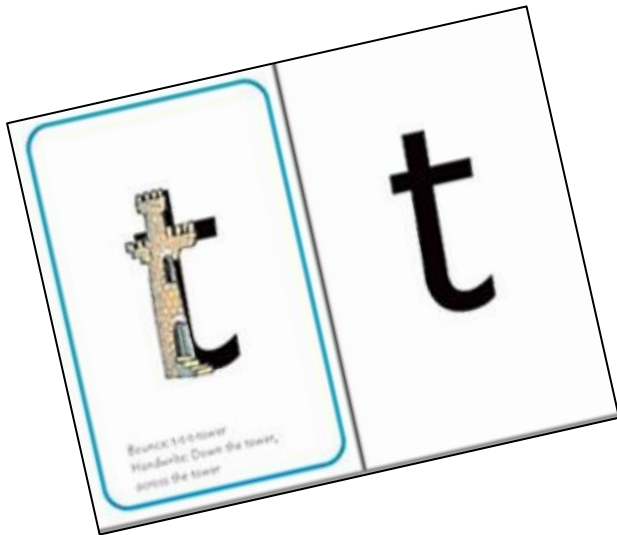
Hazlewood
Community Primary School

IGNITE PASSION

FOUNDATION STAGE PHONICS

GUIDANCE FOR PARENTS

SET 1 SPEED SOUNDS



The



information in this booklet will explain the phonics teaching that your son / daughter will receive daily at school during their time in Reception.

It also provides information on how you can help support your son's / daughter's phonics development at home.

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

www.oxfordowl.co.uk

www.oup.com/oxed/primary/rwi/forparents/

Before your son/ daughter can start to read, s/he needs to learn to:

- 1) Say the sound that is represented by each letter or groups of letters. These are called 'Speed sounds'.
- 2) blend the sounds together in a word to read it e.g. c-a-t – cat. This is called 'sound-blending'.

What are speed sounds?

In Read Write Inc phonics, the individual sounds are called 'speed sounds' – because we want your son/daughter to read them effortlessly. In Reception your son/daughter will begin by learning set 1 sounds then, once secure, they will move on to set 2 sounds.

Speed Sounds Set 1

To begin with we learn one sound a day and we use pure sounds so that your son/daughter will be able to blend the sounds into words more easily.

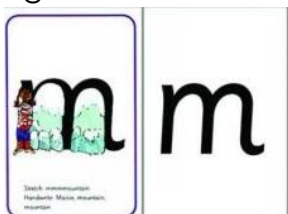
Go to <http://www.oxfordowl.co.uk/> for Ruth Miskin's 10 top tips for getting started with phonics. Tip 1 – shows you how to say the sounds correctly. The other tips are very useful as well.

Set 1 sounds are taught in the following order:

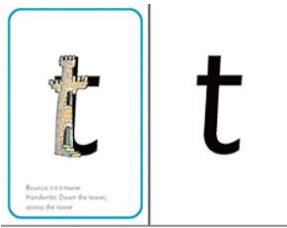
**m a s d t, i n p g o, c k u b, f e l h sh, r j v y w, th
z ch qu x ng nk**

Letter-sound pictures are used to help your son/daughter learn these sounds quickly.

e.g. mmmountain is morphed into m



t-t-t-tower is morphed into t



When teaching a speed sound we either have to 'stretch' or 'bounce' it.

These first sounds should all be stretched slightly. Try to avoid saying uh after each one. E.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

mmm –(keep lips pressed together hard)

ssss – (keep teeth together and hiss – unvoiced)

nnnn – (keep tongue behind teeth)

fff – (keep teeth on bottom lip and force air out sharply – unvoiced)

llll – (keep pointed curled tongue behind teeth).

rrrr –(say rrr as if you are growling)

vvvv – (keep teeth on bottom lip and force air out gently)

zzzzz – (keep teeth together and make a buzzing sound)

thhhh – (stick out tongue and breathe out sharply)

shhhh – (make a shhh noise as though you are telling somebody to be quiet!)

nnnnng –(curl your tongue at the back of your throat)

nnnk – I think I stink (make a piggy oink noise without the oi! nk nk nk)

These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound:

t – (tick tongue behind the teeth)

p - (make distinctive p with lips – letting a puff of air through lips)

k – (make sharp click at back of throat)

c - (make sharp click at back of throat)

h - (say h as you breathe sharply out)

ch - (make a short sneezing sound)

x – (say a sharp c and add s)

You will find it harder to avoid saying 'uh' at the end of these sounds.

d – (tap tongue behind the teeth)

g – (make soft sound in throat)

b – (make a short, strong b with lips)

j – (push lips forward)

y – (keep edges of tongue against teeth)

w – (keep lips tightly pursed)

qu – (keep lips pursed as you say cw)

The short vowels should be kept short and sharp:

a: a-a-a (open mouth wide as if to take a bite of an apple)

e: e-e-e (release mouth slightly from a position)

i: i-i-i (make a sharp sound at the back of the throat – smile)

o: o-o-o (push out lips; make the mouth into o shape)

u: u-u-u (make a sound in the throat)

How to practise Set 1 Speed Sounds

When you practise your son's/daughter's Set 1 'speed sounds', you either have to stretch or bounce them (see above for details).

Example of how to practise the stretchy speed sound e.g. m

- Show the picture side of the card 'm'. Say mmmountain & ask your son/daughter to repeat it.
- Hold up the sound and stretch mmmm as you press your lips together. Ask your son/daughter to do the same.
- Show your son/daughter both sides and ask him/her to say either mmm or mmmountain, depending on which side you show.

Example of how to practise the bouncy speed sound e.g. a

- Sing & bounce a-a-a a. Ask your son/daughter to do the same.
- Show the picture side of the card 'a'. Say a-a-a-apple and ask your son/daughter to repeat it.
- Show the letter side. Say a (sound not the letter name). Ask your son/daughter to repeat a.
- Show your son/daughter both sides and ask him/her to say either a or a-apple, depending on which side you show.

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

How to practise Sound-blending

Sound-blending 1

Your son/daughter will be ready to blend sounds together to read words once s/he has 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 sounds.

Repeat a few times saying the sounds more quickly and then the word, with your son/daughter. Example: m-a-t - mat s-a-d - sad

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. Then say mat. Ask your son/daughter to do the same. Then put the cards back with the other cards (s and d) and ask your son/daughter to use the cards to spell the word: mat - m-a-t - mat. Keep repeating:

“mat – m - a – t - mat”

until they can put the m-a-t cards together. Now ask your son/daughter to ‘sound out’ the word and read the word by blending the sounds again. Repeat with: mad, sad, dad, sat, at.

Explain to your son/daughter that in order to read words s/he needs to practise saying each sound in a word and blending the sounds together.

What are green words?

‘Green words’ are words which your son/daughter will be able to ‘go ahead’ and read as they are made up of the speed sounds that s/he will have learnt.

Below is a list of ‘Green words’. They are called Green words because your son/daughter should now be able to ‘go ahead’ and read them, having learnt all the sounds in them and how to sound-blend them.

For each of the words, ask your son/daughter first to ‘sound out’ the word and then to blend the sounds together, e.g. m-a-t - mat.

mat dad mad Sad at Sat

Once your son/daughter is confident with Sound-blending these words begin to encourage them to ‘Fred in your head’ where they have to think the sounds in their head then say the whole word aloud.

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 son/daughter to read the words in your resources pack.

For each of the words, ask your son/daughter first to 'sound out' the word and then to blend the sounds together, e.g. p-i-n - pin.

in on it an and pin got

dog sit tip pan gap dig top

Once your son/daughter 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 now have 14 sounds). Follow the blueprint instructions for teaching sound-blending 1. Using the cards, practise: cat, cot, can, cup, bin, kit, up. Then ask your son/daughter to read the words below.

For each of the words, ask your son/daughter first to 'sound out' the word and then to blend the sounds together, e.g. k-i-ck - kick.

bin cat cot can kit mud

up cup bad back kick

Once your son/daughter 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 son/daughter to read the words below. For each of the words, ask your son/daughter first to 'sound out' the word and then to blend the sounds together, e.g. f-i-sh - fish.

met set fan fun fat lip log

let had hit hen ship shop fish

Once your son/daughter 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 son/daughter to read the words below. For each of the words, ask your son/daughter first to 'sound out' the word and then to blend the sounds together, e.g. w-e-t - wet.

red run rat jog yet jam vet

yap yes yum web win wish wet

Once your son/daughter 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 son/daughter to read the words below. For each of the words, ask your son/daughter first to 'sound out' the word and then to blend the sounds together, e.g. th-i-ng - thing.

Thin thick this zap zip chin

chop chat quiz quit fox sing

bang thing wink

We hope that with this information pack, all the resources and the parents phonics session at school, that you will be confident in helping your child with their phonics learning and reading their books.

However, if you have any questions or need anything else explaining then please do not hesitate in speaking to one of the reception team.

Thank you again for your continuous support.

Mrs Underwood,
Miss Rutter
Mrs Wood