



# Daresbury's Phonics Guidance for Parents



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

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

<http://www.oxfordowl.co.uk/>

Click on this link and scroll down to Ruth Miskin's 10 top tips for getting started with phonics. She will help you with tips on how to support your child with reading.

If you need clarification or would like to know more about our phonics teaching, please make an appointment to speak to Miss Reynolds.

Thank you for your continued support.

The information written in this booklet 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 to read, they need to learn to:

- Say the sound that is represented by each letter or groups of letters. These are called 'Speed sounds'.
- How to 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 child to read them effortlessly.

### What are 'speed sounds' Set 1, Set 2 and Set 3?

Set 1: In this group, your child will learn the sounds below by sight. They will also learn how to blend them together to read words

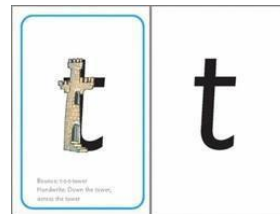
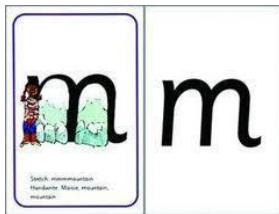
e.g. c-a-t, cat.

### Speed Sounds Set 1

To begin with 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.

Letter-sound pictures are used to help your child learn these sounds quickly.

e.g. m-maisie mmmountain is morphed into m      t-t-t-tower is morphed into t



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

Once they have learnt the first 5 sounds we teach them to blend them. When we say words in pure sounds we call it 'Fred Talk'. E.g. p-a-n, c-l-a-p.

### **We only use letter names from year 2.**

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.

**m** – mmmmmountain (keep lips pressed together hard)

**s** – ssssnake (keep teeth together and hiss – unvoiced)

**n** – nnnnet (keep tongue behind teeth)

**f** – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

**l** – llllleg (keep pointed curled tongue behind teeth).

**r** – rrrrrrobot (say rrr as if you are growling)

**v** – vvvvvulture (keep teeth on bottom lip and force air out gently)

**z** – zzzzzzig zzzzzag (keep teeth together and make a buzzing sound)

**th** – thhhhank you (stick out tongue and breathe out sharply)

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

**ng** – thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)

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



### 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.

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

in                  on  
an                  and

Once your child 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 child first to 'sound out' the word and then to blend the sounds together, e.g. k-i-ck, kick.

Once your child 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 child to read the words below.

For each of the words, ask your child first to 'sound out' the word and then to blend the sounds together, e.g. f-i-sh, fish.

shop                  fish

Once your child 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 child to read the words below.

For each of the words, ask your child first to 'sound out' the word and then to blend the sounds together, e.g. w-e-t, wet.

Once your child 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 child to read the words below.

For each of the words, ask your child first to 'sound out' the word and then to blend the sounds together, e.g. th-i-ng, thing.

bang                  thing                  wink

While learning to read, it is really important that they also hear stories being read to them. Listening to stories is vital for children to understand texts and also for their enjoyment.