

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.

Before your child can start to read, they need to learn to:

- Say the sound that is represented by each letter or groups ofletters. 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?

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

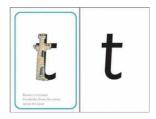
e.g. c-a-t, cat.

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. mmaisie 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 q o, c k u b, f e l h sh, r j v y w, th z ch qu x nq 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** mmmmmmountain (keep lips pressed together hard)
- **s** sssssnake (keep teeth together and hiss unvoiced)
- **n** nnnnnet (keep tongue behind teeth)
- **f** ffffflower (keep teeth on bottom lip and force air out sharply unvoiced)
- I IIIIeg (keep pointed curled tongue behind teeth).
- **r** rrrrrobot (say rrr as if you are growling)
- **v** vvvvvvulture (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 strinnnngg (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)

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 – unvoiced)

p - (make distinctive p with lips – unvoiced)

k – (make sharp click at back of throat)

c - as above

h – (say h as you breathe sharply out – unvoiced)

ch - (make a short sneezing sound)

 \mathbf{x} – (say a sharp c and add s – unvoiced)

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 – unvoiced)

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)

Speed Sounds Sets 2 and 3: The long vowels

Once your child knows all Set 1 sounds by sight and sound and uses them to blend to read words, we start teaching Set 2 initially and then Set 3 long vowel sounds. Your child will need to learn that most vowel sounds have more than one spelling.

How to practise Sound-blending

Sound-blending 1

Your child will be ready to blend sounds together to read words once they have 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 child. 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 child to do the same.

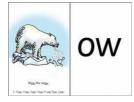
Then put the cards back with the other cards (s and d) and ask your child to use the cards to spell the word mat.

Now ask your child to 'sound out' the word and read the word by blending again. Repeat with: mad, sad, dad, sat, at. Explain to your child that in order to read words they needs to practise saying each sound in a word and blending the sounds together. For each of the words, ask your child first to 'sound out' the word and then to blend the sounds together, e.g. m-a-t, mat.

Once your child is confident with Sound-blending 1 you can move onto Sound-blending 2.







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 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 nowhave 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. fish, fish.

shop fish

Once your child is confident with Sound-blending 5 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 nowhave 24 sounds). Follow the blueprint instructions for teaching sound-blending 1. Using the cards, practise: red, jet, yum, wish, vet, rat. Then ask your childto 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.

ba<u>nq</u> <u>thing</u> wi<u>nk</u>

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.