

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).



Sets 2

Set 2 'Set 2' refers to the long vowel sounds. All of these sounds are 'stretchy' sounds

ay ee igh ow oo oo ar or air ir ou oy



OW


- ay – may I play
- ee – what can you see
- igh – fly high
- ow – blow the snow
- oo – poo at the zoo
- oo – look at a book
- ar – start the car
- or – shut the door
- air – that's not fair
- ir – whirl and twirl
- ou - shout it out
- oy - toy for a boy

Sets 3

'Set 3' mostly refers to the alternative spellings of vowel sounds. There are also some additional sounds within Set 3, such as 'ti' and 'ci', within tion and tious/cious.

ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion

- ea – cup of tea
- oi – spoil the boy
- a-e – make a cake
- i-e – nice smile
- o-e – phone home
- u-e – huge brute
- aw – yawn at dawn
- are – care and share
- ur – nurse with a purse
- er – better letter
- ow – brown cow
- ai – snail in the rain
- oa – goat in a boat
- ew – chew the stew
- ire – fire fire
- ear – what can you hear
- ure – sure it's pure
- tion – attention it's a celebration
- tious/cious – scrumptious delicious



a-e

St. Christopher's Catholic Primary School



Writing in our school

Read Write Inc

What is Read Write Inc? Read Write Inc (RWI) is a phonics programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. RWI was developed by Ruth Miskin and more information on this can be found at <https://www.ruthmiskin.com/en/find-out-more/parents/>

Reading

The children:

learn 44 sounds and the corresponding letters/letter groups using simple picture prompts

learn to read words using Fred talk and sound blending

read from a range of storybooks matched to their phonic knowledge

work well with partners

develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases

learn to write words by using Fred fingers

learn to build sentences by practising sentences out loud before they write

Talking

The children work in pairs so that they:

answer every question

practise every activity with their partner

take turns in talking and reading to each other

develop ambitious vocabulary

Speed Sound Set 1

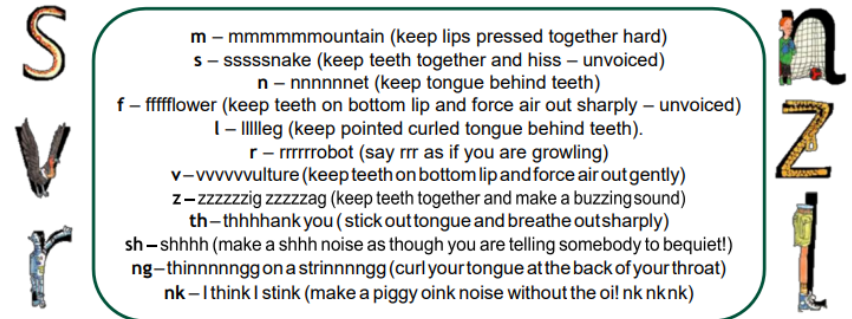
We use pure sounds so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who can do this beautifully! When we say words in sounds we call it 'Fred Talk'. E.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.

Please do not use letter names at this early stage.

Set 1 Sounds are taught in the following order:

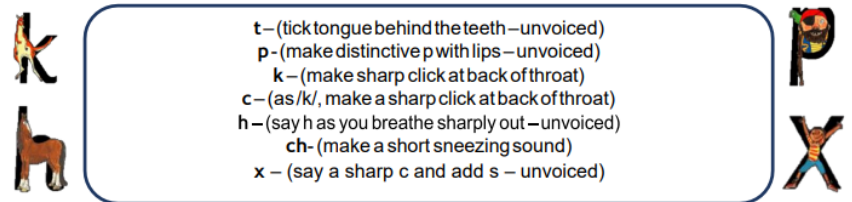
m a s d t i n p g o c k u b f e l h sh r j v y w th z ch q u x ng nk

This means that children can quickly (after the first 5 sounds) start applying their sound knowledge to word-level work (reading and spelling). The following Set 1 Sounds are all 'stretchy' sounds and should be elongated when introduced. Try to avoid saying 'uh' (the schwa) after each one. e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.



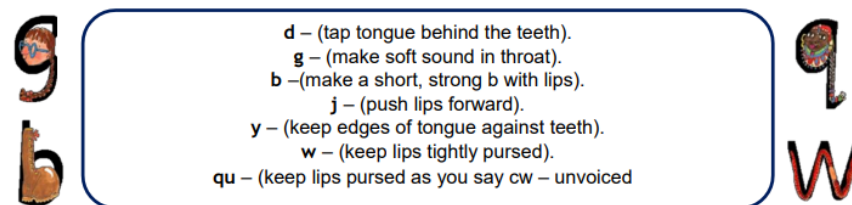
m – mmmmmountain (keep lips pressed together hard)
s – ssssssnake (keep teeth together and hiss – unvoiced)
n – nnnnnnet (keep tongue behind teeth)
f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)
l – lllllleg (keep pointed curled tongue behind teeth).
r – rrrrrrobot (say 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 – thinnnnng on a strinnngg (curl your tongue at the back of your throat)
nk – I think I stink (make a piggy oink noise without the oi! nk nk)

These next sounds are 'bouncy' sounds. 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 /k/, make a sharp click at back of throat)
h – (say h as you breathe sharply out – unvoiced)
ch – (make a short sneezing sound)
x – (say a sharp c and add s – unvoiced)

You will find it harder to avoid saying 'uh' at the end of these sounds, so keep the sound as short as possible.



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)