

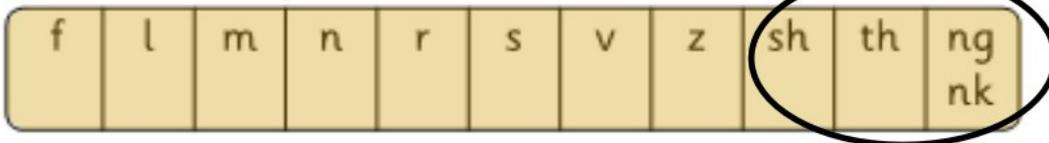


Blue Coat C.E Infant School



Speed Sounds Set 1

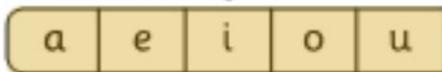
Consonant sounds – stretchy



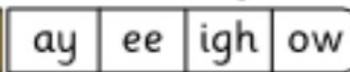
Consonant sounds – bouncy



Vowel sounds – bouncy



Vowel sounds – stretchy



In Reception, your child will work hard to learn the Set 1 sounds and how to read and write words with these sounds. These are the shaded sounds above. The circled sounds are called digraphs or ‘special friends’.





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What can I do to help at home?

1. Use pure sounds rather than letter names.
2. Teach the picture names eg mountain, dinosaur.
3. Practise reading sounds speedily.
4. Use the handwriting phrases to practise writing.
5. Share stories and talk about them with your child at home.

Watch video tutorials on the Ruth Miskin website to help you to understand more about Phonics, Read Write Inc. and how to practise

reading

Online resources available

Ruth Miskin Parents' Page:

<https://www.ruthmiskin.com/parents/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

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



Read Write Inc.
Phonics

How to say the sounds





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What can I do to help at home?

Fred Games

Speaking like Fred helps children to understand that words are made up of sounds. Use Fred Talk throughout the day to help children practise blending sounds together.

Fred says...

Say: Fred says put your hands on your h-e-d. Ask children to repeat. Pause to allow children to jump in with the whole word and do the action.

Say: h-e-d, hed. Ask children to repeat.

Repeat with: b-a-k, t-u-m, l-e-g, h-a-n-d, f-u-t, n-ee, r-u-n, s-k-i-p, h-o-p, s-t-o-p

Fred I spy

Say: Fred says 'I spy something r-e-d' Ask children to repeat. Pause to allow children to 'jump-in' with the whole word and point to something red.

Say: r-e-d, red. Ask children to repeat.

Repeat with: b-l-oo, g-r-ee-n, b-l-a-k, b-r-ow-n

Fred's fridge

Milk m-i-l-k, juice -j-oo-s; cream c-r-ee-m; eggs e-g-s; corn c-or-n; grape g-r-ay-p; pear p-air; peas p-ee-z; leek l-ee-k





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What can I do to help at home?

First, get your children to practise reading the sounds. Point to the sounds and get your child to say them at speed. Jump around so you do not always read them in order.

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not





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What can I do to help at home?

How should we use the RWI books that are sent home?

First, get your children to practise reading the sounds. Point to the sounds and get your child to say them at speed. Jump around so you do not always read them in order.

Speed Sounds

Consonants Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng
							s			nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											
	ck											

Each box contains one sound but sometimes more than one grapheme.
Focus graphemes for this story are circled.

After that, get your child to read the story green words they will find in the book. To begin with your child might need to sound these words out using their Fred Talk but encourage them over the few days you have the book to read them with increasing speed.

Story Green Words Ask children to read the words first in Fred Talk and then say the word.

red black fox hat frog clap hen
pup pen sing fish lap

Ask children to read the root first and then the whole word with the suffix.

jump → jumping





What can I do to help at home?

There is a speedy green word grid at the back of all of the books. These are words that the children should be able to read quickly, without sounding the words out. You can do lots of different activities such as timing the children how long it takes them to read them or reading a row or column and if they get a word wrong they have to go back to the start.

Speedy Green Words Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

with	fat	with'
thin	and	on
us	cat	in
dog	sit	and

There is a red word grid at the front of all of the books. These are words that the children should be able to read instantly. You can do lots of different activities such as timing the children how long it takes them to read them or reading a row or column and if they get a word wrong they have to go back to the start.

Red Words Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

the	your	put
I	he	of
my	put	no
the	your	he

Once you have read the story with your child, you can ask them the questions at the back of the book and get them to find the answer in the text.

Questions to talk about Ask children to TYP for each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

p.8	(FF)	What is the fox wearing?
p.10	(FF)	What is the frog doing?
p.12	(FF)	What does the hen look like?
p.13	(FF)	What does the boy have in his lap?



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- Do not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words before he or she reads the story.
- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically. Don't allow your child to struggle too much. Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- Do not ask your child to guess the word by using the pictures.
- Do it all with patience and love!

Glossary

Fred Talk – sounding out the word before reading (blending)

sound-blending – putting sounds together to make a word,
e.g. c-a-t *cat*

special friends – sounds written with more than one letter,
e.g. **sh, ng, qu, ch**

Speed Sounds – the individual sounds that make up words