



Speed Sounds

Set 1

Phonics Guidance for Parents



Before your child can learn to read independently he or she needs to learn to:

- Say the sound that is represented by each letter or group of letters. These are known as *Speed Sounds*.
- Sound out the word e.g. c-a-t, sh-o-p, s-t-r-ee-t. This is *sound blending*.

What are Speed Sounds Set 1?

Set 1:

Learning the sounds below by sight.

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,

They also learn how to blend them together to read words

e.g. c-a-t = cat

Set 2:

Your child will then progress to learning the Set 2 sounds. There are 12 Set 2 'Speed Sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high.

It is important that your child does not pronounce these as 2 or 3 separate sounds.

When your child sees the 'speed sound' letters together in word, he/she must say just one sound for these letters.

These are called '*special friends*'.

When your child learns their Set 2 sounds they will learn:

- The letters that represent a speed sound e.g. ay
- A simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play?

Every 'speed sound' has a list of green words linked to it, so your son/daughter can '*sound out*' (this is **FRED-talk**) and '*sound blend*' words containing the new speed sound they have learnt, such as; s-p-r-ay = spray.

Here are the Set 1 Sounds in order of teaching;

Speed Sounds Set 1

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

How to teach Speed Sounds

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.

Below is a set of tips to help you practise 'pure sounds' with your child:

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 - llllleg (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 - thhhthank 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)

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)

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)

How to practise Set 1 Speed sounds

When you practise your child'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

- Sing and stretch mmmm as you press your lips together. Ask your child to do the same.
- Hold up the picture card. Show the picture of the mouse and say mmmm, and ask your child to say mmmm.
- Show the picture side of the card 'm'. Say mountain & ask your child to repeat it. Write the letter 'm' next to the card, so your child can see that the picture looks like the letter. Show the letter side. Say m (sound not the letter name).
- Ask your child to repeat m.
- Show your child both sides and ask him/her to say either m or mountain, 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 child to do the same.
- Hold up the picture card. Show the picture of the astronaut and say a-a-a-a astronaut, and ask your child to repeat it.
- Show the picture side of the card 'a'. Say a-a-a-apple and ask your child to repeat it. Write the letter 'a' next to the card, so your child can see that the

picture looks like the letter. Show the letter side. Say a (sound not the letter name).

- Ask your child to repeat a.
- Show your child both sides and ask him/her to say either a or apple, depending on which side you show.

Once your child 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 child doesn't become too reliant on it.



What is 'Fred Talk'?

This strategy should be used throughout the day to encourage your child to discriminate between sounds and also to begin the process of blending sounds.

For example;

Shall we have some l-u-n-ch?

What would you like to p-l-ay?

Let's pick up your p-e-n.

By sounding out the words in '**Fred Talk**' your child will be prompted to blend the sounds they hear and build the word. The strategy will help your child to read unfamiliar words by pronouncing each sound in the word one at a time. Your child can start blending sounds into words as soon as they know a small group of letters well.

Reading with 'Fred Talk'

Similarly to using 'Fred Talk' verbally, you can apply this strategy when teaching blending for reading.

For example;

Use each phoneme card to build the word.

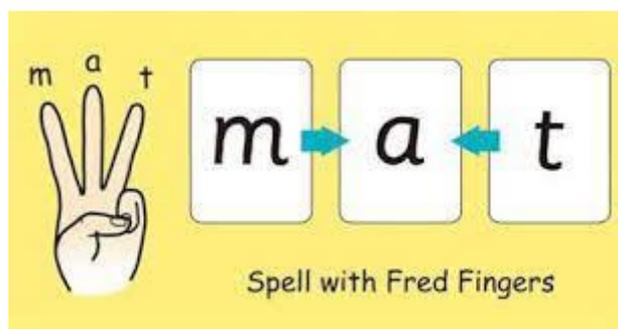


Using 'Fred Fingers'

Hold up the number of fingers for the sounds i.e. m - a - t

Pinch each finger as you say the individual sound m - a - t

Sweep a pointing finger across the three fingers and say the word 'mat'



How to practise Sound-blending Sound-blending 1 - An example

Your child 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.

1. Put the cards m, a, t on the table and push them closer to each other as you say the sounds.
2. 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.
3. 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.
4. 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.
5. Now ask your child to 'sound out' the word and read the word by blending again. Repeat with: mad, sad, dad, sat, at
6. Explain to your child that in order to read words s/he needs to practise saying each sound in a word and blending the sounds together.

Below is a list of '**Green words**'. They are called **Green words** because your child 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 child first to 'sound out' the word and then to blend the sounds together, e.g. m-a-t

mat	Dad
mad	sad
at	sat

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 instructions for teaching sound-blending 1.

Using the cards, practise: dog, dig, pin, pan, on, it, top.

Then ask your child to read the green 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. p-i-n = pin.

in	on	it
an	and	pin
got	dog	sit
tip	pan	gap
	dig	top

Once your child is confident with Sound-blending 2 you can move onto Sound-blending 3. In sound-blending 3 your child will be introduced to 'Special Friends'.

Introducing 'Special Friends'

Special friends are a combination of two or three letters representing one sound, e.g sh, th, ch, qu, nk ng

Sound-blending 3

This time, add c, k, u, b to your pack of sounds (you will now have 14 sounds). Follow the instructions for teaching soundblending 1.

Using the cards, practise: cat, cot, can, cup, bin, kit, up.

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. k-i-ck = kick.

bin	cat	cot
can	kit	mud
up	cup	bad
	<u>back</u>	<u>kick</u>

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 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.

met	set	fan
fun	fat	lip
log	let	had
hit	hen	<u>ship</u>
	<u>shop</u>	<u>fish</u>

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 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.

red

run

rat

jog

yet

jam

vet

yap

yes

yum

web

win

wish

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 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.

thin

thick

this

zap

zip

chin

chop

chat

quiz

quit

fox

sing

bang

thing

wink

Teaching letter formation using Read, Write Inc Set 1 Flashcards

This works best if your child practises for a short time every day.

- 1) Show the picture side and air-write as you say the phrase.
- 2) Ask your child to practise in the air with you.
- 3) Using a sharp pencil and sat at a table, encourage your child to have a go.

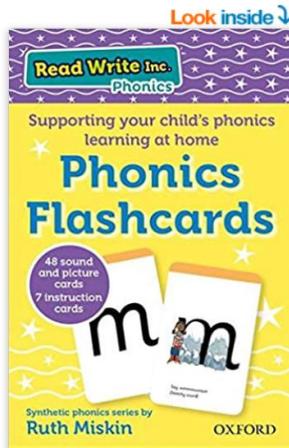
See the document on the next page for the handwriting phrases to help your child to form letters;

RWI phrases – Set 1

<p>m</p>  <p>Down Maisie. Up and over the mountain. Up and over the mountain.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>a</p>  <p>Round the apple, up and down the leaf.</p>	<p>h</p>  <p>Down the horse's leg. Up and over his back. Down to his hoof.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>sh</p>  <p>Shh says the horse to the hissing snake.</p>
<p>d</p>  <p>Round the dinosaur's big bottom. Up his long neck and down to his feet.</p>	<p>r</p>  <p>Down the robot, up and over the robot's arm.</p>
<p>t</p>  <p>Down the tower, across the tower.</p>	<p>j</p>  <p>Down his body curl and dot.</p>
<p>i</p>  <p>Down the insect's body. Dot for the head.</p>	<p>v</p>  <p>Down a wing. Up a wing.</p>
<p>p</p>  <p>Down the pirate's plait and up around his face.</p>	<p>y</p>  <p>Down a horn up a horn and down under his head.</p>
<p>n</p>  <p>Down Nobby, up and over his net.</p>	<p>w</p>  <p>Down up down up.</p>
<p>g</p>  <p>Round the girls face, up and down to give her a curl.</p>	<p>z</p>  <p>Zig-zag-zig.</p>
<p>o</p>  <p>Round the orange.</p>	<p>ch</p>  <p>Choo sneezes the horse as the caterpillar's hairs tickle its nose.</p>
<p>c</p>  <p>Curl around the caterpillar.</p>	<p>th</p>  <p>Th-ank you says the princess to the horse for rescuing her from the tower.</p>
<p>k</p>  <p>Down the kangaroo's body. Up to his tail and down to his leg.</p>	<p>qu</p>  <p>Round the queen's head. Up past her earrings and down her hair.</p>
<p>u</p>  <p>Down and under the umbrella. Up to the top and down to the puddle.</p>	<p>x</p>  <p>Down the arm and leg and repeat the other side.</p>
<p>b</p>  <p>Down the laces, up and around the boot to the heel.</p>	<p>ng</p>  <p>Thing on a string.</p>
<p>f</p>  <p>Down the stem and draw the leaves.</p>	<p>nk</p>  <p>I think I stink.</p>
<p>e</p>  <p>Cut the egg. Around the egg.</p>	

Resources

Read Write Inc. Phonics More Phonics Flashcards



These cards are linked to the resources we use in school.

They retail at £5.99

They are available to order from Amazon.

Take a look at these useful links for guidance:

The following are videos for teachers/parents which demonstrate how RWI Phonics works in school and how it can be used at home to support your child's learning.

<http://www.ruthmiskin.com/en/parents/>

<http://www.ruthmiskin.com/en/resources/parent-tutorial-1-understanding-read-write-inc-phonics/>

<http://www.ruthmiskin.com/en/resources/parent-tutorial-teaching-two-letters-one-sound/>

<http://www.ruthmiskin.com/en/resources/parent-tutorial-independent-blending/>

A great website that has lots of useful information on it to help you with supporting your son's/daughter's maths and reading development:

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

Here you will find top tips on getting started with phonics and getting started with reading.