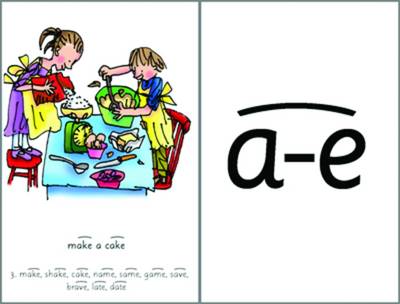
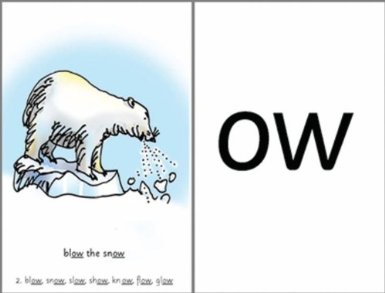


**Supporting your child with phonics…**

**Reception and Key Stage 1**

**Set 1,2 & 3 Speed Sounds**



The information in this booklet will explain the phonics teaching that your child will receive daily at school during their time in Reception, Year 1 and 2.

It also provides information on how you can help support their phonic development at home.

If you need clarification or would like to know more about our phonics teaching, please make an appointment to speak to your child’s teacher or myself.



The information written in this pamphlet 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/)

In Reception, your child will start by learning the sounds below. They also learn how to blend them together to read words e.g. c-a-t 🡪 cat.

Children will learn the sounds in the following order:

**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

**What are speed sounds?**

In Read Write Inc. phonics, the individual sounds are called ‘speed sounds’. This is because we want your child to read them effortlessly, ‘at speed’.

[](http://www.google.co.uk/imgres?q=read+write+inc+phonics&um=1&safe=active&biw=1366&bih=587&hl=en&tbm=isch&tbnid=uFQGVTRKRdHOmM:&imgrefurl=http://www.hillcroft.surrey.sch.uk/page/?pid=18&docid=b9n7m0XOJTz1sM&imgurl=http://www.hillcroft.surrey.sch.uk/_files/images/2012/91D4627C0F340A55A217FCEB41C4109A.png&w=400&h=200&ei=SBovUvnzCoSVhQfqi4GQAQ&zoom=1&iact=hc&vpx=274&vpy=220&dur=543&hovh=159&hovw=318&tx=247&ty=115&page=1&tbnh=144&tbnw=281&start=0&ndsp=22&ved=1t:429,r:2,s:0,i:88)

**Speed Sounds Set 2**

Once your child has mastered the set 1 speed sounds and is able to use these to sound and blend to read words they will progress onto learning their 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* and *igh* as in h*igh*. It is important that your child does not pronounce these as 2 or 3 separate sounds. When they see the ‘speed sound’ letters together in a word, they must say just one sound for these letters, we call these sounds ‘special friends.’

When your child learns Set 2 sounds in school, they will learn:

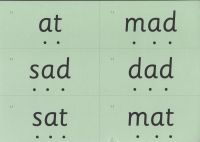
* the letters that represent a speed sound e.g. *ay*
* a simple picture prompt linked to the ‘speed sound’
* a short phrase to say e.g. *may I play*

**Set 2 Sounds ‘special friends’**

|  |
| --- |
| **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 |

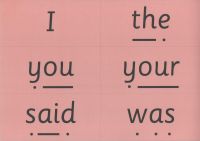
Every speed sound has a list of green words linked to it, so your son/daughter can ‘sound out’ and ‘sound and blend’ words containing the new speed sound they have just learnt, for example s-p-r-ay 🡪 spray.

**Green words**

Every speed sound has a list of green words linked to it, so your child can ‘sound out’ and ‘sound and blend’ words containing the new speed sound they have just learnt, for example s-p-r-ay 🡪 spray.. They look like this:

The dots under each letter is to remind children to sound each individual sound first, then blend them to say the word.

**Red words**

They can be thought of as the tricky words because you can’t ‘sound them out’ to read them. These words are common words that appear often in reading and need to be learnt by sight. We practise these words as part of our daily phonic session.

**Speed Sounds Set 3**

Once your child has mastered set 1 and 2 speed sounds they will learn the Set 3 sounds for **reading** (not spelling).

When learning the Set 3 speed sounds, your child will be taught that there are more ways in which the same sounds are written, e.g. *ee* as in tr*ee* and *ea* as in t*ea*.

There are 20 Set 3 ‘speed sounds’ that are made up of two or three letters which represent just one sound, e.g. *ea* as in t*ea* and *are* as in c*are*. As before, it is important that your child does not pronounce these as 2 or 3 separate sounds.

When your child learns their Set 3 sounds in school they will learn:

* the letters that represent a speed sounds e.g. *oa*
* a simple picture prompt linked to the ‘speed sound’
* a short phrase to say e.g. *goat in a boat*



**Set 3 Sounds**

|  |
| --- |
| **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**: share and care |
| **ur**: purse for a nurse |
| **er**: a better letter |
| **ow**: brown cow |
| **ai**: snail in the rain |
| **oa**: goat in a boat |
| **ew**: chew the stew |
| **ire**: fire fire! |
| **ear**: hear with your ear |
| **ure**: sure it’s pure? |
| **tion:** (celebration) |
| **tious / cious:** (scrumptious / delicious) |
| **e**: he me we she be |

Children will apply their reading schools during RWI phonics lessons by using the RWI reading books.



**Activities to do at home together…**

**Reception**

Learn and practise Set 1 ‘speed sounds’ from the Autumn term. Some children may master these during Reception and will move to Set 2 sounds when ready.

**Year 1**

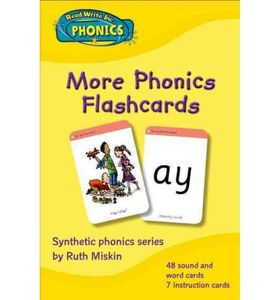
Learn and practise Set 2 ‘speed sounds’ from the Autumn term move to set 3 sounds when ready.

Remember, when you practise the Speed Sounds, you either have to stretch or bounce it.

**Resource for home use**

Read Write Inc. Phonics: Home More Phonics Flashcards

These are great cards linked to the RWI phonics scheme.

[](file:///C:\Users\Whitstone%20Primary\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\HRFX0QU1\ja)

**Internet**

www.oxfordowl.co.uk/

Check your Phonics APP by Pearson Education

<https://www.phonicsplay.co.uk/>

Red Words

|  |  |  |  |
| --- | --- | --- | --- |
| I | to | of | said |
| one | are | was | the |
| son | you | come | your |
| want | love | were | they |
| what | does | call | some |
| do | tall | all | many |
| any | talk | worse | once |
| small | bought | thought | through |
| caught | walk | buy | wear |
| two | great | should | would |
| there | here | where | who |
| watch | whole | anymore | water |
| brother | mother | father | other |
| above | school | could | no |
| many | are | mother | father |
| water | great | above | where |
| someone | walk | whole | anymore |
| water | brother | mother | father |
| other | above | school | could |
| go | me | her | old |
| we | be | so | he |
| by | my | how | over |
| now | saw | why | down |
| she |  |  |  |

**Green Words Set 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1.1 | at | mat | sat | mad | dad | sad |
| 1.2 | gap | pan | top | got | dog | pin |
|  | tip | pig | dig | sit | it | in |
|  | on | and | an |  |  |  |
| 1.3 | up | cup | mud | kit | bed | get |
|  | met | bin | bad | cat | can | cot |
| 1.4 | hen | hit | had | fan | fat | log |
|  | shop | fun | lip | fish | ship | let |
| 1.5 | jet | wet | vet | yes | wish | web |
|  | yet | jam | yap | jog | win | yum |
|  | rat | red | run |  |  |  |
| 1.6 | wing | chin | thick | chop | chat | quit |
|  | quiz | sing | thing | bang | this | thin |
|  | fix | six | zag | zip | fox | box |
| 1.7 | stink | wink | back | skin | slid | slip |
|  | grin | prop | pram | from | clip | gran |
|  | hand | stand | stamp | flop | frog | jump |
|  | black | flag | think | skip | best | trip |
|  | blob | brat | drip | drop | blip | fluff |
|  | dress | huff | mess | test | trap | spit |
|  | stop | spot | strop |  |  |  |

**Green Words Set 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2.1 | play | may | say | day | way | spray |
| 2.2 | see | been | seen | three | green | sleep |
| 2.3 | high | light | bright | night | fright | might |
| 2.4 | blow | low | know | snow | show | slow |
| 2.5 | too | food | moon | zoo | pool | spoon |
| 2.6 | took | book | cook | look | shook | foot |
| 2.7 | car | part | hard | start | star | sharp |
| 2.8 | sort | short | horse | sport | fork | snort |
| 2.9 | fair | hair | chair | stair | air | lair |
| 2.10 | girl | bird | third | whirl | twirl | dirt |
| 2.11 | out | shout | loud | mouth | round | found |
| 2.12 | toy | boy | enjoy |  |  |  |

**Green Words Set 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 3.1 | clean | dream | seat | scream | please |  |
| 3.2 | join | voice | coin |  |  |  |
| 3.3 | make | cake | name | same | late | date |
| 3.4 | smile | white | nice | like | time | hide |
| 3.5 | home | hope | spoke | note | broke | phone |
| 3.6 | rude | brute | June |  |  |  |
| 3.7 | saw | law | dawn | crawl | paw | yawn |
| 3.8 | share | dare | scare | square | bare | care |
| 3.9 | burn | turn | spurt | nurse | purse | hurt |
| 3.10 | never | better | weather | after | proper | corner |
| 3.11 | how | down | brown | cow | town | now |
| 3.12 | paid | train | paint | rain |  |  |
| 3.13 | goat | boat | road | throat | toast | coat |
| 3.14 | chew | new | blew | flew | drew | grew |
| 3.15 | fire | hire | wire | bonfire | inspire | conspire |
| 3.16 | hear | dear | fear | near | year | ear |
| 3.17 | picture | mixture | creature | future | adventure | temperature |
| 3.18 | delicious | suspicious | vicious | scrumptious | precious | ferocious |
|  | tradition | attention | celebration | conversation | congratulation | exploration |