



**Silchester C of E Primary School**  
**Read Write Inc. Phonics**

## Read, Write, Inc. Phonics

Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these into words, then learn to read the same sound with alternative graphemes.

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

- say the sound that is represented by each letter or groups of letters
- sound out the word, e.g. c-a-t, sh-o-p, s-t-r-ee-t

## 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.

In Foundation Class your child will first learn Set 1 ‘speed sounds’ by sight. They also learn how to blend them together to read words e.g. c-a-t cat.

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

## Pronunciation of Set 1 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.

m – mmmmmountain (keep lips pressed together hard)

s – ssssnake (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 – 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 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)

## Set 2

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*. Sounds made up of two letters are known as digraphs and sounds made up of three sounds are known as trigraphs. 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 a word, they must say just one sound for these letters.

When your child learns their 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’ and a short phrase to say e.g. *may I play*

Set 2 Sounds	Short phrase
<i>ay</i>	<i>May I <u>play</u></i>
<i>ee</i>	<i>What can I <u>see</u></i>
<i>igh</i>	<i>Fly <u>high</u></i>
<i>ow</i>	<i>Blow the <u>snow</u></i>
<i>oo</i>	<i>Poo at the <u>zoo</u></i>
<i>oo</i>	<i>Look at a <u>book</u></i>
<i>ar</i>	<i>Start the <u>car</u></i>
<i>or</i>	<i>Shut the <u>door</u></i>
<i>air</i>	<i>That’s not <u>fair</u></i>
<i>ir</i>	<i>Whirl and <u>twirl</u></i>
<i>ou</i>	<i>Shout it <u>out</u></i>
<i>oy</i>	<i>Toy for a <u>boy</u></i>

### Set 3

When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. *ee* as in *tree* and *ea* as in *tea*.

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 *tea*, *ow* as in *cow* and *are* as in *care*. As before, 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 a word, they must say just one sound for these letters. When your child learns their Set 3 sounds in school they will learn:

- the letters that represent a speed sounds e.g. *ea*
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. *cup of tea*

Set 3 Sounds	Short phrase
<i>ea</i>	<i>Cup of <u>tea</u></i>
<i>oi</i>	<i>Spoil the boy</i>
<i>a-e</i>	<i>Make a cake</i>
<i>i-e</i>	<i>Nice smile</i>
<i>o-e</i>	<i>Phone home</i>
<i>u-e</i>	<i>Huge brute</i>
<i>aw</i>	<i>Yawn at <u>dawn</u></i>
<i>are</i>	<i><u>Care</u> and <u>share</u></i>
<i>ur</i>	<i>Nurse with a <u>purse</u></i>
<i>er</i>	<i>A better <u>letter</u></i>
<i>ow</i>	<i>Brown <u>cow</u></i>
<i>ai</i>	<i>Snail in the <u>rain</u></i>
<i>oa</i>	<i>Goat in a <u>boat</u></i>
<i>ew</i>	<i>Chew the <u>stew</u></i>
<i>ire</i>	<i>Fire <u>fire</u></i>
<i>ear</i>	<i>Hear with your <u>ear</u></i>
<i>ure</i>	<i>Sure it's <u>pure</u></i>
<i>tion</i>	<i>(celebration)</i>
<i>tious / cious</i>	<i>(scrumptious / delicious)</i>
<i>e</i>	<i><u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u></i>

Children will be introduced to all Set 1, 2 and 3 sounds in Foundation Class.

## **Year 1 Phonics Screening Test**

By the end of Year 1, your child will be expected to know all Set 1, Set 2 and Set 3 sounds. They will be given a short test where they will be asked to read 40 words containing a range of these sounds. Half of these words will be real words and half will be pseudo words (nonsense words).

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/)