



EYFS

RWI Phonics

Helping at Home



ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

This booklet has been designed for parents to support their children in learning to read.

When learning to read the children will:

- Learn 44 sounds (phonemes) and the corresponding letter/letters groups (graphemes)
- Learn to read words using sound blending.

The activities in this booklet are designed to be used with the speed sound cards published by university press which can be purchased on Amazon (or you can make your own)



Step 1

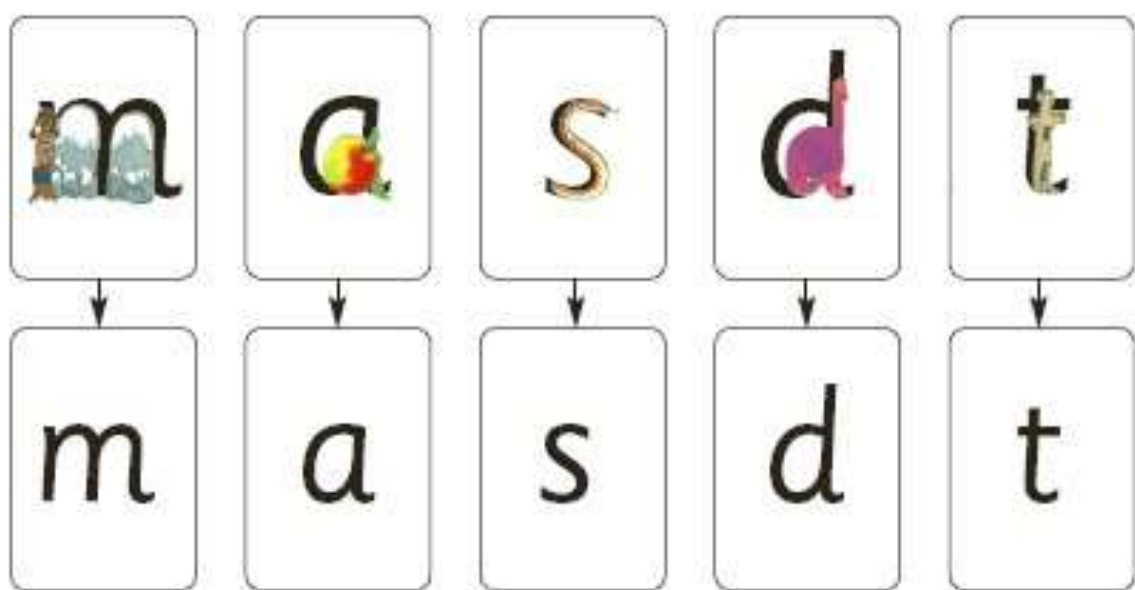
Help your child to learn speed sound set 1

Before you start to teach your child, practice saying the sounds below. These are the sounds we use to speak in English. We always 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.

Your child's class teacher can help you with the pronunciation or watch the pronunciation guide at <http://www.ruthmiskin.com/en/parents/>

Please do not use letter names at this early stage.



These first sounds should all be stretched slightly. Avoid saying "uh" after each one.

e.g. 'mm' not 'muh'

m – mmmmountain (keep lips pressed together)

s – ssssnake (keep teeth together and hiss)

n – nnnnet (keep tongue behind teeth)

f – fffflower (keep teeth on bottom lip)

l – llleg (keep pointed curled tongue behind teeth.)

r – rrrrobot (say rrr as if your growling)

v- vvvvvulture (keep teeth on bottom lip)

z – zzzzig zzzzag (keep teeth together make a buzzing sound.)

th – thhhank you (stick out tongue and breathe out sharply)

sh – shhhh (make a shhh noise as if telling someone to be quiet)

ng – thinning on a strinnng (curl your tongue at the back of your throat)

nk – I think I stink (make a piggy oink without the oi, nk,nk,nk)

These next sounds cannot be stretched. Make the sound as short as possible avoiding 'uh' at the end.

t –(tick tongue behind teeth)

p –(make a distinctive p with lips over teeth)

k –(make a sharp click at the back of the throat)

c – (make a sharp click at the back of the throat as k)

h – (say h as you breathe out sharply.)

ch –(make a short sneezing sound)

x- (say a sharp c and s)

You will find it harder to avoid saying 'uh' at the end of these sounds.

d –(tap tongue behind teeth)

g –(make a soft sound in the throat)

b –(make a short, strong b with lips over teeth)

j – (push lips forward)

y – (keep edges of tongue against teeth.)

w –(keep lips tightly pursed)

qu – (keep lips pursed as you say cw)

x- (say a sharp c and s)

Vowel Sounds

The short vowel sounds should be kept short and sharp:

a – a-a-a (open mouth wide as if taking 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 into o shape)

u – u-u-u (make a sound in throat.)

The long vowel sounds are all stretchy sounds:

ay- ay may I play?

ee – ee what do 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

Use these activities to help your child:

You will need a pack of set 1 speed sound cards.

Before the children read the storybooks, they are taught to read set 1 speed sound cards.

Letter/sound picture cards are used to help the children learn these sounds quickly.

e.g.:

sssssnake is morphed into s.

ddddinosaur is morphed into d.

The children are taught the set 1 speed sound cards 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,qu/x,ng,nk

Please remember children learn more rapidly if they are constantly praised.



Activity 1: Speed Sound cards - picture side

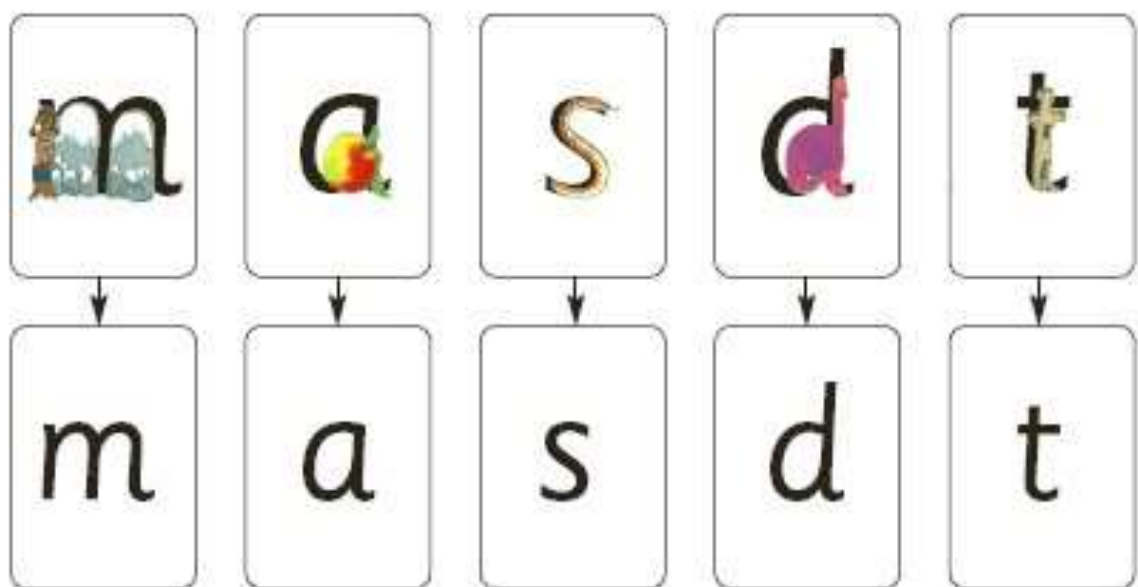
Spread out 5-10 cards, picture side up.

Say the sound for of each picture together.

Ask your child to touch each card repeating the above.

Increase the speed.

Please do not use letter names at this early stage.



Activity 2: Speed sound cards - picture side

Spread out the same 5-10 cards, picture side up.

Say the name of each picture together, but this time bounce or stretch the beginning sound.

(Look on the card to check what to do.)

Ask your child to touch each card repeating the above.

Increase the speed.

Activity 3: Speed sound cards - letter side up

Spread out the same 5-10 cards, letter side up.

Say a sound either bouncing or stretching it.

(Look on the card to check what to do.)

See how quickly your child can point to the corresponding card.

Activity 4: Speed sound cards - letter side

Spread out the same 5-10 cards, letter side up.

Say a sound no bouncing or stretching.

See how quickly your child can point to the card.

Now point to the card and ask your child to say the sound.

Activity 5: Speed sound pack

Ask your child to decide the cards they want to put in a 'Speed Sound' pack (the sounds that they know very well).

Encourage your child to read these at speed, getting quicker and quicker.

Try to increase the number of cards in your 'Speed Sound' pack until your child can read all 31 sounds quickly.

Activity 6: Word Clue

Spread out the same 5-10 cards, letter side up.

Say for example, "monster, mirror, mouth"

Emphasise the first sound.

See how quickly your child can say the first sound and find the card.



Step 2

Help your child learn to read words by sound-blending:

Children learn to read words by blending the letter sounds that are in the speed sound pack. Help the children to say the pure sounds, as quickly as they can, and then blend the sounds together to say the whole word.

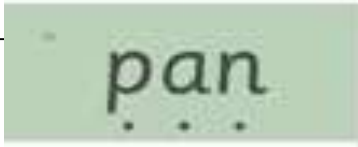
We call this 'Fred Talk' e.g. l-e-g, b-a-ck, h-ea-d, p-e-n, c-u-p, g-r-ee-n

Make sure that children can read the speed sound cards before you attempt to sound-blend a word.

Choose 3 cards from the speed sound pack that will make up a 3-sound word.

Muddle the cards and point to these sounds in and out of order to check these can be read at speed.

Put the cards in order and practice reading the sounds quickly until your child can work out the word.



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Step 3

Help your child to read the Ditties (red books)

Children use sound-blending 'Fred Talk' to read short Ditties. They will bring these home.

Ask the children to read the sounds at the top of the page, the word list and then the short text. If they hesitate ask them to use 'Fred Talk' to read the word.



Step 4

Help your child to read storybooks

Once the children can read the first set of speed sounds and can read the Ditties (red books), they will start to bring home storybooks. The storybooks have been written by Gill Munton, a talented and experienced author. The language is natural and fluent and each story has a clear shape. The storybooks will be brought home once the children have completed all the work associated with this book in class. They will know this book very well and should not find it difficult. There are instructions in every book for you to follow and remember to:

Always praise your child!



Speed sound set 2 and 3: The Long Vowels

Once children have started to read the green story books they will begin to learn more speed sounds.

You will need a set of Set 2 and 3 speed sound cards.



Most vowel sounds have more than one spelling.

Example lesson:

Introduce the picture side of the card e.g.: May I Play?

Say: This is a picture of children playing. They are saying: ay, may I play?

Say the words listed on the back.

Ask your child to repeat the words and say 'ay' after each word.

Show the other side of the card. Say the sound 'ay'.

Keep turning the card over saying:

"ay, may I play?" on the picture side and "ay" on the other side.

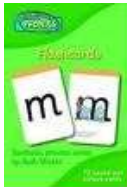
As you teach more sounds put the sounds you have taught in a speed sound pack, along with the others from speed set 1.

See how quickly your child can read the cards. Get quicker and quicker. Write some of the words from the back of the cards on paper. Ask your child to read the words in 'Fred Talk' then read the whole word.

Long Vowel Sounds	Set 2 Speed Sounds (Teach These First)	Set 3 Speed Sounds	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see?	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	oa: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair.	are: care and share	
ir	ir: whirl and twirl	ur: purse for a nurse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire! fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure.	

Home Resources you can use:

Speed Sound Cards



Speed sound cards set 1.

32 picture letter sound cards.



Speed sound cards set 2&3.

32 sound-phrase picture cards.

Magnetic Letters



Magnetic letters and a magnetic board.



St. Joseph's Catholic Primary School