

Phonics at Bedford Road Primary School

Phonics is taught daily in school. We follow the *Read, Write Inc.* scheme which sets out a detailed and systematic programme for teaching phonic skills to children, starting by the age of five, with the aim of them becoming fluent readers by age seven.

In the Foundation Stage, children begin by learning the sounds associated with each letter of the alphabet. We use sound cards, word cards, graded reading books and writing activities daily to support this learning.

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. These are called 'Speed sounds'.
- How to blend the sounds together in a word to read it e.g. c-a-t → cat. This is called 'sound-blending'.

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.

What are 'speed sounds' Set 1, Set 2 and Set 3?

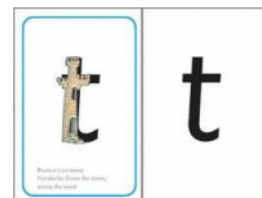
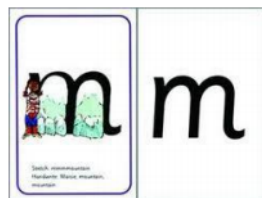
Set 1: In Reception your child will learn the sounds below by sight. They will also learn how to blend them together to read words e.g. c-a-t → cat.

Speed Sounds Set 1

To begin with we learn a sound a day. We use pure sounds so that your child will be able to blend the sounds into words more easily.

Letter-sound pictures are used to help your child learn these sounds quickly.

e.g. mmaisie mmmountain is morphed into m t-t-t-tower is morphed into t



Set 1 sounds are taught in the following order:

m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k

Once they have learnt the first 5 sounds we teach them to blend them. When we say words in pure sounds we call it 'Fred Talk'. E.g. m-a-t, s-a-d.

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

Scroll down to Ruth Miskin's 10 top tips for getting started with phonics. Click on this and she will help you with tips on how to support your child with reading. Tip 1 – shows you how to say the sounds correctly. The other tips are very useful as well.

Speed Sounds Sets 2 and 3: The long vowels

Once your child knows all Set 1 sounds by sight and sound and uses them to blend to read words, we start teaching Set 2 initially and then Set 3 long vowel sounds. Your child will need to learn that most vowel sounds have more than one spelling and Read Write Inc lessons continue in Year 1 and 2.



How to practise sounding out and segmenting words

Word Time 1

Your child will be ready to blend sounds together to read words once they have learnt the first set of sounds: m, a, s, d, t and can say them in and out of order at speed.

Put the cards m, a, t on the table and push them closer to each other as you say the sounds. Point to each card as you say the sounds.

Repeat a few times saying the sounds more quickly and then the word, with your child.

Repeat with: mat, at, mad, sad, dad, sat

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. Then put the cards back with the other cards (s and d) and ask your child to use the cards to spell the word mat.

Now ask your child to 'sound out' the word and read the word by blending again.

Repeat with: mat, at, mad, sad, dad, sat

Explain to your child that in order to read words they need to practise saying each sound in a word and blending the sounds together.

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.

mat dad mad sad at sat

Once your child is consistent with Word Time 1 we will send home the next sounds for Word Time 2.

Word Time 2

This time i, n, p, g, o will be added to your child's pack of sounds (you will now have 10 sounds). Follow the blueprint instructions for teaching Word Time 1. Using the cards, practise: dog, dig, pin, pan, on, it, top. 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. p-i-n → pin.

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

Once your child is consistent with Word Time 2 we will send home the next sounds for Word Time 3.

Word Time 3

This time c, k, u, b will be added to your child's pack of sounds (you will now have 14 sounds). Follow the blueprint instructions for teaching Word Time 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-t kit.

Using the cards, practise:

bin cat cot can kit mud up cup bad

Once your child is consistent with Word Time 3 we will send home the next sounds for Word Time 4.

Word Time 4

This time f, e, l, h, sh will be added to your child's pack of sounds (you will now have 19 sounds). Follow the blueprint instructions for teaching Word Time 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.

Using the cards, practise:

bed met get fan fun fat lip log let had hit hen
ship shop fish

Once your child is consistent with Word Time 4 we will send home the next sounds for Word Time 5.

Word Time 5

This time r, j, v, y, w will be added to your child's pack of sounds (you will now have 24 sounds). Follow the blueprint instructions for teaching Word Time 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.

Using the cards, practise:

red run rat jog jet jam vet yap yes yet yum web
win wish wet sock

Once your child is consistent with Word Time 5 we will send home the next sounds for Word Time 6.

Word Time 6

This time th, z, ch, qu, x, ng, nk will be added to your child's pack of sounds (you will now have 31 sounds). Follow the blueprint instructions for teaching Word Time 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.

Using the cards, practise:

thin thick this zag zip chin chop chat quiz quit fox box fix
six sing bang thing wing

Once your child is consistent with Word Time 6 we will send home the next sounds for Word Time 7.

Word Time 7

This time ll, ff, ss, pp, rr, bb will be added to your child's pack of sounds.

For each of the words, make the word for your child and then ask them first to 'sound out' the word and then to blend the sounds together, e.g. h-u-ff huff.

Using the cards, practise:

3 sounds: bell, well, fell, huff, mess, back, thing, think, wink

4 sounds: blob, blip, drop, drip, clip, from, frog, flag, flop, grin, gran, pram, prop, slip, slid, skip, skin, spot, stop, trap, trip, best, test, bend, jump, hand, send, dress, fluff, black, stink

5 sounds: strop, stamp, stand, pocket, packet, ticket, rocket, puppet, bucket, carrot, rabbit, kitten, comic, seven, given, robin, lemon, ribbon, button, jacket

Letter formation rhymes

Below are the letter formation rhymes that we use to help the child to form their letters correctly.

<p>a</p> 	<p>b</p> 	<p>c</p> 	<p>d</p> 	<p>e</p> 	<p>f</p> 
<p>Around the apple and down the leaf.</p>	<p>Down the laces to the heel and around the toe.</p>	<p>Curl around the caterpillar.</p>	<p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>Lift off the top and scoop out the egg.</p>	<p>Down the stem and draw the leaves.</p>
<p>g</p> 	<p>h</p> 	<p>i</p> 	<p>j</p> 	<p>k</p> 	<p>l</p> 
<p>Around the girls face, down her hair and give her a curl.</p>	<p>Down the head, to his hooves and over his back.</p>	<p>Down the body and dot for the head.</p>	<p>Down his body, curl, dot for his head.</p>	<p>Down the kangaroo's body tail and leg.</p>	<p>Down the long leg.</p>
<p>m</p> 	<p>n</p> 	<p>o</p> 	<p>p</p> 	<p>qu</p> 	<p>r</p> 
<p>Down Maisie, mountain, mountain.</p>	<p>Down Nobby and over his net.</p>	<p>All around the orange.</p>	<p>Down the pirates plait and around his face.</p>	<p>Round her head, up past her earring, down her hair, and flick.</p>	<p>Down the robots back and curl over his arm.</p>
<p>s</p> 	<p>t</p> 	<p>u</p> 	<p>v</p> 	<p>w</p> 	<p>x</p> 
<p>Slither down the snake.</p>	<p>Down the tower, across the tower.</p>	<p>Down and under, up to the top and draw the puddle.</p>	<p>Down a wing, up a wing.</p>	<p>Down, up, down, up.</p>	<p>Down the arm and leg, repeat the other side.</p>
<p>y</p> 	<p>z</p> 				
<p>Down a horn, up a horn and under head.</p>	<p>Zig-zag-zig.</p>				