

# Alexandra Primary School Parent's Phonic Guide



At Alexandra School we are committed to following the highly effective and efficient phonics-based literacy programme, Read Write Inc., to get children reading and writing quickly - and loving it! Establishing a genuine love of reading and writing in our youngest children and developing this enthusiasm as they move through school, lies at the very heart of what we do every day.

We always welcome the support and contributions of our parents and carers - and there is a lot you can do to help your child develop vital early literacy skills and set them up as passionate, lifelong readers and writers.

This technical guide illustrates some of the background to the reading process and suggested phonics activities you might like to try at home to support your child in learning to read.

To learn to read children need to:

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

The activities in this booklet are to be used with Read Write Inc. Speed Sound cards published by Oxford University Press, and available to buy through the school.

Just as we do in school, we recommend that phonics-based activities at home run alongside exposure to a rich and varied, shared experience of picture books and stories, oral story-telling and retelling of familiar tales in home languages - please see our Guide to Home Reading for some suggestions of where to start!

Please do ask any of our staff if you have any queries or would like further recommendations - we are more than happy to help.



# Learning Speed Sounds Set 1

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English. We 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 show you how to pronounce these sounds.

Please do not use letter names at this early stage.

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

This means that children can quickly (after the first 5 sounds) start applying their sound knowledge to word level work (reading and spelling).

The following Set 1 Sounds are all **'stretchy'** sounds and should be elongated when introduced.

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 buzzingsound)

th - thhhhank you ( stick out tongue and breathe outsharply)

sh - shhhh (make a shhh noise as though you are telling somebody to bequiet!)

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 nknk)



Try to avoid saying 'uh' (the schwa) after each one. e.g. /mm/ not muh, /ss/ not

Example of how to practise the stretchy speed sound e.g. 'm'

□ Sing and stretch mmmm as you press your lips together. Ask your son/daughter to do the same.

□ Hold up a picture card or object beginning with that sound. Show the picture of the mouse and say mmmmouse, and ask your son/daughter to say the same. Repeat with other pictures and/or objects (mirror, mop, etc)

□ Show the picture side of the sound card 'm'. Say mountain & ask your son/daughter to repeat it. Write the letter 'm' next to the card, so your son/daughter can see that the picture looks like the letter. Show the letter side. Say m (sound not the letter name).

□ Ask your son/daughter to repeat saying the sound 'm'.

□ Show your son/daughter both sides and ask him/her to say either 'm' or mountain, depending on which side you show.

These next sounds are **'bouncy'** sounds. 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 /k/, make a sharp click at back of throat)  
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, so keep the sound as short as possible.



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).



Example of how to practise the bouncy speed sound, e.g. 'a'

□ Sing and bounce a-a-a a. Ask your son/daughter to do the same.

□ Hold up a picture card or object beginning with that sound. Show the picture of the astronaut and say a-a-a-a astronaut, and ask your son/daughter to say the same. Repeat with other pictures and/or objects (apple, ant, etc).

□ Show the picture side of the sound card 'a'. Say a-a-a-apple and ask your son/daughter to repeat it. Write the letter 'a' next to the card, so your son/daughter can see that the picture looks like the letter. Show the letter side. Say a (sound not the letter name).

□ Ask your son/daughter to repeat saying the sound 'a'.

□ Show your son/daughter both sides and ask him/her to say either 'a' or apple, depending on which side you show.

**Once your son/daughter knows a sound well, drop the bouncing/stretching to enable him or her to soundblend. Also stop showing the picture prompt so that your son/daughter doesn't become too reliant on it.**

## Learning to read words by sound-blending

### Word Time 1

Your son/daughter 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.

□ 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 son/daughter. 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 son/daughter to do the same.

□ Then put the cards back with the other cards (s and d) and ask your son/daughter to use the cards to create the word mat. Now ask your son/daughter to 'sound out' the word and read the word by blending again. Repeat with: mad, sad, dad, sat, at.

Explain to your son/daughter 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 son/daughter 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 son/daughter first to 'sound out' the word and then to blend the sounds together, e.g.

m-a-t → mat.

sat	pin	tan	nap	tap	nip	pit
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Once your son/daughter is confident with Word Time 1 you can move onto Word Time 2.

### Word Time 2

This time, add i, n, p, g, o to your 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 son/daughter to read the words below. For each of the words, ask your son/daughter 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	dig
got	dog	sit	tip	pan	gap	

Once your son/daughter is confident with Word Time 2 you can move onto Word Time 3.

### Word Time 3

This time, add c, k, u, b to your 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 son/daughter to read the words below. For each of the words, ask your son/daughter first to 'sound out' the word and then to blend the sounds together, e.g. k-i-ck→ kick.

bin	cat	cot	kick	kit	up	cup
bad	back	mud				

Once your son/daughter is confident with Word Time 3 you can move onto Word Time 4.

### Word Time 4

This time, add f, e, l, h, sh to your pack of sounds (you will now have 19 sounds). Follow the blueprint instructions for teaching sound-blending 1. Using the cards, practise: ship, met, fan, hen, log, lip. Then ask your son/daughter to read the

words below. For each of the words, ask your son/daughter 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	ship
let	had	hit	hen	log	shop	fish

Once your son/daughter is confident with Word Time 4 you can move onto Word Time 5.

### Word Time 5

This time, add r, j, v, y, w to your pack of sounds (you will now have 24 sounds). Follow the blueprint instructions for teaching sound-blending 1. Using the cards, practise: red, jet, yum, wish, vet, rat. Then ask your son/daughter to read the words below. For each of the words, ask your son/daughter 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	wet	

Once your son/daughter is confident with Word Time 5 you can move onto Word Time 6.

### Word Time 6

This time, add th, z, ch, qu, x, ng, nk to your pack of sounds (you will now have 31 sounds). Follow the blueprint instructions for teaching sound-blending 1. Using the cards, practise: this, zap, chin, quilt, fox, bang, think. Then ask your son/daughter to read the words below. For each of the words, ask your son/daughter first to 'sound out' the word and then to blend the sounds together, e.g. th-i-ng → thing.

thin	fox	this	zap	zip	chin	chop
thick	chat	quiz	quit	sing	bang	thing
wink						

# Speed Sound Cards Activities

<p><b><u>Activity 1: Speed Sound cards - picture side</u></b></p> <p>Spread 5 - 10 cards out, picture side up. Say the name of each picture together. Ask your child to touch each card repeating the above. Increase the speed.</p>	<p><b><u>Activity 2: Speed Sound cards - picture side</u></b></p> <p>Spread the same 5 -10 cards out, 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 which to do.) Ask your child to touch each card repeating the above. Increase the speed.</p>
<p><b><u>Activity 3: Speed Sound cards - letter side</u></b></p> <p>Spread out the same 5 - 10 cards, letter side up. Say a sound, either stretching or bouncing it. See how quickly your child can point to the corresponding card.</p>	<p><b><u>Activity 4: Speed Sound cards - letter side</u></b></p> <p>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.</p>
<p><b><u>Activity 5: Speed Sound pack</u></b></p> <p>Ask your child to decide the cards he wants to put in a 'Speed Sound' pack (the sounds that are known really well). Encourage your child to read these at speed, getting quicker and quicker. Try to increase the number of cards in the 'Speed Sound' pack until your child can read all 31 sounds quickly.</p>	<p><b><u>Activity 6: Word clue</u></b></p> <p>Spread out the same 5 - 10 cards, letter side up. Say, for example, 'monster, mirror, and mouth'. (Emphasise the first sound.) See how quickly your child can say the first sound and then find the card.</p>



# Learning Speed Sounds Set 2 & 3

Once children have started to read the green storybooks you may like to teach your child more Speed Sounds. You will need a pack of Set 2 and 3 Speed Sound cards. Most vowel sounds have more than one spelling.

## Set 2

'Set 2' refers to the long vowel sounds. All of these sounds are **'stretchy'** sounds.

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

- 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 in sounds, e.g. t-r-ay. Ask your child to repeat the sounds and then say the whole 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 others from Speed Sounds Set 1. See how quickly your child can read the cards. Get quicker and quicker.

### Set 3

'Set 3' mostly refers to the alternative spellings of vowel sounds. There are also some additional sounds within Set 3, such as 'ti' and 'ci', within tion and tious/cious.

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 - care and share  
ur - nurse with a purse  
er - better letter  
ow - brown cow  
ai - snail in the rain  
oa - goat in a boat  
ew - chew the stew  
ire - fire fire  
ear - what can you hear  
ure - sure it's pure  
tion - attention it's a celebration  
tious/cious - scrumptious delicious

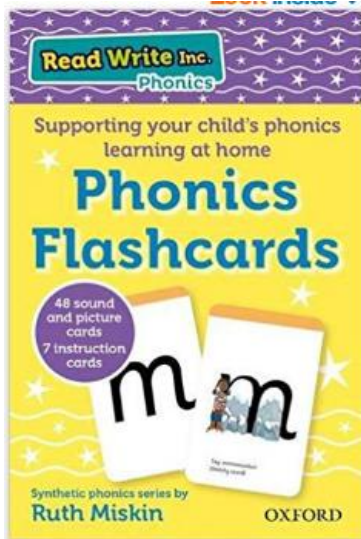
□ Follow the same process as for Set 2

□ Remind children of any corresponding sound from Set 2 and 3 they have already (e.g. for 'ai', children will already have seen 'ay' and 'a-e')

□ As you teach more sounds, put the sounds you have taught in a Speed Sound pack, along with others from Speed Sounds Set 1 and 2. See how quickly your child can read the cards. *Get quicker and quicker.*































## Home resources

Flashcard packs can be purchased from [www.Amazon.co.uk](http://www.Amazon.co.uk)



Phonic books are always a great way to support your child's learning. We provide these each week for your child but if you would like to purchase your own they can be found at [www.thebookpeople.co.uk](http://www.thebookpeople.co.uk)



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 

ay 	ee 	igh 	ow 	oo 	oo 
ar 	or 	air 	ir 	ou 	oy 

## Red words

I a the no my

to be me said

so your you he

are of go all like

we they was she

## Capital letters

A B C D E F G H I J K L M

N O P Q R S T U V W X Y

Z










# Letter rhymes

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

# Reading prompts

What do the 7 stems mean?

<b>Predicting</b> 	Using background knowledge/the text – not guessing. Progression is key.
<b>Asking questions</b> 	Asking (not just answering) open or 'thinking' questions to deepen understanding – can link to topic
<b>Clarifying</b> 	Recognising when words, phrases or the text is not understood and using a toolkit to help. Links to vocabulary and depth of understanding.
<b>Summarising</b> 	Identifying key information or idea, digesting & reducing e.g. 10 word summary or headline
<b>Inferring</b> 	Being a detective and using clues. Often relates to character, setting or mood.
<b>Making connections</b> 	Using personal experience and knowledge of other texts/the world – deepens understanding
<b>Evaluating</b> 	Thinking about the author's technique, use of features, language and SPaG

Predicting

Ask questioning

Clarifying (Spot breakdowns and try to mend them)

Summarising (put important items together)

Infer using clues

Make connections to background knowledge

Evaluating (identify important words or phrases)

## Predicting

<b>Example</b> of how the reading stems can be used:
The adult and child take turns to predict what will happen next in the text using the <b>stems</b> provided.
I wonder if
I predict
I think that
I bet that
I imagine
The next part will be about

## Clarifying

<b>Example</b> of how the reading stems can be used:
The parent and child take turns to <b>clarify</b> what they have just read using the stems provided.
I think that means
I didn't understand
What does * means?
I need to reread this part because
*is a tricky word so I
I didn't understand * so I
Let's reread because it didn't make sense
** Represents a word/phrase from the text being discussed.

## Asking questions

<b>Example</b> of how the reading stems can be used:
The parent and child take turns to ask thinking questions about what will happen next in the text or has just happened using the <b>stems</b> provided.
Who
What
When
Where
I wonder
Why
How
What if
Why do you think
How do you think
How do we know



# Inference

**Example** of how the reading stems can be used:

The parent and child take turns to infer what will happen next in the text using the stems provided.

- The word \* tells me
- The part \* tells me
- This makes me think that
- I think this character because
- I think the setting is
- I think the mood is
- I think the writer's viewpoint is
- I think this character's viewpoint is

# Summarising

**Example** of how the reading stems can be used:

At Key points during the text, the adult and the child take turns to summarise what they have just read using the reading stems to respond.

The key idea is....

The most important ideas are \* and I know that because ....

This part is about ...

The headline would be...

In 10 words...

The main theme is...

# Making Connections

**Example** of how the reading stems can be used:

At key points during the text, the adult and the child take turns to make connections about what they have just read using the reading stems to respond.

**Text to self:**

- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

**Text to text:**

- I think this book is a \* (genre) book because
- This reminds me of \* because
- This is similar to \* because
- This character is similar to \* because

**Text to world:**

- This links to

# Evaluating

**Example** of how the reading stems can be used:

At key points during the text, the adult and the child take turns to evaluate what they have just read using the reading stems to respond.

**Language**

- The word/phrase \* works well because
- I like the way the author uses \* it makes me think about
- I think it would have read better if
- It's very clever the way the author uses \* because
- The sentence \* has high impact because

**Organisation**

- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by