

Supporting at homecontinued

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 the 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 bit of an apple)
- e:** e-e-e (release mouth slightly from a position)
- i:** 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 in o shape)
- u:** u-u-u (make a sound in the 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
- ir** - whirl and twirl
- ou** - shout it out
- oy** - toy for a boy

All our teachers and support staff deliver the programme – they can show you how to pronounce these sounds. Please do not hesitate to ask for help or clarification if you need it.

The children are taught the sounds in 3 sets.

Set 1: They 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 n g n k

The children are then taught Set 2 sounds – the long vowels.

When they are confident with all Set 1 and 2 they are taught Set 3 sounds.

Long vowel sound	Set 2 sounds	Set 3 sounds	
ay	ay: may I play	a-e: make a cake	
ee	ee: what can you see?	ea: cup of tea	
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	
oo	oo: poo at the zoo	u-e: huge brute	
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: share and care	
ir	ir: whirl and twirl	Ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire	ire	lie: fire, fire!	
ear	ear	ear: hear with your ear	
ure	ure	ure: sure it's pure?	

Feel free to contact the following person for any additional information:

Liz Harris
Phonics Co-ordinator

Stannington Infant School
Stannington Road
Sheffield
S6 6AN

Stannington Infant School

Phonics

Information Leaflet
for
Parents and Carers





Phonics at Stannington Infant School

Since September 2013 we have been using Read Write Inc (RWI) to deliver Phonics to all children in the school.

RWI is an approach to learning letter sounds and phonics enabling the children to read and spell.

At Stannington Infant School we are passionate about teaching children to read. Success in reading leads to success in writing. Children are surrounded by language and the ability to read allows children to become independent learners as they can discover things for themselves through the power of reading.



What will our children learn in Phonics at Stannington Infant School

Using RWI, the children learn to read effortlessly. This means they can put their energy into understanding what they read – they can comprehend. It also allows them to spell so they can put their energy into composing what they write.

When using RWI the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- Learn to read words using Fred Talk
- Read lively stories featuring words they have learned to sound out.
- Show that they comprehend the stories by answering questions.

When using RWI to spell the children will:

- Learn to write the letters/letter groups which represent 44 sounds
- Learn to write words by saying the letter names in Fred Talk
- Learn to spell the 44 sounds in the English alphabet and apply to a range of different words.

Below is a link to a video clip which shows the programme in action and explains everything, especially Fred Talk!

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

Supporting at Home

With RWI we are using pure sounds ('m' not 'muh', 's' not 'suh' etc) so that your child will be able to blend the sounds into words more easily.

These first sounds should all be stretched slightly. Try to avoid saying 'uh' after each one:

- e.g. mm not muh, sss not suh, fff not fuh.
- m** – mmmmmmountain (keep lips pressed together hard)
 - s** – ssssssnake (keep together and hiss – unvoiced)
 - n** – nnnnet (keep tongue behind teeth)
 - f** – ffffflower (keep teeth on bottom lip and force out air sharply – unvoiced)
 - l** – llleg (keep pointed curled tongue behind teeth)
 - r** – rrrrobot (say rrr as if you are growling)
 - v** – vvvvulture (keep teeth on bottom lip and force air out gently)
 - z** – zzzzzzigzag (keep teeth together and make a buzzing sound)
 - th** – thhhthank you (stick out tongue and breathe out sharply)
 - sh** – shhhh(make a shhh noise as if you are telling someone to be quiet!)
 - ng** – thinnnnngg on a strinnnnng (curl your tongue at the back of your throat)
 - nk** – I think I stink (make a piggy oink noise without the oi – nkknkn)

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 the lips – unvoiced)
- k** – (make sharp click at the back of the throat)
- c** – as above
- h** – (say h as you breathe out sharply – unvoiced)
- ch** – (make a short sneezing sound)
- x** – (say a sharp c and add s - unvoiced)

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