

Supporting at homecontinued

h - (say h as you breathe out sharply - 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 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
ch q u n g nk

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

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 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 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 - lllleg (keep pointed curled tongue behind teeth)

r - rrrrrrobot (say rrrr 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 - thhhhank you (stick out tongue and breathe out sharply)

sh - shhhh(make a shhh noise as if you are telling someone to be quiet!)

ng - thinnnnnggg 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 - 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

.....continued overleaf