

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- (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 and are taught with a short rhyme to aid memory and understanding.

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 KS1 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

Complex Speed Sounds										
Consonant sounds										
f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	sc		se	ci		
					ce					
b	c	d	g	h	j	p	qu	t	w	x
bb	k	dd	gg		g	pp		tt	wh	
	ck				ge					y
	ch				dge					ch
										tch
Vowel sounds										
a	e	i	o	u	ay	ee	igh	ow		
	ea				ā-e	y	i-e	ō-e		
					ai	ea	ie	oa		
						e	i	o		
							y			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw	au						

If you have any questions, please feel free to speak with Mrs Matthews or Miss Baker (Reading Leaders)

We will be very happy to provide further information and support.

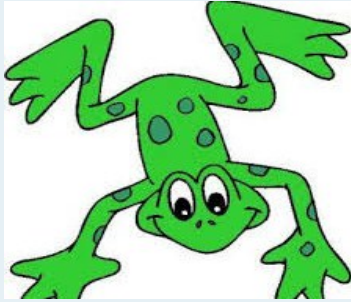


ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

St James Hatcham CE
Primary School

Phonics Teaching
Parent Information
Leaflet



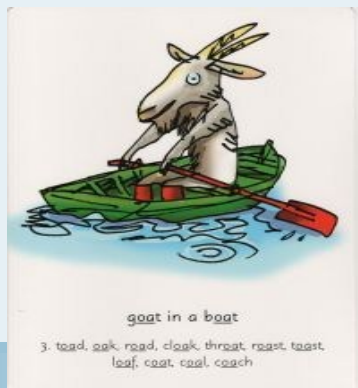


Since September 2016 we have been using Read Write Inc (RWI) to deliver phonics to all children in the school. RWI is an approach to learning letter sounds and phonics enabling the children to read and spell.

At St James Hatcham 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 and how the children learn

Using RWI, the children learn to read effortlessly. This means they can put their energy into understanding what they read and 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!

<https://global.oup.com/education/content/primary/teaching-support/pages/rwi/?region=uk#> then click on **Phonemes Pronunciation (video)**



Supporting your child 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 – fffflower (keep teeth on bottom lip and force out air sharply – unvoiced)

l – llleg (keep pointed curled tongue behind teeth)

r – rrrrobot (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 – thhhank 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 strinnngg (curl your tongue at the back of your throat)

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

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)