



Vauxhall Primary School

# Phonics

**A guide for parents on:**

**Read Write Inc.**

**Set 1**

**(For children at the start of programme, on lilac books,  
ditty sheets or red books)**

## Read Write Inc.

At Vauxhall Primary, we teach the children to read using a phonics programme called Read Write Inc. (RWI). This is a programme developed by Ruth Miskin, an ex- teacher, and it has proven to yield excellent results.

## Terminology

There is some key terminology used when teaching RWI and phonics. These are explained throughout the booklet to help parents understand the programme. We have identified the first time we use the word like this (**red**) to show you that they are explained in the glossary at the end. Remember that your children are RWI experts and are very happy to help tell you how to do something if you are not sure!

**The most important thing at the beginning of the programme is to use the sounds not the letter names.**

## Timetable

Children have a daily phonics session during their time at school. Children are taught in smaller groups, with children of a similar ability. Children are taught by a trained RWI tutor, these are teachers and teaching assistants who have completed the RWI training programme. Groups and tutors are changed termly, so it is common that they will have different RWI teachers during the year.

## Stages

At least every half term, your child's phonics progress is assessed and children grouped accordingly. Please remember children are at different levels of their reading development and this is completely normal. Please see the 'RWI Progress Chart for Parents' in this booklet for more information about what your child is learning in phonics.

## Resources

At the beginning of the programme, children are taught the first 'Set 1' sounds. At this stage, children will bring home a sound page to show you what sound they have learnt that day. Please encourage them to practise writing and saying the sound. Following the first two stages of the programme children will start to bring home a RWI storybook and a RWI book bag book. In addition, children will bring home a book from the book corner as a 'love of reading' book.

**RWI Ditty:** These are the small, coloured ones. These are carefully matched to the children's current phonics knowledge and are taught in phonics lessons. Children practise reading the key words and explore the text during the time it is set. Children read the story at least three times at school over the time they have the book. Children should also read this book with parents at home. Please get your child to read the sounds and words at the front of the book and also the story to you. There are some questions you can ask them at the back as well. Reading the story several times encourages children to build their confidence and fluency.

**RWI Book Bag Books:** Book Bag books are **supplementary** books for children to practise **sound-blending**. Each book corresponds with a core RWI storybook. It has a similar theme, and the same **graphemes**, so it is familiar and accessible for the children. For example, the Book Bag Book 'Red Hat Rob' builds on the core storybook, 'Black Hat Bob'. Children should be able to read this book independently to an adult at home, they can also verbally retell the story using the picture prompts at the back.

**Love of Reading Book:** This is a book your child has chosen from the book corner in class. It is one that has particularly interested them or might be one a teacher has read to the class previously. Your child may be able to read this text, or parts of it, but it is not necessarily at their level. This is the ideal book to use to read to your children to encourage them to develop a love of reading. This will be a text that your child will need support to access and is ideal for a bedtime story!

## Any Questions

Please remember your child's class teacher is always happy to help with any concerns or questions you may have. If you need clarification, or would like to know more about our phonics teaching, please make an appointment to speak to your child's class teacher.

## Further Guidance

There is lots of additional guidance on the Ruth Miskin parents' page to help further including useful videos on how to say the sounds accurately.

<https://www.ruthmiskin.com/en/find-out-more/parents/>

*The information written in this booklet has been gathered from a variety of sources, including:*

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

[www.oup.com/oxed/primary/rwi.forparents/](http://www.oup.com/oxed/primary/rwi.forparents/)

*Read Write Inc. Phonics Flashcards – Home Pack*

## What first?

Before your child can start to read, they need to learn to:

- Say the sound or **phoneme** that is represented by each letter or group 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**' or '**blending**'.

## What are speed sounds?

In RWI, the individual sounds are called 'speed sounds' because they need to read them speedily! There are three sets of speed sounds (Set 1, 2 and 3).

## This booklet specifically refers to Set 1.

Children learn Set 1 in Reception. They will learn how to read them quickly and then how to blend them together to read words. Some children, who are new to English, may also be learning Set 1.

## How are the speed sounds taught?

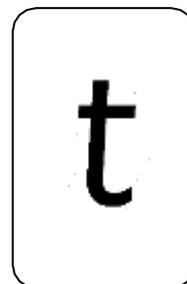
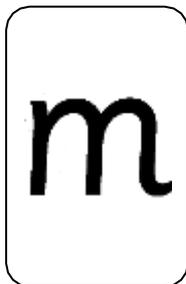
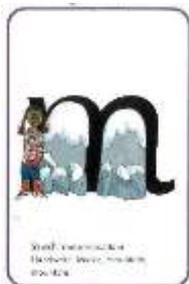
The children learn a sound a day. We use **pure sounds** so that your child will be able to blend the sounds into words more easily.

Letter/sound pictures are used to help your child learn these sounds quickly and relate to how the letter is formed when it is written.

e.g. Mmmmmmaisie mountain becomes m

and

t-t-tower becomes t



Set 1 sounds are taught in a specific order. There are six groups within this order:

- 1) m a s d t
- 2) i n p g o
- 3) c k u b
- 4) f e l h sh
- 5) r j v y w
- 6) th z ch q u x ng nk

Once children have learnt the first five sounds, they are taught to blend them. From the first five sounds (m, a, s, d, t) words like mat, dad, as and sat can be made. We teach children to blend by talking in the pure sounds, we call this '**Fred Talk**'. Fred is a frog who helps us with our phonics. Fred only talks in sounds and so children learn that Fred says 'm-a-t' and they repeat 'm-a-t' before blending it to make 'mat'.

## How to say the sounds?

There is a video on YouTube created by RWI called 'Parent video: how to say the sounds', this is really helpful and explains how there are two types of sounds: stretchy and bouncy. This refers to how we say them.

These first sounds should all be stretched slightly. Try to avoid saying 'uh' after each one e.g. 'mm' not 'muh', 'ss' not 'suh' and 'ff' not 'fuh'.

<b>m</b> –	mmmmmountain	(keep lips pressed together hard)
<b>s</b> –	sssssnake	(keep teeth together and hiss – unvoiced)
<b>n</b> –	nnnnnet	(keep tongue behind teeth)
<b>f</b> –	ffffflower	(keep teeth on bottom lip and force air out gently)
<b>l</b> –	llllleg	(keep pointed, curled tongue behind teeth)
<b>r</b> –	rrrrrobot	(say 'rrr' as if you are growling)
<b>v</b> –	vvvvvulture	(keep teeth on bottom lip and force air out gently)
<b>z</b> –	zzzzzig zzzzag	(keep teeth together and make a buzzing sound)
<b>th</b> –	thhhhthank you	(stick out tongue and breathe out sharply)
<b>sh</b> –	shhhh	(make a 'shh' noise as though you are telling somebody to be quiet)
<b>ng</b> –	thinnnngg on a strinnnngg	(curl your tongue at the back of your throat)
<b>nk</b> –	I think I stink.	(make a piggy oink noise without the 'oi')

The next sounds cannot be stretched. Make the sound as short as possible, avoiding 'uh' at the end of the sound.

<b>t</b> –	t-t-t	(tick tongue behind the teeth – unvoiced)
<b>p</b> –	p-p-p	(make distinctive 'p' with lips – unvoiced)
<b>k</b> –	k-k-k	(make sharp click at back of throat)
<b>c</b> –	c-c-c	(make sharp click at back of throat)
<b>h</b> –	h-h-h	(say 'h' as you breath sharply out – unvoiced)
<b>ch</b> –	ch-ch-ch	(make a short, sneezing sound)
<b>x</b> –	<del>x-x-x</del>	(say a sharp 'c' and add 's' – unvoiced)

You will find it harder to avoid saying 'uh' at the end of these sounds.

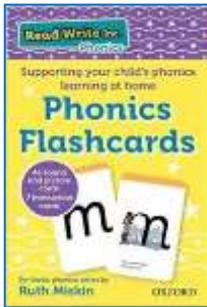
<b>d</b> –	d-d-d	(tap tongue behind the teeth)
<b>g</b> –	g-g-g	(make soft sound in throat)
<b>b</b> –	b-b-b	(make a short, strong 'b' with lips)
<b>j</b> –	j-j-j	(push lips forward)
<b>y</b> –	y-y-y	(keep edges of tongue against teeth)
<b>w</b> –	w-w-w	(keep lips tightly pursed)
<b>qu</b> –	qu-qu-qu	(keep lips pursed as you say 'cw' – unvoiced)

The short **vowels** should be kept short and sharp.

<b>a</b> –	a-a-a	(open mouth wide as if to take a bit of an apple)
<b>e</b> –	e-e-e	(release mouth slightly from a position)
<b>i</b> –	i-i-i	(make a sharp sound at the back of the throat – smile)
<b>o</b> –	o-o-o	(push out lips, make the mouth into o shape)
<b>u</b> –	u-u-u	(make a sound in the throat)

## How can I help practise the Set 1 sounds?

Firstly, make sure you are saying the sounds correctly using the video link and the above guidance.



We do not normally recommend buying flashcards for home use. However, we make an exception with these. They are great cards which directly link to the scheme we do at school. You can use them with your child during Reception and Year 1.

They are available on Amazon for less than £5. Search for Read Write Inc. Home: Phonics Flashcards.

## How should I use the cards?

### An example of how to practise the stretchy speed sounds e.g. m:

1. Hold up the picture. Show the picture of the mouse (or other object) and say 'mmmmouse'. Ask your child to say 'mmmmouse'.
2. Show them the picture side of the corresponding letter say 'mmmmountain'. Ask your child to say 'mmmmountain'.
3. Write the letter 'm' next to the card so they can see it looks like the picture. Say 'mmm'. Ask your child to repeat 'mmm'. **Remember not to use letter names.**
4. Show them the sound and say 'mmm'. Ask your child to say 'mmm'.
5. Flip the card on both sides asking your child to say either 'mmm' or 'mmmmountain', depending on which side you show.

### An example of how to practise the bouncy speed sounds e.g. a:

1. Hold up the picture. Show the picture of the astronaut (or other object) and say 'a-a-astronaut'. Ask your child to say 'a-a-astronaut'.
2. Show them the picture side of the corresponding letter say 'a-a-apple'. Ask your child to say 'a-a-apple'.
3. Write the letter 'a' next to the card so they can see it looks like the picture. Say 'a'. Ask your child to repeat 'a'. **Remember not to use letter names.**
4. Show them the sound and say 'a'. Ask your child to say 'a'.
5. Flip the card on both sides asking your child to say either 'a' or 'a-a-apple', depending on which side you show.

Once your child knows a sound well, drop the bouncing/stretching and just do a short, clipped sound e.g. 'm' not 'mmmmmmmm'. **Still no letter names!** By making sure the sounds are short, children find it easier to blend. Also stop showing the picture prompt and just quickly show the letters.

## How do I know what my child is working on?

At the end of this booklet, you will see a complete RWI Progress Grid for Parents to explain the entire RWI programme. During the next section, we will highlight how to teach the next steps of the programme. We will also include what RWI Group Level the children would be at if they are at that stage and what they should be working towards next.

**Please remember the children need to do this independently at school not just at home with support.**

RWI Group Level	What they should be bringing home	What they are learning	What they need to do for the next stage
Speed Sound A	The Set 1 sound page that they have learnt that day.	<ul style="list-style-type: none"> <li>Set 1 sounds.</li> <li>Blending words using magnetic whiteboards.</li> <li>Oral Fred talk.</li> </ul>	<ul style="list-style-type: none"> <li>Read 10+ Set 1 sounds speedily.</li> </ul>
Speed Sound B	The Set 1 sound page that they have learnt or reviewed that day.	<ul style="list-style-type: none"> <li>The remaining Set 1 sounds.</li> <li>Blending words using magnetic whiteboards.</li> <li>Oral Fred talk.</li> </ul>	<ul style="list-style-type: none"> <li>Read the majority of Set 1 sounds speedily.</li> <li>Orally blend words using Fred talk e.g. when told c-a-t, child makes cat.</li> </ul>

### How do I support my child to blend?

Your child will be ready to blend sounds together to read words once they have learnt the first group 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 (make sure they are close together so there are no gaps between the cards).
- Point to each card as you say the sounds.
- Repeat a few times, saying the sounds more quickly and then the word e.g. 'm-a-t, mat'.

**Top tip: frown when you are doing it and look pleased at the end so your child does not think it is so easy they should be able to do it straight away!**

- Put the m, a and t cards back with the s and d. Then silently make 'm-a-t' with the cards. Point to each letter and say the sounds, then say 'mat'. Get your child to point and say the sounds and then say the word.
- Muddle the cards up with the s and the d and ask your child to spell the word 'mat'.
- Ask your child to sound out and read the word by blending.
- Repeat with the other words: mad, sad, dad, sat, at.
- If your child does not know what a word means, explain it to them.

### What are green words?

Words are called green words to show that your child can 'go ahead' and read them, having learnt all the sounds in them and how to blend them. There are seven groups of Set 1 green words, one for each group of sounds and an extra set for additional practise. These are called Word Time 1.1-1.7 depending on which group of sounds they link to e.g. Word Time 1.4 links to the fourth group of sounds.

For each of the words, ask your child to first sound out the word and then blend the sounds together e.g. 'm-a-t -> mat'. Once your child has learnt all the sounds, they can practise blending the words with the cards and then reading them from the lists below. When they are confident with one group of words move on to teaching the next group of sounds and words.

RWI Group Level	What they should be bringing home	What they are learning	What they need to do for the next stage
Speed Sound C	CVC words they have been learning	<ul style="list-style-type: none"> <li>Review any Set 1 sounds required.</li> <li>New words 1.1-1.4.</li> </ul>	<ul style="list-style-type: none"> <li>Read all Set 1 sounds speedily (bar a couple if appropriate).</li> </ul>
			<ul style="list-style-type: none"> <li>Read these sounds in simple two or three sound <b>CVC</b> words and blend independently.</li> </ul>

**Word Time 1.1**

(m, a, s, d, t)

mat  
mad  
at

dad  
sad  
sat

Once they are confident with Word Time 1.1, move on to teaching the second group of sounds and words.

**Word Time 1.2**

(m, a, s, d, t, i, n, p, g, o)

Once your child has learnt i, n, p, g and o, add these to your pack so you now have 10 sounds. Use the same steps to teach the sounds. Using the cards you can now practise the new words using the blending steps above.

in  
an  
got  
dig

on  
and  
top  
pan

it  
pin  
sit  
gap

Once they are confident with Word Time 1.2, move on to teaching the third group of sounds and words.

**Word Time 1.3**

(m, a, s, d, t, i, n, p, g, o, c, k, u, b)

Once your child has learnt c, k, u and b, add these to your pack so you now have 14 sounds. Use the same steps to teach the sounds. Using the cards you can now practise the new words using the blending steps above.

bin  
can  
up  
bed

cat  
kit  
cup  
met

cot  
mud  
bad  
get

### What are **special friends**?

We use the term 'special friends' so that children understand **digraphs** (two letters, one sound) and **trigraphs** (three letters, one sound). We tell the children that the two letters are friends and when you see them next together they make a sound e.g. 'sh' makes 'shhh'.

When children read a green word with a special friend in it, we ask the children to spot the special friend, Fred Talk, read the word e.g. to read fish the children would say 'sh, f-i-sh -> fish'.

When they start learning special friends, they are underlined in words to help the children identify them. These are then removed so that the children get used to finding them on their own.

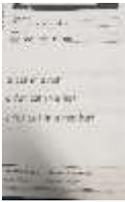
### Word Time 1.4

(m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh)

Once your child has learnt f, e, l, h and sh, add these to your pack so you now have 19 sounds. Use the same steps to teach the sounds. Using the cards you can now practise the new words using the blending steps above.

fun	fan	fat
met	set	hen
lip	log	let
had	hit	<u>shop</u>
<u>ship</u>	<u>fish</u>	

Once they are confident with Word Time 1.4, move on to teaching the fifth group of sounds and words.

RWI Group Level	What they should be bringing home	What they are learning	What they need to do for the next stage
Photocopiable Ditties		<ul style="list-style-type: none"><li>• Set 1 special friends.</li><li>• Review any Set 1 sounds required.</li><li>• New words: 1.5-1.6.</li><li>• Review words: 1.1-1.4.</li><li>• Alien words (3 sounds).</li><li>• Spell using Fred fingers.</li></ul>	<ul style="list-style-type: none"><li>• Read all Set 1 sounds speedily including special friends.</li><li>• Read 1.6 words with Fred Talk.</li><li>• Read 3 sound, nonsense words with Fred Talk.</li></ul>

### What are red words?

At the photocopiable ditties stage, some 'red words' are introduced. Red words are words which it is harder to Fred Talk, words that do not fit into the normal phonetical pattern the children have learnt e.g. 'said' should be spelt 's-e-d'. Children start by learning: I, of, my, to, the, no (practise list at back).

It is important that children do not sound these words out to begin with and we just tell them how to read them so they can identify them with ease. These are sometimes called high frequency words.

### Word Time 1.5

(m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w)

Once your child has learnt r, j, v, y and w, add these to your pack so you now have 24 sounds. Use the same steps to teach the sounds. Using the cards you can now practise the new words using the blending steps above.

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

Once they are confident with Word Time 1.5, move on to teaching the sixth group of sounds and words.

RWI Group Level	What they should be bringing home	What they are learning	What they need to do for the next stage
Red Ditty Books		<ul style="list-style-type: none"><li>• New words: 1.6-1.7 (4/5 sound words).</li><li>• Review words: 1.1-1.5.</li><li>• Alien words (3/4 sounds).</li><li>• Spell using Fred fingers.</li></ul>	<ul style="list-style-type: none"><li>• Read 1.6-1.7 (4 and 5 sound words with Fred Talk).</li><li>• Read 3 and 4 sound, nonsense words with Fred Talk.</li></ul>

### Word Time 1.6

(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)

Once your child has learnt th, z, ch, qu, x, ng and nk, add these to your pack so you now have 31 sounds. Use the same steps to teach the sounds. Using the cards you can now practise the new words using the blending steps above.

<u>th</u> in	<u>th</u> is	zap
zip	<u>ch</u> in	<u>ch</u> op
<u>ch</u> at	<u>qu</u> iz	<u>qu</u> it
fox	<u>si</u> ng	ba <u>ng</u>
<u>thi</u> ng	wi <u>nk</u>	six

Once they are confident with Word Time 1.6, move on to teaching the seventh group of words.

### Word Time 1.7

(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)

Using all of the 31 Set 1 sounds you can now practise the new words using the blending steps above. There are now some other special friends, normally double **consonants** e.g. 'll' or 'ff' these are said the same as a single sound.

bell	well	huff
mess	think	blob
drip	send	dress
frog	gran	stamp
strop	stand	ticket
robin	thick	

Once your child can confidently read the 1.7 words, including the ones with five sounds e.g. stamp. They will be ready to start learning the Set 2 sounds. Please refer to our next phonics booklet for help with this stage.

### How does phonics help writing?

Encourage the children to **segment** words when they are spelling or writing so to write the word dog encourage them to use their sound knowledge to break the word up to 'd-o-g'.

Each picture for the sound has a phrase to help them write the sound for example the 't-t-tower' for 't' has the phrase 'down the tower, across the tower'. You can use these to help your child with their handwriting. Please refer to our handwriting booklet for additional support with this.

## Read Write Inc. Progress Chart for Parents

The following guide has been written to explain each stage of the RWI programme. There is specific terminology referenced below, please use the phonics booklets to help understand what stage your child is at.

RWI Group Level	What they should be bringing home	What they are learning	What they need to do for the next stage
Speed Sound A	The Set 1 sound page that they have learnt that day.	<ul style="list-style-type: none"> <li>• Set 1 sounds.</li> <li>• Blending words using magnetic whiteboards.</li> <li>• Oral Fred talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Read 10+ Set 1 sounds speedily.</li> </ul>
Speed Sound B	The Set 1 sound page that they have learnt or reviewed that day.	<ul style="list-style-type: none"> <li>• The remaining Set 1 sounds.</li> <li>• Blending words using magnetic whiteboards.</li> <li>• Oral Fred talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the majority of Set 1 sounds speedily.</li> <li>• Orally blend words using Fred talk e.g. when told c-a-t, child makes cat.</li> </ul>
Speed Sound C	CVC words in their yellow book	<ul style="list-style-type: none"> <li>• Review any Set 1 sounds required.</li> <li>• New words 1.1-1.4.</li> </ul>	<ul style="list-style-type: none"> <li>• Read all Set 1 sounds speedily (bar a couple if appropriate).</li> <li>• Read these sounds in simple two or three sound CVC words and blend independently.</li> </ul>
Photocopiable Ditties		<ul style="list-style-type: none"> <li>• Set 1 special friends.</li> <li>• Review any Set 1 sounds required.</li> <li>• New words: 1.5-1.6.</li> <li>• Review words: 1.1-1.4.</li> <li>• Alien words (3 sounds).</li> <li>• Spell using Fred fingers.</li> </ul>	<ul style="list-style-type: none"> <li>• Read all Set 1 sounds speedily including special friends.</li> <li>• Read 1.6 words with Fred Talk.</li> <li>• Read 3 sound, nonsense words with Fred Talk.</li> </ul>
Red Ditty Books		<ul style="list-style-type: none"> <li>• New words: 1.6-1.7 (4/5 sound words).</li> <li>• Review words: 1.1-1.5.</li> <li>• Alien words (3/4 sounds).</li> <li>• Spell using Fred fingers.</li> </ul>	<ul style="list-style-type: none"> <li>• Read 1.6-1.7 (4 and 5 sound) words with Fred Talk.</li> <li>• Read 3 and 4 sound, nonsense words with Fred Talk.</li> </ul>
Green		<ul style="list-style-type: none"> <li>• Teach Set 2 sounds and corresponding green words.</li> <li>• Review Set 1 and previously taught Set 2 green words.</li> <li>• Alien words (Set 2 and 5 sound Set 1 words).</li> <li>• Spell Set 2 words/5 sound Set 1 words using Fred fingers.</li> </ul>	<ul style="list-style-type: none"> <li>• Read at least the first six, Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily.</li> <li>• Read these sounds in green words and nonsense words with Fred Talk.</li> <li>• Read 1.6-1.7 words speedily.</li> </ul>
Purple			
Pink		<ul style="list-style-type: none"> <li>• Teach Set 2 sounds (if Year 1, might introduce Set 3 sounds) and corresponding green words.</li> <li>• Review Set 2 green words and introduce multisyllabic words.</li> <li>• Alien words (Set 2 and multisyllabic).</li> <li>• Spell Set 2 words/multisyllabic words using Fred fingers.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the majority of Set 2 sounds speedily.</li> <li>• Read these sounds in phonics green words and nonsense words with Fred Talk.</li> </ul>

RWI Group Level	What they should be bringing home	What they are learning	What they need to do for the next stage
Orange		<ul style="list-style-type: none"> <li>Teach Set 3 sounds and corresponding green words.</li> <li>Review Set 2 and previously taught Set 3 green words.</li> <li>Alien words (Set 3 words).</li> <li>Spell Set 3 words using Fred fingers.</li> </ul>	<ul style="list-style-type: none"> <li>Read all Set 2 sounds in real and nonsense words with Fred Talk.</li> <li>Read an increasing amount of multisyllabic words.</li> </ul>
Yellow		<ul style="list-style-type: none"> <li>Teach Set 3 sounds and corresponding green words</li> <li>Teach additional graphemes if not already taught.</li> <li>Review Set 2 and previously taught Set 3 green words.</li> <li>Alien words (Set 3 words).</li> <li>Spell Set 3 words using Fred fingers.</li> </ul>	<ul style="list-style-type: none"> <li>Read at least the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e).</li> <li>Read these sounds in phonics green word and nonsense words with Fred Talk.</li> <li>Read a passage at 60-70 words per minute, attempting intonation.</li> </ul>
Blue		<ul style="list-style-type: none"> <li>Review Set 3 sounds with corresponding multisyllabic words.</li> <li>Review Set 3 and multisyllabic words.</li> <li>Alien words (Set 3 and multisyllabic).</li> <li>Spell Set 3 and multisyllabic words using Fred fingers.</li> <li>Practise choosing the correct grapheme choice dependent on the word.</li> </ul>	<ul style="list-style-type: none"> <li>Read the majority of Set 3 sounds speedily.</li> <li>Read these sounds in phonics green words and nonsense words with decreasing amounts of Fred Talk.</li> <li>Read a passage at 70-80 words per minute, attempting intonation.</li> </ul>
Grey		<ul style="list-style-type: none"> <li>Review all appropriate sounds and additional graphemes.</li> <li>Increase fluency of reading multisyllabic words.</li> <li>Spell words using Fred Fingers, choosing the correct grapheme choices.</li> </ul>	<ul style="list-style-type: none"> <li>Read all Set 3 sounds speedily.</li> <li>Read these sounds in phonics green words and nonsense words.</li> <li>Read multisyllabic Set 3 words speedily.</li> <li>Read a passage at 80-90+ words per minute, with intonation that shows comprehension.</li> </ul>
Off Programme	Following Grey, children will be off the RWI programme and will follow the reading policy appropriate to their ability.		

Children will be constantly assessed during phonics sessions but formally assessed every half term and put into new groups depending on this information.

### Age Related Expectations:

	End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Reception	Speed Sound B	Speed Sound C/Ditty	Ditty	Ditty/Red	Red/Green	Green/Purple
Year 1	Purple/Pink	Pink/Orange	Orange/Yellow	Orange/Yellow	Yellow/Blue	Blue/Grey
Year 2	Grey/Off Programme	Off Programme	-	-	-	-

## Glossary

**blending** – blending is bringing the sounds together to make a word or syllable e.g. c-a-t -> cat.

**consonant** – b, c, d, f, g, h, j, k l, m, n, p, q, r, s, t, v, w, x, y, z.

**CVC words** – consonant-vowel-consonant words e.g. mat, bat, pin.

**digraph** – two letters representing one sound e.g. 'oa' makes the sound in 'boat'.

**Fred Talk** – Fred the RWI frog only talks in sounds so to 'Fred talk' 'mat' it becomes 'm-a-t'.

**grapheme** – a written representation (a letter or cluster of letters) of one sound. For example, 'ee', 'ea', 'e-e', all make the same phoneme but are spelt differently.

**letter names** – how we refer to letters in the alphabet e.g. the letter 't' is said as 'tee', where the sound it makes is like in 't-t-tower'.

**phoneme** – a speech sound, it is the smallest unit of sound in a word. There are 44 phonemes in the English language.

**pure sound** – this sound does not have extra tones added to it, it is really difficult to use a letter's pure sound and takes practise! There is a video on YouTube created by RWI called 'Parent video: how to say the sounds'.

**segment** – the opposite of blending, used to support with spelling e.g. cat -> c-a-t.

**special friends** - two or three letters, one sound, a RWI saying to help explain digraphs and trigraphs.

**sound-blending** – see blending.

**trigraph** – a group of three letters representing one sound e.g. 'igh' in high.

**vowel** – a, e, i, o, u.

## Red Words

Teach your child these words by saying the word and getting them to repeat it. These words do not follow a regular phonics pattern and are therefore called 'red words'. Practise these at speed so the children become very familiar with them.

the	I	of
my	to	no
go	into	me
she	he	we
you	all	are
be	her	they
was	do	so

## Set 1 Sound Picture Prompts

If your child writes at home, have this page out by them to help them with their phonics and handwriting.

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