



Learning to read at DANESHOLME
INFANT ACADEMY



At our academy the teaching of Phonics follows the teaching sequence set out in the **Read, Write, Inc.** programme. The programme teaches the 44 main sounds in the English language and these are called 'Speed Sounds'.

The children are taught in groups of five sounds. Once they have learned the sounds in each group, they move on to *sound blending* the letters in that group to read words; e.g. once your child has learned to read the first 5 sounds, *m, a, s, d, t*, they can then start to read words that include these sounds, such as *mat, sat, sad, mad, at* etc. Your child will then learn the next five sounds and go on to practise reading words with a combination of the ten sounds and so on. Children will then 'Fred Talk' the words with the help of Fred the Frog to blend the sounds together to read.

Speed Sounds Set 1

<i>m a s d t</i>
<i>i n p g o</i>
<i>c k u b</i>
<i>f e l h sh</i>
<i>r j v y w</i>
<i>th z ch qu x ng nk</i>

Speed Sounds Set 2

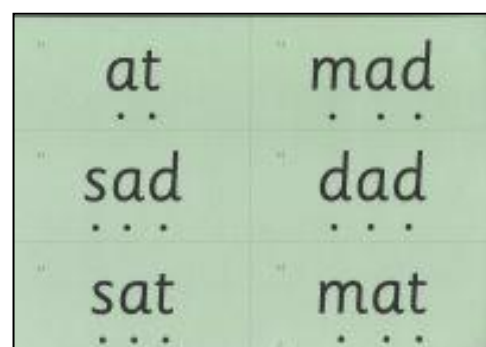
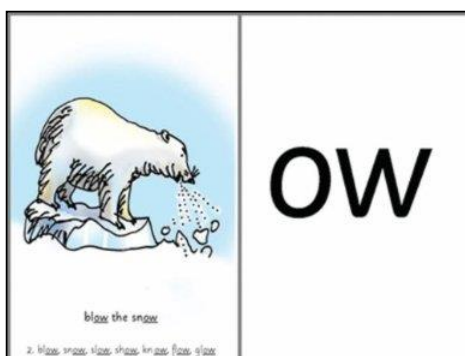
Next, your child will progress onto learning their Set 2 sounds. There are 12 Set 2 'speed sounds' that are made up of two letters (*digraph*) or three letters (*trigraph*) which represent just one sound, e.g. *ay* as in *play* and *igh* as in *high*. It is important that your child does not pronounce these as 2 or 3 separate sounds. When they see the 'speed sound' letters together in a word, they must say just one sound for these letters. When your child learns Set 2 sounds, they will learn:

- the letters that represent a speed sound e.g. *ay*
- a simple picture prompt linked to the 'speed sound'
- a short phrase to say e.g. *may I play*

Speed Sounds Set 2

<i>ay</i> : <u>ma</u> y I <u>pl</u> ay	<i>ar</i> : <u>st</u> art the <u>ca</u> r
<i>ee</i> : what can you <u>se</u> e	<i>or</i> : shut the <u>do</u> or
<i>igh</i> : <u>fl</u> y <u>hi</u> gh	<i>air</i> : that's not <u>fa</u> ir
<i>ow</i> : <u>bl</u> ow the <u>sn</u> ow	<i>ir</i> : <u>wh</u> irl and <u>tw</u> irl
<i>oo</i> : <u>po</u> o at the <u>zo</u> o	<i>ou</i> : <u>sh</u> out it <u>ou</u> t
<i>oo</i> : <u>loo</u> k at a <u>bo</u> ok	<i>oy</i> : <u>to</u> y for a <u>bo</u> y

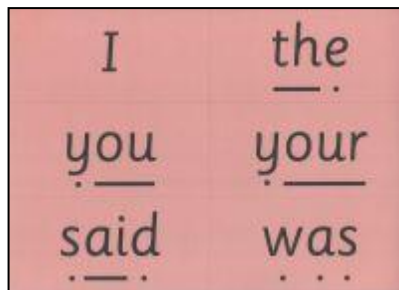
Every speed sound has a list of words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learned, for example s-p-r-ay → spray. These are practised daily as Green words.



The dots under each letter are called 'sound buttons' and remind the children to say each individual sound first, then blend them to say the word. This then helps the children with reading and spelling these words.

Common Exception Words (Tricky Words)

These are common words that appear often in reading and need to be learned by sight. We practise these words as part of our daily phonics session as Red Words.



How you can help at home

*Look out for phonics related homework in your child's book bag. An explanation of the activity will be included, including how to form the letters correctly.

*Websites:

- www.oxfordowl.co.uk
- www.oup.com/oxed/primary/rwi/forparents/
- www.bbc.co.uk/cbeebies/alphablocks
- <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- <https://schools.ruthmiskin.com/training/units/56>

The children are taught to say the 'pure sounds', i.e 'sss' not 'su' and 'fff' not 'fu', so it would be really helpful if this could also be mirrored at home.

Definitions:

Bouncy sounds are said with a short sharp gap in between, e.g d-d-d-d as in d-d-dinosaur;

Stretchy sounds are said in one continuous sound, e.g mmmmm as in mountain.

Thank you for your continued support at home – if you have any questions or concerns, please see your child's class teacher.