



# Phonics Support Guide for Parents



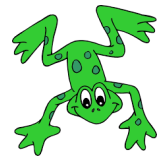
RWI is a very successful reading programme that aims to enable every child to become confident, accurate and fluent readers.

Throughout the programme the children:

- Learn how to pronounce the 44 sounds (single letters and groups of letters) in the English language
- Learn how to form letters correctly using child-friendly patterns e.g. Maisie, mountain, mountain for 'm'
- Learn to read tricky/red words by sight recognition
- Learn how to blend sounds together in order to read e.g. d-o-g becomes dog
- Read a range of fiction and non-fiction books independently
- Learn how to pronounce sounds and therefore accurately blend
- Develop their comprehension skills through careful and age-appropriate questioning within the 'Book Bag' books.

## Sound Order

Each chart reflects the order that the set is taught in.



### Set 1

The blue squares are stretchy sounds e.g. mmmmm, sssss, nnnnnn.

The green squares are bouncy sounds e.g. a a a, d d d, t t t.

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								

### Set 2

Children begin to learn graphemes (combination of letter/phonemes) for the vowels and other common sounds within the English language.

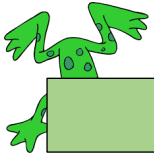
ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy
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### Set 3

This set focuses on providing children with alternative ways of reading and writing sounds that they have already learnt e.g. the children know 'ay' but will also learn that ai and a-e also make the same sound.

ea	oi	a-e	i-e	o-e	u-e	aw	are	ur
er	ow	ai	oa	ew	ire	ear	ure	

Each of the graphemes have a memorable phrase that helps children remember the sound that they make e.g. ay – may I play, ar – start the car, a-e – make a cake.



## Read, Write Inc Terminology

**Fred Talk (Segmenting):** Fred the Frog can only talk in 'sounds' e.g. p-o-t, g-oa-t. Using Fred Talk helps children learn to blend (see below).

**Oral Blending:** Children's ability to put together 'Fred Talk' e.g. p-o-t becomes pot, g-oa-t becomes goat.

**Digraphs and Trigraphs:** Children learn digraphs e.g. sh, th, ch, ay, ee and trigraphs e.g. igh, air, ear'. They together in words to make 1 single phoneme (sound).

Children are taught to spot special friends in words before they Fred Talk (sound them out).

**Fish**      **chips**      **fair**      **think**      **tear**      **bright**

Children learn that there are groups of 2 or 3 letters usually at the beginning of a word that make 2 or 3 sounds. These sounds can be difficult to pronounce and blend accurately e.g bl, scr, pl, br, sl

Children are taught to spot silly friends in words before they Fred Talk (sound them out) – the silly friends are highlighted in the words below.

**black**      **scrape**      **play**      **brick**      **sleep**

**Split Vowel Digraphs:** a-e, i-e, o-e, u-e. Children learn these in Set 3 (towards the end of Reception and/or in Year 1 but it is beneficial to draw the children's attention to these before they are ready to read them independently.

These are sounds split by a consonant that make a vowel sound.

**shape**      **hope**      **snake**

**Fred Fingers:** This is where children Fred Talk (sound out) the word and press each sound on to their fingers before blending it. It helps build children's understanding of how many sounds are in a word.

**Red/Tricky Words and Grotty Graphemes:** These words are not decodable (cannot use Fred Talk). They don't follow the rules so they are learnt by sight. We

pin these up in order of learning them in the classroom.

## How do I pronounce the sounds?

**Green Words:** Words that children can apply their Fred Talk to e.g. cat, sheep.

*Unvoiced – uttered without vibration of vocal chords*

### **Stretchy Consonants**

These sounds should be stretched slightly. Try avoid saying **uh** after each sound e.g. mmm (not muh), sss (not suh), fff (not fuh).

m – mmmmmmountain (keep lips pressed together hard)

s – ssssssnake (keep teeth together and hiss – unvoiced)

n – nnnnnnet (keep tongue behind teeth)

f – fffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

l – lllllleg (keep pointed curled tongue behind teeth)

r – rrrrrrobot (say rrrrr as if you are growling)

v – vvvvvvvulture (keep teeth together and force air out gently)

z – zzzzzzig zzzzag (keep teeth together and make a buzzing sound)

th – thhhink (stick tongue out with teeth gently on top and breathe out sharply)

sh – shhhh (make a shhhh noise as though you are telling somebody to be quiet)

ng – thinnnnnnng (curl your tongue at the back of your throat)

nk – nnnnk (make a piggy oink noise without the oi! nk nk nk)

### **Bouncy Consonants**

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 teeth – unvoiced)

p – (make distinctive p with lips – unvoiced)

c & k – (make a sharp click at back of throat)

h – (say h as you breathe out sharply (unvoiced))

ch – (make a short sneezing sound)

x – (say a sharp c and s – unvoiced)

A video showing the pronunciation of each sound can be found through the link:  
<https://www.youtube.com/watch?v=TkXcabDUg7Q>

## How do I pronounce the sounds?

### Bouncy Consonants (continued)

You will find it harder to avoid saying **uh (or 'schwa')** at the end of these sounds. However please try!

d – (tap tongue behind the teeth)

g – (make soft sound in throat)

b – (make 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)

### Bouncy Vowels

The short vowels should be kept short and sharp.

a: a-a-a (open mouth wide as if you were taking a bite 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 and smile)

o: o-o-o (push out lips and make mouth into an o shape)

u: u-u-u (make a sound in the throat)

### Stretchy Vowels

The long vowels are all stretchy.

Look carefully at the mnemonics over the page to help you with each of the sounds.

A video showing the pronunciation of each sound can be found through the link:  
<https://www.youtube.com/watch?v=TkXcabDUg7Q>

## Read Write Inc Mnemonics

Help the children learn the rhymes to remind them of the pictures and symbols that demarcate the sounds.

Set 1		Set 2		Set 3	
Sound	Mnemonic	Sound	Mnemonic	Sound	Mnemonic
m	Down Maisie, mountain, mountain	ay	May I play?	ea	Cup of tea
a	Around the apple, down the leaf	ee	What can you see?	oi	Spoil the boy
s	Slither down the snake	igh	Fly high	a-e	Make a cake
d	Around the dinosaurs fat bottom, up his tall neck and down to his feet	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body and dot the head	oo	Look at a book	u-e	Huge brute
n	Down nobby and over his net	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face	or	Shut the door	are	Care and share
g	Around the girls face, down her hair and give her a curl	air	That's not fair	ur	Nurse with a purse
o	All around the orange	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar	ou	Shout it out	ow	Brown cow
k	Down the kangaroos body, around his bottom and kick	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel			ew	Chew the stew
f	Down the flower, make the roots and draw the leaves			ire	Fire, fire!
e	Lift off the top, scoop out the eff			ear	Hear with your ear
l	Down the long leg			ure	Sure it's pure
h	Down the houses leg to the hooves and over his back				
sh	Slither down the skae, then down the horses leg to the hooves and over his back				
r	Down the robots back then up and curl				
j	Down his body, dot his head				
v	Down a wing up a wing				
y	Down a horn, up a horn and under the yak's head				
w	Down up, down up the worm				
th	Down the tower, across the tower, then down the horses leg to the hooves and over his back				
z	Zig, zag, zig down the zip				
ch	Curl around the caterpillar, then down the horses leg to the hooves and over his back				

## Read Write Inc Red/Tricky Words

In the English language there are many words that can not be phonetically decodable. These words do not fit sound rules and are irregular words. We call these Red Words and/or Tricky Words. Children learn to read these words by sight recognition, so they see the word and learn what it says without attempting to Fred Talk.

Here are some Red/Tricky Words to learn with your child.

I	no	go	to	the
into	he	we	she	me
be	you	my	your	they

so	said	are	does	some
old	all	call	want	there
two	water	love	were	come

There are many different ways that children can learn to read these words by sight.

Youtube has child-friendly videos type in 'tricky word song phase 2' or 'tricky word song 'phase 3'



### Tricky Words and Sight Words Song

Epic Phonics • 2M views • 3 years ago

<http://epicphonics.com/games/show/reading-mad>  
online games! A tricky word ...



### Phase 3 Tricky Words Song Say Hello To

Epic Phonics • 771K views • 2 years ago

Phase 3 Tricky Words song as requested by many :) Trick  
my, all, are, they ...



## Further Information

If you're still thinking, what are you talking about? Please do not worry, we did not learn to read this way! You can speak to your child's class teacher and together we will get there.

If you would like additional resources to support your child's reading at home, please take a look here: <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

There are lots of free videos and printable resources to help support the teaching of early reading at home.

We supplement the teaching of RWI phonics with the same scheme of 'Book Bag' books. These books support your child through each step of their learning of phonics. We encourage the children to work through the books at their own pace- this includes reading each of the books twice for fluency.

When reading the books with your child at home please can you check the red and green words at the beginning of books and ask the questions at the end of the book to aid comprehension.

As ever, we encourage you to hear your child read at least 3 times a week at home to support their phonetic understanding and aid fluency.

Comprehension and fluency when reading is the key to opening doors in many areas of the curriculum.



