



**Read Write Inc. *Speed Sounds***

**EYFS Phonics information for parents**

**2021**



# Introduction

## Children

- Learn 58 sounds and the corresponding letters/letter groups using simple picture prompts.
- Learn to read words using sound blending.
- Learn to write the letters/letter groups which represent the 58 sounds.
- Learn to write words by saying the sounds and graphemes.
- Learn to spot 'special friends', i.e. digraphs and trigraphs.

Once a sound has been taught it is practised over and over again until children can read words by blending the sounds they have learnt.

### Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
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Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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### 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	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

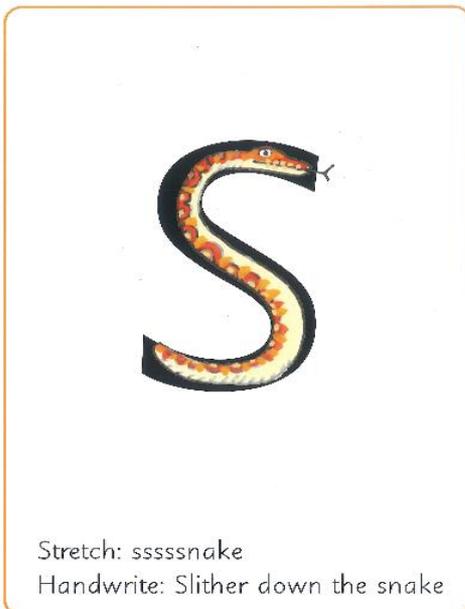
Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

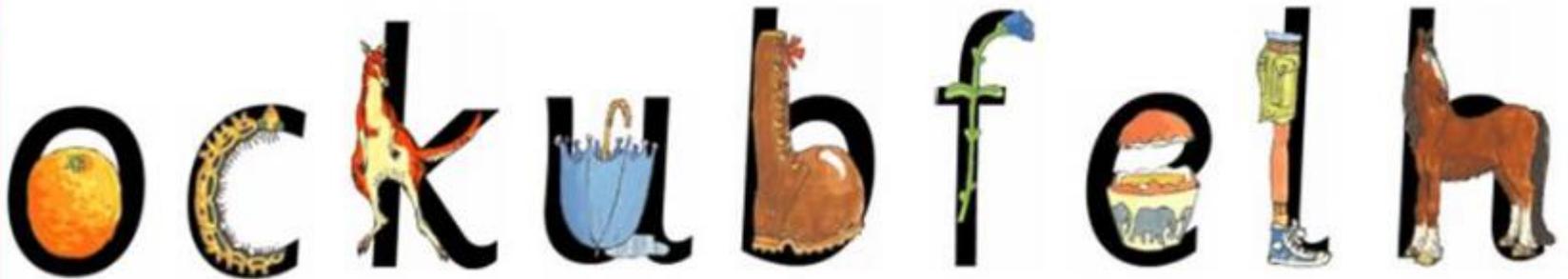
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

## Teaching a sound

- Each day a new letter SOUND is introduced (not the capital letter name)
- Usually 4-5 new sounds are taught a week and these are then revised through the week and throughout the day.
- Each sound is introduced using a rhyme.



# My sound



- Children are taught to ‘Ted’ talk words by sounding out and blending to read. s\_a\_t
- Children are taught to spell by hearing and saying sounds in a word before writing them down. We call this using ‘Ted’ fingers.



## **Ted Talk**

- Ted is a puppet who says, reads and spells words in pure sounds; he never says the whole word so the children do this for him. He never adds 'uh' after a consonant sound e.g. fuh, luh (a slight 'uh' cannot be helped when saying the sounds b, g, d, j, w and y).

# Other terminology

## ***Grapheme***

- A grapheme is one letter or group of letters used to write one sound, e.g. the sound 'f' can be written with the grapheme f (fun), ff (huff) and ph (phone).

## ***Syllables***

- Syllables are chunks within long words.

## ***Digraphs***

- Sounds which are made up of 2 letters  
e.g. *ai, ee, oo, oa*

## ***Trigraphs***

- There are also some, such as *igh, air, ure*

## ***Root***

The root is the part of the word that gives the most meaning.

## ***Adding Suffixes***

You also need to know how to add a suffix to a word like this...

\_ed (as in jumped)

\_ing (as in playing)

\_er (as in cooler)

\_est (as in greatest)

\_ful (as in grateful)

\_y (as in tidy)



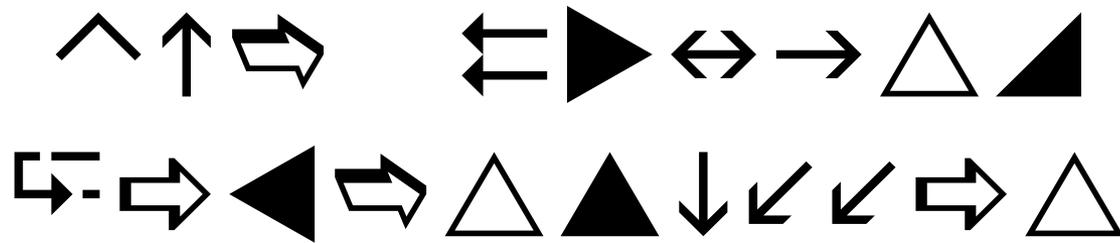
# Red words

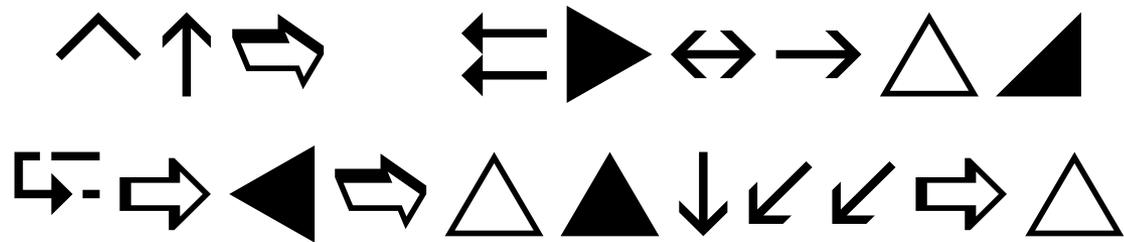


- These are TRICKY!
- Go against all rules that children are learning!
- No other way to read/write them other than memorising
- PRACTISE AGAIN AND AGAIN IN DIFFERENT WAYS  
e.g. Finding tricky words in the sand, a hunt around the house/outside, writing them on balloons, writing them in chinks

The book we are learning about today is

...





# Reading

- While children are still learning to read they will gather clues from the pictures.
- Lots of children rely on pictures rather than words, this is not incorrect they are using their skills to decode what is happening in the story and this will help with their comprehension skills.

# Reading

E 'facile leggere una lingua una volta che hai imparato le regole, ma questo non significa che si capisce quello che avete letto.

# Reading

- E 'facile leggere una lingua una volta che hai imparato le regole, ma questo non significa che si capisce quello che avete letto.
- It is easy to read a language once you have mastered the rules, but that doesn't mean you understand what you have read.

# Guided/Individual reading

During reading we have a strong focus on  
COMPREHENSION

- *What are the character's feeling?*
- *What has just happened?*
- *Predicting what might happen next?*

*(using pictures, word clues, the context, their own experiences to UNDERSTAND what they are reading)*

# Home Learning

Children need to practise these skills during their home learning tasks.

Don't worry about misspelt words!

Please don't just tell your child the letters in every word.

Phonetically plausible words should be accepted e.g  
Elephant – *elifant* this may start off as *eft* or *elft*

# Things you can do to help

- Reading to/with your child is **very important** to help your child's comprehension skills – if possible everyday.
- *Reading books which your child chooses rather than just Biff and Kipper/Phonics Bugs.*
- Fill in the reading record for all reading and complete the tasks with your child when appropriate.

# Physical strength for writing

- Children need to have core strength and stability to be able to write.
- When we learn to write we use new muscles and it can be painful. If done daily, it compounds the issue and the memory stays.
- We want to avoid this!
- There are ways we can!

# Physical strength for writing

- Developing gross motor skills – big movements!



- Developing fine motor skills – smaller movements.



- BUILD UP STAMINA and strength, walking, cycling.

Don't forget, for most children, we are just **beginning** to learn to read. Everything is new and hopefully exciting!

Please be patient.

Every child is an individual, and will learn at their own pace.