**Supporting at home**

With Read, Write Inc 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:

eg /mm/ not muh, /ss/ not suh, /ff/ not fuh.

**m** – mmmmmmountain (keep lips pressed together hard)

**s** – sssssnake (keep teeth together and hiss – unvoiced)

**n** – nnnnnnet (keep tongue behind teeth)

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

**l** – llllleg (keep pointed curled tongue behind teeth).

**r** – rrrrrrobot (say rrr as if you are growling)

**v** – vvvvvvulture (keep teeth on bottom lip and force air out gently)

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

**th** – thhhhank you ( stick out tongue and breathe out sharply)

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

**ng** – thinnnnngg on a strinnnngg (curl your tongue at the back of your throat)

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

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 lips – unvoiced)

**k** – (make sharp click at back of throat)

**c** - as above

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

**ch** - (make a short sneezing sound)

**x** – (say a sharp c and add s – unvoiced)

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 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 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 – smile).

**o**: o–o-o (push out lips, make the mouth into o shape).

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

The long vowel sounds are all stretchy sounds

**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

The children are taught the sounds in 3 sets.

**Set 1 Sounds** are taught in the following order:

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

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Long vowel sound** | **Set 2 Sounds** | **Set 3 Sounds** | |
| ay | ay: may I play | a-e: make a cake | ai: snail in the rain |
| ee | ee: what can you see | ea: cup of tea | e: he me we she be |
| igh | igh: fly high | i-e: nice smile | |
| ow | ow: blow the snow | o-e: phone home | oa: goat in a boat |
| oo | oo: poo at the zoo | u-e: huge brute | ew: chew the stew |
| oo | oo: look at a book |  | |
| ar | ar: start the car |  | |
| or | or: shut the door | aw: yawn at dawn | |
| air | air: that’s not fair | are: share and care | |
| ir | ir: whirl and twirl | ur: nurse for a purse | er: a better letter |
| ou | ou: shout it out | ow: brown cow | |
| oy | oy: toy for a boy | oi: spoil the boy | |
| ire | ire: fire fire! |  | |
| ear | ear: hear with your ear |  | |
| ure | ure: sure it’s pure? |  | |

**Glossary**

|  |  |
| --- | --- |
| **Word** | **What does it mean?** |
|  | |
| |  |  | | --- | --- | | **blend** |  | | Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading. |
| |  | | --- | | **consonant** | | Most letters of the alphabet (excluding the vowels: a,e,i,o,u). |
| |  |  | | --- | --- | | **CVC words** |  | | Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).  Other similar abbreviations include:   1. VC words e.g. on, is, it. 2. CCVC words e.g. trap and black. 3. CVCC words e.g. milk and fast. |
| |  |  | | --- | --- | | **digraph** |  | | Two letters which together make one sound e.g. ee, oa, ea, ch, ay.  There are different types of digraph:   1. **Vowel digraph:** a digraph in which at least one of the letters is a vowel, for example; boat or day. 2. **Consonant digraph:** two consonants which can go together, for example shop or thin. 3. **Split digraph** (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine. |
| |  | | --- | | **grapheme** | | |  | | --- | | Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck. | |
| |  |  | | --- | --- | | **phoneme** |  | | A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh. |
| |  |  | | --- | --- | | **phonics** |  | | Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words. |
| |  |  | | --- | --- | | **pure sound** |  | | Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. ‘f’ not ‘fuh.’ |
| |  |  | | --- | --- | | **segment** |  | | This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing. |
| |  |  | | --- | --- | | **trigraph** |  | | Three letters which go together make one sound e.g. ear, air, igh, dge, tch. |
| |  | | --- | | **vowel** | | |  | | --- | | The letters a, e, i, o, u. | |