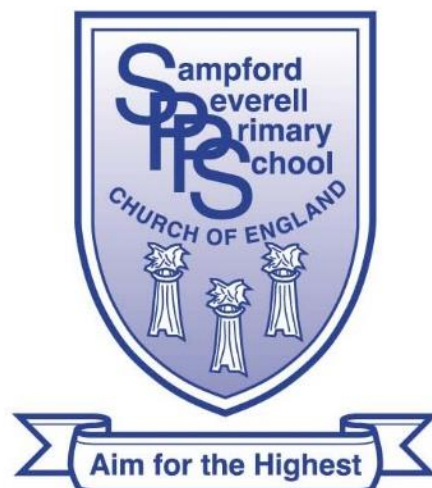


Sampford Peverell C of E Primary School

RWI phonics Support Materials



Outline of Materials

The following pack of materials is to help you support your child at home with their phonics journey.

The children follow this progression in learning phonics:

Speed Sounds Set 1															
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	q	x	ng	nk	
Speed Sounds Set 2															
ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy				
Speed Sounds Set 3															
ee	ea	oy	oi	ay	a-e	igh	i-e	ow	o-e	oo	u-e	or	aw	air	
are	ir	ur	er	ou	ow	ai	oa	ew	ire	ear	ure	tion	cious	tious	

Alongside these they also learn red words (tricky words), which are difficult to blend but are key words they need to read and access texts (eg. the, said, your).

You will find the green words are printed in order. The children work through Set 1 sounds before moving on to Set 2, and then the same for Set 3. You will notice that we have put dots and lines under the different sounds – this is to help the children identify the phoneme and sound it out:

A line (dash) is placed under a grapheme that has more than one letter. All the letters together make one sound and these sounds are known as phonemes. A phoneme with 2 letters is called a digraph and a phoneme with 3 letter is called a trigraph.



A dot is placed under a single grapheme as there is only one letter in this phoneme.

How to read and practise the words:

Red words:

Red words have tricky letters in them which make different sounds from the ones the children have learnt and these are known as tricky letters and these make red words tricky words to learn.

Green words:

Use the dots and dashes to encourage your child to say each sound (Fred Talk), then get them to blend the sounds together to read the word. If your child struggles with this, use Fred Talk to say the sounds and encourage your child try and say the word you are Fred Talking. The phrase we use in school is Fred Talk, Read the Word.

Over time, as they get more confident, encourage them to say the sounds in their head (Fred in your head) then saying the word out loud. The phrase we use in school is Fred in Your Head, Read the Word.

Red Words (Tricky Words)

Red for a while words These include graphemes that have not been taught by the time they are needed in the reading books. As soon as the grapheme has been taught, each of these turn into a green word!

he	me	we
she	be	no
so	go	old
her	saw	my
by	why	now
how	down	over
school		

Other Red Words:

I	the	you
your	said	was
are	of	want
they	to	do
does	all	call

tall	small	any
many	anyone	some
come	watch	who
where	there	here
were	brother	other
mother	father	love
above	two	once
buy	worse	walk
talk	caught	bought
thought	through	wear
whole	could	would
should	great	son
water		

Set 1 Sounds

1.1

at	mat	sat
mad	dad	sad

1.2

gap	pan	top
got	dog	pin
tip	pig	dig
sit	it	in
on	and	an

1.3

up	cup	mud
kit	bed	get
met	bin	bad
cat	can	cot

1.4

h <u>e</u> n	h <u>i</u> t	h <u>a</u> d
f <u>a</u> n	f <u>a</u> t	l <u>o</u> g
sh <u>o</u> p	f <u>u</u> n	l <u>i</u> p
f <u>i</u> sh	sh <u>i</u> p	l <u>e</u> t

1.5

j <u>e</u> t	w <u>e</u> t	v <u>e</u> t
y <u>e</u> s	w <u>i</u> sh	w <u>e</u> b
y <u>e</u> t	jam	y <u>a</u> p
j <u>o</u> g	w <u>i</u> n	y <u>u</u> m
r <u>a</u> t	r <u>e</u> d	r <u>u</u> n

w <u>i</u> ng	ch <u>i</u> n	th <u>i</u> ck
ch <u>o</u> p	ch <u>a</u> t	qu <u>i</u> t
qu <u>i</u> z	s <u>i</u> ng	th <u>i</u> ng
b <u>a</u> ng	th <u>i</u> s	th <u>i</u> n
f <u>i</u> x	s <u>i</u> x	z <u>a</u> g
z <u>i</u> p	f <u>o</u> x	b <u>o</u> x

st <u>in</u> k	w <u>in</u> k	b <u>ac</u> k
s <u>ki</u> n	s <u>li</u> d	s <u>li</u> p
g <u>ri</u> n	p <u>ro</u> p	p <u>ra</u> m
f <u>ro</u> m	c <u>li</u> p	g <u>ra</u> n
h <u>an</u> d	s <u>ta</u> nd	s <u>ta</u> mp
f <u>lo</u> p	f <u>ro</u> g	j <u>u</u> mp
b <u>la</u> ck	f <u>la</u> g	t <u>hi</u> nk
s <u>ki</u> p	b <u>es</u> t	t <u>ri</u> p
b <u>lo</u> b	b <u>ra</u> t	d <u>ri</u> p
d <u>ro</u> p	b <u>li</u> p	f <u>lu</u> ff
d <u>re</u> ss	h <u>u</u> ff	m <u>es</u> s
t <u>es</u> t	t <u>ra</u> p	s <u>pi</u> t
s <u>to</u> p	s <u>po</u> t	s <u>tro</u> p

Set 2 Sounds (taught from green book)

2.1

play	may	say
day	way	spray

2.2

see	been	seen
three	green	sleep

2.3

high	light	bright
night	fright	might

2.4

blow	low	know
snow	show	slow

2.5

to <u>o</u>	fo <u>o</u> d	mo <u>o</u> n
zo <u>o</u>	po <u>o</u> l	spo <u>o</u> n

2.6

to <u>o</u> k	bo <u>o</u> k	co <u>o</u> k
lo <u>o</u> k	sh <u>o</u> o <u>k</u>	fo <u>o</u> t

2.7

ca <u>r</u>	pa <u>r</u> t	ha <u>r</u> d
sta <u>r</u> t	sta <u>r</u>	sha <u>r</u> p

2.8

so <u>r</u> t	sh <u>o</u> rt	ho <u>r</u> se
spo <u>r</u> t	fo <u>r</u> k	sho <u>r</u> t

2.9

f <u>a</u> ir	h <u>a</u> ir	ch <u>a</u> ir
st <u>a</u> ir	<u>a</u> ir	l <u>a</u> ir

2.10

g <u>i</u> rl	b <u>i</u> rd	th <u>i</u> rd
w <u>h</u> ir <u>l</u>	t <u>w</u> ir <u>l</u>	d <u>i</u> rt

2.11

o <u>u</u> t	sh <u>o</u> u <u>t</u>	l <u>o</u> u <u>d</u>
m <u>o</u> u <u>th</u>	r <u>o</u> u <u>nd</u>	f <u>o</u> u <u>nd</u>

2.12

t <u>o</u> y	b <u>o</u> y	e <u>n</u> joy
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Set 3 Sounds (taught from pink book)

3.1

clean	dream	seat
scream	please	

3.2

join	voice	coin
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3.3

make	cake	name
same	late	date

3.4

smile	white	nice
like	time	hide

3.5

home	hope	spoke
note	broke	phone

3.6

rude

brute

June

3.7

saw

law

dawn

crawl

paw

yawn

3.8

share

dare

scare

square

bare

care

3.9

burn

turn

spurt

nurse

purse

hurt

3.10

never

better

weather

after

proper

corner

3.11

h <u>ow</u>	d <u>ow</u> n	b <u>ro</u> wn
c <u>ow</u>	t <u>ow</u> n	n <u>ow</u>

3.12

pa <u>id</u>	tr <u>ai</u> n	pa <u>in</u> t
r <u>ai</u> n		

3.13

g <u>oa</u> t	b <u>oa</u> t	r <u>oa</u> d
th <u>roa</u> t	to <u>as</u> t	c <u>oa</u> t

3.14

ch <u>ew</u>	n <u>ew</u>	bl <u>ew</u>
f <u>lew</u>	d <u>rew</u>	g <u>rew</u>

3.15

f <u>ire</u>	h <u>ire</u>	w <u>ire</u>
b <u>onf<u>ire</u></u>	in <u>spire</u>	con <u>spire</u>

3.16

h <u>ear</u>	d <u>ear</u>	f <u>ear</u>
n <u>ear</u>	y <u>ear</u>	<u>ear</u>

3.17

pic <u>ture</u>	mi <u>x</u> tu <u>re</u>	cre <u>at</u> u <u>re</u>
f <u>u</u> tu <u>re</u>	ad <u>ven</u> tu <u>re</u>	tem <u>per</u> at <u>ur</u> e

3.18

del <u>ic</u> iu <u>s</u>	s <u>u</u> sp <u>ic</u> iu <u>s</u>	vi <u>ci</u> ou <u>s</u>
scr <u>u</u> mp <u>ti</u> ou <u>s</u>	pr <u>eci</u> ou <u>s</u>	fer <u>o</u> ci <u>ou</u> s
tr <u>adi</u> ti <u>o</u> n	at <u>ten</u> ti <u>o</u> n	ce <u>le</u> br <u>ati</u> o <u>n</u>
con <u>ve</u> rs <u>ati</u> o <u>n</u>	con <u>gr</u> at <u>u</u> lat <u>io</u> n	ex <u>pl</u> or <u>ati</u> o <u>n</u>