

## Supporting at home....continued

You will find it harder to avoid saying 'uh' at the end of these sounds:

- d** - (tap tongue behind the teeth)
- g** - (make g sound in the 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)

The short vowels should be kept short and sharp:

- a:** a-a-a- (open mouth wide as if to take a bit 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 in o shape)
- u:** u-u-u (make a sound in the throat)

The long vowel sounds are all stretchy sounds:

- ay** - may I play?
- ee** - what can 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** - a toy for a boy

All out teachers and support staff deliver the program  
- they can show you how to pronounce these sounds.

The children are taught the sounds in 3 sets.

**Set 1:** They 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, ng, nk.**

The children are then taught **Set 2 sounds - the long vowels.**

**ay** (play), **ee** (see), **igh** (high), **ow** (blow), **oo**, (look), **oo** (zoo), **ar** (car), **or** (door), **air** (fair), **ir** (twirl), **ou** (shout), **oy** (toy).

When they are confident with Set 1 and Set 2 they are taught set 3 sounds.

**a-e:** (make a cake)  
**ea:** (cup of tea)  
**i-e** (nice smile)  
**o-e** (phone home)  
**u-e** (huge brute)

**aw** - yawn at dawn  
**are** - share and care  
**ur** - nurse for a purse  
**ow** - brown cow  
**oi** - spoil the boy  
**ire** - fire fire!  
**ear** - hear with your ear  
**ure** - sure that's pure

**Feel free to talk to any of the Reception team if you would like any more information.**

# St. Peter's R.C. Primary School

## Phonics

Information Leaflet for  
Parents and Carers



## Phonics at St. Peters R.C. Primary School

We use Read Write Inc (RWI) to deliver phonics to the children in our school.

RWI is an approach to learning letter sounds enabling children to read and write.

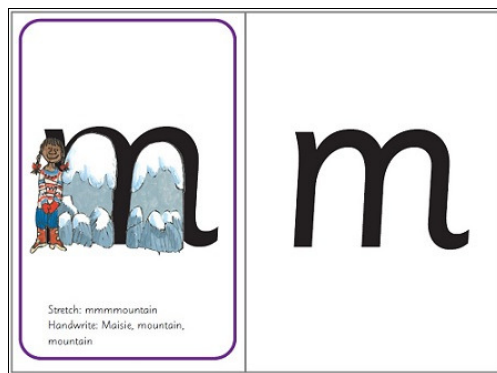
At St. Peter's we are passionate about teaching children to read. Success in reading leads to in writing. The ability to read allows children to become independent learners as they can discover things for themselves through the power of reading.



## What will our children learn in Phonics at St. Peter's R.C. Primary School?

Using RWI the children will learn 44 sounds and the corresponding letter/letter groups using simple picture prompts. In Phonic lessons the children will learn to blend the sounds to read words. Reading books will be sent home which will contain sounds your child is familiar with to enable your child to become a successful reader.

Using RWI the children will learn to write the letters/letter groups which represent 44 sounds. In phonics lessons your child will learn to segment words to enable them to write. RWI will help your child to form each letter correctly with a little mnemonic e.g. Maisie, mountain, mountain helps us to form a beautiful 'm'.



Below is a link to the Oxford Owl website where Ruth Miskin (the creator of RWI) explains all about the RWI programme.

<http://www.oxfordowl.co.uk/for-home/phonics-made-easy>

## Supporting your child at home

With RWI we use 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 be stretched slightly. Try to avoid saying 'uh' after each one:

**m** - mmmmountain (keep lips pressed together hard)

**s** - ssssssnake (keep teeth together and hiss)

**n** - nnnnet (keep tongue behind teeth)

**f** - fffffflower (keep teeth on bottom lip and force out air sharply)

**l** - llllleg (keep pointed curled tongue behind teeth)

**r** - rrrrobot (say rrrr as if your growling)

**v** - vvvvvulture (keep teeth on bottom lip and force out air gently)

**z** - zzzzigzag (keep teeth together and make a buzzing sound)

**th** - thhhthank you (stick out tongue and breathe out sharply)

**sh** - shhhhh (make a shhh noise as if you are telling someone to be quiet)

**ng** - thinnnnngggg on a strinnnnngggg (curl your tongue at the back of your throat)

**nk** - I think I stink (make a piggy oink noise without the oi -nknknk)

These next sounds cannot be stretched. Make the sound as short as possible to avoid the 'uh' at the end of the sound.

**t** - (tick tongue behind the teeth)

**p** - (make distinctive p with the lips)

**k** - (make sharp click at the back of the throat)

**c** - as above

**h** - ( say h as you breathe out sharply)

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