Shenington C of E (VA) Primary School

Supporting Read Write Inc 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. Avoid saying **uh** after each one - e.g. /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	fffffflower	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	tuck 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	may I play
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?	

Learning phonics sounds in this way helps children to read words and form words in their independent writing by applying their phonics knowledge. For example, when spelling sea, (as in seaside) it has a ‘cup of tea ea’ sound in the middle rather than the ‘what do you see? ee,’ both make the ee sound, but children learn which type of ee is needed when words sound the same.

If you require any further information, please do not hesitate to speak to the Class Teacher.