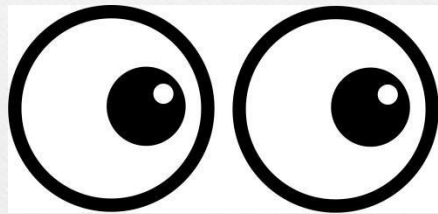


# Phonics at Hollin Primary



Systematic, Synthetic phonics is an evidence-based, structured approach to teaching children to read. This method of reading helps children to learn the relationships between the sounds (phonemes) of spoken language and the letter symbols (graphemes) of the written language.



There are 26 letters in the alphabet and the letters and combination of the letters make **44 different sounds**.







# Terminology

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- **Blending** – to recognise the letter sounds in a written word and blend them in the order in which they are written to pronounce the word.  
*for example 'c-at..cat'*
- **Segmenting** – to 'chop' up the spoken word to help spell it out.



# The order of teaching

Through our Read, Write, Inc Phonics programme, the teaching of sounds is done in a sequenced way.

The sounds are taught in a particular order and are organised into **set 1, set 2 and set 3 sounds.**



# Set 1 sounds

Read Write Inc.  
Phonics

Desktop Speed Sounds Chart

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

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Set 2  
sounds



### Speed Sounds Set 2

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

### Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	i-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure



Set 3  
sounds





# Pure sounds

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Pure sounds are about pronouncing each sound clearly without adding additional sounds to the end.

*for example 'c-a-t' not 'cuh-a-tuh'*

- Some sounds are tricky to say without the 'uh' at the end. When this is the case try emphasising the main sound. Some may be easier to say by stretching out the sound.

*for example 'mmm' rather than 'muh'*



# Fred talk

Meet Fred...



**Fred helps children to read words.** He identifies and says the sounds in words. If you listen carefully you can then blend the sounds together to pronounce word in full.

*for example “sh-o-p – shop”*



# Fred Fingers

f i sh



**Fred fingers help children to segment words into sounds ready to write.**

When we use Fred fingers, we think about how many sounds are in a word, and represent these using our fingers. We then **'Fred talk'** as we write the word.



# Sound buttons

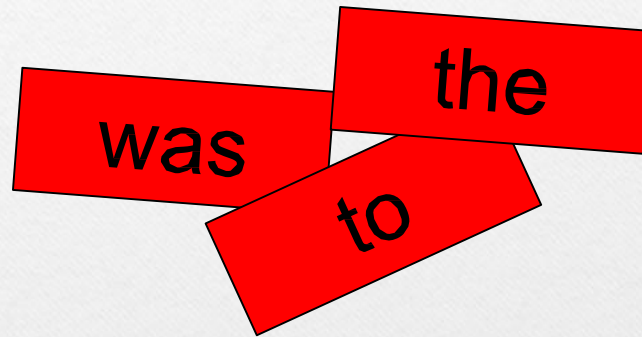
Sound buttons are dots and dashes to show which letters make a sound.

p a n      sh i p      b l ow

•   •   •      •   •      •   •   —



# Red words



Red words are often referred to as 'tricky words'. These words don't often follow the rules that we have been teaching in phonics. If we read these words it wouldn't work. These words are to be learnt by sight. **The phrase we use is: "You can't read a red"**



# How can you support your child with their early reading skills?

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- Read for pleasure - *don't be afraid to read their favourites over and over again.*
- Let your children see you as a reader.
- Support them in practising reading and writing the sounds that they have been taught - *let them teach you!*
- Always be positive and give lots of praise and encouragement.
- Play games

