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| Included in this guide are:   * A break down of what is taught during each stage of the programme and what they need to know and do independently to move onto the next stage. * A glossary of keys terms. * Explanation and example videos. * A bank of words for children to read for each Set of Sounds | | |
| Group | What your son or daughter will be taught: | At the next assessment your son or daughter should be able to: |
| Set 1 Sounds  Group A | * Group A single letter pure sounds: m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e * How to form the above letters correctly * Teach Learning to Blend containing the above sounds. Blending means that children can hear that the sounds c-a-t can be blended together to make cat. Children orally say the sounds they can hear in a given word then make the word using flash cards or magnetic letters. Children then read the word they have made independently to check for any errors. * Fred Talk (Fred the frog can only talk in sounds for example an adult (who is Fred) will sound out m-a-t, children then need to help to blend the sounds together to hear the word mat) | * Read most of Group A single letter sounds m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e |
| Set 1 Sounds  Group B | * Group B single letter pure sounds l,h,r,j,v,y,w,z,x * How to form the above letters correctly * Learning to Blend containing the above Group A and B sounds. Blending means that children can hear that the sounds c-a-t can be blended together to make cat. Children orally say the sounds they can hear in a given word then make the word using flash cards or magnetic letters. Children then read the word they have made independently to check for any errors. * Fred Talk (Fred the frog can only talk in sounds for example an adult (who is Fred) will sound out w-e-t, children then need to help to blend the sounds together to hear the word wet) | * Read most of Group B single letter sounds l,h,r,j,v,y,w,z,x * Blend sounds into words orally for example be able to hear that j-e-t makes jet. |
| Set 1 Sounds  Group C | * Any gaps in group A and Group B single letter sound knowledge. * Learning to Blend Independently: this involves children independently reading 3 letter (CVC) words using Fred Talk. Children talk like Fred by saying each sound and blend the sounds to read the word. * To spell using Fred Fingers (see glossary below) | * Read all Set 1 single- letter sounds speedily * Read 3 letter words (CVC words) using Fred Talk |
| Ditty | * Set 1 Special Friends (two letters that make one sound): sh,th,ch,qu,ng,nk * To read words containing the above special friends such as wish, chop, ship, thin. * To read 3 single letter words with speed. * Read nonsense words using Fred Talk. * Spell using Fred Fingers (e.g for the word ship children hold up 3 Fred Fingers and pinch each finger according to the sounds they can hear before writing this down. ) | * Read all Set 1 sounds including Special Friends. * Read words containing Special Friends, using Fred Talk. * Read 3 sounding alien (nonsense) words using Fred Talk. |
| Red | * Review all set 1 sounds (including special friends) * To read 4 and 5 sounding words such as lamp and stamp using Fred Talk. * To being to read 3 single letter words such as mat, vet or jet etc, speedily (without needing to Fred Talk the word) * To read 3 and 4 sounding nonsense words using Fred Talk e.g slom, zelp. * To spell 3,4 or 5 sound words using Fred Fingers. | * Read 4 and 5 sounding words using Fred Talk (such as stamp, sand etc) * Read 3 and 4 sound nonsense words with Fred Talk |
| Green/Purple | * Set 2 sounds ay,ee,igh,ow,oo (as in zoo),oo (as in look),ar,or,air,ir,ou (as in out), oy. * To read words containing the above sounds using Fred Talk. * To read set 1 words with speed (without Fred Talk) * To read nonsense words containing these Set 2 Sounds using Fred Talk. * Spelling words containing these sounds using Fred Fingers. | * Read the first six Set 2 sounds (ay,ee,igh,ow,oo,oo) speedily * Read these sounds in real and nonsense words using Fred Talk * Read later Set 1 sounds with speed |
| Pink | * Remaining Set 2 sounds (see green above) and words that contain these sounds. * Once confident in all of Set 2, they will move onto Set 3 Sounds ea,oi,a-e,i-e,o-e,u-e,aw,are,ur,er,ow,ai,oa,ew,ire,ear,ure * To read words containing Set 3 sounds using Fred Talk. * To read Set 1 and Set 2 words with speed (without needing to use Fred Talk). * Read Set 2/3 nonsense words using Fred Talk * To spell words containing these sounds using Fred Fingers. | * Read the last six Set 2 Sounds (ar,or,air,ir,ou,oy) speedily * Read these sounds in real words and nonsense words using Fred Talk * Read later Set 1 words ( words containing special friends and 4 or 5 sounding words) and first six Set 2 Sounds words speedily. |
| Orange | * Set 3 sounds ea,oi,a-e,i-e,o-e,u-e,aw,are,ur,er,ow,ai,oa,ew,ire,ear,ure * To read words containing Set 3 sounds using Fred Talk. * To read Set 1, Set 2 and previously taught Set 3 words with speed (without needing to use Fred Talk) * Read Set 3 Nonsense words using Fred Talk. * To spell words containing these sounds using Fred Fingers (focus on Set 2 words) | * Read Set 2 Sounds in real and nonsense words using Fred Talk. * Read later Set 1 words (words containing special friends and 4 or 5 sounding words) and Set 2 Sounds words speedily. |
| Yellow | * Set 3 sounds ea,oi,a-e,i-e,o-e,u-e,aw,are,ur,er,ow,ai,oa,ew,ire,ear,ure * To read words containing Set 3 sounds using Fred Talk. * Read Set 1 and previously taught Set 2 and Set 3 words with speed (without needing to use Fred Talk). * Read Set 3 nonsense words. * Spelling Set 3 words using Fred Fingers | * Read first five Set 3 Sounds (a-e,ea,i-e,o-e,u-e) speedily * Read these sounds in real and nonsense words using Fred Talk * Read a passage at 60-70 words per minute attempting intonation |
| Blue | * Review Set 3 Sounds and read corresponding words including longer (multisyllabic) words * Read words containing Set 1, Set 2 and Set 3 sounds with speed (without using Fred Talk) * Nonsense words containing Set 3 sounds using Fred Talk * Spell Set 3 and Set 2 words using Fred Fingers | * Read all Set 3 Sounds speedily * Read Set 3 Sound nonsense words using Fred Talk * Read a passage at 70-80 words per minute attempting intonation. |
| Grey | * Review Set 1, Set 2 and Set 3 Sounds and corresponding words. * Read Set 2 and Set 3 longer (multisyllabic) words * Read Set 3 nonsense words. * Spell Set 3 longer words (multi-syllabic words) using Fred Fingers. | * Read all Set 3 Sounds in nonsense words using Fred Talk * Read multisyllabic words speedily * Read a passage at 80 – 90+ words per minute with intonation that shows comprehension. |

**Glossary**

**Pure sounds Set 1,2 and 3**: there is a correct pronunciation for each letter sound. This is a clear and distinct sound without adding additional sounds to the end e.g ‘f’ not ‘fuh’. It is really important to say the sounds clearly as this will help them when they learn to blend sounds together to read words.

Please note that we do not teach the letter names until later on in the programme.

See the link below to an audio guide to all the sounds and their correct pronunciation.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

**Special Friends:** are a combination of two or three letters representing one sound e.g ck,ay,igh (digraphs and trigraphs). Children need to ensure they always say the sound not the letters names e.g sh and not s and h.

See the link below for a guide in how to teach your son or daughter sounds that are made up of two letters

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/two-letters-one-sound-phonics-video>

**Split Digraphs:** These are two letters that make one sound but they are not side by side, we place another letter in the middle e.g a-e, i-e, o-e, u-e, . We explain that these letters are special friends (See above) but they need to be split up because they are too chatty.

**CVC Words**: these are three letter words that are made up of a consonant – vowel – consonant. For example words such as map, box, met, sip or rug.

**Fred Talk (Orally)**: Fred the Frog helps children read and spell. He can say the sounds in words but he can not say the whole word, so children have to help him.

To help children read Fred (the teacher) says the sounds and then the children say the word.

For example, Fred says c-a-t, children say cat. Fred says l-igh-t, children say light.

**Fred Talk (Reading words):** to help children read they talk like Fred, who can only say sounds. The children say each sound in the word before blending these sounds together to read the word.

**Fred in Your Head**: once children can sound out a word, we teach them to say the sounds in their heads. Children then build up the speed at which they say the sounds in their head and say the word until they can say the word straight away.

**Fred Finger Spelling**: is used by children to help them to spell words. Children say the sounds as they press the sounds onto their fingers before writing. In Set 1 Lessons children are told how many fingers they will need to show. In set 2 and 3 lessons children count the number of sounds in. The words and then. Show the corresponding number of fingers.

**Learning to Blend**

This is the process of children blending sounds together to read words.

See the attached video on how to teach your children to blend sounds into words

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/sound-blending-phonics-video>

**Blending Independently**

Once children can achieve the steps in learning to blend confidently children move on to reading words independently.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/independent-blending-phonics-video>

**Alien Words/ Nonsense Words:** also called pseudo words are used to assess children’s knowledge of sounds. We use made-up words to ensure that children have not read or heard the words before.

For example: zep, ched, shoam

**Multisyllabic words**: are words which contain more than one and usually more than three syllables. For example pic/ture, ad/venture, tem/per/a/ture. Encourage children to sound out each syllable and then ask the children to read the whole word.

**Intonation**: Varying the tone of your voice when reading a text aloud in order to make the text interesting for the listener. We support the children to use a story tellers voice when reading texts to reflect different emotions or attitudes of characters.

**Comprehension**: is the understanding and interpretation of what is read. To be able to accurately understand written material they need to be able to:

1. Decode what they read
2. Make connections between what they read and what they already know
3. Think deeply about what they have read

**Word Bank**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Set 1 Group A | Set 1 Group B | Set 1 Group C | Ditty | Red/Green |
| mat | Review Group A | Review Group A and B | Review Group A,B and C | Review Group A,B,C and Ditty |
| at | bed | red | ship | bell |
| mad | met | run | shop | well |
| sad | get | rat | fish | mess |
| dad | fan | jog | wish | sock |
| sat | fun | jet | thin | think |
| it | fat | jam | this | quick |
| an | lip | vet | zag | thing |
| in | log | van | zip | blob |
| on | let | yes | chin | drip |
| and | had | yet | chop | blip |
| dog | hit | yum | chat | clip |
| sit | hen | yap | quiz | from |
| pan |  | win | quit | frog |
| pin |  | web | fox | pram |
| top |  | wet | box | slip |
| got |  |  | six | black |
| dig |  |  | sing | stink |
| bin |  |  | bang | strop |
| cat |  |  | wink | stamp |
| cot |  |  | wing | pocket |
| mud |  |  |  | ticket |
| cup |  |  |  | rocket |
| bad |  |  |  | bucket |
| kit |  |  |  | button |
| gap |  |  |  | kitten |
| up |  |  |  | robin |
| can |  |  |  | seven |

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| --- | --- | --- | --- |
| Set 2 | Set 2 Multisyllabic | Set 3 | Set 3 Multisyllabic |
| play | delay | clean | reaching |
| day | saying | dream | repeat |
| may | sunday | seat | teacher |
| way | daylight | join | peanut |
| spray | sleeping | coin | toilet |
| see | weekend | voice | poison |
| three | asleep | cake | boiling |
| been | between | make | spoilt |
| green | flashlight | late | pancake |
| sleep | highest | time | lemonade |
| high | yellow | white | celebrate |
| night | window | nice | reptiles |
| light | pillow | home | invite |
| fright | bedroom | spoke | bedtime |
| might | shampoo | broke | sunshine |
| blow | kangaroo | tune | envelope |
| snow | unhook | rude | compose |
| low | farming | huge | telephone |
| show | sparkle | saw | remote |
| slow | cartoon | dawn | excuse |
| too | garden | yawn | attitude |
| zoo | popcorn | share | include |
| food | alligator | dare | perfume |
| pool | horseback | scare | sawdust |
| spoon | airport | burn | yawning |
| took | unfair | turn | squawking |
| look | armchair | hurt | barefoot |
| book | thirteen | never | declare |
| shook | birthday | better | beware |
| foot | circle | weather | farewell |
| car | conform | how | surprise |
| start | voucher | down | bursting |
| part | playground | brown | yoghurt |
| star | doghouse | snail | person |
| sharp | outfit | paid | camera |
| sort | destroy | paint | chapter |
| short | annoy | goat | shower |
| horse | joyful | boat | cowboy |
| snort | loyal | toast | growling |
| fair |  | chew | flower |
| stair |  | blew | afraid |
| hair |  | grew | complain |
| air |  | fire | railway |
| lair |  | wire | raincoat |
| girl |  | inspire | sailboat |
| bird |  | hear | toaster |
| third |  | fear | chewing |
| whirl |  | year | newest |
| dirt |  | pure | curfew |
| out |  | cure | firetruck |
| shout |  | mixture | bonfire |
| loud |  | adventure | wireless |
| mouth |  | conversation | hearing |
| sound |  | tradition | unclear |
| found |  | attention | nearest |
| toy |  | delicious | picture |
| boy |  | vicious | adventure |
| enjoy |  | scrumptious | nature |

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| --- | --- | --- |
| Set 1 Nonsense Words | Set 2 Nonsense Words | Set 3 Nonsense words |
| ib | tay | vean |
| mip | shay | heab |
| vab | chay | pleak |
| pid | steen | loit |
| sem | treek | moint |
| tob | cheeth | coink |
| cug | fleep | dake |
| lan | zigh | quade |
| yig | kigh | glate |
| zan | pright | flide |
| kib | dight | shike |
| fot | sprow | chipe |
| geb | zow | shome |
| ip | smow | blone |
| teb | moon | voke |
| jeb | drood | pute |
| sheb | shoom | spuge |
| zang | plook | vude |
| menk | charp | zaw |
| thab | flarg | staw |
| ched | stard | fawnt |
| quob | sporg | vare |
| zox | morch | klare |
| hiff | thorch | jare |
| ress | skorb | hurn |
| thim | jair | churse |
| cham | nair | purf |
| quig | plair | skern |
| jalp | wirp | flern |
| blish | birl | hanter |
| smath | girch | zown |
| stron | doud | smow |
| scrock | hout | jownt |
| sprozz | yound | haid |
| spust | stoy | blaib |
|  | croy | quaim |
|  | spoy | foat |
|  | foy | moach |
|  |  | stoad |
|  |  | dewt |
|  |  | snew |
|  |  | prewt |
|  |  | vure |
|  |  | gure |
|  |  | flear |
|  |  | crear |
|  |  | stire |