



## Phonics at Stanford Infant and Junior School

### Supporting 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. Try to avoid saying **uh** after each one: eg /mm/ not muh, /ss/ not suh, /ff/ not fuh.

- m** - mmmmmountain (keep lips pressed together hard)
- s** - ssssssnake (keep teeth together and hiss - unvoiced)
- n** - nnnnnnet (keep tongue behind teeth)
- f** - ffffflower (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** - vvvvvulture (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 strinnnnngg (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** - (tick 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:** ay may I play

**ee:** 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

**oy:** toy for a boy

**ou:** shout it out

All our teachers and teaching assistants have been trained in the Read, Write Inc programme and they can show you how to pronounce these sounds. We hope that you will not hesitate to ask for any help. We are here for your child!

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	Set 3	
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?	

