

Set 1

Sound Rhyme

- m** Down Maisie then over the two mountains. Maisie,
mountain, mountain.
- a** Round the apple, down the leaf.
- s** Slide around the snake
- d** Round the dinosaur's back, up his neck and down to
his feet.
- t** Down the tower, across the tower,
- i** Down the insects body, dot for the head.
- n** Down Nobby and over the net.
- p** Down the plait, up and over the pirates face.
- g** Round the girls face, down her hair and give her a
curl
- o** All around the orange
- c** Curl around the caterpillar
- k** Down the kangaroos body, tail and leg
- u** Down and under the umbrella, up to the top and down
to the puddle
- b** Down the laces, over the toe and touch the heel
- f** Down the stem and draw the leaves
- e** Slice into the egg, go over the top, then under the
egg
- l** Down the long leg

- h** Down the horse's head to the hooves and over his back
- sh** Slither down the snake, then down the horse's head to the hooves and over his back
- r** Down the robot's back, then up and curl
- j** Down his body, curl and dot
- v** Down a wing, up a wing
- y** Down a horn, up a horn and under the yak's head.
- w** Down, up, down, up the worm.
- th** Down the tower, across the tower, then down the horse's head to the hooves and over his back
- z** Zig-zag-zig, down the zip.
- ch** Curl around the caterpillar, , then down the horse's head to the hooves and over his back
- qu** Round the queen's head, up to her crown, down her hair and curl
- x** Cross down the arm and leg and cross the other way
- ng** A thing on a string
- nk** I think I stink

Please do not use letter names at this early stage.

[Click here](#) to hear how to pronounce sounds correctly.

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.

Step 2:

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 Speed Sound cards	Set 3 Speed Sound cards	
	Teach these first		
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	ao: 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?

Nonsense words (Alien words)

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term. [Click here](#) for further information on the Screening check.

Step 3:

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:

Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.

Dots and dashes represent the sound each letter makes.

Once your child has been introduced and taught these words in school we will send them home for you to continue practising with your child.

During the RWI session children will read the book three times and at each new reading they will have plenty of opportunities to practise using their developing comprehension skills. You may have heard your child talking about '**hold, edit or build a sentence**'.

Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.

Build a sentence is to give children the opportunity to create their own sentence to that shows the meaning of a word and edit a sentence allows the children to critique a sentence using their knowledge of spelling punctuation and grammar. Children complete a longer piece of independent

writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

Order of Story books: Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and your teacher will talk to you about this.

Books	Year Group Expectations	Green Words in Books
Red Ditty 1-10		
Red 1-10	Reception	<u>Click here to help your child</u>
Green 1-10	Reception	<u>Click here to help your child</u>
Purple 1-10	Reception	<u>Click here to help your child</u>
Pink 1-10	Reception/Year One	<u>Click here to help your child</u>
Orange 1-12	Year One	<u>Click here to help your child</u>
Yellow 1-10	Year One	<u>Click here to help your child</u>
Blue 1-10	Year One	<u>Click here to help your child</u>

Grey 1-10 Year One

[Click here to help your child](#)

To help at home:

Your child will start to bring books home when they are confident readers. Please help them to read and give lots of praise!

If you have any other questions about RWI, please see your class teacher or see Mrs Morgan.

Phonics Screening Check Year One

What is the Year 1 phonics screening check?

The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check so that schools can track pupils until they are able to decode.