

The following pack of materials have been created to help you support your child at home with their Read Write Inc phonics journey. The first pages can be used as they are or could be laminated and cut up to use with your child to help them practise the sounds they are learning. The Ruth Miskin website has lots of other parent support materials and videos, including how to pronounce the phonemes.

<http://www.ruthmiskin.com/en/parents/>

The children follow this progression in learning phonics:

Speed Sounds Set 1									
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	q	x	ng
nk									
Speed Sounds Set 2									
ay	ee	igh	ow	oo	oo	ar	or	air	ir
ou	oy								
Speed Sounds Set 3									
ee	ea	oy	oi	ay	a-e	igh	i-e	ow	o-e
oo	u-e	or	aw	air	are	ir	ur	er	ou
ow	ai	oa	ew	ire	ear	ure	tion	cous	tious

Alongside these the children will also learn red words (tricky words), which are difficult to blend but are key words they need to read.

### Red words

The children should be told these words and practise sight reading them (without blending).

We have printed the following on one side of the page so that you could laminate / cut them up and use as flash cards for games and practise. Alternatively, you can use them as they are - but please do not go on to the next words before your child moves on at school - this could be confusing for them.

Red Words (Tricky Words) Red for a while words These include graphemes that have not been taught by the time they are needed in the reading books. As soon as the grapheme has been taught, each of these turn into a green word! Practise these so they can read them by sight (not blending). You could cut them out to use for games (laminating might be useful!).

he	me	we
she	be	no
so	go	old
her	saw	my
by	why	now
how	down	over
school		

Other red words

I	the	you
your	said	was

are	want	of
they	to	do
does	all	call
tall	small	any
many	anyone	some
come	watch	who
where	there	here
were	brother	other
mother	love	above
two	once	buy
worse	walk	talk
caught	bought	thought
wear	whole	could

should	would	great
son	water	

Below the green words are printed in order. The children work through set 1 sounds before moving on to set 2, and then the same for set 3. You will notice that we have put dots and lines under the different sounds - this is to help the children identify the phoneme and sound it out:

A line is placed under a phoneme that has more than one letter for the corresponding grapheme (a digraph, or trigraph).

A dot is placed under a phoneme that has only one letter for the corresponding grapheme (graph).

How to read and practise the words:

Green words:

Use Fred Talk - point with your finger under each phoneme as you make the sound, then run your finger under the whole word to blend those sounds together to say the word.

Over time, as they get more confident, encourage them to instant sound blend so they are saying the sounds in their head quickly then saying the word out loud.

### Set 1 Sounds

#### 1.1

at ••	mat •••	sat •••
mad •••	dad •••	sad •••

1.2

gap • • •	pan • • •	top • • •
got • • •	dog • • •	pin • • •
tip • • •	pig • • •	dig • • •
sit • • •	it • •	in • •
on • •	and • • •	an • •

1.3

up • •	cup • • •	mud • • •
kit • • •	bed • • •	get • • •
met • • •	bin • • •	bed • • •

cat • • •	can • • •	cot • • •
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1.4

hen • • •	hit • • •	had • • •
fan • • •	fat • • •	log • • •
<u>sh</u> op • •	fun • • •	lip • • •
fi <u>sh</u> • •	<u>sh</u> ip • •	let • • •

1.5

jet • • •	wet • • •	vet • • •
yes • • •	wi <u>sh</u> • •	web • • •
yet • • •	jam • • •	yap • • •

jog • • •	win • • •	yum • • •
rat • • •	red • • •	run • • •

1.6

w <u>ing</u> • •	<u>ch</u> in • •	th <u>ic</u> k •
ch <u>op</u> • •	ch <u>a</u> t • •	<u>qu</u> it • •
<u>qu</u> iz • •	<u>th</u> ing •	s <u>ing</u> • •
ba <u>ng</u> • •	this • •	<u>th</u> in • •
fix • • •	six • • •	zag • • •
zip • • •	fox • • •	box • • •

st <u>ink</u> •••	w <u>ink</u> ••	ba <u>ck</u> ••
skin ••••	slid ••••	slip ••••
grin ••••	prop ••••	pram ••••
from ••••	clip ••••	gran ••••
hand ••••	stand •••••	stamp •••••
flop ••••	frog ••••	jump ••••
bla <u>ck</u> •••	fla <u>g</u> ••••	th <u>ink</u> •
skip ••••	best ••••	trip ••••
blob ••••	brat ••••	drip ••••



drop ••••	blip ••••	fluff ••••
dress ••••	huff ••••	mess ••••
test ••••	trap ••••	spit ••••
stop ••••	spot ••••	trap ••••

## Set 2 Sounds

### 2.1

play ••••	day ••••	way ••••
stay ••••	may ••••	spray ••••

### 2.2

see ••••	been ••••	seen ••••
three ••••	green ••••	sleep ••••

2.3

h <u>igh</u>	l <u>igh</u> t	b <u>ri</u> gh <u>t</u>
n <u>igh</u> t	f <u>ri</u> gh <u>t</u>	m <u>igh</u> t

2.4

b <u>low</u>	l <u>ow</u>	kn <u>ow</u>
s <u>now</u>	sh <u>ow</u>	s <u>low</u>

2.5

t <u>oo</u>	f <u>oo</u> d	m <u>oo</u> n
z <u>oo</u>	p <u>oo</u> l	s <u>po</u> on

2.6

t <u>ook</u>	b <u>ook</u>	c <u>ook</u>
f <u>oo</u> t	l <u>ook</u>	sh <u>ook</u>

2.7

<u>car</u>	<u>part</u>	<u>hard</u>
<u>start</u>	<u>star</u>	<u>sh arp</u>

2.8

<u>sh ort</u>	<u>sort</u>	<u>hor se</u>
<u>sport</u>	<u>fork</u>	<u>snort</u>

2.9

<u>fair</u>	<u>hair</u>	<u>ch air</u>
<u>stair</u>	<u>air</u>	<u>lair</u>

2.10

<u>girl</u>	<u>bird</u>	<u>th ird</u>
<u>wh irl</u>	<u>twirl</u>	<u>dirt</u>

2.11

<u>ou</u> t	<u>sh</u> <u>ou</u> t	<u>l</u> ou <u>d</u>
<u>mou</u> <u>th</u>	<u>r</u> ou <u>nd</u>	<u>s</u> ou <u>nd</u>

2.12

<u>to</u> y	<u>bo</u> y	en <u>jo</u> y
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### Set 3 Sounds

3.1

<u>cl</u> ea <u>n</u>	<u>d</u> re <u>am</u>	<u>s</u> ea <u>t</u>
<u>sc</u> re <u>am</u>	<u>pl</u> ea <u>se</u>	

3.2

<u>jo</u> i <u>n</u>	<u>vo</u> i <u>ce</u>	<u>co</u> i <u>n</u>
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3.3

<u>ma</u> ke	<u>ca</u> ke	<u>na</u> me
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same	late	date
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3.4

smile	white	nice
like	time	hide

3.5

home	hope	spoke
note	broke	phone

3.6

rude	brute	June
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3.7

saw	law	dawn
crawl	yawn	paw

3.8

<u>sh</u> <u>are</u>	<u>da</u> re	<u>sc</u> are
s <u>qu</u> <u>are</u>	<u>ba</u> re	<u>ca</u> re

3.9

<u>bu</u> rn	<u>tu</u> rn	<u>spu</u> rt
<u>nur</u> <u>se</u>	<u>pur</u> <u>se</u>	<u>hur</u> t

3.10

<u>nev</u> er	<u>bet</u> t <u>er</u>	w <u>ea</u> <u>th</u> <u>er</u>
<u>af</u> ter	<u>prop</u> er	<u>cor</u> ner

3.11

<u>ho</u> w	<u>no</u> w	<u>bro</u> wn
<u>to</u> wn	<u>do</u> wn	<u>co</u> w

3.12

paid	train	paint
rain		

3.13

goat	boat	road
throat	toast	coat

3.14

chew	new	blew
flew	drew	grew

3.15

fire	wire	hire
bonfire	inspire	conspire

3.16

h <u>ear</u>	d <u>ear</u>	f <u>ear</u>
n <u>ear</u>	y <u>ear</u>	<u>ear</u>

3.17

p <u>ic</u> t <u>ur</u> e	m <u>i</u> x <u>t</u> u <u>r</u> e	c <u>re</u> a <u>t</u> u <u>r</u> e
f <u>u</u> t <u>ur</u> e	a <u>d</u> v <u>e</u> n <u>t</u> u <u>r</u> e	t <u>em</u> p <u>e</u> r <u>a</u> t <u>ur</u> e

3.18

d <u>e</u> l <u>i</u> c <u>i</u> <u>o</u> u <u>s</u>	s <u>u</u> s <u>p</u> i <u>c</u> i <u>o</u> u <u>s</u>	v <u>i</u> c <u>i</u> <u>o</u> u <u>s</u>
s <u>c</u> r <u>u</u> m <u>p</u> <u>t</u> i <u>o</u> u <u>s</u>	p <u>r</u> e <u>c</u> i <u>o</u> u <u>s</u>	f <u>e</u> r <u>o</u> c <u>i</u> <u>o</u> u <u>s</u>
t <u>r</u> a <u>d</u> i <u>t</u> i <u>o</u> n	a <u>t</u> t <u>e</u> n <u>t</u> i <u>o</u> n	c <u>e</u> l <u>e</u> b <u>r</u> a <u>t</u> i <u>o</u> n
c <u>o</u> n <u>v</u> e <u>r</u> s <u>a</u> t <u>i</u> o <u>n</u>	c <u>o</u> n <u>g</u> r <u>a</u> t <u>u</u> l <u>a</u> t <u>i</u> o <u>n</u>	e <u>x</u> p <u>l</u> o <u>r</u> a <u>t</u> i <u>o</u> n