



RML Phonics

Home practice



This booklet has been designed for parents to support their children in learning to read.

To learn to read children need to

- learn 44 sounds (phonemes) and the corresponding letters/letter groups (graphemes)
- learn to read words using sound blending

The activities in this booklet are to be used with **Speed Sound cards** published by Oxford University Press and ordered through school.



Home resources you can order from school



Speed Sound Cards Set 1
32 Picture-Letter sound cards



Speed Sound Cards Set 2 + 3
32 Sound-Phrase picture cards



Home storybooks reinforcing what they are reading in school (New titles)

A letter from Ruth Miskin



Dear Parents,

We all know that reading opens the door to all learning.

A child who reads a lot will become a good reader.

A good reader will be able to read challenging material.

A child who reads challenging material is a child who will learn.

The more a child learns the more a child wants to find out.

It is, therefore, vital that your child finds learning to read and write a rewarding and successful experience.

The following pages outline the way our literacy programme works. We hope that you will not hesitate to ask for any help throughout the programme. We are here for your child!

Best wishes,

Long vowel sound	Set 2 Speed Sound cards <i>Teach these first</i>	Set 3 Speed Sound cards	
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: purse for a nurse	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?	

Step 1: Help your child to learn Speed Sounds Set 1

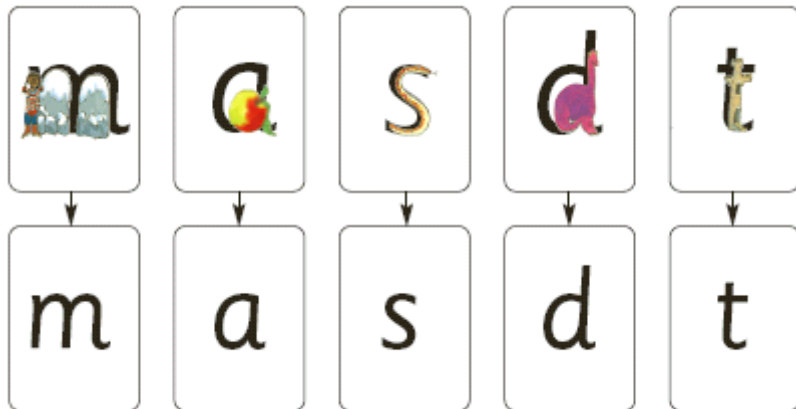
Before you start to teach your child, practise saying the sounds below.

These are the sounds we use to speak in English.

We use pure sounds so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who can do this beautifully! When we say words in sounds we call it 'Fred Talk'. E.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.

Your child's class teacher can show you how to pronounce these sounds.

Please do not use letter names at this early stage.



Vowel card: ay

Example lesson

Introduce the picture side of the card e.g. may I play?

Say:

This is a picture of children playing. They are saying ay, may I play?

Say the words listed on the back.

Ask your child to repeat the word and say 'ay' after each word.

Show the other side of the card. Say the sound 'ay'.

Keep turning the card over saying 'ay, may I play' on the picture side and 'ay' on the other side.

As you teach more sounds, put the sounds you have taught in a Speed Sound pack, along with others from Speed Sounds Set 1.

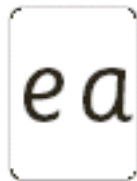
See how quickly your child can read the cards. Get quicker and quicker Write some of the words from the back of the card onto paper.

Ask your child to read each word in Fred Talk and then read the whole word.

Speed Sounds Sets 2 and 3: The long vowels

Once children have started to read the green story-books you may like to teach your child more Speed Sounds.

You will need a pack of Set 2 and 3 Speed Sound cards



Most vowel sounds have more than one spelling.

These first sounds should all be stretched slightly. Try to avoid saying **uh** after each one.

e.g. /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 - lllllleg (keep pointed curled tongue behind teeth).

r - rrrrrrobot (say rrr as if you are growling)

v - vvvvvvulture (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 - *thin*nnnngg on a *strin*nnnngg (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).

Step 4: Storybooks

Once children can read the first set of Speed Sounds and can read the Ditties, they will start to bring home the **Storybooks**. The Storybooks have been written by Gill Munton, a talented and experienced author. The language is natural and fluent and each story has a clear shape. The Storybooks will be brought home once children have completed all the work associated with this book.

There are instructions in every book for you to follow.

Always praise your child!



Step 3: Help your child to read the Ditties

Children use sound-blending (**Fred Talk**) to read short **ditties**. They will bring these home.

Ask children to read the sounds at the top of the page, the word list and then the short text. If they hesitate ask them to use 'Fred Talk' to read the word.



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H-i I-'m F-r-e-d! I c-a-n
o-n-l-y t-a-l-k i-n
s-o-u-n-d-s

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 know

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

ou: shout it out

oy: toy for a boy

Use these activities to teach your child

You will need a pack of Set 1 Speed Sound cards

Before children read the Storybooks, they are taught to read Set 1 Speed Sound Cards.

Letter-sound pictures are used to help children learn these sounds quickly.

e.g.

sssssnake is morphed into s

d-d-d-dinosaur is morphed into d

The children are taught the Set 1 Speed Sound cards 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*

Please remember that children learn more rapidly if they are constantly praised.



Step 2: Help your child learn to read words by sound-blending

Children learn to read words by blending the letter-sounds that are in the Speed Sound pack.

Help children to say the pure sounds, as quickly as they can, and then to blend the sounds together to say the whole word.

We call this **Fred Talk** e.g. l-e-g, b-a-ck, h-ea-d, p-e-n, c-u-p, g-r-ee-n

Make sure that children can read the Speed sound cards before you attempt to sound-blend a word.

Choose 3 cards from the Speed Sound pack that will make up a 3-sound word.

Muddle the cards and point to these sounds in and out of order to check these can be read at speed.

Put the cards in order and practise reading the sounds quickly until your child can work out the word.

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Activity 6: Word clue

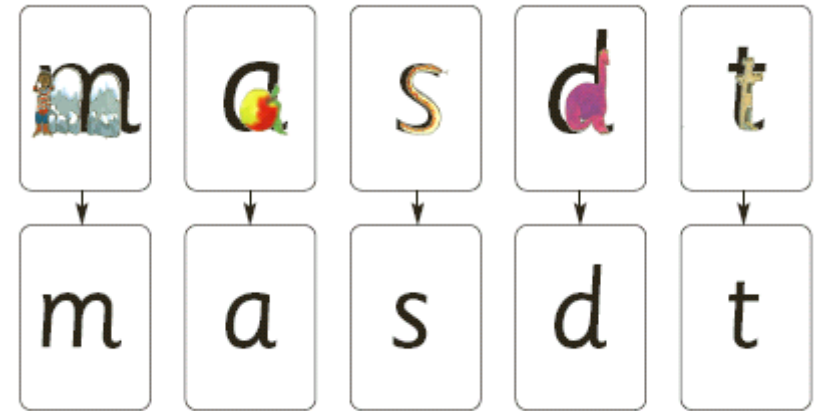
Spread out the same 5 - 10 cards, letter side up.

Say, for example, 'monster, mirror, and mouth'. (Emphasise the first sound.)

See how quickly your child can say the first sound and then find the card.



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Activity 1: Speed Sound cards - picture side

Spread 5 - 10 cards out, picture side up. Say the name of each picture together.

Ask your child to touch each card repeating the above.

Increase the speed.

Activity 2: Speed Sound cards - picture side

Spread the same 5 -10 cards out, picture side up.

Say the name of each picture together, but this time bounce or stretch the beginning sound. (Look on the card to check which to do.)

Ask your child to touch each card repeating the above. Increase the speed.

Activity 3: Speed Sound cards - letter side

Spread out the same 5 - 10 cards, letter side up.

Say a sound, either stretching or bouncing it.

See how quickly your child can point to the corresponding card.

Activity 4: Speed Sound cards - letter side

Spread out the same 5 - 10 cards, letter side up.

Say a sound - no bouncing or stretching.

See how quickly your child can point to the card.

Now point to the card and ask your child to say the sound.

Activity 5: Speed Sound pack

Ask your child to decide the cards he wants to put in a 'Speed Sound' pack (the sounds that are known really well).

Encourage your child to read these at speed, getting quicker and quicker.

Try to increase the number of cards in the 'Speed Sound' pack until your child can read all 31 sounds quickly.