

St Monica's Primary School

Phonics Support Materials



Outline of Materials

The following pack of materials is to help you support your child at home with their phonics journey. The first pages can be used as they are, or could be cut up to practise the sounds they are learning. Please check the Ruth Miskin- Read Write Inc website for other parent support materials and videos, including how to pronounce the different sounds. <https://www.ruthmiskin.com/en/find-out-more/parents/>

The children will follow this progression in 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	cious	tious	

Alongside these they also learn red words (tricky words), which are difficult to blend but are key words they need to be able to access texts (eg. the, said, your).

You will find 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 to identify the phoneme and sound it out:

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

thin

A dot is placed under a phoneme that has only one letter for the corresponding grapheme. 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 these sounds 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 and then saying the word out loud.

Red words: The children should be told these words and practise sight reading them without blending.

Nonsense words: The children will have to read made up words to show that they can apply their sounds to unfamiliar words. They will have an alien or monster next to them to show that they are not real.

Complex Speed Sounds Chart (for Set 3 Sounds)

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

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	of	want
they	to	do
does	all	call

tall	small	any
many	anyone	some
come	watch	who
where	there	here
were	brother	other
mother	father	love
above	two	once
buy	worse	walk
talk	caught	bought
thought	through	wear
whole	could	would
should	great	son
water		

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	bad
cat	can	cot

1.4

h <u>e</u> n	h <u>i</u> t	h <u>a</u> d
f <u>a</u> n	f <u>a</u> t	l <u>o</u> g
sh <u>o</u> p	f <u>u</u> n	l <u>i</u> p
f <u>i</u> sh	sh <u>i</u> p	l <u>e</u> t

1.5

j <u>e</u> t	w <u>e</u> t	v <u>e</u> t
y <u>e</u> s	w <u>i</u> sh	w <u>e</u> b
y <u>e</u> t	j <u>a</u> m	y <u>a</u> p
j <u>o</u> g	w <u>i</u> n	y <u>u</u> m
r <u>a</u> t	r <u>e</u> d	r <u>u</u> n

w <u>i</u> ng	ch <u>i</u> n	th <u>i</u> ck
ch <u>o</u> p	ch <u>a</u> t	qu <u>i</u> t
qu <u>i</u> z	s <u>i</u> ng	th <u>i</u> ng
b <u>a</u> ng	th <u>i</u> s	th <u>i</u> n
f <u>i</u> x	s <u>i</u> x	z <u>a</u> g
z <u>i</u> p	f <u>o</u> x	b <u>o</u> x

st <u>i</u> nk	w <u>i</u> nk	ba <u>c</u> k
s <u>k</u> in	s <u>l</u> id	s <u>l</u> ip
gr <u>i</u> n	pr <u>o</u> p	pr <u>a</u> m
fr <u>o</u> m	cl <u>i</u> p	gr <u>a</u> n
h <u>a</u> nd	st <u>a</u> nd	st <u>a</u> mp
f <u>l</u> op	f <u>r</u> og	j <u>u</u> mp
bl <u>a</u> ck	f <u>l</u> ag	th <u>i</u> nk
s <u>k</u> ip	b <u>e</u> st	tr <u>i</u> p
bl <u>o</u> b	br <u>a</u> t	dr <u>i</u> p
dr <u>o</u> p	bl <u>i</u> p	fl <u>u</u> ff
dr <u>e</u> ss	h <u>u</u> ff	m <u>e</u> ss
t <u>e</u> st	tr <u>a</u> p	sp <u>i</u> t
st <u>o</u> p	sp <u>o</u> t	st <u>o</u> p

Set 2 Sounds

2.1

play	may	say
day	way	spray

2.2

see	been	seen
three	green	sleep

2.3

high	light	bright
night	fright	might

2.4

blow	low	know
snow	show	slow

2.5

too	food	moon
zoo	pool	spoon

2.6

took	book	cook
look	shook	foot

2.7

car	part	hard
start	star	sharp

2.8

sort	short	horse
sport	fork	snort

2.9

f <u>a</u> ir	h <u>a</u> ir	ch <u>a</u> <u>i</u> r
s <u>t</u> air	<u>a</u> ir	<u>l</u> air

2.10

g <u>i</u> r <u>l</u>	b <u>i</u> r <u>d</u>	th <u>i</u> r <u>d</u>
w <u>h</u> ir <u>l</u>	tw <u>i</u> r <u>l</u>	d <u>i</u> rt

2.11

o <u>u</u> t	sh <u>o</u> <u>u</u> t	l <u>o</u> <u>u</u> d
m <u>o</u> u <u>th</u>	r <u>o</u> <u>u</u> <u>n</u> d	f <u>o</u> <u>u</u> <u>n</u> d

2.12

t <u>o</u> y	b <u>o</u> y	e <u>n</u> <u>j</u> oy
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Set 3 Sounds

3.1

clean	dream	seat
scream	please	

3.2

join	voice	coin
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3.3

make	cake	name
same	late	date

3.4

smile	white	nice
like	time	hide

3.5

home	hope	spoke
note	broke	phone

3.6

r <u>u</u> d <u>e</u>	b <u>r</u> u <u>t</u> e	J <u>u</u> n <u>e</u>
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3.7

s <u>a</u> w	l <u>a</u> w	d <u>a</u> wn
c <u>r</u> aw <u>l</u>	p <u>a</u> w	y <u>a</u> wn

3.8

sh <u>a</u> r <u>e</u>	d <u>a</u> r <u>e</u>	s <u>c</u> ar <u>e</u>
s <u>q</u> uar <u>e</u>	b <u>a</u> r <u>e</u>	c <u>a</u> r <u>e</u>

3.9

b <u>u</u> r <u>n</u>	t <u>u</u> r <u>n</u>	s <u>p</u> ur <u>t</u>
n <u>u</u> r <u>s</u> e	p <u>u</u> r <u>s</u> e	h <u>u</u> r <u>t</u>

3.10

n <u>e</u> v <u>e</u> r	b <u>e</u> t <u>t</u> e <u>r</u>	w <u>e</u> ath <u>e</u> r
a <u>f</u> t <u>e</u> r	p <u>r</u> o <u>p</u> er	c <u>o</u> r <u>n</u> er

3.11

h <u>ow</u>	d <u>ow</u> n	b <u>ro</u> wn
c <u>ow</u>	t <u>ow</u> n	n <u>ow</u>

3.12

p <u>a</u> i <u>d</u>	t <u>r</u> a <u>in</u>	p <u>a</u> in <u>t</u>
r <u>a</u> i <u>n</u>		

3.13

g <u>oa</u> t	b <u>oa</u> t	r <u>oa</u> d
t <u>h</u> r <u>oa</u> t	t <u>oa</u> st	c <u>oa</u> t

3.14

ch <u>ew</u>	n <u>ew</u>	b <u>lew</u>
f <u>lew</u>	d <u>rew</u>	g <u>rew</u>

3.15

f <u>ire</u>	h <u>ire</u>	w <u>ire</u>
b <u>on</u> f <u>ire</u>	in <u>sp</u> ire	con <u>sp</u> ire

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

pic <u>ture</u>	mi <u>xture</u>	cre <u>ature</u>
f <u>uture</u>	ad <u>venture</u>	tem <u>perature</u>

3.18

de <u>licious</u>	sus <u>picious</u>	vi <u>cious</u>
scr <u>umptious</u>	pre <u>cious</u>	fe <u>rocious</u>
tra <u>dition</u>	at <u>tention</u>	ce <u>lebration</u>
con <u>versation</u>	con <u>gratulation</u>	ex <u>ploration</u>



kay



cheeth



chay



dreen



quigh



drow



kigh



nellow



shoom



thook



sploot



plook



charp



stard



sporg



gair

Set 1: Phonics Words - 20

Set 1: Phonics Words - 20



morch



zair



quirp



frouf

Set 2: Phonics Words - 20

Set 2: Phonics Words - 20



mirch



yound



skoy



zigh

Set 3: Phonics Words - 20

Set 3: Phonics Words - 20



spoy



glight

Set 4: Phonics Words - 20

Set 4: Phonics Words - 20



foy



pright



'theat



oin



pleak



coink



reat



moint



plake



chipe



quade



sprile



jate



shike



voke



spuge



Set 3: Nonsense Words: 1st



plode



trute



fawnt



jare

Set 3: Nonsense Words: 2nd



staw



slare



churse



hanter



Set 3: Nonsense Words: 3rd



shurp



flern



downt



quaim

Notes that children may say are as follows in order from left to right

Set 1 (November) Words are



clowse



naith



choam



thew

Set 2 (November) Words are



pload



stewt



jire



crear



Set 3 (November) Words are



blire



peard



theat



oin



pleak



coink



reat



moint



plake



chipe



quade



sprile



jate



shike



voke



spuge



Day 10 Vocabulary Words



plode



trute



fawnt



jare

Day 11 Vocabulary Words



staw



slare



churse



hanter



Day 12 Vocabulary Words



shurp



flern



downt



quaim

How often children say my one or its name or one or its one

Set 1: November Words: one

Set 2: November Words: at



clowse



naith



choam



thew

Set 3: November Words: one

Set 4: November Words: one



pload



stewt



jire



crear

Set 5: November Words: one

Set 6: November Words: one



blire



peard