



Dishforth CE 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 laminated and cut up to use with your child to help them practise the sounds they are learning. Please check the Ruth Miskin website for other parent support materials and videos, including how to pronounce the phonemes accurately!

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

The children follow this progression in learning phonics:

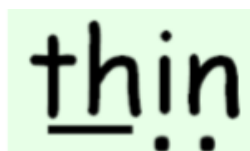
Speed Sounds Set 1															
m	a	s	d	t	i	n	p	g	o	c	k	u	b	f	e
l	h	sh	r	j	v	y	w	th	z	ch	q	x	ng	nk	
Speed Sounds Set 2															
ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy				
Speed Sounds Set 3															
ee	ea	oy	oi	ay	a-e	igh	i-e	ow	o-e	oo	u-e	or	aw	air	
are	ir	ur	er	ou	ow	ai	oa	ew	ire	ear	ure	tion	cious	tious	

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

#### 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.



Mable, mountain, mountain



Around the apple and down the leaf



Slither down the snake



Around the dinosaurs bottom and up to his neck



Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg



Down and under the umbrella, up to the top and down to the puddle



Down the laces, over the toe and to the heel



Down the stem and draw the leaves



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horses head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillars hairs get up his nose ch-ch-choo



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



Thing on a string





# Simple Speed Sounds Chart (for Set 1 and Set 2 Sounds)

*Consonants: stretchy*

f	l	m	n	r	s	v	z	sh	th	ng
										nk

*Consonants: bouncy*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

*Vowels: bouncy*

*Vowels: stretchy*

a	e	i	o	u	ay	ee	igh	ow
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*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
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## 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				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-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>ing</u>	<u>ch</u> in	<u>th</u> ick
<u>ch</u> op	<u>ch</u> at	<u>qu</u> it
<u>qu</u> iz	<u>s</u> ing	<u>th</u> ing
<u>b</u> ang	<u>th</u> is	<u>th</u> in
<u>f</u> ix	<u>s</u> ix	<u>z</u> ag
<u>z</u> ip	<u>f</u> ox	<u>b</u> ox

st <u>in</u> k	w <u>in</u> k	ba <u>ck</u>
sk <u>in</u>	sl <u>id</u>	sl <u>ip</u>
gr <u>in</u>	pr <u>op</u>	pr <u>am</u>
fr <u>om</u>	cl <u>ip</u>	gr <u>an</u>
h <u>an</u> d	st <u>an</u> d	st <u>am</u> p
fl <u>op</u>	fr <u>og</u>	ju <u>mp</u>
bl <u>ac</u> k	fl <u>ag</u>	th <u>in</u> k
sk <u>ip</u>	be <u>st</u>	tr <u>ip</u>
bl <u>ob</u>	br <u>at</u>	dr <u>ip</u>
dr <u>op</u>	bl <u>ip</u>	fl <u>uff</u>
dr <u>ess</u>	h <u>uff</u>	me <u>ss</u>
te <u>st</u>	tr <u>ap</u>	sp <u>it</u>
st <u>op</u>	sp <u>ot</u>	st <u>rop</u>

## 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

to <u>o</u>	fo <u>o</u> d	mo <u>o</u> n
zo <u>o</u>	po <u>o</u> l	spo <u>o</u> n

2.6

to <u>o</u> k	bo <u>o</u> k	co <u>o</u> k
lo <u>o</u> k	sh <u>o</u> o <u>k</u>	fo <u>o</u> t

2.7

ca <u>r</u>	pa <u>r</u> t	ha <u>r</u> d
st <u>a</u> r <u>t</u>	st <u>a</u> r	sh <u>a</u> r <u>p</u>

2.8

so <u>r</u> t	sh <u>o</u> r <u>t</u>	ho <u>r</u> se
spo <u>r</u> t	fo <u>r</u> k	sh <u>o</u> r <u>t</u>

2.9

f <u>a</u> ir	h <u>a</u> ir	ch <u>a</u> ir
st <u>a</u> ir	<u>a</u> ir	l <u>a</u> ir

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>	di <u>r</u> t

2.11

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

2.12

t <u>o</u> y	b <u>o</u> y	e <u>n</u> joy
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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>	br <u>u</u> t <u>e</u>	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
cr <u>a</u> wl	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>	sc <u>a</u> r <u>e</u>
squ <u>a</u> r <u>e</u>	b <u>a</u> r <u>e</u>	c <u>a</u> r <u>e</u>

3.9

bu <u>r</u> n	tu <u>r</u> n	sp <u>u</u> rt
n <u>u</u> r <u>s</u> e	pu <u>r</u> s <u>e</u>	h <u>u</u> rt

3.10

ne <u>v</u> er	be <u>t</u> ter	we <u>a</u> ther
af <u>t</u> er	pro <u>p</u> er	co <u>r</u> ner

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> id	t <u>r</u> ain	p <u>a</u> int
r <u>a</u> in		

3.13

g <u>oa</u> t	b <u>oa</u> t	r <u>oa</u> d
th <u>roa</u> t	to <u>as</u> t	c <u>oa</u> t

3.14

ch <u>ew</u>	n <u>ew</u>	bl <u>ew</u>
fl <u>ew</u>	dr <u>ew</u>	gr <u>ew</u>

3.15

f <u>ir</u> e	h <u>ir</u> e	w <u>ir</u> e
bon <u>fir</u> e	ins <u>pir</u> e	con <u>spir</u> e



3.16

hear	dear	fear
near	year	ear

3.17

picture	mixture	creature
future	adventure	temperature

3.18

delicious	suspicious	vicious
scrumptious	precious	ferocious
tradition	attention	celebration
conversation	congratulation	exploration