































## Set 1 Sounds

Please help your child to read the following sounds. For additional support on how to say the sounds clearly please visit [www.ruthmiskin.com/parents](http://www.ruthmiskin.com/parents).

### Speed Sounds Set 1

|                                                                                          |                                                                                           |                                                                                           |                                                                                             |                                                                                             |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| m<br>   | a<br>    | s<br>    | d<br>    | t<br>    |
| i<br>   | n<br>    | p<br>   | g<br>   | o<br>    |
| c<br> | k<br>  | u<br>  | b<br>  | f<br>  |
| e<br> | l<br>  | h<br>  | sh<br> | r<br>  |
| j<br> | v<br>  | y<br>  | w<br>  | th<br> |
| z<br> | ch<br> | qu<br> | x<br>  | ng<br> |

After the Children are confident reading Set 1 sounds they begin to learn set 2 and 3 sounds, known as 'special friends'.

## Set 2 Sounds



## Set 3 Sounds



Each Sound has a useful rhyme to help the children remember how to say the sound.

| SET 1     |                                                                                              | SET 2      |                   | SET 3      |                    |
|-----------|----------------------------------------------------------------------------------------------|------------|-------------------|------------|--------------------|
| Sound     | Rhyme                                                                                        | Sound      | Rhyme             | Sound      | Rhyme              |
| <b>m</b>  | Down Maisie then over the two mountains. Maisie, mountain, mountain.                         | <b>ay</b>  | May I Play?       | <b>ea</b>  | Cup of tea         |
| <b>a</b>  | Round the apple, down the leaf.                                                              | <b>ee</b>  | What can you see? | <b>oi</b>  | Spoil the boy      |
| <b>s</b>  | Slide around the snake                                                                       | <b>igh</b> | Fly high          | <b>a-e</b> | Make a cake        |
| <b>d</b>  | Round the dinosaur's back, up his neck and down to his feet.                                 | <b>ow</b>  | Blow the snow     | <b>i-e</b> | Nice smile         |
| <b>t</b>  | Down the tower, across the tower.                                                            | <b>oo</b>  | Poo at the zoo    | <b>o-e</b> | Phone home         |
| <b>i</b>  | Down the insects body, dot for the head.                                                     | <b>oo</b>  | Look at a book    | <b>u-e</b> | Huge brute         |
| <b>n</b>  | Down Nobby and over the net.                                                                 | <b>ar</b>  | Start the car     | <b>aw</b>  | Yawn at dawn       |
| <b>p</b>  | Down the plait, up and over the pirates face.                                                | <b>or</b>  | Shut the door     | <b>are</b> | Care and share     |
| <b>g</b>  | Round the girls face, down her hair and give her a curl.                                     | <b>air</b> | That's not fair   | <b>ur</b>  | Nurse with a purse |
| <b>o</b>  | All around the orange.                                                                       | <b>ir</b>  | Whirl and twirl   | <b>er</b>  | A better letter    |
| <b>c</b>  | Curl around the caterpillar.                                                                 | <b>ou</b>  | Shout it out      | <b>ow</b>  | Brown cow          |
| <b>k</b>  | Down the kangaroo's body, tail and leg.                                                      | <b>oy</b>  | Toy for a boy     | <b>ai</b>  | Snail in the rain  |
| <b>u</b>  | Down and under the umbrella, up to the top and down to the puddle.                           |            |                   | <b>oa</b>  | Goat in a boat     |
| <b>b</b>  | Down the laces, over the toe and touch the heel.                                             |            |                   | <b>ew</b>  | Chew and stew      |
| <b>f</b>  | Down the stem and draw the leaves.                                                           |            |                   | <b>ire</b> | Fire fire          |
| <b>e</b>  | Slice into the egg, go over the top, then under the egg.                                     |            |                   | <b>ear</b> | Hear with your ear |
| <b>l</b>  | Down the long leg.                                                                           |            |                   | <b>ure</b> | Sure it's pure     |
| <b>h</b>  | Down the horse's head to the hooves and over his back.                                       |            |                   |            |                    |
| <b>sh</b> | Slither down the snake, then down the horse's head to the hooves and over his back.          |            |                   |            |                    |
| <b>r</b>  | Down the robot's back, then up and curl.                                                     |            |                   |            |                    |
| <b>j</b>  | Down his body, curl and dot.                                                                 |            |                   |            |                    |
| <b>v</b>  | Down a wing, up a wing.                                                                      |            |                   |            |                    |
| <b>y</b>  | Down a horn, up a horn and under the yak's head.                                             |            |                   |            |                    |
| <b>w</b>  | Down, up, down, up the worm.                                                                 |            |                   |            |                    |
| <b>th</b> | Down the tower, across the tower, then down the horse's head to the hooves and over his back |            |                   |            |                    |
| <b>z</b>  | Zig-zag-zig, down the zip.                                                                   |            |                   |            |                    |
| <b>ch</b> | Curl around the caterpillar, then down the horse's head to the hooves and over his back.     |            |                   |            |                    |
| <b>qu</b> | Round the queen's head, up to her crown, down her hair and curl.                             |            |                   |            |                    |
| <b>x</b>  | Cross down the arm and leg and cross the other way.                                          |            |                   |            |                    |
| <b>ng</b> | A thing on a string.                                                                         |            |                   |            |                    |
| <b>nk</b> | I think I stink.                                                                             |            |                   |            |                    |

## Common exception words

Throughout each year in school, children will have list of words to read and spell. These are the lists for Years 1 and 2.

### Year 1 Common Exception Words

|       |      |       |        |
|-------|------|-------|--------|
| the   | is   | no    | one    |
| a     | his  | go    | once   |
| do    | has  | so    | ask    |
| to    | I    | by    | friend |
| today | you  | my    | school |
| of    | your | here  | put    |
| said  | they | there | push   |
| says  | be   | where | pull   |
| are   | he   | love  | full   |
| were  | me   | come  | house  |
| was   | she  | some  | our    |
|       | we   |       |        |

### Year 2 Common Exception Words

|         |          |       |           |       |         |         |           |
|---------|----------|-------|-----------|-------|---------|---------|-----------|
| door    | child    | cold  | pretty    | grass | improve | whole   | half      |
| floor   | children | gold  | beautiful | pass  | sure    | any     | money     |
| poor    | wild     | hold  | after     | plant | sugar   | many    | Mr        |
| because | climb    | told  | fast      | path  | eye     | clothes | Mrs       |
| find    | most     | every | last      | bath  | could   | busy    | parents   |
| kind    | only     | great | past      | hour  | should  | people  | Christmas |
| mind    | both     | break | father    | move  | would   | water   | everybody |
| behind  | old      | steak | class     | prove | who     | again   | even      |

## Spelling:

Fred talk helps children learn to spell as well!

Children convert words into sounds.

They press the sounds they hear on to their fingers...

We call this Fred Fingers.

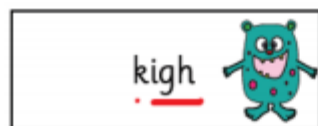


## How can I help my child at home?

Make learning sounds fun!

1. Practise a mix of 'non- words' and real words. Ask your child to draw 'sound buttons' underneath each sound, to show they can correctly identify each one.

Say all the sounds individually then put the word together.



k - igh = kigh



g - ir - s - t = girst



b - ai - m = baim

2. Use the sound mats and information booklets to help your child learn the sounds
3. Read a variety of books to your child.
4. Explain the meaning of new words.
5. Don't forget about your school reading books and library books. Practising reading will really help!

**There are lots of websites available to help your child with their phonics.**

<http://phonicsplay.co.uk/>

<http://www.mrthorne.com/>

<http://www.bbc.co.uk/schools/wordsandpictures/phonics/>

<http://www.ictgames.com/literacy.html>

[http://www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)