



The steps we will follow to teach your child to read.

We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

At school we use a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The following video is an example of blending sounds with Fred.

https://www.youtube.com/watch?v=dEzfpod5w_Q

The children are taught the sounds in 3 sets.

Step 1:

Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Set 1	
Sound	Rhyme
m	Up we go, Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Up we go, Round the apple, down the leaf.
s	Up we go, Slide around the snake.
d	Up we go, Round the dinosaur's back, up his neck and down to his feet.
t	Up we go, Down the tower, across the tower.
i	Up we go, Down the insects body, dot for the head.
n	Up we go, Down Nobby and over the net.
p	Up we go, Down the plait, up and over the pirates face.
g	Up we go, Round the girls face, down her hair and give her a curl
o	Up we go, All around the orange
c	Up we go, Curl around the caterpillar
k	Up we go, Down the kangaroos body, tail and leg
u	Up we go, Down and under the umbrella, up to the top and down to the puddle
b	Up we go, Down the laces, over the toe and touch the heel
f	Up we go, Down the stem and draw the leaves
e	Up we go, Slice into the egg, go over the top, then under the egg
l	Up we go, Down the long leg
h	Up we go, Down the horse's head to the hooves and over his back
r	Up we go, Down the robot's back, then up and curl
j	Up we go, Down his body, curl and dot
v	Up we go, Down a wing, up a wing
y	Up we go, Down a horn, up a horn and under the yak's head.
w	Up we go, Down, up, down, up the worm.
z	Up we go, Zig-zag-zig, down the zip.
x	Up we go, Cross down the arm and leg and cross the other way
sh	Up we go, Slither down the snake, then down the horse's head to the hooves and over his back
th	Up we go, Down the tower, across the tower, then down the horse's head to the hooves and over his back
ch	Up we go, Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Up we go, Round the queen's head, up to her crown, down her hair and curl
ng	A thing on a string
nk	I think I stink



Step 2:

The children are then taught Set 2 Sounds - the long vowels. When they are very confident with all of set 1 and 2 they are taught Set 3 Sounds.

Long vowel sound	Set 2 Speed Sounds	Set 3 Speed Sounds	
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: nurse for a purse	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?	

Nonsense words (Alien words)

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

Step 3:

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:

Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class.

Within all the books children will have red and green words to learn to help them to become speedy readers. Red words are words that are not easily decodable and challenge words to extend children's vocabulary. Green words are linked to the sounds they have been learning and are easily decodable.