

## Useful Phonics Information Links for Parents

What is RWI Phonics?	<a href="#">What is RWI Phonics?</a>
Understanding Phonics	<a href="#">Understanding Phonics</a>
Saying the Sounds	<a href="#">Saying the Sounds</a>
Listening to your child read	<a href="#">Listening to your child read</a>
10 things to remember when you read with your child	<a href="#">10 things to remember when you read with your child</a>
Reading Stretchy Sounds	<a href="#">Reading Stretchy Sounds</a>
Reading Bouncy Sounds	<a href="#">Reading Bouncy Sounds</a>
Sound Blending	<a href="#">Sound Blending</a>
Reading Diagraphs	<a href="#">Reading Diagraphs</a>
Spelling	<a href="#">Spelling</a>
Handwriting	<a href="#">Handwriting</a>
Learning to Blend Lessons for Parents	<a href="#">Blending Lesson Example 1</a> <a href="#">Blending Lesson Example 2</a> <a href="#">Blending Lesson Example 3</a>

## Set 1 Sounds

Set 1 Sounds - Word Time	Set 1 Sounds – Spelling Time
<u>m sound</u>	<u>spelling 1.1</u>
<u>a sound</u>	<u>spelling 1.2</u>
<u>s sound</u>	<u>spelling 1.2 (2)</u>
<u>d sound</u>	<u>spelling 1.2 (3)</u>
<u>t sound</u>	<u>spelling 1.2 (4)</u>
<u>i sound</u>	<u>spelling 1.3</u>
<u>n sound</u>	<u>spelling 1.3 (2)</u>
<u>p sound</u>	<u>spelling 1.3 (3)</u>
<u>g sound</u>	<u>spelling 1.3 (4)</u>
<u>o sound</u>	<u>spelling 1.3 (5)</u>
<u>c sound</u>	<u>spelling 1.4</u>
<u>k sound</u>	<u>spelling 1.4 (2)</u>
<u>u sound</u>	<u>spelling 1.4 (3)</u>
<u>b sound</u>	<u>spelling 1.4 (4)</u>
<u>f sound</u>	<u>spelling 1.4 (5)</u>
<u>e sound</u>	<u>spelling 1.5</u>
<u>l sound</u>	<u>spelling 1.5 (2)</u>
<u>h sound</u>	<u>spelling 1.5 (3)</u>
<u>sh sound</u>	<u>spelling 1.5 (4)</u>
<u>r sound</u>	<u>spelling 1.5 (5)</u>
<u>j sound</u>	<u>spelling 1.6</u>
<u>v sound</u>	<u>spelling 1.6 (2)</u>
<u>y sound</u>	<u>spelling 1.6 (3)</u>
<u>w sound</u>	<u>spelling 1.6 (4)</u>
<u>th sound</u>	<u>spelling 1.6 (5)</u>
<u>z sound</u>	<u>spelling 1.6 (6)</u>

<a href="#">ch sound</a>	<a href="#">spelling 1.6 (7)</a>
<a href="#">qu sound</a>	<a href="#">spelling 1.6 (8)</a>
<a href="#">x sound</a>	<a href="#">spelling 1.6 (9)</a>
<a href="#">ng sound</a>	<a href="#">spelling 1.6 (10)</a>
<a href="#">nk sound</a>	<a href="#">spelling 1.7 (1)</a>
	<a href="#">spelling 1.7 (2)</a>
	<a href="#">spelling 1.7 (4)</a>
	<a href="#">spelling 1.7 (5)</a>
	<a href="#">spelling 1.7 (6)</a>
	<a href="#">spelling 1.7 (7)</a>
	<a href="#">spelling 1.7 (8)</a>
	<a href="#">spelling 1.7 (9)</a>
	<a href="#">spelling 1.7 (10)</a>

## Set 2 Sounds

Set 2 Sounds - Word Time	Set 2 Sounds – Spelling Time
<a href="#">ay sound</a>	<a href="#">ay spelling</a>
<a href="#">ee sound</a>	<a href="#">ee spelling</a>
<a href="#">igh sound</a>	<a href="#">igh spelling</a>
<a href="#">ow sound</a>	<a href="#">ow sound</a>
<a href="#">oo (zoo) sound</a>	<a href="#">oo (zoo) spelling</a>
<a href="#">oo (look) sound</a>	<a href="#">oo (look) spelling</a>
<a href="#">ar sound</a>	<a href="#">ar spelling</a>
<a href="#">or sound</a>	<a href="#">or spelling</a>
<a href="#">air sound</a>	<a href="#">air spelling</a>
<a href="#">ir sound</a>	<a href="#">ir sound</a>
<a href="#">ou sound</a>	<a href="#">ou spelling</a>
<a href="#">oy sound</a>	<a href="#">oy spelling</a>

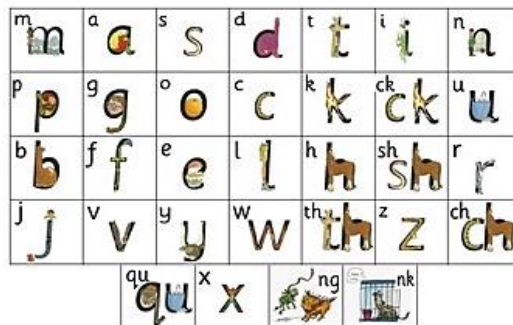
## Set 3 Sounds

Set 3 Sounds - Word Time	Set 3 Sounds – Spelling Time
<u>ea</u> sound	<u>ea</u> spelling
<u>oi</u> sound	<u>oi</u> spelling
<u>a e</u> sound	<u>a-e</u> spelling
<u>i e</u> sound	<u>i-e</u> spelling
<u>o e</u> sound	<u>o-e</u> spelling
<u>u e</u> sound	<u>u-e</u> spelling
<u>aw</u> sound	<u>aw</u> spelling
<u>are</u> sound	<u>are</u> spelling
<u>ur</u> sound	<u>ur</u> spelling
<u>er</u> sound	<u>er</u> spelling
<u>ow</u> sound	<u>ow</u> sound
<u>ai</u> sound	<u>ai</u> sound
<u>oa</u> sound	<u>oa</u> sound
<u>ew</u> sound	<u>ew</u> sound
<u>ire</u> sound	<u>ire</u> sound
<u>ear</u> sound	<u>ear</u> sound
<u>ure</u> sound	<u>ure</u> sound

## How to support your child depending on their RWI group:

Set 1 A, B, C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Literacy & Language
<p>Say the Set 1 single-letter sounds</p> <p>Blend/Read 3 sound words independently e.g. mad, sat, hat, etc</p> <p>Spell words using Fred Fingers</p>	<p>Say the Set 1 single-letter and special friends sounds</p> <p>Blend/Read 3 sound words independently</p> <p>Read 3 sound nonsense words e.g. gip, mal, tem, etc</p> <p>Spell words using Fred Fingers</p>	<p>Speedily say the Set 1 Sounds – single-letter and special friend sounds</p> <p>Read 4 &amp; 5 sound words e.g. frog, ducks, etc</p> <p>Read 3 &amp; 4 sound nonsense words e.g. shof, tech, etc</p> <p>Spell words using Fred Fingers</p>	<p>Read words from the Set 2 sounds e.g. ay – play, may, day, say, etc</p> <p>Speedily Read words from the Set 1 sounds e.g. frog, cat, swim, etc</p> <p>Read 4 &amp; 5 sound nonsense words e.g. mighp, chowf, kneem, etc</p> <p>Spell words using Fred Fingers</p>	<p>Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily</p> <p>Read words from the Set 2 sounds including longer words</p> <p>Read Set 1 phonics words speedily</p> <p>Read 4 &amp; 5 sound nonsense words e.g. phoop, fleevs, choir, etc</p> <p>Spell words using Fred Fingers</p>	<p>Read all Set 2 sounds speedily</p> <p>Read words from the Set 2 sounds including longer words</p> <p>Start to read Set 3 Sounds and words from the Set 3 sounds e.g. leap, etc</p> <p>Read 4 &amp; 5 sound nonsense words e.g. martp, etc</p> <p>Spell using Fred Fingers, focus on spelling words with the Set 2 sounds</p>	<p>Read all Set 3 sounds</p> <p>Read words from the Set 3 sounds including longer words</p> <p>Read words with the Set 1 and Set 2 phonics words speedily</p> <p>Read nonsense words with the Set 2 &amp; 3 sounds e.g. maipt, etc</p> <p>Spell using Fred Fingers, focus on spelling words with the Set 2 sounds</p>	<p>Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily</p> <p>Read words from the Set 1,2,3 sounds including longer words</p> <p>Read nonsense words with the Set 2 &amp; 3 sounds e.g. shoir, etc</p> <p>Spell using Fred Fingers, focus on spelling words with the Set 2 and 3 sounds</p>	<p>Read all Set 3 sounds speedily</p> <p>Read words from the Set 1,2,3 sounds including longer words speedily</p> <p>Read nonsense words 3 sounds e.g. mipe, etc</p> <p>Spell using Fred Fingers, focus on spelling words with the Set 2 and 3 sounds</p>	<p>Read Set 1, 2 and 3 sounds and all words with these sounds, including longer words speedily</p> <p>Read unfamiliar multi-syllabic words</p> <p>Read nonsense words speedily</p> <p>Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words</p>	<p>Speedily read all words that contain the Set 1,2,3 sounds and read these sounds in multi-syllabic words</p> <p>Develop comprehension skills and the ability to read with greater fluency and expression</p> <p>Have an excellent understanding of the information in a non-fiction text or story during independent reading tasks</p>

### Set 1 Sounds



### Set 2 Sounds



### Set 3 Sounds

