



! ? . ;

ay ee ow oo oo ar or

igh

high light bright night

This image shows a collection of educational cards on a dark blue background. At the top, four light blue teardrop-shaped cards contain a red exclamation mark, a green question mark, a red period, and a brown semicolon. Below these are seven rectangular cards with the following text: 'ay', 'ee', 'ow', 'oo', 'oo', 'ar', and 'or'. A single rectangular card with 'igh' is positioned below the 'ow' and 'oo' cards. At the bottom, four rectangular cards show the words 'high', 'light', 'bright', and 'night', each with a red dot and a red underline under the 'i' in each word.

How does your child learn phonics at school?

Different schools use a range of methods to teach children to read. At Tyssen we follow the RWI programme which teaches phonics using 'synthetic phonics'.

Synthetic phonics is a method of teaching reading which first teaches the letter sound and then builds up to the blending of these sound together to be able to read the whole word.
s makes the sss sound.

sun s-u-n

In nursery and the early months of school, there is an emphasis on listening to stories and the sounds in the language, including rhyme and rhythm and then building up the focus on **synthetic phonics** (letter and sound relationships).

Children are taught that the letter **s** makes a **sss** sound, as in sun; that we say **a** as in apple and **t** as in tower. Children can then start to read simple words by blending the sounds together to make a word such as s-a-t sat.

In reception they shall be learning what we call set one sounds, mainly using simple singular sounds, one letter sounds. These sounds are in the order that they are taught below.

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, r, l, h, r, j, v, y,



w, x, z

m

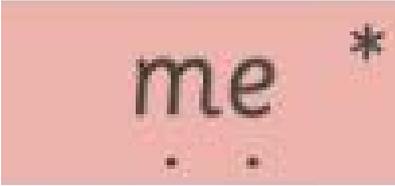
It is important to remember that

*they are not taught in alphabetical order as we use the sounds to build up words. Once they have learnt the first five words they will be able to read simple words like **sad, mad, sat.***

After they have learnt the more straight forward letter-sound relationships they are taught the more complex ones such as **sh, th, ch, qu** and then move onto long vowel sounds such as **ay, ee, igh, ow, oo, oo.**

Children will not learn the more complex sounds until the end of reception year so that they know them for when they move up to year one.

Each of the sounds are **pure sounds**. They do not have a vowel sound added onto the end.



me *

Red words

Because English is not a phonetically regular language, some common words, everyday words like **the**, **no** and **said** cannot be read by sounding out. These are called red words in the RWI programme. Your child may say once they start the programme that it is a red word and they find it tricky to read. Please encourage your child to read the words with you and build up their confidence in learning to recognise the word without having to sound it out.

Green words

pan

Green words are words that the children can sound out to read.

Encourage your child to sound out the word and push the sounds together to make the word.

Fred talk and Fred finger



We use the character Fred in the RWI programme to help engage the children. He helps them to sound the words out for them to read. He sometimes gets things wrong. Once your child has started the programme you may notice that they use their fingers to spell out words. Please encourage your child to do this as this is a strategy that we use at school.