

High Ash CoE Primary School

Phonics support
materials





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Phonics and Reading at High Ash



Reading and books at High Ash

Reading plays a big part in learning in our school and its foundations lie in a strong focus on Phonics from the very moment the children start school. We are proud of our attainment and progress in phonics and reading throughout the school; however we never rest on our laurels and are always looking at ways to continuously improve. We have a well stocked library, ensure that children have a class story read to them each day (in all year groups) and we match our texts in Guided Reading and Humanities/Science to the topic being taught, ensuring we are ambitious in our choices in order to challenge the children. We base our reading curriculum content on the EYFS and national curriculum milestones and we also break these down termly so we know that learning to read is based on a progressive model.

Reading books are linked to the phonics sounds being taught across Foundation and KS1 and builds on their blending skills and knowledge of 'red words'. These are words that they need to know by sight as they cannot be sounded out phonetically. After the children have completed the Phonics programme in Year 1 we transition the children onto our Oxford Reading Tree scheme as guided by their class teacher. The children progress through the stages beginning with level seven and finishing at level 12. After this the children move onto library books.

Phonics at High Ash

We use Read Write Inc. (RWI) as our Phonics programme and this is in place across Foundation and Key Stage One. Phonics is taught daily in Foundation and KS1 and the children are in small, fluid ability groups to allow us to maximise their progress. We track their progress in Phonics every six weeks and adapt provision/groupings accordingly.

As well as the materials in this pack, please check the [RWI website](#) for other useful materials and videos, including how to pronounce the sounds (phonemes) correctly



Phonics



Key terminology

Blending - this is the process of combining sounds together to read a word

Segmenting - this is the reverse of blending. This is the act of separating the sounds in a word to spell. We blend to read and segment to spell.

Green words - these are phonetically decodable words. The children read green word flashcards alongside learning the sounds.

Red words - These are words that are not phonetically decodable but are key to reading and they need to be able to read these words by sight to access texts. See p.17 for the list of red words.

Fred talk - Fred is our friendly frog who helps us to read in phonics lessons. Fred talk is sounding out the letters in a word e.g. saying c-a-t to read 'cat'.

Special friends - these are two letters that make one sound, also known as a digraph e.g. 'a' and 'y' together make the 'ay' sound.

Chatty friends - these are two letters that are split by another sound, also known as a split digraph e.g. 'a-e' in 'make', 'o-e' in 'bone'

Phonics begins in Foundation with the set 1 sounds. The children learn approximately two to three sounds a week, following the order of sounds on the next page. Once the children have learnt the set 1 sounds we take some time to embed these sounds by reading a variety of green words with these sounds in and practise writing these words too.

The children then progress onto set 2 sounds, again, learning two to three sounds a week and then finally set 3 sounds. Set 1 and part of set 2 are covered mostly in Foundation and set 2 and set 3 are continued into Year 1.

Phonics



Below you will find the full list of sounds taught in Phonics from Foundation to Key Stage 1. We follow this order when we teach sounds and this can also be found in the back of your child's diary. When your child learns a new sound they will also take home a sound sheet to practise. If you are supporting your child at home with their phonics, it is important that you do not move ahead of the sounds that have been learnt at school as this may become confusing for your child. Please only revise previously taught sounds.

Set 1 Sounds

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	qu	x	ng
nk									

Set 2 Sounds

ay	ee	igh	ow	oo	oo	ar	or	air	ir
ou	oy								

Set 3 Sounds

ea	oi	a-e	i-e	o-e	u-e	aw	are	ur	er
ow	ai	oa	ew	ire	ear	ure			

Green words



Whilst learning the sounds, the children practise using these sounds by reading green words. You will find the green words are printed in order from page 7. As the children learn each set of sounds, they also practise reading the corresponding set of green words. You will see that the green words are printed in order starting with '1.1' (set 1, group 1 words), '1.2' (set 1, group 2 words) and so on. Underneath each green word there are dots and lines. These are to identify the different sounds:

A line is placed under special friends sound to show that the two letters are working together to make one sound.

A dot is placed under a sound that has only one letter for the corresponding sound.

shop

How to practise reading red and green words at home

Green words:

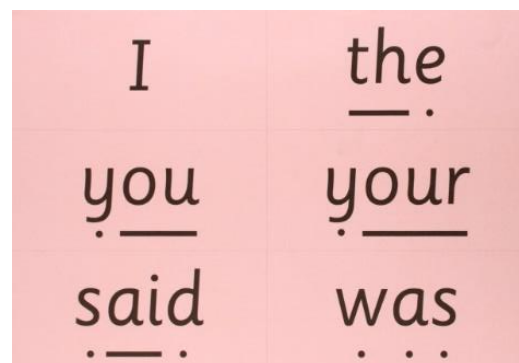
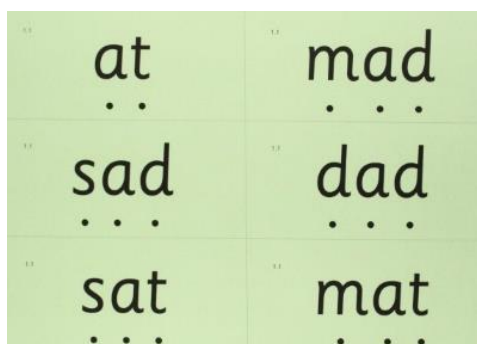
Use Fred Talk - point with your finger under each sound as you say it then run your finger under the whole word to blend the sounds together to say the word

Over time, as your child gets more confident, you could encourage them to use 'Fred in your head'. This is Fred talk but rather than saying the sounds aloud, children sound out the sounds in their head.

Red words:

Similarly to the green words, the red words are also printed in order that they are taught. The children should be told these words and practise reading them by sight (i.e. no blending).

You can print the red words at home, cut them up and use them as flashcards for games and practise.



Set 1 Green words



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
s <u>h</u> o <u>p</u>	f <u>u</u> n	l <u>i</u> p
f <u>i</u> sh	s <u>h</u> i <u>p</u>	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

1.6

w <u>in</u> g	<u>ch</u> i <u>n</u>	<u>th</u> i <u>ck</u>
<u>ch</u> o <u>p</u>	<u>ch</u> a <u>t</u>	<u>qu</u> i <u>t</u>
<u>qu</u> i <u>z</u>	<u>s</u> i <u>ng</u>	<u>th</u> i <u>ng</u>
<u>b</u> a <u>ng</u>	<u>th</u> i <u>s</u>	<u>th</u> i <u>n</u>
<u>f</u> i <u>x</u>	<u>s</u> i <u>x</u>	<u>z</u> a <u>g</u>
<u>z</u> i <u>p</u>	<u>f</u> o <u>x</u>	<u>b</u> o <u>x</u>

stinkwinkbackskinslidslipgrinproppramfromclipgranhandstandstampflopfrogjumpblackflagthinkskipbesttripblobbratdripdropblipfluffdresshuffmesstesttrapspitstopspotstrop

Set 2 Green words



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

too	food	moon
zoo	pool	spoon

2.6

car	part	hard
start	star	sharp

2.7

sort	short	horse
sport	fork	snort

2.8

fair	hair	chair
stair	air	lair

2.9

girl	bird	third
whirl	twirl	dirt

2.10

out	shout	loud
mouth	round	found

2.11

to <u>y</u>	bo <u>y</u>	en <u>jo</u> y
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Set 3 Green words

3.1

cl <u>e</u> <u>a</u> n	d <u>r</u> ea <u>m</u>	se <u>a</u> t
s <u>c</u> re <u>a</u> m	p <u>l</u> ea <u>s</u> e	

3.2

jo <u>i</u> n	vo <u>i</u> <u>c</u> e	co <u>i</u> n
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3.3

ma <u>k</u> e	ca <u>k</u> e	na <u>m</u> e
sa <u>m</u> e	la <u>t</u> e	da <u>t</u> e

3.4

sm <u>i</u> <u>l</u> e	wh <u>i</u> <u>t</u> e	ni <u>c</u> e
li <u>k</u> e	ti <u>m</u> e	hi <u>d</u> e

3.5

h <u>o</u> m <u>e</u>	h <u>o</u> p <u>e</u>	s <u>p</u> o <u>k</u> e
n <u>o</u> t <u>e</u>	b <u>r</u> o <u>k</u> e	p <u>h</u> o <u>n</u> e

3.6

r <u>u</u> d <u>e</u>	b <u>r</u> u <u>t</u> e	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
c <u>r</u> aw!	p <u>a</u> w	y <u>a</u> wn

3.8

s <u>h</u> are	d <u>a</u> re	s <u>c</u> are
s <u>q</u> uare	b <u>a</u> re	c <u>a</u> re

3.9

b <u>u</u> rn	t <u>u</u> rn	s <u>p</u> urt
n <u>u</u> rse	p <u>u</u> rse	h <u>u</u> rt

3.10

ne <u>ve</u> r	be <u>tt</u> er	we <u>ath</u> er
af <u>te</u> r	pro <u>pe</u> r	co <u>rne</u> r

3.11

h <u>ow</u>	do <u>wn</u>	br <u>ow</u> n
co <u>w</u>	to <u>wn</u>	no <u>w</u>

3.12

pa <u>id</u>	tr <u>ai</u> n	pa <u>in</u> t
ra <u>in</u>		

3.13

go <u>at</u>	bo <u>at</u>	ro <u>ad</u>
th <u>ro</u> at	to <u>ast</u>	co <u>at</u>

3.14

ch <u>ew</u>	ne <u>w</u>	bl <u>ew</u>
fl <u>ew</u>	dr <u>ew</u>	gr <u>ew</u>

3.15

f <u>i</u> r <u>e</u>	h <u>i</u> r <u>e</u>	w <u>i</u> r <u>e</u>
b <u>o</u> n <u>f</u> i <u>r</u> <u>e</u>	i <u>n</u> <u>s</u> <u>p</u> i <u>r</u> <u>e</u>	c <u>o</u> n <u>s</u> <u>p</u> i <u>r</u> <u>e</u>

3.16

h <u>e</u> a <u>r</u>	d <u>e</u> a <u>r</u>	f <u>e</u> a <u>r</u>
n <u>e</u> a <u>r</u>	y <u>e</u> a <u>r</u>	<u>e</u> a <u>r</u>

3.17

p <u>i</u> c <u>t</u> u <u>r</u> <u>e</u>	m <u>i</u> x <u>t</u> u <u>r</u> <u>e</u>	c <u>r</u> e <u>a</u> t <u>r</u> <u>e</u>
f <u>u</u> t <u>u</u> r <u>e</u>	a <u>d</u> v <u>e</u> n <u>t</u> u <u>r</u> <u>e</u>	t <u>e</u> m <u>p</u> e <u>r</u> a <u>t</u> u <u>r</u> <u>e</u>

3.18

d <u>e</u> l <u>i</u> c <u>i</u> u <u>s</u>	s <u>s</u> p <u>i</u> c <u>i</u> u <u>s</u>	v <u>i</u> c <u>i</u> u <u>s</u>
s <u>c</u> r <u>u</u> m <u>p</u> t <u>i</u> u <u>s</u>	p <u>r</u> e <u>c</u> i <u>s</u> u <u>s</u>	f <u>e</u> r <u>o</u> c <u>i</u> u <u>s</u>
t <u>r</u> a <u>d</u> i <u>t</u> i <u>o</u> n	a <u>t</u> t <u>e</u> n <u>t</u> i <u>o</u> n	c <u>e</u> l <u>e</u> b <u>r</u> a <u>t</u> i <u>o</u> n
c <u>o</u> n <u>v</u> e <u>r</u> s <u>a</u> t <u>i</u> o <u>n</u>	c <u>o</u> n <u>g</u> r <u>a</u> t <u>u</u> l <u>a</u> t <u>i</u> o <u>n</u>	e <u>x</u> p <u>l</u> o <u>r</u> a <u>t</u> i <u>o</u> n

Red words



I	of	to
the	my	no

your	said	you
are	go	he

was	she	be	we
call	all	there	they

what	want	old	some
come	do	so	one
her	by	here	any

many	tall	once
two	everyone	anyone
people	old	their
does	who	where
were	son	water

could	would	should
watch	brother	other
mother	father	Love
above	bought	Caught
through	thought	whole
wear	school	