

A guide to Red Rose Letters and
Sounds

Phonics

How can you support your child at home with reading and writing?

We have put some information together that can be used at home to support your child in reading/writing at home.

Be aware of British Received Pronunciation

Watch video of how to correctly pronounce phonemes

<https://www.youtube.com/watch?v=UCI2mu7URBc>



44 Phonemes – British Received Pronunciation

Consonant Phonemes	Sample Words
/b/	bat
/k/	cat
/d/	dog
/f/	fan
/g/	go
/h/	hen
/j/	jet
/l/	leg
/m/	map
/n/	net
/p/	pen
/r/	rat
/s/	sun
/t/	tap
/v/	van
/w/	wig
/x/	box
/y/	yes
/z/	zip
/ʃ/	shop
/tʃ/	chip
/θ/	thin
/ð/	then
/ŋ/	ring

Vowel Phonemes	Sample Words
/ɑ/	ant
/e/	egg
/ɪ/	in
/o/	on
/u/	up
/aɪ/	rain
/ee/	feet
/ɪgh/	night
/oa/	boat
/oo/	boot
/oo/	look
/ow/	cow
/oi/	coin
/ar/	farm
/or/	for
/ur/	hurt
/air/	fair
/ear/	dear
/ure/²	sure
//	corner (the 'schwa' – an unstressed vowel sound which is close to /u/)

Teach children how to write the phonemes

It is recommended that when teaching letter formation, a phrase is used in order to embed the directionality. All adults who teach letter formation are encouraged to use the same approach as children learn effectively through repetition.

This chart provides an overview of the formation phrases linked to the Red Rose Letters and Sounds Planning Programme.

a	Round the anchor and down the rope.
b	Down the bat and round the ball.
c	Curl round the cat.
d	Back round the dog's body, up to his ears and down to his tail.
e	Across the shelf and over the elf.
f	Follow down the flamingo and fly.
g	Go round the gorilla and swing from the vine.
h	Down the hill and over the hedge.
i	Down the insect and don't forget his cap.
j	Jump off the jetty and don't forget your cap.
k	Down the koala's body, arm and leg.
l	Down the long ladder.
m	Down the mound and over the moles.
n	Down the nose and over the nostril.
o	Back around the octopus.
p	Down the path, up the path and round the pond.
q	Quick! Back round the pond, down and splash.
r	Rain down to the ground and over the rainbow.
s	Slip down the slide.
t	Down the tree and across the branch.
u	Down under the sea, up for breath and down again.
v	Down the vase and up the vase.
w	Down the wave and up the wave. Down the wave and up the wave.
x	Cross the box and cross the box.
y	Down the yo-yo, up the yo-yo and swing.
z	Zip, zap, zoom!

Misconceptions

- di-graph not dia-graph
- u-e can be 'oo' or 'you'
- ough – plough 'ow'
- ough – thought 'or'
- er phoneme is pronounced 'e' during phase 3, it is later pronounced as 'er' in phase 5.
- do not hold children on phase 3 forever, move them on! Phase 3 sounds are recapped in phase 5.

Cluster blends please **DO NOT** use.

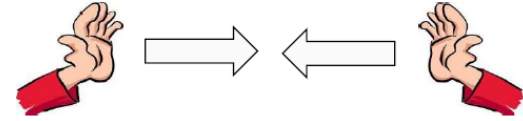
We teach adjacent consonant for example,

C V C C
b e s t

Blending hands

- **Oral blending** is really important for children to hear the phonemes. This is moving your hands together slowly whilst saying a word e.g. 'ship'.
- (If children are unable to blend with blending (reading) finger then go back to **oral blending**, this comes first)
- Ensure children smooth read the word!

Oral Blending



Let's merge the phonemes using our blending hands.

Blending

ship

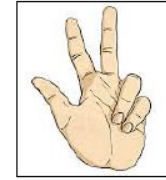
The word 'ship' is written in a simple, lowercase font. Below the letter 'i' is a red oval, and below the letter 'p' are two red dots, representing sound buttons.

Let's use our reading finger to point to the sound buttons. Build and blend then smooth read. Encourage children to point then swipe from left to right.

Segmenting

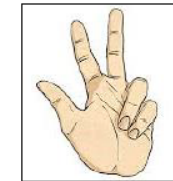
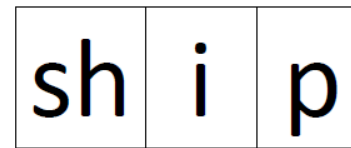
- **Goodbye** Robot arms are **no** longer used to support phonics.
- We now use **phonics fingers!**
- For younger children (nursery phase 1/rec phase 2) adult to use phonic fingers to model how to do it
- **ENSURE** hand is facing correct way, and do **NOT** use dominant hand as we want children to use **phonics fingers** when writing so they can segment and write at the same time. Consider left handed children and the way your hand is facing.

Oral Segmenting



Let's use our phonic fingers to segment the phonemes in the word. Encourage children to use the opposite hand to the one they write with.

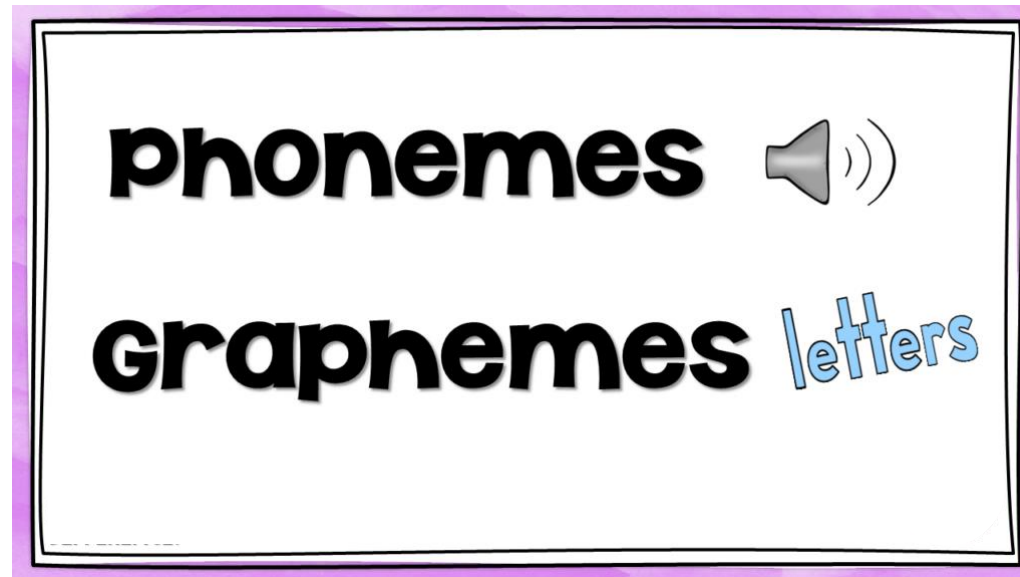
Segmenting



Let's use the phoneme frame to segment the phonemes in the word. Following modelling, children use their phonic fingers to orally segment, prior to writing by the adult or the child. Encourage oral rehearsal of the formation phrases, where appropriate.

Which one is which?

- Phoneme (sound) like picking up a telephone you hear a sound.
- Grapheme (what it looks like written 'ay') like a graph you would draw/write this.



TEACH

Have 'noisy box'

Open box and say the sound 'ay'

Children to repeat, say it in a quiet voice, pirate voice...

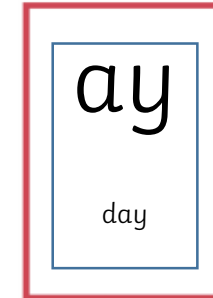
Teaching a New Grapheme Phoneme Correspondence



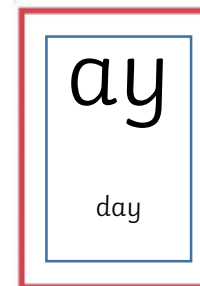
Hear it and Say it



See it and Say it



Say it and Write it



Ok, lets talk about how we would write it. **Model** to the children... Children can airwrite/quickwrite the sound.

a- Round the anchor and down the rope.

y- Down the yo-yo, up the yo-yo and swing.

This is what it **looks** like. What phoneme is it? Tell your friend what sound it is...

Phonics screening

Children need cover up to week 17 phase 5 to know the all the sounds in the phonics screen check.

Year 1 Phonics Screening check takes place in June

This can be resat for children who did not pass in Year 2.

Children read **40 words**, This is constructed of **20 real words** and **20 pseudo-words**.

The pass mark changes each year but is around 32-34.

Section 1							Section 2						
2012	2013	2014	2015	2016	2017	2018	2012	2013	2014	2015	2016	2017	2018
pib	fot	vol	fip	lig	dat	reb	kigh	quigh	jair	vair	jigh	tay	var
vus	keb	teg	pon	mep	cag	wup	girst	herks	clain	blies	woats	sloam	slirt
yop	gan	jat	hab	gax	rin	jub	baim	jorb	yewn	keam	rird	zued	weaf
elt	ulp	ind	ulb	emp	ept	eps	yune	zale	tabe	whape	phope	meve	pobe
desh	poth	tol	dack	beff	jash	vuss	flods	bluns	clisk	braft	glips	clend	flisp
chab	shan	shog	chob	shup	quib	quop	groiks	skarld	thrand	thrant	floost	braits	braint
poil	veen	foid	nurt	doil	coid	zook	strom	splot	strad	sprop	splam	scrug	scrid
queep	quorg	thard	queet	charb	quass	chack	splaw	strabe	scroy	strow	strie	splue	splote
stin	drap	frem	plap	frex	glog	skap	fair	toy	nigh	law	stair	high	twice
proom	flarm	cloin	froin	criff	bard	blorn	flute	spike	brown	glued	haunt	feast	gloom
sarps	lect	bulm	melp	haps	disp	meft	goat	fuel	main	zoom	lied	goal	turn
thend	voisk	harnd	heent	barst	murbs	veems	shine	name	rude	rice	wove	shape	mode
chip	thin	quiz	shed	chin	chum	chop	crept	props	drink	grand	drank	trunk	blast
jazz	peck	back	long	deck	kick	sing	shrubs	spoilt	crowds	cloaks	treats	groups	groans
farm	torn	doom	soil	horn	reef	dart	scrap	scram	splat	scrap	scram	straw	spray
thorn	cheek	short	chart	queen	short	shock	stroke	strike	stripe	strike	stroke	scribe	strike
stop	trap	freed	crab	tram	blot	flat	index	panic	comic	river	arrow	model	delay
truck	snarl	dress	fresh	press	greet	skill	turnip	second	giving	diving	forest	person	modern
jump	milk	fund	wink	self	dust	gift	waiting	tantrum	pumpkin	beehive	wishing	chapter	saucers
lords	moist	think	shuts	keeps	parks	coins	portrait	reaching	fighters	midnight	brighter	reptiles	charming

Section 1							Section 2						
2019	2022	2023					2019	2022	2023				
sut	bem	fod					vaw	vair	jer				
yad	dax	bep					meast	cloat	drave				
dop	kig	zat					waib	tirt	teap				
uct	eld	ult					zome	whike	phibe				
meck	besh	heng					brend	plunt	slimp				
shig	quab	shob					throst	flards	craint				
joil	barp	farn					stret	spran	splet				
chort	chell	chesh					spraw	splew	strave				
blem	grux	trun					few	globe	boy				
drell	smung	glork					fried	teams	scoop				
fusp	nesk	remp					beak	bowl	foam				
quisk	foint	deebs					cute	chase	white				
shop	thud	chip					crust	print	swept				
yell	hang	hill					trails	clouds	dreams				
peel	coin	jars					strip	spree	scrap				
check	shell	shack					scraps	stroke	strike				
plug	twig	twin					label	visit	elbow				
sweep	flick	crack					vanish	fabric	tailor				
soft	vest	tuft					blossom	trapeze	sequins				
yards	horns	ports					thankful	concrete	whirling				

Any questions?

Please do not hesitate to
ask.

Thankyou!