



Supporting your child at home

In Read Write Inc (RWI), we learn and 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.

The following sounds should all be stretched slightly (they are stretchy sounds). Try to avoid saying **uh** after each one: e.g. 'mmm' not 'muh', 'sss' not 'suh', 'fff' not 'fuh'.

m - mmmmmmountain (keep lips pressed together hard)

s - ssssssssnake (keep teeth together and hiss - unvoiced)

n - nnnnnnet (keep tongue behind teeth)

f - fffffffflower (keep teeth on bottom lip and force air out sharply - unvoiced).

l - lllllleg (keep pointed, curled tongue behind teeth)

r - rrrrrrrobot (say rrr as if you are growling).

v - vvvvvulture (keep teeth on bottom lip and force air out gently)

z - zzzzig zzzzzag (keep teeth together and make a buzzing sound)

th - thhthank you (stick out tongue and breathe out sharply)

sh - shhhh (make a shhh noise as though you are telling someone to be quiet!)

ng - thinnnnnngg on a strinnnnngg (curl your tongue at the back of your throat)

nk - I think I stink (make a pig 'oink' noise, but without the oi! nk)

These next sounds cannot be stretched. They are bouncy sounds. Make the sound as short as possible avoiding putting **uh** at the end of each sounds:

t - tuck tongue behind teeth - unvoiced

p - make distinctive p sound with lips - unvoiced

k - make sharp click at back of throat

c - as above

h - say 'h' sound as you breathe out sharply - unvoiced

ch - make a short sneezing sound (e.g. *achoo*, saying only the *ch* part)

x - say a sharp 'c' sound and add 's' - unvoiced

The next sounds may take more practise. It is more difficult to avoid saying **uh** at the end of these sounds.

d - tap tongue behind teeth

g - make soft sound in throat

b - make a short, strong 'b' sound with your lips

j - push lips forward

y - keep edges of tongue against bottom teeth

w - keep lips tightly pursed

qu - keep lips pursed as you say *cw* - unvoiced

The short vowels should be kept short and sharp:

a: a-a-a (open mouth wide as if to take a bit of an apple)

e: e-e-e (release mouth slightly from 'a' sound position above)

i: i-i-I (make a sharp sound at the back of the throat - smile)

The short vowels should be kept short and sharp:

a: a-a-a (open mouth wide as if to take a bite of an apple).

e: e-e-e (release mouth slightly from a position).

i: i-i-i (make a sharp sound at the back of the throat - smile).

o: o-o-o (push out lips, make the mouth into o shape).

u: u-u-u (make a sound in the throat).

The long vowel sounds are all stretchy sounds:

ay: may I play?

ee: what can you see?

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at a book

ar: start the car

or: shut the door

air: that's not fair

ir: whirl and twirl

ou: shout it out

oy: toy for a boy

All of our teachers and teaching assistants have been trained in the Read, Write Inc programme and they can show you how to pronounce these sounds. Please do not hesitate to ask if you need any support.

For further information on how to pronounce these sounds, you can also visit <http://www.ruthmiskin.com/en/resources/read-write-inc-fresh-start-sound-pronunciation-guide/> where you will find a video of each sound being pronounced, as well as further resources such as parent tutorials on reading 'floppy books' (storybooks activities) at home with your child.

It would help to consolidate your child's learning if you could practise these sounds at home. We would prefer you not teach your child new sounds, instead practise the sounds that they have learnt in their daily RWI session.

Now that you know how to pronounce each sound, below is some more information on the order that the sounds are taught in.

The children are taught the sounds in **3 sets**.

Set 1 sounds are taught in the following order:

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,

Once secure in recognising these sounds, the children are then taught **set 2 sounds** - the long vowels. When they are very confident with all of set 1 and set 2 sounds, they are taught **set 3 sounds**.

Long vowel sound	Set 2 Sounds	Set 3 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	oa: 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?	