

Children in **Speed Sounds** groups will learn the sounds below before beginning to decode simple words using them. Each sound comes with a rhyme to help them form the letters correctly when handwriting. Once they are in **Ditty** and **Red** groups they will revise these sounds before decoding words with more than 3 sounds (eg milk, bend)

Sound	Picture / Sound	Mnemonic
m	Maisie & mountains	Maisie mountain mountain.
a	apple	Round the apple down the leaf.
s	snake	Slither down the snake
d	dinosaur	Round his bottom, up his neck and down to his feet.
t	tower	Down the tower, across the tower
l	insect	Down the body, dot the head
n	Nobby & net	Down Nobby, over his net
p	pirate	Down the plait and over the pirate's face
g	girl	Round her face, down her hair and give her a curl.
o	orange	All around the orange
c	caterpillar	Curl around the caterpillar
k	kangaroo	Down the kangaroo's body, tail and leg
u	umbrella	Down and under, up to the top and draw the puddle
b	boot	Down the laces to the heel, round the toe
f	flower	Down the stem, draw the leaves
e	egg	Lift off the top and scoop out the egg
l	leg	Down the long leg
h	horse	Down the head to the hooves and over his back
r	robot	Down his back, then curl over his arm
j	Jack-in-a-box	Down his body, curl and dot
v	vulture	Down a wing, up a wing
y	yak	Down a horn, up a horn and under his head
w	worm	Down, up, down, up
z	zip	Zig-zag-zig
x	exercise	Down the arm and leg and repeat the other side
qu	queen & umbrella	For q = Round her head, up past her earrings and down her hair (then the mnemonic for u)
sh	snake & horse	When writing the sounds sh, th, ch, ng, nk we use the mnemonics used for each individual letter, e.g. for th we would say Down the tower, across the tower, then down the horse's head to the hooves and over his back.
th	tower & horse	
ch	caterpillar & horse	
ng	'Thing on a string'	
nk	'I think I stink'	

Children in **Green** and **Purple** groups will learn the sounds below.

Each sound comes with a rhyme and a number of words which the children learn to read, at first by segmenting and blending out loud (sounding out or Fred Talk) and then by internalising the segmenting and blending process (Fred in your head).

Sound (how it is written in a word)	Rhyme to explain how it is said / how you say it
ay	<u>May</u> I <u>play</u>
ee	What can you <u>see</u> ?
igh	Fly <u>high</u>
ow	<u>Blow</u> the <u>snow</u>
oo	<u>Poo</u> at the <u>zoo</u>
oo	<u>Look</u> at a <u>book</u>
ar	<u>Start</u> the <u>car</u>
or	Knock at the <u>door</u>
air	That's not <u>fair</u>
ir	<u>Whirl</u> and <u>twirl</u>
ou	<u>Shout</u> it <u>out</u>
oy	<u>Toy</u> for a <u>boy</u>

Children in **Pink**, **Orange** and **Yellow** groups will learn the sounds below.

In **Pink** group- children will also revise the sounds above.

Sound (as it is written)	Rhyme to explain how it is said / how you say it.
a_e	<u>M</u> ake a <u>c</u> ake
i_e	Nice <u>s</u> mile
o_e	Ph <u>o</u> ne <u>h</u> ome
u_e	H <u>u</u> ge br <u>u</u> te
ea	Cup of <u>t</u> ea
ai	<u>S</u> na <u>i</u> l in the <u>r</u> ain
oa	<u>G</u> oa <u>t</u> in a <u>b</u> oa <u>t</u>
ew	<u>C</u> he <u>w</u> the <u>s</u> tew
oi	<u>S</u> po <u>i</u> l the boy
ire	<u>F</u> ire <u>f</u> ire
ear	<u>H</u> ea <u>r</u> with your <u>e</u> ar
er	<u>B</u> etter <u>l</u> etter
aw	<u>Y</u> aw <u>n</u> at <u>d</u> aw <u>n</u>
ow	<u>B</u> row <u>n</u> <u>c</u> ow
ure	<u>S</u> ure is <u>p</u> ure
are	<u>C</u> are and <u>s</u> hare
ur	<u>N</u> ur <u>s</u> e with a <u>p</u> ur <u>s</u> e
e	<u>b</u> e
tion	<u>P</u> ay <u>a</u> ttent <u>i</u> on it's a celebrat <u>i</u> on
tious/cious	<u>S</u> crumpt <u>i</u> ous, del <u>i</u> cious

In **Blue** and **Grey** groups, children will learn the additional sounds below. They will also revise all of the sounds above.

<u>RWI Additional Sounds - taught after Set 3:</u>	
ue	To the resc <u>ue</u>
ie	Terrible t <u>ie</u>
e-e	Go Pet <u>e</u> and St <u>ev</u> e
au	<u>Paul</u> the astron <u>au</u> t
kn	<u>Kn</u> ock <u>kn</u> ock
ph	Take a <u>ph</u> oto
ck	Tick <u>ck</u> tock <u>ck</u>
wh	<u>Wh</u> isk <u>wh</u> isk
wh	<u>Wh</u> o had a <u>wh</u> ole pizza?
ea	Sp <u>ea</u> d the br <u>ea</u> d
ou	<u>Sou</u> p and m <u>ou</u> ss <u>ou</u> se for the gr <u>ou</u> p