

Children will be taught how to read as follows:

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

Fred Talk



We 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.

At school we use 'Fred the frog' who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.
































The following video is an example of blending sounds with

Fred. <https://www.youtube.com/watch?v=dEzfpod5wQ>

The children are taught the sounds in 3 sets.

Step 1:

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

 m Down Maisie. Up and over the mountain. Up and over the mountain.	 l Down the long leg.
 a Round the apple, up and down the leaf.	 h Down the horse's leg. Up and over his back. Down to his hoof.
 s Slither down the snake.	 sh Shh says the horse to the hissing snake.
 d Round the dinosaur's big bottom. Up his long neck and down to his feet.	 r Down the robot, up and over the robot's arm.
 t Down the tower, across the tower.	 j Down his body curl and dot.
 i Down the insect's body. Dot for the head.	 v Down a wing. Up a wing.
 p Down the pirate's plait and up around his face.	 y Down a horn up a horn and down under his head.
 n Down Nobby, up and over his net.	 w Down up down up.
 g Round the girl's face, up and down to give her a curl.	 z Zig-zag-zig.
 o Round the orange.	 ch Choo sneezes the horse as the caterpillar's hairs tickle its nose.
 c Curl around the caterpillar.	 th Th-ank you says the princess to the horse for rescuing her from the tower.
 k Down the kangaroo's body. Up to his tail and down to his leg.	 qu Round the queen's head. Up past her earrings and down her hair.
 u Down and under the umbrella. Up to the top and down to the puddle.	 x Down the arm and leg and repeat the other side.
 b Down the laces, up and around the boot to the heel.	 ng Thing on a string.
 f Down the stem and draw the leaves.	 nk I think I stink.
 e Cut the egg. Around the egg.	

Please do not use letter names at this early stage.

[Click here](#) to hear how to pronounce sounds correctly.



Children will also use pictures and rhymes for each sound to help recognise the sound and then form the shape of the sound.

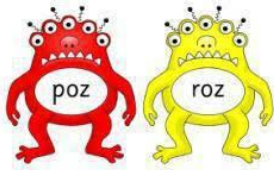
Step 2:

ay: <u>ma</u> y I <u>pl</u> ay
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>loo</u> k at a <u>boo</u> k
ar: <u>st</u> art the <u>car</u>
or: shut the <u>door</u>
air: that's not <u>fair</u>
ir: <u>wh</u> irl and <u>tw</u> irl
ou: <u>sho</u> t it <u>ou</u> t
oy: toy for a <u>bo</u> y

ea: cup of <u>tea</u>
oi: <u>spoi</u> l the boy
a-e: make a cake
i-e: nice smile
o-e: phone home
u-e: huge brute
aw: <u>yawn</u> at <u>dawn</u>
are: <u>share</u> and <u>care</u>
ur: <u>pur</u> se for a <u>nur</u> se
er: a better <u>letter</u>
ow: <u>brown</u> <u>cow</u>
ai: <u>snail</u> in the <u>rain</u>
oa: <u>goat</u> in a <u>boat</u>
ew: <u>chew</u> the <u>stew</u>
ire: <u>fire</u> <u>fire</u> !
ear: <u>hear</u> with your <u>ear</u>
ure: <u>sure</u> it's <u>pure</u> ?
tion: (celebrat <u>ion</u>)
tious / cious: (scrumptious / delicious)
e: <u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u>

The children are then taught Set 2 Sounds - the long vowels. When they are very confident with all of set 1 and 2 they are taught Set 3 Sounds. The above rhymes are what is used to help children remember each long vowel. When sounding out in 'fred talk' we call these 'special friends.'

Nonsense words (Alien/ pseudo words)



As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These can also be known as 'Alien words' or pseudo words. These words are also part of the Year One Phonics Screening check in the summer term.

Step 3:

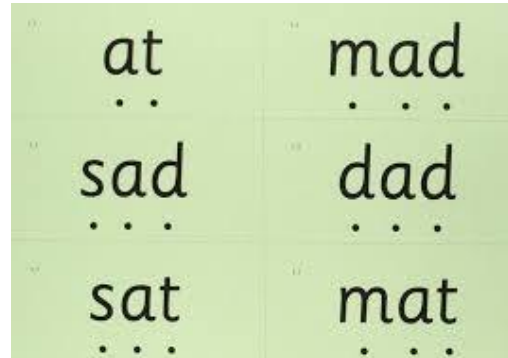
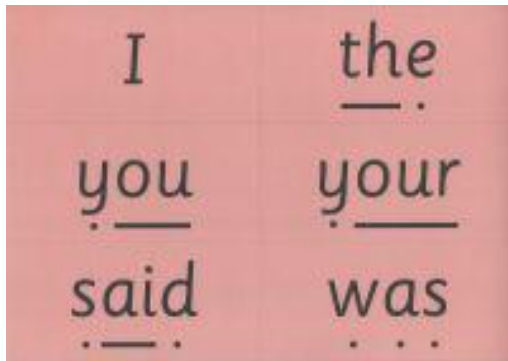
Children will be introduced to 'Ditties' when they successfully begin to read single words. The short vowels should be kept short and sharp:

Children use sound-blending (Fred Talk) to read short ditties. They will bring these home as part of their home reading. Please see the separate document about reading Ditties at home with your children.

Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. Red words are words that are not easily decodable and challenge words to extend children's vocabulary. Green words are linked

to the sounds they have been learning and are easily decodable. We use the phrase 'You can't Fred a red' which helps the children understand that red words are not decodable.



Dots and dashes represent the sound each letter makes.