



# The Good Shepherd Catholic Primary School



## Phonic Support Materials

*"Following Jesus, The Good Shepherd,  
in all we say and do."*

# Outline of Materials

The following pack of materials is to help you support your child at home with their phonics journey. The first pages can be used as they are, or could be laminated and cut up to use with your child to help them practise the sounds they are learning. Please check the Ruth Miskin website for other parent support materials and videos, including how to pronounce the phonemes accurately!

<http://www.ruthmiskin.com/en/parents/>

The children follow this progression in learning phonics:

Speed Sounds Set 1															
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	q	x	ng	nk	
Speed Sounds Set 2															
ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy				
Speed Sounds Set 3															
ee	ea	oy	oi	ay	a-e	igh	i-e	ow	o-e	oo	u-e	or	aw	air	
are	ir	ur	er	ou	ow	ai	oa	ew	ire	ear	ure	tion	cious	tious	

Alongside these they also learn red words (tricky words), which are difficult to blend but are key words they need to read and access texts (eg. the, said, your).

You will find the green words are printed in order. The children work through set 1 sounds before moving on to set 2, and then the same for set 3. You will notice that we have put dots and lines under the different sounds – this is to help the children identify the phoneme and sound it out:

**A line** is placed under a phoneme that has more than one letter for the corresponding grapheme (a digraph, or trigraph).



**A dot** is placed under a phoneme that has only one letter for the corresponding grapheme (graph).

## How to read and practise the words:

### Green words:

Use Fred Talk – point with your finger under each phoneme as you make the sound, then run your finger under the whole word to blend those sounds together to say the word.






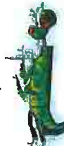























Over time, as they get more confident, encourage them to instant sound blend so they are saying the sounds in their head quickly then saying the word out loud.

### Red words:

The children should be told these words and practise sight reading them (without blending).











We have printed the following on one side of the page so that you could laminate / cut them up and use as flash cards for games and practise. Alternatively, you can use them as they are – but please do not go on to the next words before your child moves on at school – this could be confusing for them.

Speed Sounds Set 1




















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

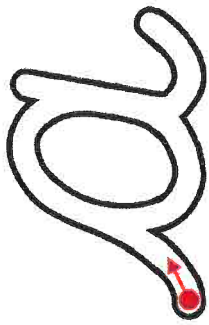


## Speed Sounds Set 2

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

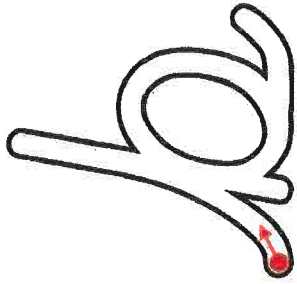
## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	i-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure



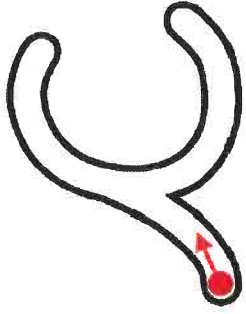
Up we go...around the apple  
and down the leaf ... **and off we**

**go**

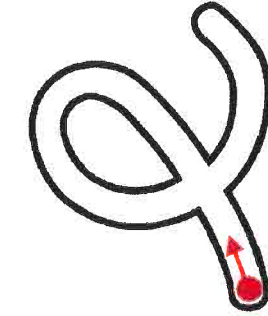


Up we go... down the laces to  
the heel then around the toe ...

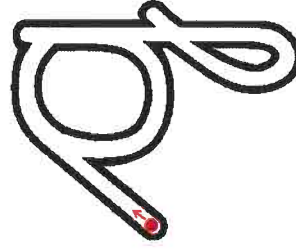
**and off we go**



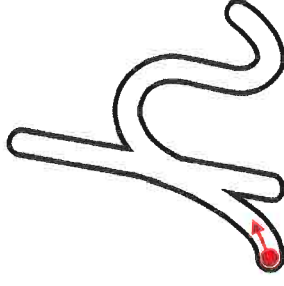
Up we go... curl around the  
caterpillar



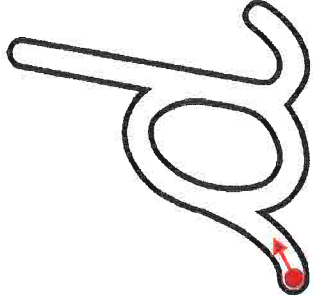
Up we go... lift off the top and  
scoop out the egg



Up we go... around the girl's  
face, down her hair and give  
her a curl



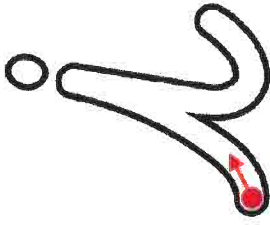

Up we go... tall and down the  
head to the hooves then across  
his back... **and off we go**



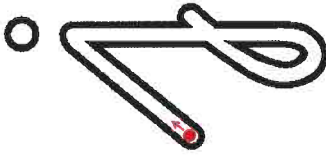

Up we go... around the  
dinosaur's bottom, up his tall  
neck and down to his toes ...



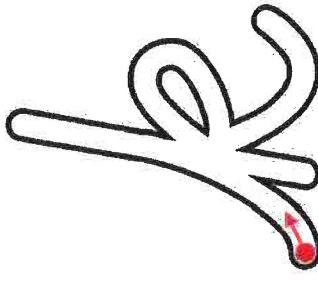

Up we go...down the insect ...  
and off we go... dot for the  
head



Up we go... down his body, curl  
and dot for his head

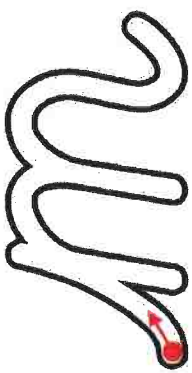

Up we go... down the  
kangaroo's body, tail and leg...  
and off we go

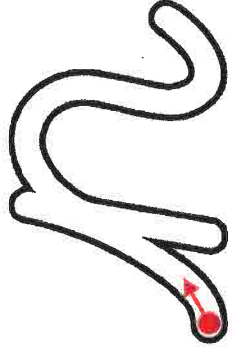

Up we go... down the long leg...  
and off we go

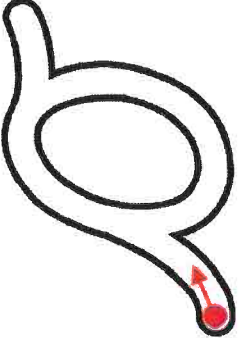

Up we go... Maisie, mountain,  
mountain... and off we go

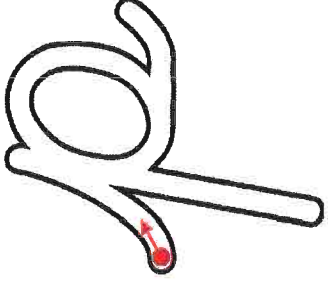

Up we go... down Nobby's net...  
and off we go

Up we go... around the  
orange... and off we go

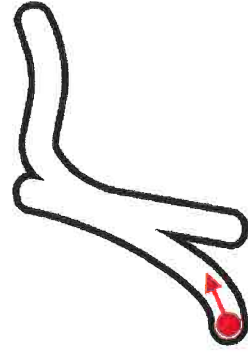
Up we go... down the pirate's  
plait and around his face

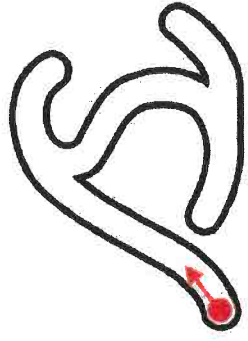




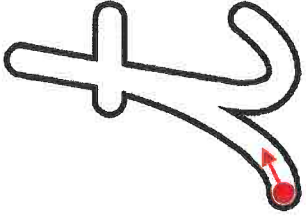
Up we go...around her head, up  
past her earring, down her hair  
and flick



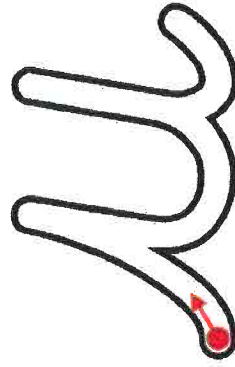
Up we go... down the robot's  
back and curl over his arm...



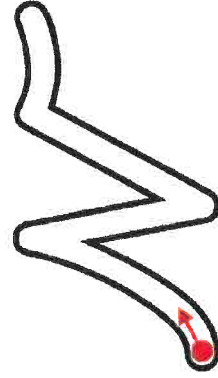
Up we go... slither down the  
snake... and off we go



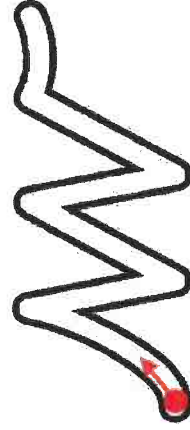
Up we go... down the tower ...  
and off we go... across the  
tower



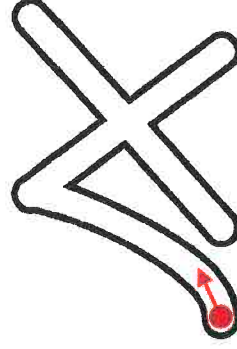
Up we go... down and under,  
up to the top... and off we go



Up we go... down the wing, up  
the wing... and off we go

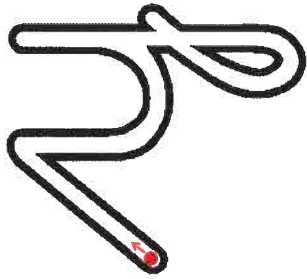


Up we go... down, up, down,  
up... and off we go

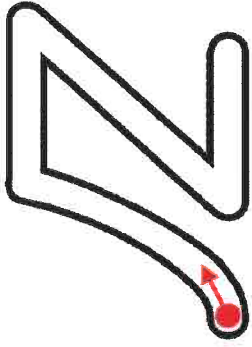


Up we go... down the arm and  
leg, repeat the other side... and  
off we go





Up we go...down a horn, up a  
horn and under the head



Up we go... zig, zag, zig ... and  
off we go





## Simple Speed Sounds Chart (for Set 1 and Set 2 Sounds)

*Consonants: stretchy*

f	l	m	n	r	s	v	z	sh	th	ng
										nk

*Consonants: bouncy*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

*Vowels: bouncy*

*Vowels: stretchy*

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

# Complex Speed Sounds Chart (for Set 3 Sounds)

## Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

## Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

## Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

## Set 1 Sounds

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> s <u>h</u>	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> s <u>h</u>	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

w <u>ing</u>	ch <u>in</u>	th <u>ick</u>
ch <u>op</u>	ch <u>at</u>	qu <u>it</u>
qu <u>iz</u>	s <u>ing</u>	th <u>ing</u>
b <u>ang</u>	th <u>is</u>	th <u>in</u>
f <u>ix</u>	s <u>ix</u>	z <u>ag</u>
z <u>ip</u>	f <u>ox</u>	b <u>ox</u>

st <u>in</u> k	w <u>in</u> k	ba <u>ck</u>
sk <u>in</u>	sl <u>id</u>	sl <u>ip</u>
gr <u>in</u>	pr <u>op</u>	pr <u>am</u>
fr <u>om</u>	cl <u>ip</u>	gr <u>an</u>
h <u>an</u> d	st <u>an</u> d	st <u>am</u> p
f <u>lo</u> p	f <u>ro</u> g	ju <u>mp</u>
bl <u>ac</u> k	f <u>la</u> g	th <u>in</u> k
sk <u>ip</u>	be <u>st</u>	tr <u>ip</u>
bl <u>o</u> b	br <u>at</u>	dr <u>ip</u>
dr <u>o</u> p	bl <u>ip</u>	fl <u>uff</u>
dr <u>ess</u>	h <u>uff</u>	m <u>ess</u>
te <u>s</u> t	tr <u>a</u> p	sp <u>it</u>
st <u>o</u> p	sp <u>o</u> t	st <u>ro</u> p



## Red Words (Tricky Words)

**Red for a while words** These include graphemes that have not been taught by the time they are needed in the reading books. As soon as the grapheme has been taught, each of these turn into a green word! Practise these so they can read them by sight (not blending). You could cut them out to use for games (laminating might be usefull!).

he	me	we
she	be	no
so	go	old
her	saw	my
by	why	now
how	down	over
school		

### Other Red Words:

I	the	you
your	said	was
are	of	want
they	to	do
does	all	call

tall	small	any
many	anyone	some
come	watch	who
where	there	here
were	brother	other
mother	father	love
above	two	once
buy	worse	walk
talk	caught	bought
thought	through	wear
whole	could	would
should	great	son
water		

## Set 2 Sounds

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

t <u>oo</u>	f <u>oo</u> d	m <u>oo</u> n
z <u>oo</u>	p <u>oo</u> !	s <u>po</u> on

2.6

t <u>oo</u> k	b <u>oo</u> k	c <u>oo</u> k
l <u>oo</u> k	sh <u>oo</u> k	f <u>oo</u> t

2.7

c <u>a</u> r	p <u>a</u> r	h <u>a</u> r
s <u>t</u> a <u>r</u> t	s <u>t</u> a <u>r</u>	sh <u>a</u> r <u>p</u>

2.8

s <u>o</u> r	sh <u>o</u> r	h <u>o</u> r <u>s</u> e
s <u>p</u> o <u>r</u> t	f <u>o</u> r	s <u>n</u> o <u>r</u> t

2.9

f <u>a</u> ir	h <u>a</u> ir	ch <u>a</u> <u>i</u> r
s <u>t</u> air	<u>a</u> ir	<u>l</u> air

2.10

g <u>i</u> r <u>l</u>	b <u>i</u> r <u>d</u>	th <u>i</u> r <u>d</u>
w <u>h</u> ir <u>l</u>	tw <u>i</u> rl	d <u>i</u> rt

2.11

o <u>u</u> t	sh <u>o</u> <u>u</u> t	l <u>o</u> <u>u</u> d
m <u>o</u> u <u>th</u>	r <u>o</u> <u>u</u> <u>n</u> d	f <u>o</u> <u>u</u> <u>n</u> d

2.12

t <u>o</u> y	b <u>o</u> y	e <u>n</u> joy
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## Set 3 Sounds

3.1

clean	dream	seat
scream	please	

3.2

join	voice	coin
------	-------	------

3.3

make	cake	name
same	late	date

3.4

smile	white	nice
like	time	hide

3.5

home	hope	spoke
note	broke	phone



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 <u>l</u>	p <u>a</u> w	y <u>a</u> wn

3.8

s <u>h</u> ar <u>e</u>	d <u>a</u> r <u>e</u>	s <u>c</u> ar <u>e</u>
s <u>q</u> uar <u>e</u>	b <u>a</u> r <u>e</u>	c <u>a</u> r <u>e</u>

3.9

b <u>u</u> rn	t <u>u</u> rn	s <u>p</u> ur <u>t</u>
n <u>u</u> r <u>s</u> e	p <u>u</u> r <u>s</u> e	h <u>u</u> r <u>t</u>

3.10

n <u>e</u> v <u>e</u> r	b <u>e</u> t <u>t</u> e <u>r</u>	w <u>e</u> ath <u>e</u> r
a <u>f</u> t <u>e</u> r	p <u>r</u> o <u>p</u> er	c <u>o</u> r <u>n</u> er

3.11

h <u>ow</u>	d <u>ow</u> n	b <u>ro</u> wn
c <u>ow</u>	t <u>ow</u> n	n <u>ow</u>

3.12

p <u>a</u> id	t <u>r</u> ain	p <u>a</u> int
r <u>a</u> in		

3.13

g <u>oa</u> t	b <u>oa</u> t	r <u>oa</u> d
t <u>hro</u> at	t <u>oa</u> st	c <u>oa</u> t

3.14

c <u>he</u> w	n <u>e</u> w	b <u>le</u> w
f <u>le</u> w	d <u>re</u> w	g <u>re</u> w

3.15

f <u>ir</u> e	h <u>ir</u> e	w <u>ir</u> e
b <u>onf<u>ir</u>e</u>	i <u>ns<u>pi</u>re</u>	c <u>ons<u>pi</u>re</u>



3.16

h <u>ear</u>	d <u>ear</u>	f <u>ear</u>
n <u>ear</u>	y <u>ear</u>	<u>ear</u>

3.17

p <u>ic</u> t <u>ur</u> e	m <u>i</u> x <u>t</u> u <u>r</u> e	cr <u>ea</u> t <u>ur</u> e
f <u>ut</u> u <u>r</u> e	ad <u>ven</u> t <u>ur</u> e	tem <u>per</u> at <u>ur</u> e

3.18

d <u>e</u> l <u>ic</u> i <u>o</u> u <u>s</u>	s <u>u</u> s <u>p</u> i <u>c</u> i <u>o</u> u <u>s</u>	v <u>i</u> c <u>i</u> o <u>s</u>
s <u>cr</u> u <u>m</u> p <u>t</u> i <u>o</u> u <u>s</u>	p <u>r</u> e <u>c</u> i <u>o</u> u <u>s</u>	f <u>er</u> o <u>c</u> i <u>o</u> u <u>s</u>
t <u>r</u> ad <u>i</u> ti <u>o</u> n	at <u>t</u> en <u>t</u> i <u>o</u> n	ce <u>le</u> brat <u>i</u> o <u>n</u>
co <u>n</u> ve <u>r</u> sa <u>t</u> i <u>o</u> n	co <u>n</u> grat <u>u</u> lat <u>i</u> o <u>n</u>	ex <u>p</u> lora <u>t</u> i <u>o</u> n



