






















# Year 1 Phonics Resources

# Set 1 – Speed Sound mat

Read Write Inc  
Phonics

Desktop Speed Sounds Chart

## 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

# Set 2 & 3 – Speed Sound mat

## 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	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-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

# Bouncy & Stretchy sounds

## Simple Speed Sounds Chart

### Consonant sounds – stretchy

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

### Consonant sounds – bouncy

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

### Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
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### Vowel sounds – stretchy

### Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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## Read Write Inc vocabulary

- **Special friends** – your child must identify the sounds that are made up of 2 or more letters (shop, coat, broke, midnight)
- **Fred talk** – children must read each individual sound in the word (s/a/t, l/u/n/ch, p/l/ay/g/r/ou/n/d)
- **Fred in your head** – as children develop confidence with finding special friends and using Fred talk we can then develop Fred in your head for reading words previously taught. This is where your child will read the sounds in their head (not out loud) and then say the word out loud. The more they practice this the speedier they will become.

# Complex Speed Sounds Chart

## Consonant sounds

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					

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							

## Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

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



# Handwriting Rhymes

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

# Red Words with circled graphemes

I the you your said was  
are of want what they to  
he\* me\* we\* she\* be\* no\*  
so\* go\* old\* her\*  
do does all call tall small  
many any one anyone some come  
watch who where there here were  
brother other mother father love above  
two once buy worse walk talk  
bought caught through thought whole wear  
could would should great saw\* why\*  
now\* how\* down\* over\*  
my\* by\* son water school\* ball  
everyone their people

(\* = red for a while)