


# Speed Sounds


## Guidance on Read Write Inc. Speed Sounds Set 1

### Set 1

What can you do to help at home?

1. Teach the picture names e.g
2. Use pure sounds rather than letter names.
3. Practise reading sounds speedily.
4. Help your child to use 'Fred Talk' to read words.

m  Moose, mountain, mountain.	a  Apple	s  Snake.	d  Dinosaur
t  Tower	i  Insect	n  Nobby and his net.	p  Pole
g  Gut	o  Orange	c  Caterpillar	k  Kangaroo
u  Umbrella	b  Boat	f  Flower	e  Egg
l  Lip	h  Horse	r  Robot	j  Jack in a box
v  Vulture	y  Yak	w  Worm	z  Zy

q  Queen	x  Exercise	sh  Snake and horse	ch  Caterpillar and horse
th  Tower and horse	qu  Queen and umbrella	ng  Thing on a string	nk  I think, I stink!

## 5.) Practise forming the letters using the letter patters.

### Letter patters

Since young children are often multi-sensory learners, it is helpful to describe the pencil movements of the same time as children see and do them. These descriptions are called 'letter patters'. All adults in the setting are encouraged to use the same patters so that the children learn through repetition. You can

even send them home to support parents as they practise the letter formation at home. It is very important that we instill correct letter formation from the beginning; it takes around 200 repetitions of a movement for it to become a learned movement and about 4,000 repetitions to correct a

letter formation than has been learned incorrectly. Letter patters, when they are used consistently, are one way of supporting correct letter formation from the beginning.

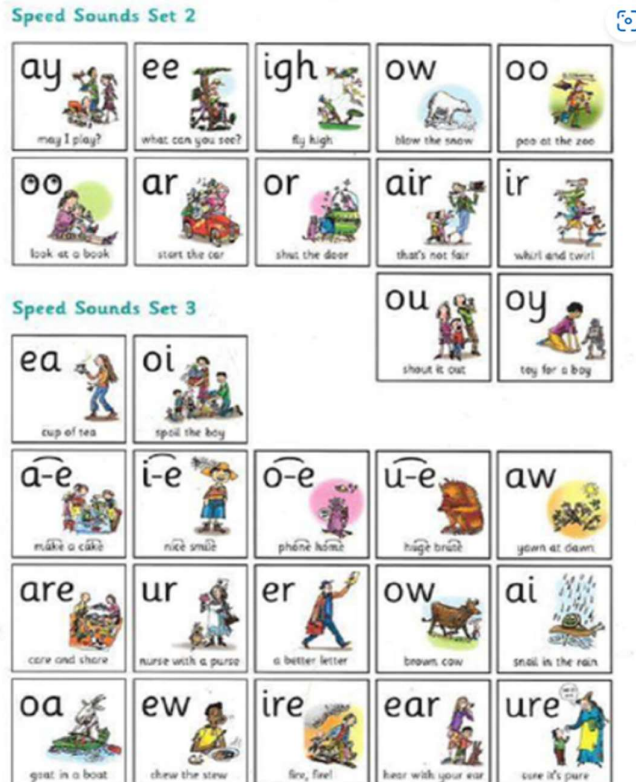
Long-legged giraffe family	
l	Start at the top, come all the way down and flick.
i	Start at the top, come down and flick. Lift and dot.
t	Start at the top, come all the way down and curve. Lift and cross.
u	Start at the top, come down and curve. Go back up, come back down and flick.
j	Start at the top, come all the way down and curve to the left. Lift and dot.
y	Start at the top, come all the way down and curve. Go back up, come all the way down and curve to the left.
L	Start at the top, come down and go across.
I	Start at the top, come down. Lift. Across at the top. Lift. Across at the bottom.
T	Start at the top, come down. Lift. Across at the top.
U	Start at the top, come down. Curve back up.
J	Start at the top, come down. Curve to the left. Lift. Across at the top.
Y	Slope down, slope back up. Lift. Come down from the point.
One-armed robot family	
r	Start at the top, come down, bounce back up and over.
b	Start at the top, come all the way down, bounce half-way back up and go all the way round.
n	Start at the top, come down, bounce back up, go over, down and flick.
h	Start at the top, come all the way down, bounce half-way back up, go over, down and flick.
m	Start at the top, come down, bounce back up and over. Down, bounce back up and over. Down and flick.
k or k	Start at the top, come all the way down, bounce half-way back up. Loop. Slope and flick. or Start at the top, come all the way down. Lift. Slope. Slope and flick.
p	Start at the top, come all the way down, bounce back up and go all the way round.
R	Start at the top, come down. Lift. Back to the top. Go all the way round and slope.
B	Start at the top, come down. Lift. Back to the top. Go all the way round and all the way round again.
N	Start at the top, come down. Lift. Back to the top. Slope and straight up.
H	Start at the top, come down. Lift. Start at the top come down. Lift and across in the middle.
M	Start at the top, come down. Lift. Back to the top. Slope down, slope up and straight down.
K	Start at the top, come down. Lift. Slope in, slope out.
P	Start at the top, come down. Lift. Back to the top. Go all the way round.
Curly caterpillar family	
c	Make a curve.
a	Make a curve, go up to the top, come back down and flick.
d	Make a curve, go all the way up, come back down and flick.
o	Make a curve, go all the way round.
s	Make a curve, slope, make a curve back again.
g	Make a curve, go up to the top, come all the way down and curve to the left.
q	Make a curve, go up to the top, come all the way down and flick.
e	Start with a loop then make a curve.
f	Make a curve, come all the way down, curve to the left. Lift and cross.
C	Make a curve.
A	Slope to the left. Lift back to the top. Slope. Lift. Across in the middle.
D	Start at the top, come down. Lift. Back to the top. Go all the way round to the bottom.
O	Make a curve, go all the way round.
S	Make a curve, slope, make a curve back again.
G	Make a curve. Lift and go across.
Q	Make a curve, go all the way round. Lift and slope across.
E	Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle. Lift. Across at the bottom.
F	Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle.
Zig-zag monster family	
z	Go across, slope, go back across.
v	Slope down, slope back up.
w	Slope down, slope back up. Slope down again and slope back up.
x	Slope. Lift and slope across.
Z	Go across, slope, go back across.
V	Slope down, slope back up.
W	Slope down, slope back up. Slope down again and slope back up.
X	Slope. Lift and slope across.

## Guidance on Read Write Inc. Speed Sounds Set 2 and 3 Set 2 and 3

What can you do to help at home?

1. Practise saying the sounds and the phrases ay-may I play.
2. Practise reading sounds speedily.
3. Help your child to use 'Special Friends', 'Fred Talk' to read words. (Two/three letters make one sound we call these special friends e.g. ay, ee and we find these first in a word)

Find more free parent resources on [www.ruthmiskin.com](http://www.ruthmiskin.com)



### How do I use the Virtual Classroom?-

1. Set aside 10 minutes to watch a film from the virtual classroom with your child each day these will be sent on dojo.
2. Find a quiet space for your child to watch the film on a laptop or tablet.
3. Praise your child as they join in with the lesson – make it fun.