

Terminology (including those specific to the Read Write Inc. Phonics Programme)

Word/Phrase	Meaning
Phoneme	The smallest unit of sound. There are approximately 44 phonemes in English (depending on accent). Phonemes are put together to make words. For example, there are three phonemes in the word sit s/i/t. If you change the phoneme 's' for 'f', the word becomes fit . If you change the phoneme 't' for a 'sh', the word becomes, fish .
Digraph	Two letters, making one sound. A consonant digraph contains two consonants, for example: sh ck th ll A vowel digraph contains at least one vowel, for example: ai ee ar oy
Trigraph	Three letters making one sound, for example: igh dge air are
Segmenting/Fred Talk	<i>Segmenting</i> is identifying the individual sounds in a spoken word, for example, 'him' = h – i – m. It is also used when writing down letters for each sound to form a word. In Read Write Inc. Phonics, we refer to segmenting as 'Fred Talk'. Fred is a frog puppet who says, reads and spells words in pure sounds; but he cannot read words so he needs our help. We can say the sounds and push them together to 'Read the Word'.
Blending/Read the Word	Blending in Phonics (also known as visual blending), is the ability to string together the sounds that each letter stands for in a word. In Read Write Inc. Phonics, we refer to blending as ' Read the Word '.
Grapheme/s	One letter or a group of letters used to write one sound. For example, the sound 'f' can be written with the grapheme/s f (fun) or ff (huff).
Split digraph/Special Friends	A digraph in which the two letters making the sound are not adjacent, for example, a-e in make . We teach children to learn to recognise these as 'Special Friends'. They are two letters that work as a team, but they don't sit next to each other (because they keep talking!).
Fred Fingers	Fred Fingers is the early spelling strategy we teach children to use to spell words using their phonic knowledge. Children use their fingers to break down words into their individual sounds to assist spelling. When children look at their own fingers, it allows them to visualise each sound of the word on a single finger.
Green Words	Green Words are words the children need to be able to read using Fred Talk. Fred frog cannot read words so he needs our help. We can say the sounds and push them together to 'Read the Word'.
Red Words	Red Words can be referred to as tricky words. These are words that cannot be sounded out because as they do not follow phonetic rules of the English Language. To practice spelling Red Words , say the letters as you write them, NOT the sounds (since they cannot be sounded out).
Pure Sounds	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words. Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end is saying the ' Pure Sound '. For example, the sound 'm' is pronounced 'mmmm' and not 'muh' or 'em'.
'Bouncy' and 'Stretchy' Sounds	In Read Write Inc. Phonics, we think of each of the sounds we say as either 'bouncy' (short sounds) or 'stretchy' (long sounds).

Bouncy Sounds (Set 1)

a – a-a-a apple (say sound from back of throat with mouth slightly opened) - *Round the apple, down the leaf*

e – e-e-e egg (say sound from back of throat with open, upwards mouth) - *Lift off the top and scoop out the egg*

i – i-i-i insect (see 'a' above) - *Down his body, and dot for his head*

o – o-o-o orange (mouth opened to small round shape) - *All around the orange*

u – u-u-u umbrella (see 'a' above) - *Down and under, up to the top and draw the puddle*

t – t-t-t tower (tick tongue behind the teeth - unvoiced) - *Down the tower, across the tower*

p – p-p-p pirate (make distinctive p with lips - unvoiced) - *Down the plait, up and over the pirate's face*

k – k-k-k kangaroo (make sharp click at back of throat) - *Down the kangaroo's body, tail and leg*

c – c-c-c caterpillar (as above) - *Curl round the caterpillar*

h – h-h-h horse (say h as you breathe sharply out - unvoiced) - *Down the horse's head to his hooves and up over his back*

ch – The caterpillar's hairs make the horse sneeze ch-ch-ch (make a short sneezing sound) - *Curl round the caterpillar, then down the horse's head, to his hooves and up over his back*

x – x-x-x exercise (say a sharp c and add s - unvoiced)- *Cross down the arm and leg and cross the other way*

You might find it harder to avoid saying uh at the end of these bouncy sounds.

b – b-b-b boot (make a short, strong b with lips) - *Down to the heel, up and over the toe*

d – d-d-d dinosaur (tap tongue behind the teeth) - *Round the dinosaur's bottom, up his tall neck and down to his feet*

g – g-g-g girl (make soft sound in throat) - *Round the girl's face, down her hair and give her a curl*

j – j-j-j Jack-in-the-box (push lips forward) - *Down his body, curl and dot*

qu – qu-qu-qu queen (keep lips pursed as you say cw- unvoiced) - *Round the queen's head, up to her crown, down her hair and curl*

w – w-w-w worm (keep lips tightly pursed) - *Down, up, down, up the worm*

y – y-y-y yak (keep edges of tongue against teeth) - *Down a horn, up a horn and under the yak's head*

Stretchy Sounds (Set 1)

f - ffffflower (keep teeth on bottom lip and force air out sharply - unvoiced) - *Down the stem and draw the leaves*

l - lllllleg (keep pointed curled tongue behind teeth) - *Down the long leg*

m - mmmmmmountain (keep lips pressed together hard) - *Maisie, mountain, mountain*

n - nnnnnnet (keep tongue behind teeth) - *Down Nobby, up, over his net*

ng - thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat) - *Down nobby, up, over his net then round the girl's face, down her hair and give her a curl*

nk - I think I stink (i.e 'nk' in oink) - *Down nobby, up, over his net then down the kangaroo's body, tail and leg*

r - rrrrrrobot (say rrr as if you are growling) - *Down the robot, up and over his arm*

s - ssssssnake (keep teeth together and hiss - unvoiced) - *Slither down the snake*

sh - shhhh said the horse to the hissing snake (shhh noise as in 'be quiet!') - *Slide down the snake, then down the horse's head to the hooves and over his back*

th - thhhthank you (stick out tongue and breathe out sharply) - *Down the tower, across the tower, then down the horse's head to the hooves and up over his back*

v - vvvvvvulture (keep teeth on bottom lip and force air out gently) - *Down a wing, up a wing*

z - zzzzzzip (keep teeth together and make a buzzing sound) - *Zig-zag-zig*

As children progress through the programme, they will continue to distinguish each new sound as either bouncy or stretchy.