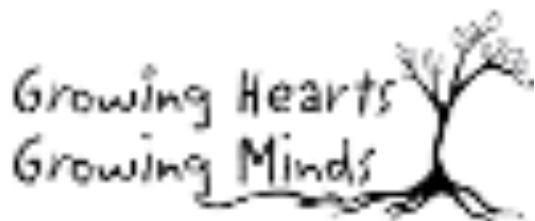


## Phonics Curriculum Parent Meeting

**Wednesday 15<sup>th</sup> October 2025**



# Aims of the presentation

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- To share how phonics is taught through Read, Write, Inc (RWI).
- To share examples of activities and resources we use to teach phonics.
- Find out ways that you can encourage and support reading at home.



# Reading changes everything

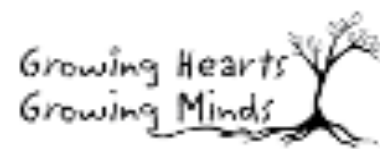
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Teach a child to read and keep that child reading and we will change everything.

**And I mean everything.**

*Jeanette Winterson*



# Why 'Read, Write Inc.' Phonics?

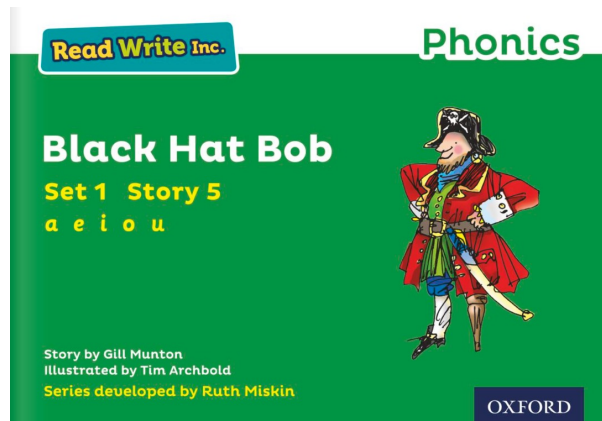
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- Tried and tested over many years
- Systematic and structured
- Early success in reading
- Children learn to read quickly and easily
- A rapid Learn to read programme so children can...

Read to learn for the rest of their lives



# Who is Read Write Inc. for?



## Black Hat Bob

Black Hat Bob  
is on his ship.

This is his peg leg.



## Lost in the sand

- 1 Egypt, 2000 BCE – Menna  
I am a servant to a rich man.  
I fix, I chop, I mend.  
"Fetch a drink of milk, Menna!" he yells.
- 2 I grab a big bronze pot.  
It is a long trek to get the milk.  
The pot is big and the sun is hot.  
I sit to have a rest. I put the pot  
in the soft sand.
- 3 Just then, the wind whips up.  
The sand lifts and spins.  
I jump up and dash in.  
The bronze pot is left in the sand.
- 4 When I go back to check,  
the bronze pot is hidden.  
I dig and dig in the sand ... but no bronze pot.



# What is phonics?

Phonics: To blend sounds together to make words.

Sounds: All words are made of individual sounds and these sounds are merged together to form a word e.g. 'mat'.

mat

ship

Graphemes: Is another name for the letters we use to write the sounds (the spelling of the sounds).

# How Does RWI Work?

---

## Children:

- Learn 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)
- Learn to blend sounds to read words
- Read from a range of storybooks and non-fiction books matched to their phonic knowledge
- One of the most complex alphabetic codes in the world.

# Name the pictures



# Speed Sounds Set 1

Consonant sounds – stretchy

|   |   |   |   |   |   |   |   |    |    |          |
|---|---|---|---|---|---|---|---|----|----|----------|
| f | l | m | n | r | s | v | z | sh | th | ng<br>nk |
|---|---|---|---|---|---|---|---|----|----|----------|

Consonant sounds – bouncy

|   |        |   |   |   |   |   |    |   |   |   |   |    |
|---|--------|---|---|---|---|---|----|---|---|---|---|----|
| b | c<br>k | d | g | h | j | p | qu | t | w | x | y | ch |
|---|--------|---|---|---|---|---|----|---|---|---|---|----|

Vowel sounds – bouncy

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

Vowel sounds – stretchy

Vowel sounds – stretchy

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

# Set 1 Sounds

|                                                                                          |                                                                                           |                                                                                             |                                                                                            |                                                                                            |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| m<br>   | a<br>    | s<br>    | d<br>   | t<br>   |
| i<br>   | n<br>    | p<br>    | g<br>   | o<br>   |
| c<br>   | k<br>    | u<br>    | b<br>   | f<br>   |
| e<br>   | l<br>    | h<br>    | sh<br>  | r<br>   |
| j<br>  | v<br>   | y<br>   | w<br>  | th<br> |
| z<br> | ch<br> | qu<br> | x<br> | ng<br>nk                                                                                   |

# Pure Sounds ([ruthmiskin.com](http://ruthmiskin.com))



# Speed Sounds Set 2

## 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 |   |   |   |   |   |    |   |   |   |   |    |

*Special friends are 2 or 3 letters that make 1 sound*

## Vowel sounds – bouncy

|   |   |   |   |   |
|---|---|---|---|---|
| a | e | i | o | u |
|---|---|---|---|---|

## Vowel sounds – stretchy

|    |    |     |    |
|----|----|-----|----|
| ay | ee | igh | ow |
|----|----|-----|----|

## Vowel sounds – stretchy

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

First we teach the children one way of reading and spelling the English





# Picture Phrases

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

aw



yawn at dawn

3. saw, raw, law, straw, dawn, paw,  
crawl, jaw, claw, yawn

# Set 2 Sounds

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

ou



shout it out

oy



toy for a boy

# Speed Sounds Set 3

## 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 |    |    |
|    |    |    |    |    | ce |    | se |    |    |    |

|    |    |    |    |   |     |    |    |    |    |   |   |     |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| 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 |   |   |   | ā-e | ē-e | ī-e | ō-e |
|   |    |   |   |   | ai  | y   | ie  | oa  |
|   |    |   |   |   |     | ea  | i   | o   |
|   |    |   |   |   |     | e   | 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 3 Sounds



**BOWES**  
PRIMARY SCHOOL

ea



cup of tea

oi



spoil the 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



# Split Diagraphs

Children often find split diagraphs more challenging to learn

‘Special friends’ who like to chat too much so they are split up



**a-e    i-e    o-e    u-e    e-e**



make a cake



nice smile



phone home



huge brute



go Pete and Steve!

# Make friends with Fred!



# Fred Talk      Sounds + blending = reading

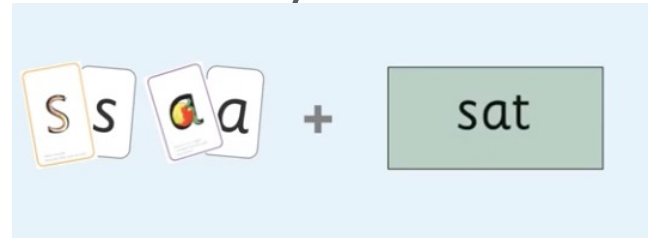
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- Fred helps children learn to read

*Fred can only talk in sounds...*

- (Fred can only say c -a- t, he can't say cat)

*We call this Fred Talk*



- If children understand Fred, they can blend orally

Blending is needed for reading



**‘Special Friends’, ‘Fred Talk’, read the word**

---

spray

crawl



# Red Words

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

# Fred Fingers

- Fred helps children learn to spell as well!

*Children convert words into sounds*



- They pinch the sounds they hear on to their fingers...



*We call this 'Fred Fingers'*

# Three reads



## Pin it on

### Introduction

In this story, some children are playing a game called 'Pin the tail on the donkey'. They are blindfolded, and need to attach the tail to the right place. Let's see how they do!

pin it on

not on its leg



4



"Snatchosaurus is a very dangerous dinosaur," she said.  
"So it's obvious! We need to find an *even more* dangerous dinosaur to catch him!"

"But where can we find a dinosaur like that?" asked Stegosaurus, cautiously.

"We will make one!" came the reply.

So they got out their scissors, and their pencils, and their paper, and their card, and their paints, and their sticky tape ... and they made ... a Catchasnatchosaurus!  
And the famous Snatchosaurus was never seen again!

15

# Three reads

1. Read every word **accurately**.
2. Read more words '**at a glance**'.
3. Read the whole story accurately, fluently and with a **storyteller's voice**.

# Technical vocabulary

**Green Words** – words that can be sounded out using our phonics

**Red words** – words that cannot be sounded out or words that have tricky parts e.g. I, said, they

**Fred Talk** – (Fred is the frog) he can only talk in sounds e.g. sh-o-p

**Special Friends** – two or more letters that sit next to each other to make a single sound e.g. air in fair.

|      |      |     |     |
|------|------|-----|-----|
| I    | the  | at  | mad |
| you  | your | sad | dad |
| said | was  | sat | mat |

wave  
joke  
line  
rule

Split digraphs

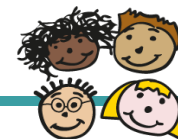




# Virtual Classroom Set 2 and 3 sounds

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# What does RWI look like at Bowes?

---

- Children in Reception currently have daily 15 minutes/20 minutes phonics sessions. This will build up to 45mins. After half term, the children will be in mixed with KS1 according to their phonic knowledge and not age.
- Children in Reception , Years 1 and 2 are spilt into phonics groups based on their phonic knowledge.
- Children have daily **40 minutes phonics sessions four times** a week .
- Children revisit and review sounds.
- Children are taught to read by breaking down the words into separate sounds or 'phonemes'.
- They are taught how to blend and segment using Fred talk and Fred fingers.
- Children are assessed every half term and groups are fluid.
- Currently, we are carrying out extra phonic sessions per day for some children in order to support them in year 1 and 2 '**to keep up**'.



# Read Write Inc. Reading Books for Reception



You will shortly receive a reading guide and other information identifying the different stages of reading and how you can support your child at home.

On the Bowes Website you can find the extended documents with useful questions to ask children when reading.

Please write comments in your child's reading record book so we know how they are getting on at home and how we can support you further.

It is really important your child brings their bookbag into school everyday.

**BOWES**  
PRIMARY SCHOOL



# Reception Read Write Inc. Reading Books



If your child brings home a picture book, encourage them to look closely at the pictures and retell the story in their own words. This will allow them to develop their oracy skills, imagination and vocabulary. Your child might want to link what they see to first hand experiences, such as going to the park, zoo, museum or a friend's party.



You will also receive an email weekly with all the sounds your child has been learning. There will be links to Fred games for your child to revisit sounds and develop their blending and segmenting skills.

# Read Write Inc. Reading Books



**BOWES**  
PRIMARY SCHOOL



If your child brings home a blending book, it is important you support your child and help them develop their segmenting and blending skills.

Learning to blend can take a long time and lots of practice. You might need to model this first and then your child can copy. We call this 'My turn, your turn'.

# Read Write Inc. Reading Books



**BOWES**  
PRIMARY SCHOOL



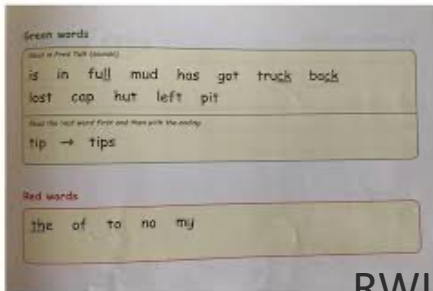
If your child brings home a photocopied Ditty encourage your child to recap the sounds, green and red words and read the short sentences.

In order for your child to bring home a Red Ditty book they need to know all of their SET 1 sounds and can orally blend independently.

# Read Write Inc. Reading Books



**BOWES**  
PRIMARY SCHOOL



RWI Reading Books

If your child brings home books with 'green' and 'red words', you will find all the key words at the front of the reading books. Red words are displayed in **'red'** to remind your child they cannot sound it out.

I

said

Go through the key words before they read the book. This is also pre-teaching your child the key words that will appear in the text.

This is Red Hat Rob.



"I will grab that cash box," **he said.**

## Read Write Inc. Online Library Year 1 and 2

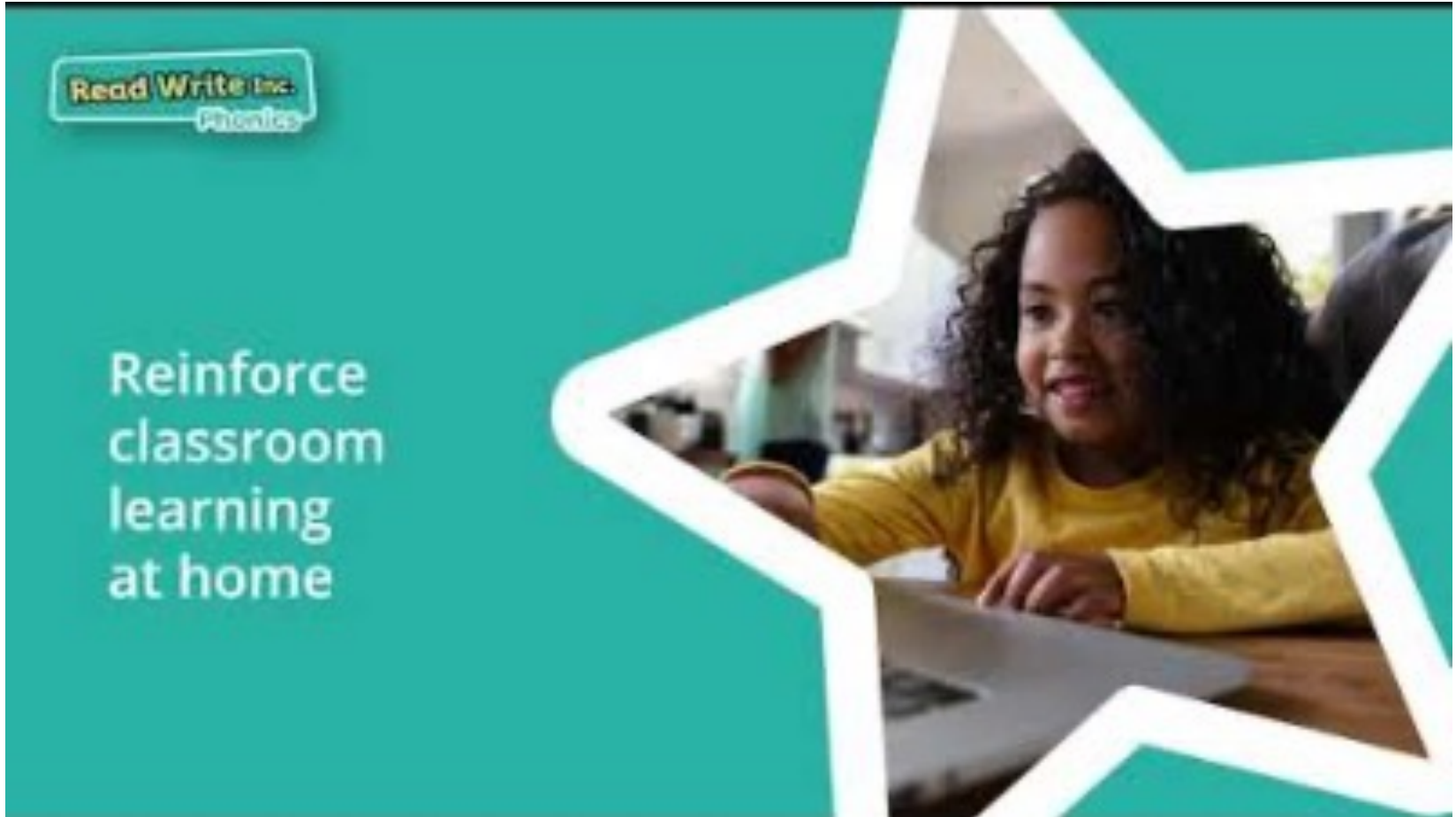
At Bowes we use their online library platform so that children can access their weekly RWI book at home in order to consolidate their learning.



They are a great tool to help your child blend and segment words.



# Read Write Inc. Online Library



<https://youtu.be/EO6K93tpjFM?t=9>



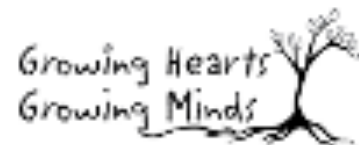
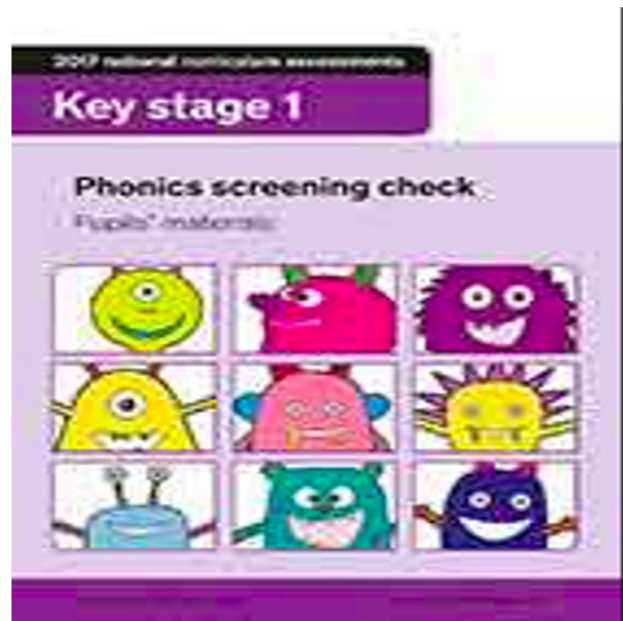
To complement the RWI online books, children also take home 'real books' every week from our class libraries. We value the importance holding reading books for please.



# How well do children do at Bowes?

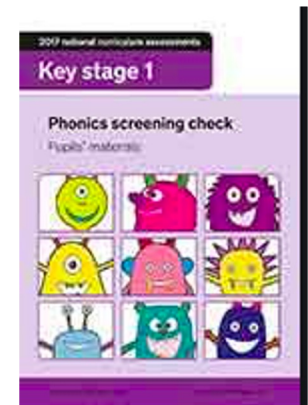
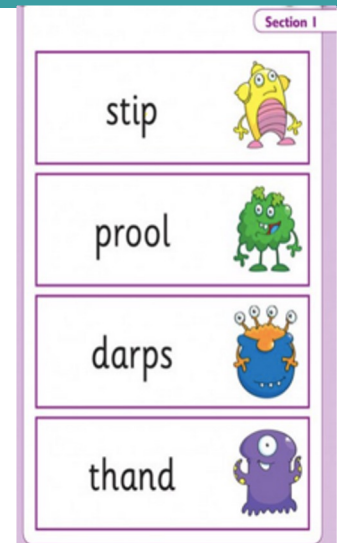
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Last year, 92% of our children passed the Phonics Screening Check in Year 1.



# Phonics Screening Check

- This takes place once a year for Year 1 children in June
- The check is a mixture of alien and real words, 40 in total
- The test takes approximately 4 to 9 minutes to complete
- The children are tested on their set 1, 2 and 3 sounds with real words and nonsense words
- The children will be asked to 'sound out' a word and blend the sound together e.g. d-o-g dog.
- The pass mark has been 32 out of 40 however, the Government can change this and we are not given this information until the results are published.



# Example words

Section 1

chum

kick

reef

short

voo



jound



terg



fape



Please be aware that these resources are not endorsed by the Standards and Testing Agency or the DfE. These are created as **practice aids only** and cannot be used during the Year 1 phonics screening.

# How can you help?

- Encourage your child to 'sound out' words when reading and writing. Say 'Fred talk'
- Focusing particularly on spotting 'special friends'
- Digraph – 2 letters making one sound snail
- Trigraphs – 3 letters making one sound night
- Split digraphs – 2 vowels with a consonant in between spoke

# How can you help?



- You can read stories with your child.
- Read favourite stories **over** and **over** again.
- Read some stories at a **higher level** than **they can read themselves**.
- Listen to them reading their **RWI online book**.
- Ask them questions about what you or they have read.



## Online resources available

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Ruth Miskin Parents' Page:

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

Ruth Miskin Facebook:

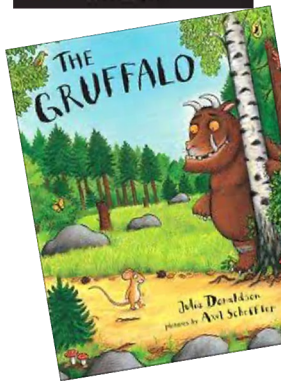
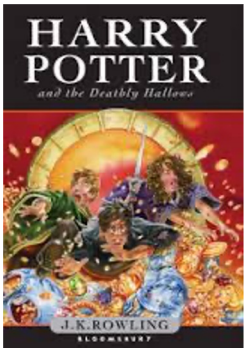
<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

# Parents carers and families webpage

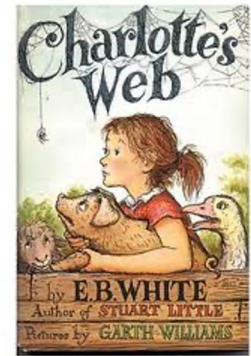




Thank you!  
Happy  
Reading

The more that  
**YOU READ,**  
THE MORE THINGS  
YOU WILL KNOW.  
The more that you learn,  
THE MORE PLACES  
**YOU'LL GO.**

-DR. SENS



# Reading changes everything

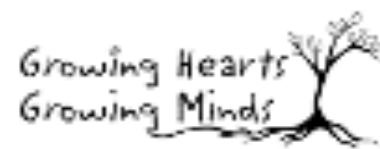
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Teach a child to read and keep that child reading and we will change everything.

**And I mean everything.**

*Jeanette Winterson*



Any questions?

