



Phonics Read Write Inc Workshop for Parents

Thursday 24th September 2026



STRATEGIC LEADERSHIP TEAM



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(Maternity
cover Autumn
2026)



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Chair of Governors - Rachel Tillen



Aims:

- ▶ To explain the processes involved in learning to read.
- ▶ To explain how we teach phonics at Ewell Grove.
- ▶ To explain how the Read Write Inc books we use support children to learn to read, write and spell.

There are two distinct processes in learning to read:

- ▶ Word recognition
- ▶ Language comprehension

We teach the “word recognition” and the mechanics of reading aspects of learning to read through **phonics**.

Fluency connects word reading with comprehension.



word reading

decoding

phonics

intonation

fluency

expression

comprehension

vocabulary

retrieval

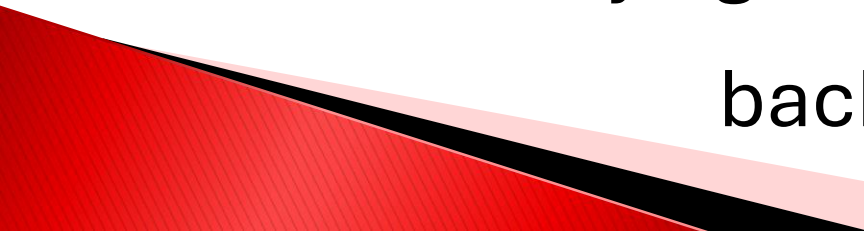
prediction

inference

sequencing

identifying/explaining

background knowledge



**So...what is taught
first?**

EYFS

In nursery we begin by teaching these 7 aspects. The purpose of these different aspects is to develop the children's language abilities

- ❖ Environmental sounds
- ❖ Instrumental sounds
- ❖ Body percussion (e.g. clapping and stamping)
- ❖ Rhythm and rhyme
- ❖ Alliteration
- ❖ Voice sounds
- ❖ Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Fred Talk

blend

Fred fingers

Fred in your head

Oral Blending Blending to Read

Oral blending involves saying individual phonemes in Fred Talk. To begin with this is within the daily routine and through speaking and listening games. Please put the rubbish in the b-i-n. Look at the c-a-t. Show me the number s-i-x. Please can you s-i-t on the carpet.

'sat'

- say the individual sounds in Fred Talk: “s-a-t”
- blend the sounds together to make the word

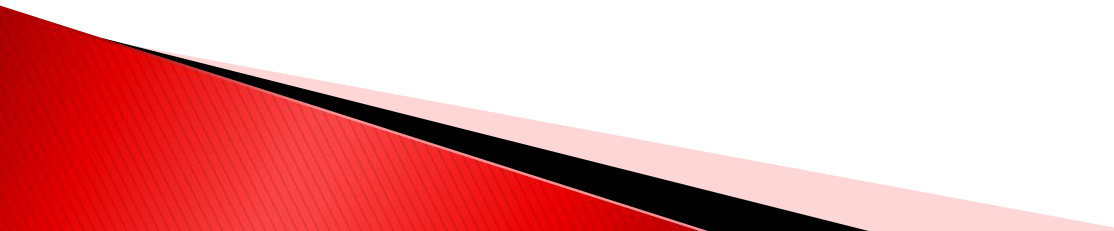
“sat”.

For **most children**, Phonics is a 2 year programme:

Reception – Year 1

However, **some children** may take longer to “crack the code” and will continue with the Phonics programme until they are secure:

Year 2 – Key Stage 2



When learning to **decode words**, children learn 2 crucial skills:

- ▶ **Identifying the sounds** (phonemes) represented by **written letters** (graphemes).
- ▶ Learning how to **blend** the sounds together to make words.

Children are taught to **read letters - or groups of letters** - by saying the sound(s) they represent:

e.g. the letter “l” sounds like “llll” when we say it.

Children can then start to read words by **blending the sounds together** to make a word.

But how many sounds are there?

- ▶ There are *44+ phonemes* (sounds) (plus regional variations).
- ▶ There are, however, only *26 letters to make them from!*

a sh igh z

For example – single letter sounds a and z
Two letters together make one sound – special friends – digraphs e.g. s and h – sh
Three letters together make one sound – trigraph e.g. i, g, h – igh

Pure sounds

Set 1

Single letter sounds:

m a s d t
i n p g o
c k u b
f e l h
r j v y
w z x

Set 1 digraphs (2 letters – 1 sound):

sh th ch qu ng nk

Set 2 digraphs and trigraphs

ay ee igh

ow oo oo

ar or air

ir ou oy

Set 3 digraphs and trigraphs

	ea	oi	
a_e	i_e	o_e	u_e
aw	are	ur	
er	ow	ai	
oa	ew	ire	
ear	ure	tion	
	cious	tious	

Blending and segmenting

Blending is the skill that helps us read. It involves pushing together the sounds of the letters in the word in order to create the whole word. For example, a child trying to read the word 'fish', will isolate each of the letter sounds. When these three sounds are said in sequence, the word 'fish' is spoken.



Blending Unknown Words

1

fish

Can I read this word? No? Step 2.

2

fish

Identify the sounds.

3

fish

Blend the sounds together.

4

fish 

Say the word and identify its meaning.

l e g

h u sh



Some children might need some more help when it first comes to blending.

Isolated – emphasis on the first sound

Final – blend the first two together and snap the last

Successive – Stretch the sounds into a continuous flow.

Blending to read

Building words from phonemes to read.

c a t

For reading – break the word down into its sounds and **blend** these through the word.



cat

Sound buttons are dots and dashes/lines that can be placed or written below sounds in words to help children with reading skills.

Each sound button denotes an individual phoneme and helps the children to use their phonics blending and segmenting skills by identifying the individual phonemes or sounds within a word.

qu ee n



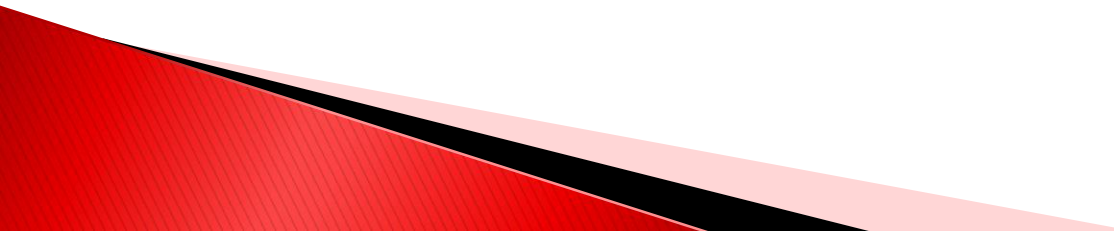
queen

sh o p



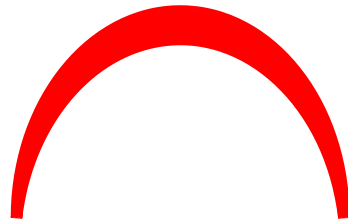
A diagram illustrating the segmentation of the word 'shop' into three parts: 'sh', 'o', and 'p'. Below 'sh' is a red horizontal bar. Below 'o' is a red dot. Below 'p' is a red dot.

shop



A decorative graphic in the bottom left corner consisting of diagonal stripes in red and black.

m a k e



make

Sound Blending Books

When the children know the Set 1 Speed Sounds and can orally blend they are ready to read the Sound Blending Books 1-10.

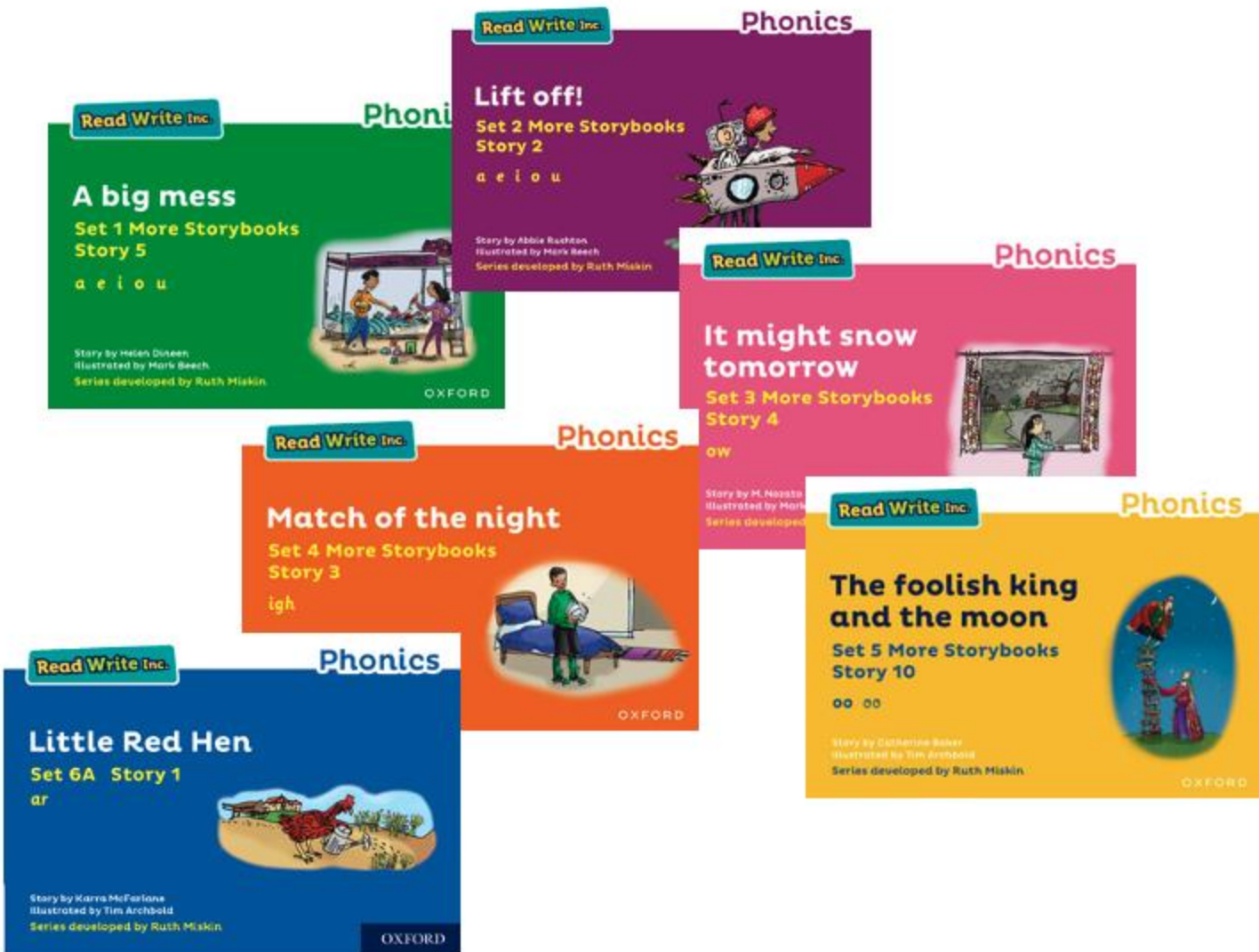


Sh, ch, th, ng, nk, ck, gg, ss, ll, ff
cvcc words and ccvcc words

Model – **Fred talk** the words and press the imaginary sound button underneath each phoneme. Blend the sounds to read the word.

Practise – children to use the **Fred talk** strategy and check they have read the word correctly by looking at the picture on the next page.

Apply – Re-read books independently. Check by looking at the pages in a different order. Begin to use the strategy **Fred in your head**.



Speed Sounds



Speed Sounds

Consonants *Ask children to say the sounds.*

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

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

Vowels *Ask children to say the sounds in and out of order.*

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

*Each box contains one sound but sometimes more than one grapheme.
Focus graphemes for this story are circled.*

Children will begin the reading session by recapping the speed sounds and highlighting the specific sounds within the book.

Story Green Words and Red Words

Ditty 2 Snap snap



Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

 six pink red

long snap

Ask children to read the root first and then the whole word with the suffix.

rat → rats hat → hats croc → crocs

sock → socks

- ❖ Can you see any special friends?
- ❖ Blend the sounds to read the **Story Green Words**.
- ❖ Explain the meaning of unknown words.
- ❖ Read **Red Words** using 'My Turn, Your Turn' approach.

Red Words

Ask children to practise reading the words.

 I of my



Year 1 Phonics Check

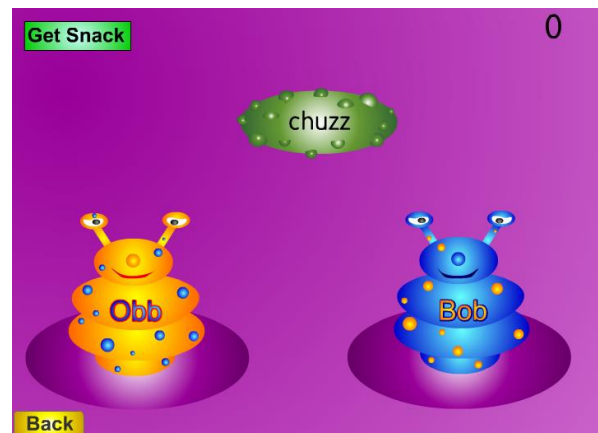
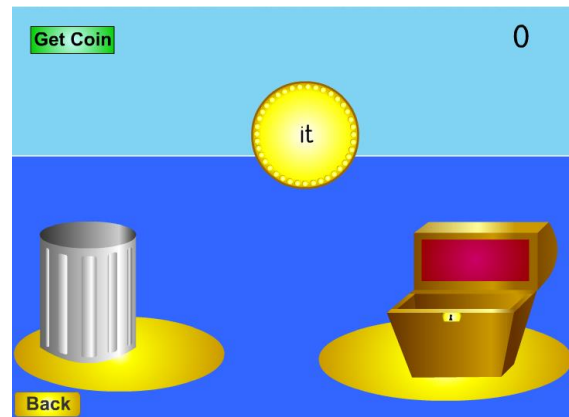
splong slaw
clowp jike
doke

In the summer term, all Year 1 children are expected to take the national “Year 1 Phonics Check”.

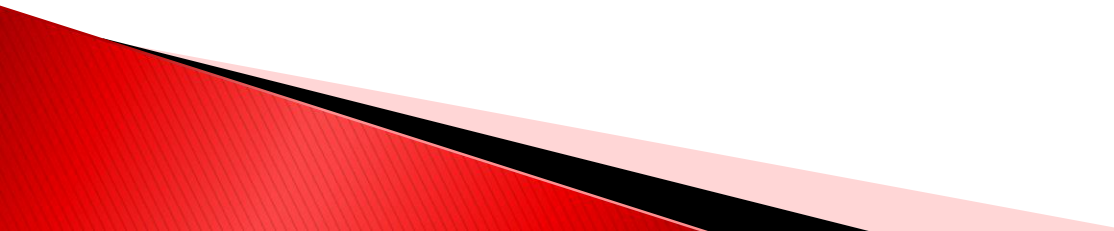
Year 2 children who did not reach the expected standard in Year 1 will also retake

The test involves reading 40 real and “alien” phonically decodable words – both single syllable and polysyllabic words.

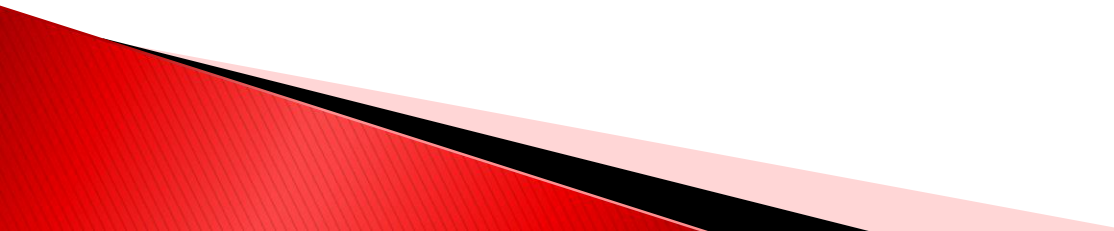
The check tests the children’s knowledge of sounds and their ability to apply them to the reading of familiar and new words



Core At-Home Reading Strategies

- Read Together Daily (15 Minutes):** Make reading a non-negotiable part of the routine. Mix it up by taking turns reading sentences, paragraphs, or whole pages.
 - Model Active Reading:** Pause while reading to ask open-ended questions like, *"What do you think will happen next?"* or *"Why do you think the character felt that way?"*
 - Create a Print-Rich Environment:** Keep books, graphic novels, magazines, and comic books easily accessible in multiple rooms. Let your child choose what interests them.
 - Label the House:** Stick removable labels on common household objects (e.g., *door, table, lamp, desk*) to connect written words with real-world items.
- 

Key Phonics & Decoding Techniques

- Focus on Letter Sounds (Not Just Names): Emphasize the sound a letter makes rather than its alphabetical name (e.g., say the short /m/ sound rather than "em").
 - Master Sound Blending: Practice sliding individual sounds together to form full words (e.g., /c/ – /a/ – /t/ → cat).
 - Use Tactile Learning: Have children trace letters in sand, shaving cream, or flour while sounding them out to engage multiple senses.
 - Go on "Sound Scavenger Hunts": Pick a target sound for the day (like /sh/ or /ch/) and challenge your child to find three objects around the home that start with or contain that sound.
- 

Quick Practical Ideas

Activity	How It Works	Skill Built
I Spy with Sounds	"I spy something that starts with the /b/ sound..."	Phonemic Awareness
Word Hunt	Find target sight words or specific phonics patterns in grocery lists or signs	Word Recognition
Pillow Fort Reading	Create a cozy, special spot dedicated solely to reading time	Reading Engagement
Audiobook Buddy	Follow along in a physical book while listening to the audiobook	Fluency & Vocabulary

Resources



OxfordOWL

Oxford
OWL



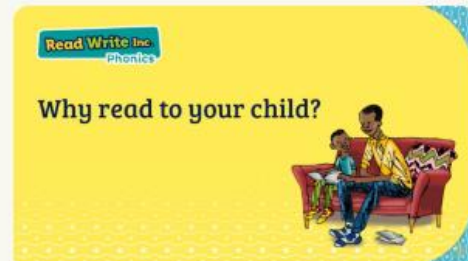
Please read the RWI books on Oxford Owl as these have been specifically chosen for your child to read and will support the 'Get Writing' sessions in the classroom.

<https://www.oxfordowl.co.uk/for-home/advice-for-parents/reading-at-home/phonics-made-easy/>

Videos

Watch our parent tutorials to learn all about how to support your child as they learn with *Read Write Inc. Phonics*, with detailed ideas and advice on pronouncing pure sounds, blending, and digraphs.

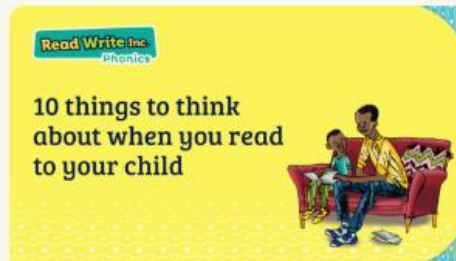
[Parent video: Understanding Phonics – YouTube](#)



Why read to your child?

Why read to your child?

Find out why it's important to read to your child.



10 things to think about when you read to your child

10 things to think about

Tips to make the most of reading to your child.



Understanding Phonics

Understanding phonics

Find out what phonics is and how it's used.

[Parent video: How to say the sounds – YouTube](#)

[Parent video: Sound blending – YouTube](#)



What is Read Write Inc. Phonics?

What is Read Write Inc.?

Find out how Read Write Inc. Phonics helps your child.



How to say the sounds

How to say the sounds

Learn how to pronounce the Read Write Inc. sounds.



Sound-blending

What is Sound-blending?

Ruth Miskin's way of teaching children to blend sounds.



Thank you for attending
the workshop.