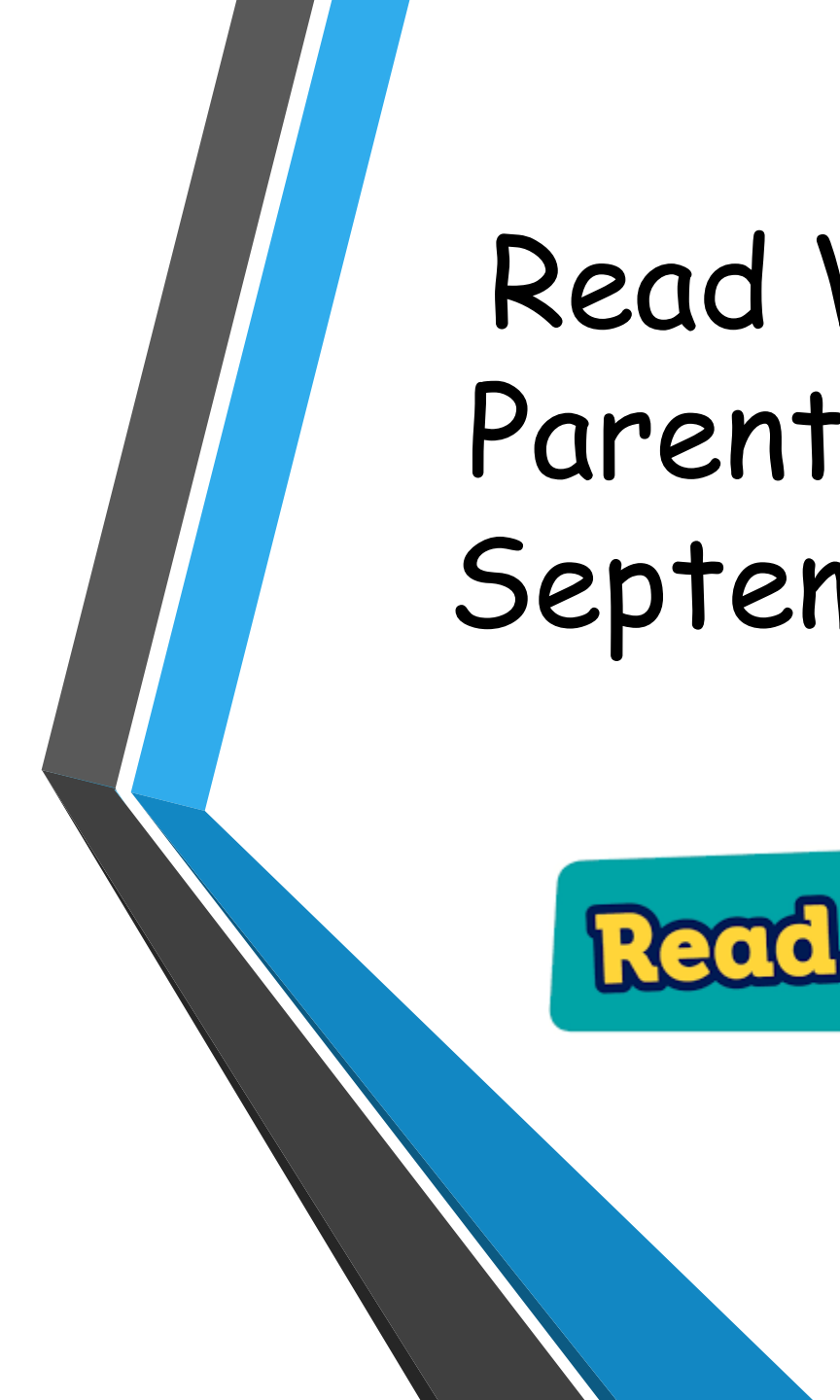




Read Write Inc Parents Meeting September 2026



Read Write Inc.
Phonics

Phonics

We follow the Read, Write, Inc phonics programme.

The children start this at the beginning of Reception and continue until they have finished the scheme (usually around October half term of Year 2).

RWInc video

- In Nursery children begin to explore sounds through Segmenting and blending games , alliteration games, musical instruments and listening games.
- These continue during Reception alongside RWI, where they learn the sounds and how to blend and segment.
- In Year 1 and Year 2 RWInc continues but pupils are expected to read with increasing fluency.
- **By the end of RWInc pupils should read 90 words a minute.**

Phonemes (sounds)

Read, Write, Inc introduces the first sounds in this order (set 1 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, th, sh, ch, qu, ng, nk

Writing letter sounds

My Sound Mat

								
Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
								
All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
								
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

Set 2 sounds:

ay, ee, igh, ow (blow), oo (zoo), oo (look), ar, or, air, ir, ou (out), oy

- Set 3 sounds:

ea (tea), oi (spoil), a-e (cake), i-e (smile), o-e (home), u-e (huge), aw (yawn), are (care), ur (nurse), er (letter), ow (brown), ai (snail), oa (goat), ew (chew), ire (fire), ear (hear), ure (pure)

- [RWI video of sounds for parents](#)

Fred Talk - what is that?



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.*

Fred helps children learn to spell as well!

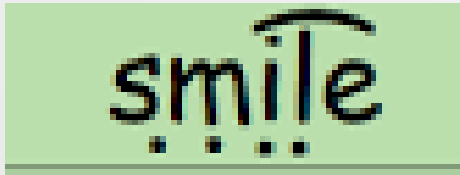
Children convert words into sounds. They press the sounds they hear on to their fingers...

We call this *Fred Fingers*.

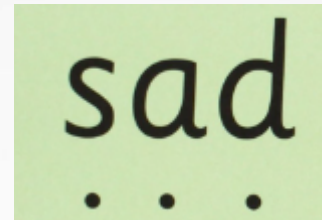
- [RWI video for parents](#)



Green words and Red words



smile



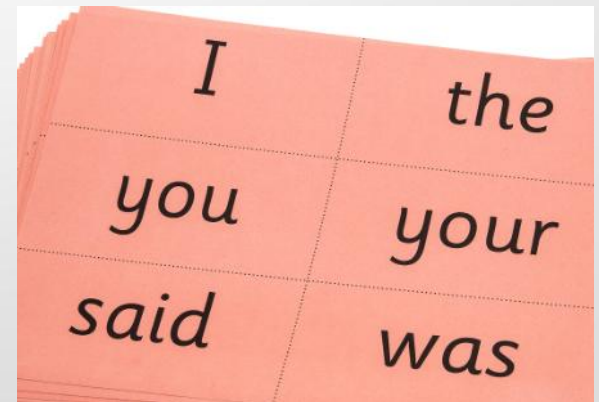
sad

Green words are words we can Fred talk. (Phonetically decodable)

These are words we can segment and blend.

Red Words were called *tricky words*.
Red words are words we can't Fred talk.
For example 'I', 'the' and 'said'.

You can't Fred a red!



Alien words

These words are made up.

They ensure that all children understand the sounds and don't just memorise words.

We assess children on real words and nonsense words to ensure that they have a full understanding of phonics.

We never give these words meanings as they are not real words.

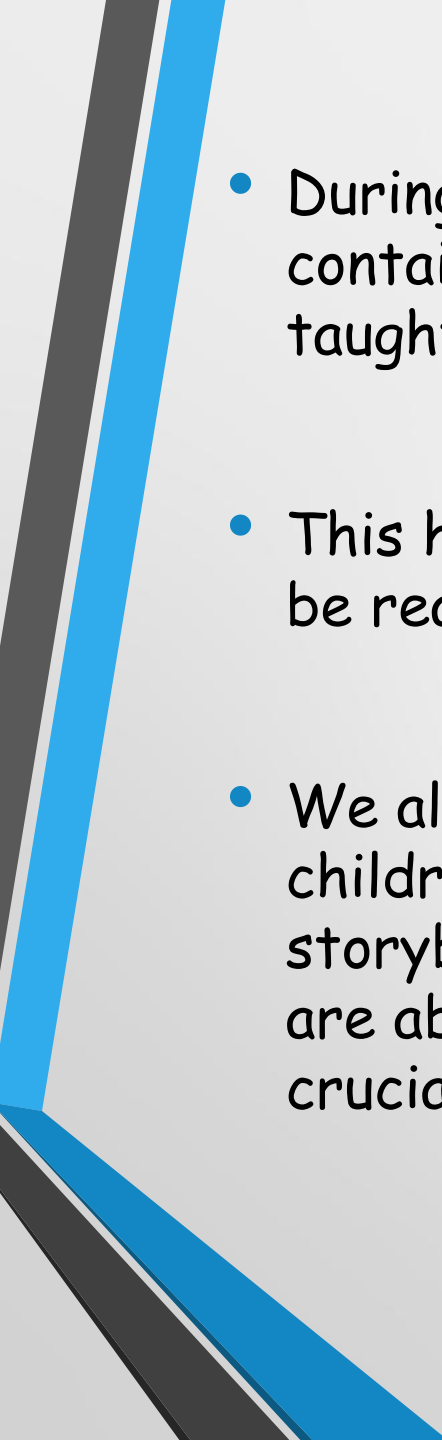
Look for the 'Special Friends' and use 'Fred Talk' to read these alien words...



foat



vean

- 
- During RWI, we only ask children to read books that contain the sounds and spellings that they have been taught.
 - This helps to build confidence quickly as children can be really successful.
 - We also build in daily story time opportunities so that children still have lots of experience of real books and storybook language. We reread books, so that pupils are able to join in, retell the stories and develop a crucial understanding of the vocabulary being used.

A typical phonics session has 4 parts...

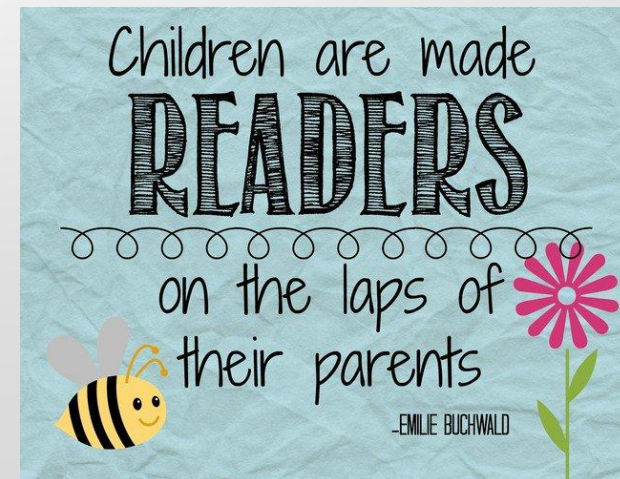
- Teach-
 - Teach the new sound
- Revisit and review-
 - Sounds already learnt are reviewed
- Practise-
 - Practise oral blending, using the new sound
- Apply-
 - Use the sounds taught in reading and spelling.

How can parents help?

- Be positive about reading with your child
- Give lots of praise and encouragement
- Read stories to your child every day if you can
- Talk to your child about what is happening in the story - characters, events, plot
- Join the Ruth Miskin Facebook page for tips and ideas -

facebook.com/miskin.education

- Help your child to sound out words but please model using pure sounds!



Phonics at home- resources



Read Write Inc.: Set 1. Speed Sound Cards
by Gill Munton | 2 Feb 2006
4.7 ★★★★★ (1K)
Cards
£14¹⁶
Save 5% on any 4 qualifying items
FREE delivery **Sat 12 Sept**
Or fastest delivery **Tomorrow, 10 Sept**
[Add to basket](#)
More buying choices
£10.34 (18+ used & new offers)

Set 1 sounds

https://www.amazon.co.uk/s?k=read+write+inc+set+1+speed+sound+cards&crd=3G3WIWRB891AD&srefix=read+write+inc+set+1+speed+sound+cards%2Caps%2C106&ref=nb_sb_noss_1
Check each product page for other buying options.



Sponsored ⓘ
Read Write Inc.: Set 2 & 3. Speed Sound Cards
by Gill Munton | 2 Feb 2006
4.7 ★★★★★ (1K)
Cards
£14¹⁶
Save 5% on any 4 qualifying items
FREE delivery **Sat 12 Sept**
Or fastest delivery **Tomorrow, 10 Sept**
[Add to basket](#)

Set 2 & 3 sounds

https://www.amazon.co.uk/s?k=read+write+inc+set+2+and+3+speed+sound+cards&crd=E7DHMMBTYNXA&srefix=read+write+inc+set+2+and+3+speed+sound+cards%2Caps%2C84&ref=nb_sb_noss_2

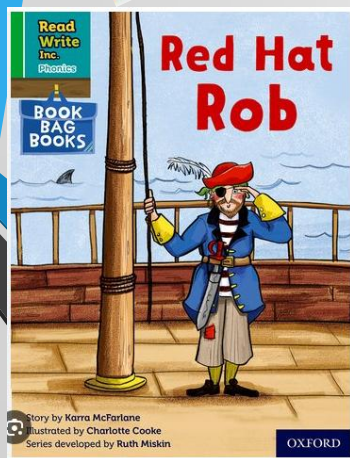
Reading at Home

Before we send the RWI reading book home (black & white version), we make sure that:

- Children can read all of the words independently
- Children know all of the sounds in the book
- Children recognise all of the tricky words (red words)
- Children have been taught the meaning of any unusual words

They should read this book fluently so please **don't think the book is too easy** - we will have worked very hard in school to help the children get to that level of fluency with that text.

← They will also take home a **Book Bag** book, these books have similar vocabulary to the one they are reading in class that week.



Phonics at home

- Review the sounds learnt so far and any that appear in your child's RWI book
- Remember to practise blending for reading (Fred Talk) and segmenting for writing (Fred Fingers)
- Be careful to choose words which contain the sounds the children already know



e.g. car is not c-a-r
it is c-ar
see = s-ee
for = f-or

Phonics at Home

- Encourage your child to read their phonics books to you daily. Once your child has read the book, choose between 4-6 words that your child struggled to read and write them on post it notes. Give your child 5 minutes to find the words hidden around the home, when they bring the words to you get them to read the word.
- Review sounds at home and use the website <https://www.ruthmiskin.com/parentsandcarers/> and YouTube links given to support you.
- Read and share other books regularly at home.
- Reading at home booklet 1 -

https://cdn.oxfordowl.co.uk/2023/08/22/11/09/45/3cc75e81-24ae-4f2b-8179-91a47e2afe00/rwi_RPhO_PIB1_PageOrder.pdf

Reading at home – Choose the best stories for your storytime

Old and gold



New and bold



Thank you for joining us.

We appreciate your support.

Any questions?

