



مدرسة المتحدة الدولية

United School International

The Pearl Island جزيرة اللؤلؤة

an Orbital Education School

Phonics at USI

30th September 2024

Reading changes everything



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Today I want to help you understand how your child is learning to read with phonics – specifically ‘Read Write Inc.’ Phonics.

*Teach a child to read and keep that child reading
and we will change everything.
And I mean everything.*

Jeanette Winterson

What is phonics?



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Can you read this word?

zash

● ● ██████████

This word is read as 'zash'. We teach the pupils the sounds 'z', 'a,' and 'sh' so that when they are met with any word that they do not know they can decode the word and attempt to read it using their phonetic knowledge.



What is phonics?

All words are made up of individual sounds. These sounds are merged to form words. e.g., in 'mat' we have the sounds 'm', 'a', 't', ship – 'sh', 'i', 'p'.

Phonics is the method of teaching reading through the identification of sounds and graphemes. The new National Curriculum ensures that all children are taught phonics systematically. **This gives your children the tools to read any word.**



Complex Speed Sounds Chart

Complex Speed Sounds Chart

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	c	se	ci		
					ce					

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-ē	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-ē			oor	are	ur	ow	oi			
ue			ore	are	er					
ew			aw	au						

English Alphabetic Code



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We use 44 sounds to make all the words in the English language, but we only have 26 letters.

The 26 letters work singly, in pairs and sometimes in threes to represent one sound. We have to group letters together to write some sounds e.g. 'igh', 'ch'.

In English we have more than 150 ways to represent 44 sounds, using the 26 letters in the alphabet.



One of the most complex alphabetic codes in the world.



Sounds Set 1, 2 and 3

There are 3 sets of sounds which your child will learn through their RWI phonics lessons.

Set 1 Sounds

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

Set 2 Sounds

ay	ee	igh	ow	oo	oo
or	ar	air	ir	ou	oy

Set 3 Sounds

ea	oi	a-e	i-e	o-e
u-e	aw	are	ur	er
ow	ai	oa	ew	ire
ear	ure	tion	cloud	cloud

- Using RWI, we make learning to read easy for children because we start by teaching them just one way of reading and writing every sound.

Pronunciation of the Sounds (ruthmiskin.com)



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We pronounce the sounds clearly, using pure sounds ('m' not 'muh', 'd' not 'duh', etc.) so that your child can blend the sounds to make words more easily. Watch this film of Sylvie on the Ruth Miskin website to practise using pure sounds.

Read Write Inc.
Phonics

How to say the sounds

<https://youtu.be/yln6PpV1G1I>

Speed Sounds Set 1



We teach Set 1 sounds first. Children need to know sounds, not letter names to read words.

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											

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
----	----	----	----	-----	----	----	----

Name the pictures



We give children a hook to learn the sounds by using pictures in the same shape as the letter.

- 's' looks like a snake.
- 'd' looks like a dinosaur.
- 'm' looks like a mountain.
- 'a' looks like an apple.

We teach the children to name the pictures before they learn the sound.

This means that children learn to read and write the sounds easily.

Children also use the picture to learn to form letters correctly.



Teaching letter formation



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Each sound has a handwriting phrase e.g. Maisie, mountain, mountain.

Use these handwriting phrases below when writing at home with your child.
Avoid using these to read the sound.

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl



This handout is included in your phonics support pack that we are handing out today.

Sounds + blending = reading



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Your child is learning to read words in *Read Write Inc. Phonics* by blending sounds. As soon as we have taught the first four sounds 'm, a, s and d' we introduce blending the sounds to teach the children how to read words.

We begin by encouraging the pupils to blend sounds orally, without even looking at letters. We call this 'Fred Talk'. Fred can only speak in sounds, he needs the children to say the words for him. He says d-o-g, h-a-t etc. Speaking like Fred helps children to understand that words are made up of sounds. Let's have a go at Fred Talk together!



Read with
Fred



Fred Talk Routine



1. Say the word in sounds as Fred e.g. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t, cat
4. Ask your child to repeat



What can I do?



1. Speak like Fred throughout the day.

2. Play Fred games at home with your child.

3. Use 'Fred Talk, read the word' to read words.

This handout and the sound flashcards are included in your phonics support pack that we are handing out today.



Fred Talk Games

Fred can only speak in sounds. He says m-a-t. He helps children sound out words for reading and spelling.

Fred Talk games are a fun way of using Fred Talk throughout the day to teach children to orally blend.

All Fred Talk games need to follow these steps:

1. Say the word in sounds. Ask children to repeat.
2. Say the word in sounds and then the whole word. Ask children to repeat.

Remember to Fred Talk single syllabic words at the end of the sentence.

Here are some example Fred Talk games:

Body parts

Fred instructs children to touch their nose, hands on your head etc.

1. Say 'Fred wants you to put your hands on your h-ea-d'.
2. Ask children to say 'h-ea-d'. Pause to see if they can blend and put their hands on their head.
3. Say 'h-ea-d, head'. Ask children to repeat.

Animals

Fred names an animal and the children make the noise of that animal.

1. Say 'Fred wants you to make the noise of a h-or-se'.
2. Ask children to say 'h-or-se'. Pause to see if they can blend and make the noise of a horse.
3. Say 'h-or-se, horse'. Ask children to repeat.

Fingers

Fred says a number and asks the children to show him that number of fingers.

1. Say 'Fred wants you to show him th-r-ee'.
2. Ask children to say 'th-r-ee'. Pause to see if they can blend and hold up three fingers.
3. Say 'th-r-ee, three'. Ask children to repeat.

Actions

This game is ideal for outdoor learning or P.E. lessons.

Fred instructs the children to clap, jump, dance etc.

1. Say 'Fred wants you to h-o-p'.
2. Ask children to say 'h-o-p'. Pause to see if they can blend and hop.
3. Say 'h-o-p, hop'. Ask children to repeat.

Pointing

Fred asks the children to point to various things in the classroom or outdoors.

1. Say 'Fred wants you to point to the c-l-o-ck'.
2. Ask children to say 'c-l-o-ck'. Pause to see if they can blend and point to the clock.
3. Say 'c-l-o-ck, clock'. Ask children to repeat.

We also recommend that you Fred Talk single syllabic words at the end of sentences throughout the day e.g. it is time for l-u-n-ch lunch, come and put on your c-o-a-t-s coats.

Sounds + blending = reading



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When your child can orally blend this enables them to blend the sounds when they visually see the letters.

Let's have a go at blending the sounds on the board to read the word shown!

s_a_t =

sat

t_e_n =

s_t_o_p =

We also get the pupils to read their sounds in non-sense words (alien words) e.g., c_o_y = coy, sh_e_m = shem, etc.

Speed Sounds Set 2



Set 2 sounds are shaded. They are long vowel sounds with 2 or more letters. We call these 'Special Friends' – two letters together that make one sound.

Once children know these Set 2 sounds, they know one way of reading and writing every sound.

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											

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
----	----	----	----	-----	----	----	----

Speed Sounds Set 3



When children know how to read Set 2 sounds, they start to learn Set 3 sounds.

These are shaded in the chart.

They are alternative graphemes (spelling of a sound) for the Set 1 and Set 2 sounds the children already know.

For example, they know 'ay' and now learn 'a-e' and 'ai' as other spellings for the same sound.

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		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	e-e	i-e	o-e
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Picture Phrases



We use picture phrases to help children remember the Set 2 and Set 3 sounds.

For example, ay, may I play? aw, yawn at dawn

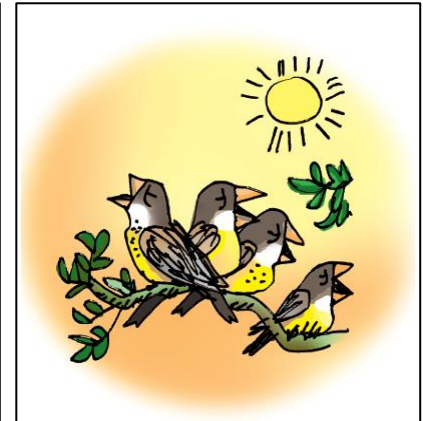
ay



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



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

Then children practise reading these sounds in words using the routine ‘Special Friends’, ‘Fred Talk’, and ‘Read the word’.

They spot the ‘Special Friends’ first, then Fred Talk to read the word.

For example, ‘ay’, s-p-r-ay, spray.

Can you try to spot the special friend in the second word I have shown you on the board?

spray

crawl

How to use phonics when writing?

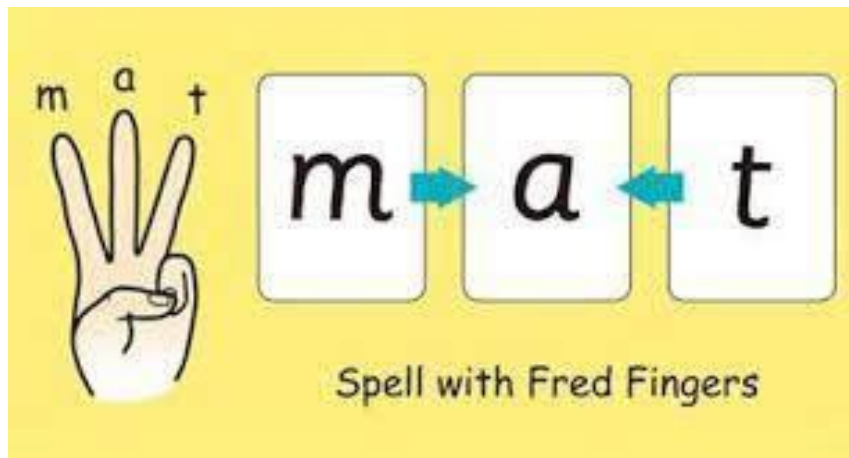


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When pupils have a good understanding of the phonics sounds, they will then use 'Fred Fingers' to help them sound out words when writing.

For example, let's sound out the word 'm-a-t' using Fred Fingers. Can you think of another short CVC word and sound it out using your Fred Fingers?

We can use our Fred Fingers to sound out decodable words, but we cannot do this for the HFW. The High Frequency Words or Red Words in RWI words cannot be sounded out and must be remembered.



100 High Frequency Words

the	we	mum	get
and	can	one	just
a	are	them	now
to	up	do	came
said	had	me	oh
in	my	down	about
he	her	dad	got
I	what	big	their
of	there	when	people
it	out	it's	your
was	this	see	put
you	have	looked	could
they	went	very	house
on	be	look	old
she	like	don't	too
is	some	come	by
for	not	will	day
at	then	into	made
his	were	back	time
but	go	from	I'm
that	little	children	if
with	as	him	help
all	no	Mr	Mrs
an	saw	off	called
so	make	asked	here

This handout is included in your phonics support pack that we are handing out today.

Free Video Tutorials (ruthmiskin.com)



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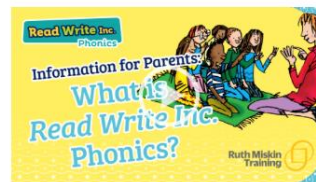
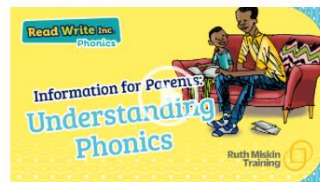
Get reading. Keep reading. Change everything.

Read Write Inc. Phonics – information for parents

Our films show how we teach children to read and write with Read Write Inc. Phonics.

If your child is in a Read Write Inc. school or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.



What can I do?



Useful Phonics Information Links for Parents

What is RWI Phonics?	What is RWI Phonics?
Understanding Phonics	Understanding Phonics
Saying the Sounds	Saying the Sounds
Listening to your child read	Listening to your child read
10 things to remember when you read with your child	10 things to remember when you read with your child
Reading Stretchy Sounds	Reading Stretchy Sounds
Reading Bouncy Sounds	Reading Bouncy Sounds
Sound Blending	Sound Blending
Reading Diagraphs	Reading Diagraphs
Spelling	Spelling
Handwriting	Handwriting
Learning to Blend Lessons for Parents	Blending Lesson Example 1 Blending Lesson Example 2 Blending Lesson Example 3

Use the interactive PDF to watch the teaching videos of the sounds your child is learning and teach them in the same way.

This handout is included in your phonics support pack that we are handing out today.

Set 1 Sounds

Set 1 Sounds - Word Time	Set 1 Sounds – Spelling Time
m sound	spelling 1.1
a sound	spelling 1.2
s sound	spelling 1.2 (2)
d sound	spelling 1.2 (3)
t sound	spelling 1.2 (4)
i sound	spelling 1.3
n sound	spelling 1.3 (2)
p sound	spelling 1.3 (3)
g sound	spelling 1.3 (4)
o sound	spelling 1.3 (5)
c sound	spelling 1.4
k sound	spelling 1.4 (2)
u sound	spelling 1.4 (3)
b sound	spelling 1.4 (4)
f sound	spelling 1.4 (5)
e sound	spelling 1.5
l sound	spelling 1.5 (2)
h sound	spelling 1.5 (3)
sh sound	spelling 1.5 (4)
r sound	spelling 1.5 (5)
j sound	spelling 1.6
v sound	spelling 1.6 (2)
y sound	spelling 1.6 (3)
w sound	spelling 1.6 (4)
th sound	spelling 1.6 (5)
z sound	spelling 1.6 (6)

What can I do?



Be aware of the RWI group your child is in each mid-term and refer to the below document of what your child will learn in that group, so you know which sounds to work on at home.

For example:

How to support your child depending on their RWI group:

Set 1 A, B, C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Literacy & Language
Say the Set 1 single-letter sounds	Say the Set 1 single-letter and special friends sounds	Speedily say the Set 1 Sounds – single-letter and special friend sounds	Read words from the Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily	Read all Set 2 sounds speedily	Read all Set 3 sounds	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily	Read all Set 3 sounds speedily	Read Set 1, 2 and 3 sounds and all words with these sounds, including longer words speedily	Speedily read all words that contain the Set 1,2,3 sounds and read these sounds in multi-syllabic words
Blend/Read 3 sound words independently e.g. mad, sat, hat, etc	Blend/Read 3 sound words independently	Read 4 & 5 sound words e.g. frog, cat, ducks, etc	Speedily Read words from the Set 1 sounds e.g. frog, cat, swim, etc	Read words from the Set 2 sounds including longer words	Read words from the Set 2 sounds including longer words	Read words from the Set 3 sounds including longer words	Read words from the Set 1,2,3 sounds including longer words	Read words from the Set 1,2,3 sounds including longer words speedily	Read longer words speedily	Develop comprehension skills and the ability to read with greater fluency and expression
Spell words using Fred Fingers	Read 3 sound nonsense words e.g. gip, mal, tem, etc	Read 3 & 4 sound nonsense words e.g. shof, tech, etc	Read 4 & 5 sound nonsense words e.g. mighp, chowf, kneem, etc	Read Set 1 phonics words speedily	Start to read Set 3 Sounds and words from the Set 3 sounds e.g. leap, etc	Read words with the Set 1 and Set 2 phonics words speedily	Read nonsense words with the Set 2 & 3 sounds e.g. shoir, etc	Read nonsense words 3 sounds e.g. mipe, etc	Read unfamiliar multi-syllabic words	Have an excellent understanding of the information in a non-fiction text or story during independent reading tasks
	Spell words using Fred Fingers	Spell words using Fred Fingers	Spell words using Fred Fingers	Read 4 & 5 sound nonsense words e.g. phoop, fleevs, choir, etc	Read 4 & 5 sound nonsense words e.g. martp, etc	Read nonsense words with the Set 2 & 3 sounds e.g. maipt, etc	Spell using Fred Fingers, focus on spelling words with the Set 2 and 3 sounds	Spell using Fred Fingers, focus on spelling words with the Set 2 and 3 sounds	Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	

Red

Speedily say the Set 1 Sounds – single-letter and special friend sounds

Read 4 & 5 sound words e.g. frog, ducks, etc

Read 3 & 4 sound nonsense words e.g. shof, tech, etc

Spell words using Fred Fingers

Set 1 Sounds



Set 2 Sounds



Set 3 Sounds





What can I do?

1. Use pure sounds, not letter names
2. Practise reading sounds speedily –
‘review, review, review’
3. Use ‘Special Friends’, ‘Fred Talk’, and ‘Read the word’ to read words
4. Use the handwriting phrases for writing only
5. Use the interactive PDF to watch videos and gain a greater understanding of how to support your child

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>

Additional home reading on Oxford Owl or Read Theory using the logins shared by the Year 1-3 teachers.



Any other questions?



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Reading is the *one* ability that, once set in motion, has the capacity to feed itself, to grow exponentially, providing a base from which the possibilities are infinite.

Michael Morpurgo