



مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

TUESDAY 4TH FEBRUARY 2025

Year 1 - 3 Reading & Writing Workshop

USI VISION:

**TO PREPARE ALL USI STUDENTS FOR A RAPIDLY CHANGING WORLD BY INSTILLING IN THEM
OUR CORE VALUES OF EXCELLENCE, RESPECT, RESPONSIBILITY, INTEGRITY AND
COMPASSION.**

- At USI we teach phonics through a scheme called Read Write Inc. Children are grouped based on their current phonics knowledge.
- 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 before teaching children the alternative sounds.

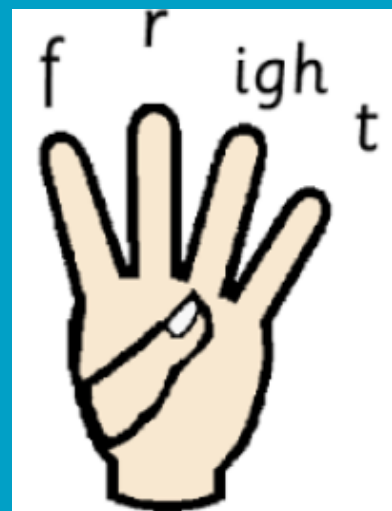


Set 1 Sounds							Set 2 Sounds						Set 3 Sounds				
m	a	s	d	t	i	n	ay	ee	igh	ow	oo	oo	ea	oi	a-e	i-e	o-e
p	g	o	c	k	ck	u	or	ar	air	ir	ou	oy	u-e	aw	are	ur	er
b	f	e	l	h	sh	r	ow	ai	oa	ew	ire	brown coat	small in the rain	spot in a boat	chase the pizza	five, five!	
j	v	y	w	th	z	ch	ear	ure	tion	cious	cious	face with your ear	sure it's pure	play tomorrow it's a celebration	scrumptious	delicious	
qu	x	ng	nk														

- Then children practise reading these sounds in words using the routine 'Special Friends', 'Fred Talk', and 'Read the word' before accessing books that are decodable for their current level.

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 'f-r-igh-t' using Fred Fingers. Children will sound out each word within a sentence to support with their writing.



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.
e.g. the, said.

What can you do to support phonics at home?



- Practice reviewing speedy sounds at home.
- Encourage your child to use their known sounds when writing.
- Support your children to ‘fred-talk’ words when reading use the pure sounds taught in school not letter names.
- Ask your child to repeat the whole word once they have ‘fred-talked’ it.

spray

‘s - p - r - ay = spray’

What can you do to support phonics at home?

- 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.

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 friend sounds	Speedily say the Set 1 Sounds – single-letter and special friend sounds	Read words from the Set 2 sounds e.g. ay – play, may, day, say, etc	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, ie, 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, 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 unfamiliar multi-syllabic words	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. migh, chowf, knoem, 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 nonsense words with the Set 2 & 3 sounds e.g. shair, etc	Read nonsense words with the Set 2 & 3 sounds e.g. maip, etc	Read nonsense words 3 sounds e.g. mipe, etc	Read nonsense words speedily	Have an excellent understanding of the information in a nonfiction 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, floovs, choor, etc	Read 4 & 5 sound nonsense words e.g. martp, 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, focus on spelling words with the Set 2 and 3 sounds	Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	

Set 1 Sounds

Set 2 Sounds

Set 3 Sounds

Read Write Inc. Phonics

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

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

Set 1 Sounds

Set 1 Sounds - Word Time	Set 1 Sounds - Spelling Time
in 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)
ck sound	spelling 1.4 (3)
u sound	spelling 1.4 (4)
b sound	spelling 1.4 (5)
f sound	spelling 1.5
e sound	spelling 1.5 (2)
l sound	spelling 1.5 (3)
h sound	spelling 1.5 (4)
sh sound	spelling 1.5 (5)
r sound	spelling 1.6
j sound	spelling 1.6 (2)
v sound	spelling 1.6 (3)
y sound	spelling 1.6 (4)
w sound	spelling 1.6 (5)
th sound	spelling 1.6 (6)
z sound	spelling 1.6 (6)



Year 1 & 2 - Alongside 4 phonics lessons a week children also take part in 1 reading carousel lesson per week. This includes:

Car 1. Reading books with TA



Car 2. Spelling Shed



Spelling Shed 

Car 3. Comprehension



Car 4. Handwriting



Year 3 :

- Many children carry out 2 carousel lessons a week whilst those children who are still focusing on their phonics receive Read Write Inc phonics lessons.
- This is to ensure all reading learning is relevant to your child's current reading attainment.
- In addition to this Year 3 carry out a whole class reading lesson which focuses on a variety of comprehension skills linked to relevant texts.

What can you do to support reading at home?

- Read, read, read!

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

Jeanette Winterson

- This does not just include reading the books that children come home with. It can include reading when you are out as a family. Anything from **signs, posters, shopping lists, ingredients** or putting the **subtitles** on when your child is watching a film.
- Read books to or listen to books online with your child.
- Discuss the events in the stories you read to develop comprehension skills.

Talk for Writing:

- Talk for Writing is a fun and engaging way of teaching children to become confident writers by talking, acting out, and internalising language before putting it onto paper. It was developed by Pie Corbett and to quote him: “If children can’t say it, they can’t write it.”

How Does It Work?

- **1** Imitation (Learning the Model Text)
 - Children learn a well-structured story through actions.
 - They create a story map to help them remember the sequence.
- **2** Innovation (Adapting the Text)
 - Children change parts of the story, such as characters or settings, while keeping the structure the same.
 - This stage encourages creativity while reinforcing key writing skills.



3 Independent Application (Writing Their Own Version)






- Children write their own stories or non-fiction pieces, applying what they've learned.
- They edit their work with support and begin to develop their own writing voice.



Why Is It Effective?

- ✓ Builds Confidence – Children learn to express their ideas before writing.
- ✓ Develops Vocabulary – Encourages rich and varied language use.
- ✓ Supports All Learners – Actions, talk, and repetition help all children, including those with additional needs.
- ✓ Improves Writing Structure – Children internalise good sentence patterns and storytelling techniques.

How Can You Help at Home?

-  Read Together Regularly – Talk about stories, predict what happens next, and discuss new words.
-  Encourage Storytelling – Let children retell their favourite stories in their own words. To quote Pie Corbett: “If children can’t say it, they can’t write it.”
-  Use Story Maps – Draw pictures to sequence events before writing.
-  Allow children to help out and see writing in everyday settings; shopping lists, letters, notes etc.
-  Praise & Encourage – Focus on effort, ideas, and creativity rather than just spelling and handwriting. Reinforce basics - capital letters, full stops, finger spaces etc.

- In USI we follow the Nelson Handwriting framework. This promotes use of cursive while also allowing for children's independent writing style as long as it's legible and neat.



1. Focus on Fine Motor Skills 🖐️🎨

- Before children can write well, they need strong hand and finger muscles. Try these activities to improve dexterity:
- Play with Playdough – Rolling, squishing, and pinching helps strengthen fingers.
- Threading & Beading – Improves hand-eye coordination.
- Using Tweezers or Pegs – Pick up small objects to build finger strength.
- Drawing & Colouring – Helps control pencil movements.

2. Encourage the Correct Pencil Grip 🖋️

A proper pencil grip makes writing easier and prevents hand strain.

3. Letter Formation & Writing Practice

- ◆ Start with Tracing – Let children trace over dotted letters before writing independently.
- ◆ Write on Different Surfaces – Try writing with a finger in sand, shaving foam, or using chalk on a pavement.
- ◆ Practice the Correct Order – Teach children to form letters correctly (e.g., "a" starts with a circular motion, not a straight line).

4. Make Writing Fun & Engaging

- ◆ Writing in Context – Encourage writing in everyday life (shopping lists, birthday cards, post-it notes).

5. Build Confidence & Encourage Effort

- ✓ Praise effort, not just neatness – "I love how carefully you wrote that!"
- ✓ Avoid rushing – Allow children time to form letters properly.
- ✓ Set a good example – Show your child how you write in real life.
- ✓ Make it fun! – Handwriting shouldn't feel like a chore.

SPELLINGS

- Children will be given spellings to learn each week to learn to support their reading and writing in school.
- Children can access Spelling Shed at home using their own login to practice their spellings.



What can you do to help?

- Ensure your child is accessing their spellings weekly.
- Ask your child to say/write each spelling in a sentence to support understanding of each word.

LINKS FROM PRESENTATION

- [RWI Parent Booklet](#)
- [Set 1 Sound Cards](#)
- [Set 1 Green Words](#)
- [Set 2 Flash Cards & Green words](#)
- [Set 3 Flash Cards & Green words](#)
- [RWI Sound Mat](#)
- [USI RWI toolkit](#)
- [Phonics Videos & Grouping](#)

- [***All Resources***](#)

Please could you scan the code below to provide us with any feedback from the session today.

Reading and Writing Workshop

