

Links Available February 2026 – 18th May 2026

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| 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 think about when you read with your child | 10 things to think about 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 |

Useful Phonics Information Links for Parents

Set 1 Sounds

| Set 1 with Elly & Friends | Set 1 Speed Minute | Learning to blend |
|---------------------------|----------------------------------|----------------------------|
| <u>m</u> | Single Letter 1 | At home 1 |
| <u>a</u> | Single Letter 2 | At home 2 |
| <u>s</u> | Single Letter 3 | At home 3 |
| <u>d</u> | Single Letter 4 | At home 4 |
| <u>t</u> | Single Letter 5 | At home 5 |
| <u>i</u> | Single Letter 6 | At home 6 |
| <u>n</u> | Single Letter 7 | At home 7 |
| <u>p</u> | Single Letter 8 | At home 8 |
| <u>g</u> | Single Letter 9 | At home 9 |
| <u>o</u> | Single Letter 10 | At home 10 |
| <u>c</u> | Single Letter 11 | |
| <u>k</u> | Single Letter 12 | |
| <u>u</u> | Single Letter 13 | |
| <u>b</u> | Single Letter 14 | |
| <u>f</u> | Single Letter 15 | |
| <u>e</u> | Single Letter 16 | |
| <u>l</u> | | |
| <u>h</u> | | |
| <u>r</u> | | |
| <u>j</u> | | |
| <u>v</u> | | |
| <u>y</u> | | |
| <u>w</u> | | |
| | | |

Please connect to the links using the PDF shared on Class Dojo.

| | | |
|---|---|--|
| | | |
| Set 1 Special Friends with Elly and Fred | Set 1 Special Friends Speed Minute | |
| <u>sh</u> | <u>sh</u> | |
| <u>th</u> | <u>th</u> | |
| <u>ch</u> | <u>ch</u> | |
| <u>qu</u> | <u>qu</u> | |
| <u>ng</u> | <u>ng</u> | |
| <u>nk</u> | <u>nk</u> | |
| | | |

Set 2 Sounds

| Set 2 Sounds with Matthew and Friends | Set 2 Sounds – Reading at home | Set 2 sounds – review lessons |
|---------------------------------------|--------------------------------|--------------------------------------|
| <u>ay</u> | <u>ay</u> | ay, ee, igh Lesson 1 |
| <u>ee</u> | <u>ee</u> | ay, ee, igh Lesson 2 |
| <u>igh</u> | <u>igh</u> | ow, oo, oo Lesson 1 |
| <u>ow</u> | <u>ow</u> | ow, oo, oo Lesson 2 |
| <u>oo (moon)</u> | <u>oo (moon)</u> | ar, or, air Lesson 1 |
| <u>oo (look)</u> | <u>oo (look)</u> | ar, or, air Lesson 2 |
| <u>ar</u> | <u>ar</u> | ir, ou, oy Lesson 1 |
| <u>or</u> | <u>or</u> | ir, ou, oy Lesson 2 |
| <u>air</u> | <u>air</u> | |
| <u>ir</u> | <u>ir</u> | |
| <u>ou</u> | <u>ou</u> | |
| <u>oy</u> | <u>oy</u> | |

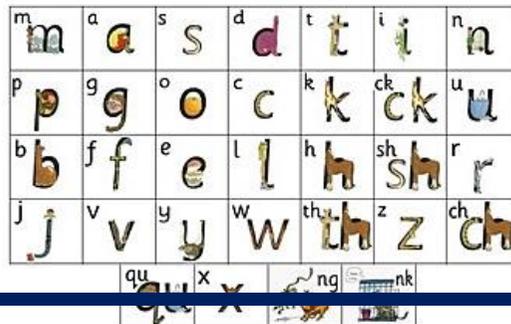
Set 3 Sounds

| Set 3 with Matthew & friends | Set 3 Sounds – Reading at home | Set 3 – word challenge |
|------------------------------|--------------------------------|---------------------------|
| <u>ea</u> | <u>ea</u> | Lesson 1 |
| <u>oi</u> | <u>oi</u> | Lesson 2 |
| <u>a e</u> | <u>a e</u> | Lesson 3 |
| <u>i e</u> | <u>i e</u> | Lesson 4 |
| <u>o e</u> | <u>o e</u> | Lesson 5 |
| <u>u e</u> | <u>u e</u> | Lesson 6 |
| <u>aw</u> | <u>aw</u> | Lesson 7 |
| <u>are</u> | <u>are</u> | Lesson 8 |
| <u>ur</u> | <u>ur</u> | Lesson 9 |
| <u>er</u> | <u>er</u> | Lesson 10 |
| <u>ow</u> | <u>ow</u> | Lesson 11 |
| <u>ai</u> | <u>ai</u> | Lesson 12 |
| <u>oa</u> | <u>oa</u> | Lesson 13 |
| <u>ew</u> | <u>ew</u> | Lesson 14 |
| <u>ire</u> | <u>ire</u> | Lesson 15 |
| <u>ear</u> | <u>ear</u> | Lesson 16 |
| <u>ure</u> | <u>ure</u> | Lesson 17 |
| | | Lesson 18 |
| | | Lesson 19 |
| | | Lesson 20 |

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

Set 1 Sounds



Set 2 Sounds



Set 3 Sounds

