



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

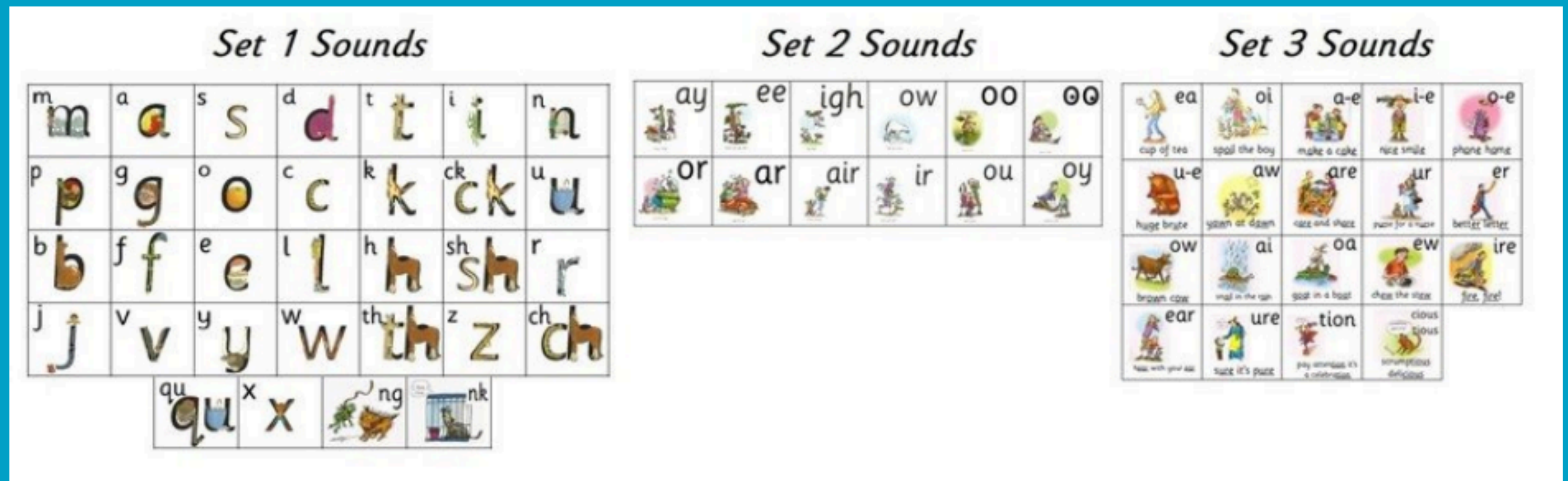
SUNDAY 30TH NOVEMBER 2025

Year 1-3 Phonics, 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.**

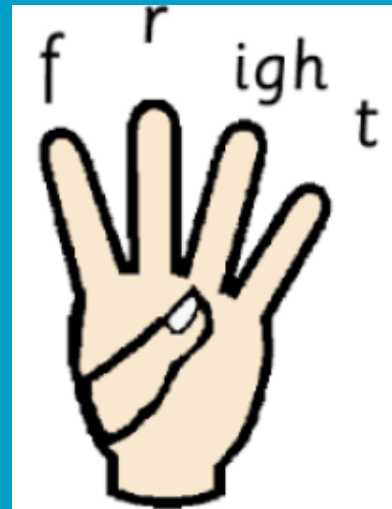
- At USI we teach phonics through a scheme called Read Write Inc. Children are grouped based on their current phonics knowledge.
- Using RWI, we make learning to read easy for children because we start by teaching them just one way of reading and writing every sound before teaching children the alternative sounds.



- 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.

PHONICS ASSESSMENTS

When will my child be assessed?

Your child will be assessed at beginning of the academic year and then at the end of every half term.

What happens when the assessment has taken place?

Your child will be placed into a new group that correlates to their current assessment.

What are the different sections of the assessment?

The assessment is split into 4 sections - letter sounds, word reading (decoding), reading fluency and comprehension. The children will access the assessment until they are not confident to continue.

Will a child always move to the next group after a mid-term?

Often children will stay in the same group for 2 half-terms and this is due to several factors including the children not yet recognising all of the sounds for their current group, not yet being able to read words containing these sounds or still working on their 'speedy reading'/fluency.

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 friends 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. mighp, chawf, 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 1 and Set 2 phonics words speedily	Read nonsense words with the Set 2 & 3 sounds e.g. shair, 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, floavs, choir, etc	Read 4 & 5 sound nonsense words e.g. martp, etc	Read nonsense words with the Set 2 & 3 sounds e.g. malpt, 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	

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
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)
h sound	spelling 1.4 (4)
sh sound	spelling 1.4 (5)
r sound	spelling 1.5
e sound	spelling 1.5 (2)
l sound	spelling 1.5 (3)
h sound	spelling 1.5 (4)
ch sound	spelling 1.5 (5)
r sound	spelling 1.6
v sound	spelling 1.6 (2)
g sound	spelling 1.6 (3)
w sound	spelling 1.6 (4)
th sound	spelling 1.6 (5)
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



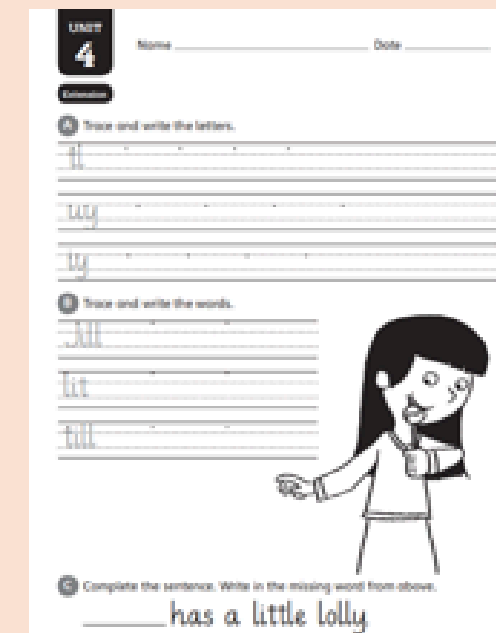
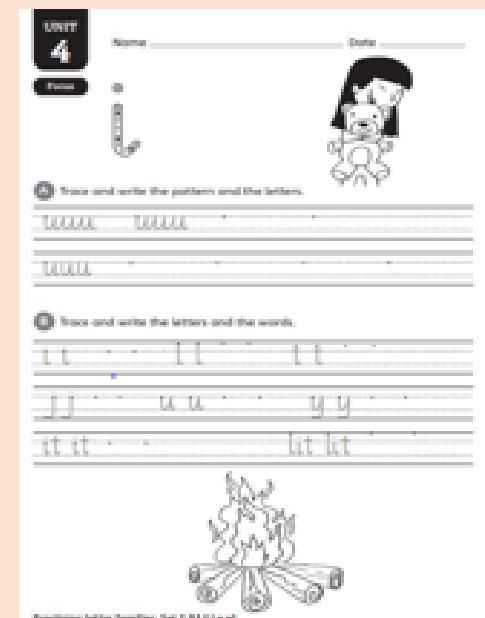
Car 2. Spelling Shed



Car 3. Comprehension



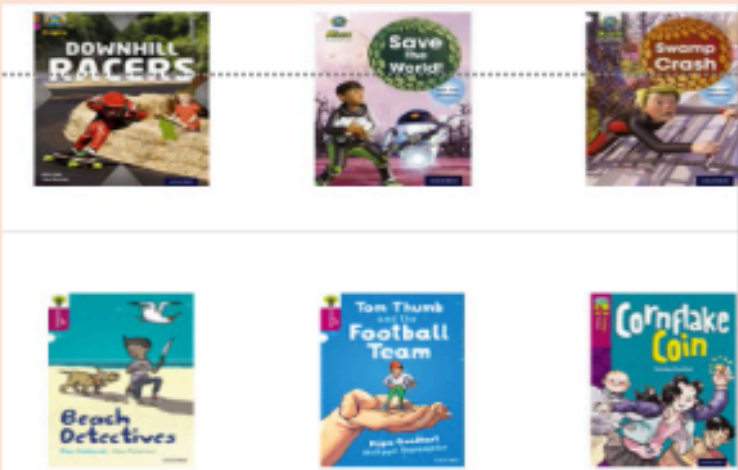
Car 4. Handwriting



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.

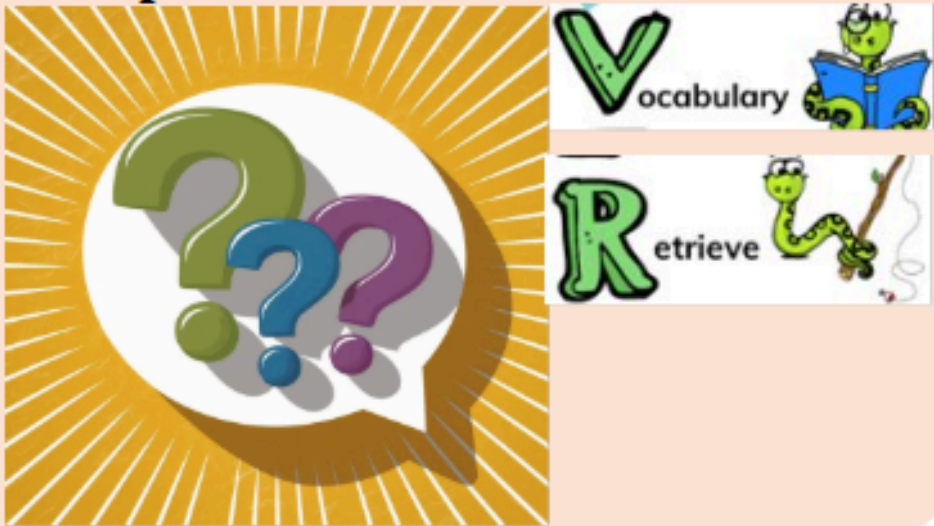
Car 1. Reading for pleasure



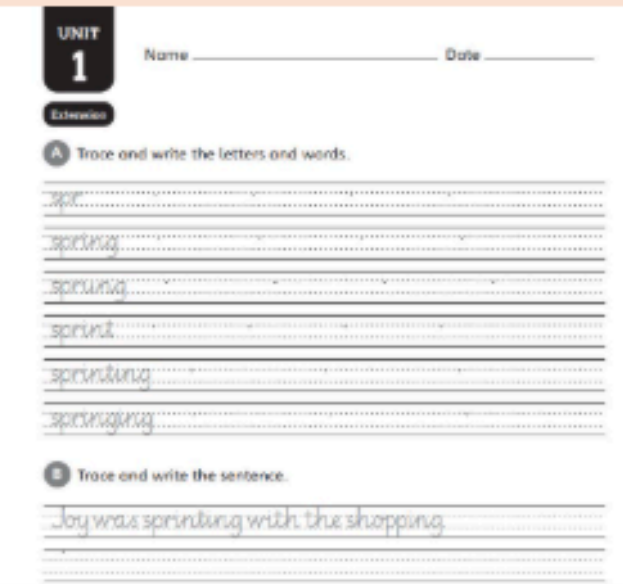
Car 2. Spelling Shed if iPads are



Car 3. Comprehension task



Car 4. Handwriting



Year 3 :

All children also take part in 2 whole class reading sessions per week using the following format:

Lesson 1:

Starter

- *Vocabulary based*

Input

- *Introduction to text or recap*
- *Whole class reading of text - whole class, small groups, pair or individually.*
- *Teach / recap reading skill using comprehension styled questions.*

Task

- *Differentiated comprehension styles questions based on text and/or skill being taught*

Lesson 2 -

Starter

- *Introduction to reading skill*

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Input

- *Recap of text.*
- *Teach / recap reading skill*
- *Introduce task explicitly linked to reading skill.*

Main Task

- *Range of activities based on reading skills / text.*
- *These should be fun/engaging activities developing the children's love for reading.*

NGRT ASSESSMENTS

All children from Year 2 - 6 will carry out a reading assessment. NGRT stands for New Group Reading Test and is used to assess a student's reading level.

This is completed once every term to give us accurate reading levels for all children.

It is used to find out your child's current ability level as compared to the UK national average and allow for identification of students who may benefit from interventions or from being stretched further.

The NGRT is divided into two main sections:

A. Sentence Completion (Word Reading & Decoding)

- *Assesses how well pupils understand words in context.*
- *Students read an incomplete sentence and choose the correct word to complete it.*
- *Example: “She wore a red ___ to the party.”*

(Options: hat, walk, swim, quickly)

This part checks vocabulary knowledge and contextual understanding.

B. Passage Comprehension

- *Pupils read short passages or texts and answer multiple-choice questions.*
- *Questions test skills like retrieving information, making inferences and understanding meaning.*
- *Example: “Why did the boy run home?” (4 multiple-choice options)*

Passages increase in difficulty as the test progresses.

Timing

- *The test takes about 30–40 minutes in total.*
- *It is adaptive: the difficulty adjusts based on the pupil’s answers.*

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.

- In USI, we teach writing through a rich, engaging British curriculum that builds children's confidence and enjoyment.
- Children learn through reading high-quality texts, drama and discussion.
- Focus areas:
 - – Grammar and punctuation in context
 - – Vocabulary development
 - – Handwriting and presentation
 - – Building stamina for writing
- Aim: Happy, confident, imaginative writers.



TalkforWriting

- We follow the Talk For Writing approach.
- **Three stages:**
 - 1. **Imitation** – learning a model text with actions, story maps, drama.
 - 2. **Innovation** – changing parts of the text.
 - 3. **Independent Application** – children apply all skills in a final piece.
- **Benefits:**
 - – Builds vocabulary.
 - – Supports EAL learners.
 - – Helps children speak before writing as Pie Corbett says, *‘If a child can’t say it, they can’t write it!’*
 - – Improves confidence and structure understanding.



- Year 1:
 - – Simple sentences.
 - – Capital letters, full stops, finger spaces.
 - – Phonics for spelling.
 - – Beginning adjectives and conjunctions.
- Year 2:
 - – Longer writing with more detail.
 - – Wider punctuation. ! ?
 - – Adventurous vocabulary.
 - – Planning, editing, improving.
 - – Understanding different text types.
- Year 3
 - Longer pieces of writing with paragraphs
 - Wider punctuation: commas in a list, speech marks, ?, !
 - Use of conjunctions (because/although/when)
 - Expanded noun phrases for detail
 - Use of adverbs & prepositions to show time/place/cause
 - Beginning to edit and improve independently
 - Writing different text types.

SUPPORTING WRITING AT HOME

How Can You Help at Home?

- Encourage daily reading to build vocabulary.
- Talk about stories, events and ideas.
- Practise phonics and tricky words.
- Provide writing opportunities:
 - Shopping lists
 - Cards
 - Simple diaries
 - Labels
- Praise effort over perfection, we follow this in school also as we celebrate writer of the month.
- Let children see you writing too!



- 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, Pegs & Chopsticks – 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](#)
- [Spelling Shed](#)
- [**All Resources**](#)

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

Reading and Writing Workshop
30th November 2025

