



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

SUNDAY 13TH SEPTEMBER 2025

Year 1-3 Phonics & Reading 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.**

ABOUT ME



USI
UNITED SCHOOL
INTERNATIONAL
LEARNING TODAY
FOR A BRIGHTER TOMORROW

Hi, I'm 
Kelly Morris

 Year 3 Class Teacher and
Reading/Phonics Lead

A little
bit about
me... 



I have been
at USI for
3 years 



I have been
teaching for
8 years 



I have been
in Qatar for
6 years 

Reading is my passion! 



My aim is to... 

Build fluent and capable
readers who also love to read
and be engaged in stories,
as well as supporting
staff and parents.



"The more
that you read,
the more things
you will know.
The more that you learn,
the more places you'll go."
- Dr. Seuss



I love to...



Read



Travel



Spend time
outdoors



Spend time
with my friends
and family

A
happier,
brighter
YOU


 "Today a reader, tomorrow a leader" 

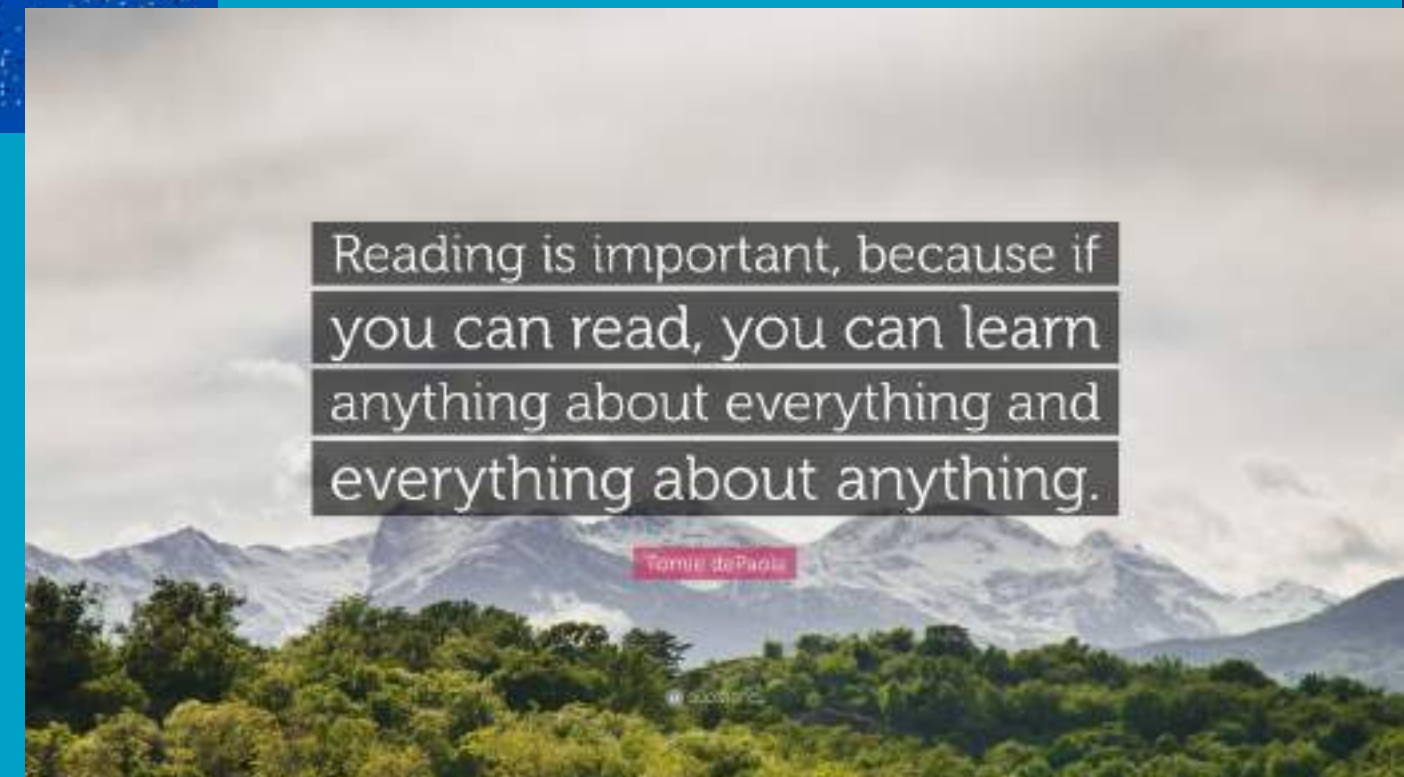
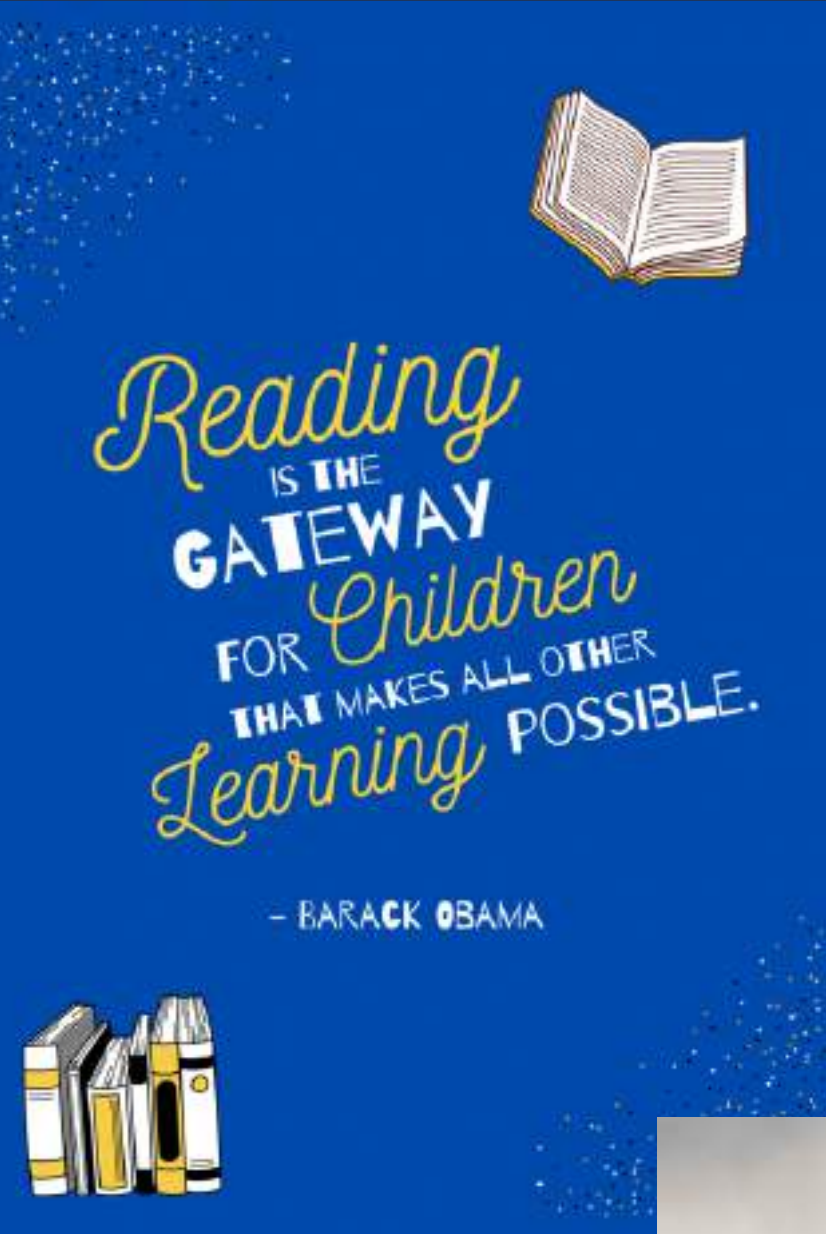
WHY IS READING IMPORTANT?



"The more that you read,
the more things you will
know. The more that you
learn, the more places
you'll go."

— I Can Read With My
Eyes Shut!

LittleYellowStarTeaches.com



Learning to Read

This is when children learn the skills they need to read words and sentences.

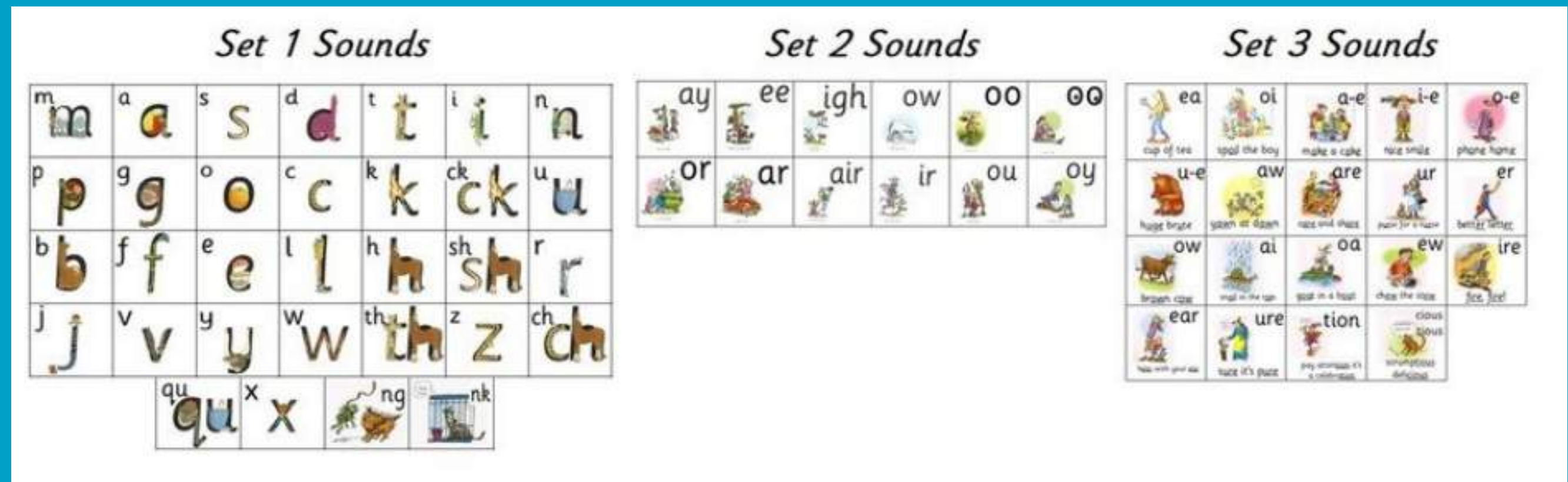
- **Phonics**
Learning the sounds that letters and letter groups make.
- **Segmenting**
Breaking words down into their individual sounds (e.g. c-a-t).
- **Blending**
Putting sounds together to read words (e.g. c-a-t → cat).
- **Decoding**
Using sound knowledge to read unfamiliar words.
- **Fluency**
Reading accurately, at a good pace and with expression.

Reading to Learn

This is when children use their reading skills to find out new information and learn across the whole curriculum.

- **Find information**
Reading texts to learn facts and answer questions.
- **Build knowledge**
Learning new ideas and vocabulary from what we read.
- **Use our reading skills**
Using VIPERS (vocabulary, inference, prediction, explain, retrieval and sequence) to understand texts.
- **Read different texts**
Using non-fiction, diagrams, maps, charts, instructions and digital texts in all subjects.
- **Apply learning**
Reading to help us complete tasks, solve problems and think critically.

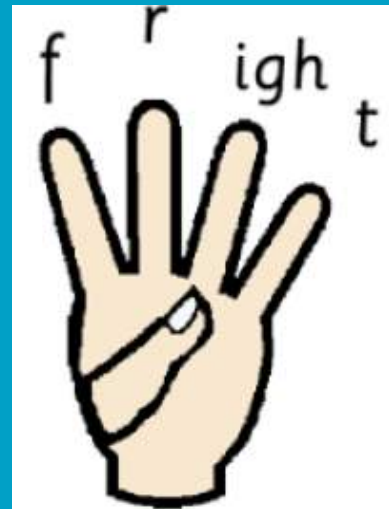
- At USI we teach phonics through a scheme called Read Write Inc. Children are grouped based on their current phonics knowledge.
- Using RWI, we make learning to read easy for children because we start by teaching them just one way of reading and writing every sound before teaching children the alternative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

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'

HAVE A GO!

In the middle of the tables there are some green word cards.

Have a go at reading some of the words by saying each sound and blending it together. e.g. - sh-i-p.



There is also a read write inc book which we use in phonics lessons. Have a look through the book before I explain the different sections and how we use them in lessons.



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 words from the Set 3 sounds including longer words	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 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 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, 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 2 & 3 sounds e.g. maip, 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	Have an excellent understanding of the information in a non-fiction text or story during independent reading tasks

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
ea sound	spelling 1.1
oi sound	spelling 1.2
a-e sound	spelling 1.2 (2)
ie sound	spelling 1.2 (3)
o-e sound	spelling 1.2 (4)
u-e sound	spelling 1.2 (5)
ea sound	spelling 1.3
oi sound	spelling 1.3 (2)
a-e sound	spelling 1.3 (3)
ie sound	spelling 1.3 (4)
o-e sound	spelling 1.3 (5)
u-e sound	spelling 1.4
ea sound	spelling 1.4 (2)
oi sound	spelling 1.4 (3)
a-e sound	spelling 1.4 (4)
ie sound	spelling 1.4 (5)
o-e sound	spelling 1.5
u-e sound	spelling 1.5 (2)
ea sound	spelling 1.5 (3)
oi sound	spelling 1.5 (4)
a-e sound	spelling 1.5 (5)
ie sound	spelling 1.6
o-e sound	spelling 1.6 (2)
u-e sound	spelling 1.6 (3)
ea sound	spelling 1.6 (4)
oi sound	spelling 1.6 (5)
a-e sound	spelling 1.6 (6)

EXAMPLE VIDEO

Share: Set 3 reading - ea



Copy the link below to share with families.

This link will be valid until 22 Dec 2026, 9:08 a.m.

<https://schools.ruthmiskin.com/training/view/YgOjNuC>



Copy Image

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.

Year 1 & 2:

- *2 reading lessons per week.*
- *VIPERS focus will change every week.*
- *1:1 or group reading with class teacher and TA throughout.*

Year 3:

- *3 reading lessons per week.*
- *Focusing on a novel/longer story (one chapter per week).*
- *1:1 or group reading with class teacher and TA throughout.*
- *Phonics sessions for those children still accessing phonics.*

Starter:

- Vocabulary and Vipers Skills focus

Input:

- Read/engage with text.
- Introduce/recap skill.
- Whole class activities to support and challenge children.

Main Tasks:

- A range of comprehension styled activites as well as practical activities to allow children time to talk about books, explore further and embed a love for reading.

Vocabulary Relay - Place word cards at one end of the hall/playground. In teams, children run, collect a word, then: Define, use it in a sentence, act it out. Challenge: award bonus points for synonyms or antonyms.	Evidence or Guess - Read a statement based on the novel you are reading. Pupils decide: Inference (with evidence) or guess (no evidence). Ask children to justify their decision.	Title & Blurb Prediction - Show only the title or blurb. Pupils predict: Genre, characters, possible events	Evidence Sort Provide the children with a question and multiple pieces of evidence. Children <u>to choose</u> the best piece of evidence and give reasons for it.	Text Scavenger Hunt - Give pupils a text and a list of facts to find: -A name, a date, a location and a number First team to find and highlight correctly wins. Emphasise <i>accuracy over speed</i> .	Chapter in a box (draw a box with 1 character, 1 setting detail, 1 problem, 1 key event and 1 outcome before discussing what they have drawn and why with a friend)
---	--	--	--	---	--

VIPERS

Does you know what they stand for?



VOCABULARY

READING VIPERS • QUICK REFERENCE

VIPERS SKILL



VOCABULARY

Read • Think • Prove

WHAT DOES IT MEAN?

Think like a reader

Understand the meaning of words and phrases in context, and think about why an author chose them.

EXAMPLE QUESTION

What does the word "enormous" tell us about the pyramid?

INFER

READING VIPERS • QUICK REFERENCE

VIPERS SKILL



INFER

Read • Think • Prove

WHAT DOES IT MEAN?

Think like a reader

Use clues from the text plus what you already know to work out something the author has not directly told you.

EXAMPLE QUESTION

How is Mo feeling? Which clues in the text support your answer?

PREDICT

READING VIPERS • QUICK REFERENCE

VIPERS SKILL



PREDICT

Read • Think • Prove

WHAT DOES IT MEAN?

Think like a reader

Use stated and implied details to make a sensible prediction about what may happen next.

EXAMPLE QUESTION

What do you think will happen next? What makes you think this?

EXPLAIN

READING VIPERS • QUICK REFERENCE

VIPERS SKILL



EXPLAIN

Read • Think • Prove

WHAT DOES IT MEAN?

Think like a reader

Explain how ideas, events and language contribute to meaning, and support your thinking with evidence.

EXAMPLE QUESTION

Why has the author described the room in this way?

RETRIEVE

READING VIPERS • QUICK REFERENCE

VIPERS SKILL



RETRIEVE

Read • Think • Prove

WHAT DOES IT MEAN?

Think like a reader

Find and record information or key details that are clearly stated in the text.

EXAMPLE QUESTION

Where did the character go after lunch?

SEQUENCE / SUMMARISE

READING VIPERS • QUICK REFERENCE

VIPERS SKILL



SEQUENCE / SUMMARISE

Read • Think • Prove

WHAT DOES IT MEAN?

Think like a reader

Put events in order or identify and briefly explain the main ideas or most important events.

EXAMPLE QUESTION

What are the three most important events in this chapter?

ACTIVITY 1 : Vocabulary

Word	Picture	Definition
		Very fierce, violent or dangerous.
		Came out from somewhere or appeared.
		A display of interesting objects for people to see.
		Extremely beautiful, impressive or amazing.
		Pushed or bumped against others in a crowd.

Can you use the pictures and definitions to work out the words?

ACTIVITY 2 : Inference



Can you use your infer how Mr Myford is feeling?

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.

- USI Parent Zone
- **RWI At home videos** (Sent as PDF by class teacher)
- Spelling Shed Login Page (*login provided by class teachers*)
- Epic! (*optional and at parents descretion - parents to create own login and check all books for cultural sensitivity*)
- Parent Pack

Thank you for coming - any questions?

Read today... brighter tomorrows! ♥

Just 5 Minutes a Day...

A small amount of time can make a huge difference! ♥

Little reading time = BIG futures! ♥

Builds Vocabulary
Children learn new words, helping them to express their ideas and understand more about the world.

Supports Attainment
Children who read regularly tend to achieve more across all subjects, not just in English.

Improves Reading Skills
Regular reading helps children to read more fluently, confidently and with greater understanding.

Develops Imagination
Books open up new worlds, ideas and perspectives, helping children to be creative and curious.

Boosts Confidence
Reading gives children the confidence to share their ideas, take part in discussions and try new things.

Builds Empathy
Reading helps children to understand different people, places, cultures and feelings, making them kinder and more caring individuals.

Small Steps Lead to Big Dreams! ♥

5 minutes today ♥ Brighter tomorrows!

Read Learn Grow Achieve

Kind people
Curious minds
Brighter futures

A happier, brighter YOU! ♥

Set 1

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

qu sh th ch ng nk

ff ll ss ck zz

Set 2

ay may I play?
ee what can you see?
igh fly high
ow blow the snow
oo poo at the zoo

oo look at a book
ar start the car
or shut the door
air that's not fair
ir whirl and twirl

ou shout it out
oy toy for a boy

Set 3

ea cup of tea
oi spoil the boy

a-e make a cake
i-e nice smile
o-e phone home
u-e huge brute
aw yawn at dawn

are care and share
ur nurse with a purse
er a better letter
ow brown cow
ai snail in the rain

oa goat in a boat
ew chew the stew
ire fire, fire!
ear hear with your ear
ure sure it's pure

cious tion ue ie au e-e

kn wh ph

Set 1 Red Words

I	the
you	your
said	was
be	he
me	she
we	no
go	so
to	into

Look • Say • Cover • Write • Check

Set 2 Red Words

I	the
you	your
said	was
be	he
me	she
we	no
go	so
to	into
are	my

Same words as Set 1
plus these new red words!

Set 3 Red Words

I	the
you	your
said	was
be	he
me	she
we	no
go	so
to	into
are	my
all	her

Same words as Set 1 and 2
plus these new red words!

Learning to Read

This is when children learn the skills they need to read words and sentences.

- **Phonics**
Learning the sounds that letters and letter groups make.
- **Segmenting**
Breaking words down into their individual sounds (e.g. c-a-t).
- **Blending**
Putting sounds together to read words (e.g. c-a-t → cat).
- **Decoding**
Using sound knowledge to read unfamiliar words.
- **Fluency**
Reading accurately, at a good pace and with expression.

Reading to Learn

This is when children use their reading skills to find out new information and learn across the whole curriculum.

- **Find information**
Reading texts to learn facts and answer questions.
- **Build knowledge**
Learning new ideas and vocabulary from what we read.
- **Use our reading skills**
Using VIPERS (vocabulary, inference, prediction, explain, retrieval and sequence) to understand texts.
- **Read different texts**
Using non-fiction, diagrams, maps, charts, instructions and digital texts in all subjects.
- **Apply learning**
Reading to help us complete tasks, solve problems and think critically.

Our Reading Skills: VIPERS

We use these skills to help us understand what we read.



Vocabulary

Understand the meaning of words and phrases.

We look at the meaning of new words, think about why the author has used them and how they affect the text.

Example question:

What does the word _____ mean in this sentence?



Inference

Use clues from the text to work out what is not said directly.

We use clues in the text and what we already know to think about how characters feel, what they might be thinking or why something has happened.

Example question:

How do you know the character is feeling this way?



Prediction

Use clues from the text to think about what might happen next.

We use what we have read and what we already know to make a sensible guess about what could happen.

Example question:

What do you think will happen next?
Why?



Explain

Give and justify your ideas using evidence from the text.

We explain our thoughts about the text, using evidence to support our answers and to describe how the author has created effects.

Example question:

Why do you think the author wrote this part in this way?



Retrieval

Find and return information that is clearly stated in the text.

We look for key information in the text, find the answer and can often copy it using the same words as the author.

Example question:

Where did the character go after lunch?



Sequence

Put the events in order or summarise the main points.

We identify the order of events or sum up the most important information from what we have read.

Example question:

What are the three most important events in this chapter?



Read it, sound it, write it!

Use the sounds to help you read the word, then write it in a sentence.



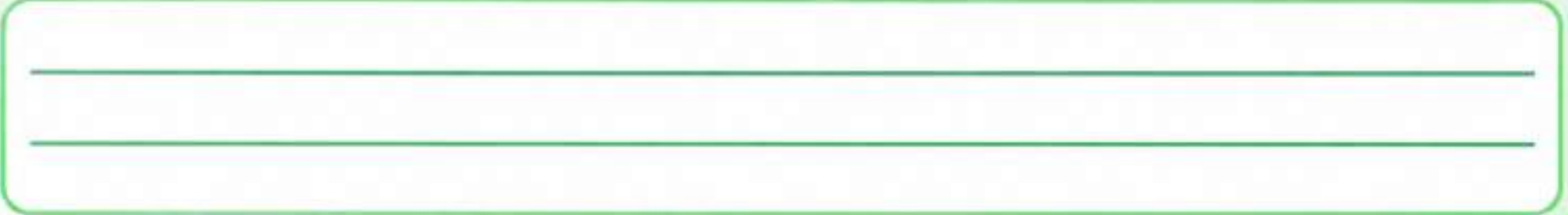
1

Break the word into its sounds and draw sound buttons to help you spell the word.



2

Write a sentence using the word.





Make Your Own Dictionary

Choose new and interesting words, find out what they mean and create your own dictionary.



New words
build big
minds!

Word:

Picture:

Meaning:

Use it in a sentence:

Word:

Picture:

Meaning:

Use it in a sentence:

Word:

Picture:

Meaning:

Use it in a sentence:

Word:

Picture:

Meaning:

Use it in a sentence:

Word:

Picture:

Meaning:

Use it in a sentence:

Word:

Picture:

Meaning:

Use it in a sentence:
