

Wodensfield Primary School

Aim to be the best you can



Welcome to the Reception Working Together
– *Read Write Inc.* Phonics Meeting

October 2025



The Government's 2023 **Reading Framework** sets out extensive research that underpins the importance of talk, stories and phonics.

When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics.

However, when they can read most words 'at a glance' and can decode unfamiliar words easily, they are free to think about the meaning of what they read. They can then begin to develop their understanding of language through their reading as well as through their listening.


Department
for Education

The reading framework

July 2023



Phonics is the method of teaching reading through the identification of **sounds** and **graphemes**.

All words are made up of individual **sounds**. These sounds are blended together to form words.

A **grapheme** is the letters we use to write the sound. It's the spelling of that sound on the page.

Using phonics, children learn to read by saying each sound and blending them to read a word.

Children learn to spell by segmenting a word into sounds and writing the matching graphemes.

mat
· · ·

ship
·



English alphabetic code

- We use **44 sounds** to make all the words in the English language.
- The **26 letters** are used singly or in groups to represent these sounds.
- There are over **150 graphemes** (letter combinations) that represent the 44 sounds.

This makes for one of the most complex alphabetic codes in the world.

Children need to know sounds – not letter names – to be able to decode (or ‘read’) words.

We start by teaching just one way of reading and writing every sound.

We teach Set 1 sounds first. These are generally the single letter sounds.

Then Set 2 – one way to read and write each of the long vowel sounds.

We refer to the Set 2 sounds as ‘Special Friends’ – two or three letters together that make one sound.

By the end of Reception, children should know all the Set 1 sounds and the first 6 Set 2 sounds.

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
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Vowel sounds – stretchy

ay	ee	igh	ow
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Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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Once children are in Year 1 and know how to read Set 2 sounds, they start to learn Set 3 sounds. These are different ways to read, and spell Set 2 sounds.

We call these Set 3 sounds, but they are the same sounds as in Set 2 but with a different spelling. We say, "same sound, different spelling".

This is where we start to refer to letter names to differentiate between the spelling of the sounds.

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		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

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

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



We - children and adults – find it easier to connect new learning to something that we already know, so we give children a hook to learn the sounds, by using pictures in the same shape as the letter.

We teach the children to name the pictures before they learn the sound. Some sounds are ‘bouncy’ and some are ‘stretchy’.

Children also use the picture mnemonic to learn to form letters correctly at the same time they learn to read each sound.

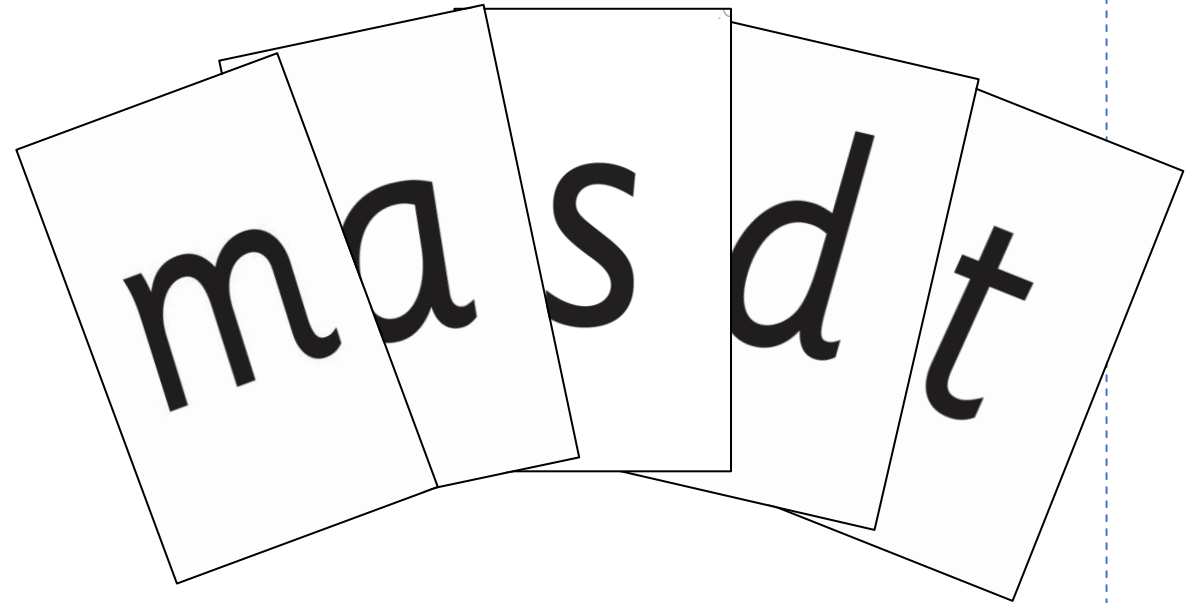




We teach children to read and write a new sound each day.

We review previously taught sounds, until they can read them speedily.

Teach something new... and review,
review review!





‘Fred’ helps children learn to blend sounds into a word.

Fred can only speak in sounds.

He says d-o-g, h-a-t etc. We refer to this as ‘Fred Talk’.

He says the sounds c-a-t, and then children help him to say the word (c-a-t cat).

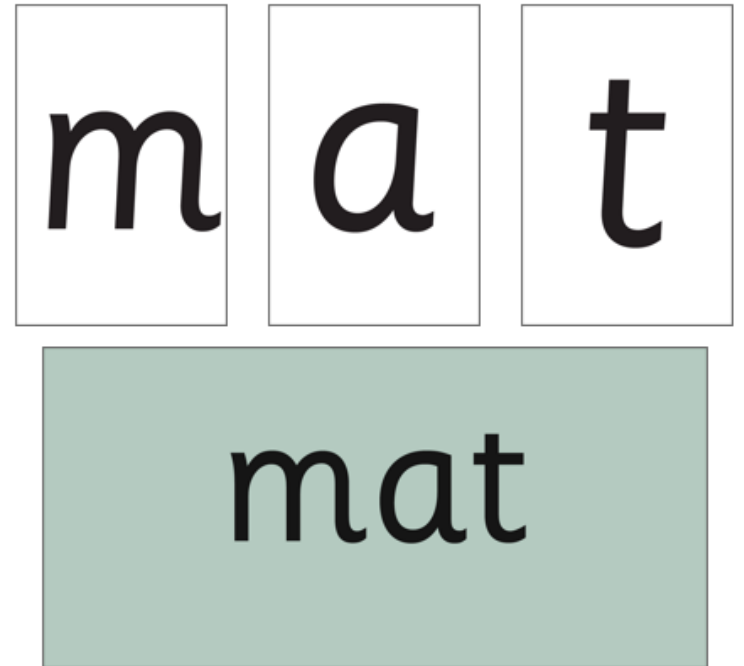
This is how we **quickly** teach children to blend orally.





Alongside teaching children sounds, we teach them to blend sounds to read (or **decode**) words, using 'Fred Talk'.

It's extremely important that we model and insist on '**pure sounds**' when encouraging the children to 'Fred Talk' new or unfamiliar words. This will help them to 'hear' the word more easily, as they say each sound.





Once children can read all Set 1 sounds, we introduce them to reading sentences in short, decodable books.

Some words in these books are 'tricky' because they contain letters that don't match the sounds the child has been taught.

We teach these non-decodable words as Red Words.

In the early Storybooks, these words are printed in red text as a visual reminder that 'you can't Fred a Red'.

I

said

This is Red Hat Rob.



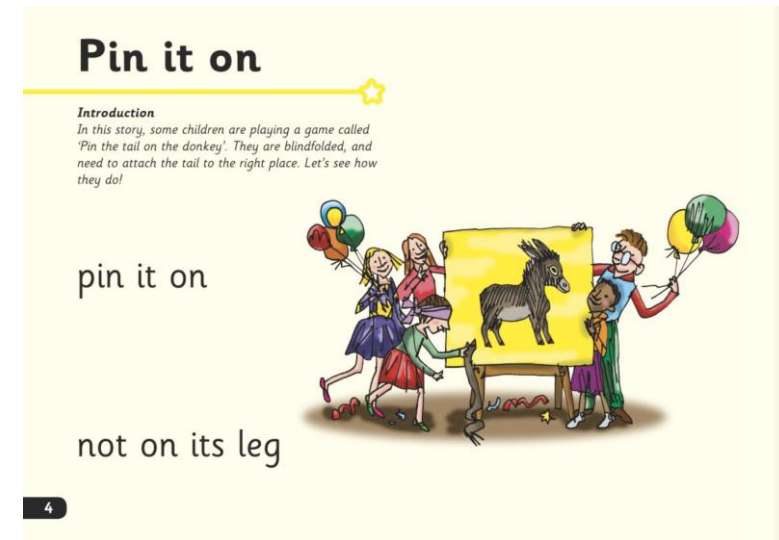
"I will grab that cash box," he said.



Children read Read Write Inc. Storybooks that match the sounds they can read.

They read each Read Write Inc. Storybook three times in class with their partner.

Re-reading the same book helps children to become confident readers. Each time they re-read, they build their fluency/speed and comprehension because they can read all the words in the Storybook. This in turn promotes a feeling of success.





Once the children have read their Storybook 3 times in school, you will be able to access the same story, plus a quiz, by visiting the Oxford Owl website.

Your child's individual login will be found in their yellow Reading Diary.

Your child will also bring home a Book Bag Book that links to the story they have read in class.



www.oxfordowl.co.uk

School code:
fei9

Your username:

Password:
ferret65

Class:
2H

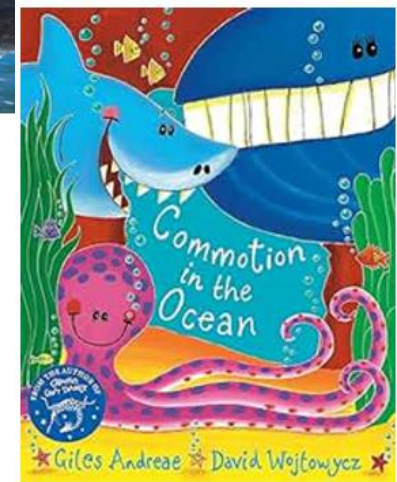
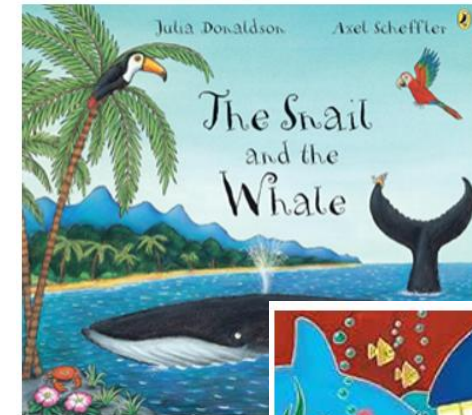




We are in the process of issuing a range of Reading for Pleasure books, which may not be fully decodable for your child and are intended to be shared with an adult.

These books may be stories that we have read in class, linked to a topic or simply an enjoyable read.

They are provided as an additional resource and are intended to promote your child reading for pleasure.



You will regularly get sent film links to Virtual Classroom lessons that match the sounds and words your child has been learning in school.

These will be sent to you via the Gateway app.



Watch these films with your child to help them to practise reading the sounds and words until they can read them speedily.

Simply click the link and watch on a tablet or other device.

The more they practice by watching these films regularly, the quicker they will learn to read.



What can you do?

Stories provide a wealth of language we don't use in everyday talk.

The more stories, poems and nursery rhymes children know **well**, the more easily they will be able to understand what they read, when they can read.

Children are wired to thrive on **repetition**.

- When supporting your child, use pure sounds rather than letter names.
- Practice reading the sounds speedily.
- Listen to your child read the same words again and again, praising them as their instant recognition improves.
- Encourage them to use 'Fred Talk', 'read the word'.



Online Resources

Ruth Miskin Families Page:

<https://www.ruthmiskin.com/parentsandcarers/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>





Any Questions?