
Read Write Inc. Teaching Phonics at The Firs



September 2025



Why Read Write Inc Phonics?



- Tried and tested over many years
- A systematic, structured and evolving programme
- Regular built-in assessment to check progress
- A one-to-one support programme
- Early success in reading
- Training and ongoing support for staff

"When children can't read there is low self esteem. We want them to be reading with confidence, to be able to read quite sophisticated texts at an early age."

Ruth Miskin – former headteacher and creator of Read Write Inc.

Who is it for?



- Children from 4 years who are starting school – Read Write Inc. is a ‘start-up’ reading programme
- The programme also supports older children, developing their fluency and comprehension at a rapid rate

What is phonics?

Way of teaching children how to read and write

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

cat

ship

light

phonics

English Alphabetic Code



44 sounds but only 26 letters

Letters work singly, in pairs or threes

In RWI, when 2 or 3 letters are grouped together to make a sound, we call them *Special Friends*

Over 150 ways to represent the 44 sounds.

'ai' sound



- train
- day
- cake
- sleigh
- straight
- baby
- rein
- reign

Speed Sounds Set 1 and Set 2



We start by teaching the children just one way of reading and writing the 44 sounds. Here they are on the Simple Speed Sounds chart.

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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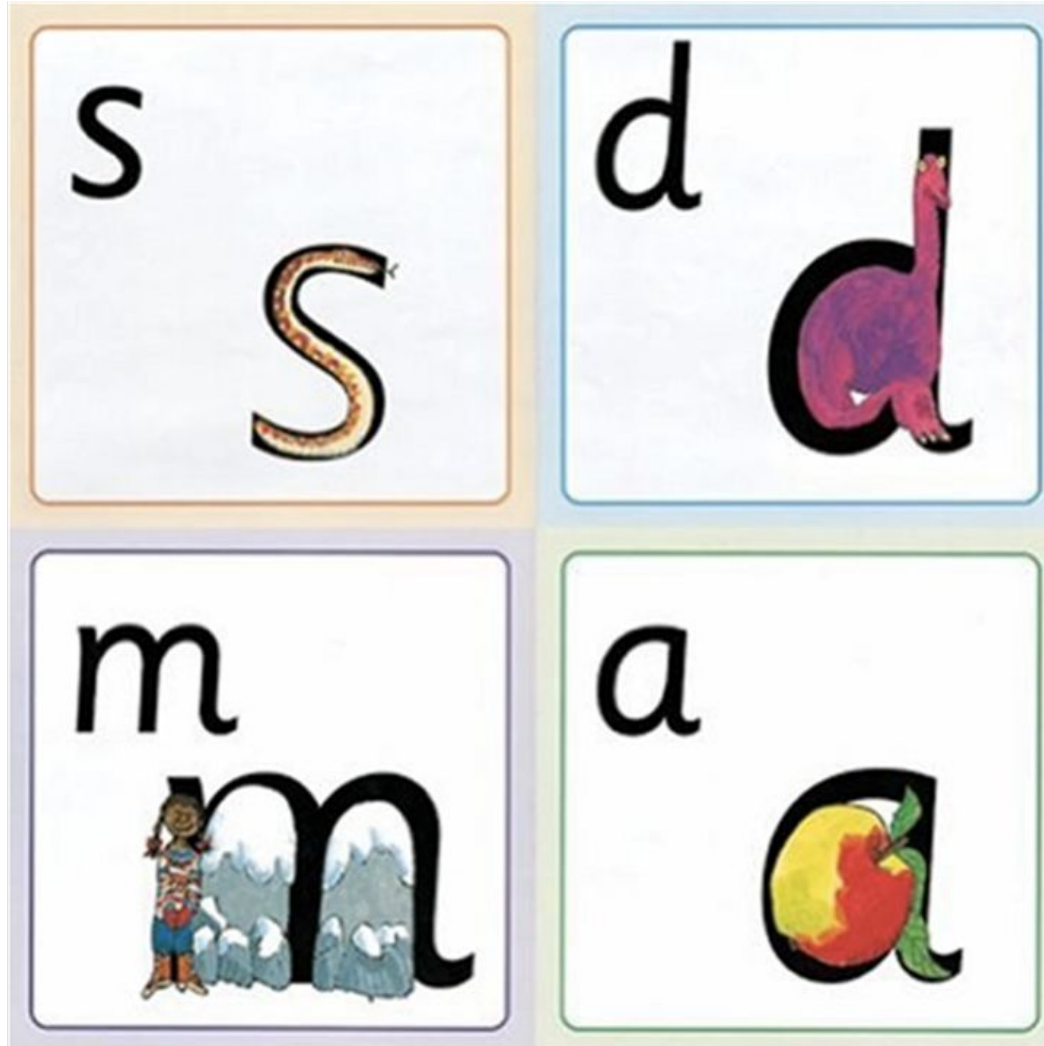
Set 1 sounds

Set 2 sounds 8

Pure sounds (ruthmiskin.com)



Name the pictures



Teaching letter formation

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

m Maisie, mountain, mountain

a round the apple, down the leaf

s slither down the snake

d round his bottom, up his tall neck and down to his feet

t down the tower, across the tower

i down the body, dot for the head

n down Nobby, over his net

p down the plait and over the pirate's face

g round her face, down her hair and give her a curl



Teaching letter formation (cont)

Each sound has a handwriting phrase

Avoid using these phrases to **read** the sound.

When your child is practising handwriting at home:-

- sit with your child to check they are forming the letters correctly
- use the handwriting phrases

Holding a pencil

- We encourage the children to use a tripod grip. We pretend the thumb and forefinger are the crocodile's jaws and the 3rd finger is the 'log' for the crocodile to sit on.
- Fine motor activities are great for developing muscle strength in the fingers.
- The Stabilo Easygraph pencil helps to develop correct pencil grip.



Oral Blending

- Ability to blend spoken sounds into words
- Prerequisite skill for reading
- We use Fred the Frog to help as Fred can only speak in sounds! He says the sounds and they say the word!
- Oral blending- Fred's bedroom



Sounds and Blending = Reading



Once a child can recognise the first five sounds (m, a, s, d, t) **and** s/he can orally blend, they will be able to read:-

sat sad mat mad Sam at as

Sounding out a word and blending those sounds together is called Fred Talk

[Reading words- WT 1.6](#)

f	l	m	n	r	s	v	z	sh	th	ng nk
ff ph	ll le	mm mb	nn kn	rr wr	ss se c ce	ve	zz s	ti ci		

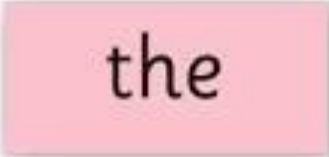
b	c k	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck ch	dd	gg		g ge dge	pp		tt	wh			tch

a	e	i	o	u	ay	ee	igh	ow
	ea				a_e ai	y ea e	i_e ie i	o_e oa o

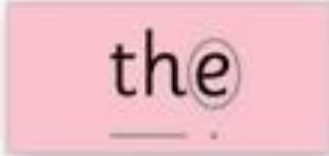
oo	oo	ar	or	air	ir	ou	o y o i	ire	ear	ure
u_e ue ew			oor ore aw au	are	ur er	ow				

Red Words

- These are words which have a tricky sound e.g. 'said' 'want'
- Children need to learn these words by sight
- In the early RWI books, these words are printed in red.



the



the

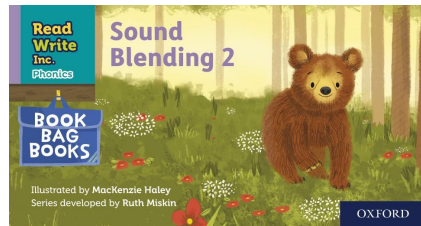
Spelling



- We use Fred to help the children to learn to spell as well!
- They convert a whole word they hear into individual sounds- we call this 'segmenting'.
- In spelling, we call them 'Fred Fingers'. We tell them how many Fred Fingers they need, they squeeze the sounds they hear in the word on their fingers and then write the word down.
- Spelling using Fred Fingers WT 1.6



Storybooks and Get Writing Books



Digging 7: pup in the mud

Speed books: read the card at just the last in rhyme

u t b d p s n m o i

Green words: read the words in rhyme together

pup mud tub mop up in tut
sit sits

Read words: read the words but let your child find the word if they get stuck

the i

pup sits in the mud
tut tut

pup sits in the tub
I mop up the mud

Remember not to read the Digging card first!
To get the best from Digging, go back and read your child plenty of poems.
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22

pot

mop

23



The Three Reads

- Reading first to practise decoding
- Reading a second time to ensure they understand the text
- Reading a third time to develop a story-telling voice

So how can you help your child?



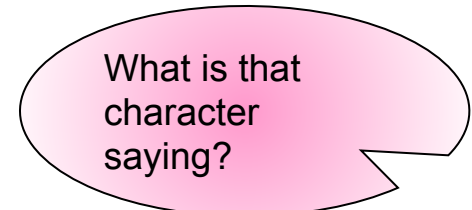
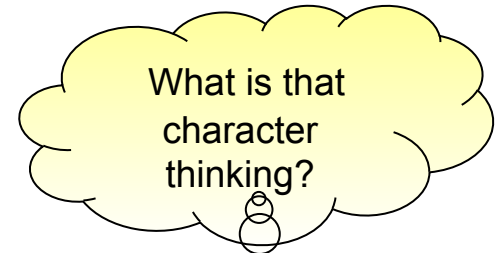
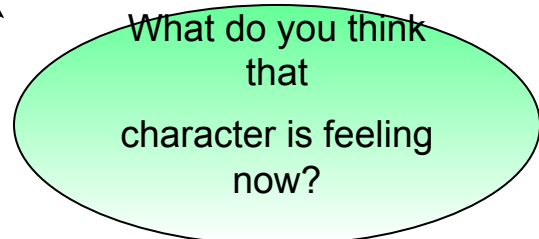
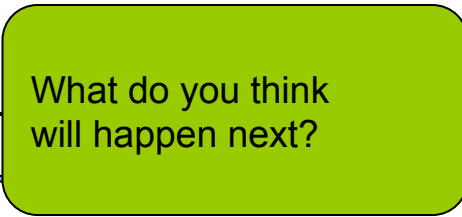
- Support your child to complete the daily sound sheet
- Encourage your child to join in with fine motor activities to develop hand strength
- Regularly look at the Set 1 Speed Sound book together
- Use pure sounds, not letter names
- Play Fred games
- Listen to your child read the reading material in their popper wallet
- Encourage your child to watch Virtual Classroom lessons sent home



And...

- By reading to your child lots of lovely stories that are at a higher level than your child can read yet and having lots of discussion!

Use these prompts at the end of each page or paragraph:



And...

- By talking to your child as much as possible and 'feeding' them new and different words:

"Wow that's a **big** dog!"

"Wow that's an **enormous** dog!"

"Wow that's a **massive** dog!"

"Let's **eat** our lunch now."

"Let's **scoff** our lunch now."

"Let's **munch** our lunch now."

- By enriching conversations through description:

"Look at that rain. It looks like little diamonds hitting the window pane!"

And...

- By having a look at the 'Learning To Read At Home' page on the web for tips and resources for supporting your child at home:

[RWI- Information for parents](#)



[RWI resources- OUP](#) (RWI resources are published by Oxford University Press)



**At this school the Read Write Inc
Programme is managed by:**

Mrs Mercer