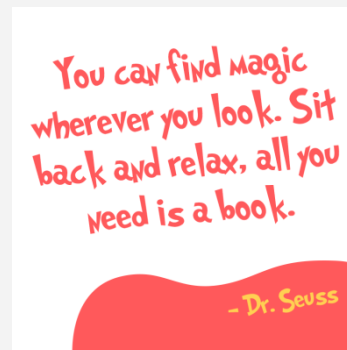
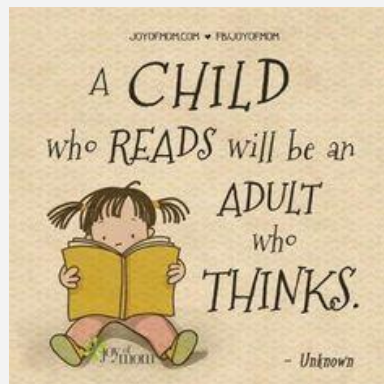
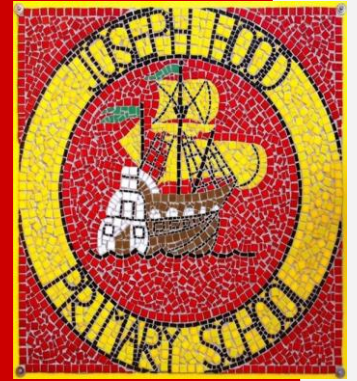


Early Reading and Phonics Workshop

Friday 7th November 2025



Aims of the Session

- Understand how phonics supports early reading and writing.
- Learn about the Read Write Inc approach.
- See how you can support your child at home.
- Understand the journey from sounds to fluent reading.

Boogie Mites



- When children sing, dance and play instruments they're not just having fun, they're helping their brains to grow.
- Music activities help to develop important skills such as listening, memory, speech sounds and coordination which all support early reading and learning.

What Can Parents Do?

- Sing Nursery rhymes and any songs with your child which have actions.
- Encourage your child to join in with music by tapping, clapping or stamping their feet.
- Link music with maths learning and create links in their learning.

What is Phonics?

- All words are made up of individual sounds. These sounds are blended together to form words.
e.g. in 'mat' we have the sounds 'm', 'a', 't', ship – 'sh', 'i', 'p'.
- A grapheme is another name for the letters we use to write the sound. It's spelling of a sound on the page.

m	a	t
---	---	---

mat

sh	i	p
----	---	---

ship

Meet Fred!

- Fred helps children learn to blend sounds into a word.
- Fred can only speak in sounds.
- He says the sounds c-a-t, and then children help him to say the word.
- This is how we quickly teach all of our children to blend orally.



Alongside teaching children sounds, we teach them to blend sounds to read words.

Once children can read sounds speedily and understand Fred (m-a-t...mat), they can decode words.



'Special Friends', 'Fred Talk'

1.6

ship

"Get off **my** ship!" **said** Black Hat Bob.

"**No**," **said** Red Hat Rob.

"**I** will not."



Red Words

I

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

This is Red Hat Rob.



“I will grab that cash box,” he said.

Speed Sounds Set 1

Set 1 Speed Sound Map



Pure Sounds

- We say the sounds in a way to make them easy to blend into a word.
- We aim to eliminate the 'uh' at the end of the sound. This is called a 'schwa' sound.
- We say 'c' 'a' 't' rather than cuh and tuh.

Sound pronunciation guide

Speed Sounds Set 2

Set 2 Speed Sound Map

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



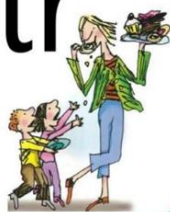
or

shut the door



air

that's not fair



ir

whirl and twirl



ou

shout it out



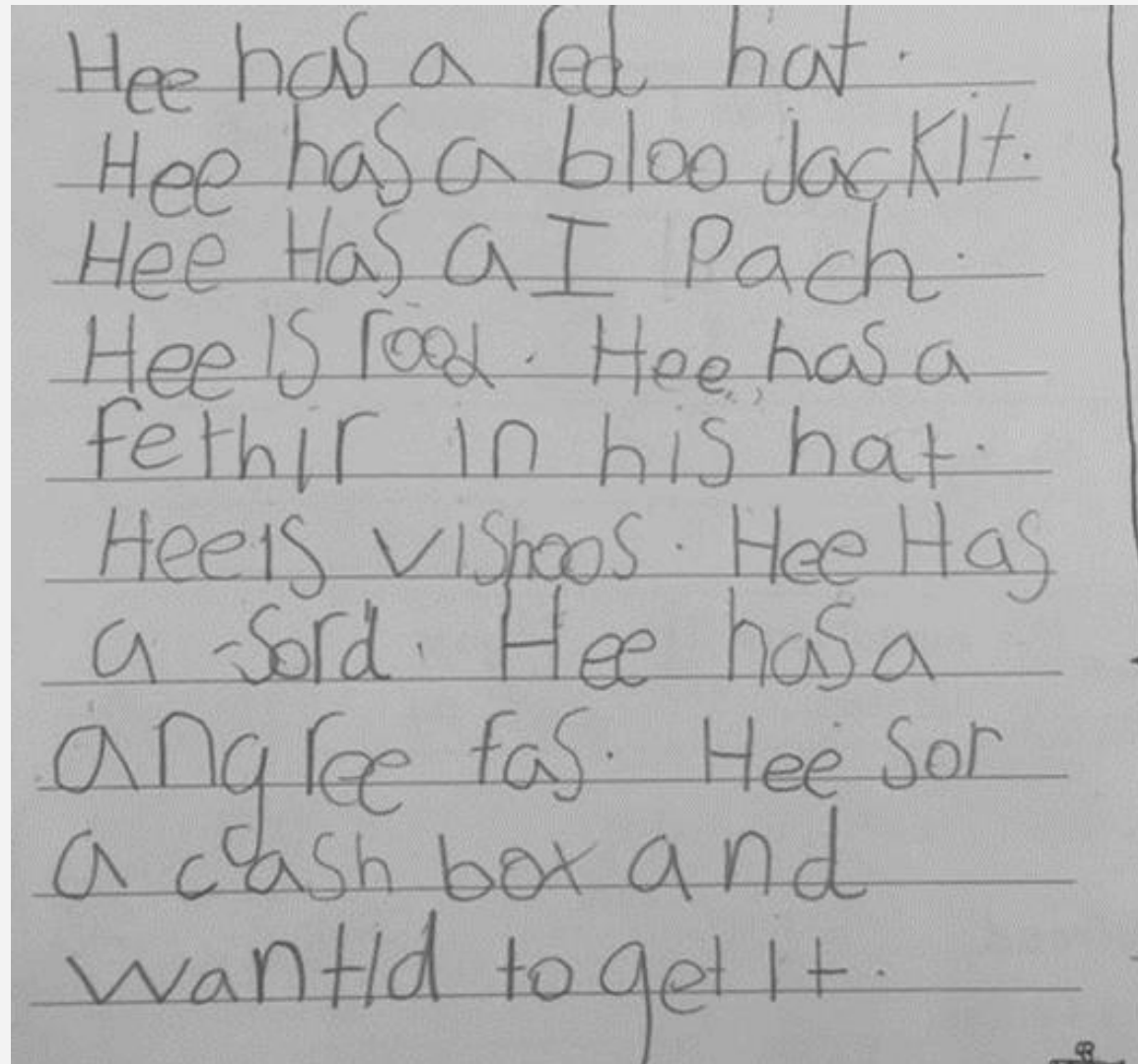
oy

toy to enjoy



Once children know the simple code, they can write down their ideas - albeit not always spelled correctly.

To write like this, children need to be able to write Set 1 and Set 2 sounds



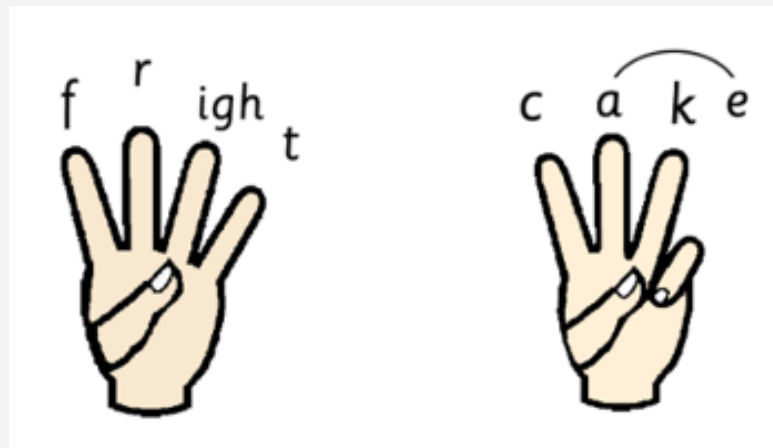
Speed Sounds Set 3

- Once children know how to read Set 2 sounds, they start to learn Set 3 sounds.
- Most of these are different ways to read and spell Set 2 sounds.
- We say "same sound, different spelling".

Set 3 Speed Sound Map



Teach spelling using Fred Fingers



LESSON 1

Hear and say the sound



Read the sound ay

ay



may I play?

"Let's get _____ in the pack"



Review the
sounds

Special friends, Fred talk, read the word



Let's read some words

Green Word cards



Review the words!

Green Word cards

Special friends, Fred talk, read the word

Fred in your head

Let's get speedy!





vray



quigh



steen

Spell with Fred Fingers



2 new

2 review



3

End of Year 1 expectations

- By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books.
- Reading of common exception words (e.g. you, could, many or people) should be secure meaning a child can read them easily and automatically.
- Phonics screening check

End of Year 2 expectations

- By the end of Y2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words.
- Reads most words quickly and accurately without having to sound out each sound (Fred in your head).

