Reception
Phonics and Early Reading
Parent Workshop

October 2026



Eastbury Farm Primary School

Why 'Read Write Inc'?

- This is a complete phonics programme - systematic and structured
- It meets the demands of the EYFS framework and National Curriculum, giving your children the best chance of success
- Small group work in school ensures no child is left behind and is able to work at their challenge point
- It is a fun and engaging way to learn sounds due to the visual nature of each sound and the formation rhymes

Technical Terms used in Read Write Inc.

Phonics - the sounds in our language

Phoneme - a sound

Grapheme - the letter or letters that represent a sound

Blending - pulling together individual sounds, groups of sounds or syllables for reading

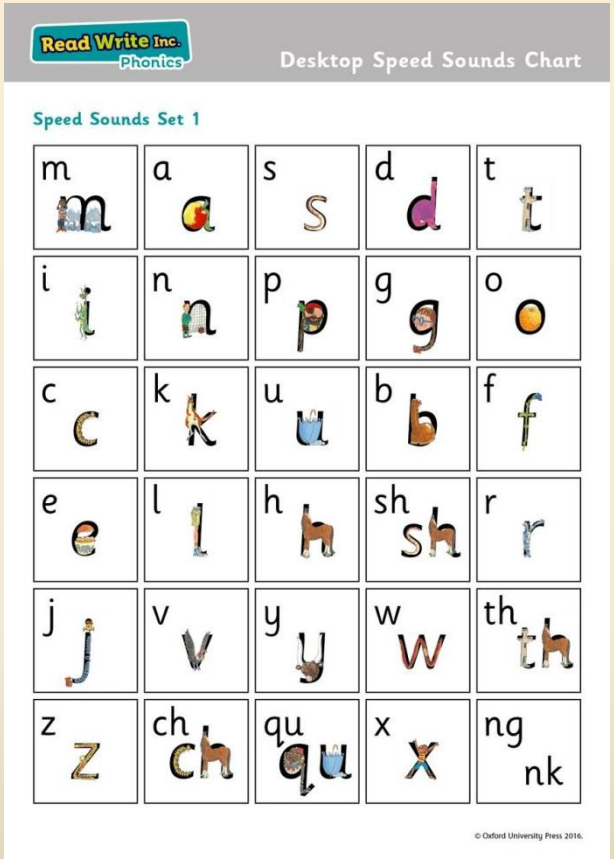
Segmenting - breaking down words into individual sounds or syllables for spelling

Phonic Terms used within Read Write Inc.

- Stretchy sounds e.g.- mmm Maisy mountain mountain
- Bouncy sounds e.g. –a a a Around the apple and down the leaf
- Fred fingers
- Fred in your head
- Digraph - two letters that make one sound (sh, th, qu, nk) or 'Special Friends'
- Trigraph - three letters that make one sound (air, igh) or 'Special Friends'
- Alien/nonsense words
- You may hear your children refer to green and red words when reading with them at home:
- Green words are words that can be sounded out using pure sounds (synthetic phonics) and blended (e.g. mat)
- Red words are exceptions to the rules as some of the sounds in red words cannot be sounded out - using phonics first then memory to remember the exceptions (e.g. said)

Set 1 Sounds

- We use pure sounds so that your child will be able to blend the sounds into words more easily
- We aim to have these set 1 sounds covered by Christmas and then start on set 2 sounds in Spring term (We will continue to consolidate sounds learnt throughout the year)
- Please find below a link which is really useful for you and your child to pronounce sounds correctly https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video



Set 1 Sound Formation

With each sound there is a corresponding rhyme that the children are taught to enable them to form letters accurately

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
o	all around the orange
c	curl around the caterpillar
k	down the kangaroo's body, tail and leg
u	down and under, up to the top and draw the puddle
b	down the laces to the heel, round the toe
f	down the stem and draw the leaves
e	lift off the top and scoop out the egg
l	down the long leg
h	down the head to the hooves and over his back
r	down his back and then curl over his arm
j	down his body, curl and dot
v	down a wing, up a wing
y	down a horn, up a horn and under his head
w	down, up, down, up
z	zig-zag-zig
q	round her head, up past her earrings and down her hair
x	down the arm and leg and repeat the other side

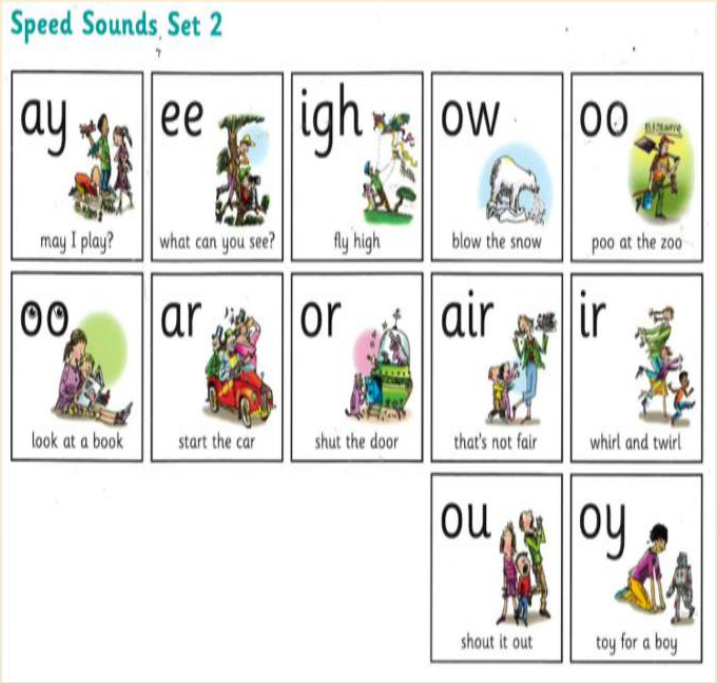






Set 2 Sounds

These are the set 2 sounds that contain a range of digraphs e.g. sh and trigraphs e.g. air



Each set 2 sound has a corresponding rhyme to help your child remember the sound

Please find below a link which is really useful for you and your child to pronounce sounds correctly https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video

Please do not introduce these sounds to your child yet- as we will inform you when your child is confident with the set 1 sounds and ready to move on

What is a Read Write Inc. session like at school?

We will now model a Read Write Inc session – the children have been assessed and then grouped depending on their phonic knowledge into 3 smaller groups. There will be movement between these groups once children are re-assessed throughout the year and the adults will also have the opportunity across the year to work with all the groups.

*Introduce the sound - stretchy or bouncy sound

*Show picture cards linked to the sound



*Children read the sound on the IWB

*Recap on sounds learnt so far

*Adult to model writing the sound

*Children air write the sound

*Children write the sound using mark-making tools e.g. sand, chalk or in their Phonics book using the correct letter formation, write m words

*Oral blending using Fred talk e.g. m-a-t, m-u-m, m-u-d



Reading at home

Book bag books and home reading

Your child will be given either the focus sound sheets for the week or a Read Write Inc oral blending book/reading book linked to their assessed phonics level. This will need to be returned to school on the following Thursday. We would encourage you to read/complete the focus sound sheets daily with your child. We will only change books when home reading has been recorded and signed.

50 Recommended read books

- Your child will be given a Recommended read story on a **Thursday** which can be re-read during the week. These books will be sent home and the adult at home will then record the names of the book and any home reading in the reading record.

RWI Videos

You child's class teacher will inform you when your child has videos set up to watch at home. These will be accessed via a QR code and prove to be very effective in supporting your child's progress.

https://schools.ruthmiskin.com/resources/vc-pathways/520741/rS3BnsecqrALUmrJ

Additional resources to support your child at home

- Please feel free to take any resources on the table at the back of the room. These may help you to support your child at home
- Set 1 sound card
- Letter rhymes (already sent home)

‘The reading book has no words in!’

Why?

- It is important for children to use pictures in books to tell stories and develop their imagination, vocabulary and grammar (sentence structure)
- Exposure to a wide range of books from a young age will support your child’s reading and writing
- Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading
- Children learn book handling skills such asturning the pages sequentially and holding the book up the right way
- Children see adults enjoying books and modelling new vocabulary and sentence structures
- Discussing pictures supports understanding (comprehension)

Thanks for listening

- Thank you for joining us today and we hope the workshop has been useful. We are really looking forward to the year ahead.

- If you have any questions please feel free to ask us now or you can come and speak to us at the end of the session ☺