

Phonics Workshop for Parents

Tuesday 4th November 2025

An introduction to Read, Write,
Inc.

Introduction to Read Write Inc (RWI) and useful links to resources.

‘Read Write Inc Phonics: How to say the Set 1, Set 2 and Set 3 sounds’ [Read Write Inc Phonics: How to say the Set 1, Set 2 and Set 3 sounds](#)

Read Write Inc Resources – Amazon

[Phonics Flashcards \(Read Write Inc. Home\) : Miskin, Ruth, Archbold, Tim: Amazon.co.uk: Books](#)

Set one, two and three sound flash cards, as well as other resources.

Introduction to Reading Skills

- **Phoneme** – A phoneme is the smallest unit of sound in the English language. Although there are **26 letters** in the alphabet, there are **44 phonemes** in the English language. For example; a, l, m, oo, air.
- **Grapheme** – A grapheme is the written version of a phoneme. In RWI lessons, we use catchy rhymes to support the children with learning how to write the phoneme. For example; when writing the sound ‘a’, we say ‘around the apple and down the leaf’.
- **Digraph** – A digraph is when two letters together make one sound. For example; ay as in p-l-ay, play.
- **Trigraph** – A trigraph is when three letters together make one sound. For example; air, as in h-air, hair.
- **Split digraph** - Is when two letters join together to make one sound but they have letters in-between them. For example, a-e as in **cake**.

Read Write Inc Terminology



- **Fred Frog** helps us to learn the individual sounds and blend them together to read words.
- **Fred Talk** – this helps us when we are learning to hear the sounds joined together, when reading words.
- **Fred Fingers** – our fingers help us when we are learning to read short words and when we are writing CVC words or short sentences.
- **‘Fred in your head’** – When the children are ready, they will practise sounding out the word in their head, not out loud.
- **‘Special Friends’** – is the RWI saying for digraphs and trigraphs.
- **‘My turn, your turn’** – when an adult is teaching a new concept, we use this language to model correct learning.
- **Red words** – these are words that cannot be sounded out, the children need to just learn to sight read them. For example; ‘the’, ‘my’, ‘was’.
- **Alien words** – these are nonsense words.

Read Write Inc Terminology continued.

Set One Sounds

Set 1 sounds

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



Set Two Sounds

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			



Read Write Inc Terminology continued

Set Three Sounds



By the **end of Year R (EYFS)**, children are expected to **securely** recognise all the **set one sounds** and **at least ten 'special friend' sounds**. They need to be able to recognise them individually and within words.

By **summer term two in Year 1**, children are expected to recognise all set one, set two and set three sounds.

The Structure of a Phonics Lesson in Year R

1. “Today we are going to learn the sound.....”
2. Show the children what the sound looks like and how to form the sound with their mouths (cued articulation).
3. Teach the children the accompanying saying. For example; m and down Maisie, mountain, mountain.
4. Fast Finger game – A small selection of four or five pictures starting with the sound of the day. Children practise saying the sound correctly in the word, as I point to the images.
5. Adult Fred talks a few words with the sound in.
6. Adult teaches children how to correctly form the letter shape.
7. When the children are ready, we practise reading four words with the new sound in.

Teaching Reading

- When your child reads their first words or new/ unfamiliar words, we:
 1. Look for 'special friends' e.g. **sh** in sh-o-p.
 2. Sound out the word; **sh – o – p**
 3. Blend/ join the sounds together to read the word.

(some sounds are bouncy – a, b, j, c and some are stretchy – m, n, s)

- When your child comes across a **red word** (a word that cannot be sounded out). If they are unsure on what it says, the adult just reads the word for them.

Please remember never add an 'uh' on the end of sounds, make sure you are only saying the pure sound. So, sssss, not s – uh.

How to support your child at home with their reading

- Establish a routine to include regular reading opportunities throughout the week.
- Provide opportunities for 'Fred Talk' at home, e.g. 'Where is your c-oa-t? or can you get me a p-e-n?'
- Support your child with the recognition of the sounds.
 - Sound Bingo
 - Sound hunts at home or when you are out for the day.
 - Spread sounds out around the room and ask your child to collect them for you in different ways – jump, hop, run, skip etc.
- Read different texts – poetry and rhymes, menus, recipes, comic books, road signs.