



Phonics Handbook for Parents/Carers



May 2026

What is Read Write Inc?

Read Write Inc (RWI) is a systematic phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. It was developed by Ruth Miskin for further information click the links below:

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=0>

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=1>

Who is Read Write Inc. for?

The Read Write Inc. programme is for primary school children. Children will begin the programme in Reception and our aim is for most children to have completed the scheme by the end of Year 1. In the first half of the Autumn term, the year 2 children receive phonics consolidation RWI sessions and then most of them move onto a spelling programme for the rest of the year. However, for some year 2 children, they remain on the scheme if their phonetic knowledge still needs further support.

How does it work?

In Reception, children are taught the Set 1 sounds in their own class. They will be assessed regularly by their class teachers. When all Set 1 sounds have been taught, the children are grouped according to their phonics reading level. The children will then be taught Set 2 and Set 3 sounds when they are ready in their phonics group.

All children on the programme are assessed every seven weeks and are grouped according to their phonics reading level, not their age. Children are grouped with other children at the same phonics reading level and are taught by different teachers and learning support assistants.

What does the RWI teaching process look like at Roecroft?

Children are first taught the pure Set 1 Sounds so that they can blend the sounds in words more easily. In school we call this 'Fred Talk'. We do not use letter names at this stage; we simply focus on the sounds that are used to sound out words. To view correct pronunciation of the sounds, click on the link below:

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>



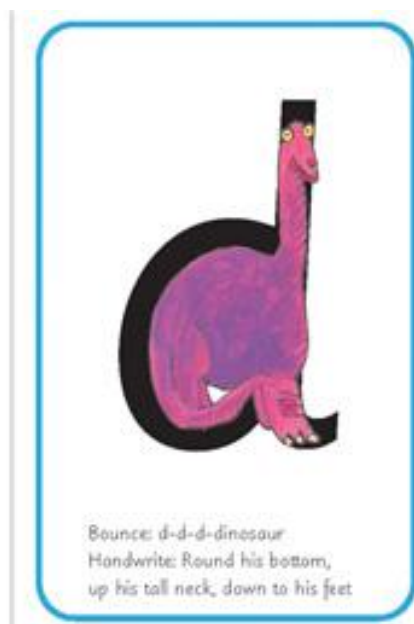
Set 1 Speed Sounds:

m a s d t i n p g o c k u b f e l h r j v
y w x z

sh th ch qu ng nk ck kn ll, ff, zz, ss

At this stage, the children are not only taught the 'sound' the letter makes, but also how to form the letter, using a rhyme and picture prompt:

d



When using these sounds to sound out words in 'Fred Talk' we do so like this: m-a-t (mat) c-a-t (cat) f-r-o-g (frog).

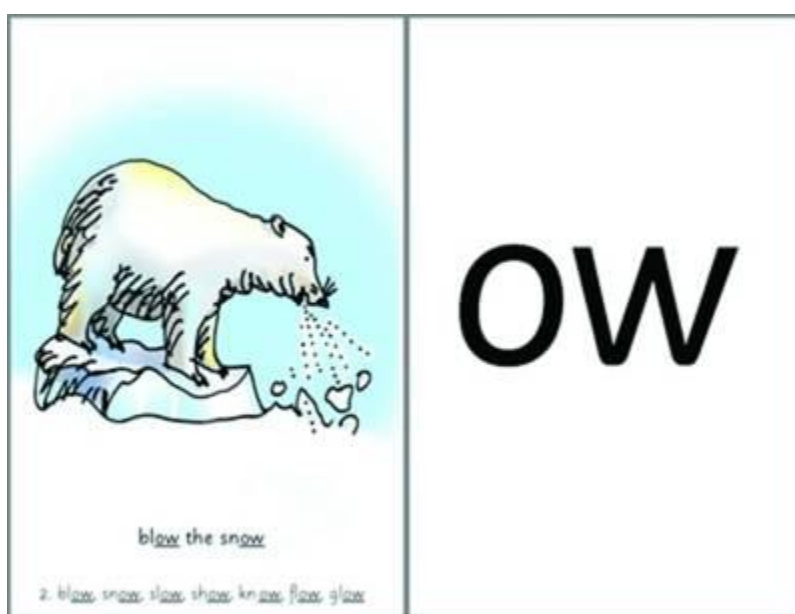
in ..	on ..
it ..	an ..
and ...	pin ...

Once your child knows all of their Set 1 Sounds and they are able to read words using 'Fred Talk', they will then begin to learn the Set 2 Speed Sounds.

Set 2 Speed Sounds:

ay	ee	igh	ow	oo	oo
ar	or	air	ir	ou	oy

Each set 2 sound has a rhyme to accompany it when the sound is taught.



When teaching the Set 2 Sounds, the children are taught that two letters make one sound and this is known as a 'digraph', for example 'ay'. The word 'play' cannot be sounded out as 'p-l-a-y' because it contains the 'ay' sound, so it is sounded out as 'p-l-ay'.

Other examples for this sound include:

may = m -ay

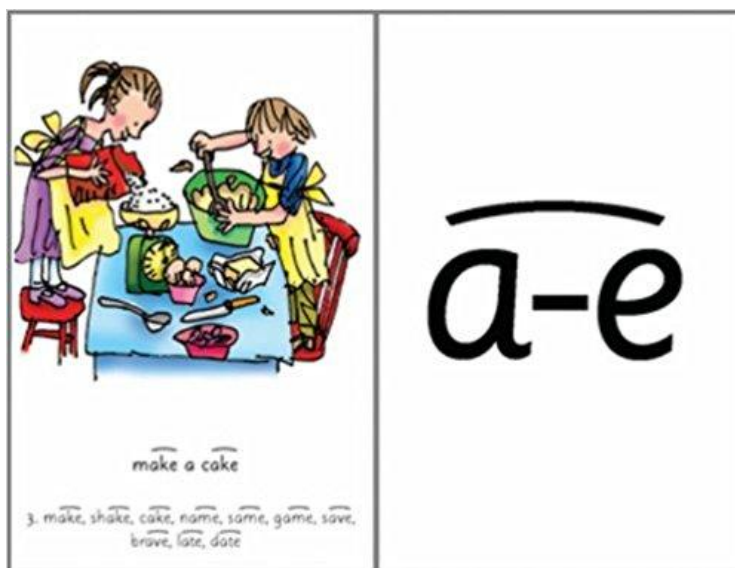
tray = t-r-ay

Sunday = S-u-n-d-ay

Set 3 Speed Sounds:

Your child will then move on to Set 3 Sounds. The Set 3 Sounds are outlined below.

ea oi a_e i_e o_e u_e e_e
aw are ur er ow ai oa ew
ire ear ure ie au ue ph wh
ure tion tious/cious



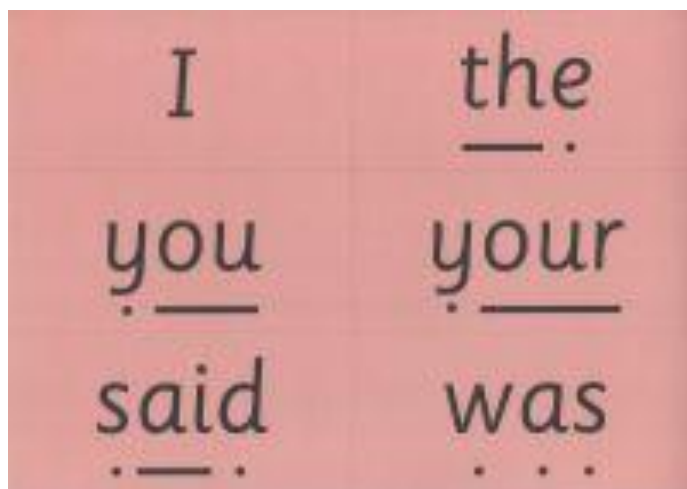
Children will also learn that for one spoken sound (phoneme) such as 'ay' – there can be a number of ways to write that sound (grapheme). For example:

play, snail, cake

All of these words have the 'ay' sound, but they are represented by different letter patterns.

After learning Set 3 Sounds and consolidating these within multi-syllabic words and written work, children then move into a RVI spelling group. This programme is for children who have secure phonics knowledge and are ready to move onto learning different spelling patterns.

What are Red Words?



These are words that are unable to be sounded out and are irregular also known as common exception words. Children simply have to learn to recognise, read and spell these words as they cannot be sounded out using any sort of phonics strategy. Children are also taught about the tricky part in the word, to help them remember why they need to be able to read the word by sight. For example, 'was' – the tricky part is 'a' because it sounds like an 'o'.

Children start learning to read and spell the red words from Reception.

In summary how and what do the children learn?

Reading

The children:

- learn all Set 1, 2 and 3 speed sounds and the corresponding letters/letter groups using simple picture prompts.
- learn to read real and alien words using sound segmenting and blending
- apply their phonics into sentences and reading books

Writing

The children:

- learn to write the letters (graphemes) which represent the sounds
- learn to write words by saying the sounds and graphemes
- learn to write simple dictated sentences using their phonics sounds
- learn to develop their own sentences and apply their phonics knowledge

Talking

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons. They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking to each other

How can I help my child at home?

- Establish a routine to include reading regularly throughout the day and the week
- Have fun with Fred Talk at home e.g. Where is your c_oa_t? Time for b_e_d!
- Encourage your child to 'Fred Talk' or 'sound out' any unfamiliar words
- Recognise 'red words' together – remember 'you can't Fred a red!'
- Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories.

Roecroft Phonics Progression Chart

The chart below details the Read Write Inc set we expect children to have completed by the end of each term/half term. This is in line with the Early Years Framework and National Curriculum expectations.

<u>Year Group and Term</u>	<u>Read Write Inc Set</u>
Reception Autumn	B
Reception Spring	D
Reception Summer	G
Year 1 Autumn	H
Year 1 Spring	I**
Year 1 Summer	J (multi-syllabic words using phonics sounds)
Year 2 Autumn 1	Consolidating phonics knowledge ready for the RWI spelling programme

Children not meeting the expected standard at the end of each term are supported through individual learning support plans and group learning support plans.