ROECROFT
Lower School

Phonics

Early Years Phonics Workshop for Parents and Carers

Thursday 22nd October 2026



Session Outcomes

- Find out about the Read-Write-Inc phonics scheme used at Roecroft
- Understand how children learn to read and write through phonics
- Correct pronunciation of sounds
- Find out ways to support your child at home
- Learn about the progression in reading and writing



What is Systematic Synthetic Phonics?

- Synthetic phonics is a method of teaching where words are broken up into the smallest units of sound (phonemes)
- Children learn to make connections between the letters of written texts (graphemes) and the sounds of spoken language.
- Children are taught how to break up words, or decode them, into individual sounds, and then blend all the way through the word.
- New sounds are not introduced in alphabetical order, and they are introduced quickly. Synthetic phonics means that children are able to read a range of easily decodable words sooner.
- This means that if a child is introduced to the sounds /m/ /s/ /a/ /t/ they can quickly read the words at, mat, sat, am, Sam etc.



Read-Write-Inc

- Read-Write- Inc phonics scheme is a is a systematic and structured approach to teaching phonics.

- From Reception, children start the Read-Write Inc Programme, which teaches all the sounds and helps children to blend to read and segment to spell, supporting both their reading and writing.

- For further information please visit: https://www.ruthmiskin.com/en/

- Overview of Read Write Inc phonics for parents https://www.youtube.com/watch?v=MbWIujM1WGM

- There are a wealth of videos on YouTube about Read Write Inc.



Phonics Vocabulary

- **Phoneme** – the spoken sound
- **Grapheme** – how the spoken sound is written down
- **Digraph** – two letters one sound
- **Trigraph** – three letters one sound
- **Split digraph** – a digraph that is split by a consonant
- **Segmenting** – breaking a word sound into the separate sounds
- **Sounding-** reading / saying the sounds of a word in order
- **Blending** – merging sounds together to create a word





Pure Sounds

- Children start to learn Set 1 sounds. There are over 40 sounds in the whole scheme and they are taught in a particular order.

- It is important when saying the sound, that children see the shape of your mouth when making the sound. Children can stand in front of a mirror to see what their mouth shape is doing.

- All single phonemes are either a 'bouncy' sound or a 'stretchy' sound. Children know whether to bounce or stretch each sound.
  - Bouncy sound- short
  - Stretchy sound- long

- **Activity 1 – Say the sound as they are shown on the board either bouncing or stretching them.**



i

S



a

p

V

t

n

C

f



th

ng

ch

kn

Saying sounds

- It is essential that children learn the pure sounds correctly as this will help them with blending sounds to read words.

- We don't say the letter names at this stage (A, E, G etc), these are taught, once children know all the sounds.

- Sound pronunciation video:

https://www.youtube.com/watch?v=yln6PpV1G1I



Saying sounds

- c-a-t, - pure sounds
- Not cuh, a, tuh – what's a cuh, a, tah?
- Not cee, ay, tee – what's a cee, ay, tee. – these are letter names
- It is also important that children don't stretch the bouncy sounds. E.g.

D-i-g = dig

D-iiiiiii-ggggg = digger



Sound Buttons

- Three types of sound buttons – dots, dashes and dives.
- When children start to read and write words in phonics, they are taught about sound buttons to identify the individual phoneme/sound in a word.
- They show children how to split a word into its individual sounds (phonemes) so they can see where one sound ends and the next begins.
- They teach children that a single sound can be made by one letter or multiple letters working together.
- Children touch or press each dot, dash or dive when saying the individual sounds and then sweep across sound buttons when blending the sounds together to read the full word.
- They act as a visual scaffold that builds confidence for early readers by making spelling and decoding concrete.



Sound Buttons - Dot •

One letter making one sound.

You will find these in all three sets of sounds.

cat sad as

robin comic



Sound Buttons - Dash

Digraph or trigraph; 2 / 3 / 4 letters that make one sound.

You will find these in all three sets of sounds.

wait

chop

light



Sound Buttons- Dive

Split- vowel digraph; 2 letters that make 1 sound, split with another consonant sound in the middle.

These begin in set 3.

cake

shine



Green Words



at	mad
sad	dad
sat	mat

- Green words are taught in school and sent home to be practised.
- These are sent home in sets from 1.1 to 1.7 throughout the Autumn Term
- The green words have sound buttons underneath. As we touch each sound button the children say the sound and use their **Fred Fingers**.
- The children are taught to blend the sounds together.
- Later, the children can cut the sound buttons off and learn to read the words on sight.
- Children can practise blending the words and writing the words at home.
- When children move onto set 2 and 3 sounds, they have new words daily in school linked to the current sound they are learning.

- **Activity 2 – Green word blending. Practise blending words aloud as a group. Look for the sound buttons as we will discuss these next.**

in

thing

_ . _

chin



from

. . . .

rain


Steve


smile


shape

Sound Buttons Activity

Dot ●

one letter making one sound.

Dash ▬

digraph or trigraph; 2 / 3 / 4 letters that make one sound.

Dive ◠

split- vowel digraph; 2 letters that make 1 sound, split with another consonant sound in the middle.

cat chop

wait cake shine

Activity 3 – Add the sound buttons to the words provided to identify sounds.



Read Write Inc. PHONICS

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dog



Read Write Inc. PHONICS

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sit



chip



Read Write Inc. PHONICS

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think



Read Write Inc. PHONICS

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spine



Read Write Inc. PHONICS

ROECROFT Lower School

flight



Read Write Inc. PHONICS

ROECROFT Lower School

shake



Read Write Inc. PHONICS

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afraid



Read Write Inc. PHONICS

ROECROFT Lower School

pay



Read Write Inc. PHONICS

ROECROFT Lower School

grand

. . . . .



Read Write Inc. PHONICS

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shark



Read Write Inc. PHONICS

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cloud



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Red Words

I	the
you	your
said	was

- During Reception we will introduce red words and send them home. This will continue into year 1.
- Red words are also known as common exception words that cannot be sounded out.
- They are called ‘red words’ because children may have to stop and think about these words.
- Children need to practise reading the words by sight and spelling them accurately in their writing. **The only way children will become confident with these is repeated consistent practise.**
- We regularly check and assess children’s red word knowledge in school.
- When children can confidently read their set of red words on sight, they will have the next set sent home. They should continue practising the spellings of them.



Red Words

Child's Name: _____ Class: _____

Red Word Record Card

Please date and sign when your child has practised their red words at home. If you would like to make a comment you can. When they have practised 5 times at home, they get a sticker and after 5 stickers they'll achieve a house point.

We monitor this regularly and assess the children's red word knowledge and sight-reading ability in school. Your child's class teacher will send home the next words when they can confidently read all the words in their current set. Please remember that children are learning to read these words on sight as they cannot sound them out and use their Fred Fingers and Fred Talk to read them.

Date	Signature	Comment
		*Sticker in school
		*Sticker in school

- Red word record card is kept in children's reading records
- Parents to date and sign when children have practised red words at home
- Children get a sticker after 5 practises, and a house point after 5 stickers



Alien Words

- These are words that are not real that children can still blend to read.
- Alien words are used to assess children's blending skills to ensure they are embedded and not simply 'remembering' words.
- Helps to show that children can apply the blending skills they have been taught to new unknown words.

Set 1 Nonsense Words – Word Time 1.7



blish

Set 1 Nonsense Words – Word Time 1.7



smath



Streaming

- Reception children are taught Set 1 sounds and green words 1.1 – 1.7 as a whole class.
- From the Spring Term, children will be streamed with other children across Key Stage 1 (years 1 and 2).
- They will revise sounds they are secure with and start learning new ones, working their way through sets 2 and 3 when they are confident with what they have already been taught.
- To progress, children **must** be able to blend real and alien words orally and by sight containing the sets of sounds they are learning.
- All children enjoy phonics sessions being in groups with other children and adults from different classes.
- Children are reassessed by class teachers and regrouped every 6-8 weeks.



Year 1 Statutory Phonics Screening

- Across the country in June, Year 1 children take part in a phonics screening check

- The screening check is designed to confirm whether children have learnt sufficient phonic decoding and blending skills. It highlights children that need further early intervention.

- Reading of the words takes approximately 15 minutes and is independent (teachers are unable to help)

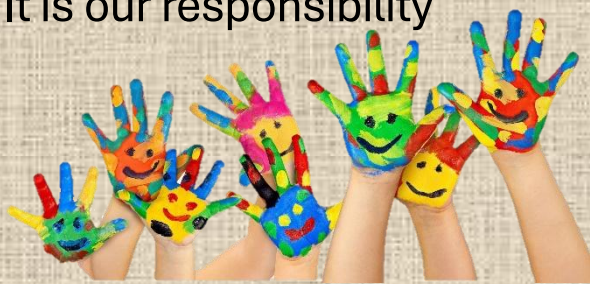
- Year 1 team will give more information during the spring term before the screening.



Reading



- The children are encouraged to apply their phonics when reading at school and at home- not for adults to tell them what the words say.
- Children have got **books or comics with words**. Ensure your child is reading to you, having a go at blending words and **tracking the words with their finger**.
- It is important for children to **re-read books more than once** to give children confidence and this is how they begin to sight read words.
- Please promote the importance of reading for enjoyment. It is **not a race to get through the stages**!
- It is, of course, still important that you enjoy reading stories to your child in addition to listening to them read their school reading book.
- It is becoming far more common that children do not know how to turn a page of a book and simply swipe a book like it is a phone or tablet. It is our responsibility as adults to encourage and model reading with them.



Comprehension

- It is important for all children to **understand** what they have read. This is known as comprehension.

- There are explicit sections in the EYFS framework as well as the year 1 and year 2 curriculum relating to comprehension skills.

- Each year group has comprehension guides that can be used to help support the development of these skills when listening to your child read. They contain examples of key questions to ask your child when they read to you at home. These can be asked before, during and after the book has been read.



Comprehension Guides



Reading Expectations- Reception Early Learning Goals

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Early Writing Skills



- Children use their phonics to write words and create sentences.
- They begin to listen to first/last sounds and are encouraged to hear sounds in the middle too and represent these in their writing.
- All children are encouraged to form their letters correctly making sure they begin from the correct starting point. Reception focus on print, year 1 learn to add on the entry flicks and year 2 onwards are taught cursive script.
- Read-Write-Inc handwriting rhymes support this in the set 1 booklet.
- Children also need to independently use finger spaces and full stops. They can use capital letters at the beginning of sentences if they are able.



Handwriting

Reception - Pure Letters

We teach these using the Read Write Inc. rhymes, as the sounds are taught.

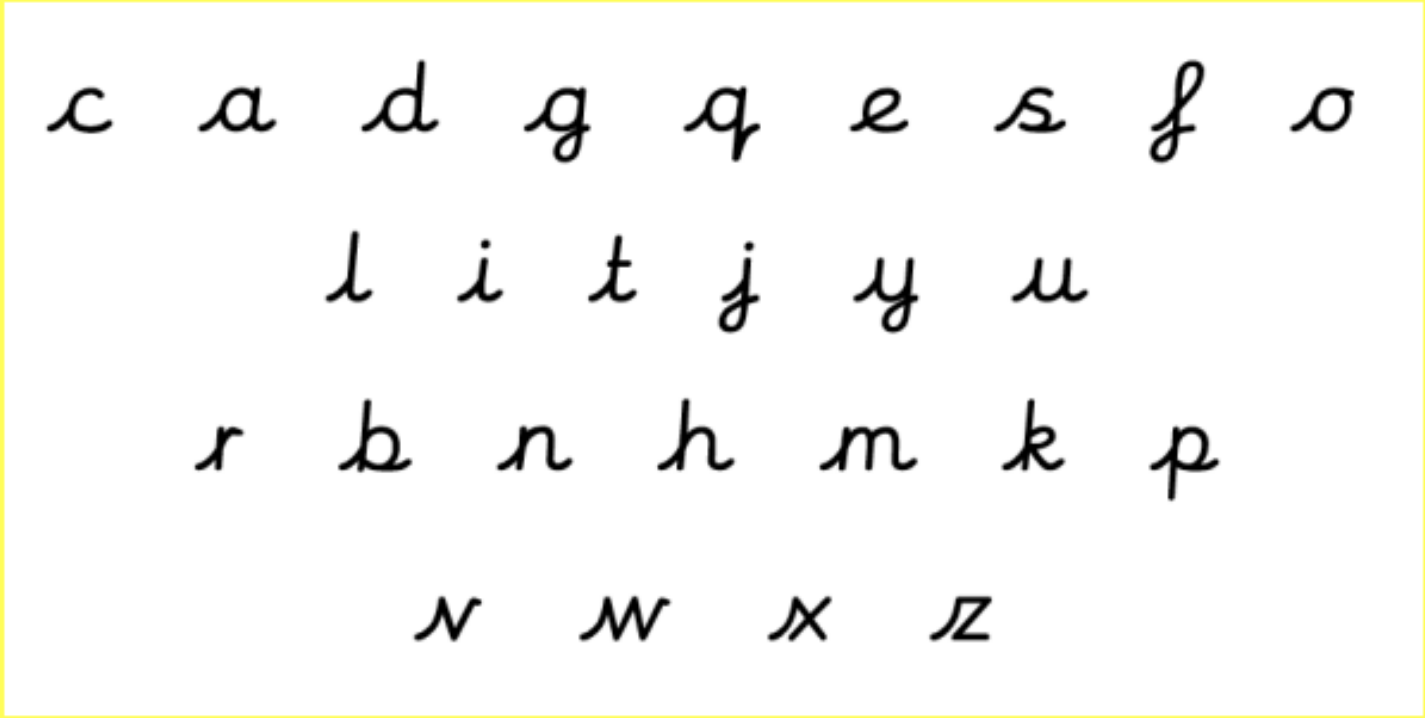
a Around the apple and down the leaf.	b Down the laces to the heel and around the toe.	c Curl around the caterpillar.	d Around the dinosaurs bottom, up his tall neck & down to his toes.	e Lift off the top and scoop out the egg.	f Down the stem and draw the leaves.
g Around the girls face, down her hair and give her a curl.	h Down the head, to his hooves and over his back.	i Down the body and dot for the head.	j Down his body, curl, dot for his head.	k Down the kangaroo's body tail and leg.	l Down the long leg.
m Down Maisie, mountain, mountain.	n Down Nobby and over his net.	o All around the orange.	p Down the pirates plait and around his face.	qu Round her head, up past her earring, down her hair,and flick.	r Down the robots back and curl over his arm.
s Slither down the snake.	t Down the tower, across the tower.	u Down and under, up to the top and draw the puddle.	v Down a wing, up a wing.	w Down, up, down, up.	x Down the arm and leg, repeat the other side.
y Down a horn, up a horn and under head.	z Zig-zag-zig.				



Handwriting

Year 1 - Letters with entry flicks

We teach these letters in the four letter families.





Handwriting

Years 2, 3 & 4 - Cursive writing

We ensure children are secure in their formation of lowercase and uppercase letters, then teach the joins needed for cursive writing.

Arm joins to small letters

ai ae am ar ci ce cu

ee ei em er ie ir iw mo mu

me mi no nu ne ni so su

se su uo uw ue zo

Arm joins to ascenders

ab al ak at ck ch eb ef

el et it ik if mb mt ml

nk nt sk st sh ul ub ue

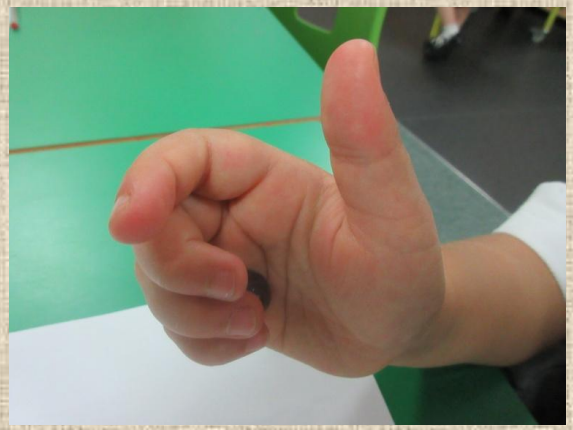


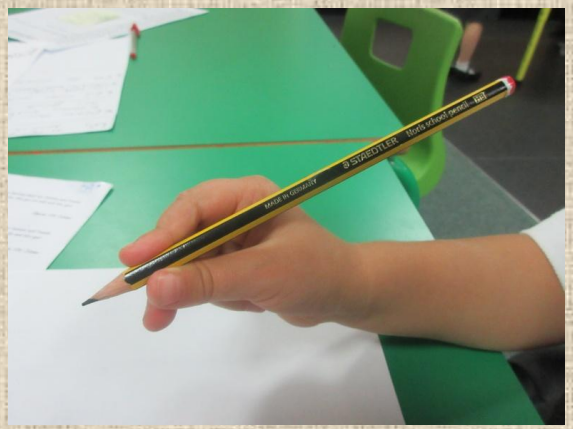
Pencil Grip

- Children are expected to hold a pencil with a tri-pod grip. This is stated in the EYFS statutory framework.

- This is a key part of their fine motor development that we assess against.

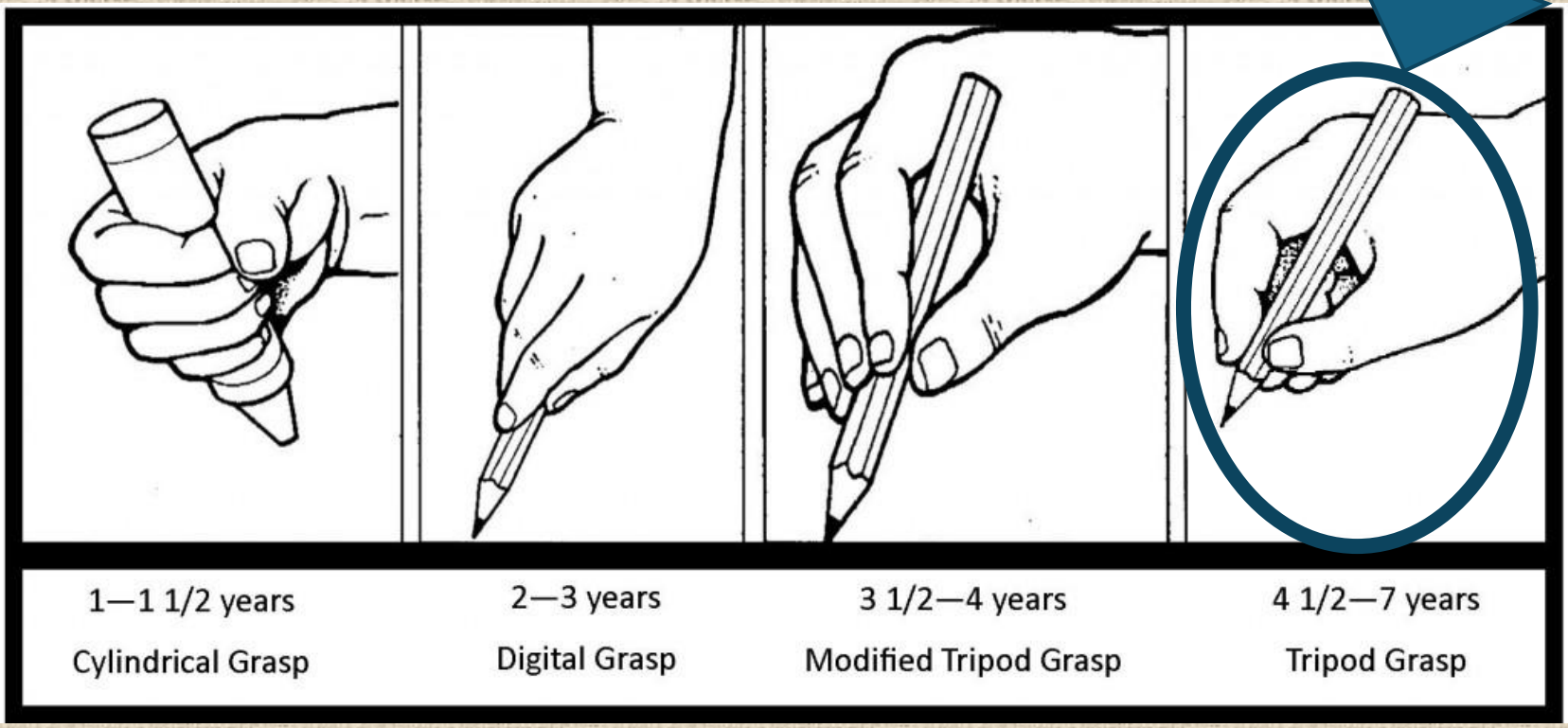
- It is often quite helpful for children to hold something small in their hand, for example a marble, to help them develop an effective hold.







Pencil Grip



1—1 1/2 years	2—3 years	3 1/2—4 years	4 1/2—7 years
Cylindrical Grasp	Digital Grasp	Modified Tripod Grasp	Tripod Grasp



Progression in Writing

- Huge focus on the use of phonics and sounding out words throughout all stages of writing.
- Until children are learning the correct spellings of words, they are writing down the sounds they can hear, irrespective of how the word is spelt.
- This can be broken down into stages:
    1. Listening for and writing initial sounds
    2. Listening for and writing initial and end sounds
    3. Listening for and writing sounds throughout words
    4. Independently sounding out words, writing them down and applying phonics- not relying on adult support to stretch out words
    5. Using finger spaces and full stops independently
    6. Correct spellings of red words
    7. Writing independently using capital letters in the correct places
    8. Writing multiple sentences. extended pieces of work



Writing Expectations- Reception Early Learning Goal

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



Activity – write a sentence

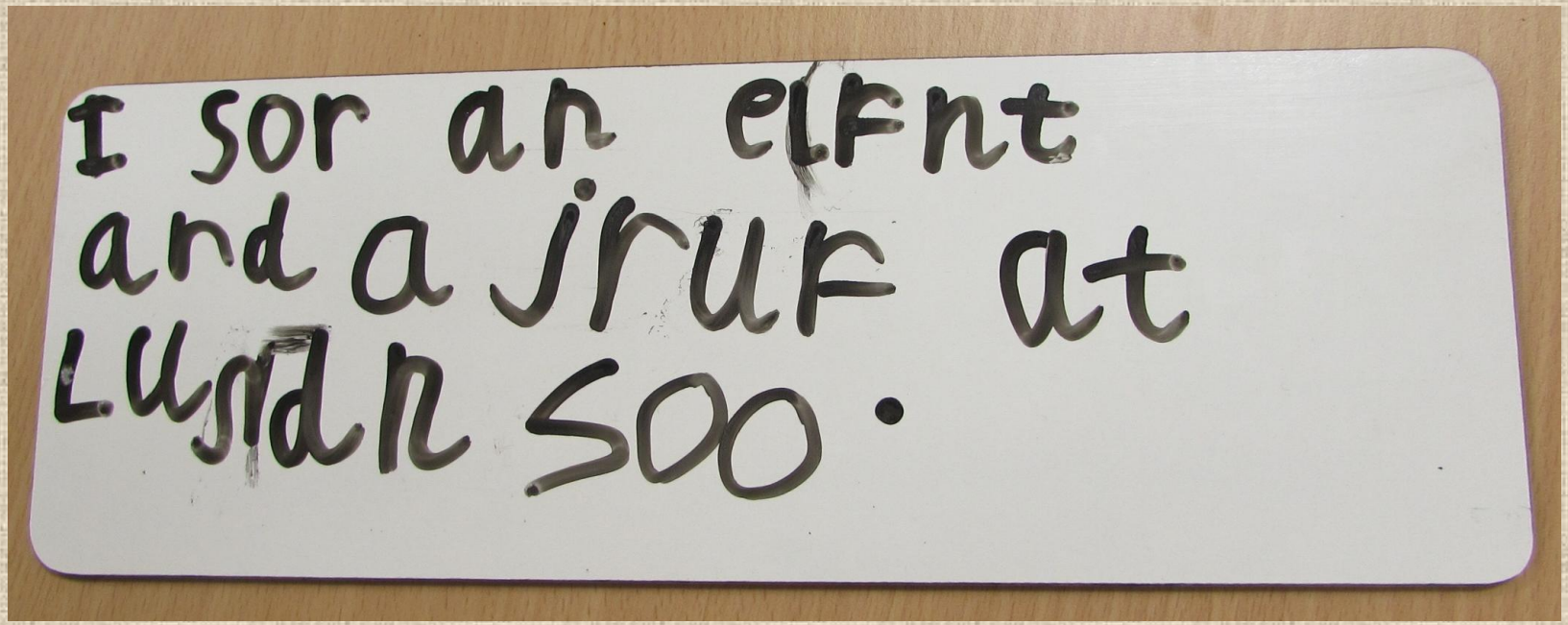
- Activity 4 - Have a go at writing this sentence as the children would, using phonic knowledge and sounding out the words.

I saw an elephant and a giraffe at London Zoo.



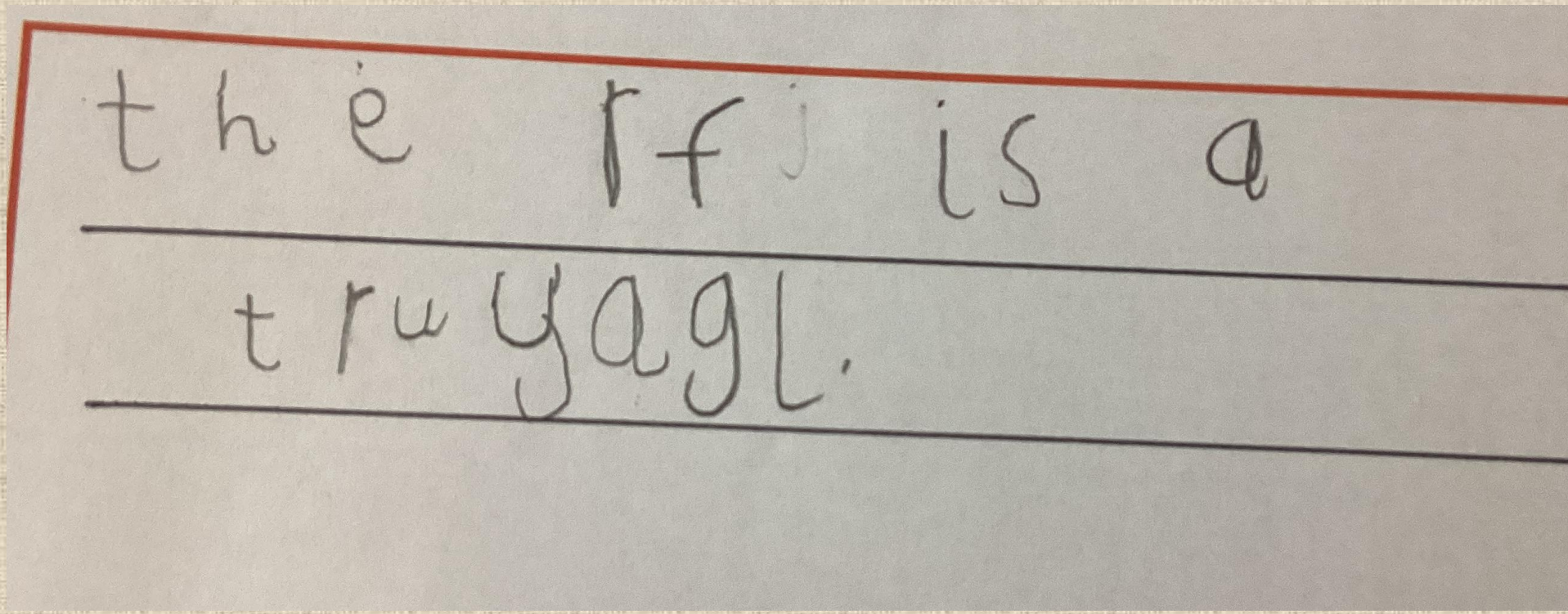
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Sounding out using phonics



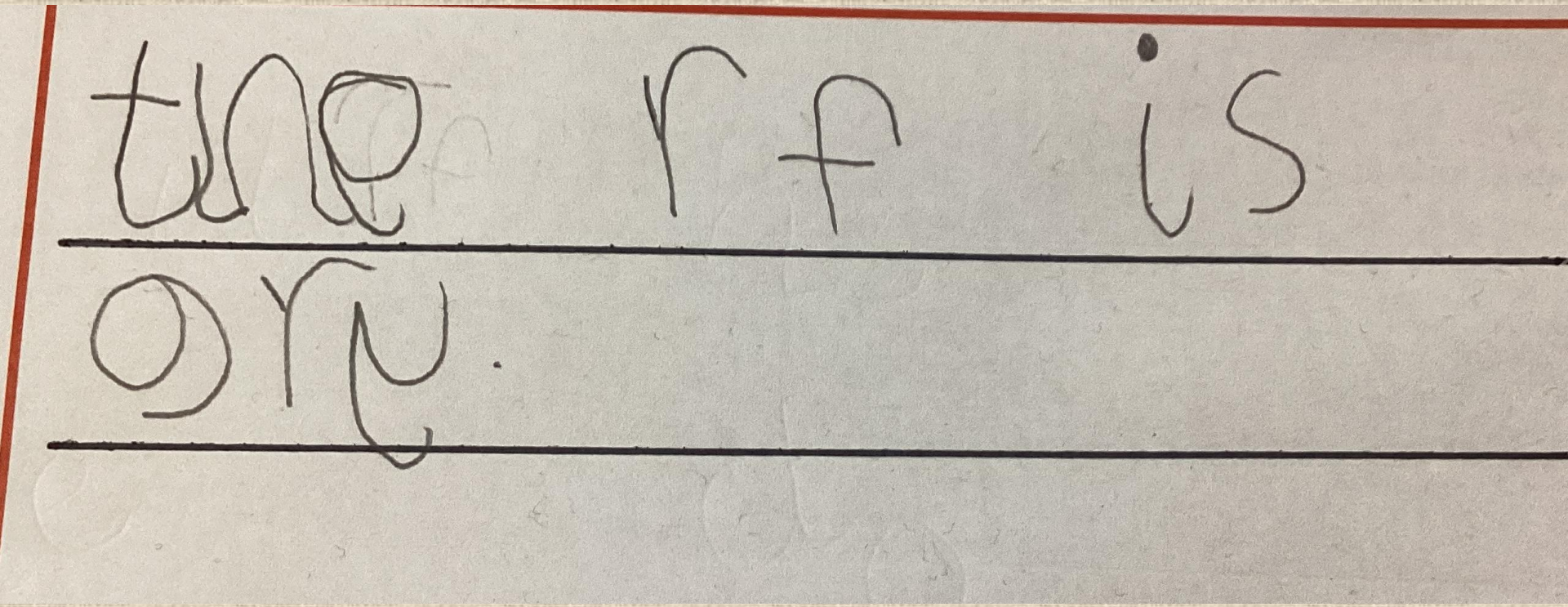


Listening for sounds in words



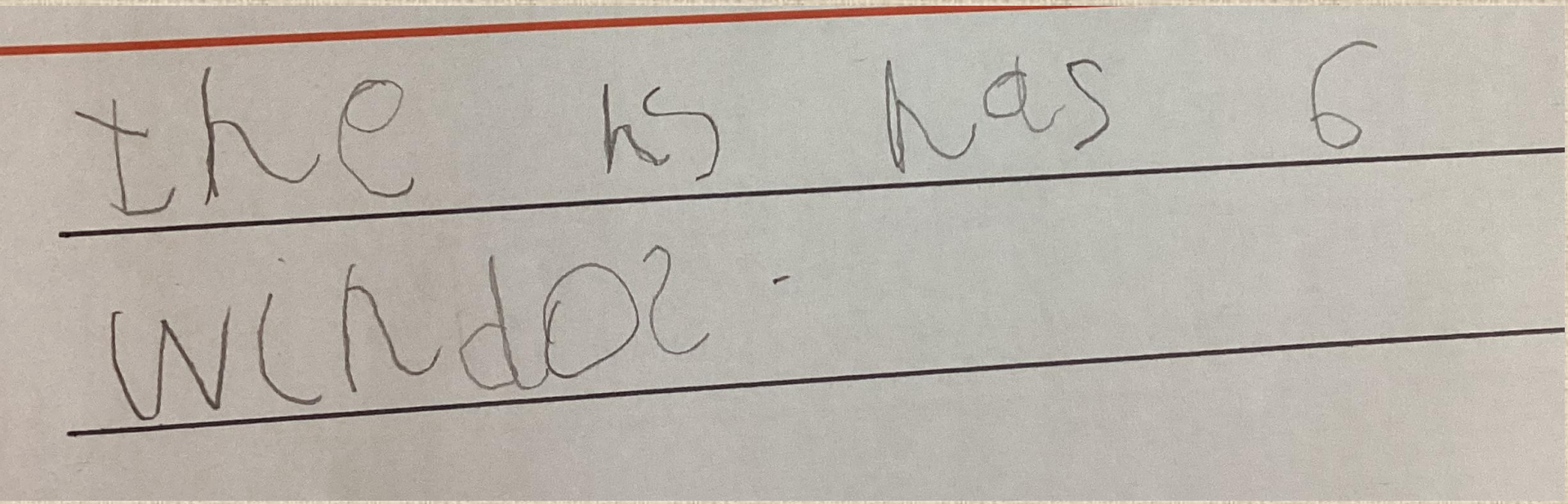


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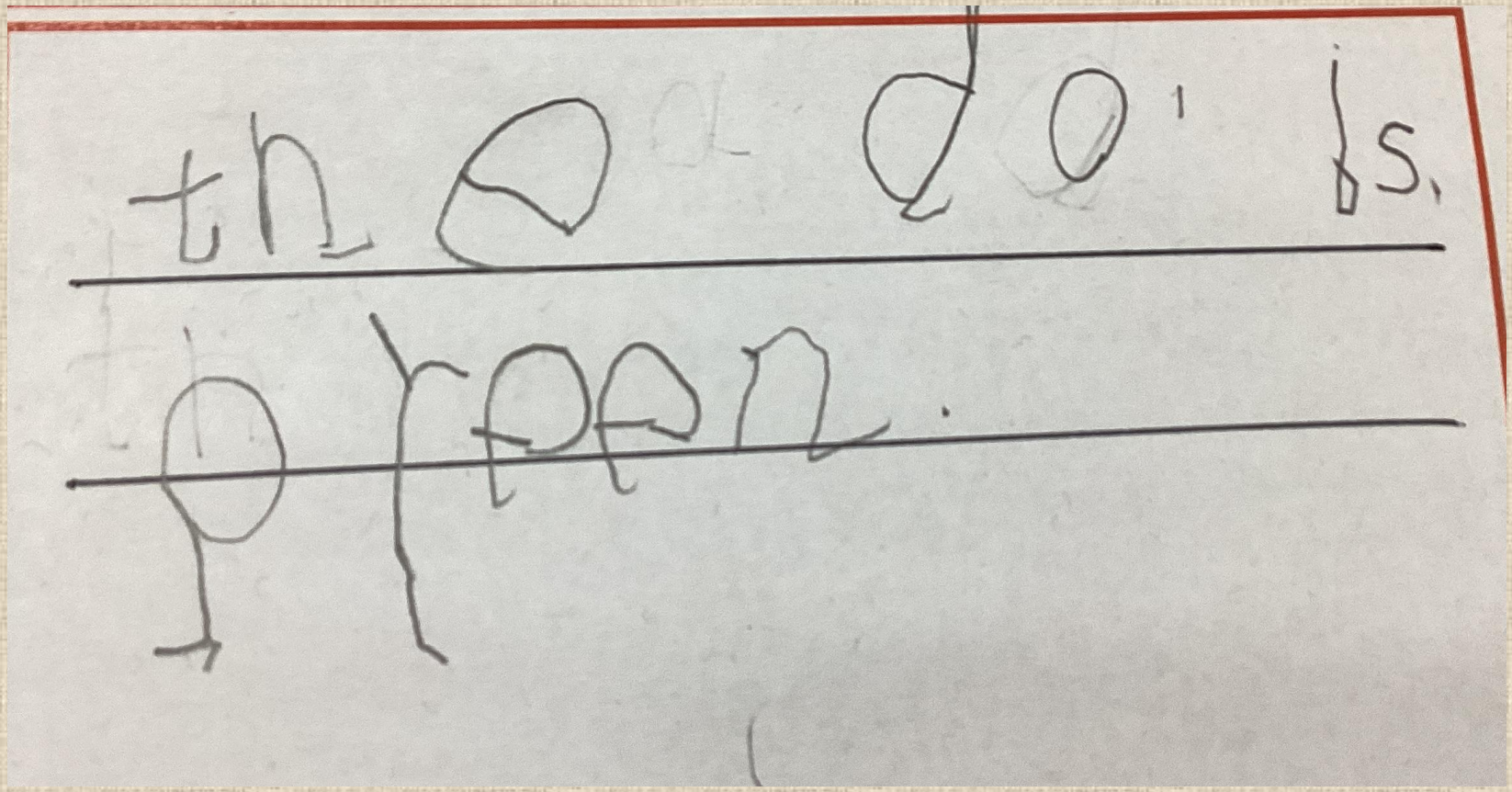


Listening for sounds in words



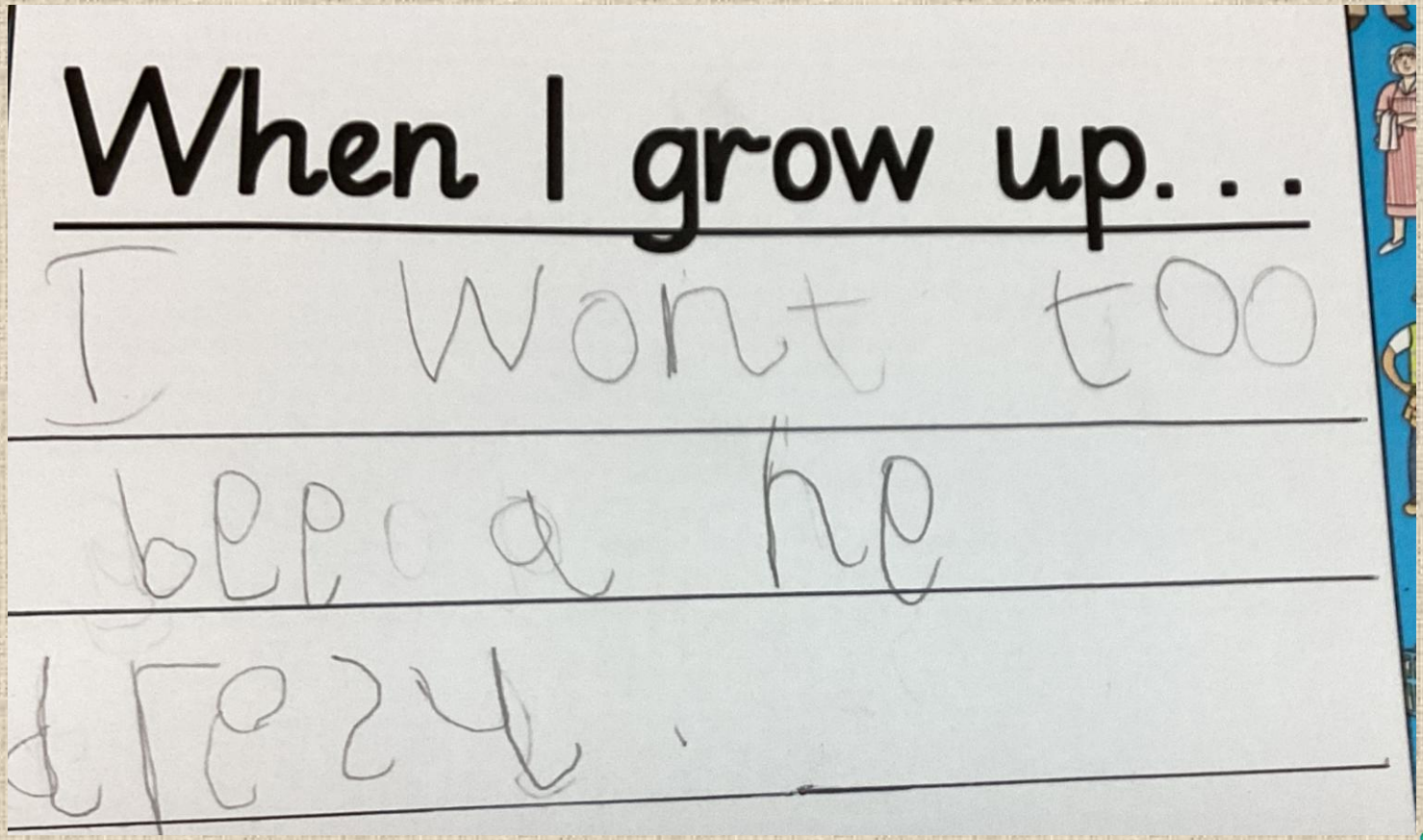


Listening for sounds in words



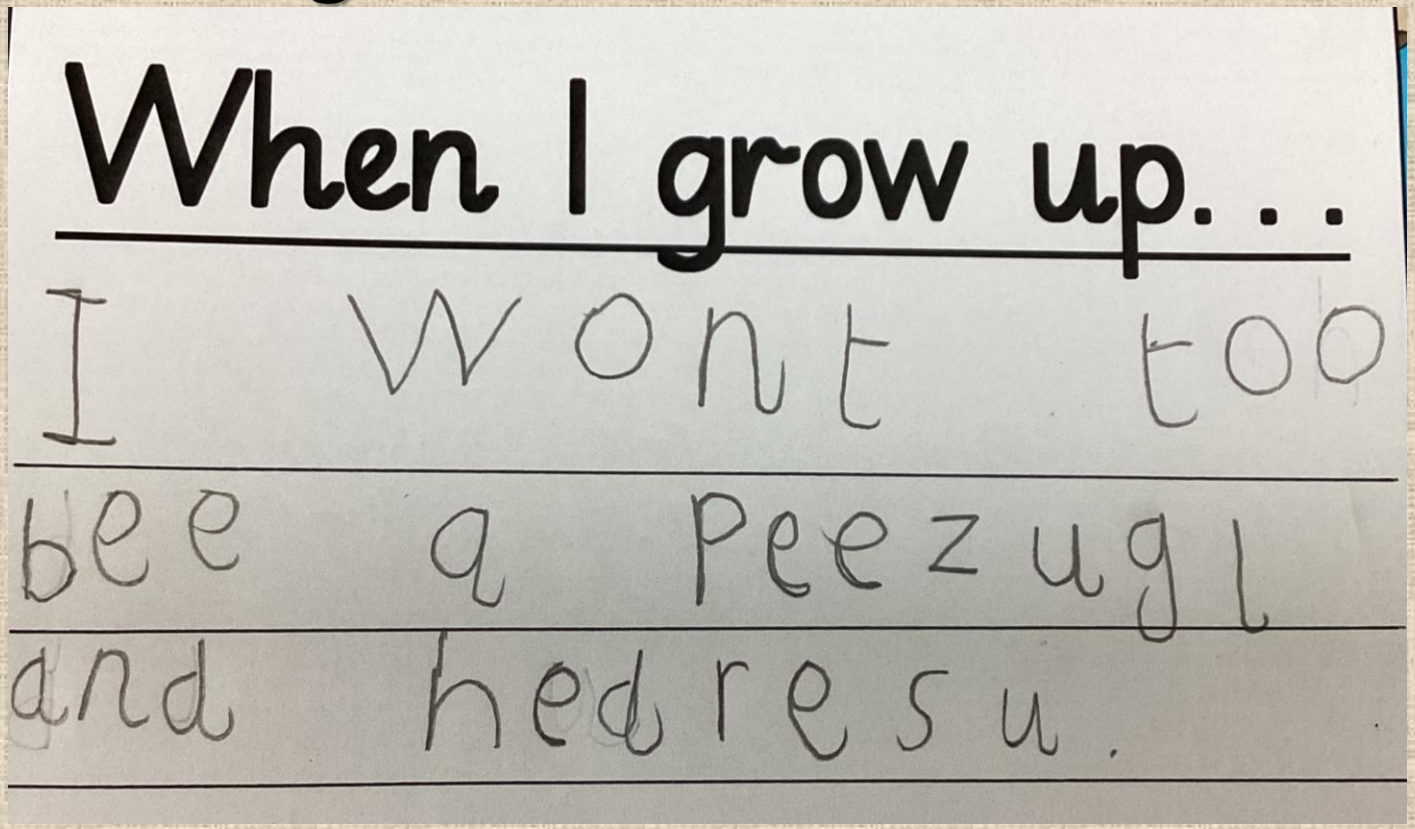


Listening for sounds in words



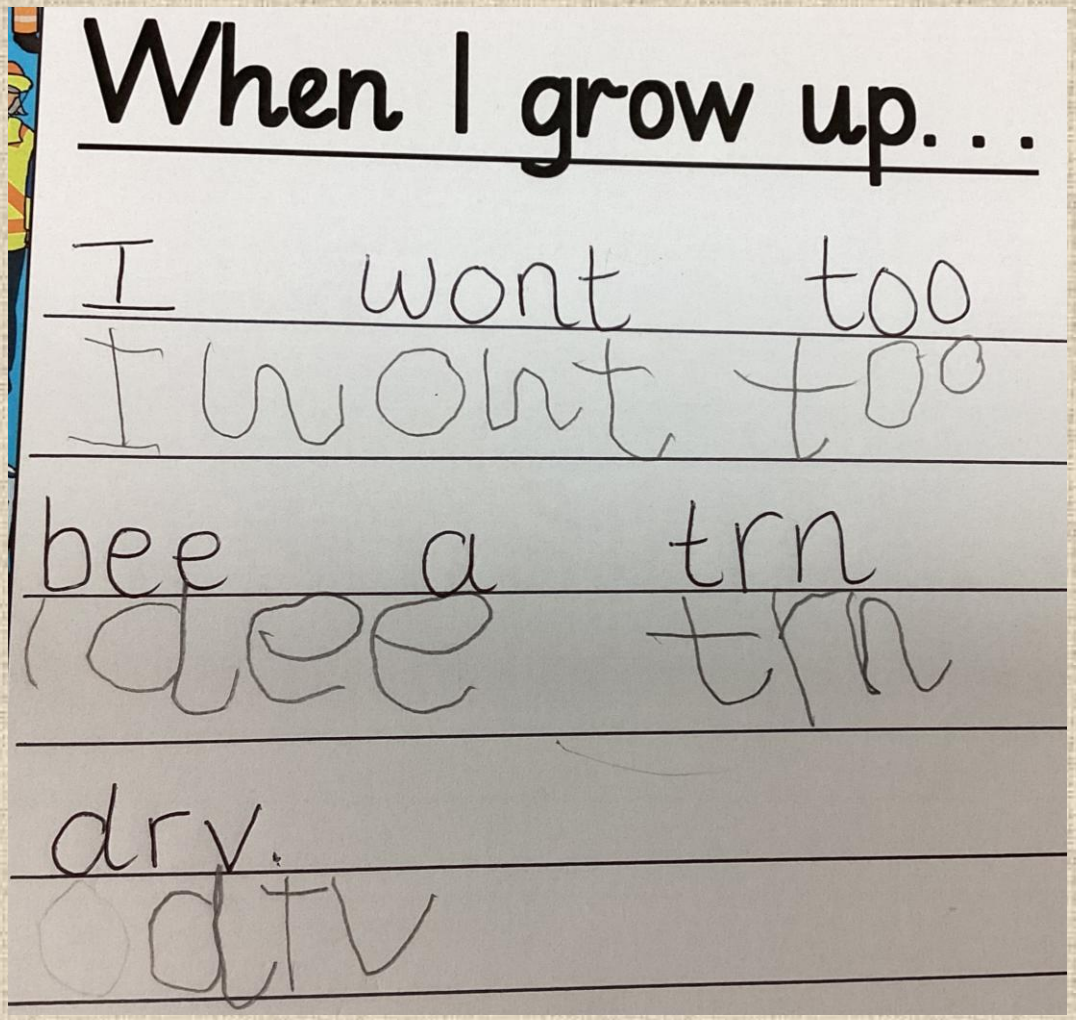


Listening for sounds in words



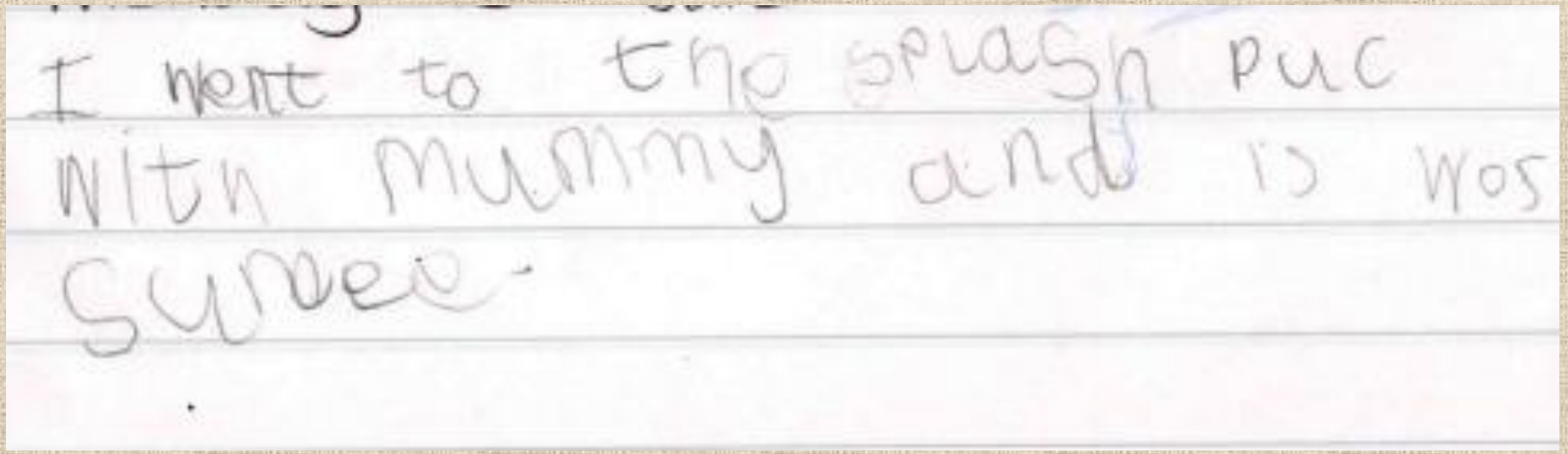


Listening for sounds in words





Independent writing- Reception

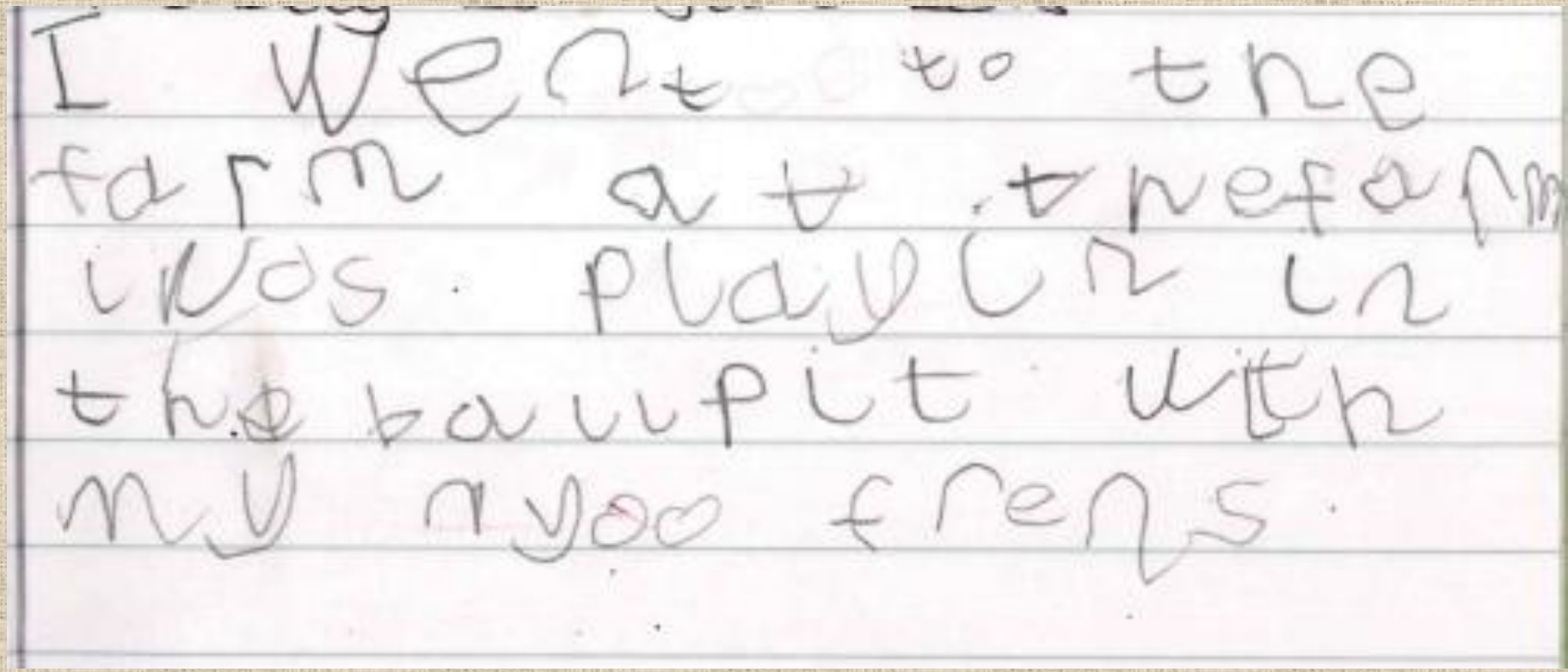


Correct spelling of red words- I, the, to

Accurate letter formation, full stop, finger spaces



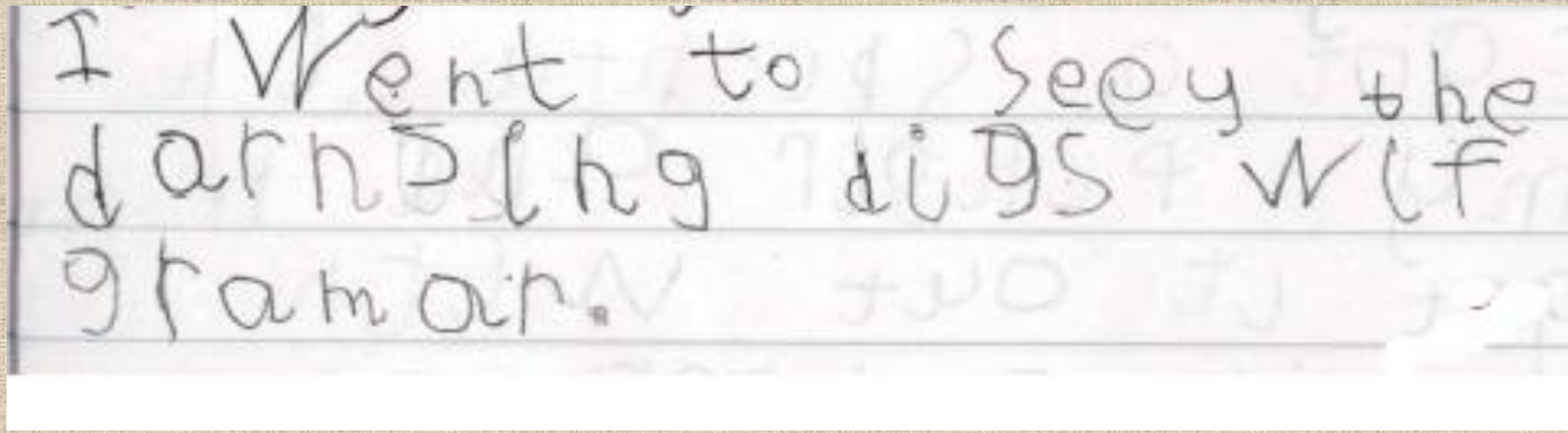
Independent writing- Reception



Correct spelling of red words- I, to, the, my
Accurate letter formation, full stop, finger spaces



Independent writing- Reception



Correct spelling of red words- I, to, the,
Accurate letter formation, full stop, finger spaces



Independent writing- Reception

I did go to the
theartir and I did
Woch Madigasgir.
arfdif that I got
a mr makeir magil
magseen and I
made monstoos.

Correct spelling of red words- I, the, go, to, Mr
Accurate letter formation and on lines, finger spaces



Independent writing- Reception

My mum ran a hart
Marthon and wun a
Medel then She Was hot
She ran wen it Was hot.
Then She caym thurd
Tene ran with mummy.
then mum caym home and
Dad cookd a barcyoo.

Correct spelling of red words- my, she, was
Accurate letter formation on lines, finger spaces, capital letters



Independent writing- Reception

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I went to the shop and I lockt at some toys and then we got some strorbrees. I stade nome and I plaYd a game and the game was calld domanos and the next game was calld spoty dogs.

Continued on next slide.....



Independent writing- Reception

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And artfel that
I weat out side
and I playd foot ball
and I Playd Kach With
my ball and I playd
barskIt ball and then
I went in Side and
then I made a dog
Out of my Play and
I yoost broun and
White and biak.

Correct spelling of red words- I, to, the, some, we, called, out, my
Accurate letter formation on lines, full stop, finger spaces, capital letters



Thank you!

- Thank you for coming to the phonics workshop and we hope you have found it informative and useful in further supporting your child with their phonics, reading and writing.

- Any questions?

- Please fill in the evaluation form and put into the box provided on your way out.

