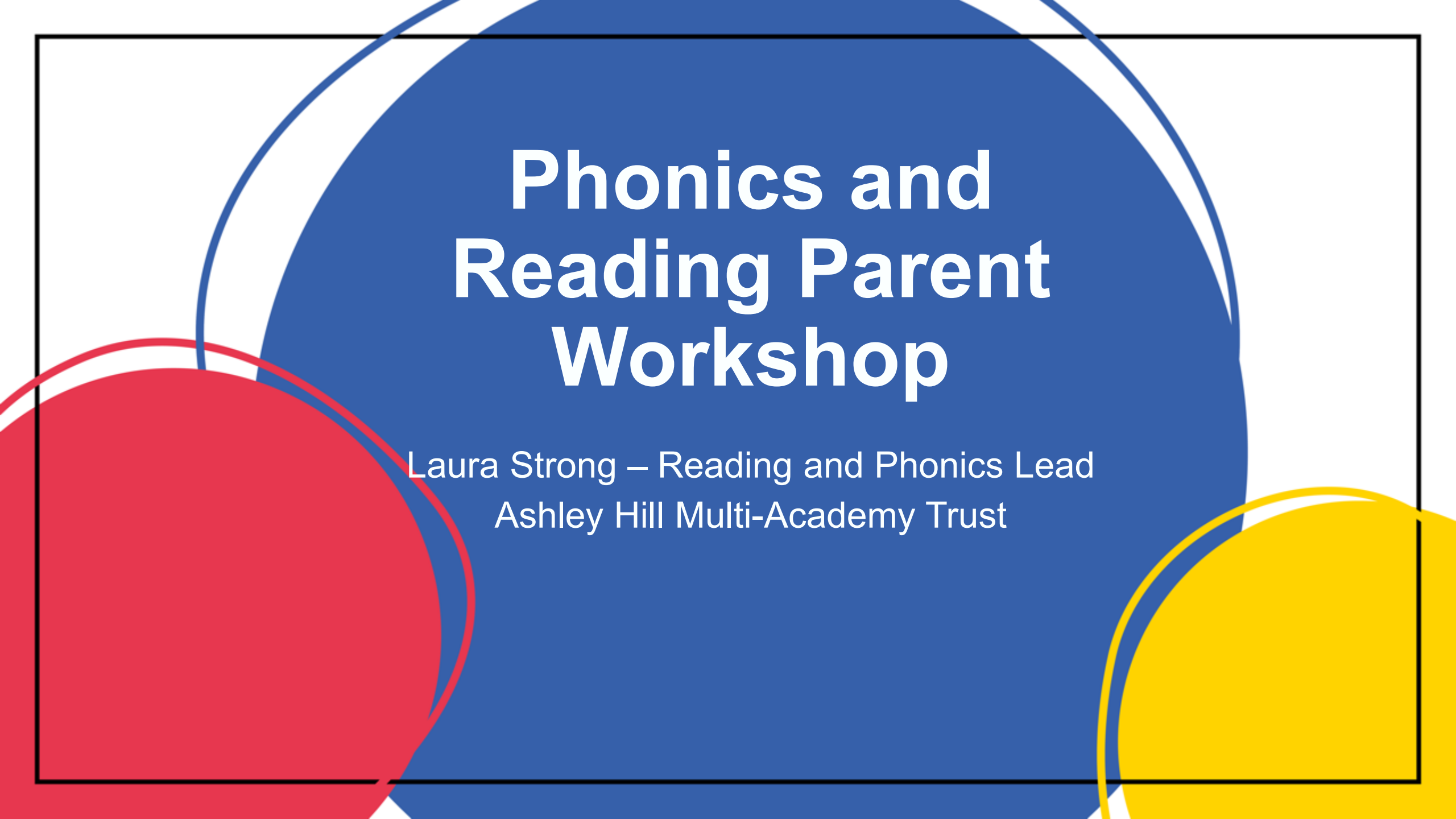




Phonics and Reading Parent Workshop

Laura Strong – Reading and Phonics Lead
Ashley Hill Multi-Academy Trust

Contents

- What is phonics?
- Set 1 and blending skills
- Set 2 and 3
- Read Write Inc terminology
- Developing fluency and the power of reading at home
- Year 1 phonics screening check
- Questions

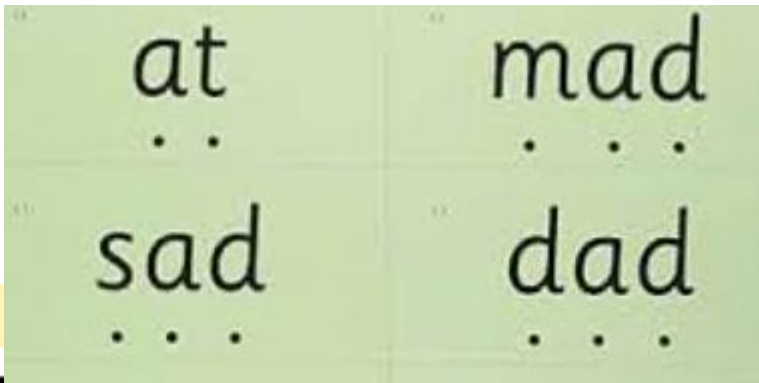
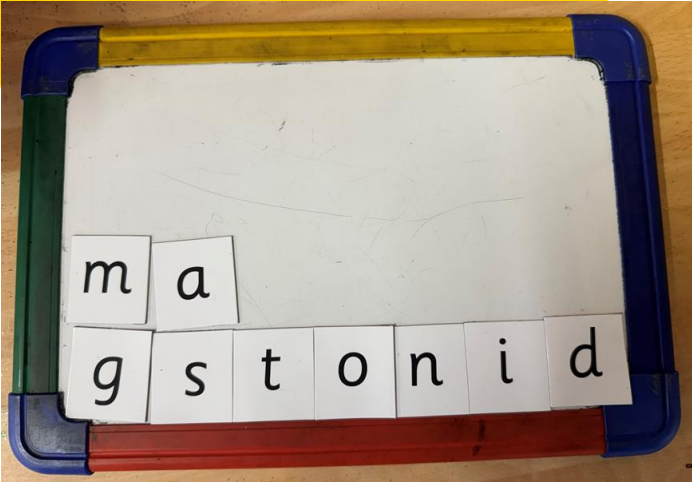
What is phonics?

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

Read Write Inc.
Phonics

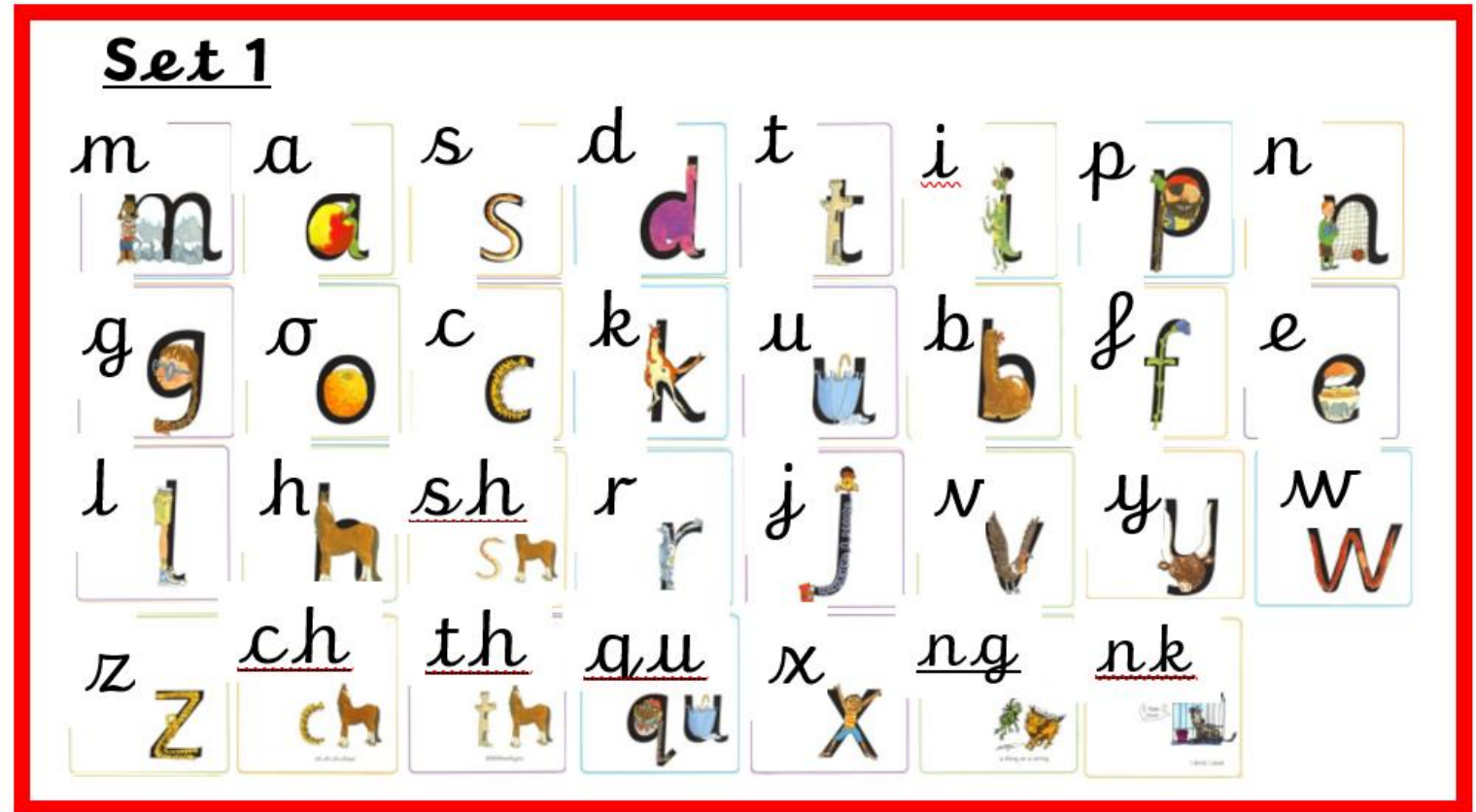
- **Phonics is learning the sounds that letters make.**
- Phonics helps children learn to read and write by teaching them to:
- **Recognise sounds (phonemes)** in spoken words
- **Match sounds to letters** or groups of letters (graphemes)
- **Blend sounds together** to read new words
 - c-a-t → cat
- **Segment words into sounds** to help with spelling
 - dog → d-o-g
- **Why is phonics important?**
- Builds strong early reading skills
- Helps children “decode” unfamiliar words
- Supports accurate spelling
- Develops confidence and fluency
- Provides the foundations for comprehension and lifelong reading
- **In short:**
Phonics gives children the tools to crack the code of reading!
- **At Ashley Hill Multi Academy Trust, our phonics scheme is Read, Write, Inc.**

Set 1 and Blending



- When children begin their reading journey, they start by learning the **Set 1 sounds** and **how to blend**.
- At this stage, pupils learn to *recognise*, *read* and *write* the individual sounds. They also practise **oral blending**, where the teacher says the separate sounds in a word and the children blend them together using listening skills.
- Once children are confident with oral blending, they progress to **reading whole words**. This is a more challenging step, as they must blend the sounds using their *own* voice, rather than the teacher's, to read the word accurately.

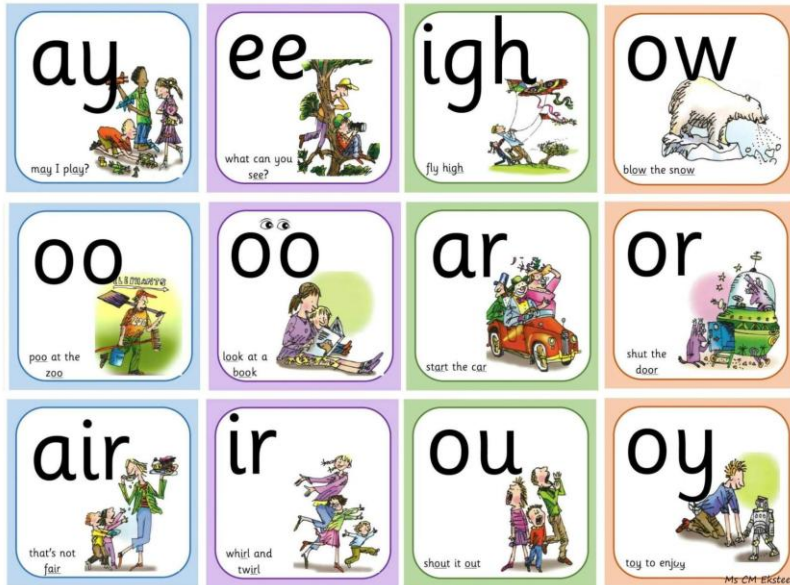
Set 1 and Blending



- Set 1 sounds are introduced in a specific sequence to enable children to read as many words as possible from the very beginning. Pure sounds ('ssss' rather than 'suh').
- Read, Write, Inc uses mnemonics to help children retain sounds. A mnemonic is a simple phrase, picture, or saying that helps children remember something more easily.
- Once all single-letter sounds have been taught, children are introduced to “**special friends**”. These are sounds made up of two or more letters that represent one sound.

Set 2 and Set 3

Set 2 Speed Sound Map



- Once children have securely mastered the Set 1 sounds and are confident with blending, they move on to learning the **Set 2** and then **Set 3** sounds.
- Set 2 sounds include the remaining common sounds used in spoken English. After learning these, children are able to *phonetically* attempt to spell any word in the English language.
- To support spelling, children are taught to “**pinch**” the **sounds** in a word on their fingers, identifying each sound in sequence before writing it.

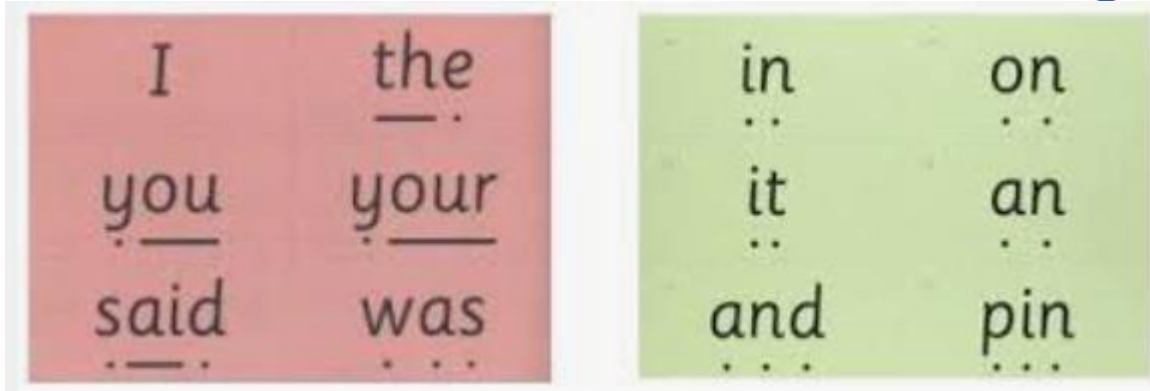
Set 2 and Set 3

Set 3



- Set 2 and Set 3 lessons follow a very similar structure. However, when children begin learning **Set 3 sounds**, they are encouraged to use **letter names** as well as the sounds.
- Both sets include a **mnemonic**, a short, memorable rhyming phrase, to help children remember and retain each sound effectively.

Read, Write, Inc. Terminology



- Green words
- Red words
- Special friends
- Fred talk
- Fred in your head

Developing fluency



- The most effective way to develop a child's fluency is through **revisiting and rereading books and words**. Children are encouraged to read each book **at least three times** before it is changed.
- A suggested approach for reading at home:
- **Day 1 – Phonics Focus:**
Take time to decode each word carefully.
- **Day 2 – Silent Reading & Sight Words:**
Encourage your child to read "in their head" (Fred in your head). Use strategies such as *my turn, your turn* to support them.
- **Day 3 – Fluency & Expression:**
Focus on reading smoothly with expression. Discuss the questions at the back of the book to develop comprehension.

Reading and Vocabulary

- **Key Facts: Reading and the Vocabulary Gap**
- **Children who are read to regularly hear far more words**
- **By age 5, a child read to **daily** may hear **almost 300,000 words from books.****
- **A child **rarely** read to may hear **fewer than 5,000 words from books.****



- Children who are regularly read to are more likely to:
- Have **larger vocabularies**
- Find it easier to **learn to read**
- Have **stronger understanding of texts**
- Do **better across the curriculum**

Section 1

chip

hill

jars

shack

Page 9 of 24

Section 1

fod



bep



zat



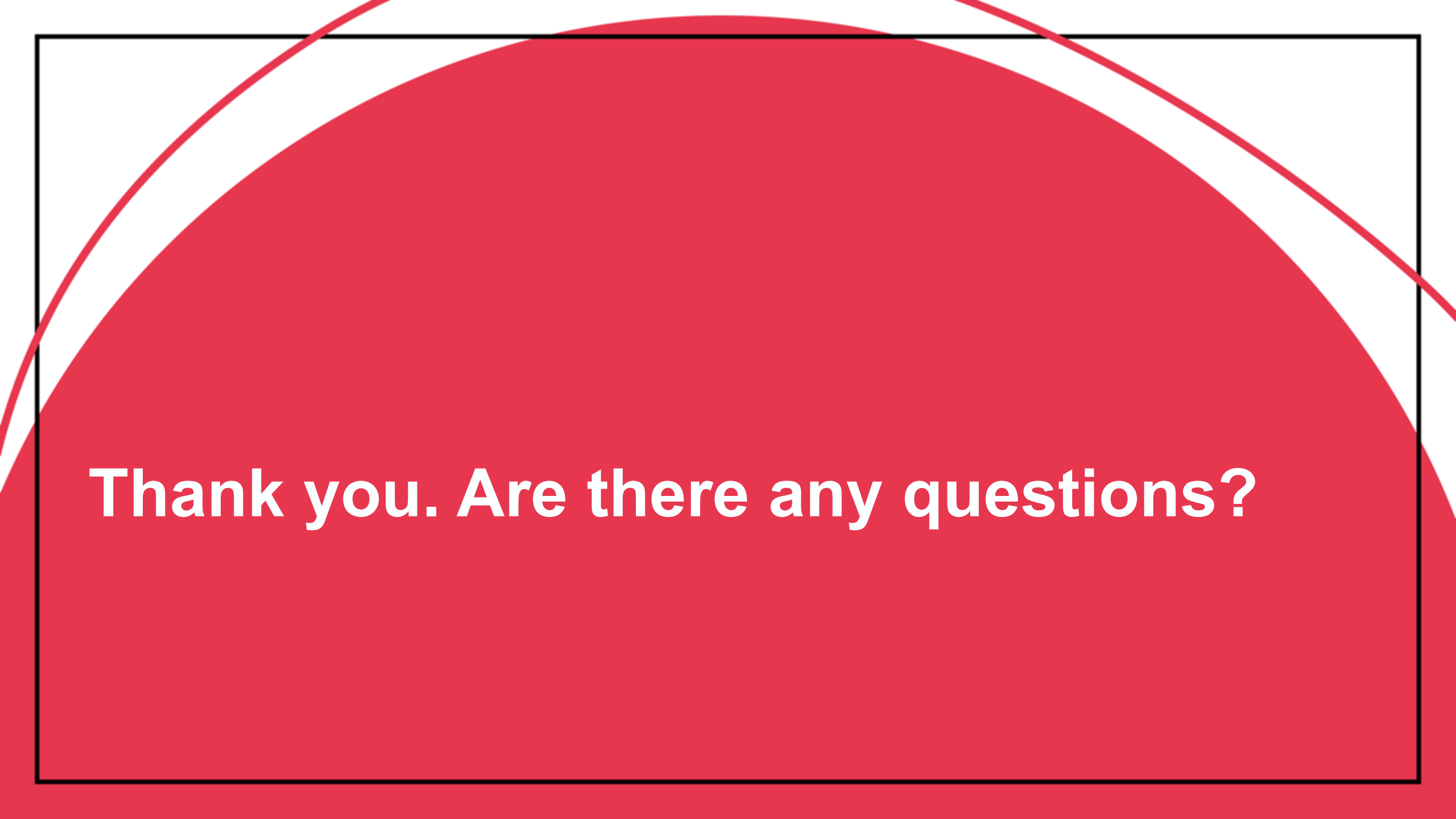
ult



Page 3 of 24

Phonics Screening Check

- **What is it?**
The Phonics Screening Check is an assessment taken by all Year 1 children to check their understanding of phonics. It helps teachers see how well children can use their phonics knowledge to read words.
- **What does it involve?**
- Children read **40 words** aloud, a mix of real words and “alien” (nonsense) words.
- It usually takes about **5–10 minutes** per child.

A large red semi-circle is positioned in the upper half of the slide, with its flat edge at the bottom. A thin red line follows the curve of the semi-circle's top edge. The entire slide is enclosed in a black rectangular border.

Thank you. Are there any questions?