



An introduction to phonics at Stanburn.



Stanburn Primary School

*Believe, Achieve, Succeed
Learning Without Limits*

RECEPTION PHONICS OCTOBER 2025

How do I use the Virtual Classroom?

We will send you links to the films via Class Dojo.

When you receive the link, simply click on it . . . and press play.

1. Set aside 10 minutes to watch a film with your child each day.
2. Find a quiet space for your child to watch the film on a laptop or tablet.
3. Praise your child as they join in with the lesson – make it fun!

The more they practise using these films, the quicker they'll learn to read.

Reading changes everything

Teach a child to read, keep that child reading and we will change everything.

And I mean everything.

(Jeanette Winterson)

This is what we believe here at Stanburn.

Research shows that children who learn to read early go on to succeed both in school and in life. This is why we prioritise teaching pupils to read across our entire school.

These slides begin to explain how your child will start to learn to read using the Read Write Inc. Phonics programme in Reception.

What is phonics?

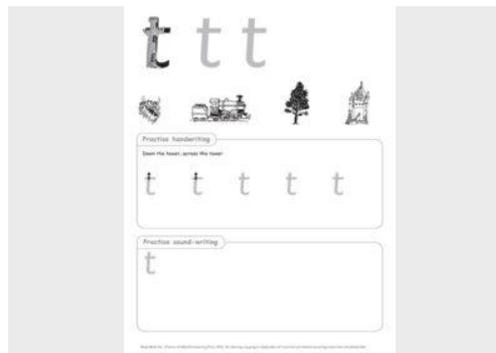
Sounds: All words are made up of individual **sounds**. These sounds are blended together to form words.

e.g. in 'mat' we have the sounds 'm', 'a', 't', ship – 'sh', 'i', 'p'.

mat

ship

Graphemes: A grapheme is another name for the letters we use to write the sound. It's spelling of a sound on the page.



What is phonics?

Using phonics, children learn to read by saying each sound and blending them to read a word.

'm – a – t' = mat

mat

Children learn to spell by segmenting a word into sounds and writing the matching graphemes.

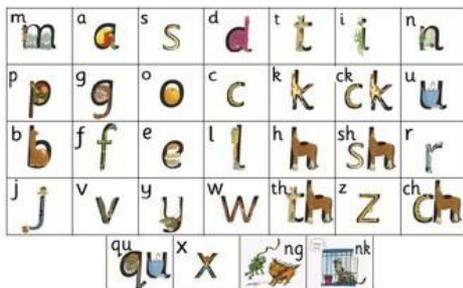
'sh – i – p' =

ship

What is phonics?

- Children are taught Phonics **systematically**.
- They learn the sounds letters makes, what these letters look like and how they are formed when writing (**grapheme-phoneme correspondence**).
- This is taught systematically from very simple single letters that make one sound (m, a, s, p) to more complex combinations of two/ three letters that make one sound (sh, th, air, aw).

Set 1 Sounds



Set 2 Sounds



Set 3 Sounds



English alphabetic code

We use 44 sounds to make all the words in the English language but there are only 26 letters in the alphabet.

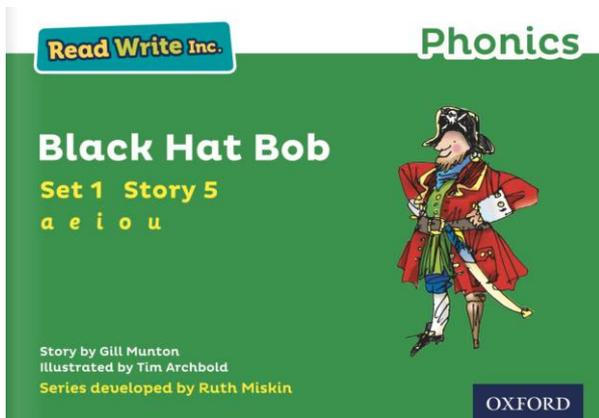
The 26 letters work alone, in pairs and sometimes in threes to represent one sound.

We have to group letters together to write some sounds e.g. 'igh', 'air'.

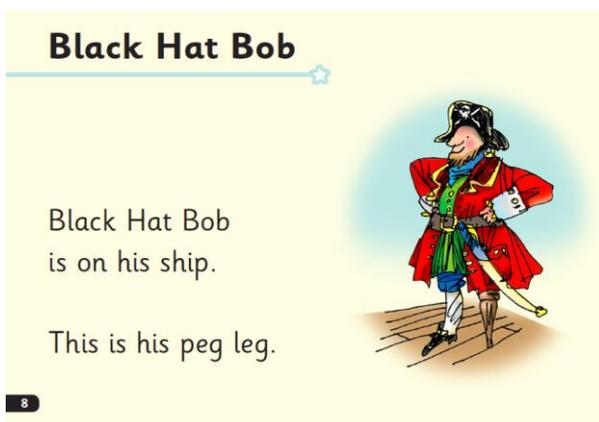
In English we have more than 150 ways to represent 44 sounds, using the 26 letters in the alphabet.

This makes our language one of the most complex in the world!

Who is Read Write Inc. for?

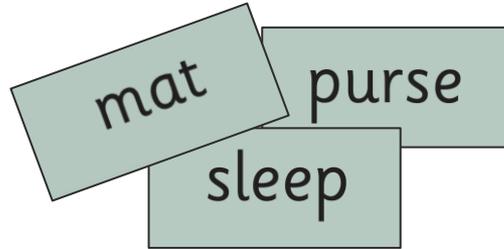
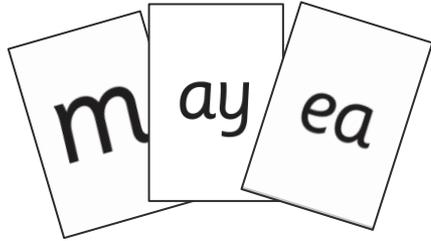


Phonics is for children in Reception, Y1 and Y2 who are learning to read.



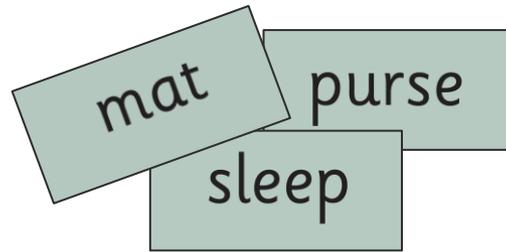
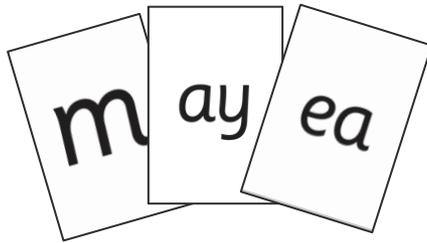
Phonics is also for children in Y3 and Y4 who haven't met the KS1 reading expectations.

Read Write Inc. Phonics daily lessons



What *Read Write Inc.* does is simple - we teach children to read and write sounds, children practise reading and spelling words containing these sounds, then we give children decodable books containing sounds and words they can read.

Read Write Inc. Phonics daily lessons



They read each Storybook three times at school and again with you at home.

On each reading, children's fluency increases and the more they can focus on what the story is about.

Children also learn to spell the words they have been reading and develop their ideas into sentences so that they can write about the Storybooks they read.

Progress groups

- **Group children by phonic stages.**

In the same way as children learning to swim, play the violin or learn tai kwondo, while your children are learning to read, they work in progress groups to master each level of phonics and reading.

- **Teach to the group's challenge level.**

Children work in these progress group for a full session each day. This means they are learning at their 'challenge' level for everyday in school – five days a week.

- **Re-assess all children every half term.**

Teachers assess and re-group the children every half-term. This allows us to whisk children through the phonic stages as quickly as possible.

One-to-one tutoring – ‘keep up, not catch up!’



- We want to make sure every child learns to read in our school.
- Some children need extra practice when learning to read so we teach these children one-to-one for ten minutes every day – on top of their group lesson.
- We make sure they ‘keep up’ from the beginning and don’t need ‘catch up’ later on.

Speed Sounds Set 1 and Set 2

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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Read Write Inc, Phonics makes learning to read easy for children because we start by teaching them just one way of reading and writing every sound. Here they are on the Simple Speed Sounds chart.

We teach Set 1 sounds first - (sounds as far as a e i o u). Then Set 2 – one way to read and write each of the long vowel sounds.

Pure Sounds (ruthmiskin.com)

Sound pronunciation guide



Children need to know sounds – not letter names – to read words.
We say the sounds in a way to make them easy to blend into a word.
We aim to eliminate the 'uh' at the end of the sound. This is called a 'schwa' sound.

We say 'c' 'a' 't' rather than cuh a tuh.

Speed Sounds Set 3

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Once children know how to read Set 2 sounds, they start to learn Set 3 sounds.

These are different ways to read and spell Set 2 sounds.

We call these Set 3 sounds, but actually they are the same sounds as in Set 2 but with a different spelling. We say "same sound, different spelling".

Meet Fred



Let me introduce you to Fred.

Fred helps children learn to blend sounds into a word.

Fred can only speak in sounds. He says d-o-g, h-a-t etc.

He says the sounds c-a-t, and then children help him to say the word.

This is how we **quickly** teach **all of our children** to blend orally.

We practise blending orally so children will find word-reading easier.

'Special Friends', 'Fred Talk'

1.6

ship

Children will be able to read all of the words in the Storybook.

If they hesitate, remind them to read the word using 'Special Friends, Fred Talk,'.

For example, this means they spot the 'sh', then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship.

Black Hat Bob



Black Hat Bob is on his ship.

This is his peg leg.



Red Words

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

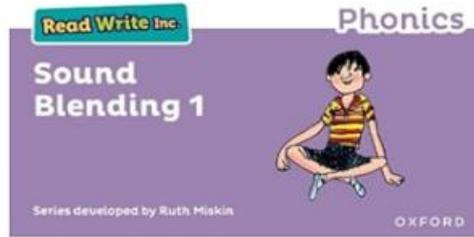
Some words are ‘tricky’ because they contain letters that don’t match the sounds the child has been taught.

For example, ‘said’ has ‘ai’ making an ‘e’ sound.

We teach these common exception words as **Red words**.

In the early Storybooks, these words are printed in red text. Remind your child **not to use Fred Talk** to read Red words. Instead they need to stop and think if they know the word. **Tell them the word if needed.**

Which books will children bring home?



In your child's book bag, they will bring home:

- A phonetically decodable book linked to the sounds they have just been learning that week in class. This book is sent home to practise reading letters and words they can already read and to help children recognise sounds and words quickly. After one week the children should be able to read this book independently.
- They will also take home a storybook to share with you which the child picks to read with an adult for pleasure. You can read the story to them or they can retell the story by looking at the pictures. They are not expected to read the story themselves.

Which books will children bring home?



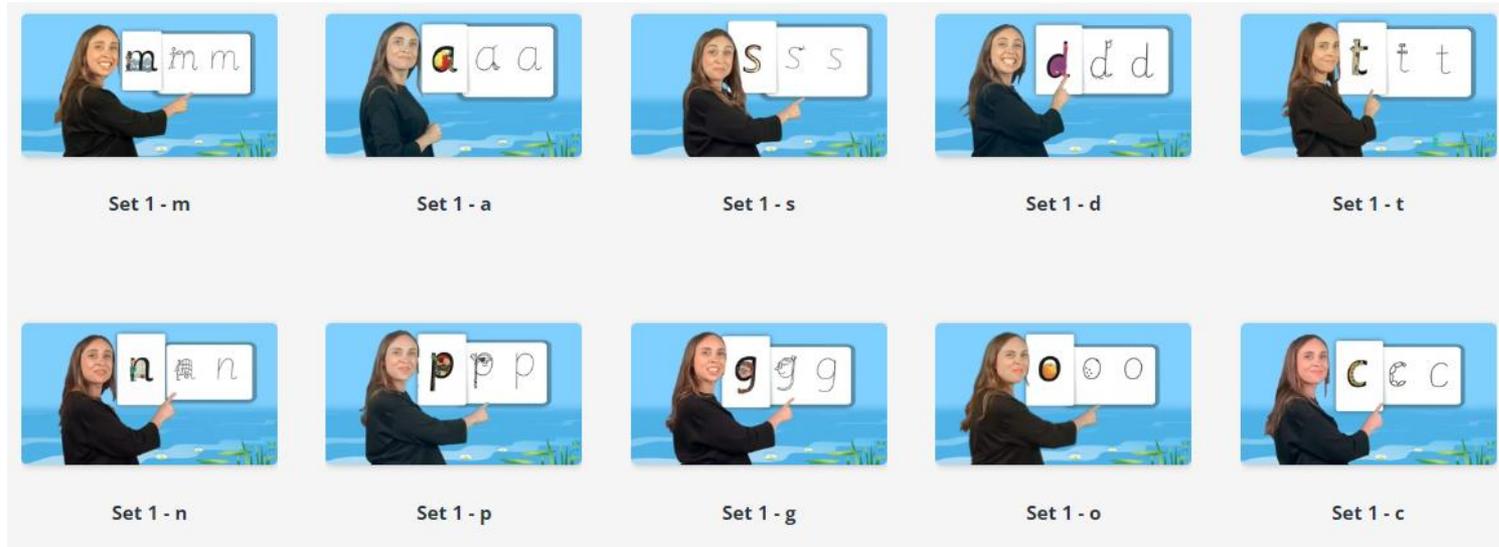
Children learn to read by **re-reading words, sentences and stories** they know well. They enjoy re-reading stories they already know as they are confident reading words they have learnt and their fluency (speed of reading) improves on every reading.

We make sure that every book that goes into your child's book bag is a well-loved book – one they know already and want to read again and again.

The more they read, the faster progress they will make.

Please avoid saying, "This book is too easy for you!" but instead say "I love how well you can read this book!"

Virtual Classroom films



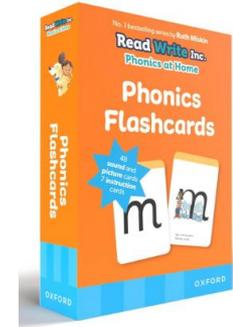
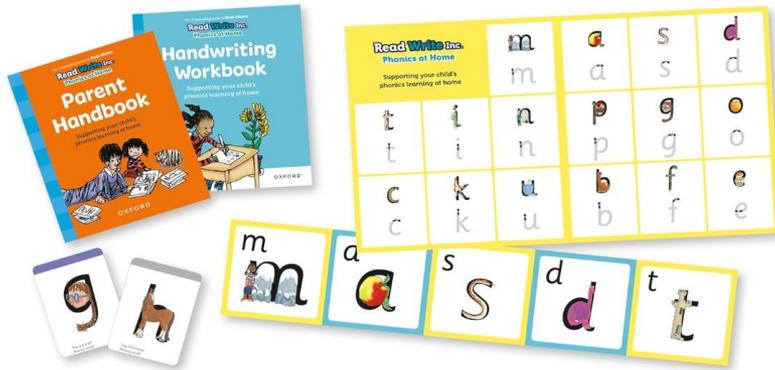
- Each week, we will send home 'Virtual Classroom' films which links. These will contain fun lessons that match the sounds and words your child has been learning in school.
- Your child uses the Virtual Classroom in school.
- Children are familiar with the VC teachers – and interact with them as they would their own teacher.
- Watch these films with your child to help them to practise reading the sounds and words until they can read them speedily.
- Simply click the link and watch on a tablet or other device.

What can I do?

1. Use pure sounds rather than letter names.
2. Watch the Virtual Classroom films together.
3. Use Fred Talk to help your child to read and spell words.
4. Listen to your child read their phonics book every day (from November for Reception pupils).
5. Read stories to your child every day.

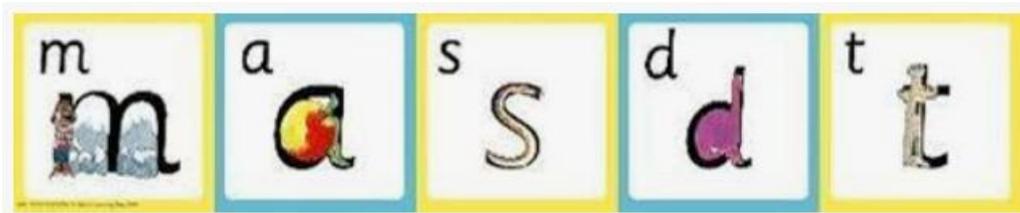


Resources to support learning at home!



<https://www.amazon.co.uk/Read-Write-Inc-Reading-blending/dp/0192748521>

<https://www.amazon.co.uk/Read-Write-Inc-Home-Flashcards/dp/0198386710>



<https://www.amazon.co.uk/Read-Write-Inc-Phonics-Sound-Picture/dp/0198424701>

Unwanted items at home

Our Reception children love using our outdoor area to learn through play. We would be very grateful for any donations of the following:

- milk crates/tyres/giant cable spools
- fancy dress/dressing up costumes (especially emergency services)
- wellington boots and ponchos
- wooden or metal kitchen utensils, sieves, pans or dishes

