

# Parent Workshop 2



Keep up – not catch up

# Assessment Part 1

Sound Knowledge  
Set 1 single-letter Sounds

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

\_\_\_ out of 25 (Set 1 single-letter Sounds only)

Sound Knowledge  
Set 1 Special Friends

ch qu sh th ng nk  
ff ll ss ck

\_\_\_ out of 10 (Set 1 Special Friends only)  
\_\_\_ out of 35 (Set 1 single-letter Sounds and  
Special Friends)

Sound Knowledge  
Set 2

















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

\_\_\_ out of 12 (Set 2 only)  
\_\_\_ out of 47 (Set 1 and Set 2)

Sound Knowledge  
Set 3

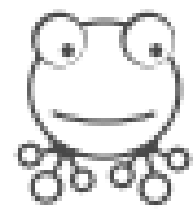
ea oi a-e i-e o-e u-e  
aw are ur er ow ai oa  
ew ire ear ure au e-e ue ie  
ph wh kn tious tion cious

\_\_\_ out of 27 (Set 3 only)  
\_\_\_ out of 74 (Set 1, Set 2 and Set 3)

Set 1 Sounds Group C	<i>d-u-g ch-a-t t-e-n p-o-t t-i-n</i>
Ditty Group	 in am red bin yes
Red Group	 chip mash pink thin  fas gip guk rab
Green Group	 flat this sand king  thid quig criff yoss
Purple Group	 kiss quick habit splash  crell penk chash strack  with off thin will his them that have
Pink Group	 tray creep sight throw zoom brook  skay spoom dight fleep  lots black long thing next went help stop
Orange Group	 spark porch pair house joy dirt  norg ouf firb stoy  rest smell throw play feel food when from
Yellow Group	 looking sunlight often himself  pellin lobbox shorg parfop  high hair night sleep boy quick little think know smart

Oral blending

Read words



Speed reading words



Alien Words



Blue / grey group also involves reading passages – to look at fluency, expression and speed.

**Sound blending group A**

**Sound blending group B**

**Sound blending group C**

**Ditties**

**Red**

**Green**

**Purple**

**Pink**

**Orange**

**Yellow**

**Blue**

**Grey**

**Off the programme**

<p>Sound Knowledge Set 1 single-letter Sounds</p> <p>t s a m d g p n o i u k b c f e h l r j y w v x z</p> <p>___ out of 25 (Set 1 single-letter Sounds only)</p>	<p>Sound Knowledge Set 1 Special Friends</p> <p>sh qu ch ng th nk ck ss ll ff</p> <p>___ out of 10 (Set 1 Special Friends only) ___ out of 35 (Set 1 single-letter Sounds and Special Friends)</p>
<p>Sound Knowledge Set 2</p> <p>ay ow oo ee oo igh or ou air oy ar ir</p> <p>___ out of 12 (Set 2 only) ___ out of 47 (Set 1 and Set 2)</p>	<p>Sound Knowledge Set 3</p> <p>ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious</p> <p>___ out of 27 (Set 3 only) ___ out of 74 (Set 1, Set 2 and Set 3)</p>

- All children tested by 1 person
- Following assessment every 6 weeks – regrouping
- From the assessments - identify areas of focus for individual children

### Grouping

Set 1 single-letter Sounds	t s a m d g p n o i u k b c f e h l r j y w v x z
Set 1 Sounds Group C	r-e-d (f-u-n) (h-o-t) (b-a-t) (z-i-p)
Ditty Group	at (jot) bad wet it
Red Group	much moth ring shut vot keb pon yab
Green Group	wind sack bank quest ress zell jaff melp
Purple Group	fill such until spend fronk vack quast spreth bag had bed milk leg then six lot
Pink Group	clay tree right elbow stool hook choog klow sceb gright back sang bug swim catch mess lost full
Orange Group	march torch unfair toys proud stir

### Child A

Knows their set 1 single sounds – just needs to consolidate u / w/ z

Difficulty - blending sounds together orally



<p>Sound Knowledge Set 1 single-letter Sounds</p> <p>t s a m d g p n o i u k b c f e h l r j y w v x z</p> <p>___ out of 25 (Set 1 single-letter Sounds only)</p>	<p>Sound Knowledge Set 1 Special Friends</p> <p><del>sh qu ch ng th nk</del> <del>ck ss ll fl</del></p> <p>___ out of 10 (Set 1 Special Friends only) ___ out of 35 (Set 1 single-letter Sounds and Special Friends)</p>
<p>Sound Knowledge Set 2</p> <p>ay ow oo ee oo igh or ou air oy ar ir</p> <p>___ out of 12 (Set 2 only) ___ out of 47 (Set 1 and Set 2)</p>	<p>Sound Knowledge Set 3</p> <p>ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious</p> <p>___ out of 27 (Set 3 only) ___ out of 74 (Set 1, Set 2 and Set 3)</p>

**Grouping**

Set 1 single-letter Sounds	t s a m d g p n o i u k b c f e h l r j y w v x z
Set 1 Sounds Group C	r-e-d f-u-n h-o-t b-a-t z-i-p
Ditty Group	<del>at jot bad wet it</del>
Red Group	<del>much moth ring shut</del> <del>vet keb pon yab</del>
Green Group	<del>wind sack bank</del> <u>quest</u> <del>ress zell jaff melp</del>
Purple Group <i>not able to do speedy!</i>	<del>fill such</del> <u>until</u> <u>spend</u> <del>frank vack</del> <u>quast</u> <u>spreth</u> bag had bed milk leg then six lot
Pink Group	clay tree right elbow stool hook choog klow sceb gright back sang bug swim catch mess lost full
Orange Group	march torch unfair toys proud stir coyb blout slair flarm must sock vest own street just along cool
Yellow Group	foolish yellow feeding destroy horpex uppkem pirlid deleen need fair light party may which more teeth join round

**Child B**

Knows their set 1 single sounds –  
Knows all their set 1 special friends

Difficulty – struggling with blending words with 4 sounds  
Struggling with doing speedy words at Purple level.

<p>Sound Knowledge Set 1 single-letter Sounds</p> <p>t s a m d g p n o i u k b c f e h l r j y w v x z</p> <p>___ out of 25 (Set 1 single-letter Sounds only)</p>	<p>Sound Knowledge Set 1 Special Friends</p> <p><del>sh qu ch ng th nk</del> <del>ck ss it ff</del></p> <p>___ out of 10 (Set 1 Special Friends only)</p> <p>___ out of 35 (Set 1 single-letter Sounds and Special Friends)</p>
<p>Sound Knowledge Set 2</p> <p><del>ay ow ob oe oo igh</del> <del>or od air og at ir</del></p> <p><u>12</u> out of 12 (Set 2 only)</p> <p>___ out of 47 (Set 1 and Set 2)</p>	<p>Sound Knowledge Set 3</p> <p>ea ot a-e i-e o-e u-e aw are ur or ow at oa ew ire ear ure au oe ue ie</p> <p>ph wh kn tious tion cious</p> <p>___ out of 27 (Set 3 only)</p> <p>___ out of 74 (Set 1, Set 2 and Set 3)</p>

**Grouping**

Set 1 single-letter Sounds	t s a m d g p n o i u k b c f e h l r j y w v x z
Set 1 Sounds Group C	r-e-d f-u-n h-o-t b-a-t z-i-p
Ditty Group	at jot bad wet it
Red Group	much moth ring shut  vot keb pon yab
Green Group	wind sack bank quest  ress zell jaff melp
Purple Group	fill <u>such</u> until spend fronk vack quast spreth bag had bed milk leg then six lot
Pink Group	clay tree right <u>elbow</u> stool hook choog klow sceeb gright back sang bug swim catch mess lost full
Orange Group	march torch unfair toys proud stir coyb blout slair flann must sock vest <u>own</u> street just <u>along</u> cool
Yellow Group	foolish yellow feeding destroy horpex <u>uppkem</u> <u>pirlid</u> <u>deleen</u> need fair light party may which more teeth join round

**Child C**

Confident with all set 1 – set 2 sounds.  
Reading words containing set 2 sounds.

Difficulty – blending 2 syllable words.  
Ready to start learning set 3 sounds.



<p>Sound Knowledge Set 1 single-letter Sounds</p> <p>t s a m d g p n o i u k b c f e h l r j y w v x z</p> <p>___ out of 25 (Set 1 single-letter Sounds only)</p>	<p>Sound Knowledge Set 1 Special Friends</p> <p>sh qu ch ng th nk ck ss ll ff</p> <p>___ out of 10 (Set 1 Special Friends only)</p> <p>___ out of 35 (Set 1 single-letter Sounds and Special Friends)</p>
<p>Sound Knowledge Set 2</p> <p>ay ow oo ee oo igh or ou air oy ar ir</p> <p>___ out of 12 (Set 2 only)</p> <p>___ out of 47 (Set 1 and Set 2)</p>	<p>Sound Knowledge Set 3</p> <p><del>ea</del> <del>or</del> <del>ae</del> <del>ie</del> <del>oe</del> <del>ue</del> <del>aw</del> <del>are</del> <del>ur</del> <del>er</del> <del>oy</del> <del>ar</del> <del>oa</del> <del>ew</del> <del>ire</del> <del>ear</del> <del>ure</del> <b>au</b> <del>ee</del> <del>ue</del> <del>ie</del> <b>ph</b> <del>wh</del> <b>kn</b> <del>tiou</del> <del>tion</del> <del>cious</del></p> <p>___ out of 27 (Set 3 only)</p> <p>___ out of 74 (Set 1, Set 2 and Set 3)</p>

**Grouping**

Set 1 single-letter Sounds	t s a m d g p n o i u k b c f e h l r j y w v x z
Set 1 Sounds Group C	r-e-d f-u-n h-o-t b-a-t z-i-p
Ditty Group	at jot bad wet it
Red Group	much moth ring shut  vot keb pon yab
Green Group	wind sack bank quest  ress zell jaff melp
Purple Group	fill such until spend fronk vack quast spreth bag had bed milk leg then six lot
Pink Group	clay tree right elbow stool hook choog klow sceb gright back sang bug swim catch mess lost full
Orange Group	march torch unfair toys proud stir coyb blout slair flarm must sock vest own street just along cool
Yellow Group	footfish yellow feeding destroy horpex <b>uppen</b> pirlid <b>deleen</b> dEleen need fair light party mag which more teeth join round

**Child D**

Only a few gaps in sound knowledge set 3 – picked up in going over set 3 sounds daily.

Confidently reading words with set 2 / set 3 sounds.

Reading passage – needs to develop fluency and reading speed.



## Read Write Inc.

### Your child is in the Sound Blending Group 1b

Before your daughter/son can start to read proficiently, they need to learn to: say the sound that is represented by each letter or groups of letters. These are called 'speed sounds'. They also need to know how to blend the sounds together in a word to read it e.g. c-a-t -> cat. This is called 'sound-blending'.

In Read Write Inc. phonics the individual sounds are called 'speed sounds' – because we want your daughter/son to read them effortlessly. In this Read Write Inc. group children will be taught all the single letter sounds and how to blend these sounds together to read simple CVC (consonant – vowel – consonant) words. The children learn a sound a day. When your daughter/son learns their Set 1 sounds in school they will learn:

- the letters that represent a speed sound e.g. 'm'
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. 'Maisee mountain'

Set 1 Sounds are taught in the follow

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

## Read Write Inc.

### Your child is in the 'Read Write Inc. Orange Group'

In this Read Write Inc. group children will continue to reinforce their knowledge of Set 2 sounds and letter names. They will also be learning new Set 3 sounds. When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. 'ee' as in tree and 'ea' as in tea. They will be working on 'Orange books'. These are more complex books including fiction and non-fiction titles which provide an opportunity to practise the new sounds they have learned.

There are 20 Set 3 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. 'ea' as in tea, 'ow' as in cow and 'are' as in care. These are also known as 'digraphs' or 'trigraphs'. It is important that your daughter/son does not pronounce these as 2 or 3 separate sounds. When your daughter/son sees the 'speed sound' letters together in a word, s/he must say just one sound for these letters. When your daughter/son learns their Set 3 sounds in school they will learn:

- the letters that represent a speed sound e.g. 'ea'
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. 'cup of tea'.

#### Set 3 Sounds

ea: cup of tea	oi: spoil the boy
a-e: make a cake	i-e: nice smile
o-e: phone home	u-e: huge brute
aw: yawn at dawn	are: care and share
ur: purse for a nurse	er: better letter
ai: snail in the rain	ow: brown cow
oa: goat in a boat	ew: chew the stew
ire: fire fire	ear: hear with your ear
ure: sure it's pure	tion: celebration
tious/cious: scrumptious/delicious	e: he, me, we, she, be

## Read Write Inc.

### Your child is in the 'Read Write Inc. Green Group'

In this Read Write Inc. group children will continue to consolidate their knowledge of Set 1 sounds. They will also be learning new Set 2 sounds (ay, ee, igh, ow, oo, or, air, ir, ou, oy) and be working on 'Green books'. These books include fiction and non-fiction titles and will provide an opportunity to practise new sounds.

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. In the Read Write Inc programme these are referred to as 'special friends'. It is important that your daughter/son does not pronounce these as 2 or 3 separate sounds. When your daughter/son sees the 'speed sound' letters together in a word, s/he must say just one sound for these letters.

- When your daughter/son learns their Set 2 sounds in school they will learn:
- the letters that represent a speed sound e.g. 'ay'
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. 'may I play'.

ay: may I play  
igh: fly high  
oo: poo  
ar: ...

Set 2 Speed Sounds	
ee	what can you see
ow	blow the snow
oo	look at the book
ir	shut the door
or	whirl and twirl
oy	toy for a boy

<b>Sound blending group A</b>	Read first 16 single-letter sounds speedily
<b>Sound blending group B</b>	Read 25 single-letter sounds speedily Blend sounds into words orally
<b>Sound blending group C</b>	Read 25 single-letter sounds speedily Blend sounds from letters to read words
<b>Ditties (special friends)</b>	25 single sounds and set 1 Special Friends. Read 3 sound words with Fred Talk
<b>Red (special friends)</b>	25 single sounds and set 1 Special Friends 4-sound words with Fred Talk
<b>Green (Set 2 sounds)</b>	All set 1 sounds speedily Read 4 and 5 sound nonsense words with Fred Talk Read
<b>Purple (set 2 sounds)</b>	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
<b>Pink (set 2 sounds)</b>	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk. Read previously taught words with Set 1 and 2 sounds speedily
<b>Orange (set 3 sounds)</b>	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
<b>Yellow (set 3 sounds)</b>	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
<b>Blue (set 3 sounds / multisyllabic words)</b>	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
<b>Grey (set 3 sounds / multisyllabic words)</b>	Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

## Part 1 of a lesson

## Speed sounds

### This involves:

Learning a new sound

Reviewing previously taught sounds

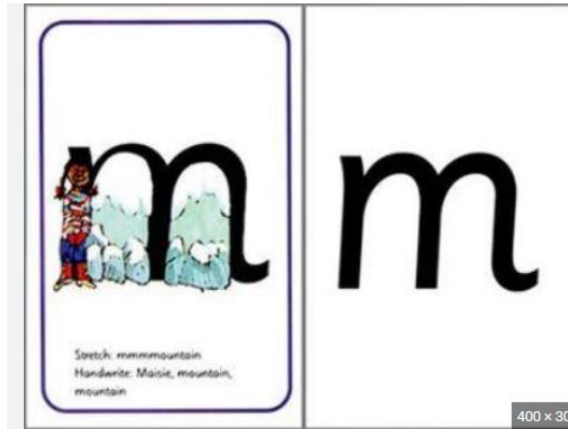
Reading real words with the sound learnt

Reading alien words with the sound learnt

Reviewing previously learnt sounds in words

Write words for the sound learnt today – spelling.

# ar



h <u>igh</u>	n <u>igh</u> t
l <u>igh</u> t	f <u>ri</u> gh <u>t</u>
br <u>igh</u> t	m <u>igh</u> t



# Read Write Inc. Phonics in-action films: Speed Sounds Lessons

By accessing the resources you accept the [Terms Of Use](#)

## Speed Sounds Set 1 and Word Time



16 resources



[Organisation in Reception](#)  
(4 mins)



[Set 1 bouncy sound - 'g'](#)  
(13 mins)



[Set 1 stretchy sound - 'f'](#)  
(10 mins)



[Set 1 bouncy sound - 'y'](#)  
(14 mins)



[Set 1 Special Friends \(ch\)](#)  
(3 mins)



[Learning to blend \(10 mins\)](#)



[Learning to blend - Set 1, Group C](#) (6 mins)



[Blending independently: Word Time 1.2](#) (5 mins)



[Blending independently: Word Time 1.5](#) (4 mins)



[Ditty Speed Sounds lesson and Word Time](#) (21 mins)



[Word Time 1.7: Reading 4-sound words](#) (9 mins)



[Word Time 1.7: Reading 5-sound words](#) (5 mins)



[Learning to use Fred](#)



[Spelling using Fred](#)



[Spelling using Fred](#)



[Spelling using Fred](#)

# Read Write Inc. Phonics in-action films: Storybook activities

By accessing the resources you accept the [Terms Of Use](#)

## Ditty and Red Ditty Book activities



10 resources



[Ditty Story Green Words](#)  
(2 mins)



[Red Ditty Story Green Words and Red Word Cards](#) (3 mins)



[Ditty Partner Practice](#) (5 mins)



[Red Ditty Partner Practice](#) (5 mins)



[Ditty Introduction, First Read, Read Aloud and Questions to Talk About](#) (6 mins)



[Red Ditty Introduction, First Read and Read Aloud](#) (4 mins)



[Ditty Hold a Sentence](#) (9 mins)



[Red Ditty Hold a Sentence](#) (6 mins)



[Complete Ditty PCM Lesson: 30 minute timetable](#) (22 mins)



[Complete Red Ditty Books Lesson: 30 minute timetable](#) (27 mins)



# Speed Sounds Set 1 and Word Time

17 resources

★ New film



[Organisation in Reception](#)  
(4 mins)



[Set 1 bouncy sound - 'g'](#)  
(13 mins)



[Set 1 stretchy sound - 'f'](#)  
(10 mins)



[Set 1 bouncy sound - 'y'](#)  
(14 mins)



[Set 1 Special Friends \(ch\)](#)  
(3 mins)



[Learning to blend \(9 mins\)](#)



[Learning to blend \(10 mins\)](#)



[Learning to blend - Set 1, Group C \(6 mins\)](#)



[Blending independently: Word Time 1.2 \(5 mins\)](#)



[Blending independently: Word Time 1.5 \(4 mins\)](#)



[Ditty Speed Sounds lesson and Word Time \(21 mins\)](#)



[Word Time 1.7: Reading 4-sound words \(9 mins\)](#)



[Word Time 1.7: Reading 5-sound words \(5 mins\)](#)



[Learning to use Fred Fingers \(6 mins\)](#)



[Spelling using Fred Fingers: Word Time 1.5 \(7 mins\)](#)



[Spelling using Fred Fingers: Word Time 1.6 \(4 mins\)](#)



[Spelling using Fred Fingers: Word Time 1.7 \(6 mins\)](#)

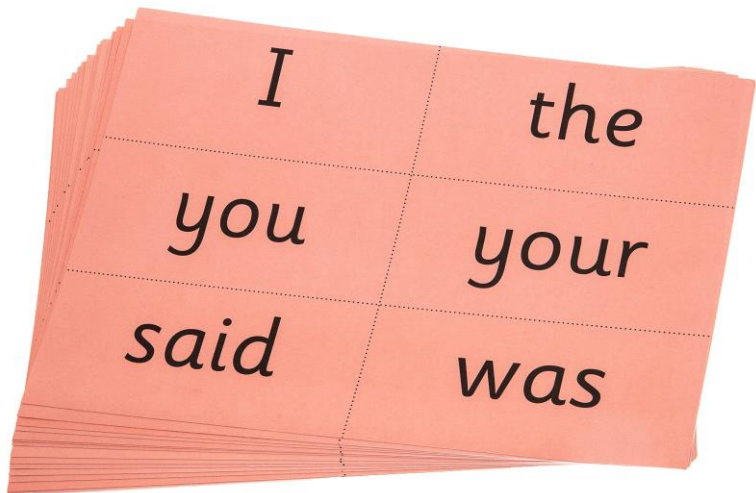


## Part 2 Book Reading / book word

Story green words

Story red words

Speedy words reading



### Ditty 2 Hug hug

#### Story Green Words

All children to read the words first in Fast Talk and then say the word.

this is leg tum  
chin ted

#### Red Words

All children to practice reading the word.

my

# Read Write Inc. Phonics in-action films: Storybook activities

By accessing the resources you accept the [Terms Of Use](#)

## Ditty and Red Ditty Book activities



10 resources



[Ditty Story Green Words](#)  
(2 mins)



[Red Ditty Story Green Words and Red Word Cards](#) (3 mins)



[Ditty Partner Practice](#) (5 mins)



[Red Ditty Partner Practice](#)  
(5 mins)



[Ditty Introduction, First Read, Read Aloud and Questions to Talk About](#) (6 mins)



[Red Ditty Introduction, First Read and Read Aloud](#) (4 mins)



[Ditty Hold a Sentence](#) (9 mins)



[Red Ditty Hold a Sentence](#) (6 mins)



[Complete Ditty PCM Lesson: 30 minute timetable](#) (22 mins)



[Complete Red Ditty Books Lesson: 30 minute timetable](#) (27 mins)

**Day 1**

Story Green words

Story red words

Speedy words

Partner practice – words

Story Introduction

First read – partners

Teacher read

Hold a sentence

**Day 2**

Story Green words

Story red words

Speedy words

Partner practice – words

Second read – partners

Hold a sentence 2

**Day 3**

Story Green words

Story red words

Speedy words

Partner practice – words

Third read – partners

Think about the story

**Book goes home after the third read – 2 nights**



## Speed Sounds Set 1 and Word Time

17 resources



★ New film



[Organisation in Reception](#)  
(4 mins)



[Set 1 bouncy sound - 'g'](#)  
(13 mins)



[Set 1 stretchy sound - 'f'](#)  
(10 mins)



[Set 1 bouncy sound - 'y'](#)  
(14 mins)



[Set 1 Special Friends \(ch\)](#)  
(3 mins)



[Learning to blend \(9 mins\)](#)



[Learning to blend \(10 mins\)](#)



[Learning to blend - Set 1, Group C \(6 mins\)](#)



[Blending independently: Word Time 1.2 \(5 mins\)](#)



[Blending independently: Word Time 1.5 \(4 mins\)](#)



[Ditty Speed Sounds lesson and Word Time \(21 mins\)](#)



[Word Time 1.7: Reading 4-sound words \(9 mins\)](#)



[Word Time 1.7: Reading 5-sound words \(5 mins\)](#)



[Learning to use Fred Fingers \(6 mins\)](#)



[Spelling using Fred Fingers: Word Time 1.5 \(7 mins\)](#)



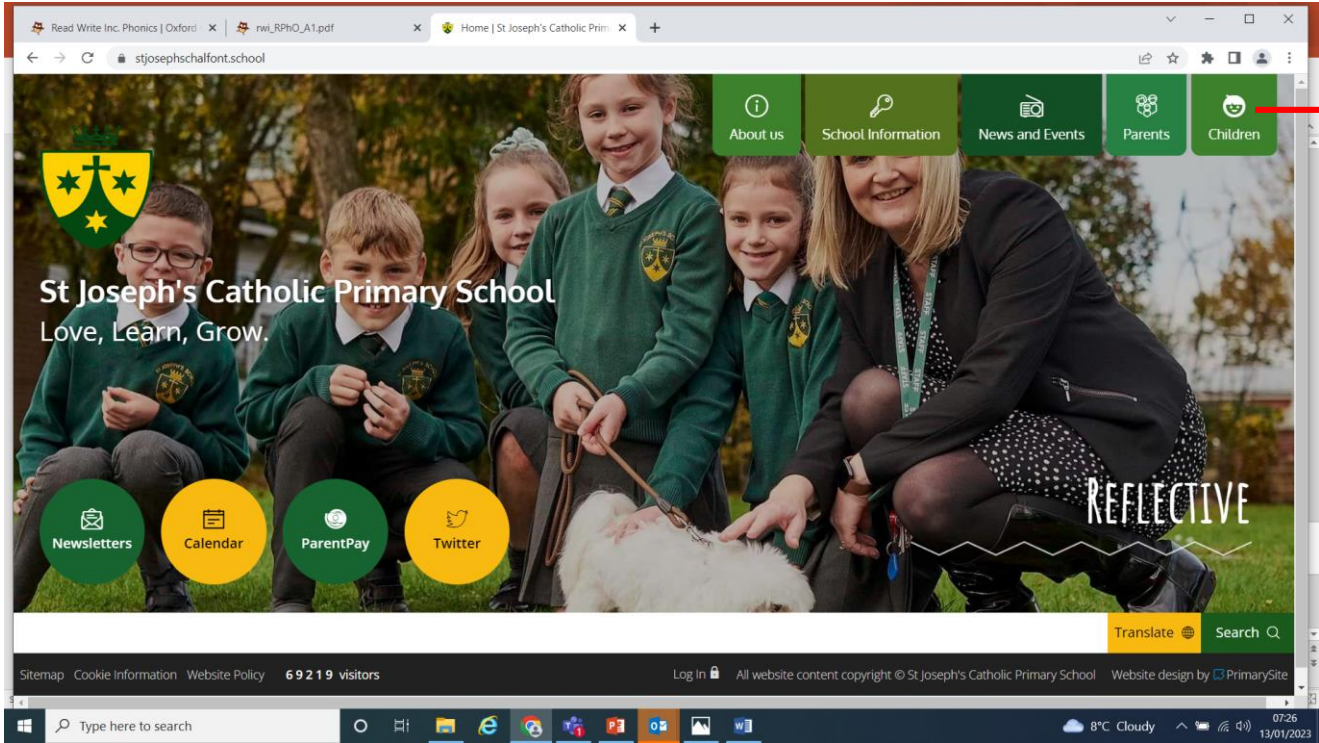
[Spelling using Fred Fingers: Word Time 1.6 \(4 mins\)](#)



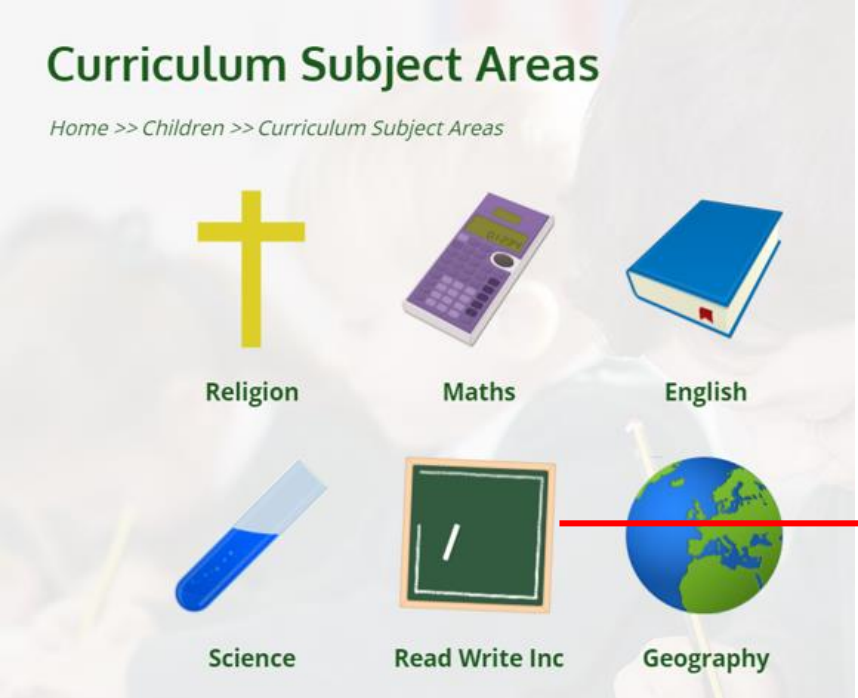
[Spelling using Fred Fingers: Word Time 1.7 \(6 mins\)](#)

# What can you do at home?

Go on the school website and access materials to support



Children  
Subject  
areas



Read  
Write Inc



# Parent Workshop October 2022



Read Write Inc Parents Meeting Powerpoint 2022.pdf



Home practice cards.pdf



Set 1 Home Learning QR Codes until 3.1.23.docx



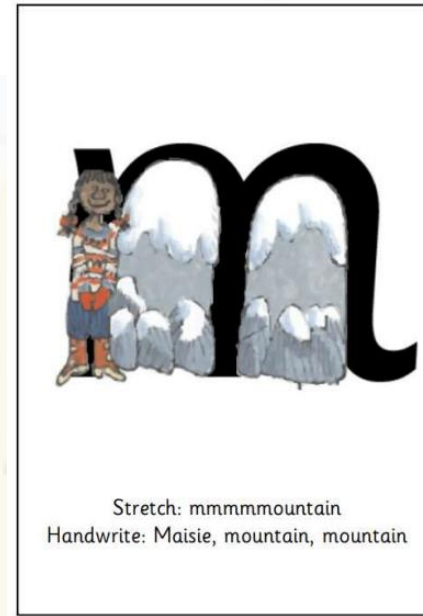
Set 2 Sounds Home Learning until 1.3.23.docx



Fred Games Links until 28th Feb 2023.docx

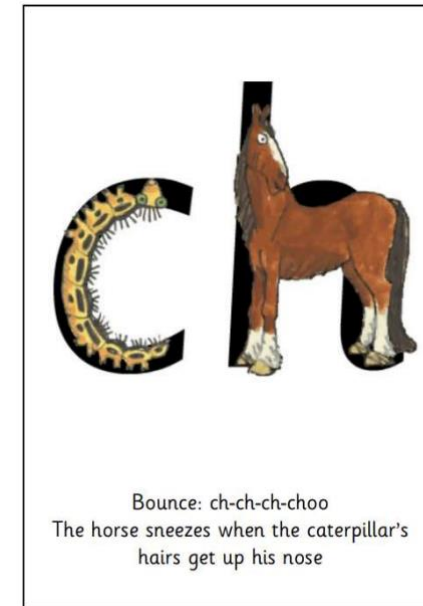


Capital letters chart.pdf



GO

m



FOLD

ch

## Set 1 Home Learning



M



A



S



D



T



I



## **Fred Says**

Fred Body Parts

<https://schools.ruthmiskin.com/training/view/gQCLPMN7/hO9vVICe>

Fred Actions 1

<https://schools.ruthmiskin.com/training/view/r2RnqFOk/F0fA1M97>

Fred Colours

<https://schools.ruthmiskin.com/training/view/ca5n9lff/Teh4oFKF>

Fred Body Parts

<https://schools.ruthmiskin.com/training/view/Ak4HCPfp/7qtusoBS>

Fred Actions 2

<https://schools.ruthmiskin.com/training/view/LGXYmfyX/Tx8niHrs>

Fred Actions 3

<https://schools.ruthmiskin.com/training/view/hmNZoUN6/4aPzj1Ls>

Fred Feelings 1

<https://schools.ruthmiskin.com/training/view/SUidtTBB/ijSEShPY>

Fred Feelings 2

<https://schools.ruthmiskin.com/training/view/58lHO2HP/Ktl8pgwT>

Weather 1

<https://schools.ruthmiskin.com/training/view/8W1v1xzl/EQivjkfb>

Weather 2

<https://schools.ruthmiskin.com/training/view/aryk7lsx/PpbSvnP5>



Please click on the links below to access videos from the dedicated parents area of the Read Write Inc Website.

[Sound blending](#)

[Reading digraphs](#)

[Spelling](#)

# Find opportunities to get them to spot sounds / blend sounds:

Speak in Fred Talk – **he only says sounds** – not full words

Make it a fun game to play

“Where are your **s-o-ck-s**?

“Put on your **c-oa-t**?”



Out and about – signs etc – get them to sound them out with Fred Talk –  
read the word – **s-t-o-p**

Words in stories that you are reading to them – get them to read the  
words from the sounds they know e.g. **CVC** words e.g. **cat/mat/did/pan**.

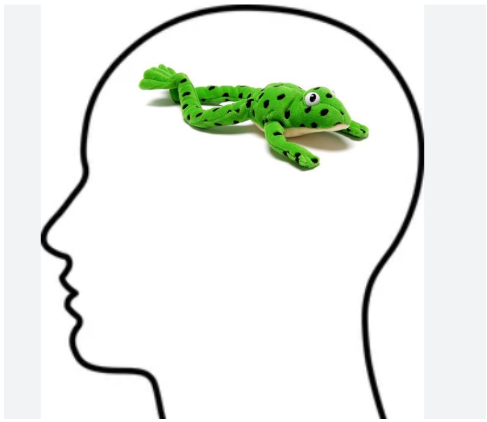


# Read Write Inc Language

**Fred Talk** – sound out and then put the sounds together to make words



**Special Friends** - 2 or more letters together make one sound



**Fred fingers** – pinch the sounds to help us spell

**Fred in the head** – saying the whole word / sound in your head



**Let's get speedy** – read sounds / words more quickly

# What now?

6 weeks re-assessment  
Re-grouped

# Thank You

