

Year 1&2 reading and
phonics workshop

Read Write Inc.

Phonics



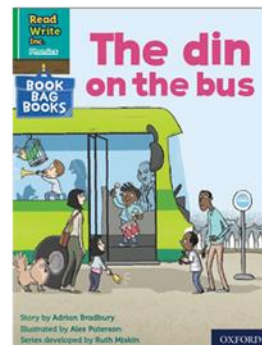
Purpose of this meeting:

- To explain the process of phonics teaching at George Street School.
- To explain how the Year 1 Phonics Screening check works that will be held in June 2026.
- To improve everyone's confidence in supporting the children in all of our care with their phonics learning by sharing resources and activities we use in school
- To recap strategies that were introduced in Reception which will help your child with their reading.

So how does reading and phonics at George Street look?

Read Write Inc.
Phonics

- Read Write Inc. (RWI)
- Daily speed sounds session followed by a reading session. (every day except Friday)
- Reading across all curriculum
- Reading on a Friday in school
- Reading at home.



Speed Sounds Set 1

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

Speed Sounds Set 2

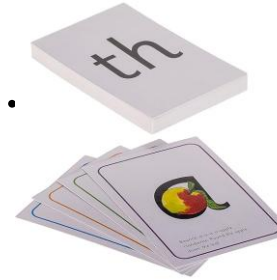
ay	ee	igh	ow	oo
oo	ar	or	air	ir
			ou	oy

Speed Sounds Set 3

ea	oi			
ā-e	i-e	ō-e	ū-e	aw
are	ur	er	ow	ai
oa	ew	ire	ear	ure

What does a daily phonics session look like?

1. Introduce the sound – play games.
2. Sound in the pack.
3. Show a word with sound incorporated.
4. Teacher model 'Fred talk'
5. Ask the children to say the word.
6. Repeat 3-5 with four or five other words with that sound.
7. Review words – Special friends, Fred Talk, Say the word/Fred in your head/ Speedy reading.
8. Alien words.
9. Spell the words:
 - Each sound in each word on fingers pinched.
 - children write the word
 - Check the word



Fred Talk



play

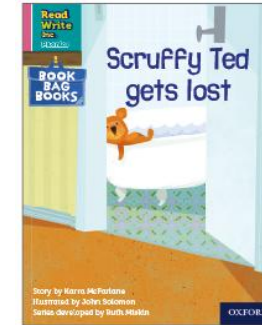
play

What does a daily reading session look like?

Sessions all different over three or four days depending on the colour of book your child is reading.

Generally:

- Share the book
- Practise the words used in the story on cards first. Story green words, speedy green words and red words.
- Children read the sounds, words and story in pairs to each other turn taking using a lolly stick. One points to the word and the other reads. Then they swap.



What does reading look like between school and home?

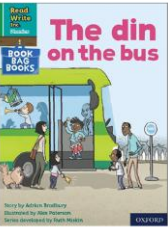
We will send home two books.

The first book we will have read for several days beforehand.

Your children should be able to confidently read this book by the time it comes home, they are developing their fluency and story teller voice now with this book.



The second book uses the same sounds and words that the first book uses and supports the learning from the first book in a different context.



You may find your children are reading fluently but please check they are understanding what is written. Use the questions at the back of the book to help with this.

What does reading look like between school and home?

Read everything to your child at home, the back of the cereal packet, street signs, put the subtitles on whilst watching TV, newspapers, children's magazines and recipes!



Do read to your child 😊

Read books that are beyond your child's capability.

This develops a broad vocabulary, concentration and it is a great bonding time for you all!



What is The Phonics Screening check?



Phonics screening check June 2026

National test for all Year 1 children to assess their ability to decode / read words.

All children are given 40 words to read, 20 real words and 20 pseudo-words (alien words)





Screening check: answer sheet

First name			
Last name			

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1					Section 2				
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment		
fod				jer					
bep				drave					
zat				teap					
ult				phibe					
heng				slimp					
shob				craint					
farn				splet					
chesh				strave					
trun				boy					
glork				scoop					
remp				foam					
deebz				white					
chip				swept					
hill				dreams					
jars				scrap					
shack				strike					
twin				elbow					
crack				tailor					
tuft				sequins					
ports				whirling					

Total correct

Section 1		Section 1	
pib		chip	
vus		jazz	
yop		farm	
elt		thorn	

How can I help my child?

1 . Read daily:

– Your child reads to you.

We ask for a minimum of 4 reads a week – record it in their reading record.

- To your child.

- Benefits to both – but they do different jobs and are not the same thing.

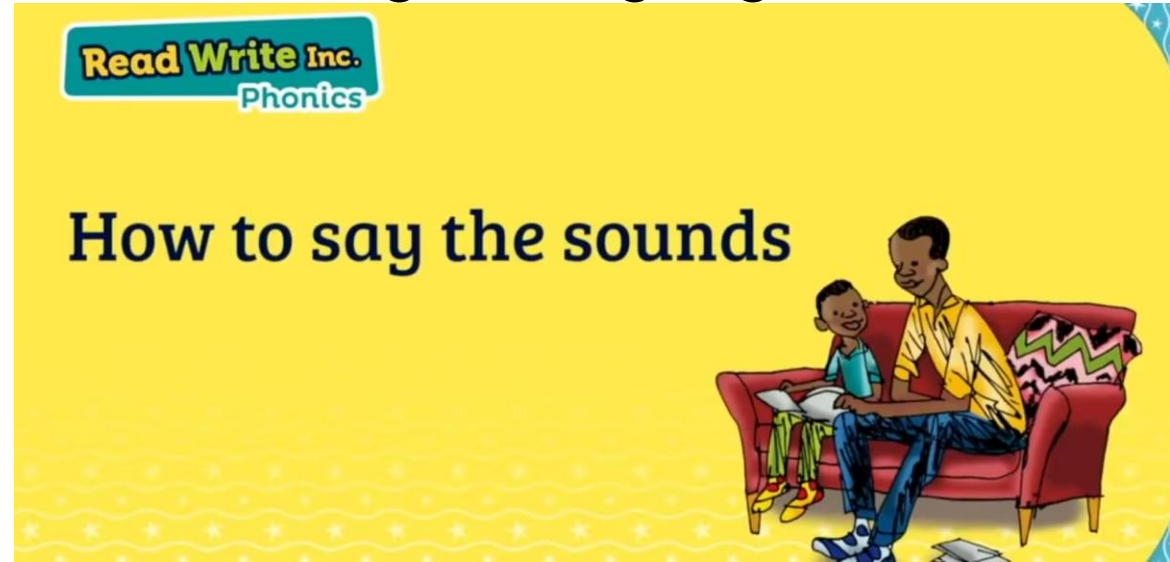
2. Homework – particularly the phonics, please repeat any activities throughout the week and beyond.

3. Phonics practise sheets – repeat these activities.



How can I help my child?

4. Model phonemes correctly – saying sounds correctly.



https://schools.ruthmiskin.com/training/search-resources/?search_term=How+to+say+the+sounds

5. Do come and ask us if you're unsure of something!

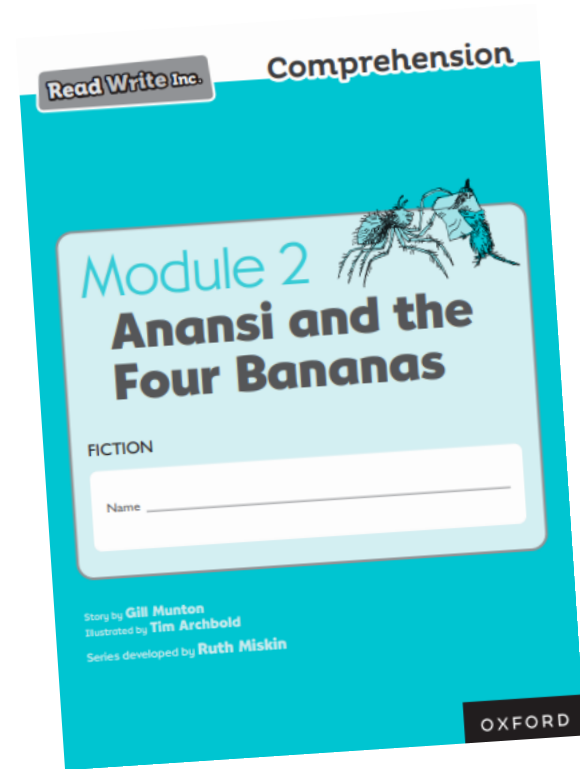
Year 2

Comprehension

Comprehension is a 20-week programme that prepares children for the higher expectations of the Year 2 literacy curriculum.

Comprehension uses the same approach to Read, Write, Inc to develop children's reading fluency, comprehension and vocabulary.

The modules include fiction and non-fiction texts.



Year 2

Comprehension

There are 14 modules that follow the same systematic approach to learning.

Each session begins with revisiting speed sounds and a vocabulary check.

Speed 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	wv	s	ci		
			gn		c		se			
					ce		ze			
					sc					

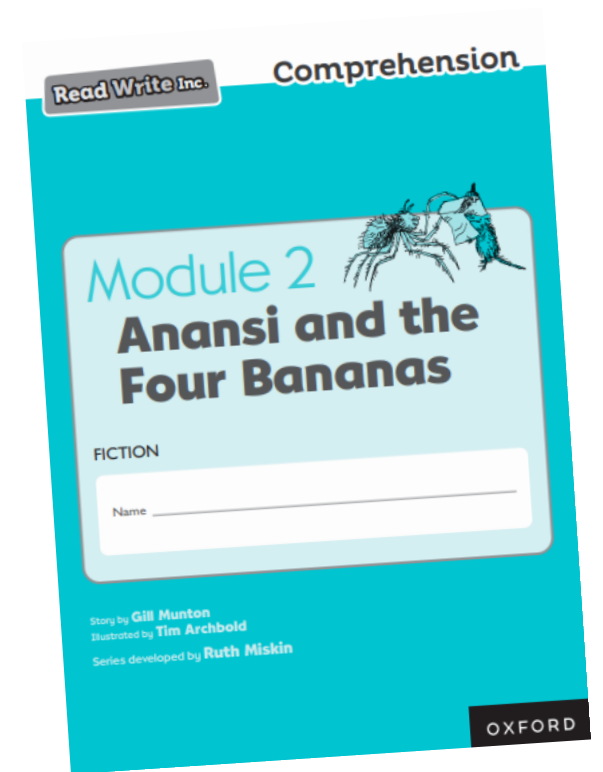
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	e-e	i-e	o-e
					ai	y	ie	oa
					aigh	ea	i	o
					eigh	e	y	
						ie		

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

Vocabulary check

wages	money for work
mangoes	sweet fruit
watermelon	a big fruit
curious	wanting to know



Comprehension

The children are then asked 'The Big Question'. This question sets the context for the text. It encourages children to connect their own experiences to the forthcoming text and prepares them for the writing task.

The Big Question and Introduction

Exercise books

Purpose:

- to introduce Text 1
- to provide background information
- to make links to real life and stories children know
- to motivate children to read
- for children to discuss a moral question raised in the text.

Before reading the text, the children learn the key vocabulary which allows them to learn what the potential unfamiliar words mean in the text.

The children read in partners, and then the teacher reads aloud the text allowing the children to listen to the text being read out loud.

Children will work through the texts really focusing on their comprehension skills, underlining the answers, finding evidence, finding clues.

Text 1: Anansi and the Four Bananas

☐ The Anansi stories come from Ghana, in Africa. Anansi is sometimes a spider and sometimes a man. In this story, Anansi the spider shows how clever he is.

It was market day, and all the animals were spending their wages. But Anansi was too lazy to work, and so, he had no money.

"Those golden mangoes look tasty!" he said to himself. "And that round green watermelon – I would love to take it home for my family. Oh, life is so unfair! What can I do?"

Quick check

- ☐ Anansi couldn't buy any food because
 - a) there were only mangoes and watermelon.
 - b) he was asleep.
 - c) all the other animals had bought all the food.
 - d) he had been too lazy to work for money.
- Underline the evidence.



Questions to write about

☐ Why were the animals at the market?

☐ Anansi thinks 'Life is so unfair' because he has no money. Do you think he is right? Explain your answer.

☑ Then he saw his friend Rat, scurrying along. Rat was carrying a brown paper bag, and Anansi, being a curious sort of spider, wanted to know what was in it.

"Good morning, Ratt!" he said slyly. "I see you have bought something in the market."

"I have bought a bunch of bananas," said Rat.

"You are lucky," said Anansi. "I have no bananas, but you have a whole bunch. How can I go home to my wife and tell her that I have no food for the little ones? Baby spiders are always hungry."

Rat felt sorry for Anansi.

Quick check

- ☑ Anansi tells Rat
 - a) he has bananas at home.
 - b) he has bought something at market.
 - c) he has no food for his children.
 - d) he feels sorry for him.
- Underline the evidence.



Questions to write about

☑ Why is Anansi described as 'curious'?

☑ Why does Anansi tell Rat that he is lucky?

Year 2

Accelerated reader.

- Once they have moved to comprehension they will begin Accelerated Reader.
- They will take an initial quiz – star reading quiz
- This generates a reading range – takes into account their fluency and comprehension
- Children will then get a level with specific reading targets (which they work on in school)
- Children will choose a book from the library within their range (2.1-3.2)
- Children will choose a book within this range.
- After reading it they will take a quiz with the book next to them – applying skills taught in comprehension lesson.
- End of term time they will take the star reading assessment – regenerates their reading range.



Renaissance
Accelerated Reader

Any questions?

ANY
QUESTIONS

