

How we teach your children how to read and write



Wednesday 17th September 2025



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

And I mean everything.

Jeanette Winterson

Remember when you learnt to drive...



- Some people will have started before you.
- Your instructor will probably have used a dual control car.
- You will have started to drive on quiet, back roads.
- Clutch control will have taken up a lot of your concentration away from the traffic on the roads.
- Some people pass first time, others take more attempts.

Learning to read using phonics is very similar to this process.

I am helping daddy
to paint the gate.



What is phonics?

. Sounds (graphemes)

m a t

sh i p

mat

ship

demonstrate, containing, roamed, trivial,
injured, whimper

Speed Sounds Set 1

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
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Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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Pure Sounds (ruthmiskin.com)



Speed Sounds 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
----	----	----	----	-----	----	----	----


Writing with the simple code

Write a wanted poster

Wanted:
Red Hat Rob



Hee has a fed hat.
Hee has a blue jacket.
Hee has a I Patch.
Hee is food. Hee has a
fether in his hat.
Hee is visnos. Hee has
a sword. Hee has a
a ng fee fas. Hee sor
a cash box and
wantid to get it.



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		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

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

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



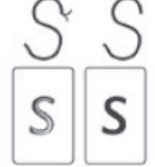





Speedy sounds + Fred =
decoding



+



Set 1 Speed Sounds

Sound	Say the sound		Read the sound	Review the sounds	Write the letter		Speed write	Fred Talk (oral)
<p>s (stretchy - see p.34)</p>	 <p>Keep your teeth together and hiss</p>	 <p>Use Picture Sound Cards: ssssnake, ssssnail, sssspider, ssssun</p>	 <p>Draw the snake on the board, then write s next to it.</p>	 <p>Spot the new sound in the pack</p>			 <p>Select 3 sounds you have taught children so far.</p>	 <p>s-a-dsad s-a-t sat s-i-t sit</p>

Virtual Classroom films

fun

• • •



Virtual Classroom



Teach spelling using Fred Finger



Three reads

1. Read every word **accurately**.
2. Read more words **'at a glance'**.
3. Read the whole story accurately, fluently and with a **storyteller's voice**.

Three reads



Pin it on

Introduction
In this story, some children are playing a game called 'Pin the tail on the donkey'. They are blindfolded, and need to attach the tail to the right place. Let's see how they do!

pin it on

not on its leg

4

"Snatchosaurus is a very dangerous dinosaur," she said.
 "So it's obvious! We need to find an *even more* dangerous dinosaur to catch him!"

"But where can we find a dinosaur like that?" asked Stegosaurus, cautiously.

"We will make one!" came the reply.

So they got out their scissors, and their pencils, and their paper, and their card, and their paints, and their sticky tape ... and they made ... a Catchasnatchosaurus!
 And the famous Snatchosaurus was never seen again!

15

'Special Friends', 'Fred Talk'

1.6

ship

"Get off **my** ship!" **said** Black Hat Bob.

"**No,**" **said** Red Hat Rob.

"**I** will not."



Red Words

I

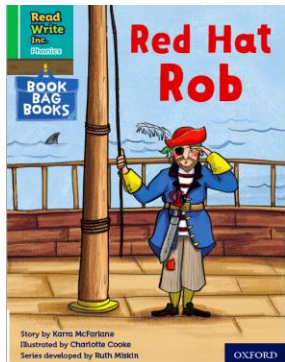
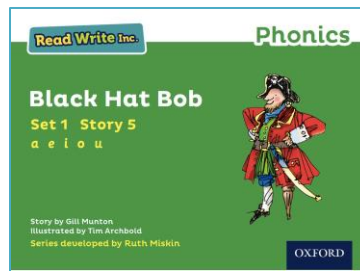
said


This is Red Hat Rob.




“I will grab that cash box,” he said.

What books will children bring home?



 **Green Set 1 Storybook 5 Black Hat Bob**
Practise reading at home with this phonically decodable eBook from Read Write Inc. Phonics. Speed Sounds: all of Set 1. Focus: a e i o u.
[RWI Phonics Green](#) [Core Storybook](#)

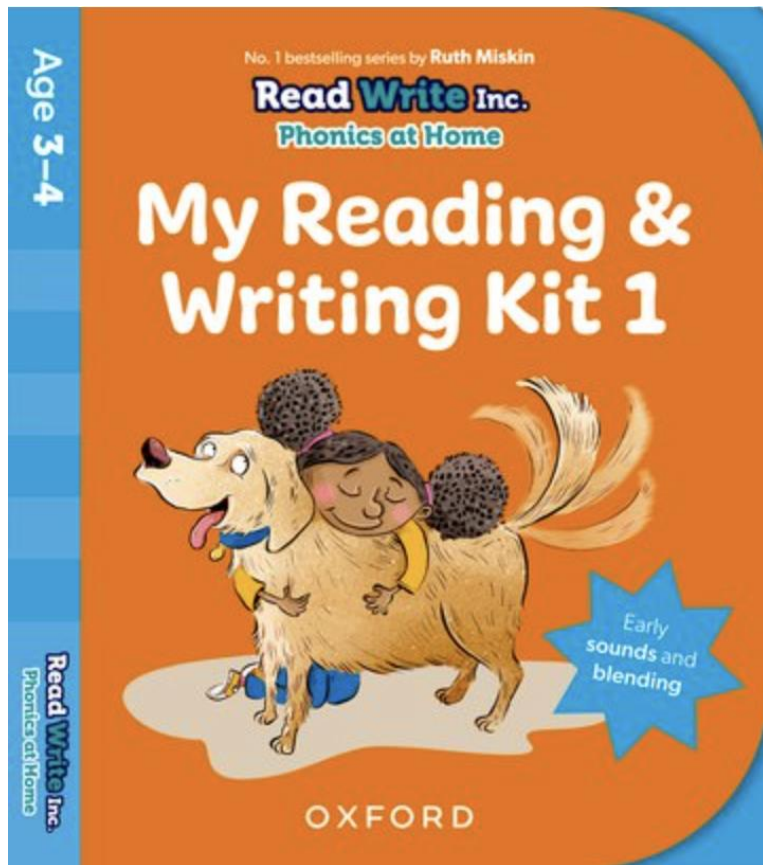
[Open eBook](#) [Open quiz](#)

 **Phonics Practice at Home Green Quiz 5**
Phonics Practice at Home quizzes are designed to reinforce the Speed Sounds lessons and Storybook reading activities that have taken place at school. Green Quiz 5 is suitable for children who are currently reading Green Storybook 5. Speed Sounds focus: all of Set 1, Set 2 ay ee igh ow oo. Word focus: Green Speedy Green Words, Set 2 Phonics Green Words, Set 1 Multi-syllabic Words, Red Words.
[RWI Phonics Green](#)

[Open](#)



Available from Amazon



Read Write Inc.



- At five years old:
- Never read to - 4,622 words
- 1-2 times a week - 63,570 words
- 3-5 times a week - 169,520 words
- Daily - 296,600 words
- Five books a day - 1,483,300 words

- *Science Daily (2019)*
- *<https://www.sciencedaily.com/releases/2019/04/190404074947.htm>*



Learning through play

- The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

- *The reading framework*
- *Teaching the foundations of literacy*
- *DfE, July 2023*

Talk with children – increasing vocabulary

- Cooking:
- ingredients, heavy, light, knead, yeast, dough, temperature, moisture, creamy, whisk...

- Walks:
- narrow, wide, curved, symmetrical, mottled, speckled, spiky, sharp, thorn...

Choose the best stories for your storytime

- Old and gold



- New and bold



Reading aloud is transformational

- Being read *to* is the most powerful predictor of a child's future reading comprehension.

What can I do?

1. Use pure sounds rather than letter names.
2. Use Fred Talk to help your child to read and spell words.
3. Listen to your child read their Storybook every day.
4. Watch the Virtual Classroom films together.
5. Read stories to your child every day.

Online resources available

Ruth Miskin Families Page:

<https://www.ruthmiskin.com/parentsandcarers/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

Parents carers and families webpage



Early Learning Goals

Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

Comprehension: 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.

Word Reading: 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.

Writing: 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.







Reassurances

- Learning to read is not a race, it is a journey. Children are all individuals and will learn at different rates. Some children will benefit from more time at a level to consolidate their learning, some will need some extra teaching to help them keep up and some will travel quickly through earlier levels but not as quickly later on.
- Some children have begun school knowing some sounds, some do not. This is normal.
- Read Write Inc is a complete literacy programme – it teaches phonic knowledge, spelling, handwriting, decoding, fluency, expression, punctuation, grammar, comprehension and enjoyment of reading.

Your Town Your Community Your Bookshop

Bookshops significantly contribute to the vitality and viability of their high streets and are actively engaged in driving change and support in their local communities

100%

of booksellers' significantly contribute to the range, quality, purpose and overall diversity of the high street

The diversity of bookshops is more than retail as they continue to evolve into community hubs

99%

of bookshops contribute to the range and quality of goods on the high street

Booksellers actively promote local activity, arts, history and culture in their stock ranges

99%

of bookshops contribute to the attractiveness of their town centres

Booksellers enhance the physical landscape of their towns from the presentation of their shop windows to collaborating on the appearance of their neighbourhood

99%

of bookshops contribute to innovation and experimentation on the high street

Retail is constantly evolving to meet changing customer needs, with booksellers regularly leaders in innovation

98%

of bookshops contribute to the 'place marketing' of their towns

Booksellers are involved in collective marketing efforts that encourage people to visit their town centres with a rewarding experience



98%

of bookshops contribute to the pedestrianisation experience in their town centres

Booksellers impact on linked trips or visits where customers use a variety of shops and services which in turn are very important to a town's success

97%

of bookshops contribute to the 'functionality' and role of their town centres. Booksellers play an invaluable role in shaping the identity and function of their town centres

97%

of booksellers contribute to the customer experience and the overall town centre image

Bookshops contribute to the atmosphere and uniqueness of their towns

96%

of bookshops contributed to the 'viability' of their towns

Booksellers are a key part of the community on the high street, welcoming people as more than just customers

95%

of bookshops contribute to the 'activation' of their town centres

Booksellers work to ensure that they are open an accessible to all

#ChooseBookshops

**BOOKS
ARE MY
BAG**

*Key findings from the Booksellers as Place-makers report produced by the Institute of Place Management, part of Manchester Metropolitan University, and commissioned by the Booksellers Association. Published January 2022.



- Reading feeds the imagination. It expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

- *Michael Morpurgo*