St. Mary's
C.E. Primary School

Reading and Phonics Evening 2026

Aims of the evening:

- Explain how we teach Reading and Phonics at St Mary's.
- Help you to support your child with reading at home.

What we want from our readers:

- Good strategies
- Fluency
- Comprehension – inference , reading between the lines, asking questions as they read, reasoning
- Love of reading – love libraries, looking after books, feeling confident, recommending books, wanting to read!

Phonics- **Read, Write, Inc**

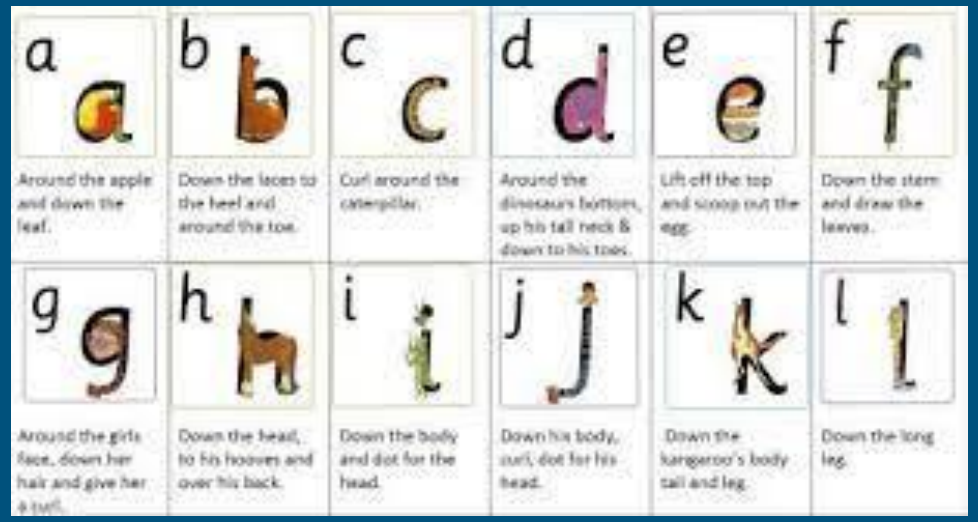


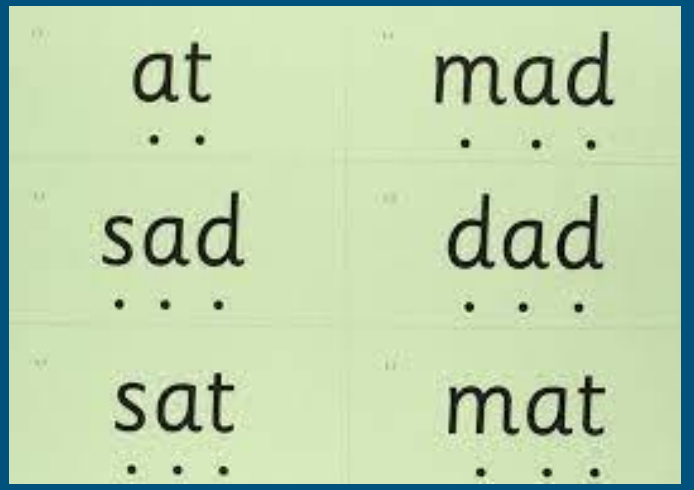
- **How we teach phonics:**
- **RWI-** Daily sessions of 15-20 minutes supplemented by opportunities to practise and consolidate throughout the day.

- We use **pure sounds** (‘m’ not’ muh’,’s’ not ‘suh’, etc.) so that your child will be able to blend the sounds into words more easily.
- https://www.youtube.com/watch?v=yln6PpV1G1I
- At school we use a puppet called Fred who is an expert on sounding out words! We call it, ‘Fred Talk’. E.g. m-o-p, c-a-t, m-a-n, sh-o-p.

How we teach Read, Write Inc lessons.

- **Step 1:**
- **Set 1 Sounds** are taught with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.





Set 2 green words

Set 2:

'Long vowel' sounds and digraphs and trigraphs are taught- 'ay', 'ee', igh' etc. Children are taught to spot the 'special friends' and use our 'Fred fingers' to count the sounds. Opportunities within the structured 15 minute lesson to hear the sound within a word, read it, 'Fred in your head' and finally write it.

high	night
light	fright
bright	might



Set 3 green words

Set 3:
Trickier digraphs and trigraphs are taught alongside alternative spellings for sounds.

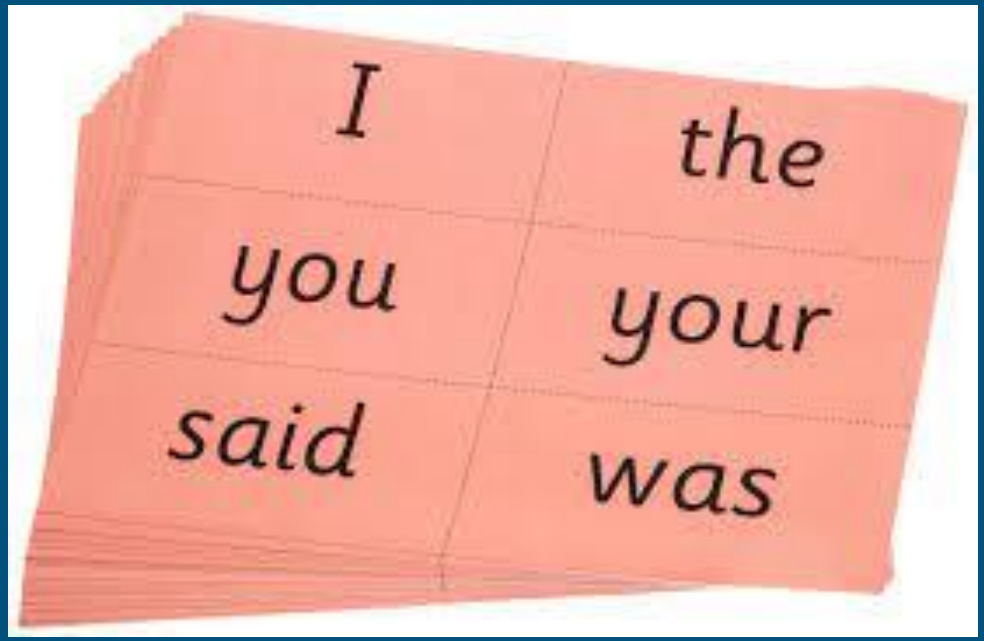


‘Nonsense’/alien words:

- Words which are not real but enable the children to sound out unfamiliar words using the sounds taught. Phonics screening test.



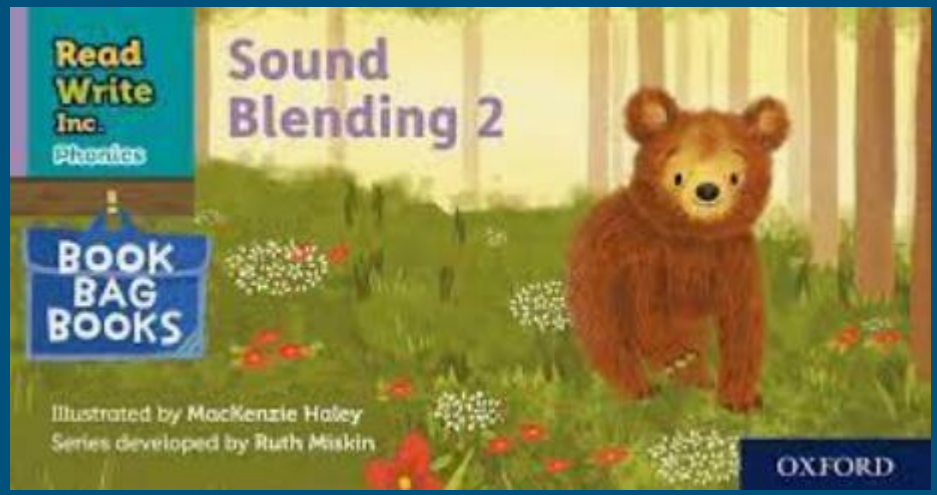
Red words- ‘You can’t Fred a red!’



Supporting your child with reading at home- Read Write Inc book bag books

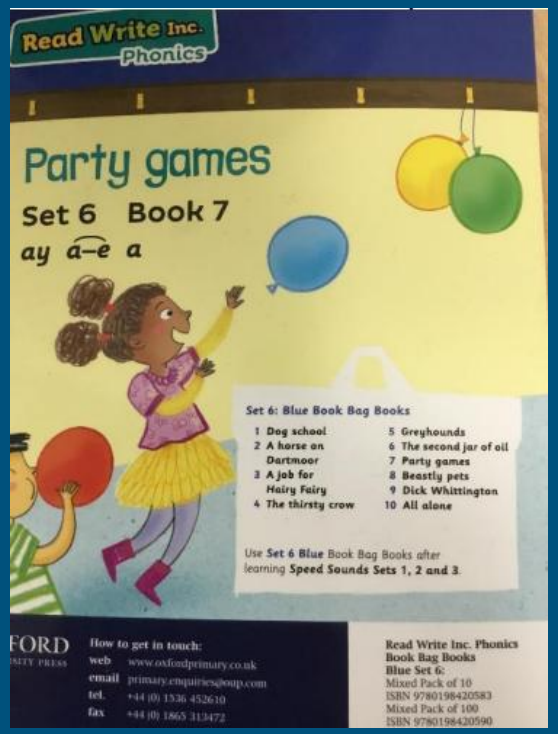
Sound blending books: These first books include CVC words containing sounds already taught to practise blending the sounds to read words.

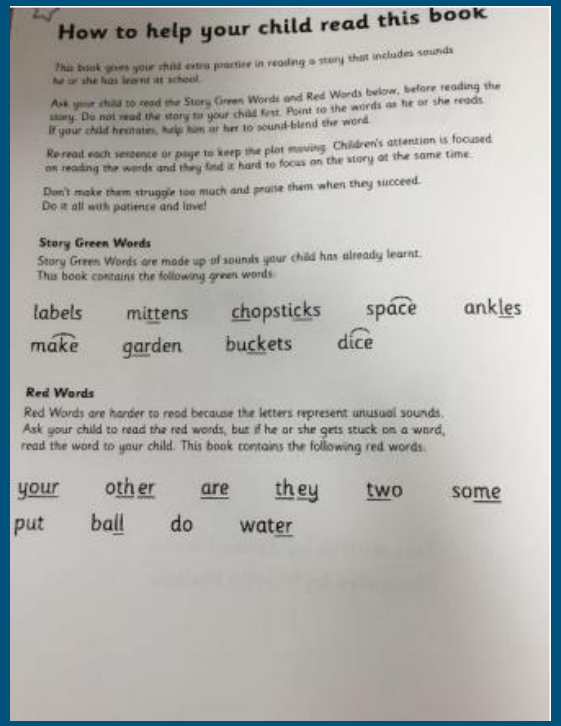


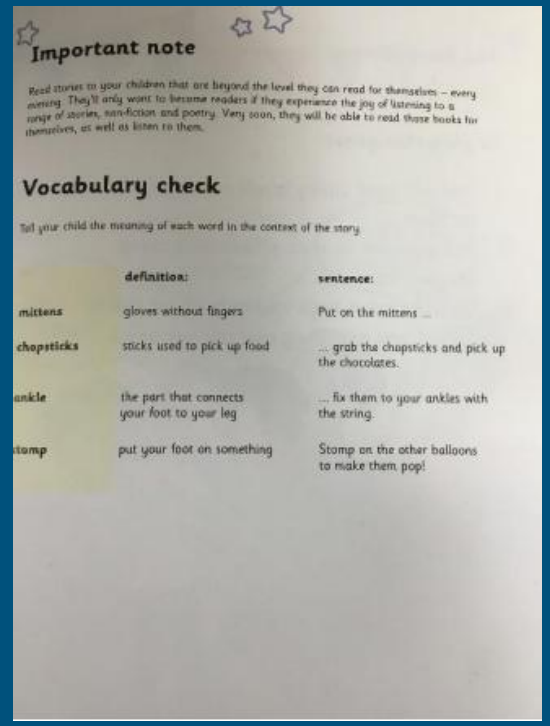


Supporting your child with reading at home- Read Write Inc book bag books

Share the RWI book with your child- daily. Your child should be able to read it quite easily with about 98% accuracy- this builds confidence and consolidates learning. All books cover sounds which have been taught in school. If the book is too difficult, please let your teacher know.







How do we teach phonics, reading and writing at St Mary's? Read, Write Inc

- **Reception-** daily phonics, reading and writing sessions.
- **Key stage 1 (years 1-2 and some of year 3)**

4 weekly sessions which are 35 minutes which include a mixture of phonics, reading and writing. Whilst we are still teaching new sounds, we introduce 2 new sounds a week and use 1 day to review. Every child reads at least 4 times a week as well as other writing and spelling skills. The groups are between 5-10 children with a consistent adult who adapts the session to suit the needs of their group. Two books will be sent home , one which has been shared at school.

- **Key stage 2 (years 3-6)**
- Whole class guided reading where all children share the same text. This focuses on developing fluency, intonation and prosody. Skills such as 'echo reading' are included so children can hear what an expert reader sounds like. There is also opportunity to develop comprehension and inference skills.
- Children who need further support will join the groups with Key Stage 1
- Story time- at the end of the day, each class shares a story.
- Library club- older children read stories to the younger children.

Tips for reading

- Find a nice quiet space to read without distractions. Get cosy and cherish the time you have reading. Little and often is best. If the time's not right, go back a different time but try to schedule reading into your routine.
- Use plenty of praise and encouragement.
- Let your child take control of the book and turn the pages.
- Spot the 'red' words as you read. Build up flash cards for quick recall.
- If your child can read it fluently, now look at the effect of the punctuation. Practise reading a sentence with an exclamation mark which appropriate expression.
- If your child is struggling, ask them to look at the first sound and ask them to 'sound out' the word. Use your 'Fred fingers' if you need to.
- Reluctant readers- try a bit of 'echo- reading'- you read a bit modelling expression and intonation and ask them to repeat it back. This gives confidence and experience of being a reader.
- Reading isn't just about decoding the words, it's also about comprehension. Ask questions – question as you hear new words and check their understanding of what's happening in the book as you read.

Tips for reading:



- **Share stories-** children love listening to stories and saying nursery rhymes and it is just as important to listen to your expression and intonation as it is to read themselves.

- **Repetition:** Children love to listen to the same story lots of times- this is an important part of the process of children seeing themselves as readers and understanding patterns in language, sentence structures and learning new vocabulary.

- Be a **role model** for reading!

After reading:

- Talk about the book. Ask them if they've had any experiences like the book characters.
- "Which bit did you like/not like?" " Why?"
- If they enjoyed it....
- Find another by the same author.
- Find another book on the same topic.
- Be a positive role model for reading- let your child see you reading and your enjoyment of reading!

Reading records:

- Please read every day with your child- little and often is best!
- Please record your reading of their banded book in their reading record.
- Write notes of any ‘red’ words your child struggled with.