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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*



# LITERACY MEETING

PARENTS FROM YEARS 1 AND 2

Monday January 13<sup>th</sup> 2025 9.15am & repeated 7pm

# English alphabetic code

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- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)

One of the most complex alphabetic codes in the world.

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Learning to read and write in English is therefore not easy! Only 45% of words can be read using phonetics and there are so many exceptions to the rules!

Look at the single letter <o> which appears in '**on**, **only**, **once**, **other**, **woman**, **women**, **who**'.

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*Now look at <ea> - (treat – great, threat, theatre, create).*

**<ou>** (shout –should, touch, soul, soup)

**<o-e>** (home - come, move)

**<oo>** (food –good, flood)

**<oa>** (road – broad).

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How about <ough>

The rough dough-faced  
plough boy coughed as he  
walked through the drought  
stricken farm. He sought a  
thoroughly good draught of  
ale.

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You may have learnt the “**i before e**” **spelling rule** which often works, except:

when your **foreign neighbour**  
**Keith receives eight**  
**counterfeit beige sleighs** from  
**feisty caffeinated weight lifters**  
– **weird!!**

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# Eye halve a SPELLING CHECKER

I halve a spelling checker  
It came with my pea sea  
It plainly marcs four my revue  
Miss steaks eye kin knot sea  
Eye strike a key and type a word  
And weight four it two say  
Weather eye am wrong oar write  
It shows me strait a weigh  
As soon as a mist ache is maid  
It nose bee fore two long  
And eye can put the error rite  
Its rare lea ever wrong  
I halve run this poem threw it  
I am shore your pleased to no  
Its letter perfect awl the weigh  
My checker tolled me sew!

**It's not  
easy  
reading  
and  
spelling  
English!!**



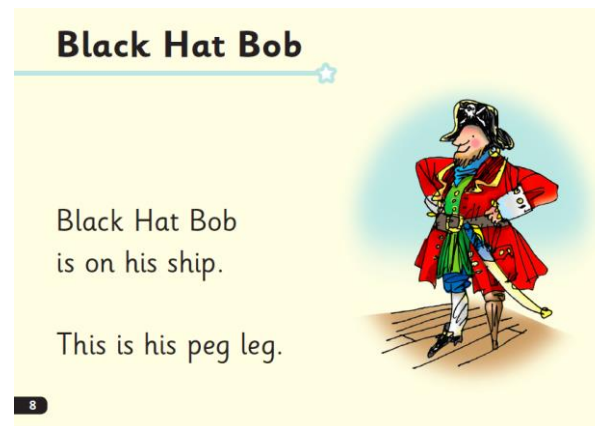
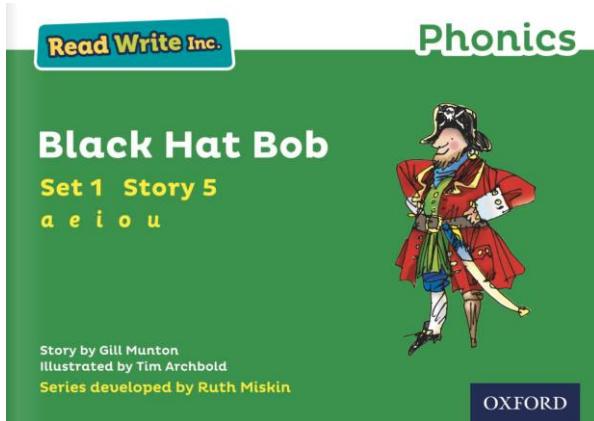
# Despite all this...

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We work hard in school to teach the children to read and write. This session will hopefully help you to understand how we teach, so that you can help at home.



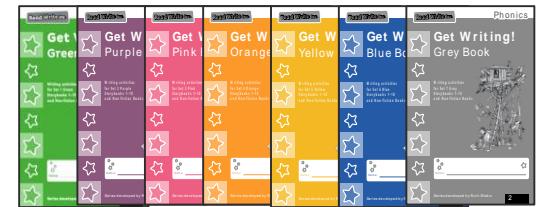
# Who is Read Write Inc. for?



# Read Write Inc. Phonics daily lessons

m ay ea

mat  
sleep  
purse



# Progress groups

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- Group children by phonic stages.
- Teach to the group's challenge level.
- Re-assess all children every half term.

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

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# What is phonics?

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Sounds

mat

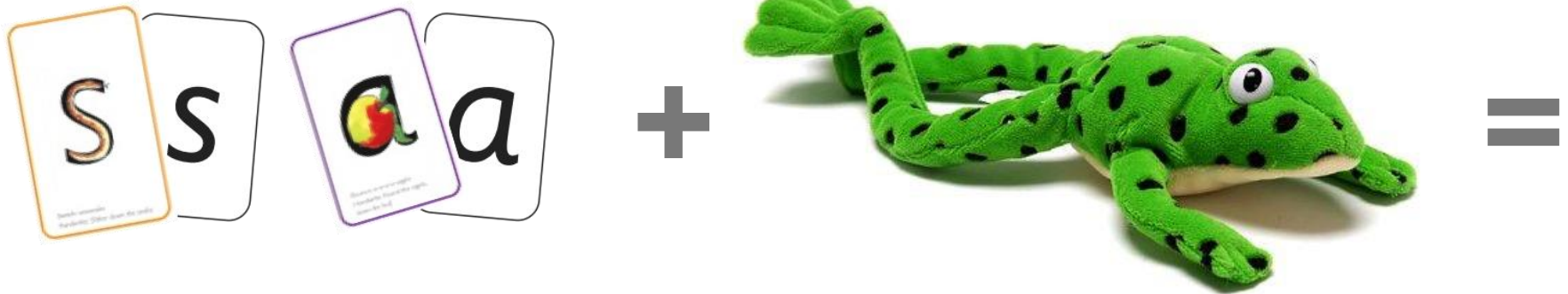
ship

Graphemes

*demonstrate, containing, roamed, trivial,  
injured, whimper*

# Sounds + blending = word reading

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sat

# 'Special Friends', 'Fred Talk'

1.6

ship

## Black Hat Bob

Black Hat Bob  
is on his ship.

This is his peg leg.





# Teach spelling using Fred Finger

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# 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
----	----	----	----	-----	----	----	----

# Pure Sounds ([ruthmiskin.com](http://ruthmiskin.com))

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## Sound pronunciation guide



# 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-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							

**Phonic families** – seeing words in groups can help children to remember which spelling goes with which word. The best way to improve spelling is to read often.

**Speed Sounds - Years 1 and 2**

<b>ay</b>	<b>ee</b>	<b>igh</b>	<b>ow</b>	<b>oo</b>	<b>oo</b>
play	green	high	blow	too	took
spray	sleep	light	snow	zoo	look
day	seen	bright	know	pool	book
say	feet	might	low	spoon	cook
always	keep	fight	show	moon	shook

<b>ar</b>	<b>or</b>	<b>air</b>	<b>ir</b>	<b>ou</b>	<b>oy</b>
car	fork	fair	girl	shout	boy
park	sport	air	third	mouth	joy
part	snort	chair	twirl	cloud	toy
hard	horse	hair	dirt	found	enjoy

Activate Window

## Speed Sounds - continued

Same sound different spelling		Same sound different spelling		Same sound different spelling		Same sound different spelling			Same sound different spelling		
ee	ea	oy	oi	ay	a-e	igh	y	i-e	ow	oa	o-e
meet	meat	toy	voice	play	name	night	my	nice	blow	goat	spoke
sleep	clean	boy	coin	way	date	fright	fly	like	snow	toast	phone
three	dream	annoy	join	day	same	light	by	hide	follow	throat	broke
see	sea				make			smile			
tree	scream										

Same sound different spelling		Same sound different spelling		Same sound different spelling		Same sound different spelling		
oo	u-e	or	aw	air	are	ir	ur	er
too	tune	sort	saw	fair	share	girl	burn	never
zoo	rude	sport	law	chair	dare	dirt	hurt	better
spoon	June	snort	paw	lair	scare	twirl	fur	corner

## Speed Sounds - continued

Same sound different spelling		Same sound different spelling			Same sound different spelling		
ou	ow	ay	ai	a-e	oo	ew	u-e
out loud round	brown town down	play may way	paid train Spain	name date make	too spoon	few blew	rude use

Same sound different spelling		tion	ear	ure	ture	ire
cious	tious	conversation dictation	hear dear fear	pure sure cure	picture mixture adventure	bonfire inspire conspire
delicious ferocious	scrumptious					

Activate Windows  
Go to Settings to activate Windows.

# What is the Phonics Screening Check?

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- A word-reading test at the end of Year 1.
- Children read 40 words.
- The pass mark is usually 32
- If your child does not achieve 32, the check is repeated in the summer term of Year 2



# The words to read start off simply

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chip

hill

jars

shack

# The words are more complex towards the end

---

elbow

tailor

sequins

whirling

# Half of the words are nonsense words eg

---



sheb



glight



ched



teb

# Red Words

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I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

These are the  
basic words  
children need to  
learn to read (by  
the end of Year 1)  
and also write (by  
the end of Year 2).

## Red Words with circled graphemes

I the you your said was  
are of want what they to  
he me we she be  
no so go old her baby  
do does all call tall small  
many any one anyone some come  
watch who where there here were  
brother other mother father love above  
two once buy worse walk talk  
bought caught through thought whole wear  
could would should great saw why  
now how down over  
my by son water school ball  
everyone their people put

(\* = red for a while)

Y

## New Curriculum Spelling List Year 2

door	child	cold	pretty	grass	improve	parents	poor
wild	gold	beautiful	pass	sugar	Christmas	find	most
hold	after	plant	could	everybody	mind	both	told
fast	path	would	even	floor	children	every	last
bath	sure	because	climb	great	past	hour	eye
kind	only	break	father	move	should	behind	old
steak	class	prove	who	whole	many	busy	water
half	Mr	any	clothes	people	again	money	Mrs



**Year 2  
work  
towards  
being  
able to  
spell all  
these  
words.**

# Three reads initially moving on to five



## 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!"

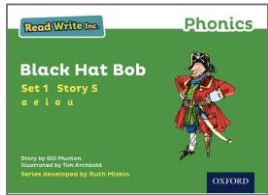
"But where can we find a dinosaur like that?" asked Stegosaurus, cautiously.

"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

# Which books will children bring home?

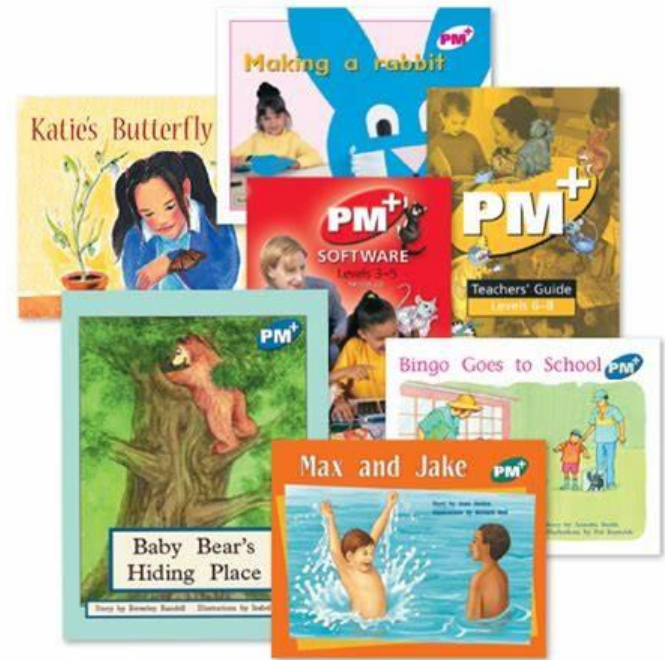




# The RWI Reading scheme



Read, write, Inc books used from Reception until after grey they reach grey level (matched exactly to phonic ability) developing



Benchmark books used (not matched to phonics – good for their comprehension)

# Reading Y2 Expected standard (nationally)

<b>Working at the Expected Standard</b>	
1	I can read accurately most words of two or more syllables.
2	I can read most words containing common suffixes.
3	I can read most common exception words.
4	I can read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute.
5	I can sound out most unfamiliar words accurately, without undue hesitation.
6	I can check that what I read makes sense.
7	I can answer questions and make some inferences on the basis of what is being said and done.
8	I can explain what has happened so far in what I have read.

# Fluency – aiming for 90 words/minute by Yr2



## Grey Group

“Please, please, please, Mum, let me have a pet! A horse  
or a bee or a duck or a seal, a wolf or a weasel, a flea or  
an eel – any pet will do!”

At least, that’s what I said.

But what I really wanted was an elephant. An elephant  
with creased grey skin and a trunk as thick as a tree.

Mum freaked out at first, but she got me one.

We kept it in the garden. It was a bit of a squash, what  
with Dad’s beans and Dean’s go-kart.

11

28

34

40

50

62

72

86

92

Blue Group	The first six Set 3 Sounds speedily (ea oi a-e i-e o-e u-e) 🕒 most words 🕒 60–70+ words per minute Attempts to read with intonation to show comprehension
Grey Group	All Set 3 Sounds speedily 🕒 most words 🕒 70–80+ words per minute Attempts to read with intonation to show comprehension
Read Write Inc. Comprehension Group	🕒 all words correctly 🕒 most words 🕒 80–90+ words per minute Reads with intonation that shows some comprehension

Time how long it would take your child to read these 92 words. The aim for end of Year 2 is one minute.

# Cursive writing

## Handwriting position :

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip

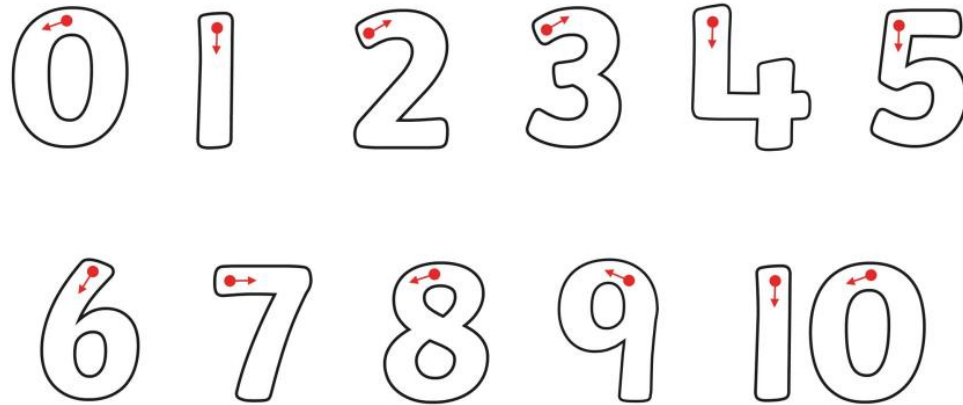


# Number formation

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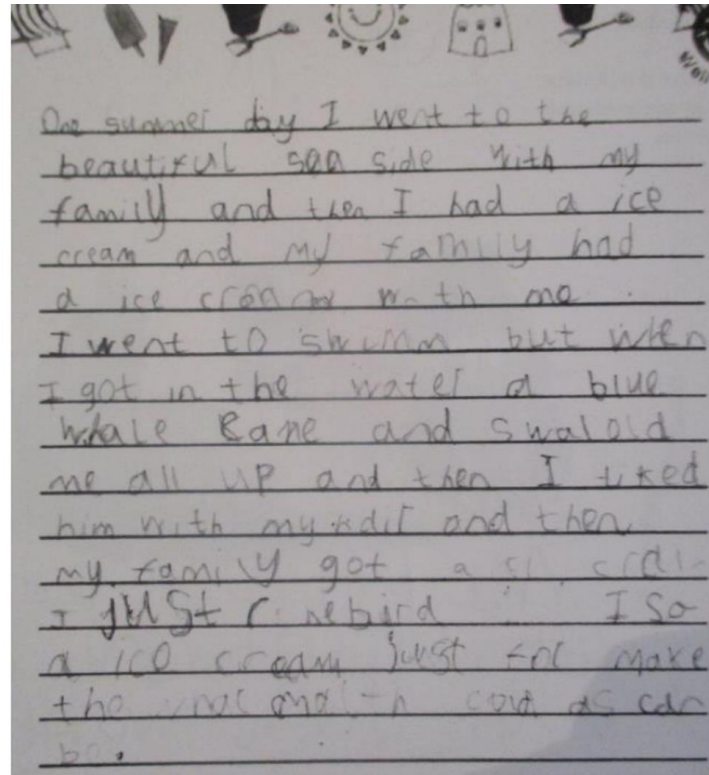
## Number Formation

Can you trace the numbers?



# You can find examples of writing on our website

<https://www.st-monicas.enfield.sch.uk/wp-content/uploads/2022/10/Writing-exemplification-Reception-Year-6.pdf>



Standard  
for end of  
Year 1

# Y2 expectations for writing (nationally)

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## Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.



# Writing examples

Expected  
standard for end  
of Year 2

## Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a <sup>snack</sup> ~~snack~~. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to give our friends to a tea. After that we had a silly porcupine party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a nest. Last of all we sorted out animals. Finally it was home time. The trip was great! my favorite part of the day was identifying the trees.



## Another example of the expected standard for end of Year 2

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> was really dark in the attic and there were <sup>lots</sup> deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred <sup>took</sup> ~~took~~ <sup>took</sup> them all down stairs. First he opened the silver one which had wires in it. <sup>Soon</sup> ~~soon~~ he had opened all of them.

# Common mistakes in creative writing:

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Writing as they say it – I **fink** **dat** my br**uva** is....

Incorrect grammar – We seen... I done...

Could of... (instead of Could have...)

Made up words – I **brang** my toy to school

**Your child will write as they speak! Correct their speech!**

# It is very common for children to use their phonics (incorrectly initially) to spell

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I went to the restront.

My dinner was dilishus.

I woz going out to the park.

She sed hello to me.

We might not correct the top two, but would definitely correct the bottom two!

**We do not correct EVERY spelling mistake. We do expect the children to learn their red words – but don't want them put off from using exciting vocabulary by over correcting them – this is demoralising for children.**

# Year 2 SATs are no longer statutory.

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However, the teachers in Year 2 will use some past reading and maths SATs papers to support with our end of year assessments.

# Reading paper

Here's an example of a page in one of the reading assessment papers for Yr2 SATs.

## Lucky Duck

When Lenny was a very little boy, his dad bought him a really special toy duck.

Duck was Lenny's best toy and whatever Lenny did, Duck did too.



### Practice questions

**a** Who gave the toy to Lenny?

Tick **one**.

- |          |                          |         |                          |
|----------|--------------------------|---------|--------------------------|
| a boy    | <input type="checkbox"/> | his dad | <input type="checkbox"/> |
| his gran | <input type="checkbox"/> | his mum | <input type="checkbox"/> |

**b** What toy did Lenny get?

\_\_\_\_\_

## New Year festivals

New Year festivals celebrate the end of one year and the beginning of the new one.

### Hogmanay

In Scotland, people call the New Year festival Hogmanay and they celebrate it on the last day of the year. At Hogmanay, there are dazzling firework displays and lots of singing and dancing.

### Chinese New Year

The Chinese New Year festival is celebrated on the first day of the new year in the traditional Chinese calendar. This day changes every year but it is always in January or February.

At Chinese New Year, people celebrate with music and dancing. They often have wonderful parades. In the parades, huge puppets move through the streets and people wave colourful flags. The most impressive puppet is the dragon. In Chinese legends, dragons are friendly and bring good luck. In the parades, the dragon puppet always comes last.

After the parades, people let off firecrackers (noisy fireworks). Everyone has fun!

### Flower festivals

Flower festivals are held all over the world in spring and summer. They usually celebrate the arrival of spring and the new flowers that grow.

In a country called the Netherlands, people decorate boats and lorries (called floats) with tulips and other flowers. The Netherlands is famous for its tulips.

In a country called Italy, people make huge carpets of flowers in the streets. The flowers stay in place for days or even weeks. At the end of the festival, children are allowed to play in the flowers.

On an island called Jersey, people make giant models of animals, boats and cars out of flowers and take these models on a parade through the island's towns. There is music and dancing. At night, the models are covered in lights and they make the streets sparkle. At the end of the parade, there is a huge firework display.



a Chinese dragon puppet



a street covered in flowers

(pages 4–5)

8

Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
Hogmanay is a Scottish festival.		
In Jersey, people make carpets of flowers in the streets.		
In England, Harvest Festival takes place in April.		
Before the Chinese New Year parade, people celebrate with firecrackers.		

○  
2 marks

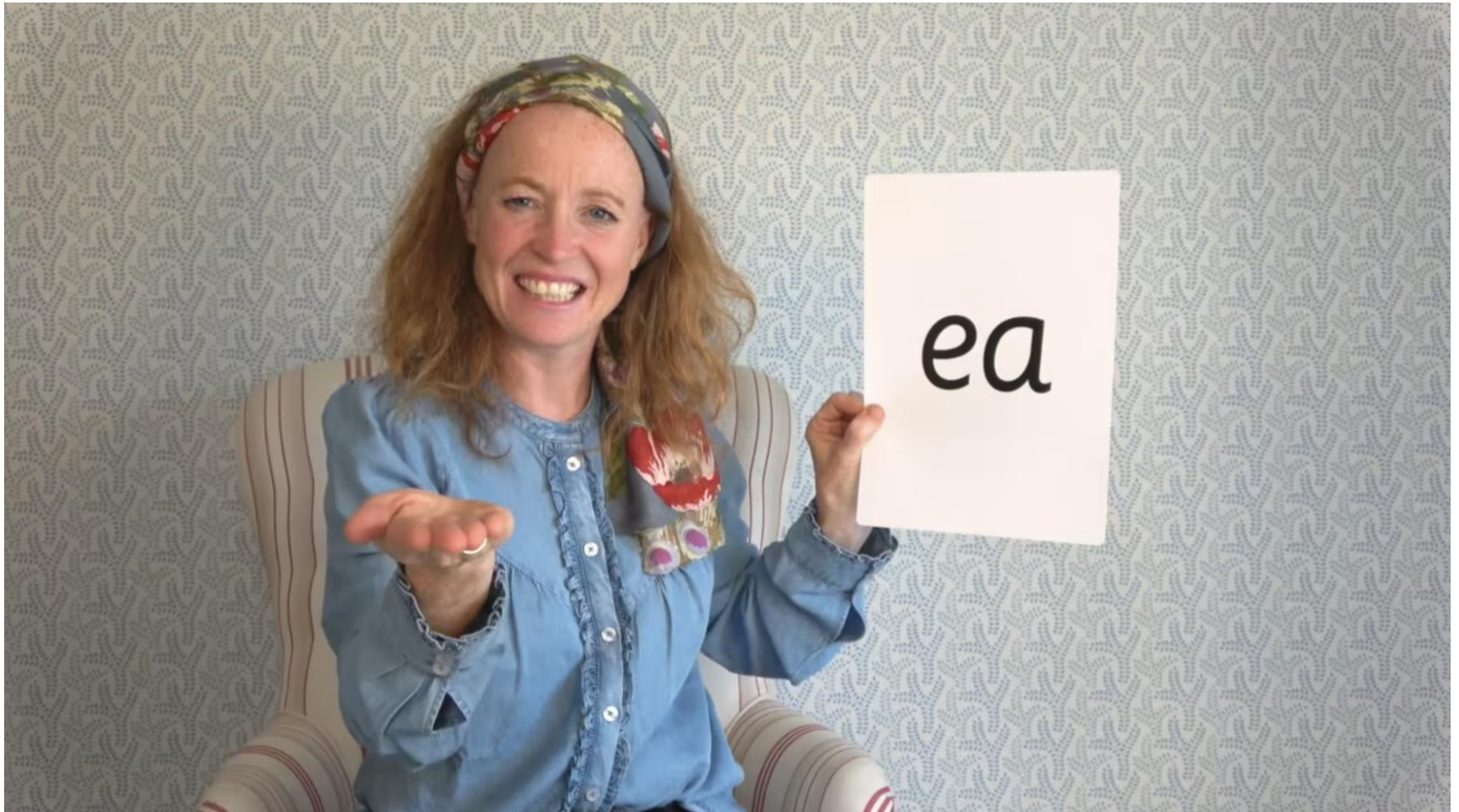
# An example of a SATs spelling paper.

Qu.	Spelling	M.	Primary content domain reference	Secondary content domain reference
1	grass	1	S37 – common exception words	
2	boat	1	S8 – vowel digraphs and trigraphs	
3	pie	1	S8 – vowel digraphs and trigraphs	
4	want	1	S30 – the /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>	
5	keep	1	S11 – using <i>k</i> for the /k/ sound	S8 – vowel digraphs and trigraphs
6	space	1	S15 – the /s/ sound spelt <i>c</i> before <i>e</i> , <i>i</i> and <i>y</i>	S8 – vowel digraphs and trigraphs
7	drank	1	S2 – the /ŋ/ sound spelt <i>n</i> before <i>k</i>	
8	loudly	1	S34 – the suffixes <i>-ment</i> , <i>-ness</i> , <i>-ful</i> , <i>-less</i> and <i>-ly</i>	S8 – vowel digraphs and trigraphs
9	ears	1	S8 – vowel digraphs and trigraphs	S5 – adding <i>-s</i> and <i>-es</i> to words
10	hurry	1	S9 – words ending in <i>-y</i> (/i:/ or /ɪ/)	
11	skill	1	S11 – using <i>k</i> for the /k/ sound	
12	front	1	S28 – the /ʌ/ sound spelt <i>o</i>	
13	travel	1	S19 – the /l/ or /əl/ sound spelt <i>-el</i> at the end of words	
14	dishes	1	S5 – adding <i>-s</i> and <i>-es</i> to words	
15	edge	1	S14 – the /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e</i> , <i>i</i> and <i>y</i>	
16	hospital	1	S20 – the /l/ or /əl/ sound spelt <i>-al</i> at the end of words	
17	chimney	1	S29 – the /i:/ sound spelt <i>-ey</i>	
18	hottest	1	S26 – adding <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter	
19	parties	1	S23 – adding <i>-es</i> to nouns and verbs ending in <i>-y</i>	
20	wrist	1	S17 – the /r/ sound spelt <i>wr</i> at the beginning of words	
<b>Total marks</b>		<b>20</b>		



# Virtual Classroom films

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# How do I use the Virtual Classroom?

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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.

# What can I do?

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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.

# Free Video Tutorials (ruthmiskin.com)

Back

Parents

AAA

## Read Write Inc. Phonics - Learning to read at home

### Parents films

The films below show parents and carers how we teach children to read and write with *Read Write Inc.* Phonics.

If your child is in a school that teaches *Read Write Inc.* or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) or [Twitter](#) pages and subscribe to our [YouTube](#) channel.



## Online resources available

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Ruth Miskin Parents' Page:

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

Ruth Miskin Facebook:

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

Free e-books for home reading:

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

# Any questions?

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