

The background features a large white circle in the center. To the left of the circle is a light blue vertical band, and to the right is a light pink vertical band. Below the white circle is a large, dark blue shape that curves upwards, resembling a stylized arch or a wide smile.

SOUNDS-WRITE AND EARLY READING

Aims of this evening

- An introduction to Sounds-Write (the phonics programme for EYFS, Year 1 and Year 2 children).
- A chance to experience some of the lessons we use in our Sounds-Write sessions.
- How phonics links to reading and how to support your child with their reading.
- Time to look at the Sounds-Write reading books to see how they progress.
- An opportunity to ask questions about Sounds-Write and reading.

Sounds-Write

- Sounds Write is a linguistic phonics programme
- It begins with the sounds in language and moves from the sounds to the written word (think sounds first and is based on whole words)
- Its aim is to teach children to read (not reading comprehension skills)



Jack and Rachel were playing with their toy train.

“You have been so good that I will buy you a bag of sweets,” said Mummy.

“We want jelly beans,” they said.



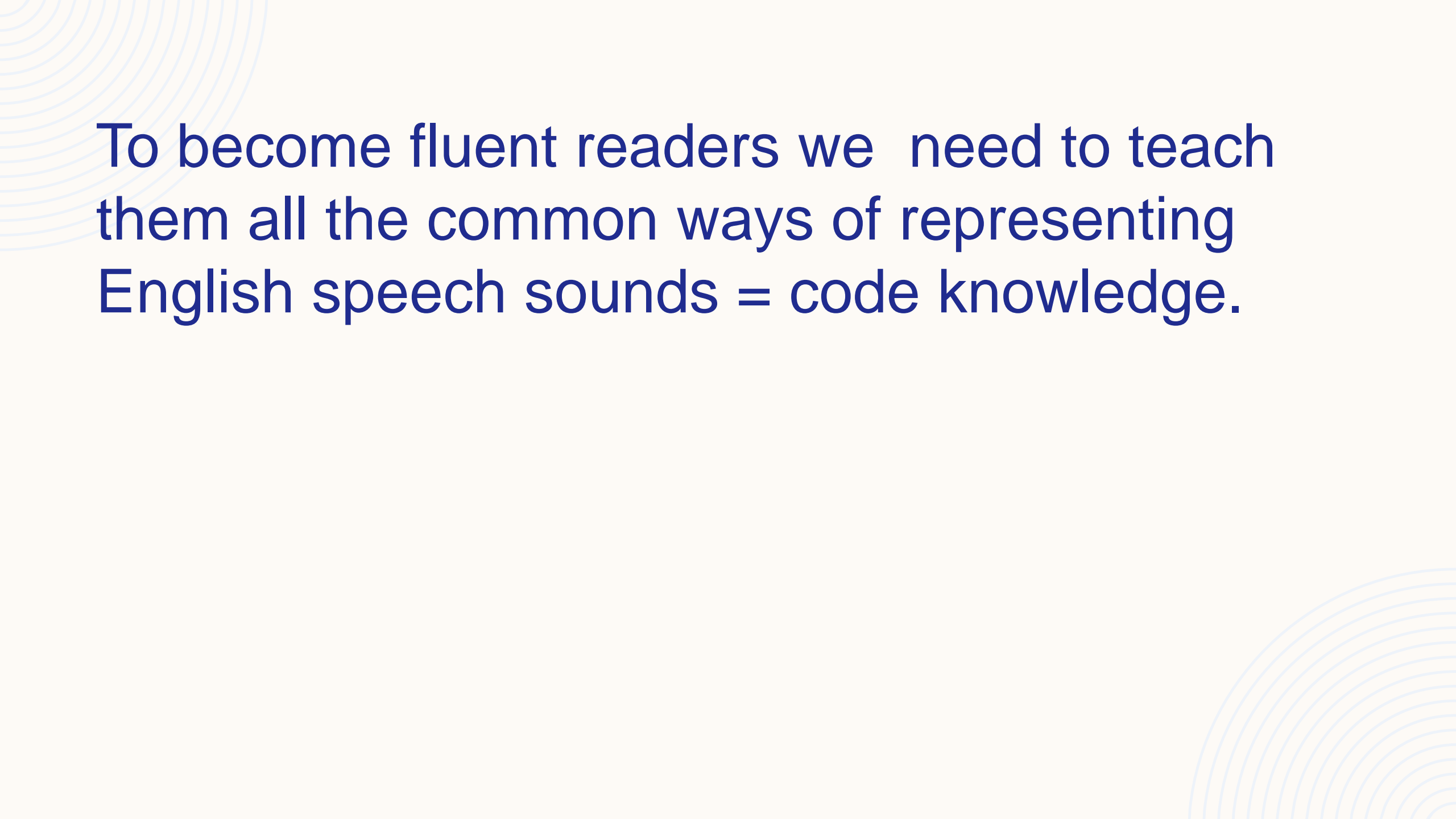
J a c k | a n d | R a c h e l | w e r e |
p l a y i n g | w i t h | t h e i r | t o y |
t r a i n . |

“Y o u | h a v e | b e e n | s o | g o o d |
t h a t | I | w i l l | b u y | y o u | a |
b a g | o f | s w e e t s , ” | s a i d |
M u m m y . |

“W e | w a n t | j e l l y | b e a n s , ” | t h e y |
s a i d . |

Sounds-Write conceptual knowledge

- letters are symbols (spellings) that represent sounds
- a sound may be spelled by 1,2,3, or 4 letters
- the same sound can be spelled in more than one way
- many spellings can represent more than one sound
- letters represent sounds not make sounds



To become fluent readers we need to teach them all the common ways of representing English speech sounds = code knowledge.

Sounds-Write 3 key skills

- blending
- segmenting

subdermatoglyphic

- phoneme manipulation

Sounds-Write lessons

- very structured
- different to how we have previously taught phonics
- 30 minutes every day with about 3 different activities within that 1 lesson (including either reading or dictation)

Learning objectives: The Initial Code

The Sounds~Write programme is cumulative. The chart below shows the new learning objectives introduced at each Unit. However, all the previously encountered objectives also continue.

LEARNING OBJECTIVES: THE INITIAL CODE			
UNIT	SKILLS	KNOWLEDGE	
		CODE	CONCEPTUAL
	To segment, blend & manipulate sounds in words with the structure:		
1	CVC	a, i, m, s, t	Sounds can be represented by spellings with one letter
2		n, o, p	
3		b, c, g, h	
4		d, e, f, v	
5		k, l, r, u	
6		j, w, z	
7	2 sounds Ks+ (x) y, ff*, ll*, ss* zz*		Some spellings are written with a double consonant are CVC words as ff = 1 sound
8	vcc and cvcc 2 consonants in final position 3- & 4-sound words	No new code knowledge	
9	CCVC 2 consonants in initial position	No new code knowledge	ie smell = 4 sounds and is a CCVC word.
10	ccvcc, cvccc, and cccvc 3 adjacent consonants 5-sound words	No new code knowledge	
11	teach tch as well	sh*, ch*, th*, ck*, wh*, ng*, < q > < u >*	Some spellings are written with two different letters < q > and < u > represent the sounds /k/ and /w/

EYFS

- starts with the Initial Code
- everybody is part of the daily lesson
- starts with word building by saying the whole word
- much bigger focus on segmenting, blending and phoneme manipulation skills so that this is solid before moving onto 2 letters representing 1 sound (digraphs)

Year 1

target sound.		Spellings:	
Sounds: Teach with Lessons 6, 7, 8 and 9		Teach with Lesson 10	
Unit		Unit	
1	Sound /æ/ first spellings - 2 weeks		
2	Sound /ee/ first spellings - 2 weeks		
3		3	Spelling < ea >
4	Sound /oe/ first spellings	5	Spelling < o >
6	Sound /er/ first spellings		
7	Sound /e/		
8	Sound /ow/	9	Spelling < ow >
10	Sound /oo/ (as in 'moon') first spellings		
11	Sound /ie/		
12	Sound /oo/ (as in 'book')	13	Spelling < oo >
14	Sound /u/	15	Spelling < ou >
16	Sound /s/	17	Spelling < s >
18	Sound /l/		
19	Sound /or/ first spellings		
20	Sound /air/		
21	Sound /ue/	22	Spelling < ew >
23	Sound /oy/		
24	Sound /ar/		
25	Sound /o/	26	Spelling < a >

- starts with Extended Code
- same sound, 4 different ways to spell that sound (including split spellings)
- one spelling, different sounds <ea>
- polysyllabic words

Year 2

		26	Spelling < a >
27	Sound /ae/ more spellings		
28	Sound /d/		
29	Sound /ee/ more spellings		
30	Sound /i/		
		31	Spelling < y >
32	Sound /oe/ more spellings		
33	Sound /n/		
34	Sound /er/ more spellings		
35	Sound /v/		
36	Sound /oo/ (as in 'moon') more spellings		
37	Sound /j/		
38	Sound /g/		
		39	Spellings < g >
40	Sound /f/		
		41	Spelling < gh >
42	Sound /m/		
43	Sound /or/ more spellings		
44	Sound /h/		
45	Sound /k/		
46	Sound /r/		
47	Sound /t/		
48	Sound /z/		
49	Sound /eer/		
50	Sound schwa /ə/		

- still Extended Code – revisit with more spellings
- same sound, different ways to spell that sound (including split spellings)
- Year 1 /ae/ <ai> <ay> <ea> <a-e>
- Year 2 /ae/ Year 1 plus <a> <ei> <ey> <eigh>
- one spelling, different sounds <ea>
- polysyllabic words

Year 3 and onwards

- revisit Year 2 content
- spelling


The background features decorative elements consisting of concentric circles in the top-left and bottom-right corners. The top-left corner has a series of light blue concentric circles, while the bottom-right corner has a series of light green concentric circles. The text "Let's have a go!" is positioned in the upper left area, overlapping the blue circles.

Let's have a go!



How do we use this knowledge and skills to learn to read?

Sounds-Write books are functional and are designed to practise segmenting, blending and to constantly review code knowledge.



Top tips for reading

- little and often (x5 a week at home with SW book for EYFS and Year 1 children, Year 2 children SW book and then other books)
- different times of the day work for different children
- use a bookmark so you can see one line at a time
- encourage your child to track the words they are reading with their finger
- encourage them to segment and blend when they are unsure of a word
- **say the sounds read the word**
- pure sounds

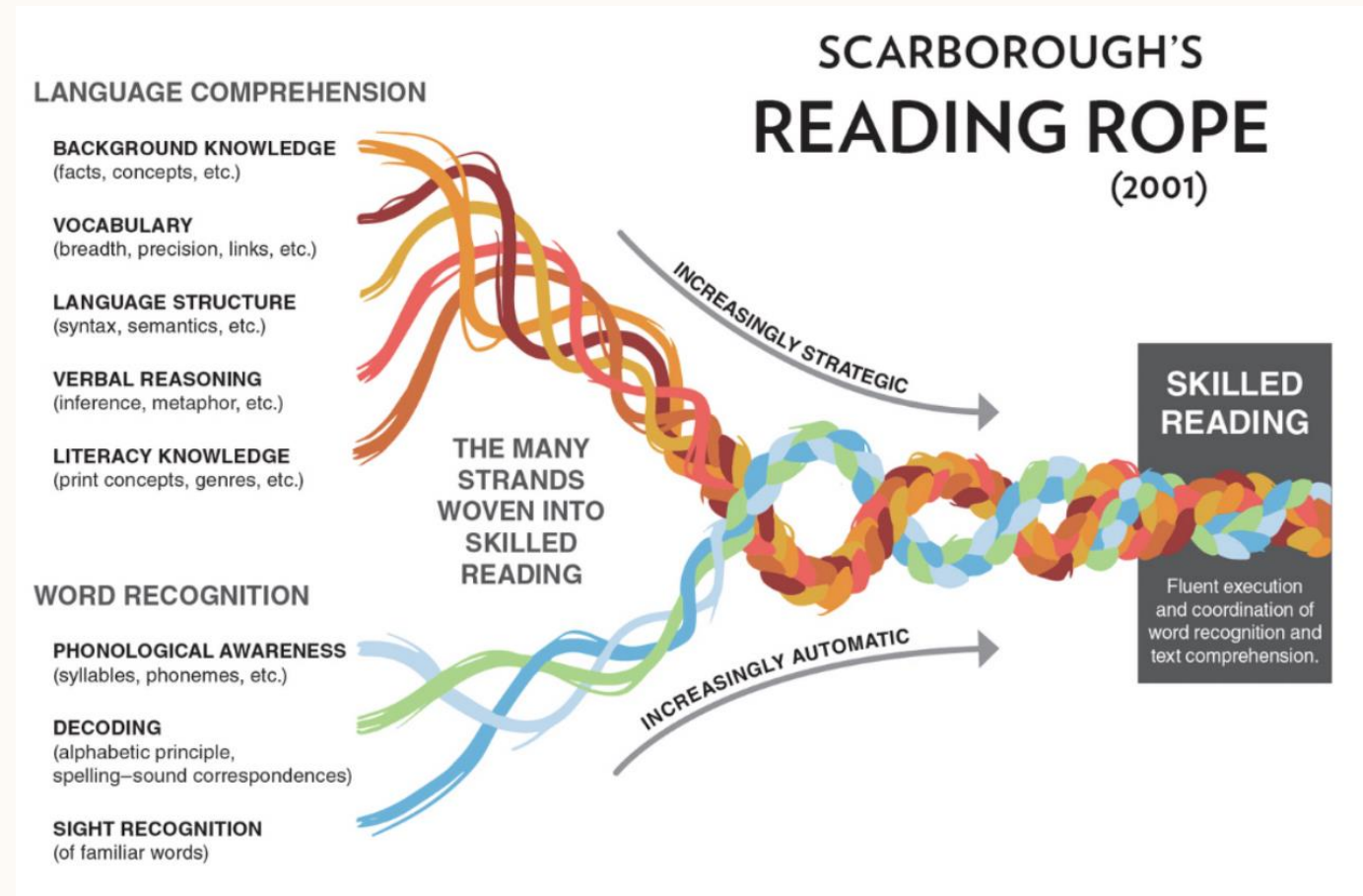
Top tips for reading

- words with unusual spellings (high frequency words/ Common Exception Words) tell them the word and say this is an unusual way to spell this sound.
- can you spot the 2 letters one sound spelling (digraph) in this word? If not, show them.
- break up longer words such as waiting
w ai t ing
- Extended Code books – show them/talk about the different 2 letters one sound spellings that are going to be in the book before you read
- do discuss what words mean
- help them – it's not a test!

- Top tips for reading
- blending – is usually the trickiest part. See blending blog notes on what to do.
- split spellings
- do get them to re-read the sentence again. To help develop fluency. And again... if they are still happy to!
- If they have read it with fluency, you could do a little bit of reading comprehension.
- **Learning to read turns into reading to learn!**

The Process of Early Reading

- Decoding – this is where they segment and blend to decode a word.
- Fluency – this is when they can read words without needing to decode. They need to re-read texts to develop fluency.
- Reading comprehension



Reading books

- Sounds-Write books are functional – chance to practise blending, segmenting, decoding skills.
- Usually 2 or more units below what we are working on in our Sounds-Write lessons.
- Some children who are fluent readers will also take home a coloured reading band book.
- Please always read the Sounds-Write book first. They need to practise their code knowledge and segmenting and blending skills.
- All KS1 children are also taking home a library book to have an adult at home read to them for ‘richer read’ and to develop language comprehension skills.

Assessing reading

- Teachers are listening to every child read the same Sounds-Write book in their class once a term.
- We are assessing their code knowledge (Initial Code for EYFS and Year 1 and Extended Code for Year 2), blending, segmenting, fluency and HFW knowledge.
- This informs us whether they need to have the Dandelion book (less text but at the same level) or the Sounds-Write book and if they are fluent readers a coloured book band book.
- YARC assessment
- Code knowledge assessment is under review.

Did you know that
Reading for pleasure ...

Increases
a child's
mental
health

Increases
your child's
reading
skills

Increases
your child's
likelihood of
being successful

Is about
reading
what you
choose

Reading for
pleasure can
look like:

- Listening to an audiobook and available from libraries
- Reading on a device
- Reading the football programme
- Reading a magazine or newspaper
- Listening to someone read aloud
- Reading manga or comic strips

1 Why is reading for pleasure so important?

“Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income.

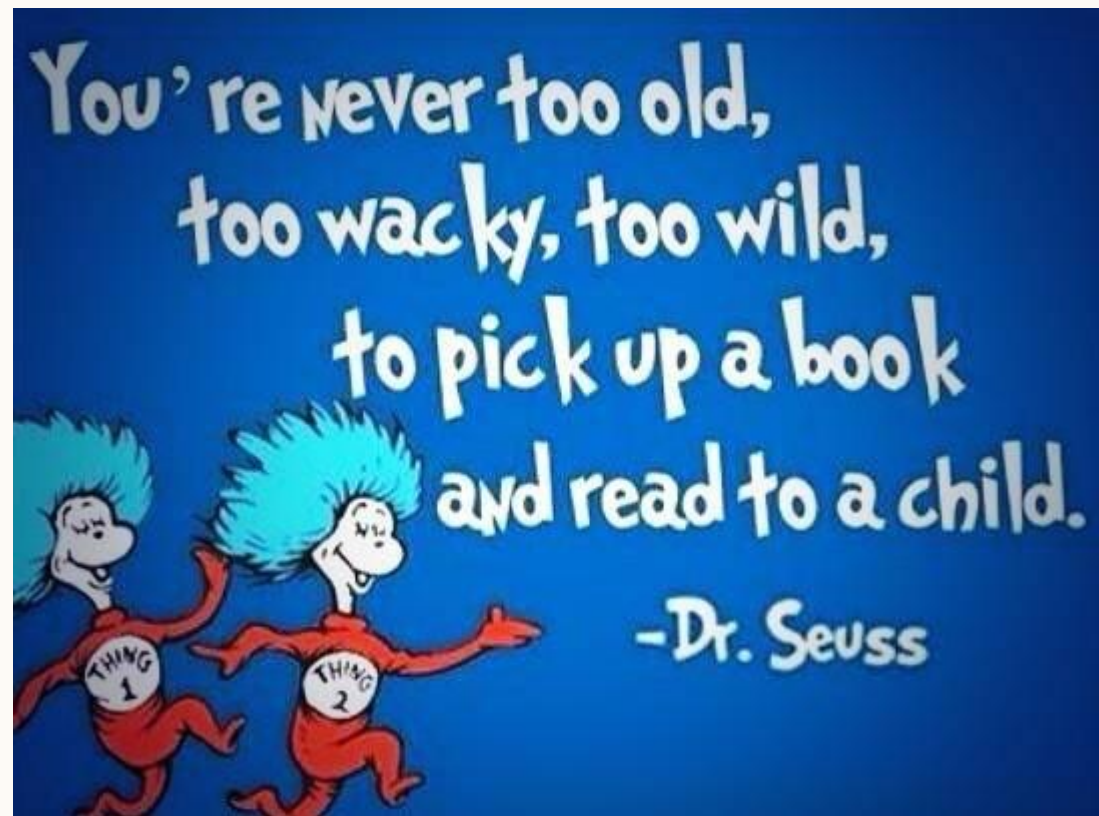
Source: Organisation for Economic Co-operation & Development. Evidence from the National Literacy Trust, BookTrust and others shows that reading enjoyment and literacy levels are associated with educational attainment and employability skills as well as health, social, emotional and intellectual benefits.



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.



Freddie's Reading Room



THANK YOU