

The background features a large white circle in the center, partially overlapping a light blue rectangle on the left and a light pink rectangle on the right. A dark blue shape, resembling a stylized arch or a large letter 'C', is positioned at the bottom, framing the white circle.

SOUNDS-WRITE AND READING

Aims of this evening

- An introduction to Sounds-Write (the phonics and spelling programme for EYFS, KS1 and KS2 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.
- How Sounds-Write supports spelling.
- Time to look at the Sounds-Write reading books and OUP 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)
- Learning our own language is biologically primary knowledge (things we learn naturally)
- Reading, writing are biologically secondary knowledge. It is invented knowledge and has to be taught explicitly. This knowledge is not stored in the same way.
- 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

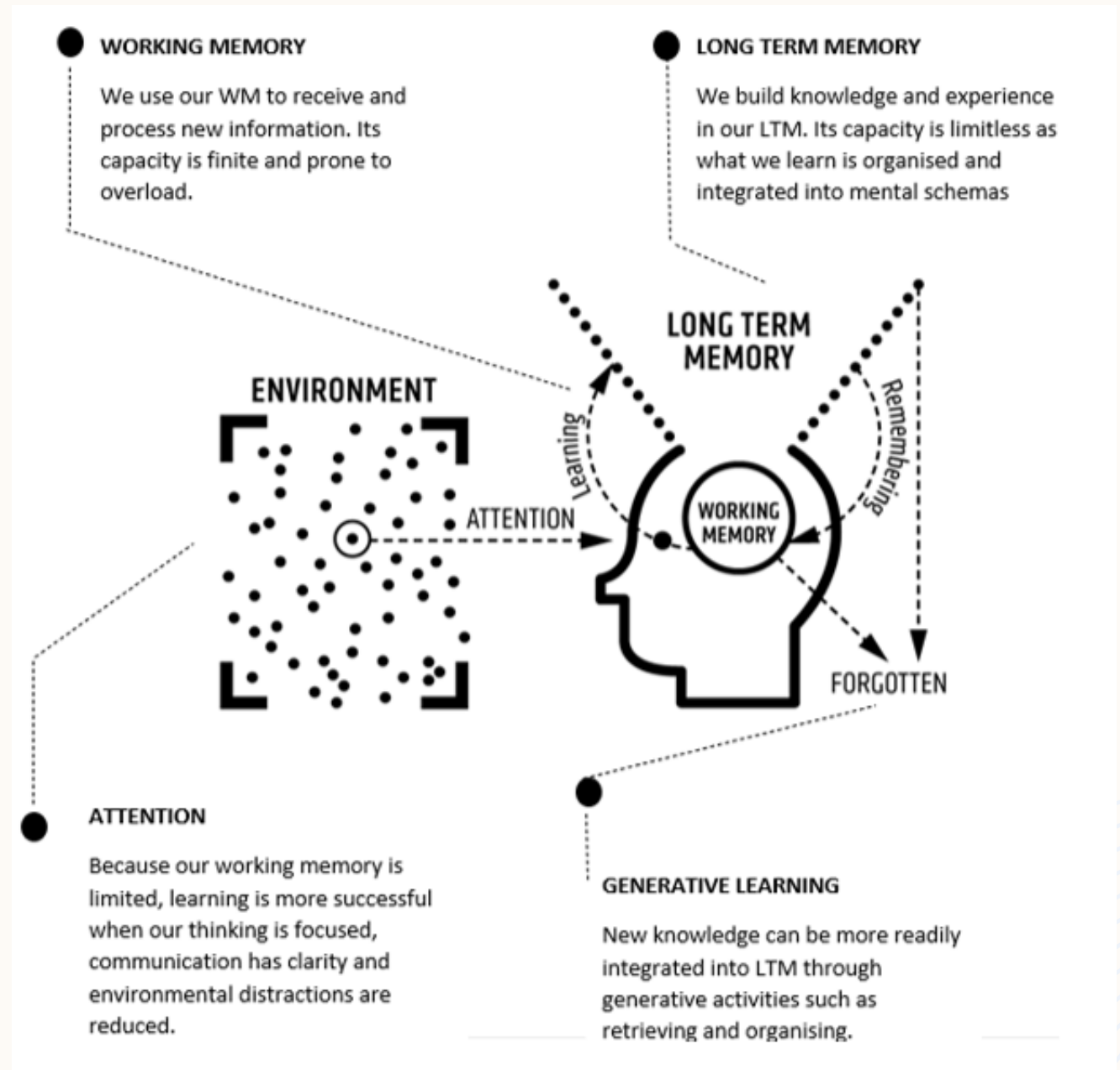
subdermatoglyphic

- 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)

- A simple model for how memory works is based on the concept of building schemata in our long-term memory.
- Schema is a mental structure to help us understand how things work. It has to do with how we organize knowledge. As we take in new information, we connect it to other things we know, believe, or have experienced.



3 parts Sounds-Write lessons

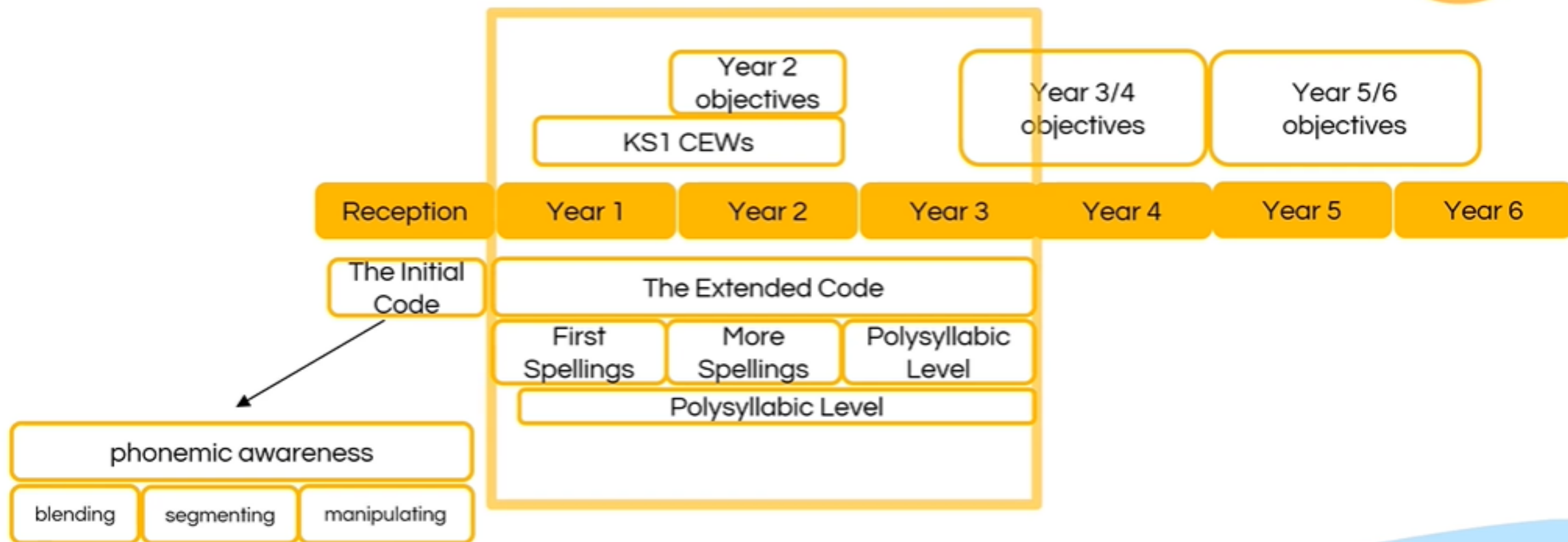
- review prior learning (previous unit)
- new learning (current unit)
- retrieval - reading and writing in connected text



Whole School Implementation (UK)

Sounds-Write

The Extended Code



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	} 2 weeks per unit
3		b, c, g, h	
4		d, e, f, v	
5		k, l, r, u	
6		j, w, z	
7	2 sounds 1 letter 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	} 3 weeks
9	CCVC 2 consonants in initial position	No new code knowledge	
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 <ee>
- 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 /ee/ <e> <ea> <ee> <y>
- Year 2 /ee/ Year 1 plus <ey> <ie> <i>
- one spelling, different sounds <ea> /ae/ break /ee/ gleam
- polysyllabic words



Let's have a go!

Years 3 and 4

- revisit Extended Code at a polysyllabic level (estimated that more than 80% of the words in the English language are polysyllabic).
- polysyllabic – break words down into their syllables to spell them
- Unit 29 /ee/ **ex / pe / ri /ence**
- spelling
- spell National Curriculum statutory words

Years 5 and 6

- prefixes, suffixes and morphology of words
- Unit 29 /ee/

Year 5 de / ter / mined

Year 6 a / chieve a / ccom / pa / ny

- spelling
- spell National Curriculum statutory words

What does progression look like across the school?

Presentation title

19

EYFS Initial Code sh ch th ck wh ng tch

Extended Code /ee/

Year 1 be creak meet funny

Year 2 we cream feet happy
donkey chief ski

Year 3 we breathe free messy money
thief taxi

de/cide de/scribe hi/sto/ry

What does progression look like across the school?

20

/ee/

Year 4 to 6 move to a spelling focus

Year 4 recent beanbag beehive hungry valley shriek deli

be/lieve (additional spelling e-e) com/plete ex/pe/ri/ence

Year 5 develop reason exceed identity journey brief confetti

de / ter / mined for/ty va/ri/e/ty dic/tion/a/ry fre/quently

Year 6 either beachwear guarantee curiosity priest

a / chieve (split spelling e-e) a / ccom / pa / ny ca/te/go/ry

se/cre/ta/ry




Let's have a go!



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

EYFS and Year 1

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



Reading books

- Usually 2 or more units below what we are working on in our Sounds-Write lessons.
- Please always read the Sounds-Write book first. They need to practise their code knowledge and segmenting and blending skills.
- Please re-read this book to build up their reading fluency.
- All 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.



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

Year 1 (May time) and Year 2

Children have learnt enough code to be able to apply it to read books that have more variety of words in the text.

Move onto OUP levelled books.



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

KS2

- Children are assessed using a diagnostic test and this, with teacher knowledge, allows us to assign them a Reading Age.
- If they are at the OUP Level 18, a reading age of 12+, they become 'free readers' and can choose a reading book from the class library or from home. Teachers will ensure the book is at an appropriate level.
- If their Reading Age is less than this, they will choose an OUP levelled book and a 'richer read' from the class library or home.
- Children on the OUP books will be heard to read at least once a week by teachers or TPs.

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!

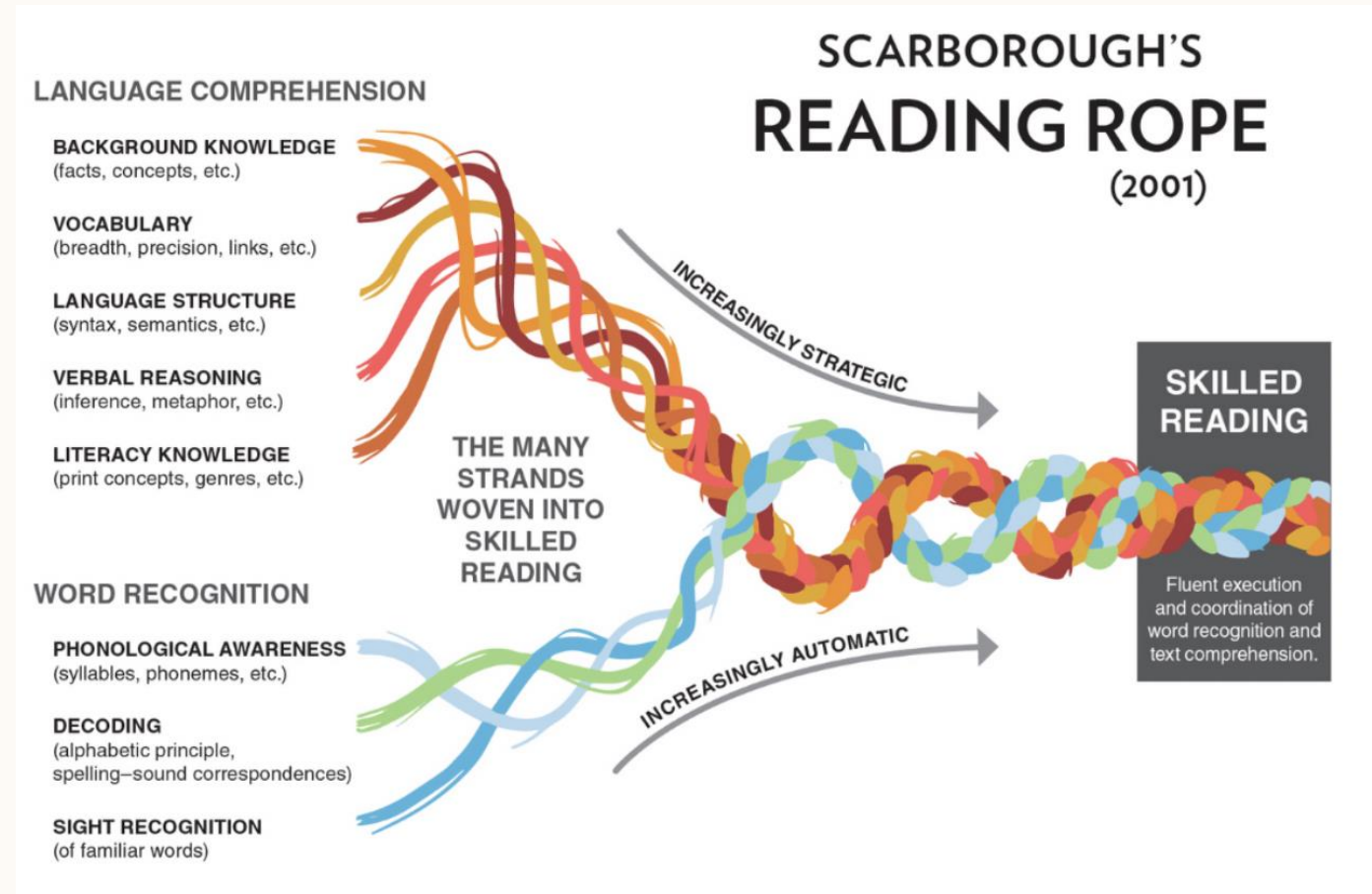
Top tips for reading

- 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



Support for Parents and Carers



30

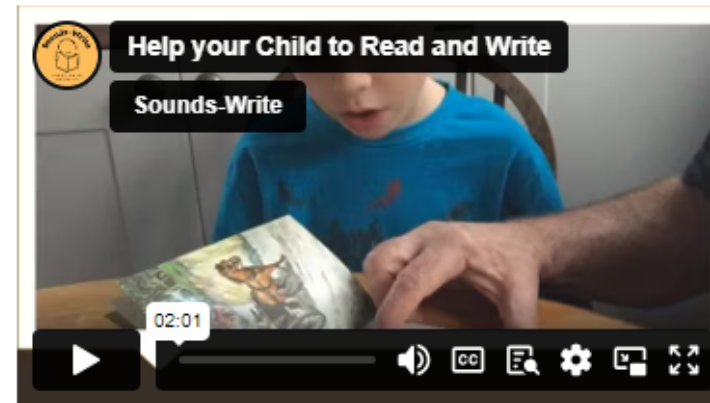
Help your child to read and write

Our free course for parents and carers will help you get your child off to a good start!

The course will show you how to:

- help your child take their first steps in reading and spelling
- understand how to help your child build, write and read simple cvc (consonant, vowel, consonant) words
- understand how to correct your child when they make a mistake in their reading or writing simple words
- have a basic understanding of how phonics works

JOIN THE COURSE NOW >



<https://www.udemy.com/course/help-your-child-to-read-and-write/>

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.

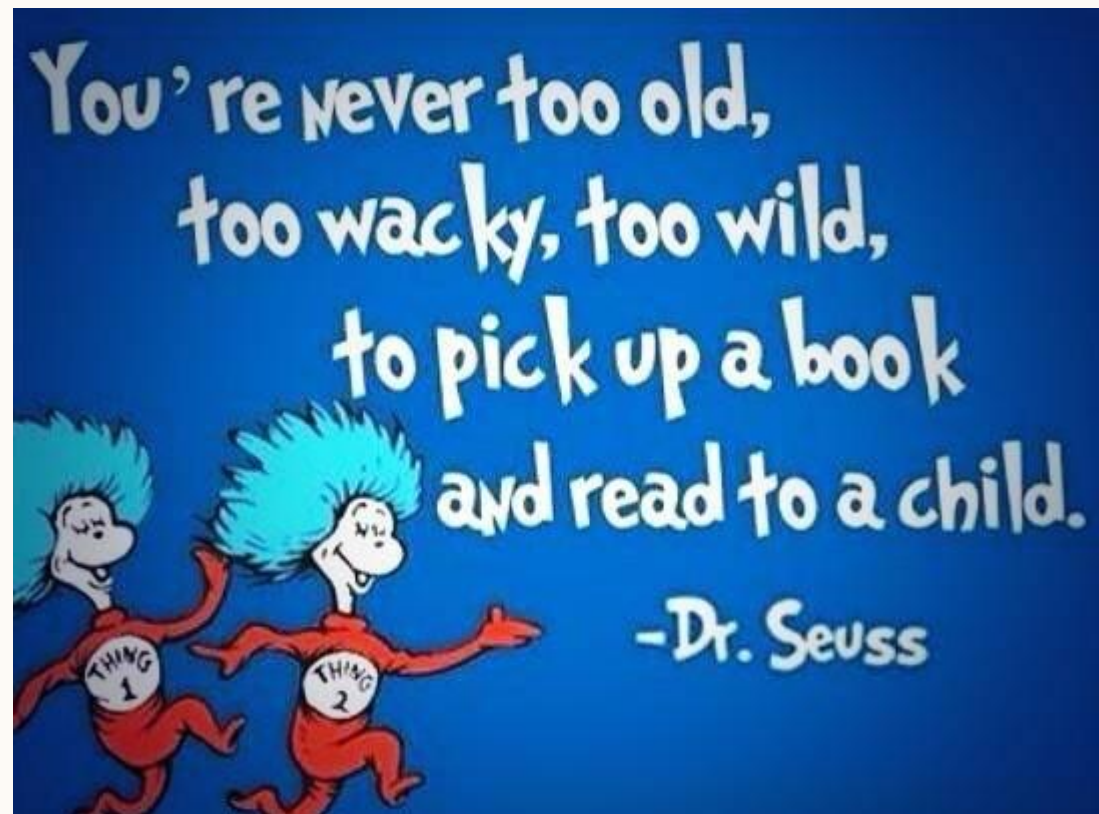
Source: Organisation for Economic Co-operation & Development. Evidence from the National Literacy Trust, Book Trust and others shows that reading enjoyment and literacy levels are associated with educational attainment and employability skills as well as health, social, emotional and intellectual benefits.



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