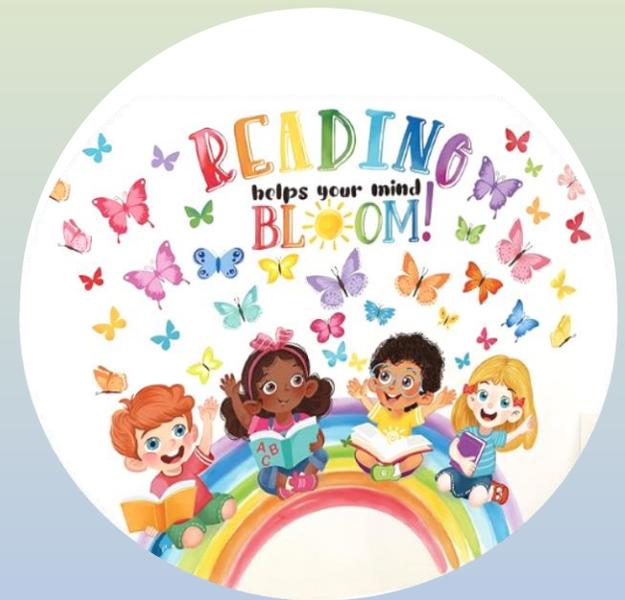
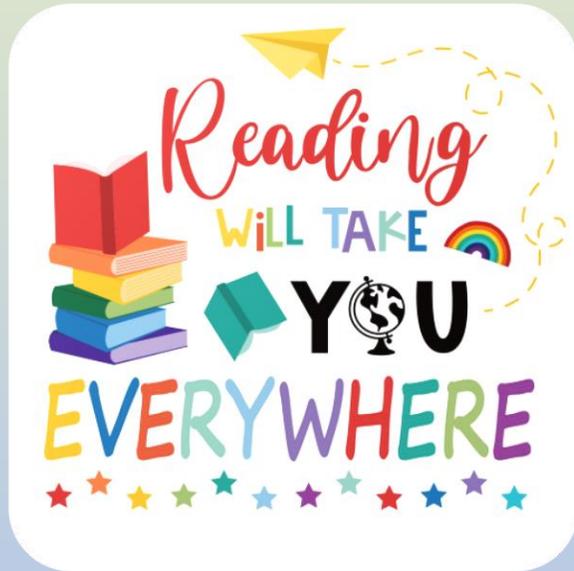




# Teaching Phonics



SOUNDS - WRITE  
First Rate Phonics





# What is Sounds-Write?

Sounds-Write is a Systematic Synthetic Programme approach based on the science of reading and designed by teachers, for teachers.

It is a multisensory, code-oriented, comprehensive approach to literacy.



SOUNDS - WRITE  
First Rate Phonics

# School: Daily Phonics Sessions



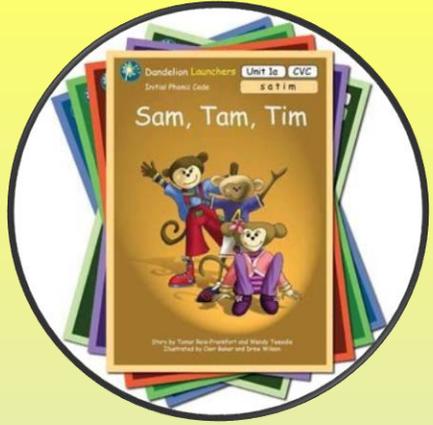
SOUNDS - WRITE  
First Rate Phonics

## Skills:

- Blending (sounds to words)
- Segmenting (words to sounds)
- Manipulation (swapping sounds)

## Knowledge

- Code
- Conceptual (Initial Code)
  - Sounds can be represented by spellings with one letter
  - Some spellings are written with a double consonant e.g. ll, ff
  - Some spellings are written with two letters e.g. ch, sh
- Conceptual (Extended Code)
  - A sound can be represented by more than one spelling eg. ai, ay, a-e
  - A spelling can represent more than one sound eg. moon, book



## Home: Daily Home Readers



SOUNDS - WRITE  
First Rate Phonics

- We use 'decodable readers' at school, and the children bring these home to read.
- Home readers enable your child to practise the sounds and spellings that they are learning.
- Children need supported practice to build the skills of blending and manipulating sounds.
- They need to opportunities to read again and again to gain fluency and reading stamina.

**This is where you play a vital role.**

# Reception



The Initial Code: Reception

What are we trying to teach in the initial code?



We want the children to learn that letters are symbols for sounds, so that when they see the letters

< s > < a > < t >, they say and hear / s / a / t 'sat'.

"Say the sounds read the word."

sat



Say the sounds point to the letters

Read the word - gesture left to right under the word





# Error Corrections

Please remember most learning comes from making and correcting errors. So how we do this is important.

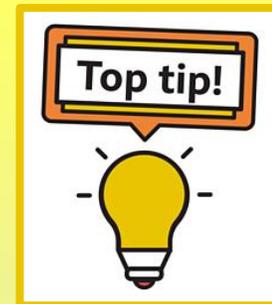
Error: **Child adds an /uh/ sound to letters eg muh.**

Response: Say it like this /m/



Link to useful video clip  
[Saying the pure sounds](#) youtube

## What are we trying to teach in the initial code?



We want the children to apply their knowledge to longer words so when they see the letters

< s > < p > < o > < t >, they say and hear /s/ /p/ /o/ /t/ 'spot'.

"Say the sounds read the word."

spot



Say the sounds point to the letters

Read the word - gesture left to right under the word



# Error Corrections

Please remember most learning comes from making and correcting errors. So how we do this is important.

# spot

Error: *The child misses out a letter e.g says - sot*

Response: Point to the missing letter (p) and say if this were sot this letter wouldn't be here. Say the sounds and read the word.





Initial Code (Reception)			
Unit	Word Structure	Sounds	High Frequency Words
IC Unit 1	CVC	a, i, m, s, t	
IC Unit 2	CVC	n, o, p	is, a
IC Unit 3	CVC	b, c, g, h	the, I
IC Unit 4	CVC	d, e, f, v	for, of
IC Unit 5	CVC	k, l, r, u	to are
IC Unit 6	CVC	j, w, z	was
IC Unit 7	CVC	x, y, ff, ll ss, zz	all
IC Unit 8	VCC & CVCC	Using the previously taught sounds	come, some
IC Unit 9	CCVC		
IC Unit 10	CCVCC, CVCCC, CCCVC		
IC Unit 11		sh, ch, th, ck, wh, ng, qu	there, their, these, what, where, who

# Year 1

The Extended Code:

Year 1 and 2



## What are we trying to teach in the extended code?

We want the children to learn that letters are symbols for sounds, so that when they see the letters

< s > < ee > < d >, they say and hear /s/ /ee/ /d/ 'seed'.

"two letters but just one sound."

seed



Say the sounds point to the letters

Read the word - gesture left to right under the word



# Error Corrections

Please remember most learning comes from making and correcting errors.  
So how we do this is important.

# seed

"two letters but just one sound."

Error: *child say s/e/e/d/*

Response: Point to /ee/ and say "two letters one sound /ee/".

Point to /ee/ and say "say /ee/here

"Say the sounds and read the word."



# What are we trying to teach in the extended code?

We want the children to learn that a sound can be spelt in different ways.

play, train, great, cake

"one sound but different spellings."



We want the children Initially the children are introduced to the more common ways of spelling a sound, then later (Y2) they will be introduced to more spellings

a, ei, ey, eigh



Say the sounds point to the letters

Read the word - gesture left to right under the word



# Error Corrections

Please remember most learning comes from making and correcting errors.  
So how we do this is important.

Error:  
They spell rain as rayn

Response: Point to /ay/ and say

"This is a way of spelling /ae/ but in this word it's this spelling - ai."

"Say the sounds and write the word."



Extended Code (Year 1 to Year 2)		
Unit	/Sounds/ Spellings	Spellings /Sounds/
EC Unit 1		/ae/ ai, ay, ea, a-e
EC Unit 2		/ee/ e, ea, ee, y, ie, e-e
EC Unit 3		ea /ae/ (great) & /ee/ (team)
EC Unit 4		/oe/ o, oa, o-e, ou, ow, oe
EC Unit 5		o /oe/ (no) & /o/ (hot)
EC Unit 6		/er/ er, ir, or, ur
EC Unit 7		/e/ e, ea, ai
EC Unit 8		/ow/ ou, ow
EC Unit 9		ow /ow/ (cow) & /oe/ (snow)
EC Unit 10		m/oo/n oo, ou, ue, ew, u-e, o
EC Unit 11		/ie/ i, igh, y, ie, i-e
EC Unit 12		b/oo/k oo, u, oul

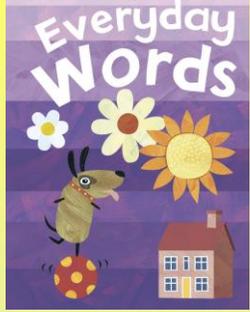
# Home: Daily Home Readers



How do we use 'decodable readers'?

When your child reads to you, please let them have a go at reading all of the words by themselves. If your child gets stuck, a great prompt to use is: '**Say the sounds** (pointing to each of the 'sounds' in the word) **and read the word**' (slide your finger along, under the whole word).

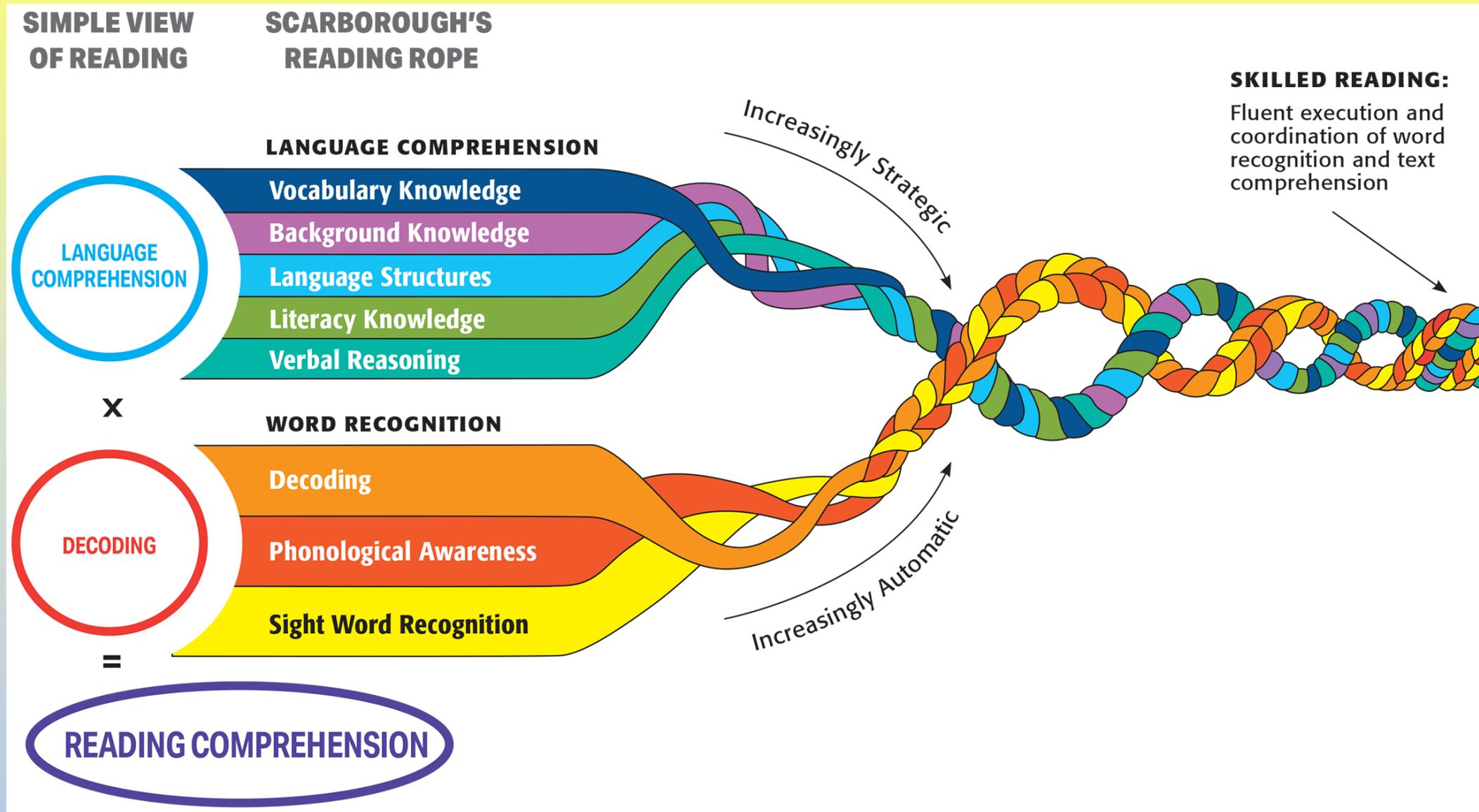
They are not the most interesting of stories, due to the limited number of words available to decode, but they are essential to building the skills needed to be a fluent and effective reader. So offer lots of praise, encouragement and modelling of the skills. The books need to be read multiple times if fluency is to be obtained.



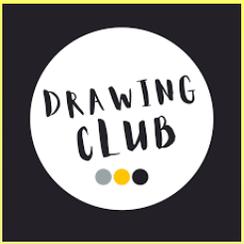
# Everyday words

Some of the words in these 'decodable books' might contain spellings your child hasn't learnt yet. At the back of the book, you'll see a list of the words that your child might need help with. When your child comes to one of these words in their book, simply read it for them. If the word was 'the' and your child didn't know how to read that word, you could simply point to the word and say: 'This is 'the', just say 'the' here.

Phonics First approach acknowledges that there is much more to reading than just phonics



“Children are magic. They live in a world that overflows with exploration, connections, dreams and imagination.”  
Greg Bottrill



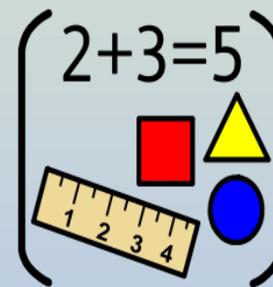
**Drawing Club** is an approach designed by Greg Bottrill that immerses children into a world full of imagination and opens up the magic of tales and stories whilst at the same time enriching their language skills and developing their fine motor. Drawing Club is a fantastic place to start a child's experience of school 'Literacy'. Drawing Club is based upon the 3M principle. These are:



Making conversation



Mark making



Mathematics.

We use a book, traditional tale or an animation as a portal for the week. Children learn new, exciting vocabulary. We draw characters on a Monday, settings on a Tuesday and we 'wonder' on a Wednesday, Thursday and Friday. We add maths to our drawings by talking about shapes, doubling, halving, addition, subtraction etc... Children observe as the teacher models drawing club and then get the opportunity to complete their own drawings.

One of the most exciting parts of Drawing Club is **adding secret symbols and passwords** to our drawings. We always draw a secret symbol that can make anything happen! Sometimes we press them and aliens or unicorns become 3 times bigger, pencils turn into chocolate or hair turns multi-coloured!

We then add a password to make the secret symbol work. This can be a mark, letter, digraph (2 letters that make one sound), a word or a sentence. As children make progress and become more confident with their phonics, their passwords develop and move towards phrases and sentences.

# Supporting at home...



How do I provide a rich reading experience for my child?

Read a wide variety of books to your children, from classic picture books to non-fiction texts on topics that interest them.

Reading a wide variety of books to your child will:

- promote a love of reading.
- model what fluent reading 'sounds' like
- model appropriate expression and phrasing (e.g. slight pauses at commas and full pauses at full stops)

Talk about the book and:

- encourage your child to retell the main parts of the story
- talk about the characters, plots and settings of stories and link these to the illustrations provided
- discuss what was learnt from informational texts e.g. "What did you find out about spiders?"
- compare the people and events in the texts with those in your own lives
- select several words from the text (that your child would know) and ask them to put the word in a sentence - this is a powerful vocabulary building activity



# Supporting at home...



**Read, Talk and Play Together** activities are posted on Tapestry every Monday. The ideas are designed to get you as parents playing and engaging with your child in activities that support the learning taking place in school. The activities focus on three areas:

**Read together:** sharing a text, book, song or rhyme together

**Talk together:** a focus question or topic to talk about

**Play together:** an activity to share and explore together.

Once the activities are completed either add a comment and or photos to tapestry or get your child to show what they have done.





### The Sounds-Write App

The Sounds-Write app will help your child to learn the spellings in the Initial Code and will enable them to practise the skills of blending and segmenting, as well as reading and writing words and sentences.

The app is available on the Apple App Store (**for use on iPads only**). The free version of the app provides a sample of activities, with the full version available as an in-app purchase.

Download and try it free from the UK iTunes app store.

[Sounds-Write Parent and carers course information](#)

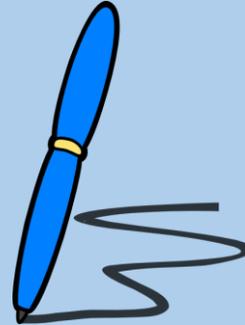
# Letter-join Handwriting Home login



Tablet log-in

User name: qr9971

Swipe code: A capital 'L' shape starting at top left.



PC log-in

User name: qr9971

Password: home

## Tripod Grip Rhyme

### Right Handed Grip



*Point away the pencil,*



*Pinch it near the tip,*



*Lift it off the table,*



*Spin it round...*



*...and grip.*

### Left Handed Grip



*Point away the pencil,*



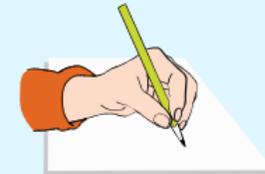
*Pinch it near the tip,*



*Lift it off the table,*



*Spin it round...*



*...and grip.*



**Any Questions**