



Sounds-Write

A linguistic-phonetic
reading/spelling
programme



Phonics at Lanchester EP

- Historically we have always used our own in house phonics programme.
- New guidance from the DfE requires schools to use a phonics scheme approved by the government.
- So we needed to change our approach to Phonics.

Phonics at Lanchester EP

- We understand that reading is the most important skill a child needs to master whilst at school.
- It is vital to every part of life and education.
- We want children who have the skills and knowledge to become successful readers.
- We want to instil a love of reading and for children to become life-long readers.

An introduction to Sounds-Write

<https://www.sounds-write.co.uk/page-96-video.aspx>

Why Sounds Write?

- It is a linguistic phonics programme based on sounds, which is the easiest thing for the children to understand.
- Teaches how **spellings** match to **sounds** in English.
- Teaches all the **skills** needed to read and spell.
- Teaches these skills at a **sensory motor** level.
- It goes beyond other phonics programs, teaching reading and spelling of words up to Year 6.

What we know about reading...

- Successful readers are active decoders *not* good guessers!
- Fluent readers can work out or read words which they have never read before using their skills and knowledge of spellings and sounds.

Why is English so difficult to read?

- 26 letters of the alphabet
- 44 speech sounds
- Over 200 different spellings to represent these 44 sounds.
- This is due to English being an amalgamation of several languages.

Why is English so difficult to read?

- We also have silent letters, hard and soft sounds and long and short vowel sounds to contend with.
- Other languages do not have this complexity.
- E.g. Spanish words are spelt how they sound. It is a phonetic language.

Reading and spelling English is not easy!

How English is written:

- *Sounds* are what we say > letters are how we write those sounds down.

'c' 'a' 't'

cat



In Reception it starts easy, 1 letter = 1 sound

We need to understand...

But very quickly it becomes a lot more complicated

A sound can be written using 1,2,3 or 4 letters.

- light > l **igh** t
- boat > b **oa** t
- dough > d **ough**

We need to understand...

- **Same Sound > Different Spellings**

oa - **boat**

o - **old**

ow - **snow**

oe - **toe**

ough - **dough**

split spellings o-e - **sole**

And also...

- **Same Spelling > Different Sound**

e.g. <ow> can spell the sound 'oe' as in 'grown'

- Or the sound 'ou' as in 'brown'.

<https://youtu.be/uZV40f0cXF4>

What skills do we need?

Segmenting

- The ability to separate the sounds in words.

/sh/



/i/



/p/



Essential Skills

- **Blending**

The ability to blend sounds into words.



Essential Skills



- **Phoneme (sound) Manipulation**

The ability to swap sounds around to make new words.

The Sounds-Write Programme

- The complete programme is composed of 3 levels **Initial Code**, **Extended Code** & **Polysyllabic Words**.
- Each level comprises 5 'lessons' or activities.
- Within each level, different 'units' focus on different sounds and word structures.
- It is also packed full of games and activities so the children learn in a fun way.

INITIAL CODE

- **Simple spellings – 1 letter >1sound**
- **Double letters ll ss ff zz**
- **Introduce 2 different letters > 1 sound : sh
th ch ck wh ng qu**

Initial Code Units

- **Unit 1**- a,i,m,s,t
- **Unit 2** - n,o,p
- **Unit 3** – b,c,g,h
- **Unit 4** – d,e,f,v
- **Unit 5** – k,l,r,u
- **Unit 6** – j,w,z
- **Unit 7** – x,y,ff,ll,ss,zz

Teaching the sounds

- We need to ensure that we model the correct pronunciation of sounds.
- This helps children to blend and segment correctly.

<https://youtu.be/a8ZMfYjdN-s>

Reading at the initial code level

- The child learns to **blend** sounds together as he/she progresses through the word and learns to listen for the word 'happening'.

Spelling at the initial code level

- The child uses the skill of **segmenting** to isolate each sound to be spelled and practises his sound to letter knowledge as he writes the word.

Unit 8,9 10

- The sounds/spellings are all the same but the words are longer (more sounds).
- - lamp, nest, risk
- - frog, drum, slip
- - grand, plump, blond

EXTENDED CODE

- The **skills** of segmenting, blending & phoneme manipulation continue to be reinforced and practised at this level.
- **Factual knowledge** is vastly expanded as the learner encounters 'new' sounds and new spellings.
- **Understanding** is expanded and developed

Conceptual Knowledge

1. A sound can be spelled with 2 (or more) letters.

Light dough

1. Same sound > different spellings
2. Same spelling > different sounds

EXTENDED CODE

- Same sound>different spellings.

rain stay

- Same spelling>different sounds.

bread beak

- Units 1 - 48 – vowel sounds and consonant sounds.

POLYSYLLABIC WORDS

- Children are taught explicitly how to break words up into separate chunks or syllables in order to read and spell them accurately.

POLYSYLLABIC WORDS

- At this level the learner is taught that polysyllabic words are different in structure as they comprise syllables, and the syllables together make up the longer word.
- Pupils often struggle with transferring the skills previously developed to decoding and encoding polysyllabic words.

Sounds-Write

- Most developing readers will benefit from explicit instruction in how to deal with this greater level of complexity.

Approximately 80% words in English are polysyllabic. To read and spell these words, the earlier skills of segmenting and blending require a higher level of development.

Sounds-Write

- The lessons are **multi-sensory** and the teaching and learning is made **clear** and **explicit**.
- When errors are made, specific error corrections orient the learner to re-organize his/her concepts of reading and spelling.

What is different about Sounds-Write?

- Your child is learning to read, write and spell in the context of real words from Day 1.
- High frequency words are introduced systematically but are not taught as ‘tricky words’ as, later on in the programme, children will be able to decode them.

Home Reading Books

- We have made a huge investment in new reading books to match our phonic scheme.
- These books only contain words and sounds the children have been taught in their phonics so far.



How can you help your child?

- Read with them at least 3 times a week.
- Help them segment and sound out words they don't know, don't just tell them the word.
- Promote a culture of reading at home so children learn to enjoy reading for pleasure.



Sounds-Write in action

- <https://youtu.be/Cj3Sc1rhN2c>



For Further Information...

www.sounds-write.co.uk