



SOUNDS - WRITE
First Rate Phonics

Tuesday 4th October 2021
7-8pm



Housekeeping

Please turn all mics off.

Personal preference if you would like your camera on.

Please change the name shown to your full name.

Please use the chat box to for any questions you may have during our presentation.

If we have time, we will address and answer these as we go. Any unanswered or frequently asked questions will be compiled into a FAQ sheet and sent out to you.

Purpose

Share St Joseph's approach to teaching phonics.

Help you understand your child's phonics journey.

Give ideas and top tips for supporting at home.

We have our Foundation Stage and KS1 team here tonight to talk through what phonics looks like from Foundation Stage 1 to Year 2 and beyond.

Our chosen scheme

- What is phonics?
- Why do we follow a scheme?
- Why Sounds-Write? (Visit the website for more information <https://www.sounds-write.co.uk/page-84-downloads-links-for-parents-teachers.aspx>)
- Impact of Sounds-Write on reading and writing at St Josephs.

St Joseph's Approach to Reading

We want St Joseph's children to be **life-long learners** and **life-long readers**.

Reading is at the **heart of our curriculum** and Phonics is an **essential** part of children's reading journey.

As discussed in last week's Reading Evening, we teach all key reading skills. These are called **Assessment Focus Levels** and tonight we will be focusing on **AF1**. **AF1** is the beginning of the reading journey.

AF1: Use a range of strategies including **accurate decoding** of text, to read for meaning.

Phonics in Foundation Stage 1

Phonics lessons are **twice a week**. Phonics-related activities are also included in **continuous provision**.

Autumn term

We focus on **listening skills** and developing children's **awareness of sounds**. We do this through **listening games**, use of CD sounds, instruments and objects.

Spring and Summer terms

One **sound** is taught a week. We follow the **scheme order** of Sounds-Write. We also develop **segmenting** and **blending** skills.

- Segmenting is **breaking down** the sounds e.g. **cat**=> /c/ /a/ /t/. **'Say the sounds.'**
- Blending is **joining the sounds** together to make a word e.g. /c/ /a/ /t/ => **cat**. **'Say the word.'**

Example Phonics Lesson

Before Christmas:

Lesson 1: Listen to different animal sounds and try to identify the animal. Children try to make and repeat the sound.



Lesson 2: Singing a nursery rhyme. This develops children speech and listening skills. We will also practise segmenting and blending words from the rhyme.

Example Phonics Lesson

After Christmas:

Lesson 1: Show **sound flashcard**. Teacher **says** the sound. **Children say** the sound. "One letter, one sound". Teacher says words with **sound at the beginning**, and children **listen for the sound**.



Lesson 2: **Consolidation** and **further exploration** of sound. Recap sound with **flashcard**, children **say** the sound. **Reading game**: which words have this sound? Match pictures with sounds/words.

Lessons are **repetitive** to help **embed** learning and ensure children feel **secure**. By introducing **only a letter sound** (without actions or pictures) there is less for the children to remember and this **improves retention** of letter sounds.

How to help at home

Play lots of listening games: we want to develop children's phonological (sound) awareness.

Listen and sing lots of nursery rhymes. Read rhyming stories and practise hearing rhyming words.

Play speaking games where you give children the sounds to make a word. For example, ask your child to get their /c/oa/t and encourage them to blend and say 'coat'. Say to your child: 'say the sounds, say the word'.

When letter sounds are introduced, play spotting games when reading where children try to spot the sound.

Look at the SoundsWrite website www.sounds-write.co.uk for lots of information and ideas.

Initial Code

Unit	Initial Code			
	Sounds	Example Words	Sound Swap Lists	High Frequency Words
1-CVC	a i m s t	Mat, sit, sat, Sam, Tim, it, at, am	Mat-sat-sit-it-at-am	
2-CVC	n o p	Map, sit, nap, pot, pan, sip, not, tin	Sat-sit-pit-pin-tin-tan	Is a
3-CVC	b c g h	Bag, can, gap, cap, cot, bat, cat, hit	Bag-tag-sag-sat-cat	The I
4-CVC	d e f v	Dad, dig, din, dip, vet, van, fed, met	Fed-bed-bad-mad-mat-fat	For of
5-CVC	k l r u	Red, lad, lip, leg, rot, rub, rib, rat, kit	Red-bed-bud-bug-rug-run	are
6-CVC	j w z	Jab, jam, jug, wig, web, wet, win, zip, jot	Win-wig-zig-zag-wag-bag	was
7-CVC	x y ff ll ss zz	Fox, box, yes, yet, bell, fell, miss, off, buzz	Yes-yell-bell-bill-fill-fizz	all
8-VCC and CVCC	No New Code	Ant, elf, end, desk, help, left, nest, must		Come some
9-CCVC	No New Code	Crab, grab, plan, slam, step, slip, swim, trip		to
10-CCVCC, CVCC and CCCVC	No New Code	Drank, plank, slump, spent, trust, scrub, plump, trust		
11-	sh ch th ck wh ng qu	Shed, shell, chin, chop, thin, with, duck, clock, when, which, bang, wing, quit, quiz		There their these what where who

In Foundation Stage 2, children are also taught **letter sounds**. In the Sounds-Write programme this is called 'Initial Code.' Children in Year 1 will consolidate all these sounds as necessary to meet each child's needs.

Sounds are introduced in the order shown.

Phonics is taught **daily** (30 minutes a day) and in a very **repetitive** way. There are 5 'Lessons' in the programme which ensures children feel **secure** with all **activities** and can **focus** on learning each **sound**.

St Joseph's **reading scheme** follows the Sounds-Write programme so that **only taught sounds** are in your child's reading book.

Example Phonics Lesson in Initial Code

Word Building: teacher **says** the word and moves a **finger across** each sound, children **listen** for each sound. All say the word slowly 'ssaatt'.

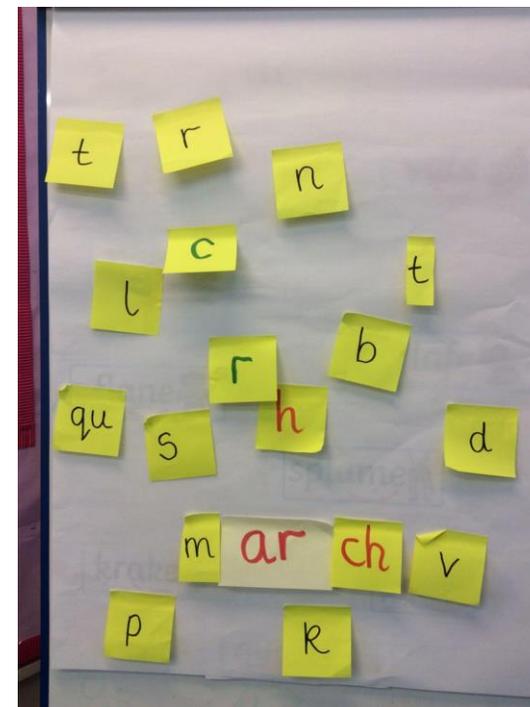
Build the word: children are given the sounds and need to build the word. Children are encouraged to '**say the sound, make the word**'.

Symbol Search: using post-it notes or squares on the IWB, children identify each letter sound.

Reading and spelling words: **say the sounds, read the word**.

I write the word. You write the word. Tell me all the sounds I need to write the word.

Followed by different activities: word puzzles, dictation, track the changes (spelling game), sound swap.



How to help at home

Encourage your child to say each sound “say the sounds, say/ read/ write the word”.

Only talk about letter **sounds** not letter names.

Regularly **read** with your child. Encourage your child to ‘**say the sounds, read the word**’. Adults can **re-read sentences** back to help support comprehension.

Encourage your child to **identify ‘tricky words’**, words which cannot be sounded out. See list in pack that you will receive after this session.

Play the games and activities which will be sent out next week.

Try playing tracking games: give children a list of **letter sounds to spot**, for example, **b** in
b p j a s i d j a b f a h b
or **words**, for example, **bed** in
b e d j a s g l b e s b e t

Look at the SoundsWrite website www.sounds-write.co.uk for lots of information and ideas.

Extended Code

Unit	Sounds	Spellings	Example Words
1	Sound /ae/	ai ay ea a-e	Pain, tail, stay, play, great, break, make, bake
2	Sound /ee/	e ea ee y	Be, we, read, tea, see, bee, messy, dolly
3	ae ee	Spelling /ea/	Bleak, clean, speak, break, great, steak
4	Sound /oe/	o oa ow oe o-e	Go, no, goat, boat, grow, know, toe, pole, bone
5	o oe	Spelling /o/	Bob, dog, hot, on, old, both, go, so
6	Sound /er/	er ir or ur	Germ, herd, bird, dirt, worm, work, curl, hurt
7	Sound /e/	e ea ai	Ben, egg, meant, spread, again, said
8	Sound /ow/	ou ow	Bound, cloud, brown, frown
9	oe ow	oe ow	allow, arrow, crown

In Years 1-2, children are taught 'Extended Code'. These sounds are introduced in the order shown (Units extend to 49). Initial Code continues to be consolidated according to each child's needs.

Phonics is taught **daily** (30 minutes a day).

There are 5 'Lessons' (Lessons 6-10) in the programme which ensures children feel **secure** with all **activities** and can **focus** on learning each **sound**. The teaching approach is **very consistent** from Foundation Stage through KS1.

St Joseph's **reading scheme** follows the Sounds-Write programme so that **only taught sounds** are in your child's reading book.

Example Phonics Lesson in Extended Code

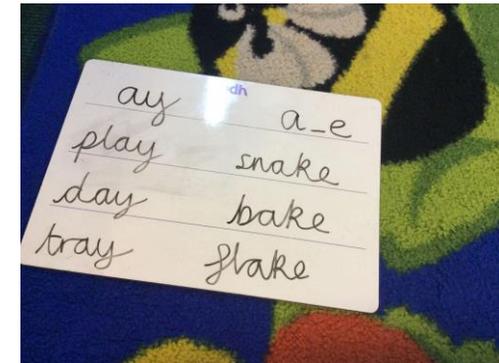
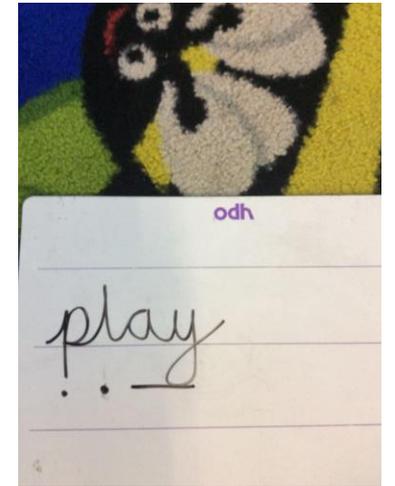
Build the word: post-it notes show different ways to make the /ae/ sound (e.g. ay, a_e, ai, ea, a). Pupils build words, putting each sound in the correct place e.g. p-l-ay -> play.

Read the word: “say the sounds, read the word”. Teacher slides finger along the word as each sound is said.

Write the word: “say all the sounds as you write.”

Sort the word: Sort different words according to their /ae/ sound. E.g. ay: play, say, tray. a_e: snake, make, flake.

Follow up activities include: word writing, dictation (sentence writing), word puzzles, silly sentence and silly story writing.



How to help at home

Regularly **read** with your child. Continue to **practise segmenting and blending** as necessary. These skills are essential to developing **reading fluency**.

Encourage them to **spot sounds** in their texts. For example, **spot all the /e/ sounds** and see how many **different two letters- one sound** are used on a page.

Encourage your child to **identify 'tricky words'**, words which cannot be sounded out.

Play the games and try activities which will be sent out next week.

Statutory Phonics Assessment

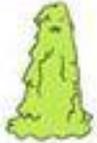
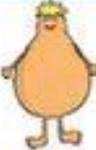
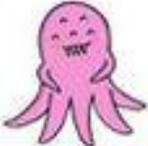
Normally, this takes place in the Summer Term of Year 1.

Due to school closures this year, like last year, children in Year 2 will sit this assessment in **December**. Children in Year 1 will sit this in Summer Term of Year 1.

This assessment is **very quick** (10 minutes) and takes place **1:1** with the **class teacher** in a very **familiar environment**.

The assessment includes **40 words**, some are **real words** and some are **'alien' words**. These words are labelled with a monster. These words can be **phonetically decoded** but are **not recognisable** words.

Alien Words Example

 quemp	 hild	 voo
 chom	 geck	 blurst
 thazz	 tord	 terg
 steck	 blan	 stroft

How to help at home

Children love reading alien words, so try **making your own** at home!

Lots of **examples** can be found for **free online**.

Support your child to decode by saying: '**say the sound, read the word**'.

Encourage your child to **move their finger** along the word **as they read** it.

It is important children **don't try to change an alien** word to make it real, sometimes they sound very similar to real words. For example, 'moisp' children may try to correct to 'moist'.

Don't worry! Each child is on their own learning journey and children always have the opportunity to resit the test if necessary.

Polysyllabic Code

Two-Syllable Word List

aircrew, backhand, chopstick, dishcloth,
elsewhere, foxhound, gateway

Three Syllable Word List

abandon, breakable, colouring, daffodil,
envelope, family, gravity

Four Syllable Word List

accessory, barometer, catastrophic,
discovery, imagery, kaleidoscope

Five and Six Syllable Word List

abbreviation, biological, curiosity,
denominator

When **Extended Code** is secure, children are taught 'Polysyllabic Code'.

This year, we will introduce this following **statutory phonics assessment** in December in Year 2.

This part of the scheme recognises that children need to be taught how to **transfer** their skills of **decoding and encoding** to **polysyllabic words**.

There are 5 'Lessons' (Lessons 11-15) in the programme which ensures children continue to feel **secure** with all **activities**. The teaching approach is **very consistent** with Foundation Stage and KS1.

Example Phonics Lesson in Polysyllabic Code

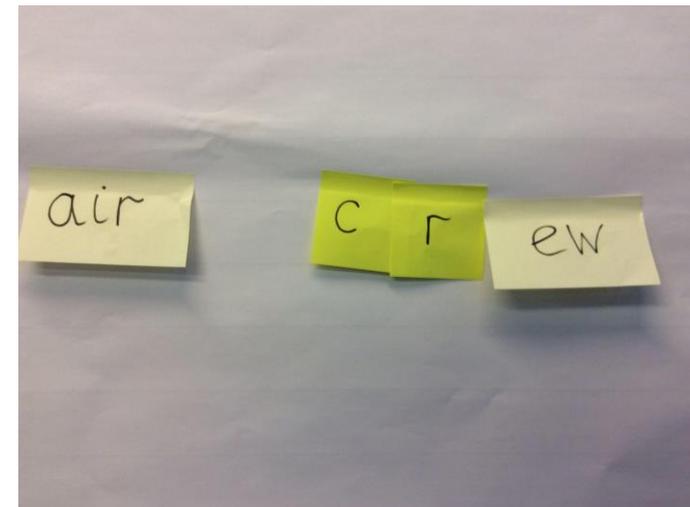
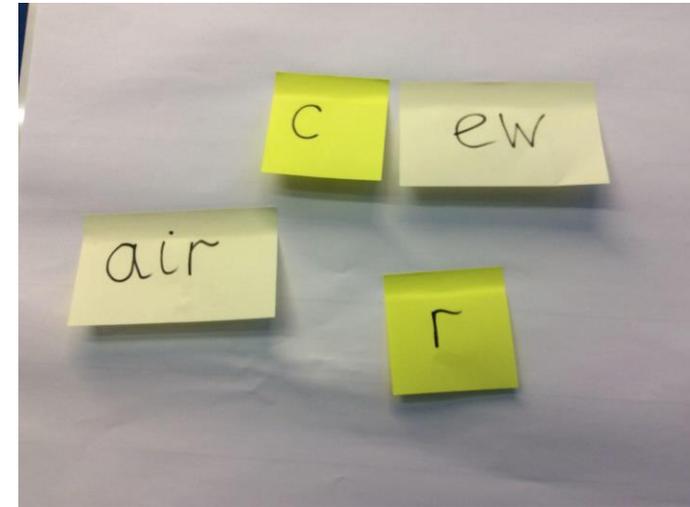
Build the sounds into syllables: all sounds for a polysyllabic word are written on post-its or the IWB. Teacher says the word, pausing between each syllable and sliding finger underneath. Children listen for the first and second syllable. Children build each syllable using correct letter sounds.

Read back the syllable: “say the sounds, read the syllable.”

Read the word: “say the syllables, read the word.”

Write the word: children write on WBs. “say the sound very precisely in its syllables. Now write the first syllable and say all the sounds as you do.”

Follow up activities include: word building, making word puzzles, sentence writing, review spellings.



How to help at home

Regularly **read** with your child.

Encourage your child to **'say the syllables, read the word'**.

Children should be encouraged to read each syllable in turn.

You can help by encouraging your child to **spot familiar prefixes and suffixes**, for example, 'anti, ex, de, ing' etc.

Initial code packs and extended code packs

We have created initial code and extended code [activity packs](#), so with very few resources (pens and post-it notes) you can [try](#) some of these same activities [at home](#).

We have also created a [sounds list](#) from units 1-49 to show you all the sounds and spellings taught in [Initial Code](#) and [Extended Code](#).

This looks overwhelming but is just for your reference to support you choosing sounds to focus on at home.

	<u>Initial Code</u>			
	C- Constant			
	V-Vowel			
	Unit	Sounds	Example Words	Sound Swap Lists
	1-CVC	a i m s t	Mat, sit, sat, Sam, Tim, it, at, am	Mat-sat-sit-it-at-am



Thank you!

Thank you for your continued support
at home.