



# Sounds-Write Parents meeting

\*

Tuesday 17<sup>th</sup> September 2019

*“Reading is a listening game.”*

*Sue Russell, Sounds-Write Trainer*



**Phonics = representation of sounds**

**Phoneme = smallest unit of sound e.g. /g/**

**Grapheme = written representation  
of a sound / phoneme e.g. <g>**

**\*Code = how Sounds-Write refers to  
the spelling of a phoneme**

# The skills we need to become fluent readers and writers

- To be able to blend  
(linked to reading)
- To be able to segment  
(linked to writing)

# Sounds-Write

- The focus is on sounds first, then writing.

e.g. We can hear the /m/ sound in words such as map and ham (phoneme)

Then we teach the children how to write that sound, as <m> (grapheme).

*\*We don't use letter names - they cannot be used when blending and segmenting. These are taught from Y1 and onwards.*

# Sounds-Write

Teaches through...

- **Repetition - scripted lessons** (gives a clear, consistent structure for working with sounds and spellings)
  - **Exposure** (they are taught how to use the structure)
  - **Practise** (given opportunities to master the structure)
- **Error correction scripts** (when we correct misconceptions we all correct it in the same, consistent way, using the same language)



# Sounds-Write

Teaches the concepts that...

- Letters are used to spell individual sounds one at a time, left to right across a page
- Each sound can be spelled by one or more letters
  - 2:1 digraph*
  - 3:1 trigraph*
  - 4:1 multigraph*

# Sounds-Write

In YR Sounds-Write teaches the sounds that are represented by the letters of the alphabet.

*Sounds-Write calls this Initial Code*

Sounds must be said precisely e.g. /m/ NOT 'muh'

Handwriting / correct letter formations are taught alongside Sounds-Write teaching.

# Sounds-Write

From the end of YR throughout Y1 and Y2,  
Sounds-Write teaches that sounds  
may be written in more than one way

e.g. /ae/

- rain
- say
- weight
- great
- they
- vein
- make (*split spellings \*story to explain /scissors to show*)
- David (*insist on a capital letter for David / proper noun*)

**Sounds-Write calls this Extended Code**





# Sounds-Write

Teaches the many spellings that represent the 44(+) sounds in our language

e.g. <ea>

- bread /e/
- peach /ee/
- great /ae/

*\*175 common spellings represent the 44+ sounds*

***High Frequency words / spellings will be taught on context, linked to the spelling patterns in the Extended Code***

**\*The emphasis is on blending to read new/unfamiliar words and segmenting to write new/unfamiliar words.**



## Sounds-Write

Emphasis is on knowing the code (sound-letter correspondences),  
and using the code to blend to read words  
and to segment to write words.

\*Sounds-Write YR has less code than other programmes  
but has the children reading more complex words e.g.

CCVCC / p r i n t

\*Polysyllabic words e.g. **con / ti / nent** are taught from  
the end of YR through to the end of Y2



## Polysyllabic words... top tips!

- If your mouth changes shape it is a new sound / syllable.
  - If in doubt cover the word so you are not distracted by the spelling and 'feel' the syllables.
    - Use your 'spelling voice'.



SOUNDS-WRITE  
First Rate Phonics

# Blending & Segmenting



## Homework?

### Word lists (not spelling tests)

- Word lists weekly, linked to the units being taught / revising previous units
  - Practise blending to read and segmenting to write at home  
NOT as sight words

### Reading books

- As before - encourage your children to 'decode' by blending / looking for spelling patterns / 'code' that they have learnt



Thank you  
for your support

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**Questions?**