

SOUNDWRITE



An Introduction.

Sounds Write

- We will always be talking about sounds not letters, and you can help most effectively by not using letter names, only sounds.
- We want children to learn that letters are symbols for sounds, so that when they see the letters <m> <a> <t>, they say and hear /m/ /a/ /t/.

Sounds Write

- To begin with we will be working only with 2 and 3 sound words.
- Your child needs to say the sounds and listen to hear what the word is. For this reason, sounds need to be said very precisely.
- For example, when we see the letter <m>, we say /m/ and not 'muh'.

Sounds Write

- From September we have been introducing the sounds in the following order:
- Unit 1: a, i, m, s, t
**/a/ as in 'cat', /i/ as in 'pin', /m/ as in 'map',
/s/ as in 'sip' and /t/ as in 'ten'**
- Unit 2: n, o, p
/n/ as in 'not', /o/ as in 'pop', and /p/ as in 'pen'
- Unit 3: b, c, g, h
**/b/ as in 'big', /c/ as in 'cup', /g/ as in 'get',
and /h/ as in 'hen'**

□ Unit 4: d, f, v, e

**/d/ as in 'dog', /f/ as in 'fun', /v/ as in 'vet',
and /e/ as in 'leg'**

□ Unit 5: k, l, r, u


**/k/ as in 'kit', /l/ as in 'leg', /r/ as in 'run', and /u/
as in 'bun'**

□ Unit 6: j, w, z

/j/ as in 'jug', /w/ as in 'wig', and /z/ as in 'zip'

Sounds Write

- **Unit 7: x, y, ff, ll, ss**
- The letter **X** /ks/ as in 'fox'; /y/ as in 'yes'. The **double consonants <ff>, <ll> and <ss>**, represent the sounds /f/, as in 'sniff', /l/ as in 'fill', and /s/ as in 'miss'.

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- The phonemes and graphemes are presented in the order which allows pupils to read the greatest number of words as early as possible.

Sounds Write

Every week or so, we will begin a new unit and build the new sounds into what we have already introduced.

We recap regularly and assess using the short dictation sentences for each unit.

We rotate around five lessons through each unit.

Sounds Write

- Lesson One.... Word Building.
 - Listen and Segment.
 - Identify the symbol.
 - Read the word.
 - Teacher writes the word.
 - Pupils write the word.
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- This can be adapted by the teacher hiding the word to encourage independence.

Sounds Write

- Lesson two
- Symbol search;
- Listen and identify.
- Practise letter formation.

Sounds Write

- Lesson three.....Sound Swap.
- Identify the graphemes.
- Drop sounds in and out of words.
- Read the word.

Sounds Write

- Lesson Four: Reading and Spelling Words.
- Read the word
- Write the word.

Sounds Write

- Lesson Five. Introducing Spellings with Two Letters.
- Listen and segment
- Identify the symbol.
- Read the word.
- Teacher writes the word.
- Pupils write the word.

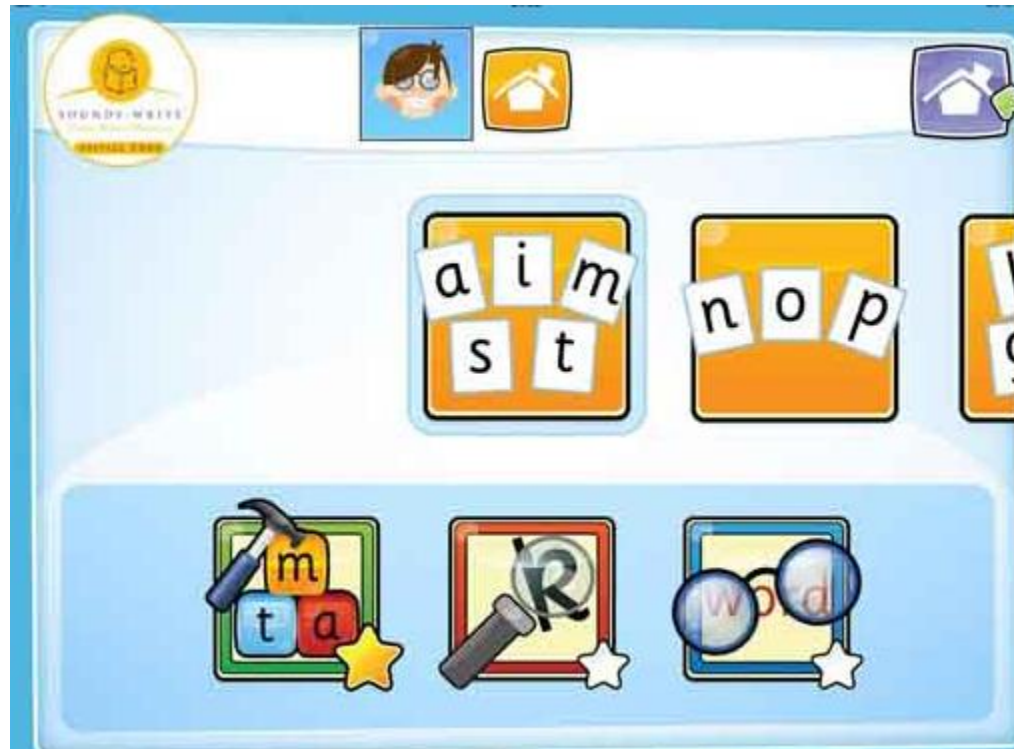
Sounds Write

When you are reading a reading book with your child, do all the things you would normally do; talking about the story, discussing the characters, predicting what is going to happen next, and so on. But, whenever you come to a two- or three-sound word, which has in it the sounds your child has already come across, ask them to have a go by **saying the sounds and listening for the word.**

Sounds Write

- After your child has tackled three-sound words, their teacher will be moving on to words with four and five sounds and, again, you can best support your child by giving them as much practice as you can.

Apps.



Key words / High Frequency Words

- By following the Sounds~Write programme sequentially all the way through the Initial Code it is possible to have pupils reading thirty-two words of the words on the list.
- However, as suggested above, there are words, such as 'the' and 'some' that will need to be introduced before they are taught formally within the programme.