



SOUNDS-WRITE

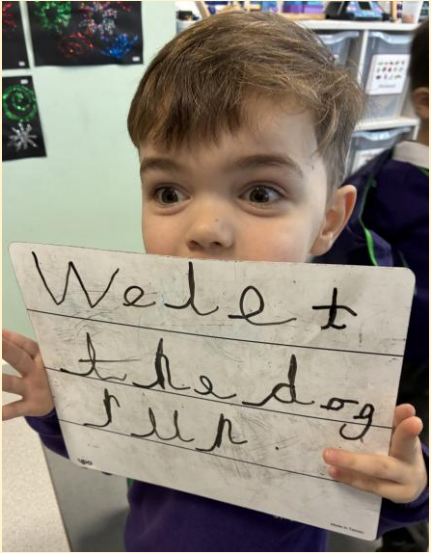
First Rate Phonics

[See Sounds-Write in Action](#)

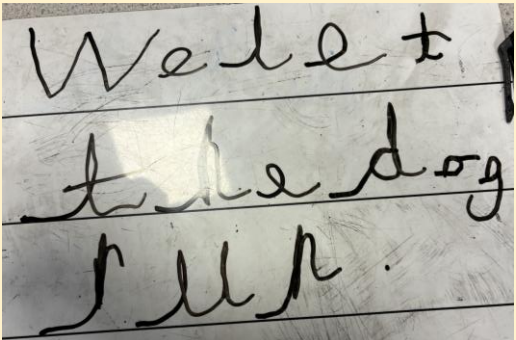


SOUNDS - WRITE
First Rate Phonics

- Sounds-Write works from sound to print, so the children build on what they can already do which is say the word. They are taught to listen for the sounds, then to recognise the letters. ALL other schemes teach the letters first, then the skills.



- Sounds-Write quickly teaches children to swap sounds in words to make new words. This skill is vital for children to be able to change the sound represented by a letter/group of letters (e.g. <ea> represents /ae/ (great), /ee/ (meat) and /e/ (head) so children need to be able to change between the two sounds easily).
- Sounds-Write teaches all the skills the children need to master in Reception, so that they are not learning complicated code and skills at the same time in KS1 and beyond - this is to avoid cognitive overload!
- Sounds-Write explicitly teaches children to read and spell with adjacent consonants in Reception, before it introduces the Extended code – this is a vital skill that many children really struggle with. However, it must be emphasised that we are teaching /b/ /r/ not /br/ - children do not need to recognise , <r> and
.



[Sounds Write- How to do dictation at home](#)



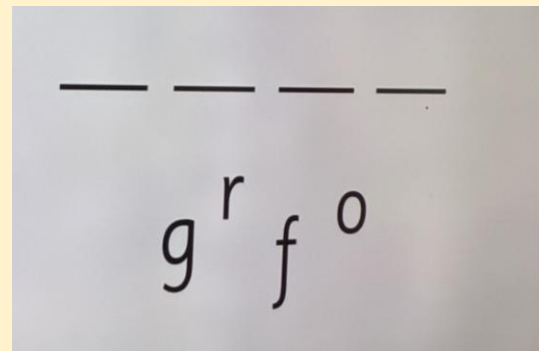
/ee/	
me	been
funny	leaf
field	key

- Sounds-Write teaches the most common spellings of each sound together in a unit so the children learn very quickly that there is more than one way of spelling or representing a sound. This is then added to as the children revisit that sound.
- Sounds-Write is a scripted programme – this is to avoid inaccurate and confusing language being used. The first inaccuracy is that letters do not ‘say’ sounds but they are how the sound is spelled or represented. EAL and SEN children in particular really struggle when told that <s> says /s/. To best support your children, language to avoid is ‘long and short sounds’, ‘magic e’, ‘silent letters’, ‘hard and soft sounds’, ‘tricky words’, ‘exception words’ – it is a challenge but if you remember that we are working from the words and sounds we hear rather than the representation we see, it does make sense!
- Sounds-Write methodically teaches the 44 sounds of Standard English, represented by 177 different spellings – this does not happen overnight or ‘by magic’!



SOUNDS - WRITE
First Rate Phonics

b	k	d
f	j	l
v	h	p
y	t	g



[Reception - Word building](#)

Conceptual Knowledge

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3 or 4 letters.

dog street night dough

3. The same sound can be spelled in more than one way.

One sound – different spellings

rain break gate stay

4. Many spellings can represent more than one sound.

One spelling – different sounds

head seat break

Skills

1. Blending – the ability to push sounds together to build words.

Example: /k/ /a/ /t/ → cat

2. Segmenting – the ability to pull apart the individual sounds in words.

Example: pig → /p/ /i/ /g/

3. Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

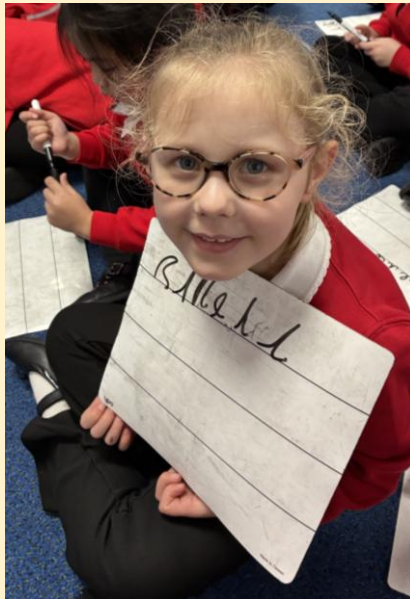
This skill is necessary to test out alternatives for spellings that represent more than one sound.

Ex: spelling < g >.

Is it /o/ as in hot, /oe/ as in no, or /u/ as in son?

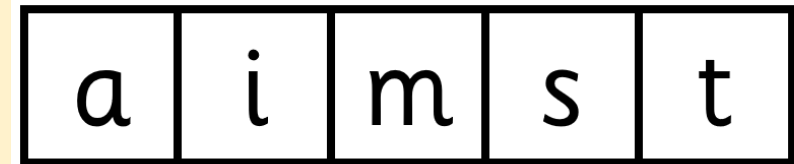


Word box 1
mat
at
Sam
sat
it
sit
in
man
tan
tin



INITIAL CODE	
Unit	Content
1	Introduce the spellings a i m s t
2	Introduce the spellings n o p
3	Introduce the spellings b c g h
4	Introduce the spellings d e f v
5	Introduce the spellings k l r u
6	Introduce the spellings j w z
7	Introduce the spellings x y and two-letter spellings (digraphs) ff ll ss zz
8	Words with sound structure VCC and CVCC
9	Words with sound structure CCVC
10	Words with structure CCCVC, CCVCC and CVCCC
11	Introduce the two-letter spellings (digraphs) ch sh th ck ng wh, and <q> <u> for /k/ /w/

[Alex saying the sounds Sounds-Write Initial Code](#)



Instructions

Cut out the letter squares. Only give your child the letters they need for each word e.g. m a t. Jumble them up, then say "These are the sounds to make the word 'mat'. Listen carefully to hear the sounds in the word mat. What is the first sound you can hear in mat?" If your child can hear the m, ask them "Which card is the way we write m?" Repeat until the word has been built. Finally say "Now say the sounds and read the word." Child will say m-a-t mat.

If your child is struggling to hear the sound, you can emphasise it in the word mmmmmmat, then maaaaaaat, then mattttttttt to help them. If they are still unsure, tell them the sound and ask them to repeat "The sound is m, say m." Repeat for all three sounds.)

Using the letter cards, ask them to make the words mat sat sit it am at

[Sound Swap \(intro\)](#)

a

b

g

Lesson 3 - Sound Swap

pin- pit - pat

a i p n t

s r a p t



SOUNDS - WRITE
First Rate Phonics

Year 1 starts

EXTENDED CODE continued

- 25 Sound /o/ by spellings o a
- 26 Spelling <a> representing /a/ /o/ /ae/ & /ar/ Year 1 ends
- 27 More spellings of sound /ae/ - a ei ey eigh
- 28 Sound /d/ by spellings d dd ed
- 29 More spellings of sound /ee/ - ey ie i
- 30 Sound /i/ by spellings i ui e y
- 31 Spelling <y> representing /y/ /i/ /ie/ & /ee/
- 32 More spellings of sound /oe/ - ou ough
- 33 Sound /n/ by spellings n nn gn kn
- 34 More spellings of sound /er/ - ar ear our
- 35 Sound /v/ by spellings v ve vv
- 36 Sound _{m/oo/n} by spellings ui ou ough u u-e
- 37 Sound /j/ by spellings j g ge gg dge
- 38 Sound /g/ by spellings g gg gh gu
- 39 Spellings <g> and <gg> representing /j/ & /g/
- 40 Sound /f/ by spellings f ff gh ph
- 41 Spelling <gh> representing /f/ & /g/
- 42 Sound /m/ by spellings m mm mb mn
- 43 More spellings of sound /or/ - ore oar our augh ough
- 44 Sound /h/ by spellings h wh
- 45 Sound /k/ by spellings c k ck ch cc
- 46 Sound /r/ by spellings r rr wr rh
- 47 Sound /t/ by spellings t tt te bt
- 48 Sound /z/ by spellings z zz ze s ss se
- 49 Sound /eer/ by spellings eer ere ear

EXTENDED CODE

- 1 First spellings of sound /ae/ - ai ay ea a-e
- 2 First spellings of sound /ee/ - ee ea y e
- 3 Spelling <ea> representing /ae/ & /ee/
- 4 First spellings of sound /oe/ - o oa ow oe o-e
- 5 Spelling <o> representing /o/ & /oe/
- 6 First spellings of sound /er/ - er ir or ur
- 7 First spellings of sound /e/ - e ea ai
- 8 First spellings of sound /ow/ - ou ow
- 9 Spelling <ow> representing /oe/ & /ow/
- 10 First spellings of sound _{m/oo/n} - oo ew ue u-e o Chapel Hill Reception ends
- 11 Sound /ie/ by spellings i igh ie i-e y
- 12 Sound _{b/oo/k} by spellings oo u oul
- 13 Spelling <oo> representing _{m/oo/n} & _{b/oo/k}
- 14 Sound /u/ by spellings u o ou
- 15 Spelling <ou> representing /ow/ /u/ _{m/oo/n}
- 16 Sound /s/ by spellings s sc se ss c ce
- 17 Spelling <s> representing /s/ & /z/
- 18 Sound /l/ by spellings l le ll el al il
- 19 First spellings of sound /or/ - or aw a au ar
- 20 Sound /air/ by spellings air are ear eir ere (<ayer> as in 'prayer' and <ayor> as in 'mayor')
- 21 Sound /ue/ by spellings ue u-e u ew eu
- 22 Spelling <ew> representing _{m/oo/n} & /ue/
- 23 Sound /oy/ by spellings oi oy
- 24 Sound /ar/ by spellings ar a al au

[Sounds-Write in action](#)

t s
ay

s m
a e

r
ai t n

At home.....



1 RHYMING STRING SWING

WHILST PUSHING YOUR CHILD ON A SWING GIVE THEM A STARTING WORD AND SEE IF THEY CAN CONTINUE THE RHYMING STRING BY SAYING A RHYMING WORD ON EACH PUSH OF THE SWING. HOW MANY WORDS CAN THEY ADD?



2 WORD HIDE AND SEEK

TAKE A PACK OF WORD CARDS OR WORDS ON POST IT NOTES WITH YOU. HIDE A WORD SOMEWHERE WITHIN THE PLAYGROUND AND SEE IF YOUR CHILD CAN FIND IT. REPEAT WITH OTHER WORDS.

ONCE THEY HAVE FOUND THE WORDS THEY COULD SORT THEM ACCORDING TO THE INITIAL SOUND OR DIGRAPH THEY CONTAIN. YOU COULD ALSO FIND AND SORT REAL AND NON-WORDS.

@PHONICS FAMILY

3 OBSTACLE COURSE READING

WRITE OUT A LIST OF INSTRUCTIONS FOR YOUR CHILD TO FOLLOW TELLING THEM THE ORDER OF WHAT TO DO AND WHERE TO GO. ONCE THEY ARE AT THE PARK THEY READ IT AND FOLLOW THE INSTRUCTIONS.

1. GO DOWN THE SLIDE
2. 20 SWINGS
3. HOP TO THE SEESAW

FOR THOSE IN THE EARLIER PHASES DRAW SOUND BUTTONS ON THE DECODABLE WORDS YOU WANT THEM TO READ. YOU COULD ALSO DRAW A PICTURE TO HELP THEM WITH WORDS THAT THEY CAN'T DECODE YET.

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4 SLIDE SEGMENT AND BLEND

YOUR CHILD SITS AT THE TOP OF THE SLIDE. YOU SAY A WORD, AND AS THEY GO DOWN THE SLIDE THEY HAVE TO SEGMENT THE WORD (TELL YOU ALL THE SOUNDS IN IT) AND THEN BLEND THE SOUNDS TOGETHER WHEN THEY GET TO THE BOTTOM.

IF YOU ARE AT A QUIET PARK AND IT'S A METAL SLIDE YOU COULD TAKE SOME MAGNETIC LETTERS WITH YOU. PLACE THE LETTERS TO SPELL A WORD ON THE INSIDE OF THE SLIDE. YOUR CHILD GRABS THE LETTERS AS THEY COME DOWN AND THEN BUILDS THE WORD WITH THE LETTERS COLLECTED.

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5 TREASURE HUNT

CREATE A TICK LIST OF THINGS THAT CHILDREN CAN SPOT WHILST AT THE PLAYGROUND. THEY TICK IT OFF THEIR LIST ONCE THEY'VE FOUND IT.

SLIDE ✓

SEE SAW ✓

ADAPT THIS ACCORDING TO PHASE. LOTS OF THINGS YOU CAN SPOT IN THE PLAYGROUND ARE PERFECT FOR A CHILD WORKING IN PHASE 5 BUT YOU COULD JUST HAVE LETTERS ON A LIST AND THEY TICK THEM OFF WHEN THEY HAVE FOUND SOMETHING THAT STARTS WITH THAT SOUND.

SWING ✓

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6 FIND A RHYME

CHALLENGE YOUR CHILD TO FIND EQUIPMENT AND THINGS AROUND THE PLAYGROUND THAT RHYME WITH A GIVEN WORD. YOU SAY A WORD AND THEY RUN/HOP/SKIP/DANCE TO AN OBJECT THAT RHYMES WITH YOUR WORD.

"RUN TO SOMETHING THAT RHYMES WITH RING"

"JUMP TO SOMETHING THAT RHYMES WITH RIDE"

"SKIP TO AN OBJECT THAT RHYMES WITH NAME"

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8 PRACTICAL WRITING

USE SOME NATURAL MATERIALS AROUND THE PARK TO FORM AND WRITE BOTH DECODABLE AND TRICKY WORDS



TAKE SOME CHALK TO THE PARK. YOUR CHILD CAN WRITE ON THE FLOOR AND TRY AND LABEL THE EQUIPMENT



TAKE A SMALL PAINTBRUSH, A BOTTLE OF WATER AND A SMALL POT WITH YOU. CHILDREN CAN USE THESE TO 'WRITE' WORDS ON THE FENCE OR FLOOR. CAN THEY WRITE WHAT THEY SEE?



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9 I SPY

PLAY A CLASSIC GAME OF I SPY. IT CAN EASILY BE ADAPTED TO SUIT THE PHASE YOUR CHILD IS WORKING. YOU COULD PLAY WITH INITIAL SOUNDS OR YOU SAY THE SOUNDS WITHIN A WORD AND THEY BLEND THE SOUNDS TOGETHER TO SAY THE WORD. ALTERNATIVELY HAVE GRAPHemes ON A POST IT AND THEY GO AND STICK IT TO AN OBJECT THAT HAS THAT GRAPHEME IN.

10 SIMON SAYS!

ANOTHER TWIST ON A CLASSIC GAME. YOU SAY THE SOUNDS WITHIN AN OBJECT IN THE PLAYGROUND AND YOUR CHILD HAS TO GO AND TOUCH IT.

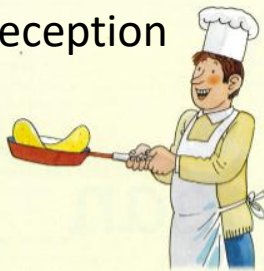
"SIMON SAYS RUN TO THE S/EE/S/AW"

"SIMON SAYS JUMP TO THE Z/L/P W/IE/R"

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Reading in Reception



It is in a pan.

pin

Cvc words



Word box 14

camp

went

pink

bump

stop

sank

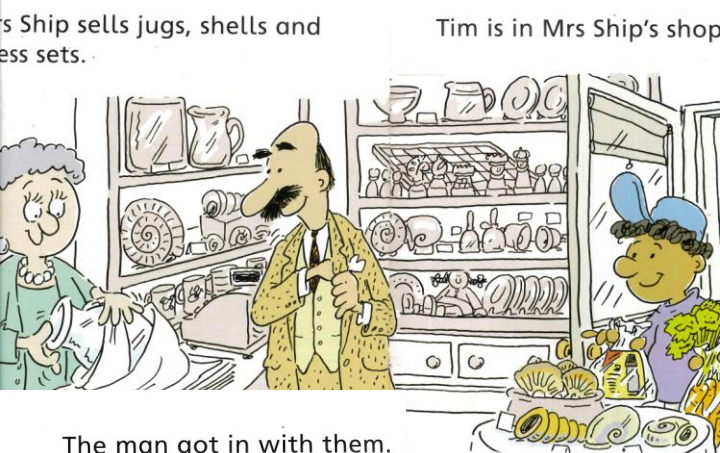
left

wind

dust

lost

Adjacent consonants,
consonant digraphs th
ch sh ck



min and Dad got back in the lift.

The man got in with them.

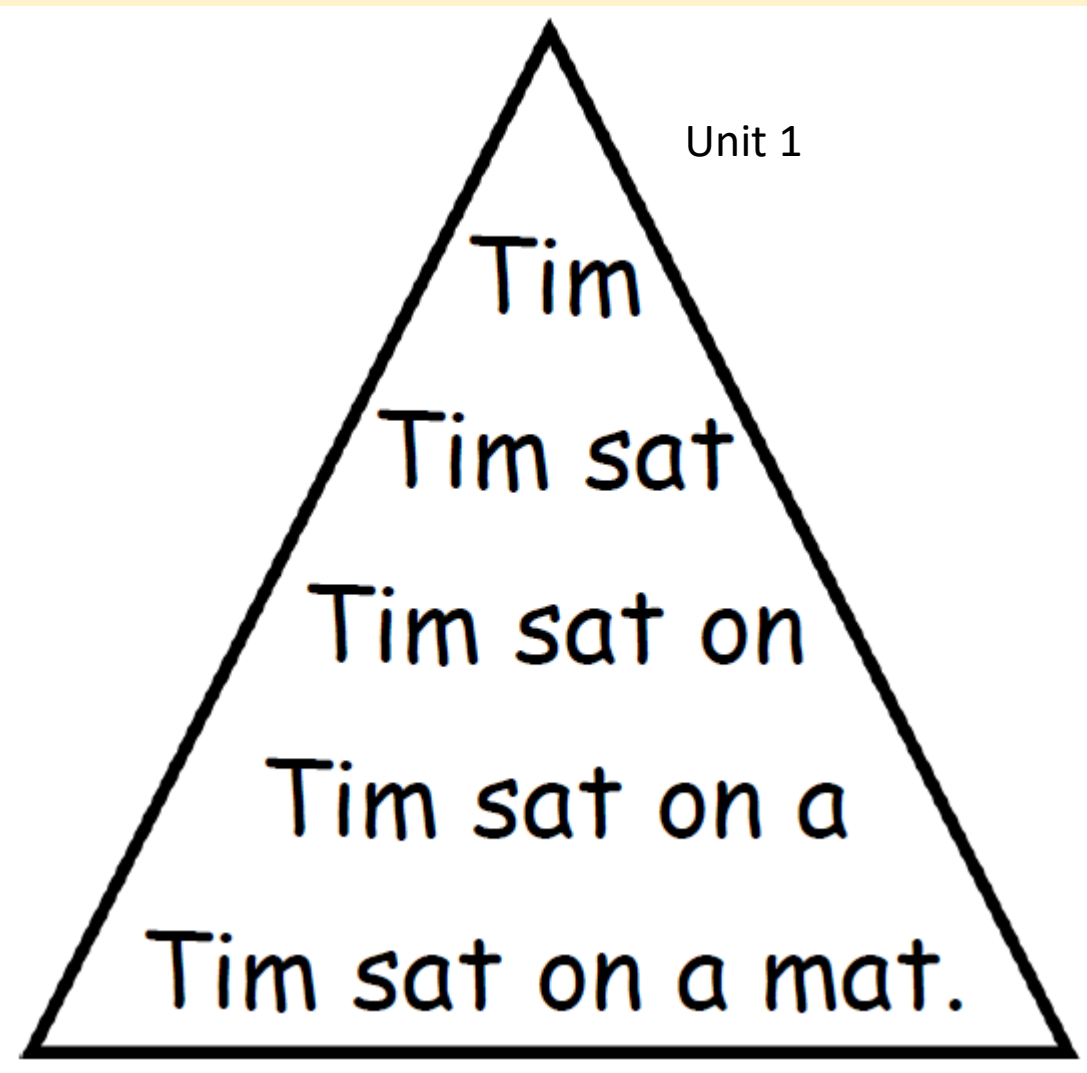


ap yip, yap yap, yip yap,' said Rex. Rex dug a
g well.
et's fill up the well,' said Dan. 'I will fill up the jug
the tap.'

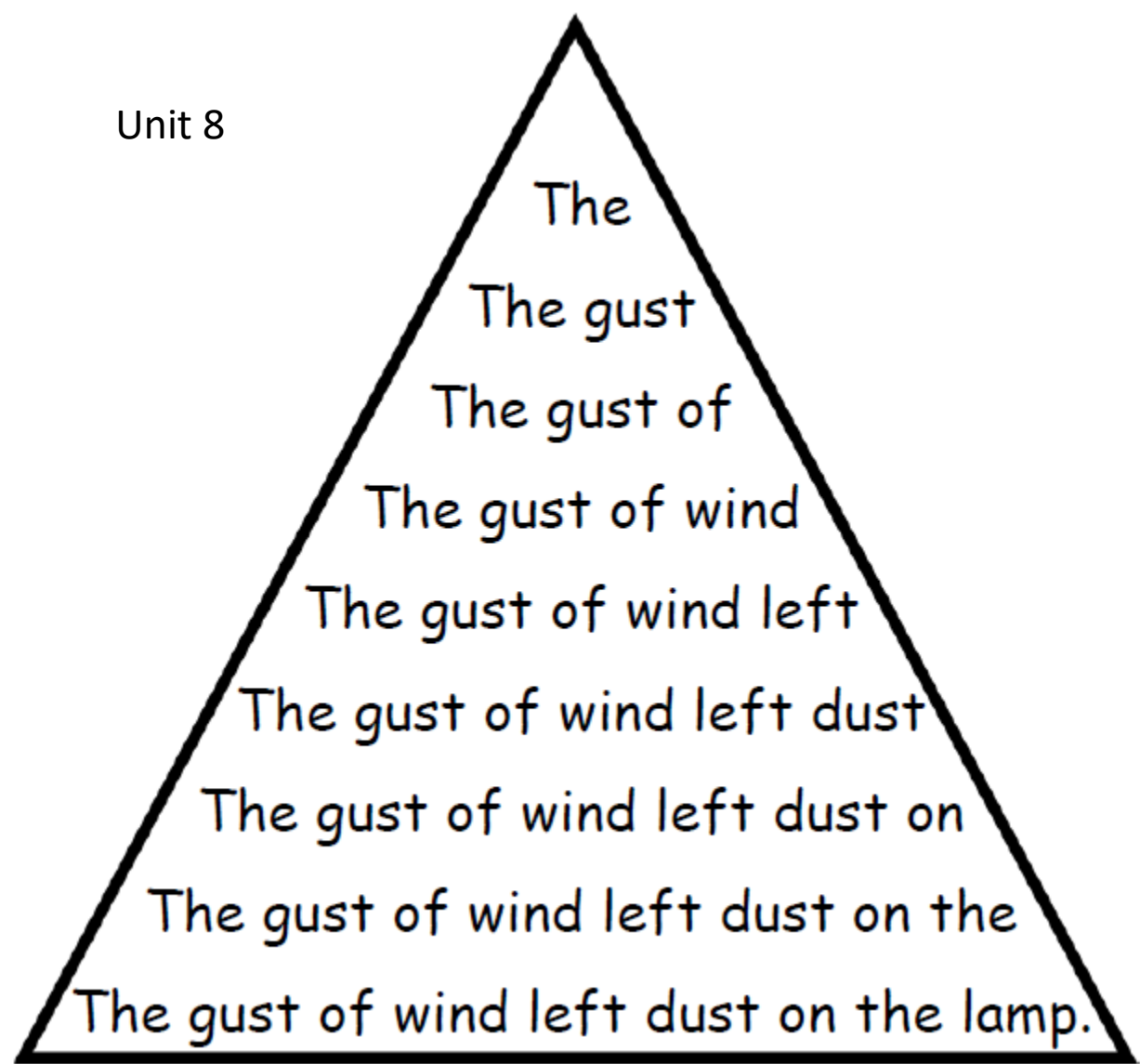
'I will tip the jug into the well,' said Dan. Dan put
ten jugs of water into the well.

Cvc words
(unit 7)

Unit 1



Unit 8



www.sounds-write.co.uk/help-your-child-to-read-and-write/

Help your child to read and write

💰 Free

🕒 Self-paced

★ Rated 4.7 out of 5 stars

👤 49,000 participants enrolled so far



JOIN THE COURSE NOW ►

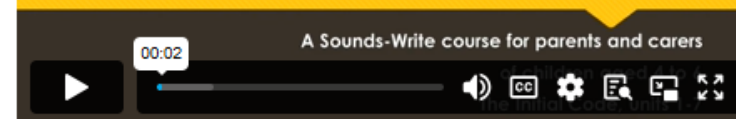
Help your child to read and write

Our free course for parents and carers will help you get your child off to a good start!

The course will show you how to:

- help your child take their first steps in reading and spelling
- understand how to help your child build, write and read simple cvc (consonant, vowel, consonant) words
- understand how to correct your child when they make a mistake in their reading or writing simple words
- have a basic understanding of how phonics works

Welcome to
Teach your child to read
and write



Adjacent
consonants,
vowel digraphs

Star and Dad are at the shops.
Dad points to the list.



They need a beetroot, a bunch of gre
and a tin of sweetcorn.



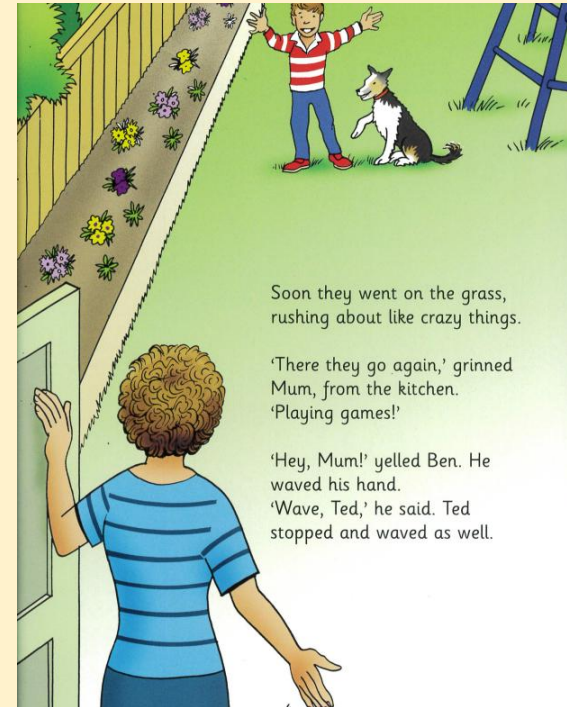
Then Monster B looked in the book.
"We need a bright fresh carrot."



When in the gate came Monster K.
"I've found a preening parrot!"



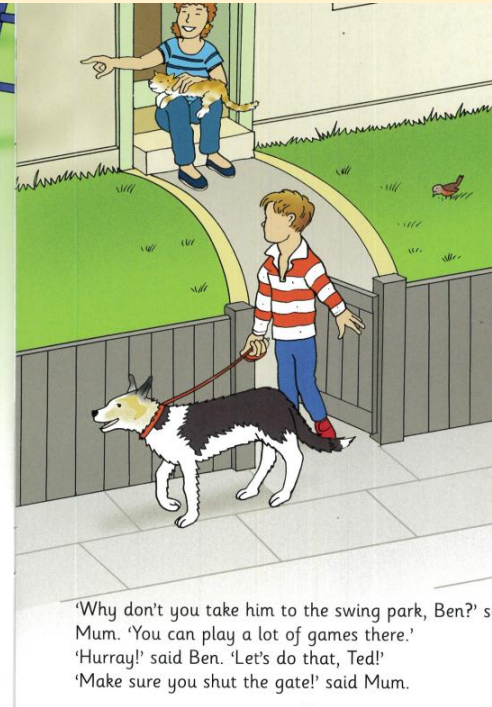
Reading in Year 1 – may be fewer words
but more challenging code!



Soon they went on the grass,
rushing about like crazy things.

'There they go again,' grinned
Mum, from the kitchen.
'Playing games!'

'Hey, Mum!' yelled Ben. He
waved his hand.
'Wave, Ted,' he said. Ted
stopped and waved as well.



'Why don't you take him to the swing park, Ben?' sa
Mum. 'You can play a lot of games there.'
'Hurray!' said Ben. 'Let's do that, Ted!'
'Make sure you shut the gate!' said Mum.

Sounds-Write
Unit 1 EC



SOUNDS - WRITE
First Rate Phonics

th

ee

r

l

f

ea

<i>they</i>	<i>be</i>
<i>play</i>	<i>we</i>
<i>stay</i>	<i>she</i>
<i>rain</i>	<i>keep</i>
<i>snail</i>	<i>three</i>
<i>name</i>	<i>feet</i>
<i>snake</i>	<i>teeth</i>
<i>game</i>	<i>leaf</i>

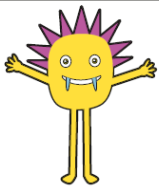


SOUNDS - WRITE
First Rate Phonics

The Phonics Screening Check (PSC)

- The PSC is a low key assessment of children's ability to decode words, not to read by sight.
- It includes cvc, vcc, cvcc, ccvc, cccvc and polysyllabic words. These may be real and
- pseudo (or alien) words to ensure that children are reading by blending rather than by
- memory.
- Children have opportunities to practise the format of this assessment throughout the year which also helps us keep track of their progress.

sut



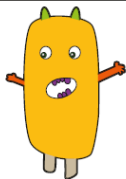
yad



dop



uct



label

vanish

blossom

thankful



SOUNDS - WRITE
First Rate Phonics

/s/	
s	sun
ss	class
c	cell
ce	choice
se	house
sc	scent

/sh/	
sh	ship
ch	machine

/l/	
l	leg
ll	tall
le	little
el	panel
al	plural
il	pupil

/r/	
r	rip
wr	write
rr	carry
rh	rhino

/h/	
h	hop
wh	whole

/z/	
z	zoo
ze	seize
zz	fizz
s	is
se	please
ss	scissors

/g/	
g	got
gg	toggle
gh	ghost

/w/	
w	wig
wh	what

/f/	
f	fall
ff	stuff
ph	photo
gh	tough

/p/	
p	tip
pp	poppy

/j/	
j	jot
g	gym
ge	barge
dge	judge

/ng/	
ng	sing
n	sink

/k/	
c	cat
k	kit
ck	luck
ch	choir
cc	occur

/d/	
d	dog
dd	ladder
ed	giggled

/m/	
m	man
mm	slimmer
mb	climb
mn	column

/n/	
n	no
nn	dinner
kn	knee
gn	gnaw
ne	imagine

/b/	
b	bed
bb	rubber

/v/	
v	vast
ve	give

/t/	
t	ten
tt	better
bt	debt

/y/	
y	yet

/th/	
th	them

/th/	
th	thin

/zh/	
s	treasure
z	azure

/ks/ or /gz/ (two sounds)	
box	exam

/e/

e	get
ea	bread
ai	said
ie	friend

/a/

a	cat
---	-----

/o/

o	dot
a	wand

/i/

i	pin
y	myth

/u/

u	but
ou	trouble
o	son

/ae/

a-e	gate
a	paper
ai	train
ay	say
ea	break
ei	vein
ey	they
aigh	straight
eigh	eight

/oe/

o-e	note
o	so
oa	soap
oe	toe
ow	grow
ou	soul
ough	though

/ie/

i-e	bite
i	child
ie	tie
y	fly
igh	sight

/ue/

u-e	tune
u	pupil
ue	cue
ew	few

/ee/

ee	tree
e	me
ea	seat
ie	thief
ey	key
y	sunny
e-e	eve
ei	receive
i	variation

/oo/

oo	moon	o	do
ou	group	u	super
ue	true	oe	shoe
ui	fruit	ough	through

/ar/

ar	farm
a	father

/oy/

oy	toy
oi	boil

/er/

er	her
ir	stir
ur	burn
or	work
ar	collar
ear	learn

/or/

a	water	or	for
au	fraud	ore	more
aw	draw	oar	soar
al	talk	our	pour
ar	war	oor	door
augh	daughter	ough	fought

/ow/

ow	now
ou	out
ough	bough

/oo/

oo	book
oul	could
u	put

/air/

air	air
are	care
ear	bear
ere	where

/eer/

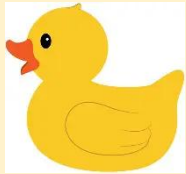
eer	cheer
ear	fear
ere	here

schwas - about, ended, uttin, urtain

© Sounds~Write



FAQs

- My child can recognise all the sounds but cannot blend – model, repeat, practice.
- My child confuses b, d and p – mirror invariance 
- My child forgets what they have read.

