SOUNDS-WRITE

First Rate Phonics

Agenda

1. **Why phonics?**
   a) School Context and Data
2. **Theory**
   a) What is Sounds-Write?
3. **Evidence of Positive Impact**
   a) Student Work
4. **Homework Expectations**
5. **Review Video & Practise**

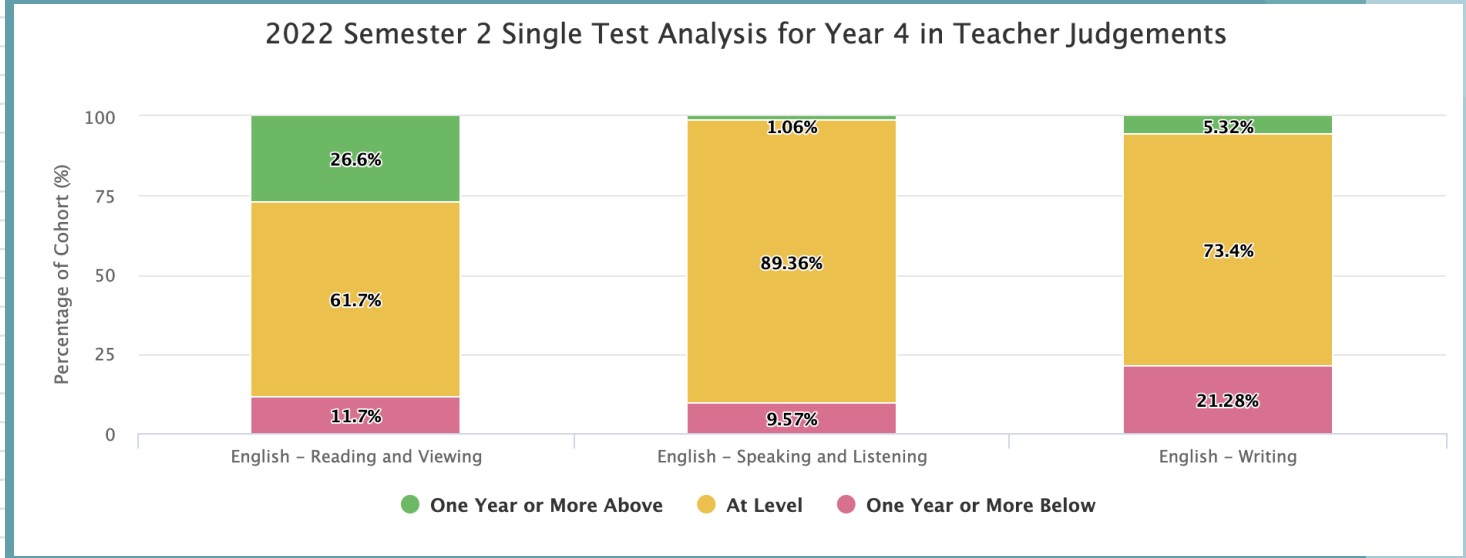
STUDENTS WITH DISABILITY - STUDENT SUMMARY

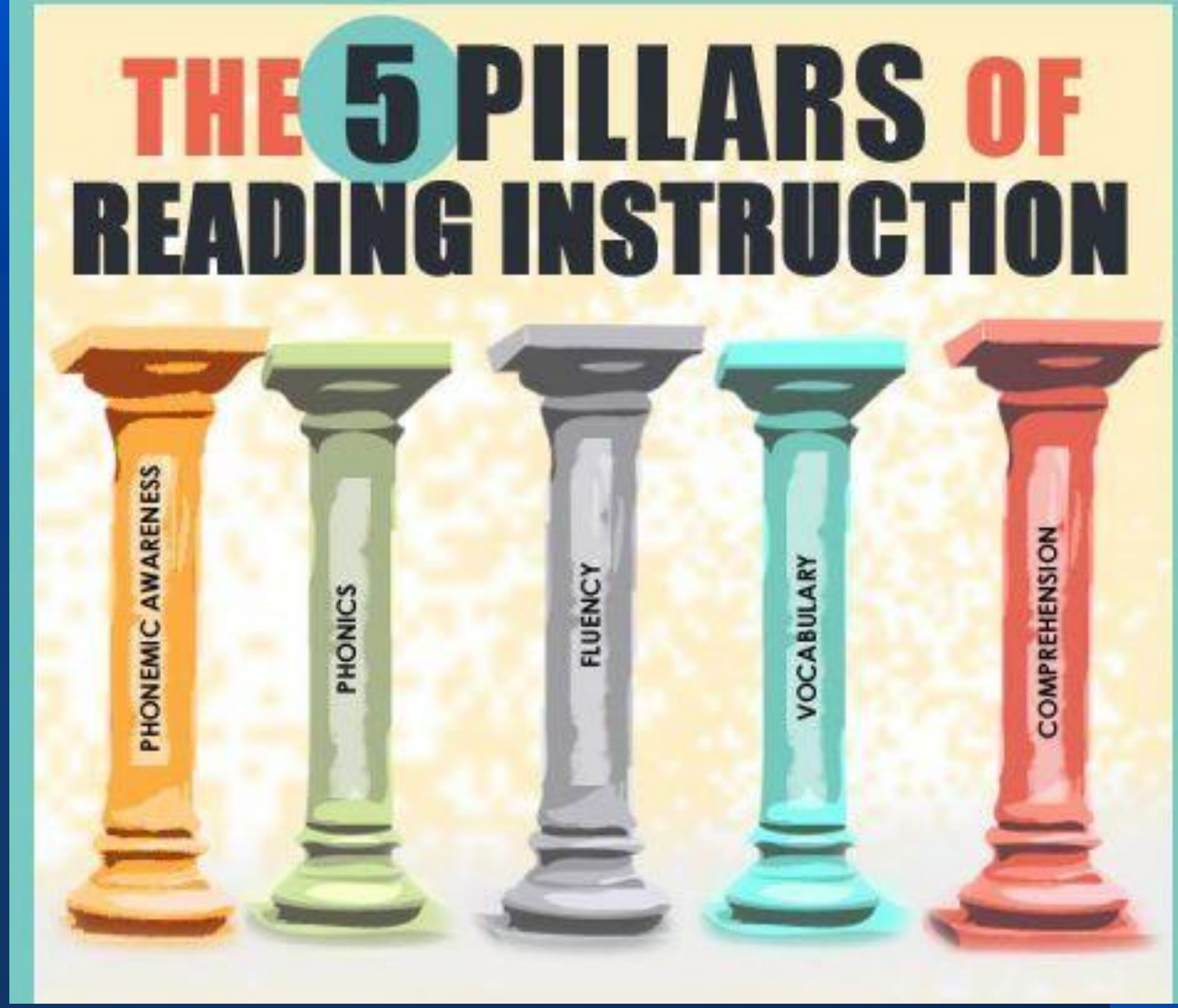
C - Cognitive

1 - Quality differentiated teaching practice

Diagnosis	Potential	Other
Dyslexia		
	LD?	
ASD		
Dyslexia & ADHD		
ASD		
ASD		
ASD		
	ID?	
ADHD		
LD - Anxiety		
Dyslexia		
ASD		
Diabetes		
ASD		
ASD		
ASD		
ASD		
ASD		
	ASD?	
ASD		

Why Phonics?




THE 5 PILLARS OF READING INSTRUCTION
PHONEMIC AWARENESS
PHONICS
FLUENCY
VOCABULARY
COMPREHENSION

What is Sounds-Write?

- Sounds-Write is a linguistic phonics program, following a systematic process
- The program is broken into three main parts; Initial Code, Extended Code and Polysyllabic (refer to your handouts)
- A program that begins with the sounds in the language and moves from the sounds to the written word; not letter names
- Sounds-Write works with 44 sounds and 175 spellings
- Sounds-Write needs to be executed with fidelity, consistency and enthusiasm to ensure students become fluent readers and spellers
- Sounds-Write has an element of handwriting, e.g., ”Which of these do we use to write the sound /m/?”
- This shows the sound /m/ and this show the letter name <m>
- Sounds-Write lesson should not take more than 20-30mins daily, once it becomes embedded practice
- Each unit lasts approx. 2 weeks; teacher is aiming for 75%-80% accuracy before moving on
- The teacher teaches through perceived challenges, e.g., error correction
- Practise! Practise! Practise! Retrieval is vital; going back to previous schema and building on with new information. This is why spelling lists do not work
- Always practice with precise pronunciation; *’use your spelling voice.’*

https://drive.google.com/drive/u/1/folders/0AEFuL6cL4Pn2Uk9PVA (refer to your handout)

What are we teaching our students?

(refer to your handout)

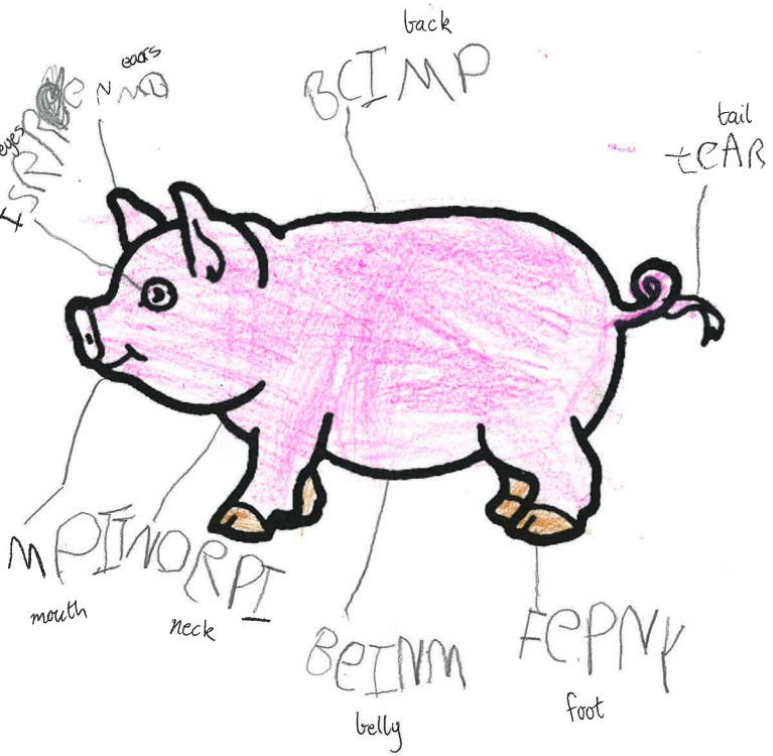
Code Knowledge:

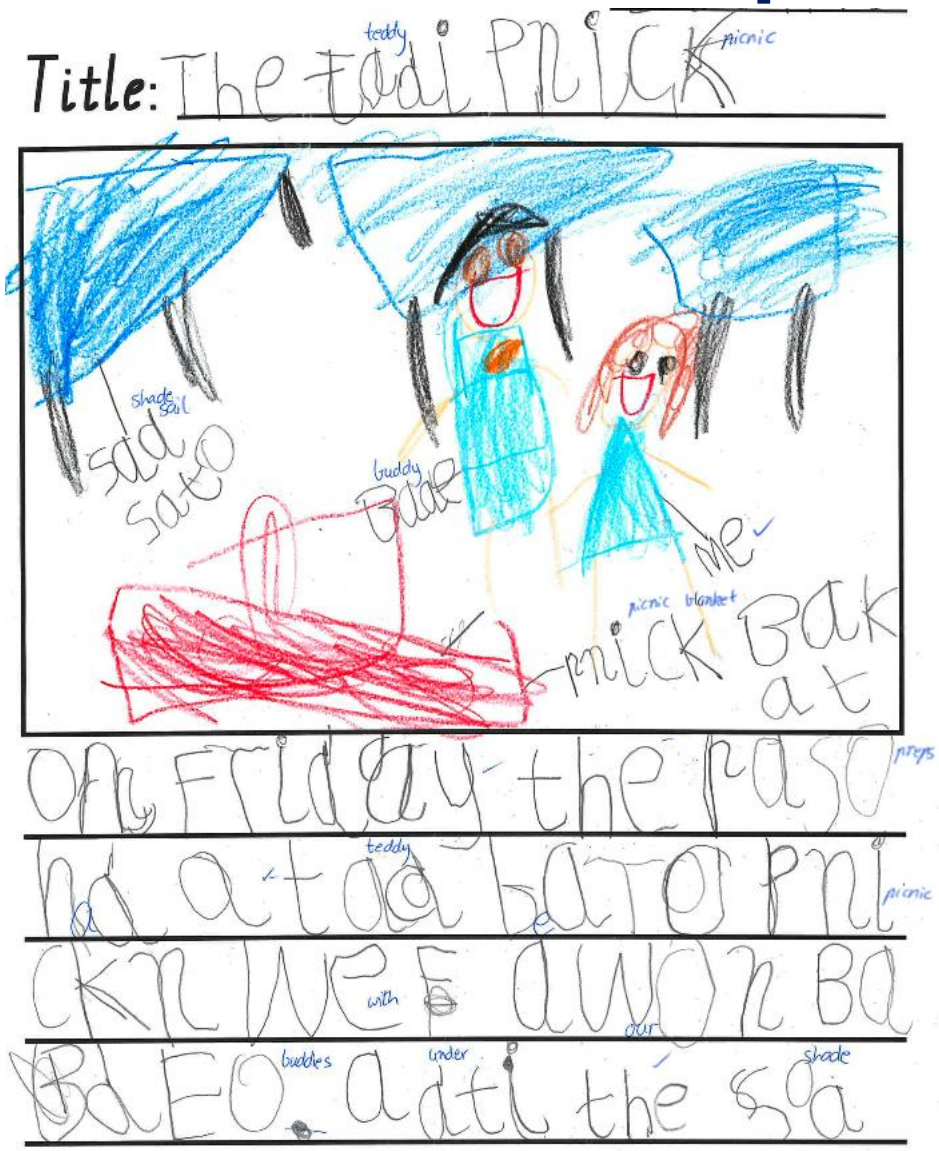
- Letters are codes to spell individual sounds (one-to-one correspondence)
- A sound may be spelled by 1, 2, 3 or 4 letters
- The same sound spelled in more than one way
- Many spellings represent more than one sound

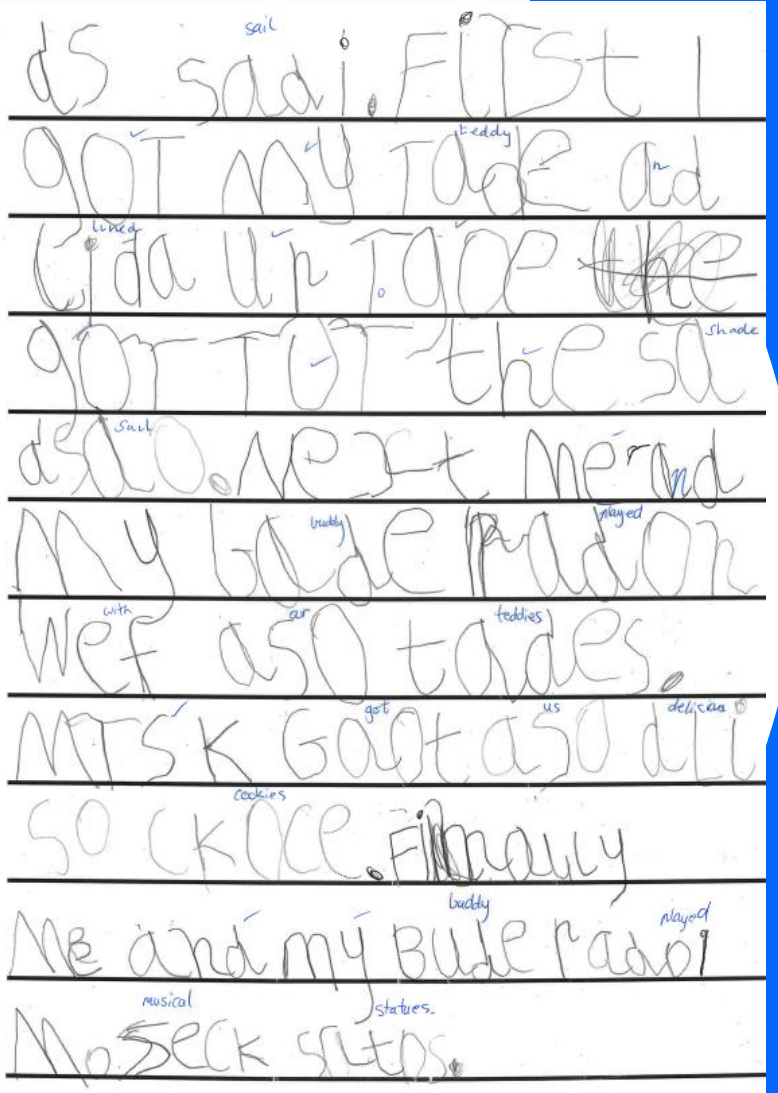
Skills:

- Segmenting
- Blending
- Phoneme manipulation

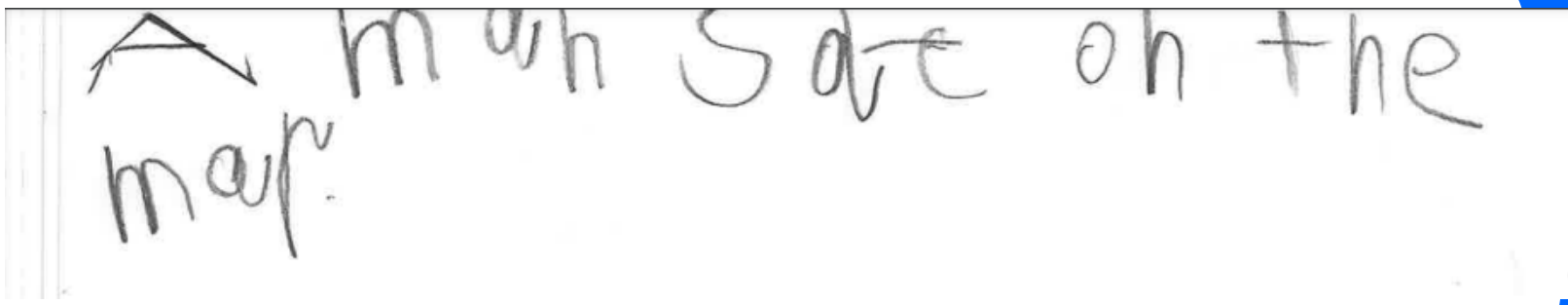
Positive Student Impact



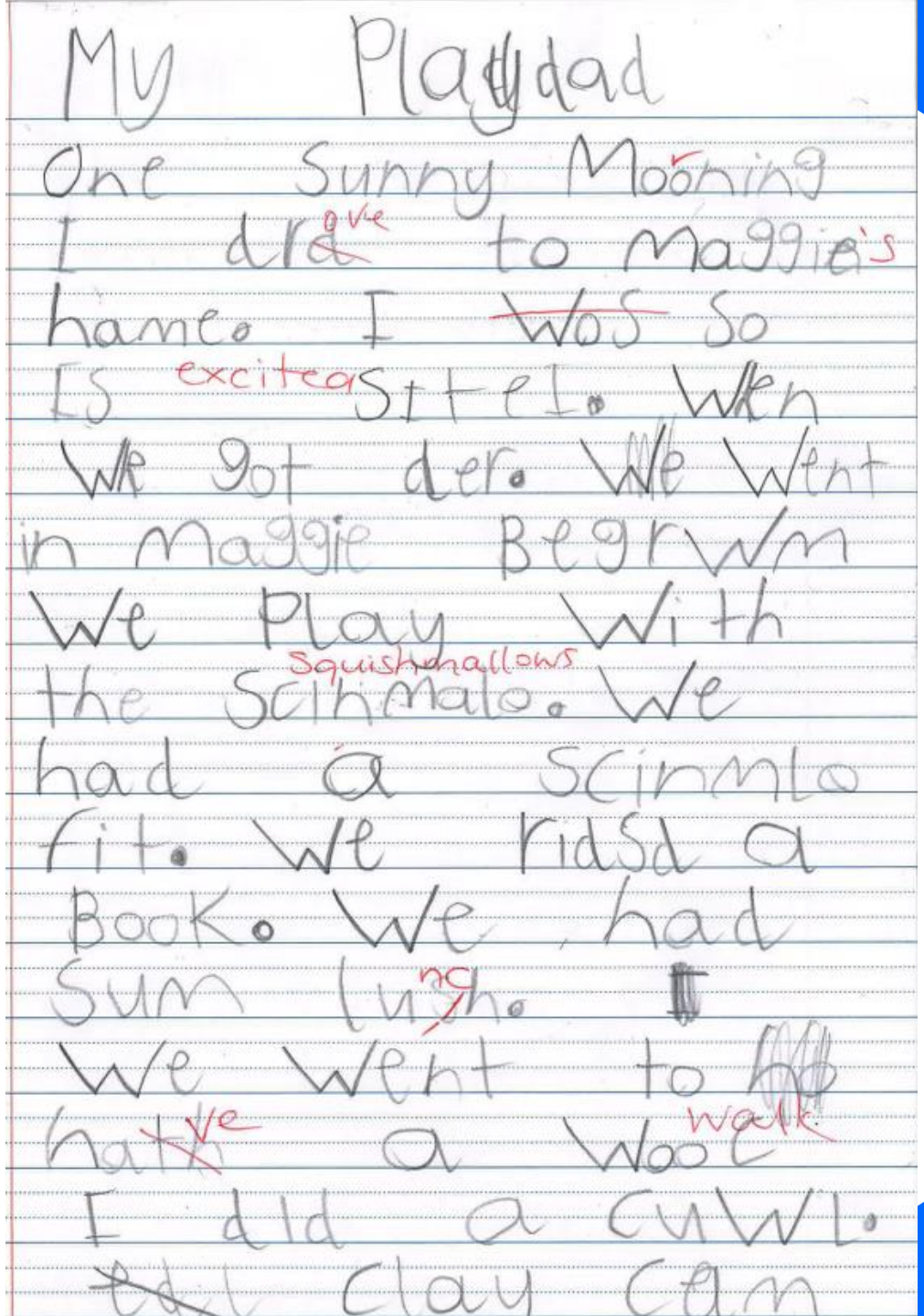




Positive Student Impact



Recording and Hearing Sounds



Homework Expectations

Sounds-Write – A guide for parents of Prep students at Newport Gardens Primary School

In addition to this letter, there will be a Sounds-Write Parent Information Session in Term 2.

What can you do to help your child learn to read?

Over the following weeks, we will be introducing these sounds in the following order:

Unit 1: a, i, m, s, t

Unit 2: n, o, p

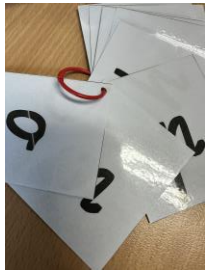
Unit 3: b, c, g, h

Unit 4: d, f, v, e

Unit 5: k, l, r, u

Unit 6: j, w, z

Unit 7: x, y, ff, ll, ss



Every two weeks or so, we will begin a new unit and build the new sounds into what we have already introduced. Please note that each Prep class might start the above units at slightly different times, depending on the needs of the class.

We will always be talking about sounds not letters, and you can help most effectively at home by using **only sounds** (rather than letter names).

If you are not sure which sounds we are teaching, simply refer to the key below.

What are we trying to teach?

We want our students to learn that letters are spellings for sounds, so that when they see the spellings <m> <a> <t>, they say and hear /m/ /a/ /t/, 'mat'. To begin with, we will be working only with 2- and 3-sound words.

Home Tasks

Each fortnight, your child will receive a list of words that can be made from the sounds we are focussing on in class.

Your child needs to **say** the sounds, **listen** to hear what the word is, and **say** the word e.g. /s/ /a/ /t/ is 'sat'. If they can do this comfortably, put a tick in the appropriate box. If they are still working on the word, then put a dot.

When your child has read the word successfully, challenge them to write the word in their book.

Sounds Write Homework

Unit 3 sounds: /b/, /c/, /g/ & /h/

Practise reading these words by saying each sound, then reading the word e.g., /s/a/t/ is sat.

Please return on Friday 12-05-23 for new words.

	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs
bag									
gap									
cot									
hit									
hop									
bat									

*Please add a dot if your child is still practising a word and a tick once they read it fluently.

Sounds Write Homework

Unit 1 sounds: /ae/ First spellings <ai ay ea a-e>

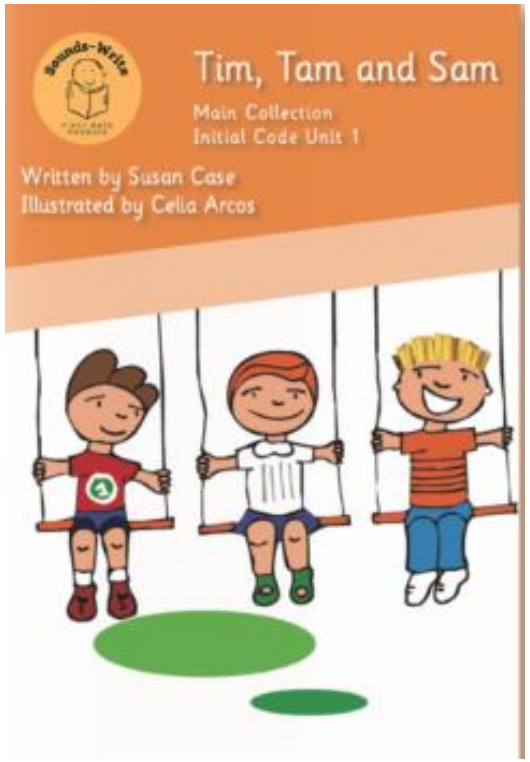
Practise reading these words by saying each sound, reading the word and then writing each work in a sentence e.g., /p/l/ay/ is play. My friends and I played in the garden.

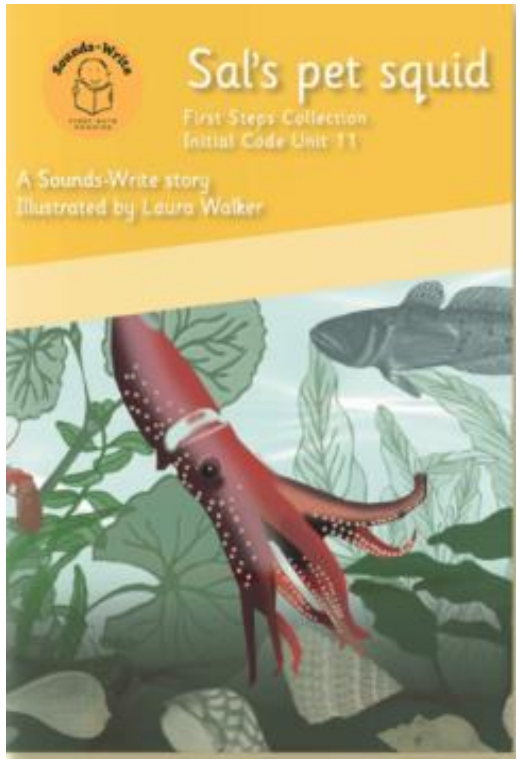
Please return on Friday 12-05-23 for new words of the same sound.

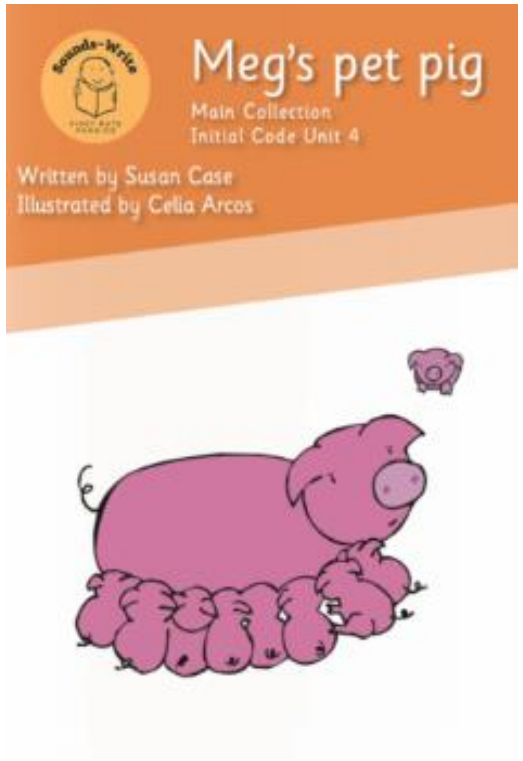
	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs
play									
great									
gate									
plain									
whale									
quaint									

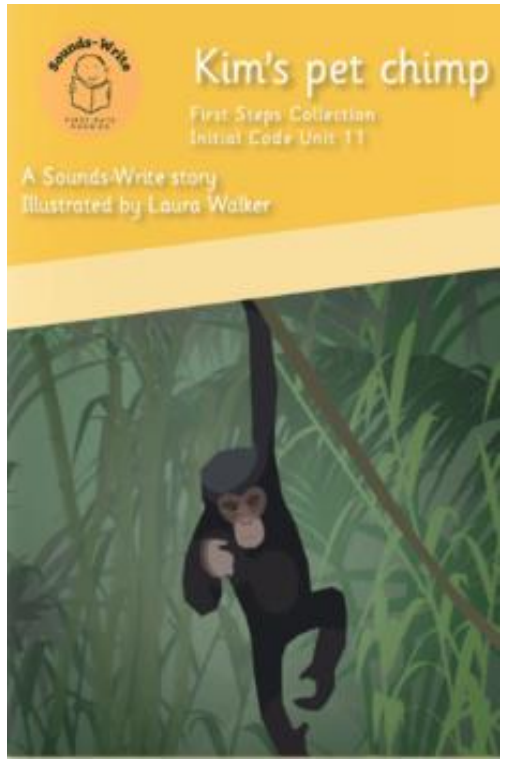
*Please add a dot if your child is still practising a word and a tick once they read it fluently.

Decodable Readers









Your turn at Sounds-Write

Spelling voices on!

Segmenting & Blending

dog	d/o/g
bland	b/l/a/n/d
bear	b/ear
quack	q/u/a/ck qu=/k/ & /w/
wax	w/a/x x=/k/ & /s/

Challenge: ‘A Victorian Adventure’

VIDEO PEER OBSERVATION & PRACTISE

Initial Code:
https://drive.google.com/drive/u/1/folders/1XYeHhqdF_6QH5d4QkvbAPAHKl0c9c3Qe

Extended Code:
https://drive.google.com/drive/u/1/folders/1nnSWoPkw8Mg8vPidxB96y1fCmhFk37py