



## Teaching phonics using Sounds-Write.

The sounds-Write scheme is a systematic linguistic phonics scheme.

Teachers use a set of 15 scripted “lessons” across EYFS and KS1. Each of these lessons is built around introducing the four main concepts:

- That letters are symbols (spellings) that represent the sounds in English;
- That a sound can be spelled with a one-, two-, three- or four-letter spelling;
- That sounds can be spelled in more than one way; and
- That most spellings can represent different sounds.

And the 3 key skills:

- Blending
- Segmenting
- Sound manipulation

The fifteen “lessons” can be adapted slightly – there are adaptations suggested by the scheme and teachers interpret them according to their own teaching styles and other experience, but they form the core of the scheme and their language and structure provides consistency across the setting.

In addition to the lessons, there are error correction scripts for each lesson: these support learning in class and in addition give a consistent teacher response to errors across the school.

Each daily half hour phonic lesson incorporates two or three of the Scheme “lessons” so that the children are given lots of opportunities to develop their skills. Whole class teaching is used, with support staff providing support for children who need it to access the main lesson, as well as pre- and post teaching of the concepts.

In EYFS the practitioners use mostly the first 5 lessons, and teach graphemes from the initial code: this is mostly single letter grapheme/phoneme correspondences, double letter digraphs and consonant digraphs. The books that the children are given to read independently closely match the graphemes taught. As and when needed, teachers use more complex code to model words to children when they are writing. Towards the end of EYFS the teachers use the bridging lesson in the scheme which teaches initial code letters but using the structure of the extended code lessons; and then move on towards the extended code, where vowel digraphs are introduced.

In Year one and beyond, teachers use the remaining lesson scripts, teaching vowel digraphs, alternative spellings and pronunciations for vowels and consonants, and how to spell polysyllabic words. At the beginning of year one, children’s independent reading books closely matches the graphemes taught by the teacher. As the year progresses, the teacher is able to assess which children are able to read ahead of the sounds taught and which children can’t do this; though every sound in the scheme is explicitly taught to support fluency in decoding and to support spelling.

Teachers in year one and beyond are aware that the National Curriculum and the Phonics Screening Check place requirements on their curriculum that require some adaptations to the order in which graphemes are taught and in Y2 some additional spelling sessions are needed. At Church Langton we use Word Study to teaching things like prefixes and suffixes and this is continued into Key Stage two. We use phonics in Key Stage two to support some learners but also as a basis for teaching spelling for all children and we have trained some key staff in order to be able to do this effectively.