



SOUNDS - WRITE

First Rate Phonics

# Sounds ~ Write

- Begins with the sounds in the language and moves from the sounds to the written word.
- Focus on the conceptual knowledge and understanding that needs to be learned about the English alphabet code in order to become a fluent reader and speller. These elements are:

Conceptual Knowledge

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

<u>dog</u>	<u>street</u>	<u>night</u>	<u>dough</u>
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3. The same sound can be spelled in more than one way.  

One sound – different spellings			
<u>rain</u>	<u>break</u>	<u>gate</u>	<u>stay</u>
4. Many spellings can represent more than one sound.  

One spelling – different sounds		
<u>head</u>	<u>seat</u>	<u>break</u>

Sounds ~ Write : Skills



subdermatoglyphic

*What skills do you use to read this word?*

# Sounds ~ Write: Skills

## 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 < o >.

Is it /o/ as in **hot**, /oe/ as in **no**, or /oo/ as in **do**

# Sounds ~ Write: The Initial Code

LEARNING OBJECTIVES: THE INITIAL CODE			
UNIT	SKILLS	CODE	KNOWLEDGE CONCEPTUAL
	To segment, blend & manipulate sounds in words with the structure:		
1	CVC	a, i, m, s, t	Sounds can be represented by spellings with one letter
2		n, o, p	
3		b, c, g, h	
4		d, e, f, v	
5		k, l, r, u	
6		j, w, z	
7		x, y, ff*, ll*, ss*, zz*	Some spellings are written with a double consonant
8	vcc and cvcc 2 consonants in final position 3- & 4-sound words	No new code knowledge	
9	CCVC 2 consonants in initial position	No new code knowledge	
10	CCVCC, CVCCC, and CCCVC 3 adjacent consonants 5-sound words	No new code knowledge	
11		sh*, ch*, th*, ck*, wh*, ng*,	Some spellings are written with two different letters < q > and < u > represent the sounds /k/ and /w/

- In Units 1-6, we start with the idea that sounds / phonemes are represented by symbols/ spellings, beginning with single letters.
- In Unit 7 we gently introduce the idea of two letter spellings.
- Unit 8-10 offers practice in dealing with longer words consisting of four and five sounds *e.g. strip, jumps*
- Unit 11 further extends the idea that 2 letter spellings can represent one sound.



# Sounds ~ Write The lessons...

Always referred to as the sound  
not the letter name e.g. /t/ not  
'tee'

The sounds are presented in the  
context of whole word, not in  
isolation.

Precise pronunciation of is vital. Pupils should  
say the individual sounds separately and  
without an attached vowel e.g. /b/ not 'buh'

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

Gestures are very important.

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# By the end of the Initial Code...

Read any word with sounds from the Initial Code.

Read a range of high frequency words

Write a few sentences without adult support. Their spelling will be mainly phonetic and they may use their problem-solving nature to write words containing sounds they have not yet encountered e.g. *chocolate* might be spelled as *choclut*

# Support at home

New sounds/ spellings learned this week:

m, i

Word list:

at

sat

mat

sit

Sam

Tim

it

am

is

What is the first sound you can hear in the word...?

Can you say the sounds, read the word?

Can you tell me the sounds I need to write the word...?

Can you write the word...?



Free course for parents via  
Sounds Write website



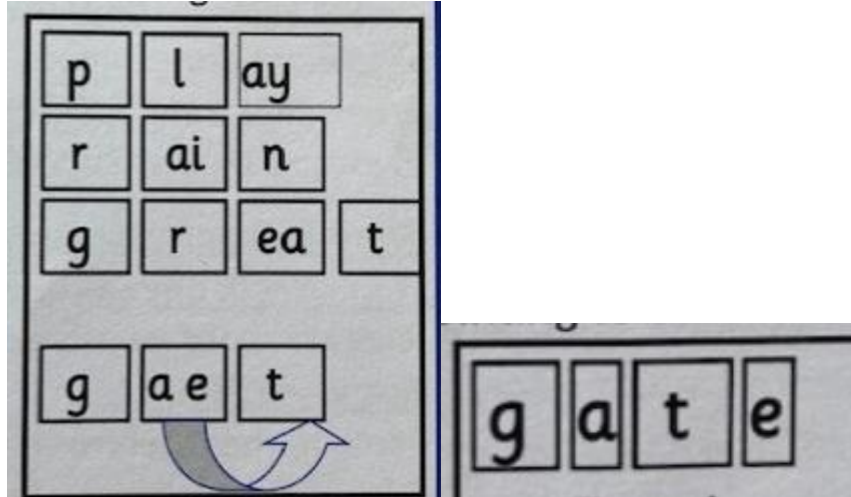
**Initial Code** 4+

Sounds-Write Ltd

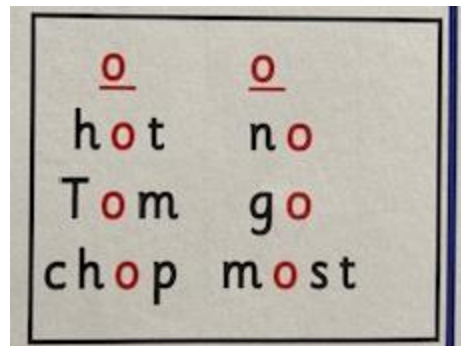
★★★★★ 3.3, 7 Ratings

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# Sounds ~ Write: The Extended Code



Many sounds can be represented by more than one spelling



Many spellings (sound symbols) represent more than one sound



## Rainy day, sunny day

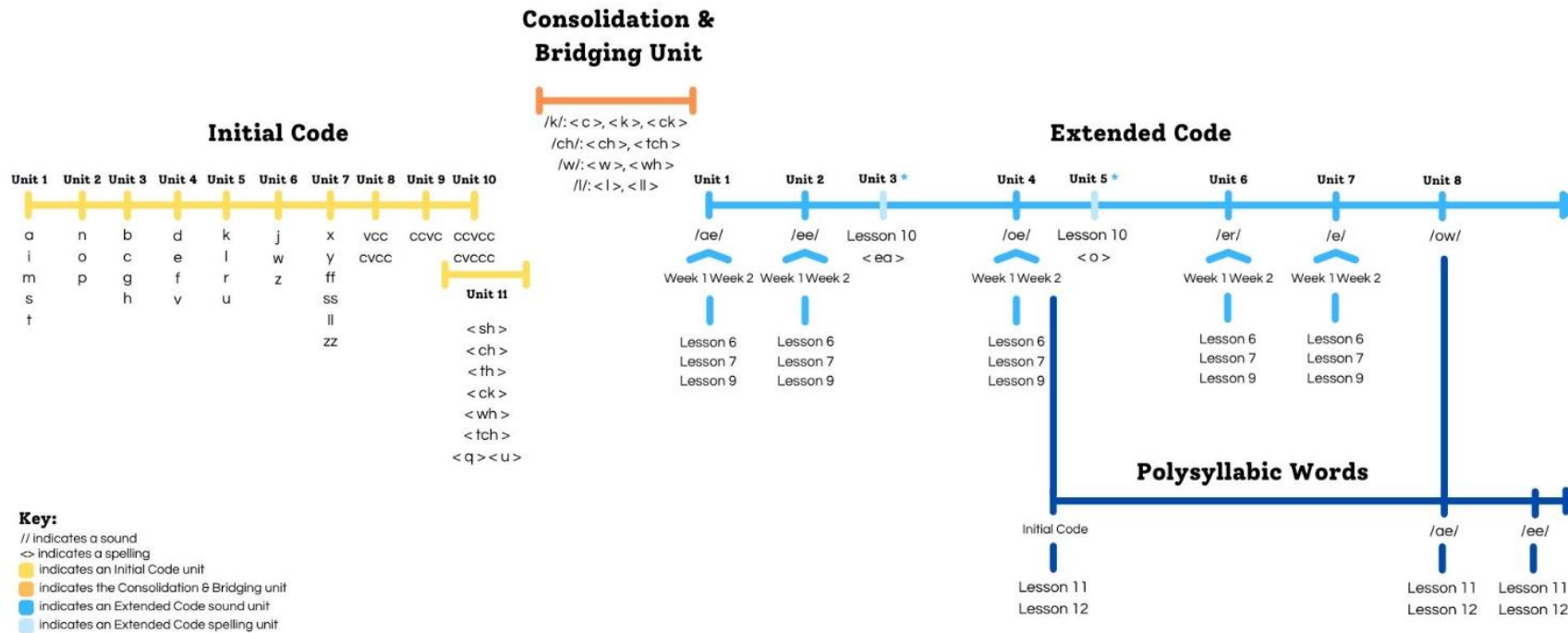


If it rains, Kate and James stay in. They play and paint.

If the rain stops, they get snails from the path by the gate.

If it is a sunny day, Kate and James get some hay and play with the rabbit. His name is Cotton Tail.

# Sounds-Write Timeline



# Year 1 Phonics Screening Check

chip

hill

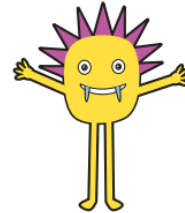
jars

shack

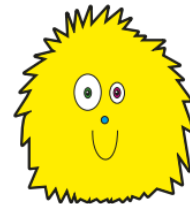
heng



shob



farn



chesh

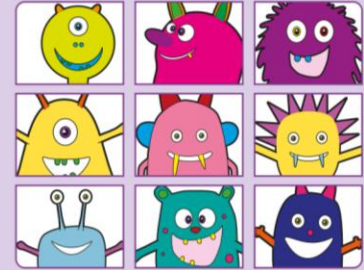


2023 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



Sound /ae/	
More spellings < ai ay ea a-e a ei ey eigh >	
aid	Kate
Amy	late
ape	may
apron	name
bake	neigh
braille	obey
brain	pale
break	prey
cane	reign
chain	rein
clay	sleigh
David	Spain
drain	stay
eight	steak
fail	they
freight	train
gay	vane
graze	veil
great	vein
grey	waif
hate	way
hay	weigh
jail	whey

<u>ay</u>	<u>ea</u>	<u>a-e</u>
play	break	gate
day	great	cake
<u>ai</u>	<u>eigh</u>	<u>a</u>
rain	eight	baby
wait		table

Year 2 –  
Extended  
Code  
continued...



Any questions?