

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 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 and consonant digraphs. The books that the children are given to read independently closely match the graphemes taught. 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 most of the time, 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 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 are not in the Sounds Write scheme, and these extra skills are built in place in their planning. Towards the end of year two, teachers use Word Study techniques to help the children think critically about words and the ways they are spelled.