



Grange Primary Academy

The best in everyone™

Part of United Learning

Sounds Write

About Sounds-Write

At Grange Primary Academy we use the Sounds-Write Phonics programme, a quality first phonics programme. Its purpose is to provide classroom professionals with a comprehensive system with which to teach reading, spelling and writing. Ideally it will be introduced in YR, taught in KS1 and fine-tuned throughout the rest of Key Stage 2. In addition, it also serves very successfully as an intervention or catch-up programme

Sounds-Write and the DfE

Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme

A highly structured, synthetic phonics programme

Sounds Write offers the classroom teacher a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell. The Sounds-Write programme can be implemented in the classroom with a minimum of planning, preparation and expense, and it provides fast and effective teaching for children at all levels.

The programme provides lesson plans that are clearly structured and easy to follow within a systematic, synthetic phonics programme. It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a **daily** basis until all children achieve the automaticity that underlies the fluency of every successful reader

Sounds-Write covers it all at every stage

The programme is designed to provide all practitioners, whether they are teachers, teaching assistants, educational psychologists, or even interested parents or carers, with a clear understanding of how the English alphabet code works. The programme shows how to teach it in carefully structured, sequential steps from simple CVC words like **sat** to very much more complex, five- and six-syllable words like **personification**. It is designed for the teaching of discrete, daily sessions, progressing from simple to more complex phonic knowledge and skills and covering all the major sound/spelling correspondences. We believe that the alphabetic principle is also taught most successfully by engaging young learners in vigorous, interactive and enjoyable phonics activities that are also situated within a language-rich curriculum.

Teaching the Initial Code

At the start of the programme, simple, one sound/one spelling, one-syllable, CVC words only are introduced. As the programme progresses, the complexity of one-syllable words is increased to four-, five- and six-sound words of the structure CVCC, CCVC, CCVCC/CCCVCC, before introducing the most common consonant digraphs.

The Sounds-Write programme teaches pupils to understand the way the alphabet code works. Very often, in the early stages of learning to read and spell, because of the complexity of the code, pupils will not be able to spell some sounds by using the correct spellings. However, pupils taught using Sounds-Write will be able to write almost anything they want to write by using plausible (phonetic) spellings for sounds. In this way, pupils, teachers and parents can read anything the pupil has written. As they progress through Key Stage 1, pupils learn systematically how words are spelled in English. This ability to express oneself in writing from the start of school gives children enormous confidence, which naturally feeds back into the other kinds of learning taking place within the school curriculum

The Extended Code and Polysyllabic Words

Thereafter, from Y1 onwards, all the remaining common vowel and consonant sound to spelling correspondences are taught until all the common spellings for the forty-four sounds in English have been covered. In parallel with this, pupils

are taught how to read and spell polysyllabic words, progressing from two-syllable to five- and six-syllable words.

A multi-sensory programme

Throughout, Sounds-Write promotes the use of multi-sensory engagement with the materials pupils are working with in a manner that is commensurate with the level and abilities of the children being taught. Visual, auditory and kinaesthetic activities are at all times combined simultaneously to promote learning.

In addition to being multi-sensory, the Sounds-Write programme has pace and utilises an array of stimulating lessons and resources. It also enables practitioners to differentiate the challenges placed before the learner in order to meet their individual needs

The programme offers the classroom and special needs teacher an instructional method that works because, as the Rose Review recommended, it is a highly structured, cumulative, sequential, explicit and code-oriented instructional programme for teaching all children to read and spell.

Sounds-Write provides the classroom practitioner with rigorous training in how to teach reading and spelling from the moment children begin their schooling in the Foundation Stage, throughout Key Stage 1 and into Key Stage 2. In addition, the programme also provides a highly successful intervention for special needs teachers working at primary, secondary and tertiary levels of education.

Sounds-Write's instructional method works effectively because it:

- can be easily implemented in the classroom with the minimum of expense, planning and preparation
- provides clearly structured, easy-to-follow lesson plans
- is developmentally appropriate for beginning readers in YR, Y1 and Y2
- offers fast and highly effective intervention for children at all levels who have fallen behind in their reading and spelling
- is a real phonic programme that teaches in simple steps how the sounds of the language are represented by the writing system
- places emphasis on giving practice that is grounded in physical, concrete experience of the ideas and conceptual understanding the pupils need to assimilate

- teaches the three essential skills of segmenting, blending and phoneme manipulation necessary for reading and spelling throughout the programme on a daily basis until all pupils achieve the automaticity that underlies the fluency of every successful reader