



## Sounds-Write

A guide for parents at  
South Stanley Infant and Nursery School

Throughout their time with us your child will be taught phonics using the Sounds-Write programme.

We will always be talking about **sounds** not letters, and you can help most effectively by not using letter names, only sounds. (*\*Letter names, as an additional skill, will be taught from Year 1, but not in the context of using phonics to read and write.*)

### Phonics teaching

We want the children 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, in Reception, we shall be working with only two and three sound words. Your child needs to say the sounds and **listen** to hear what the word is. For this reason, sounds need to be said very precisely. For example, when we see the spelling <m>, we say /m/ and not 'muh'. It can be difficult to say some sounds without an 'uh', but, with practice, it can be done, so please persevere. When your child has said all the sounds in a word and then read the word, ask them to **write** the word. You can use chalk, pencil on paper or trace in sand on a tray.

Playing games with the sounds in words can be good fun and will help your child to understand that everyday words are made up of sounds and that we can pull these words apart e.g. 'cat' can be separated into /c/ /a/ /t/. We can then put these sounds back together again to form recognisable words, thus /c/ /a/ /t/ gives us 'cat'. Names can be good examples to start with. If you are not sure how to break up a word into sounds, just read the word, close your eyes and say the sounds in the word to yourself, e.g. *Emily* would be /e/ /m/ /i/ /l/ /ee/.

### Reading

When you are reading a book with your child, do all the things you would normally do, such as talking about the story, discussing the characters, predicting what is going to happen next, and so on. In Reception, whenever you come to a two or three sound word which has in it the sounds your child has already learnt, ask them to read the word by **saying the sounds and listening for the word**. Your children will quickly move onto reading more complex words, such as words with four and five sounds e.g. 'lamp' and 'crisp'.

In Year 1 and Year 2, the children will be taught spellings for sounds that use two and more letters e.g. that <ow>, <oa> and <oe> represent the sound /oa/ in 'slow', 'boat' and 'toe'. Encourage the children to **'say the sounds, read the word'** looking for these spellings to help them read new and less familiar words.

### Practising at home

Your child will bring home lists of words from Reception and throughout Year 1 and Year 2 which will contain the sound spellings they have been learning. These are for them to practise 'blending' to read (not as sight words). You can support your child by giving them as much practise as possible, reminding them to **'say the sounds, read the word'**.

If you have any further questions about Sounds-Write, our approach to phonics or how to help at home, please see your child's class teacher.

**Thank you for your support.**



## ***Key to alphabetic code knowledge***

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**/a/** as in '**caat**'

**/b/** as in '**bbig**'

**/c/** as in '**ccup**'

**/d/** as in '**ddog**'

**/e/** as in '**leg**'

**/f/** as in '**ffun**'

**/g/** as in '**gget**'

**/h/** as in '**hhen**'

**/i/** as in '**pin**'

**/j/** as in '**jjug**'

**/k/** as in '**kkit**'

**/l/** as in '**lleg**'

**/m/** as in '**mmap**'

**/n/** as in '**nnot**'

**/o/** as in '**popop**'

**/p/** as in '**ppen**'

**/q/** as in '**qqeen**'

**/r/** as in '**rrun**'

**/s/** as in '**ssip**'

**/t/** as in '**tten**'

**/u/** as in '**bun**'

**/v/** as in '**vvet**'

**/w/** as in '**wwig**'

**/x/** as in '**fxox**'

**/y/** as in '**yyes**'

**/z/** as in '**zzip**'

**\*Double consonants**

**<ff>** as in '**sffiff**'

**<ll>** as in '**fllill**'

**<ss>** as in '**mssiss**'

