

# Oaklands Infant School



Supporting your child in  
early reading and writing



# Content

- How we teach phonics
- How you can help with phonics
- Early stages to writing
- How children read
- How you can help with reading
- Activities you can do at home
- Workshop with your child



# Why Phonics?

- The aim is to secure **essential phonics knowledge** and **skills** so that children can progress quickly to **independent reading and writing**.
- Phonics gives us the skills of blending for reading and segmenting for spelling.

# An overview of Sounds Write Phonics



- Sounds Write is a linguistic phonics programme. It begins with the sounds in the language and moves from the sounds to the written word.
- Children will learn the skills of blending to read and segmenting to spell. They will also learn to manipulate sounds (swap one sound for another in a word)
- Initial code – single sounds
- Extended code – sounds represented by more than one spelling and more than one letter. Spellings represented by more than one sound.
- No sight words, no flashcards.
- [Alex saying the sounds Sounds-Write Initial Code - YouTube](#)

# Pre-phonics skills

**1. Hearing Initial sounds** – What's the first sound you can hear in cat? Can you find something beginning with S?

**2. Oral Blending** – hearing a series of spoken sounds and merging them together to make a spoken word (no text is used) for example, when a teacher calls out '**b-u-s**', the children say **bus**.

**3. Oral Segmenting** – identifying the individual sounds in a spoken word (e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word '**him**'.

## Conceptual Knowledge

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

dog

street

night

dough

3. The same sound can be spelled in more than one way.

One sound – different spellings

rain

break

gate

stay

4. Many spellings can represent more than one sound.

One spelling – different sounds

head

seat

break



# 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 /u/ as in **son**?

# Initial Code Units

Unit 1 - a, i, m, s, t

Unit 2 – n, o, p

Unit 3 – b, c, g, h

Unit 4 – d, e, f, v

Unit 5 – k, l, r, u

Unit 6 – j, w, z

Unit 7 – x, y, ff, ll, ss, zz

Concept of 2 letters can spell 1 sound introduced

Some every day words such as ‘is’, ‘the’, ‘they’, ‘I’ and ‘was’ are introduced.



# Initial Code Units

Units 8, 9 and 10 - blend adjacent consonants e.g. list, flap, twist

Unit 11 – sh, ch, th, tch, ck, wh, ng, q, u

# Challenge



How many sounds are in each of these words?

mat

sprint

dough

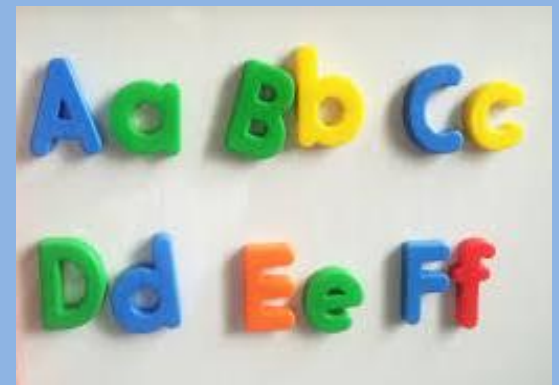
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# Extended Code Year 1 & 2

- 2 or more letters spelling one sound.
- The same sound can be spelt in more than one way eg
  - ay – play
  - ai – rain
  - ea – break
  - a-e – cake
- One spelling can represent more than one sound eg
  - o – go /oe/
  - o – hot /o/
  - o – son /u/
- Polysyllabic words – rabbit

# How you can help with phonics...

- Make words with magnetic letters on your fridge or foam letters in the bath
- Making letters or words with playdough
- Practice oral blending.
- Recognise letters and words when out & about.



# How you can help with phonics...

## Use 'pure' sounds.



<https://www.youtube.com/watch?v=a8ZMfYjdN-s>

Alex saying the Sounds Write initial code

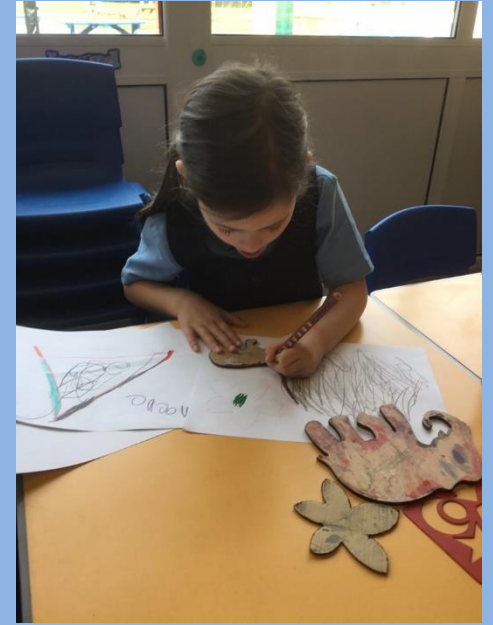
# Motor skills help...

- Gross motor skills
- Fine motor skills
  - Perform crucial tasks - reaching, grasping, and moving objects.
  - To use tools - crayons, chalk, pencils, and scissors.
  - Hand-eye coordination.
  - To develop handwriting and drawing skills.



# How to support writing...

- Mark making
- Writing sounds
- Range of resources





# Writing for a purpose

- Writing lists – shopping, birthday, Christmas.
- Writing cards, letters and postcards.
- Writing sounds or words with different resources e.g. sand, paint, chalks etc.



**Scissor Practise**



**Popping**



**Threading Ribbon**



**Paper Scrunching**



**Mark Making**



**Finger Footie**



**Paint with water**



**Elastic Band Stretching**



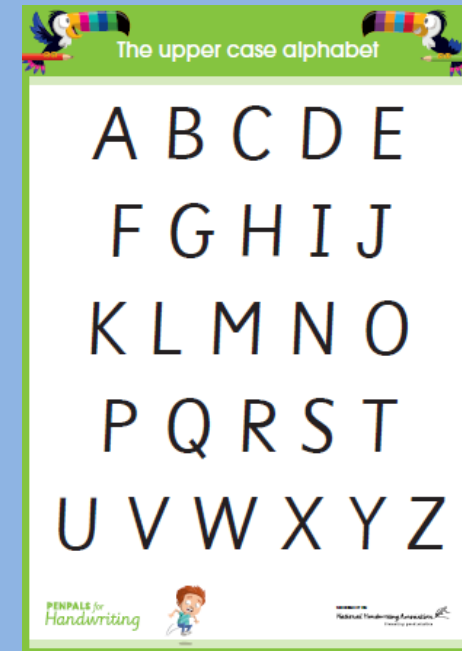
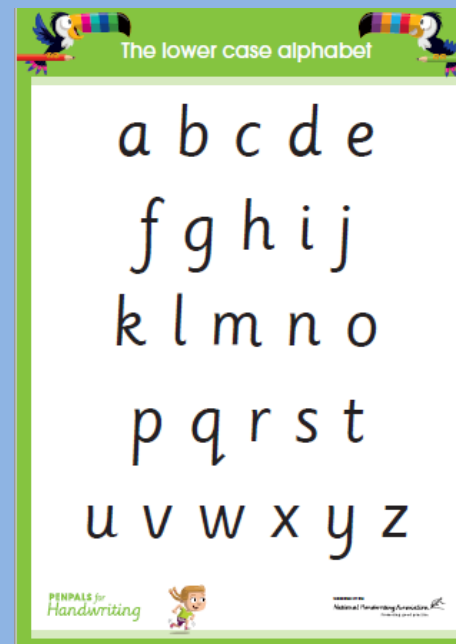
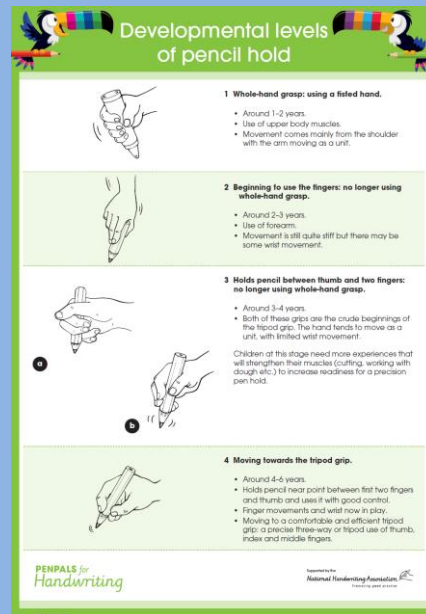
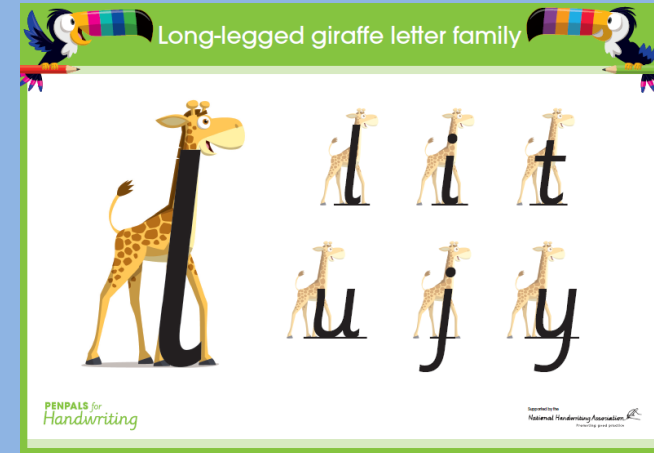
**Playdough Fun**



# Our handwriting scheme is PenPals

Make sure you correct their pencil grip to ensure they form letters correctly. This will also help with writing stamina as they get older.

**Handwriting  
section on the  
website**  
[Click here](#)



# Purpose of reading

- To be good confident readers
- To enjoy books
- To learn:
  - ❖ About stories
  - ❖ Using books for reference
  - ❖ Learning other skills through books
  - ❖ Understanding our world
  - ❖ Discovering new ways of looking at life
  - ❖ New vocabulary

# The Million word gap

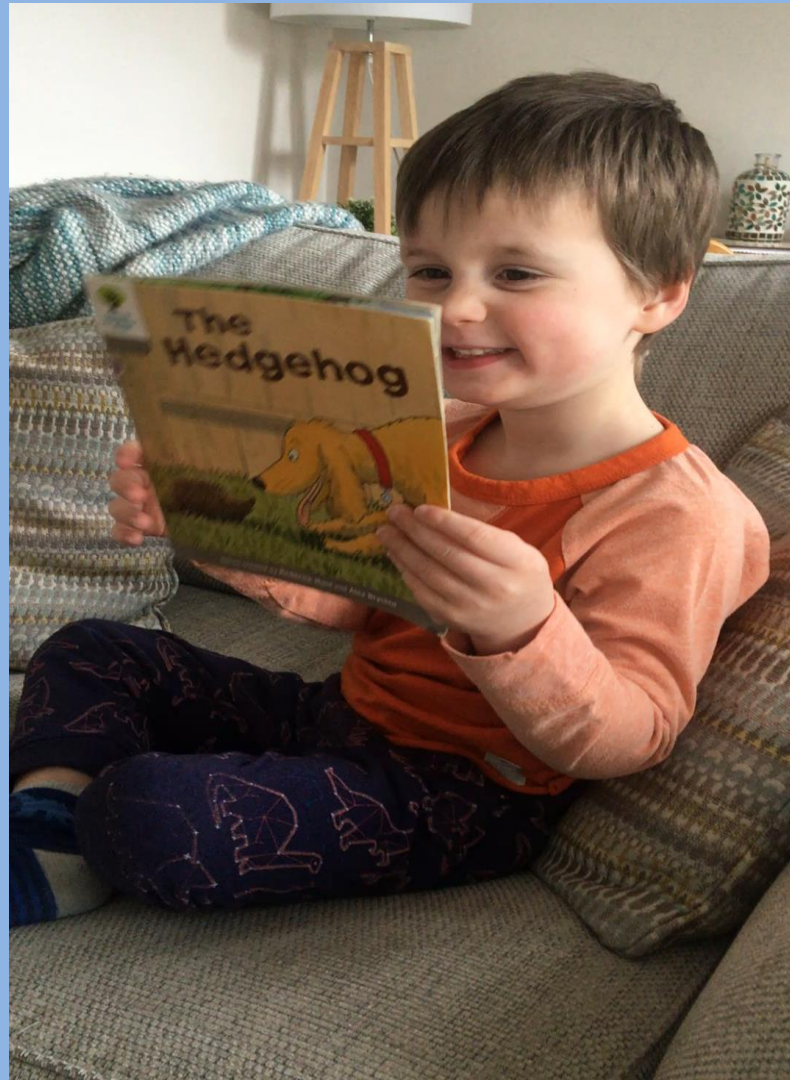
The number of words children will have heard by the age of 5.

Science Daily 2019 quoted in  
The Reading Framework  
DfE July 2023

<b>Never read to</b>	4,662
<b>1-2 times per week</b>	63,570
<b>3-5 times per week</b>	169,520
<b>Daily</b>	296,600
<b>5 books a day</b>	1,483,300



# Wordless books



# Reading at Home

- Set aside a specific time for reading every day.  
Try not to do the reading when you are both tired!
- Be positive. Praise your child for trying hard at their reading.
- Let them know it is alright to make mistakes.





# **How can you help with phonics?...**

**“Say the sounds and read the word...”**

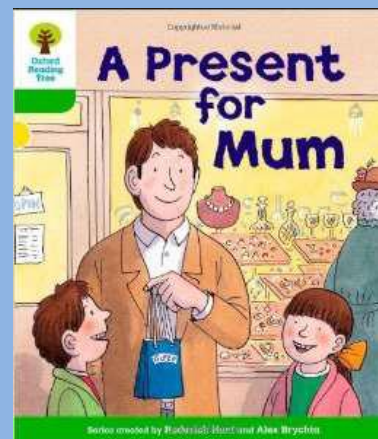
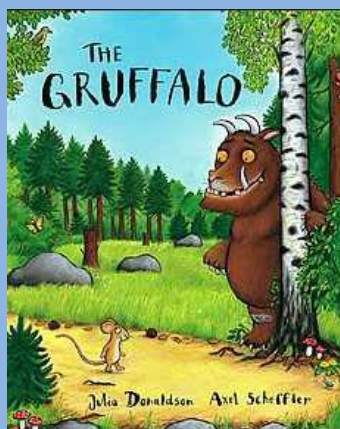
**“Say the sounds and write the word...”**

# Before you begin...

- Prediction
- Discussing
- Looking at pictures
- Looking at any less familiar words or sounds

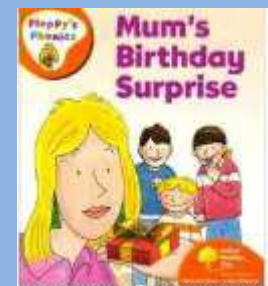
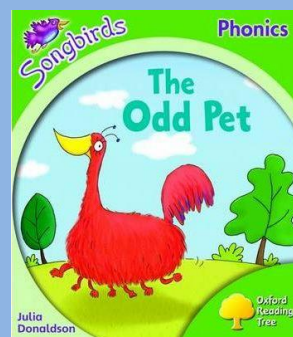
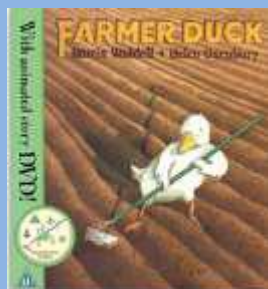


Predicting Pip



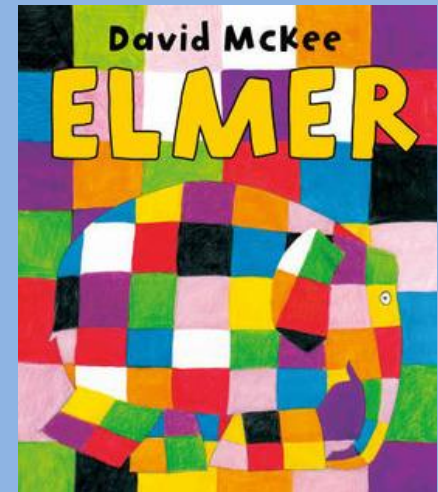
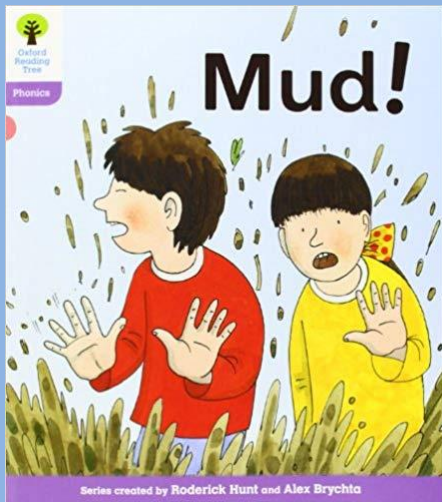
# As you read...

- Re-tell the story using the pictures
- Encourage them to follow the text with their fingers
- Have a go at segmenting and blending the words
- Support them where needed.



# Once you've finished...

- Re-call the story
- Reading with more fluency
- Questions



# What if your child gets stuck?

- “Say the sounds and read the word!”
- Can you break the word into syllables?

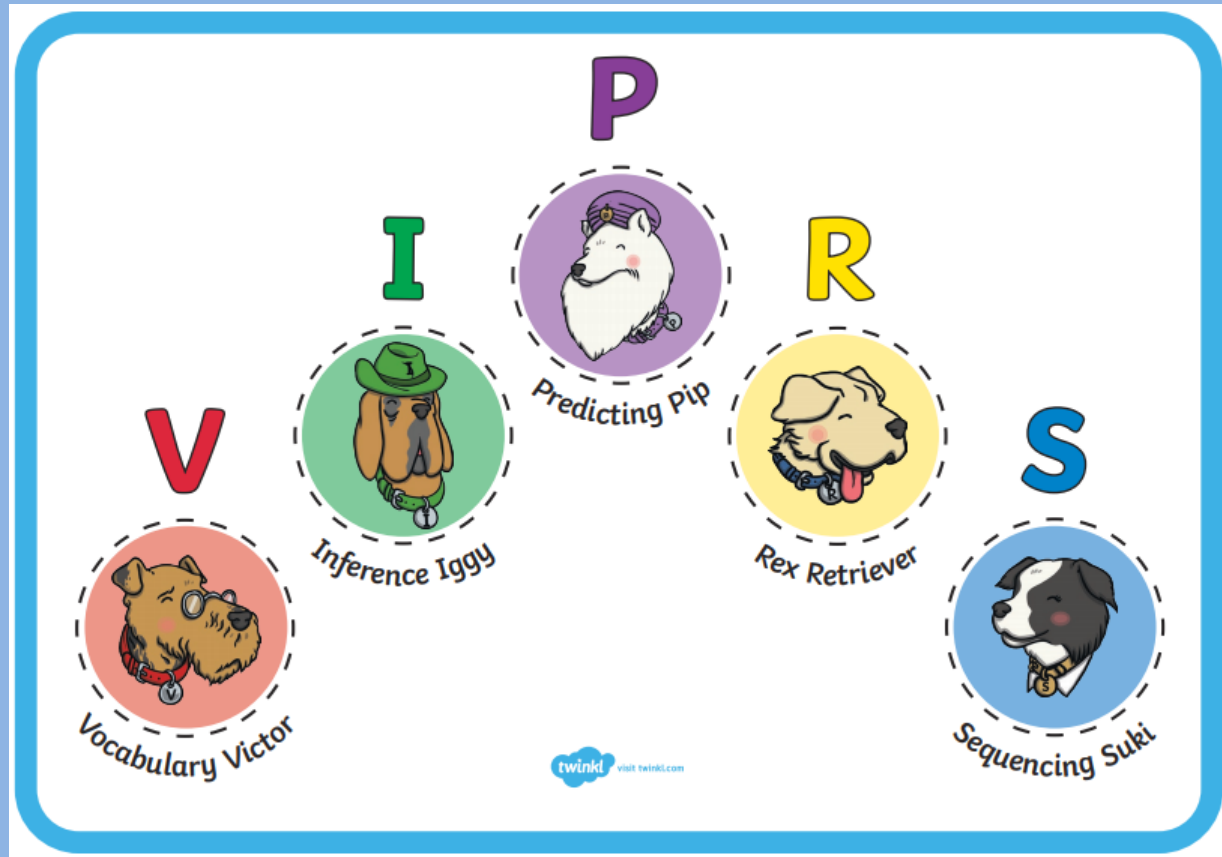
E.g. Sa-tur-day

- Does it sound like a real word?

# Reading Skills

Reading skills needed:

- Vocabulary
- Inference
- Predict
- Retrieve
- Sequence



We use the Pawsome Gang to help  
with questions

[Click here](#)

# You reading to your child



- Introduce your children to different types of books
- Read them your favourite childhood book
- Read slowly, with expression.
- Talk about what is happening and what might happen next.
- Leave the story on a cliff-hanger!



# The Sounds-Write App

The Initial Code by Sounds-Write app follows the Sounds-Write Initial Code sequence and provides a variety of activities to develop students' skills in the following areas:

- Blending and segmenting
- Word reading and writing
- Sentence reading and writing

The app is available on the Apple App Store (**for use on iPads only**). The free version of the app provides a sample of activities, with the full version available as an in-app purchase.

**Download** and try it free from the UK iTunes app store. Or from **here** if you're in Australia. Please remember to access the app from your iPad.



## + Free course for parents in 2 parts

<https://www.sounds-write.co.uk/parents-carers/support-for-parents-carers/>

# Any questions...?



# Workshop

Some of these workshop activities are in the handout available on the school website under the learning section.

