

# 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



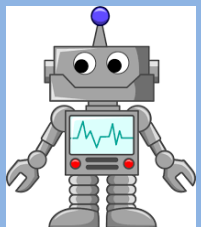
- Sounds Write is a linguistic phonics programme. It begins with the sounds in the language and moves from the sounds to the written word.
- Children will learn the skills of blending to read and segmenting to spell. They will also learn to manipulate sounds (swap one sound for another in a word)
- Initial 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 (Robot arms)** – 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**'.



# Articulation of sounds

Learn how to say the Sounds precisely with the children at St Thomas Aquinas!



External web link - <https://www.st-thomasaquinas.co.uk/sounds-write/>



# Ideas for Segmenting and Blending

## Phonics – segment and draw

Sound out a word such as s-o-ck and your child has to draw what has been sound talked! Ask your child to sound out some words for you to draw too!



## Phonics– It's in the bag

Give your child a bag with some decodeable objects inside. Peek inside the bag and segment one of the objects. See if your child can blend it back together. (Suggested items to get you started: fork, pen, shell,



## Phonics– Daily instructions

While doing your usual daily routine give your child some of the words segmented 'get your c-oa-t on' 'find your b-a-g' 'go to b-e-d'



## Phonics – Simon says

Play 'Simon says' but give your instructions in sounds talk 'mum/dad says h-o-p. And see if your child can blend the word back together.



## 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, qqG, quG

# Challenge



How many sounds are in each of these words?

mat

sprint

dough

# Extended Code

## 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



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

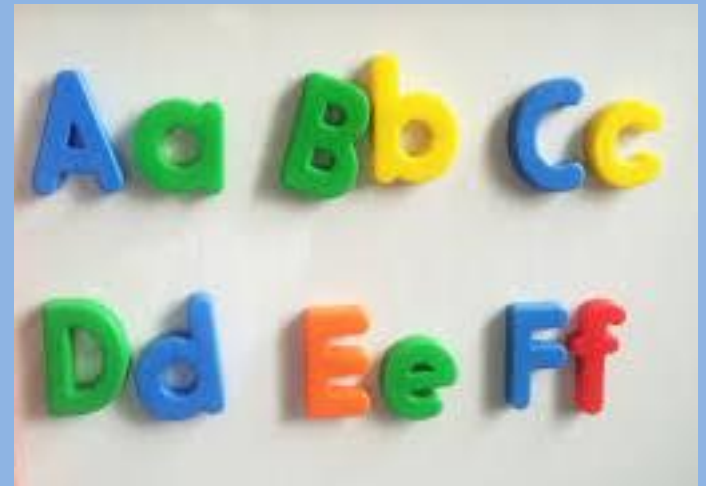
**“Say the sounds and read the word...”**

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

# How you can help with phonics...

## Things around the home...

- Make words with magnetic letters on your fridge or foam letters in the bath
- Making letters or words with playdough



# How you can help with phonics...

Recognising letters and words out and about...



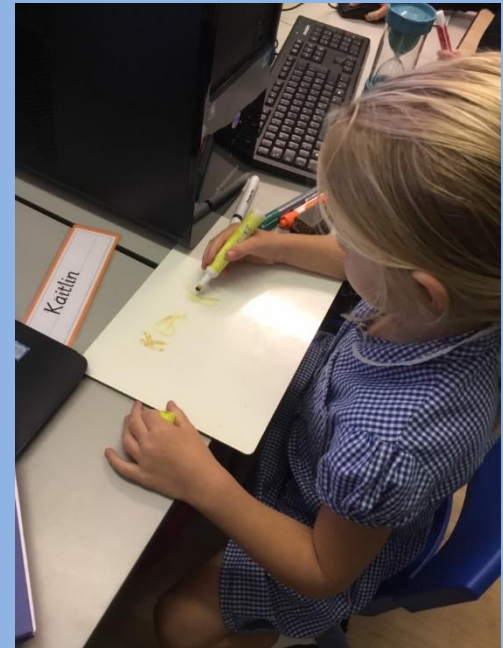
See the school website for some phonic information including a parent training video produced by sounds write.

**English section on the website**

[Click here](#)

# Fine Motor helps...

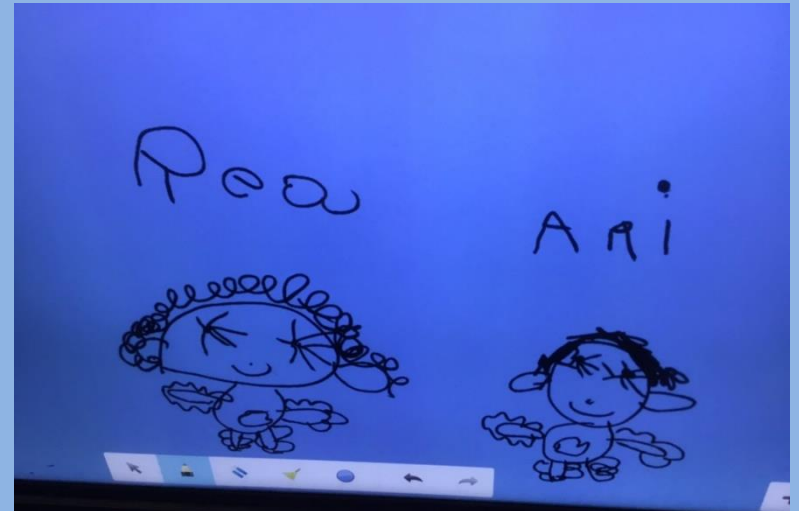
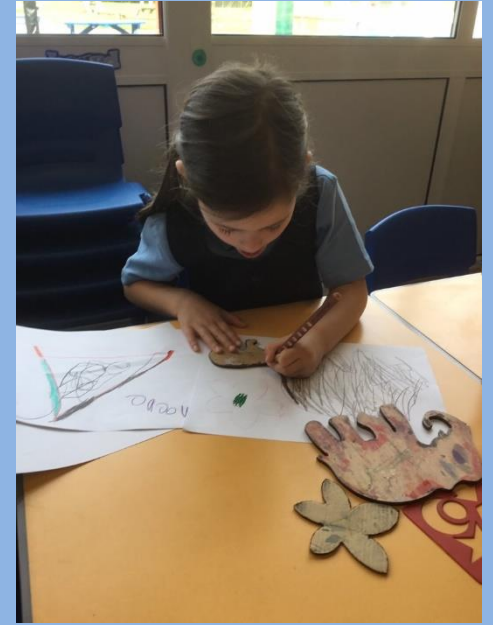
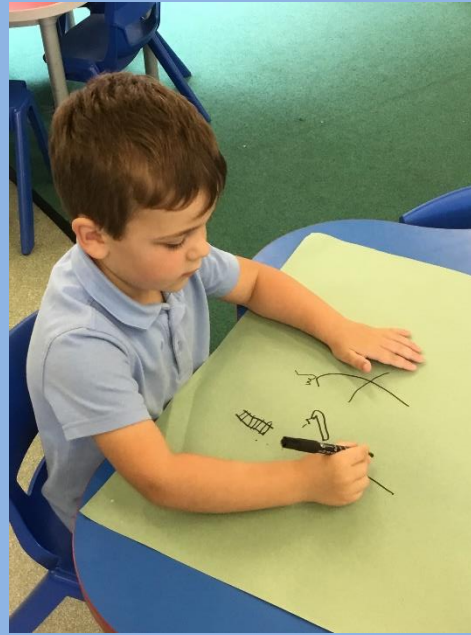
- Perform crucial tasks - reaching, grasping, and moving objects.
- To use tools - crayons, chalk, pencils, and scissors.
- Hand-eye coordination.
- To develop handwriting and drawing skills.





# How you can help with writing...

- Mark making
- Making words with magnets.
- Writing sounds
- Fun pens





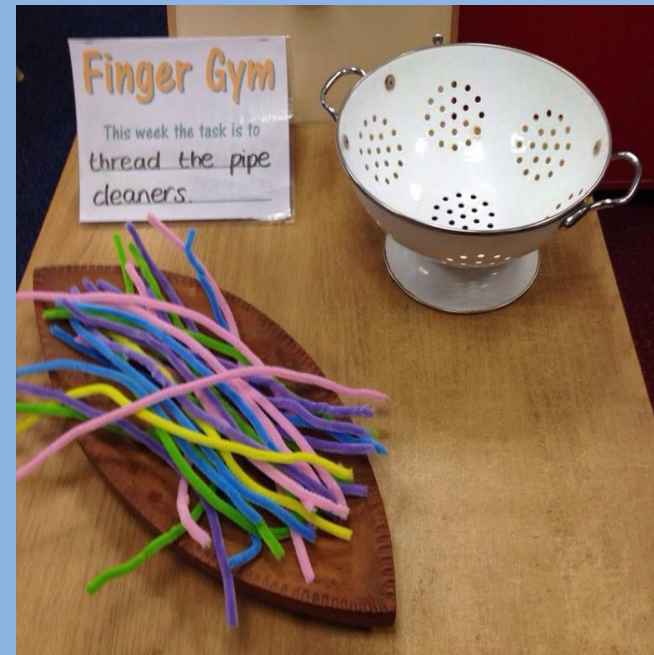
# How you can help with writing...

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



# #fingergym

Search #fingergym on Instagram or Google for some fun fine motor ideas.





**Scissor Practise**



**Popping**



**Threading Ribbon**



**Paper Scrunching**



**Mark Making**



**Finger Footie**



**Paint with water**



**Elastic Band Stretching**



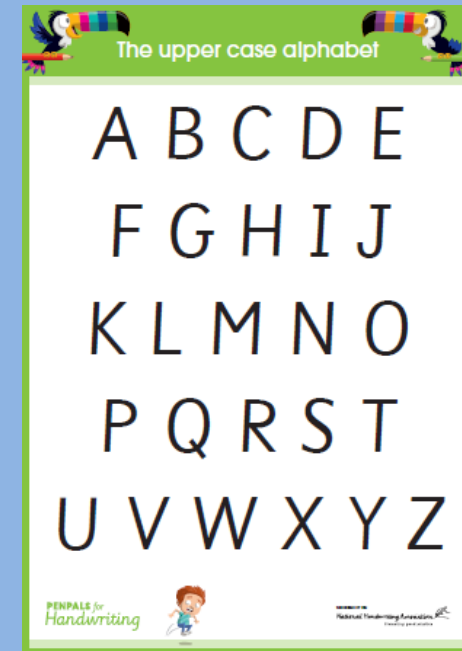
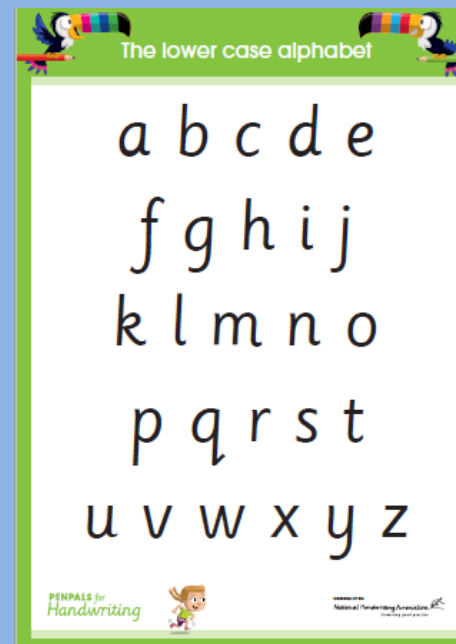
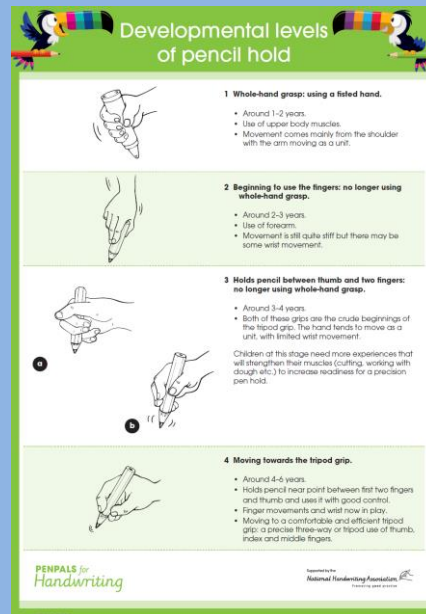
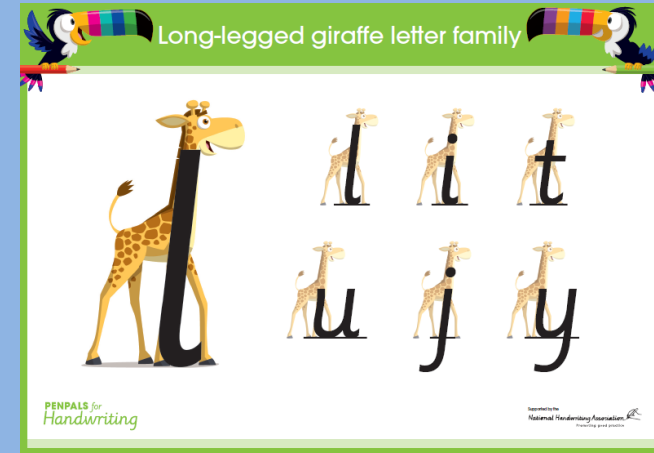
**Playdough Fun**



# 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](#)



The **MORE** that you  
**READ**, the more things  
you will **KNOW**.  
The **MORE** that you  
**Learn**, the more places  
you'll **GO**.



# Purpose of reading

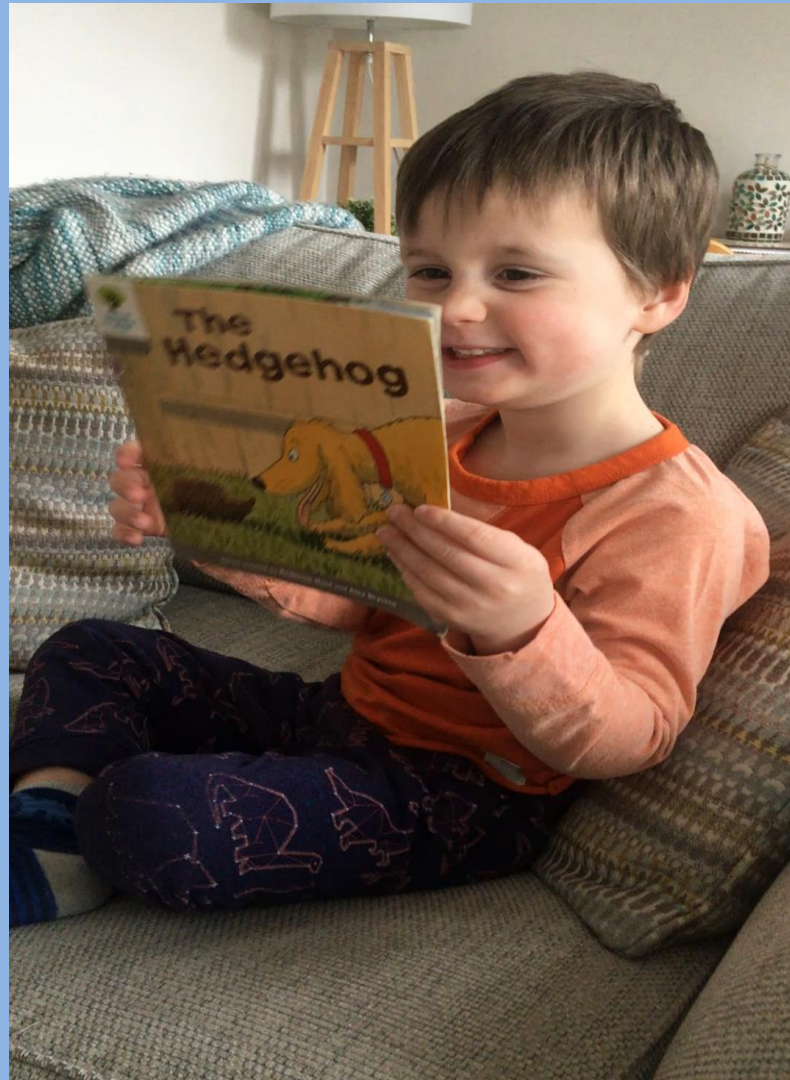
- To be good confident readers
- To enjoy books
- To learn:
  - ❖ About stories
  - ❖ Using books for reference
  - ❖ Learning other skills through books
  - ❖ Understanding our world
  - ❖ Discovering new ways of looking at life
  - ❖ New vocabulary

# How do children learn to read?

## Early Years

- Introduce them to books at a young age.
- Create the right atmosphere.
- Let them pretend to read.
- Help your child to join in with reading.
- Use funny voices, toys and actions to make the characters come alive.

# Pre-school Age



# 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.

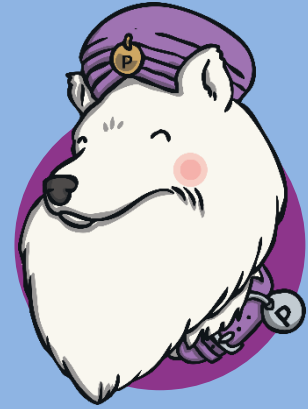




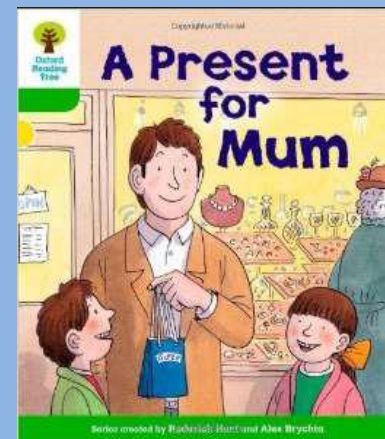
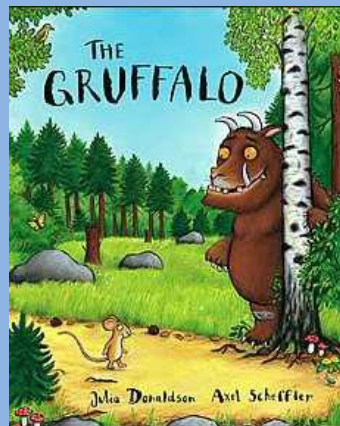


# Before you begin...

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

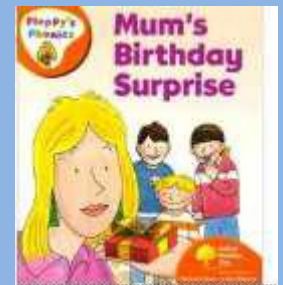
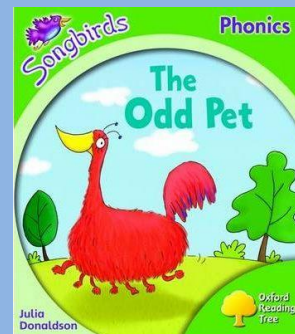
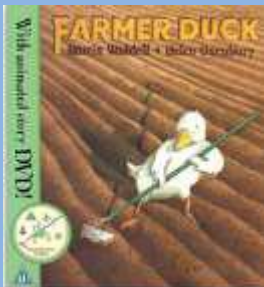


Predicting Pip



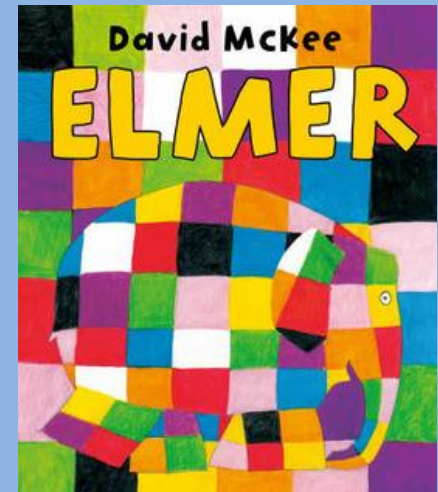
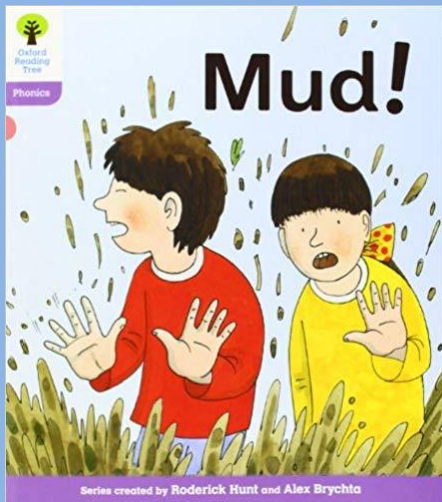
# As you read...

- 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 try breaking up the word?

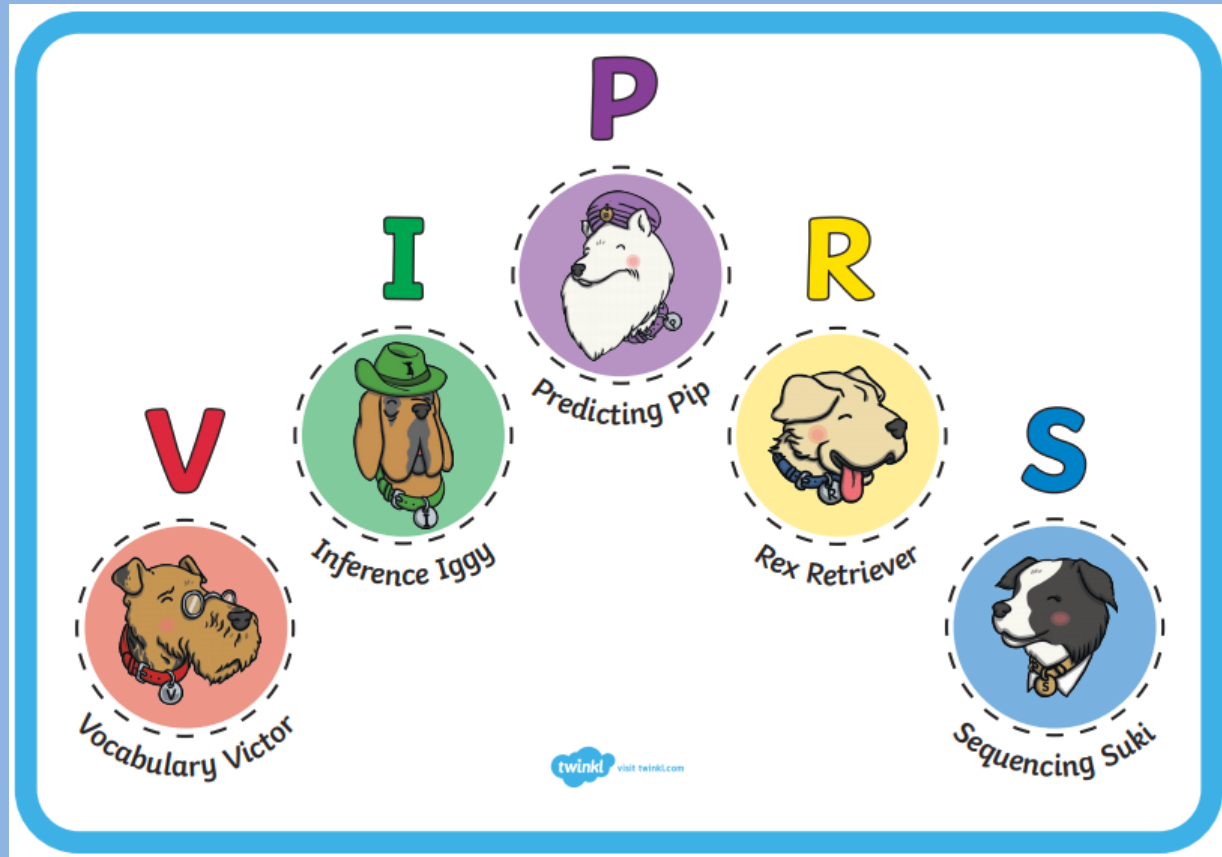
E.g. Sat-ur-day

- Does it sound right?
- Look at the pictures. Does it help?

# 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.



<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.

