

**Our Lady of Lourdes Catholic
Primary School**

Phonics

Parent/Carer Guide

Spring 2022

What is phonics?

Phonics is a method of teaching people to read by learning the sounds of letters and groups of letters. When your child learns that the letter B has the sound of /b/ and that "tion" sounds like /shun/, they are learning phonics.

Why is phonics important?

Learning phonics will help your child learn to read and spell. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help your child decode words as they read. Knowing phonics will also help your child know which letters to use as they write words.

When is phonics taught?

At Our Lady of Lourdes, children in Reception, Year 1 and Year 2 participate in a daily phonics lesson focusing on reading and spelling. Children in KS2 receive phonics teaching if required and this may be taught to the whole class, in small groups or one to one work.

Which phonics programme do we use?

At Our Lady of Lourdes we follow [Sounds~Write](#).

Sounds~Write is a programme validated by the Department for Education. The DfE have validated programmes that give all children a solid base upon which to build as they progress through school and help children to develop the habit of reading widely and often, for both pleasure and information.



At Our Lady of Lourdes we aim to ensure that all children are fluent readers by the time they leave KS1 and have an enjoyment and love of reading. All adults

involved with teaching phonics have attended a 4-day training programme on the delivery of Sounds Write. Our reading scheme in Reception and Year 1 is entirely decodable, using Sounds~Write texts and Phonics Dandelion Readers.

How does the programme work?

The programme is designed to support the children to learn that letters are symbols for sounds, so that when they see the letters

< m > < a > < t >, they say and hear /m/ /a/ /t/ 'mat'

The four key concepts children need to learn are:

1. letters are symbols that represent sounds
2. sounds can be spelled using 1, 2, 3 or 4 letters
3. the same sound can be spelled in different ways
4. the same spelling can represent different sound

The three key skills children need to master are:

1. blending
2. segmenting
3. phoneme manipulation

Children in our Foundation Stage begin with the Initial Code where they practice all 3 key skills whilst learning the 1:1 sound-spelling correspondences and securing their understanding of key concept 1. This builds up trust in a truly reversible system, enabling them to decode and encode a wide range of words and sentences. At first, children learn to read and write simple one syllable words with a CVC structure. Complexity of word structure systematically builds up so that children apply their code knowledge to monosyllabic words with up to 6 sounds.

Once the Initial Code has been mastered, children continue to practice all 3 key skills whilst learning Extended Code which explores key concepts 2, 3 and 4. Learning of the

Extended Code is a lifelong process – we all continue to develop our understanding of this code whenever we encounter new words! Whilst learning the Extended Code, children read and write monosyllabic and polysyllabic words at an age-appropriate level.

Initial Code

Unit	Skills	Knowledge	
		Core	Conceptual
	To segment, blend and manipulate sounds in words with the structure:		
1	CVC	a i m s t	Sounds can be represented by spellings with one letter
2	CVC	n p o	
3	CVC	b c g h	
4	CVC	d e f v	
5	CVC	k l r u	
6	CVC	j w z	
7	CVC	x y ff ll ss	Some spellings are written as double consonants
8	VCC and CVCC 2 consonants in final position 3- & 4-sound words	No new code.	The focus here is on teaching the skills to mastery level
9	CCVC 2 consonants in initial position 4-sound word		
10	CCCVC, CCVCC and CVCCC 3 adjacent consonants 5-sound words		
11	CCVC, CVCC, CCVC & CCCVCC	sh ch th ck wh ng q & u	Some spellings are written with two different letters

Extended Code

Unit	Skills	Knowledge	
		Core	Conceptual
1	To spell and read words containing the target sound. To manipulate alternative sounds in and out of words.	Sound /ae / 1st spellings	A sound can be represented by more than 1 spelling
2		Sound /ee / 1st spellings	
3		Spelling <ea>	A spelling can represent more than 1 sound
4		Sound /oe / 1st spellings	A sound can be represented by more than 1 spelling.
5		Spelling <o>	A spelling can represent more than 1 sound
6		Sound /er / 1st spellings	A sound can be represented by more than 1 spelling.
7		Sound /e /	
8		Sound /ow/	
9		Spelling <ow>	A spelling can represent more than 1 sound
10		Sound /oo / 1st spellings	A sound can be represented by more than 1 spelling.
11	To spell and read words containing the target sound. To manipulate alternative	Sound /ie /	A sound can be represented by more than 1 spelling
12		Sound /oo / (as in book)	
13		Spelling <oo>	A spelling can represent more than 1 sound

14	sounds in and out of words	Sound /u /	A sound can be represented by more than 1 spelling
15		Spelling <ou>	A spelling can represent more than 1 sound
16		Sound /s /	A sound can be represented by more than 1 spelling
17		Spelling <s>	A spelling can represent more than 1 sound
18		Sound /l /	A sound can be represented by more than 1 spelling
19		Sound /or / 1st spellings	
20		Sound /air /	
21		Sound /ue /	

Unit	Skills	Knowledge	
		Core	Conceptual
22	To spell and read words containing the target sound. To manipulate alternative sounds in and out of words.	Spelling <ew>	A spelling can represent more than 1 sound
23		Sound /oy /	A sound can be represented by more than 1 spelling.
24		Sound /ar /	
25		Sound /o /	
26		Spelling <a>	A spelling can represent more than 1 sound
27		Sound /ae / more spellings	A sound can be represented by
28		Sound /d /	
29		Sound /ee / more spellings	

30	<p>To spell and read words containing the target sound.</p> <p>To manipulate alternative sounds in and out of words</p>	Sound /i /	more than 1 spelling.
31		Spelling <y>	A spelling can represent more than 1 sound
32		Sound /oe / more spellings	A sound can be represented by more than 1 spelling.
33		Sound /n /	
34		Sound /er / more spellings	
35		Sound /v /	
36		Sound /oo / more spellings	
37		Sound /j /	
38		Sound /g /	
39		Spelling <g>	A spelling can represent more than 1 sound
40		Sound /f /	A sound can be represented by more than 1 spelling.
41		Spelling <gh>	A spelling can represent more than 1 sound
42		Sound /m /	A sound can be represented by more than 1 spelling.
43		Sound /or / more spellings	
44		Sound /h /	
45		Sound /k /	
46		Sound /r /	
47		Sound /t /	
48		Sound /z /	
49		Sound /eer/	

Polysyllabic Words

Polysyllabic words are made up of syllables and all syllables can be broken down into their constituent sounds.

The programme believes that the optimum time to introduce polysyllabic word lessons is after you have taught Units 1, 2, 3 and 4 of the Extended Code. This is because the children will have had time to practise and for clear conceptual understanding to take root.

How can I help at home?

There are lots of resources out there to support parents and carers.

Sounds Write website

<https://www.sounds-write.co.uk/>

Video- What is Sounds~Write?

<https://www.sounds-write.co.uk/page-96-video.aspx>





Initial Code app

It is called Initial Code, by Sounds-Write Ltd. There is a free version of the app with some sample lessons, and a full version for sale too. The app offers a variety of activities to develop the skills of segmenting and blending, word reading and writing and some sentence reading and writing. The app has been designed to introduce the sound-spelling correspondences in the Initial Code of the Sounds-Write program.

Free online courses: Help your child to read and write

<https://www.udemy.com/course/help-your-child-to-read-and-write/>



Help your child to read and write

Sounds-Write Phonics Program, Initial Code, Units 1-7

4.6 ★★★★★ (4,554 ratings) 36,711 students 1hr 18min of on-demand video

Created by John Walker

English English

Free

Enroll now

This course includes all the know-how and resources to get your child started, by introducing all the one-to-one spellings in the context of word reading, word building and sound-swap with simple CVC (consonant, vowel, consonant) words, as well as the skills they need to succeed.

Terminology

Blending

This involves hearing sounds and being able to merge them together to make a word.

Segmenting

This involves hearing a word and splitting it up into the separate units of sound. This is sometimes called sound talking.

Consonant

The letters: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z are known as consonants.

Vowel

The letters: a, e, i, o, u are known as vowels.

CVCC

Words made up of consonant, vowel, consonant and consonant are known as CVCC words. For example: cart/ sand/ milk. These words may also include digraphs. For example 'shells' is a CVCC word. CCVC Words made up of consonant, consonant, vowel and consonant are known as CCVC words. For example: stop/ trim/ flick.

Split spelling

A split spelling is where another letter comes in between the two vowel letters of the grapheme. For example: a_e as in the word sale/ o_e as in the word role/ i_e as in the word pile.