



Easterside Academy Sounds Write Linguistics Phonic Policy

Document History

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As a whole school, we are committed to using the Sounds-Write (linguistic phonics) approach to assist the children from Reception – Year 6 to learn to read, write and spell independently with accuracy, understanding and confidence.

The Sounds-Write approach ensures that:

- A) Children develop key concepts about the way English is written.
- B) Children practise the skills essential for reading and spelling accurately.
- C) Children learn the sounds and the spellings of English.

1. Concepts

Through the sounds-Write programme children will understand that;

Concept 1

Letters represent sounds

NB: Letters do not ‘make’ sounds they represent them and, as teachers and learning support assistants, we should be careful that, when we are teaching children to read, we use appropriate phrases to reinforce this e.g. ‘what sound do you say for this?’ (Pointing to letter or letters) not ‘what sound does this letter make?’

Concept 2

A sound can be spelled with 1,2,3 or 4 letters.

The English language contains single letter spellings. For example, in the word ‘cat’ c-a-t. These are relatively simple to read and spell. However, many sounds are spelled with two or more letters e.g. oa in boat, ou in out and igh in high. These present more of a problem for a non-skilled reader and will need to be pointed out by the teacher and practised by the child.

It is important to understand that letters don’t make sounds, they represent or spell them.

Concept 3

In English the same sound is often written with different spellings (same sound, different spellings).

In English every sounds that we say can be represented by at least 2 different spellings. In many cases the number of different spellings of the same sound is

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much larger; maybe 8 or 9! The sound 's' for example is written in different ways in these words:

Sat, city, voice, mess, house, listen, scent.

There are 44 speech sounds and around 175 different ways to spell those sounds, using a combination of the 26 alphabetic letters.

New readers must learn that there are more ways than one to represent the same sound so that they learn to look very carefully in order to spell well.

Concept 4

In English, the same spelling can spell different sounds

For example, <o> spells the sound /o/ in dog, /oe/ in go and /oo/ in do. Readers need to be able to swap sounds (phoneme manipulation) to read the word accurately if another possible sound for that spelling has been tried first.

2. Skills

1. Blending

Because words are composed of sounds, in order to read we need to be able to blend sounds together and at the end 'hear' a meaningful word. Daily practise in the Sounds-Write lessons will develop good blending.

2. Segmenting

Because the English written language is a sound > spelling code it is important that children are taught to segment the sounds in words so they can read and spell with ease. Through segmenting children have the opportunity to notice the ways in which the individual sounds are spelled.

3. Phoneme Manipulation

Skilled readers are able to add, change or omit sounds in words and understand how this manipulation of sounds makes new words. This skill of phoneme manipulation is essential so that a new reader can swap sounds around to deal with same spelling-different sound.

3. Code Knowledge

For skilled fluent reading it is vital that children have a thorough knowledge of the spelling code of the 44 sounds of English.

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The code is taught through multi-sensory activities and lessons where the children are building whole words sound by sound, reading words and writing words.

Initially we work with words where the spellings are 1:1 (sound:letter). Later we move to 2 letter spellings and we teach the spelling alternatives for the sounds. In each school year, we extend the number of sounds taught and also the number of spellings covered.

(The order of teaching the sounds and spellings are included in the appendix.)

Children need to be taught explicitly and extensively how the sounds of English are written. This teaching and learning should be repeatedly revised and reinforced during daily reading and spelling activities. The code should not be allowed to remain a mystery to pupils.

The Sounds-Write (linguistic phonics) programme is based on extensive research which has isolated and examined the processes involved in learning to read and spell. Each component of the programme is carefully designed so that the developing reader/writer can be guided by explicit instruction at every critical point.

Through whole class instruction, extension activities, small group practice all children in our school will be equipped with the necessary concepts, skills and knowledge to become independent in reading, writing and spelling.

As with all tasks some children will learn quicker and some will need extra practice and teaching. Each child's progress will be commensurate with their level of ability.

4. Appendix

Reception

1st Term

Initial Code (Sounds-Write Units 1-7)

Introduce an average of two 'new' sounds per week always in the context of word building (i.e. sound to letter) and practised through reading, writing sound swapping, symbol search activities etc. By Christmas, pupils will understand that two letters can spell one sound (e.g. bell, boss, buzz) and be able to read and spell words containing sounds from Units 1-7.

2nd Term

Initial Code (Sounds-Write Units 8 – 11)

Children will be able to read and spell words containing adjacent consonants (four and five sounds). No new sounds/spellings will be introduced at this stage.

By Easter (or shortly after), children will have completed Unit 11 (sh, ch, th, ck, wh, ng, qu)

3rd Term

Bridging Lessons into the Extended Code using lesson 6, 7 & 8

Sound /f/ spellings < f ff >

Sound /k/ spellings < c k ck q >

Sound /l/ spellings < l ll le >

Sound /c/ spellings < ch tch >

Sound /s/ spellings < s ss >

Through the teaching in these lessons children will come to understand that the same sound can be spelled in different ways.

Year 1

Extended Code Lessons

Unit 1 – /ay/- first spellings

Unit 2 – /ee/- first spellings

Unit 3 – <ea> same spelling – different sound

Unit 4 - /oe/ first spellings

Unit 5 – <o> same spelling – different sound

Unit 6 – ‘er’- first spellings

Unit 7 /e/ spellings

Continue teaching the concepts, skills and knowledge using S-W Extended Code Lessons 1-10 taking 1-2 weeks per phoneme unit using S-W **Lessons 6, 7, 8 & 9** and doing **Lesson 10** for the grapheme units regularly, throughout the year. By doing S-W Lesson 10, children will understand that the same spelling in English can represent different sounds.

The term ‘first spellings’ refers to a limited number of the common ways to spell a sound.

By unit 4 in the Extended Code, children will also begin the work on reading and spelling words of more than one syllable (polysyllabic words). They will start with 2 syllable words and progress to 3 and even 4 syllable words for reading and writing. Sounds-Write Lessons 11, 12 and 13 & 14 will be used and Lesson 15 to analyse the spelling of polysyllabic words.

Primary 3,4 & 5 (Years 2,3 & 4)

We will continue to teach and revise the sounds and spellings of the Extended Code progressing through the Sounds-Write Units. In many cases we will revisit a sound and cover 'more spellings' (complete list of spellings for a sound).

Children will continue to practise reading and spelling polysyllabic words.

The Initial Code

UNIT	SKILLS	KNOW	LEDGE
	To segment, blend & manipulate phonemes in words with the structure:	CODE	CONCEPTUAL
1	CVC	a, i, m, s, t	Phonemes can be represented by graphemes with one letter
2		n, o, p	
3		b, c, g, h	
4		d, e, f, v	
5		k, l, r, u	
6		j, w, z	
7		x, y, ff, ll, ss, zz	Some graphemes are written with a double consonant
8	VCC and CVCC 2 consonants in final position 3 & 4 phoneme words		
9	CCVC 2 consonants in initial position		
10	CCVCC, CVCC and CCCVC 3 adjacent consonants 5 phoneme words		
11		sh, ch, th, ck, wh, ng, qu	Some graphemes are written with two different letters

The Extended Code

*Continue to practice the skills of segmenting, blending and phoneme manipulation.

* Develop key concepts:

- A sound can be spelled with 2 or more letters
- Same sound but different spellings
- Same spelling but different sounds

*Learn the sounds and the spellings of the 44 sounds of English. (Extended Code Units)

Polysyllabic Words

Children will be taught that longer words comprise of separate syllables and that within each syllable the sounds are spelled. The syllables can be segmented and blended to read and spell these longer words. The lessons will allow pupils to read and spell 2, 3 and 4 syllable words accurately.

Children will be taught about the common schwa (weak vowel) and how to deal with it in reading and spelling.

5. Staff Training

Most teachers and TA's currently holding a teaching certificate in 'Sounds-Write' (linguistic phonics). This will be all teachers by the end of 2020 – 21.

In 2020 – 21 the academy is seeking further support from Sounds Write lead Louise Mc Mullan as well as West Garth English Hub.

Each teacher and teaching assistant (TA) are involved in the delivery of lessons and/or follow-up activities.

Opportunity is taken to demonstrate lessons to parents / carers through 'Open Mornings' and 'Stay and Play'.

The school actively supports teachers in attending linguistic phonic training and assists with funding, where funds are available.