



Sounds-Write® A guide for parents of children in Reception

What can you do to help your child learn to read?

Over the academic year, we will be introducing these sounds in the following order:

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

Unit 2: n, o, p

Unit 3: b, c, g, h

Unit 4: d, f, v, e

Unit 5: k, l, r, u

Unit 6: j, w, z

Unit 7: x, y, ff, ll, ss

Unit 8: Applying code knowledge to VCC and CVCC word structures (2 consonants in final position)

Unit 9: Applying code knowledge to CCVC (2 consonants in initial position)

Unit 10: Applying code knowledge to CCVCC, CVCCC, CCCVC word structures (adjacent consonants)

Unit 11: sh, ch, th, ck, wh, ng, q, u

With each new unit we will introduce new sounds and build these into what we have already introduced.

We will always be talking about sounds not letters, and you can help most effectively by not using letter names, only sounds.

What are we trying to teach?

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, we shall be working only with 2- and 3-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'. Of course, some sounds are more difficult to say without adding a bit of an 'uh', but, with practice, it can be done. When your child has said all the sounds in a word and then read the word, ask them to **write** the word on a piece of paper or a small whiteboard/writing pad.

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 sounds in words apart: 'cat' can be separated into /c / /a / /t /; and we can put these sounds back together again to form recognisable words: thus, /c / /a / /t / gives us 'cat'.



Key to alphabetic code knowledge:

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

/a / as in 'cat', /i / as in 'pin', /m / as in 'map',
/s / as in 'sip' and /t / as in 'ten'

Unit 2: n, o, p

/n / as in 'not', /o / as in 'pop', and /p / as in 'pen'

Unit 3: b, c, g, h

/b / as in 'big', /c / as in 'cup', /g / as in 'get',
and /h / as in 'hen'

Unit 4: d, f, v, e

/d / as in 'dog', /f / as in 'fun', /v / as in 'vet',
and /e / as in 'leg'

Unit 5: k, l, r, u

/k / as in 'kit', /l / as in 'leg', /r / as in 'run', and /u / as in
'bun'

Unit 6: j, w, z

/j / as in 'jug', /w / as in 'wig', and /z / as in 'zip'

Unit 7: x, y, ff, ll, ss

The letter <x> represents two sounds /k /s/ or /g /z/ (depending on the word and/or the speaker's accent), so /k /s/ as in 'fox'; /y / as in 'yes'. The double consonants <ff>, <ll>, <ss> and <zz> represent the sounds /f / as in 'sniff', /l / as in 'fill', /s / as in 'miss' and /z / as in 'buzz'.

Unit 11: sh, ch, th, ck, wh, ng, <q>, <u>

<q> and <u> represent the sounds /k/ and /w/

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. But, whenever you come to a two- or three-sound word which has in it the sounds your child has already come across, ask them to have a go by **saying the sounds and listening** for the word.

If you do this, you will find that your child will quickly move on to more complex words, such as words with four and five sounds, such as 'lamp' and 'crisp' (Units 8, 9 and 10).

After your child has tackled three-sound words, their teacher will be moving on to words with four and five sounds and, again, you can best support your child by giving them as much practice as you can.

If you have any questions about what you should be doing, or you meet any unexpected difficulties, just ask your child's teacher. Good luck and enjoy working together with your child.

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