









Sounds-Write FAQs:

Does Sounds-Write meet the Early Learning Goals (2021)?




Sounds-Write meets all the 2021 Early Learning Goals for Literacy: (Early years foundation stage profile 2021 handbook, EYFS reforms early adopter version June 2021):

Early Learning Goals Literacy	Sounds- Write	Notes:
<p>Comprehension ELG Children at the expected level of development will:</p>		
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>		<p>Sounds-Write is a phonics programme and not a comprehension programme per se. However, teachers can use our decodable readers, suitable from the beginning of Reception, to fulfil the Comprehension ELGs (see example in Appendix)</p>
<p>Anticipate – where appropriate – key events in stories.</p>		<p>In addition, Phonic Books also follow the Sounds-Write sequence, so those resources can also be used with our programme. We also advocate that, in addition to the use of decodable readers in conjunction with our phonics programme, teachers read a whole range of other texts to children.</p>
<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		<p>Many Sounds-Write schools also use Talk for Writing.</p>
<p>Word Reading ELG Children at the expected level of development will:</p>		
<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>		<p>In Reception, Sounds-Write introduces the first sound-spelling correspondences for all the letters of the alphabet, as well as 10 digraphs and one trigraph (what we refer to as the Initial Code).</p>

Read words consistent with their phonic knowledge by sound-blending.		Sounds-Write always teaches the sound-spelling correspondences in the context of real words, so children read words from day 1 using the skills of blending and segmenting.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		Our decodable books enable children to read words consistent with their phonic knowledge by blending the sounds and reading the words. Our books also include common exception words, and teachers are provided with strategies to teach these to the children consistently.

Writing ELG

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed.		Although Sounds-Write is not a handwriting programme, all children write from day 1, and we have careful error correction strategies for teachers to model and support the production of recognisable, correctly formed letters.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.		Our programme involves children writing single words and then sentences from the first unit of the programme. So as soon as children have learnt the phonemes a, i, m, s, t in the context of real words (sat, sit, mat, etc), we introduce sentence reading and writing (though dictation).
Write simple phrases and sentences that can be read by others.		Children write simple sentences using their phonic knowledge from the start.

Reference:

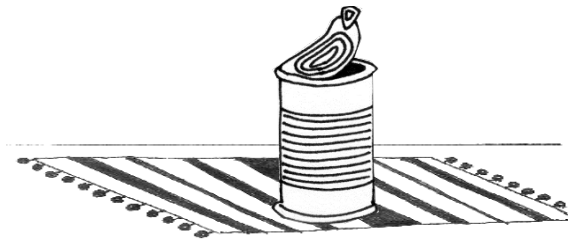
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Appendix

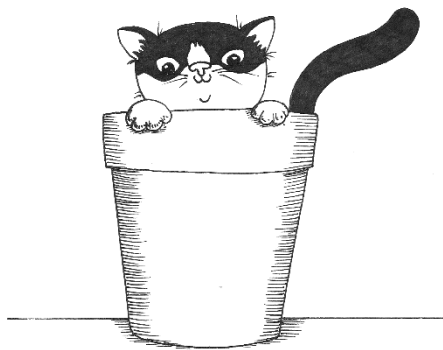
Example activities from our Resource book. These would be used in Reception from weeks 3 and 4 of the programme (Unit 2).

2.3 Sentence reading: yes/no

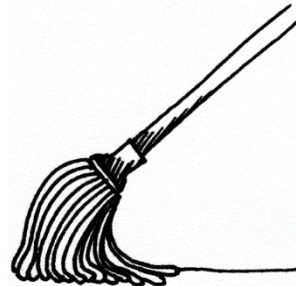
Ask the student to say the sounds and read each word in the sentence and then answer yes or no by circling the tick or the cross after they have looked at the picture. Remind them that we start a sentence with a capital letter and that we use a question mark at the end of a question.



Is the tin on a mat? ✓ x



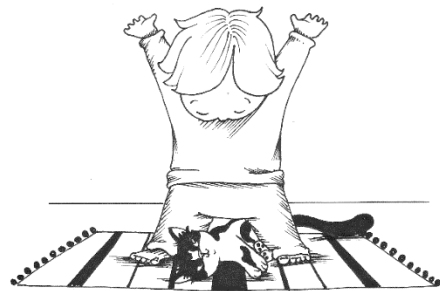
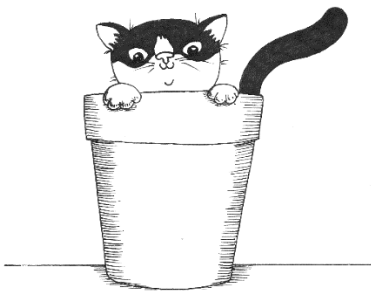
Is Pip in a pot? ✓ x



Is the mop on the map? ✓ x

2.5 Cut and stick

Cut up the sentences (or let the student do that). Ask the student to read each sentence and stick it under the correct picture.



Pip sat in a pot.

Sam is not on a mat.

Pip sat on Sam.

Pip is on a mat and
Sam is on top.



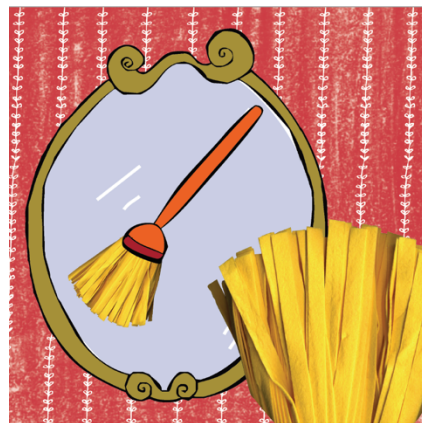
In this playful decodable book from Unit 2 (weeks 3-4 of the programme), children look at the images to work out if Sam is a mop, a map, a pan and various other objects, to anticipate that Sam is indeed a boy.

The combination of the child decoding the words and reading the text and the adult interacting with the child to discuss the story provides opportunities for vocabulary acquisition and consolidation and language development.



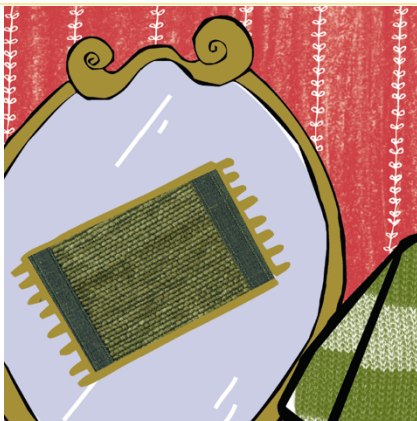
Is it Sam?

1



Is Sam a mop?

2



Is Sam a mat?

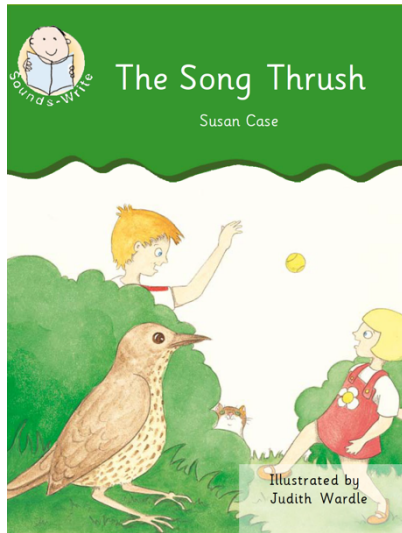
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It is Sam!

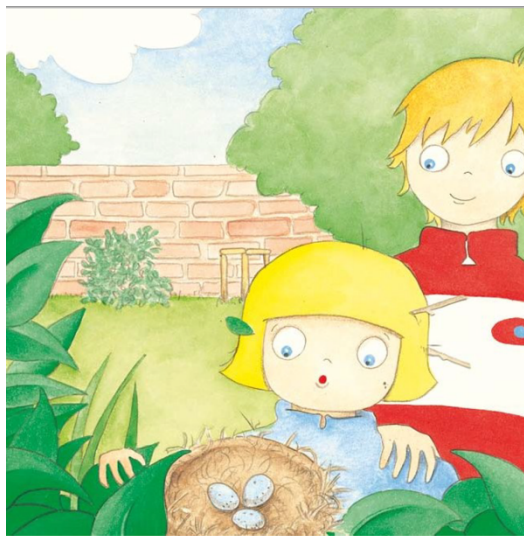
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At the end of Reception, children will be reading and writing sentences containing single syllable words with a variety of structures, and a number of high frequency words. Here's an extract from our Initial Code decodable reader for Unit 11 (at the end of the Initial Code).

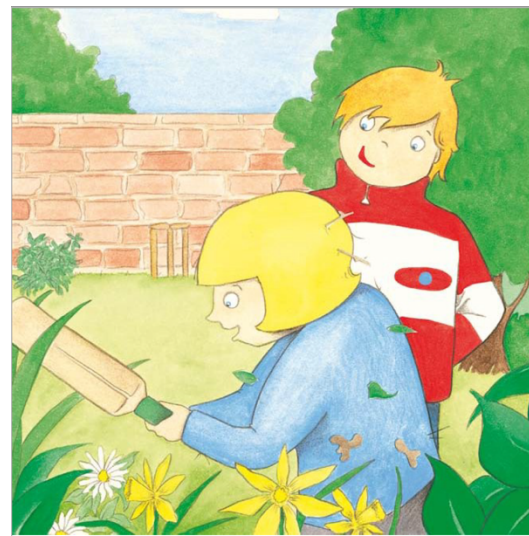


Our decodable stories provide children with carefully graded texts that include the SSP they have already been introduced to in the programme.

They are also designed to develop the vocabulary of the children, and the engaging stories lend themselves to using them for comprehension too.



'A nest!' yelled Jess. 'A nest with eggs in it!'
'Shush!' said Tim. 'You thrashed the branches with the bat and the mum dashed off. Hands off the nest, Jess, or she'll not come back. Let's get Dad.'



'Six!' yelled Jess, as she ran past Tim and crashed into the shrubs. Thud! Her leg began to throb. She shifted the branches with her bat to get the ball.