



Sounds Write Parent Information Session

This session aims to give parents and carers an overview of the phonics based practices at FPS and ideas for how you might support your child/ren at home with reading and spelling.

Thursday 21st March

5-6pm via Webex

<https://eduvic.webex.com/meet/boylan.laura.a>





FPS Mission and Vision

Mission

We will provide learning opportunities in supportive and collaborative learning environments.

Vision

Students will realise their full potential, contributing to our school, our community and our world.

Be Ready to Learn Be Respectful Be Safe Be Kind

2024 Flemington PS AIP



A hand-drawn illustration of a rainbow. The words 'LITERACY', 'NUMERACY', and 'WELLBEING' are written in large, black, sans-serif capital letters across the top, middle, and bottom arches of the rainbow, respectively. Below the rainbow, there are simple line drawings of three people: an adult figure on the left and two child figures on the right, all smiling.

Whole school approach to **spelling/word** work to support Literacy and Numeracy

Number Talks and Reflective Journals
NEW Mathematics curriculum for 2025

SWPB systems and Berry Street
Mental Health in Primary Schools and
Disability Inclusion initiatives

Strengthen agency through **goal setting and reflection**
Improving **Attendance & late arrival**



Learning Intention & Success Criteria

Learning Intention: We are learning about the Sounds Write Program.

Success Criteria:

I can articulate the theory of how children learn to read and spell
I understand the different skills involved in learning to read
I have some ideas that I can use to support my child/ren with reading and spelling at home

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Before we start...



Grab a pen and a scrap of paper



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Why 'Sounds Write'?

- Phonics instruction has always been a part of FPS practice but there was not consistency across grades/year levels
- Our teachers had a strong drive to learn more
- Spelling has been a SSP goal and we now have the time to dedicate to it
- Our data indicates spelling is an area of need
- From our research it was highly recommended by other schools and Speech Pathologists
- It complements the work we are already doing in literacy

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Five Keys to Reading

Phonological Awareness

Phonics

Vocabulary

Fluency

Comprehension

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What is Sounds Write in a nutshell

- Sounds-Write is a linguistic phonics program, following a systematic process
- It begins with the sounds in the English language and moves from the sounds to the written word
- Sounds-Write has an element of handwriting
- Sounds-Write lessons are taught daily
- Each unit (sound or set of sounds) lasts approx. 2 weeks

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What is Sounds Write in a nutshell

The Sounds-Write programme is based around three core principles.

- **Skills** (blending, segmenting, phoneme manipulation)
- **Conceptual Knowledge** (4 concepts)
- **Code Knowledge** (Initial code, Extended code, Polysyllabic)

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?

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

Alphabet Code Knowledge

(The Common Spellings of English)

1: The Initial Code

/a/ cat /b/ big /k/ cup /d/ dog /e/ leg /f/ fun
 /g/ get /h/ hen /i/ pin /j/ jug /k/ kit /l/ leg
 /m/ map /n/ not /o/ pop /p/ pen /r/ run /s/ sip
 /t/ ten /u/ bus /v/ vet /w/ wig /k/s/ fox /y/ yes
 /z/ zip /sh/ shed /ch/ chip /th/ thin /ng/ sing /k/ back
 /w/ when /k/w/ quit Double consonants /f/ sniff /l/ fill /s/ miss /z/ buzz

2: The Extended Code

	<u>Vowels</u>	<u>Consonants</u>
/ae/	David <u>cape</u> <u>train</u> <u>say</u> <u>steak</u>	/b/ rubber
	<u>vein</u> <u>grey</u> <u>straight</u> <u>eight</u>	/d/ ladder <u>giggled</u>
/air/	<u>air</u> <u>stare</u> <u>bear</u> <u>where</u>	/f/ <u>photo</u> <u>tough</u>
/ar/	<u>farm</u> <u>palm</u> <u>father</u> <u>laugh</u>	/g/ <u>juggle</u> <u>ghost</u> <u>guest</u> <u>rogue</u>
/e/	<u>tread</u> <u>friend</u> <u>said</u> <u>any</u>	/h/ <u>whole</u>
/ee/	<u>he</u> <u>tree</u> <u>funny</u> <u>seat</u> <u>grief</u>	/j/ <u>gentle</u> <u>large</u> <u>fudge</u> <u>suggest</u>
	<u>these</u> <u>key</u> <u>taxi</u> <u>ceiling</u>	/k/ <u>school</u> <u>queen</u> <u>account</u>
/eer/	<u>cheer</u> <u>fear</u> <u>here</u>	/k/ <u>trekking</u> <u>acquire</u> <u>unique</u>
/er/	<u>fern</u> <u>sir</u> <u>turn</u> <u>work</u> <u>earn</u> <u>vicar</u>	/ch/ <u>stitch</u>
/i/	<u>gypsy</u> <u>English</u> <u>build</u>	/l/ <u>bottle</u> <u>panel</u> <u>plural</u> <u>pupil</u> <u>petrol</u>
/ie/	<u>icy</u> <u>pie</u> <u>nine</u> <u>sky</u> <u>night</u> <u>buy</u>	/m/ <u>hammer</u> <u>comb</u> <u>hymn</u> <u>some</u>
/o/	<u>want</u>	/n/ <u>dinner</u> <u>knot</u> <u>sign</u> <u>gone</u>
/oe/	<u>only</u> <u>toe</u> <u>home</u> <u>oak</u> <u>own</u>	/ng/ <u>blink</u>
	<u>soul</u> <u>though</u>	/p/ <u>apple</u>
/or/	<u>for</u> <u>jaw</u> <u>more</u> <u>warn</u> <u>pour</u> <u>roar</u>	/r/ <u>write</u> <u>carrot</u> <u>rhyme</u>
	<u>walk</u> <u>Paul</u> <u>caught</u> <u>bought</u> <u>water</u>	/s/ <u>city</u> <u>choice</u> <u>loose</u> <u>scene</u> <u>castle</u>
/oy/	<u>joy</u> <u>coin</u>	/sh/ <u>chef</u> <u>issue</u> <u>action</u> <u>special</u>
/ow/	<u>down</u> <u>house</u> <u>bough</u>	<u>passion</u>
/u/	<u>young</u> <u>son</u> <u>blood</u>	/t/ <u>bitter</u> <u>doubt</u> <u>passed</u>
b/oo/k	<u>look</u> <u>should</u> <u>put</u>	/th/ <u>them</u> <u>breathe</u>
m/oo/n	<u>hoop</u> <u>to</u> <u>you</u> <u>blue</u> <u>fruit</u> <u>shoe</u>	/v/ <u>have</u> <u>revving</u>
	<u>ruin</u> <u>through</u> <u>chew</u> <u>brute</u>	/w/ <u>penguin</u>
/schwa/	<u>amuse</u> <u>the</u> <u>cushion</u> <u>upon</u>	/z/ <u>snooze</u> <u>is</u> <u>cheese</u> <u>possess</u>


In the English
language there
are:
26 letters
44 sounds
175 spellings

The impact on student learning

<u>C</u> at	hit
ma <u>t</u>	si <u>t</u>
mo <u>p</u>	sa <u>t</u>
<u>t</u> o <u>p</u>	sa <u>d</u>
ho <u>p</u>	pa <u>d</u>

Ms Ella
19 MAR 2023

I Have two
friends
Mi fiienbs
Names are
~~Isabel~~



one sunny day
a monkey named
FELIX. He was
a funny ^{monkey} money
but there wher
no ^{body} bodie to
^{listen} listen to him
but he was
a bit lonliy. ix
was time for
bed but he

The impact on student learning



once upon a time
there was a little
princess she was
playing in the
garden with her pet
bunny and we
were playing hide
and seek and
the sun came
out and a
fairytale and she married

But one day when the fire was
playing someone came it was a human who
wanted a pet bear and a pet bunny so they hid
but the human found them and
he took them back to his house
and put them in a cage so they didn't
mess any thing up and they were in
their cage the human fed them but they
still wanted to be free

13.2.2024) one
BUNNY? SUN? DAY
We went to the
POOL We got
ready to jump
in we were
excited to jump
in 1 side less
jump in we on
side to gethr!
OK We jump
in. on pad

Your turn

Segmenting: how many sounds in each of these words

- clap
- hard
- stitch
- brought

Blending

- d/o/g
- ch/air
- c/ar

Phoneme manipulation

- frog (remove the /r/ sound, instead of /f/ say /b/, instead of /g/ say /s/)



Your turn

The great Queen Elizabeth had three corgis who all had fleas.

Underline the sounds

Underline the different spellings of /ee/ sound

Underline the different sounds of the spelling <ea>



Pronunciation of sounds



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Word Building activity: starting with sounds to build a word



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Word Reading activity



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Polysyllabic word building activity



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Questions



Please share your thoughts on homework in the chat

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