



# Phonics at Dussindale Primary School



## Essential elements of every Sounds-Write session

- Sounds-Write is a **WHOLE CLASS** approach to teaching reading and spelling.
- In every Sounds-Write session the children will practise the skills of **blending, segmenting** and **phoneme manipulation**.
- Sounds are presented in the context of a **whole word**, not in isolation.
- Sounds are **pronounced precisely**.
- The teacher's **gestures** are very important. Children are also encouraged to use the gestures themselves.
- Every session will include a **review** lesson of previously taught code.
- New learning will be taught using a combination of 2 or 3 lessons.
- There is a swift transition between lessons to maintain **pace** and engagement
- Words are built using post-it notes to indicate individual units of sound.
- Every session should provide ample opportunities for **all** children to say the sounds and read aloud.
- **'My turn, your turn'** is used throughout to achieve full **participation**.
- Writing/spelling is part of each lesson. Children will usually practise the transcription element of the lessons on mini whiteboards.

## Consistent language

- Common exception words are referred to as **Everyday words**
- Instead of digraphs/trigraphs we refer **two, three or four letter spellings of sounds**.
- When a sound from the Extended code is spelt with just one letter we encourage the children to say **'... on its own'**
- To support spelling we encourage children to differentiate between their **'spelling voices'** and their **'speaking voices'**

**'Say the sounds and read the word'**

**'Let's say the sounds as we write them'**

**'Say the word very precisely in its syllables'**

## Classroom environment



- In EYFS-Yr3 Dussindale Phonic splats are displayed for the sounds that have been taught.
- Individual splat mats should be available for independent learning in years 2 & 3.
- In Years 4, 5 & 6 a large splat mat is displayed on the wall and individual splat mats are used for independent learning.

## Assessment

- Formative assessments are made as part of every Sounds-Write session. The use of mini whiteboards allows the teacher to efficiently scan the classroom and identify errors.
- Once a week teachers will complete a formative assessment tracking tick sheet to identify any child that is not keeping up with reading their decodable book or writing dictation sentences.
- At several points in year 1 the children's blending skills will be more formally assessed with phonics screening checks.
- To assess learning gaps, Sounds-Write diagnostic assessments can be carried out.

## Error Correction

All teaching and support staff need to be thoroughly familiar with all the error corrections that are an integral part of Sounds-Write.

## Keep up and Catch up

- Assessments will be used to identify children that require interventions.
- **Keep up** interventions should be delivered to children who may need additional practise to embed learning in their long term memory or have been absent and missed sessions. These should be delivered by the class teacher as frequently as possible and in addition to the main phonics lesson
- **Catch up interventions** should be delivered to children with gaps in their learning or new to the school. These should be delivered daily and in addition to the main phonics lesson. They should be delivered by a consistent sounds-write trained practitioner.

## Reading Books




- Decodable reading books (95% decodable) aligned to the Sounds-Write programme will be used for additional reading practise at school and home.
- Once children have read all the decodable books from the extended code, they will move on to reading colour book banded books and then free readers/chapter books.

## Adaptive teaching

- Sounds-Write uses a whole class approach to teaching. Children who are receiving keep up or catch up interventions should also be included in the daily whole class teaching session.
- Highlight children will be strategically seated on the carpet to be in the teacher's eyeline.
- Some children will be supported more closely by a TA within the whole class lesson
- TAs are Sounds-Write trained and will be scanning the class to identify errors and provide scaffolds where appropriate.
- In the early stages of the initial code the lessons can be adapted for SEND children e.g. the use of magnetic letters, removal of the transcription element.

# **Additional Quick Reference Materials**

# Common Errors

Guesses 	Leaves sounds out  -	Adds a sound in  +	Exchanges a sound  
'ste-am' phonic error	 visual error		

## Lesson 6: Word Puzzles

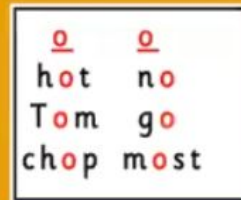


## Lesson 7: Reading & Writing



## Extended Code Lessons

## Lesson 10: One Spelling, Different Sounds



## Lesson 8: Sound Review



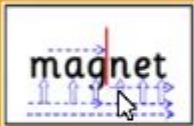
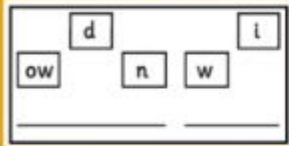
## Lesson 9: Seek the Sound



Word	Spelling
name	a-e
Kate	a-e
eight	igh
mate	a-e

# Polysyllabic Lessons

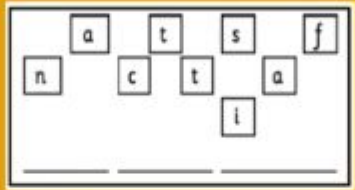
## Polysyllabic Lesson 11 & 12



Teacher syllabifies

Segmenting /  
Blending  
Phonemes &  
Syllables

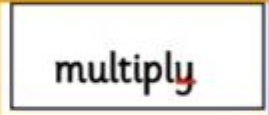
## Polysyllabic Lesson 13 & 14



Student syllabifies

Segmenting /  
Blending  
Syllables

## Polysyllabic Lesson 15



Analysing  
polysyllabic  
words to identify  
any tricky  
spellings

## Keep Up

*Students who require additional practice with material to store knowledge in long term memory.*

*Students who were absent from class, or students experiencing emotional challenges during unit of work.*

- Sentence dictation
- Spelling tests
- Hearing students read
- Reading fluency
- **Tracking**

## Catch Up

*Students identified as having gaps in their learning.*

*Students who are new to the school.*

### Sounds-Write Assessments

- Phonemic Skills (blending, segmenting, manipulating)
- Code Knowledge (code knowledge)
- Pseudo Words (phonemic awareness + code knowledge = decoding)

### Additional Assessments

- PSC papers or the Bryant Test (decoding)

**Who?** Preferably the students' teacher, or their 1:1 teacher. *(If this is not possible, then a consistent Sounds-Write trained practitioner.)*

**When?** In addition to their phonics lesson and as frequently as possible.

**Who?** Catch-Up interventions are most effective when delivered at the particular part of the programme (e.g., *Unit 1 CVC words, Unit 2 adjacent consonants, words containing particular code, etc., interventions focussed on blending strategies...*), so these could be cross-year group/phase with Sounds-Write trained practitioners leading groups

**When?** In addition to their phonics lesson and as frequently as possible.