

Literacy for Life

- ▶ Parent Information 2020



Strategic Direction (304: Targeted Use of School Resources)

We will align current intervention for primary students for literacy and numeracy through whole school programs.

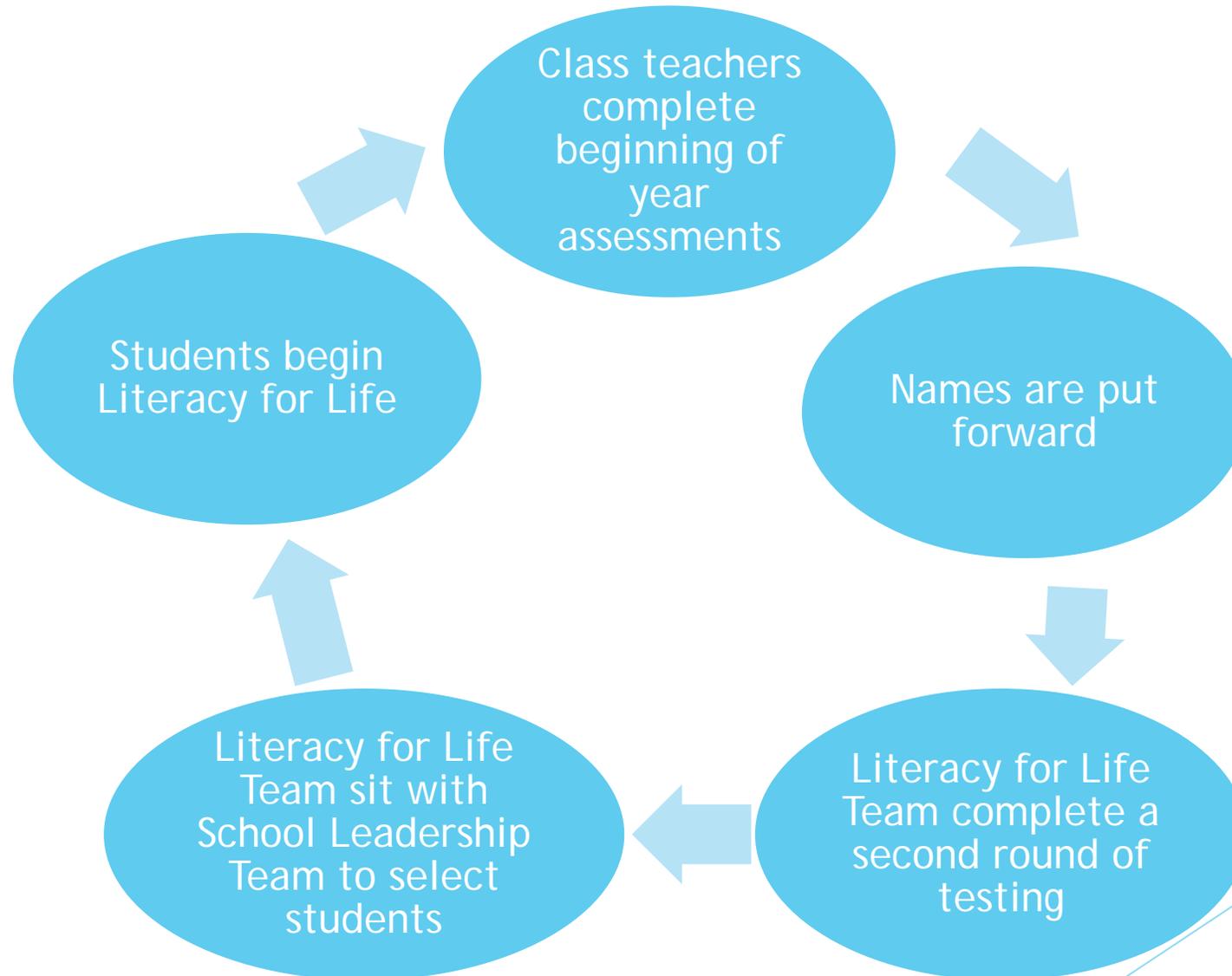
Key Performance Indicator 1

We will implement intervention programs endorsed by CEWA for literacy and numeracy programs across the whole school.

Implementation 1.1

Assess what the intervention needs are for our students across the school. Work with CEWA on programs they endorse to help students achieve their full potential. (Implementation 2020).

How are students selected?



What is Sounds-Write?

Sounds-Write is an evidence-based phonics program utilizing an exciting and highly successful approach to the teaching of reading, spelling and writing. It places

- ▶ emphasis on providing practice that is grounded in physical, concrete experience of the skills and conceptual understanding that students need to assimilate. Sounds-Write is developmentally appropriate for beginning readers and also highly effective intervention for children at all year levels.

How will it work?

- Students will participate in 3/4 Literacy for Life sessions per week
- Alternate lesson times
- Open and regular communication between classroom teachers and Literacy for Life Team
- Rebecca Champan is the point of contact for any enquiries

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Sounds-Write is a linguistic phonics program that starts from what children already know, the sounds of their own language. It teaches in careful steps, how each of the 44 or so phonemes (sounds) can be represented in written English.

It is based on teaching the knowledge, conceptual and factual, on which the English alphabet code is based, and the three skills needed to enable learners to use our code effectively.

What are the skills?

1. Blending - pushing the sounds together to build a word

e.g. c...a...t = cat

2. Segmenting - pulling apart the individual sounds in words.

e.g. pig = p...i...g

3. Phoneme manipulation - take sounds out and put sounds into words.

e.g. <o> - is it 'o' as in hot, or
'oe' as in no

What is conceptual knowledge?

1. Letters are symbols (graphemes) that represent sounds (phonemes).
2. A phoneme (sound) can be represented by 1, 2, 3 or 4 letters.
e.g. dog street night ough
3. One sound can have different spellings.
e.g. break gate stay rain
4. One spelling can have different sounds.
e.g. bread meat steak

What is factual knowledge?

It is the way of representing our speech sounds. We have 26 letters in our alphabet but use around 44 sounds. There are approximately 176 symbols to represent these sounds. One letter one sound - 'a' as in cat, 'v' as in vet; two or more letters one sound - 'ee' as in tree, 'igh' as in night, 'ough' as in though.

- Initial Code
- Extended Code
- Polysyllabic

Sounds ~ Write in Summary

(linguistic, multisensory, cumulative, sequential)

SKILLS	CONCEPTS	KNOWLEDGE	
<ul style="list-style-type: none"> • Blending • Segmenting • Phoneme Manipulation <p>*CORRECT pronunciation of sounds (eg. c, f, h, k, t, p) p/b confusion</p> <p>Eg. s w e p t -----</p>	<ol style="list-style-type: none"> 1. Letters are symbols that <u>represent</u> sounds. 2. Phonemes can be represented by more than one letter.. 3. A phoneme can be represented by more than one spelling. 4. A spelling (grapheme) can be represented by more than one sound. 	<p>Initial Code</p> <ul style="list-style-type: none"> - Single sounds - CVCC, CCVC, CCVCC, CCCVCC - ll, ff, ss, zz, ck, th, sh, ch, wh, le <p>Extended Code /ae/ represented with <ai, ay, a, a-e..></p> <p>The grapheme <ea>can represent 3 sounds – eg. head, break, meat</p>	<p>Polysyllabic Code</p> <ul style="list-style-type: none"> • Introduced as soon as students are ready with simple phonics eg. handbag, sandpit • 50% of words • Schwa – most frequently occurring vowel sound.

Sounds ~ Write in Summary (linguistic, multisensory, cumulative, sequential)

- Sounds are taught within the context of words – baby, cat, past, want
- Words are taught in the context of reading and writing → application
- Automaticity of skills – cognitive load
- High frequency words - not yet decodable

Language focus:

Initial Code and Extended Code

- correct pronunciation of sounds
- Say the sound and read/write the word

Polysyllabic Code

- Use the same strategies taught in initial code to blend and segment.
- Use your 'spelling voice' to say each syllable clearly/precisely and listen for the sounds.

The English Phonic Code

Consonant Sound Spellings

'p'
p pot
pp happy

'v'
v very
ve have

'b'
b big
bb rabbit

'ch'
ch chip
tch match

'w'
w wig
wh when

'd'
d dog
dd muddle
ed grabbed

's'
s sip
ss grass
se house
c cent
ce voice
st castle
sc science
ps psychic

'g'
g got
gg juggle
gh ghost

'y'
y yes

'f'
f fan
ff staff
ph phone
gh laugh
ffe giraffe

'ng'
ng sing
n pink

'sh'
sh shop
ch machine
s sugar

'k'
c cat
k kite
ck duck
ch Christmas
que antique
q Iraq

'm'
m man
mm summer
mb lamb
mn Autumn

'r'
r rat
rr carry
wr write
rh rhino

'j'
j jet
g gentle
ge large
dge judge
dj adjust

'l'
l lip
ll full
le apple
el travel
il pupil
al final
ol idol

'n'
n no
nn planning
kn know
gn gnat
pn pneumonia

'z'
z zip
zz buzz
s is
se choose
ze snooze
x xylophone

'zh'
s leisure
ge prestige
z seizure

'qu'
qu queen

'h'
h hot
wh whole

'x' 'ks'
x fox
cc accept

'x' 'gz'
x exam

't'
t tin
tt getting
ed jumped
bt debt
pt pterodactyl
te definite

'th'
th moth
th that

Vowel Sound Spellings

'oe'
oa boat
ow grow
o most
o-e note
oe toe
ough though
ou soul
ew sew

'ear'
ear near
eer deer
ere here

'o'
o not
a was
ou cough

'ie'
igh night
i-e like
y dry
i wild
ie pie
eigh height

'ee'
ee keep
ea seat
e me
y funny
ey key
e-e eve
ie chief
ei receive
i variation
eo people

'ae'
a table
ai rain
a-e game
ea great
ay say
ey they
ei vein
aigh straight
eigh eight

'e'
e bed
ea bread
ai said
ie friend
eo leopard

'oo'
oo book
oul could
u put
o woman

'or'
or for
our your
ore more
a ball
al walk
oor door
au fraud
aw lawn
oar board
ar warm
ough fought
augh daughter

'er'
er her
ur turn
ir girl
or world
ear learn
our colour
ar collar
re centre
yr zephyr

'er'
er her
ur turn
ir girl
or world
ear learn
our colour
ar collar
re centre
yr zephyr

'oo'
oo book
oul could
u put
o woman

'i'
i in
y myth

'u'
u tub
ou touch
o Monday
oo blood

'ar'
ar jar
a glass
al calm
er clerk
ear heart

'ow'
ow cow
ou out
ough drought

'a'
a cat

'oi'
oi join
oy boy

'ue'
u-e tune
u pupil
ew few
ue cuc

'air'
air chair
are dare
ear pear
eir their
ere where
ayor mayor
ayer prayer
ae aeroplane

'oo'
oo boot
ue blue
ew grew
ou soup
u super
u-e flute
o do
ui suit
oe shoe
ough through



The English Phonic Code



Consonant Sound Spellings

'p'
p pot
pp happy

'v'
v very
ve have

'b'
b big
bb rabbit

'ch'
ch chip
tch match

'w'
w wig
wh when

'd'
d dog
dd muddle
ed grabbed

's'
s sip
ss grass
se house
c cent
ce voice
st castle

'g'
g get
gg juggle
gh ghost

'y'
y yes

'f'
f fan
ff staff
ph phone
gh laugh
ffe giraffe

'k'
c cat
k kite
ck duck
ch Christmas

'm'
m man
mm summer
mb lamb
mn Autumn

'ng'
ng sing
n pink

'sh'
sh shop
ch machine
s sugar

'l'
l lip
ll full
le apple
el travel
il pupil
al final

'r'
r rat
rr carry
wr write

'j'
j jet
g gentle
ge large
dge judge

'zh'
s leisure

'n'
n no
nn planning
kn know

'z'
z zip
zz buzz
s is
se choose
ze snooze

'qu'
qu queen

'h'
h hot
wh whole

'x'
x fox

'x'
x exam

't'
t tin
tt getting
ed jumped
te definite

'th'
th moth
th that (noted)



Vowel Sound Spellings

'oe'
oa boat
ow grow
o most
o-e note
oe toe

'ear'
ear near
eer deer
ere here

'o'
o not
a was
ou cough

'ie'
igh night
i-e like
y dry
i wild
ie pie

'ee'
ee meet
ea seat
e me
y funny
ey key
ie chief

'ae'
a table
ai rain
a-e game
ea great
ay say
ey they
eigh eight

'or'
or for
our your
a ball
al walk
ore more
oor door
aw lawn
au fraud

'e'
e bed
ea bread
ai said
ie friend

'er'
er her
ur turn
ir girl
or world
ear learn

'oo'
oo cook
oul could
u put

'i'
i in
y myth

'u'
u tub
o Monday
ou touch

'ar'
ar jar
a glass
ai calm

'ow'
ow cow
ou out

'a'
a cat

'oi'
oi join
oy boy

'ue'
u-e mule
u pupil
ew few
ue cue

'air'
air chair
are dare
ear bear
eir their
ere where

'oo'
oo boot
ue blue
ew grew
o do
u super
u-e flute
ou soup



Supplement to the Literacy for Life Power-Point

1. Most students will commence the program with the Initial Code units – in order to fill any gaps in their alphabet code knowledge, to correct pronunciation and letter formation errors, and to consolidate and encourage fluency with their decoding and encoding skills, as well as ensuring they fully understand the concepts relevant to the unit they are working in.
2. Multisyllable words will be introduced as soon as we feel the students have gained sufficient proficiency with the blending and segmenting skills of single syllable words with the following patterns CCVC, CVCC, CCVCC, CCCVCC, CVCCC.
3. Homework will be focussed on students gaining automaticity with the blending and segmenting skills, and this will require daily multisensory practice - 'saying the sounds and reading the words' while using gesture to keep the eyes focussed on the words and 'saying the sounds and writing the word'.
4. Reading books will be decodable and will often have notes for parents/ teachers inside the front cover and/or back cover relating to correct pronunciation of sounds, along with tips for reading with your child at home.
5. Phonicbooks website has a section for parents to assist with reading at home as well as a comprehensive video on pronunciation of the 44 phonemes. Here you can also download the alphabet code charts if you wish to.
<https://www.phonicbooks.co.uk>
6. Sounds~Write website has some information about the reading, writing and spelling program and articles on evidence-based success of the program, all available to view without a passcode. It also has an app for use with ipads which is well worth looking at, as it will assist you to understand what we are trying to achieve with homework practice. It is only available in Initial Code at the moment. However, if used with the students, it does require supervision so that it is completed effectively.
<https://www.sounds-write.co.uk>
7. Hopefully the above information along with the power-point and handouts will assist you to understand what we are trying to achieve with the program. Once the students have gained automaticity with the bending and segmenting skills and increased their alphabet code knowledge, this should lighten the cognitive load and free up space for students to focus on comprehension, re reading to gain meaning when a sentence does not make sense to them and develop increased fluency.