



SOUNDS - WRITE

First Rate Phonics

# The Initial Code

INITIAL CODE: new vocabulary available within units one to seven									
Units:	1	2	3	4	5	6	7		
Spellings:	a i m s t	n o p	b c g h	d e f v	k l r u	j w z	x y ff ll ss zz		
Names:	Sam Tim	Pam Pat Tom	Ben Bob	Dan God Mog Peg	Deb Meg Ned Ted	Ken Kim Kit	Jan Jim	Bess Bill Jeff	Jill Rex
High-frequency words:		is a	the I	for of	are	was	all		
	at it mat sat sit	in man map mop nan nap nip nit not on pan pat pin pip pit pop pot sap sin sip tan tap tin tip top tot	bag bap bat bib bid big bin bit bob bog cab can cap cat cog cop cot gag gap gas gig gob hag ham hat hit hob hog hot mac mob nag nib pig sag sob tab tag	bad bed beg bet cod hid him dad hip dam hod cut pal dud pub did mad dig men dim met fun ran mid net gum rap gun rat gut red hub rib fan pen fat pet fed pot fib set fig ten kid rod kin rot kip rot kit rub lad rug lag rum lap run led rut leg sum let sun lid tub lip tug lit up lob us log lot	bud lug bud mud bug mug bum mum bus nil cup nut cub nun cup nut cut pal dud pub dug pup fig rag fug ram ran wag vex sill tell web wax wed yak till wet yam toll wig yap well win yes will yet yell yob	fez box bell cox bill jam fax doll jet fix dull jib fox fell gull lax gull mix hill job mix kill sex mill jug six pill jut tax sell wag vex sill tell web wax wed yak till wet yam toll wig yap well win yes will yet yell yob	box bell cox bill jam fax doll jet fix dull jib fox fell gull lax gull mix hill job mix kill sex mill jug six pill jut tax sell wag vex sill tell web wax wed yak till wet yam toll wig yap well win yes will yet yell yob	ass boss fuss hiss kiss less loss mess miss moss toss buzz fizz fuzz jazz	

INITIAL CODE: new vocabulary available within Units 8 and 9																		
		8					9											
		CVCC					CCVC											
VCC		High-frequency words: come					High-frequency word: to											
act	band	gets	lips	rust	blab	flap	prop	spit	alp	bank	gift	lisp	sand	bled	flat	scab	spot	
amp	baps	gulf	list	send	bless	fled	scan	spud	and	bats	gulp	loft	sent	blip	flip	scull	spun	
ant	belt	gust	lump	sift	bliss	flit	scum	stab	asp	bend	hand	maps	silk	blob	flog	skid	stag	
elf	bent	hats	mats	silt	blot	flop	skill	stem	elm	best	held	melt	sink	bluff	floss	skim	step	
end	bits	helm	mend	soft	brag	fluff	skin	scuff	imp	bulb	hilt	mink	sunk	brat	fret	slab	scuff	
ink	bulk	hint	mint	tact	brim	frill	slam	skiff	its	bump	hips	mist	talc	clad	frog	slap	sniff	
opt	bunk	hits	musk	tank	clam	from	sled	stiff	opt	cabs	honk	must	taps	clap	glad	slid	still	
	camp	hops	nest	temp	cliff	glen	slim	stop		caps	hulk	nuts	tend	clip	gloss	slip	stub	
	cats	hump	pact	tent	clog	glum	slit	stuff		cops	hunt	pant	test	clap	glut	slob	stun	
	cost	jest	pelt	tilt	clot	grab	slog	swag		cups	jets	pest	tint	club	gran	slot	swam	
	cuts	jilt	pets	tops	crab	grid	slug	swell		dabs	jump	pink	tuft	crag	grill	slum	swig	
	damp	junk	pomp	tusk	cram	grim	smell	swim		dent	just	pond	vats	crest	print	stunt	text	
	desk	Kent	pulp	vend	crib	grip	smug	swop		crimp	prism	swept	tilts	crisp	scalp	swift	winks	
	dips	kept	pump	vent	crop	grit	smut	swot		croft	scamp	tramp	yanks	crisp	scamp	tramp	yanks	
	disk	kiln	punk	vest	cross	grub	snag	swum		crust	skimp	traps		drank	skins	trend	CCVC	
	dots	kilt	punt	weld	drab	gruff	snap	tram		drift	skint	trips	scrag	drank	skins	trend	CCVC	
	dump	kink	ramp	went	drag	plan	snip	trap		drink	skips	trump	scram	drinks	skips	trump	scrap	
	dunk	lamp	rant	wept	dress	plod	snob	trek		drips	skulk	trunk	scrap	drips	skulk	trunk	scrap	
	dusk	land	rats	west	drill	plop	snot	tress		drops	skunk	trust	scrub	drops	skunk	trust	scrub	
	dust	left	rent	wilt	drip	plot	snub	trill		drunk	slaps	twins	strum	drunk	slaps	twins	strum	
	fact	lend	rest	wimp	drop	plug	snug	trim					strut				strut	
	felt	lent	rift	wind	drug	plum	spam	trip					strap				strap	
	film	lets	rink	wink	drum	plus	span	trod					strop				strop	
	fit	lift	rips	wisp	dwell	pram	sped	troll					strum				strum	
	fits	lilt	risk	yank	flab	press	spell	trot					strut				strut	
	fond	lump	rump	yelp	flag	prim	spill	twig					strut				strut	
	font	link	runt	zest	flan	prod	spin	twin					strut				strut	
	gaps	lint	rusk	zinc														

INITIAL CODE: new vocabulary available within Units 10 and 11												
10				11								
CCVCC				CVCCC								
				ch	sh	th	ck	ng				
bland	dwelt	slink	belts	champ	shed	thank	back	bang				
blank	flank	slump	bends	chat	shin	that	check	bring				
blend	flaps	slunk	bumps	chess	ship	theft	chick	clang				
blest	flats	smelt	costs	chest	shop	them	duck	cling				
blimp	flex	spank	dents	chick	shot	then	jack	fling				
blink	flint	spasm	dumps	chill	shut	thin	kick	king				
blitz	frank	spelt	dusts	chimp	shall	think	lick	long				
blond	frisk	spend	fists	chin	shell	this	lock	lungs				
brand	frond	spent	hands	chips	shell	throbb	luck	prong				
brats	frost	spilt	jinx	chop	shift	thud	muck	ring				
brink	frump	spits	jumps	chum	shred	thump	neck	sing				
brisk	gland	spots	lamps	chunk	shrub	shrug	pack	slang				
clamp	glint	stamp	limps		shrub	shush	pick	sling				
clank	glitz	stand	lists	bench	bunch	pith	sack	sting				
claps	grand	stank	lumps	finch	brush	inch	broth	shack				
clink	grins	steps	melts	inch	brush	cloth	shock	thing				
clips	grunt	stilt	mints	lunch	crash	depth	sick	twang				
clump	plank	stink	next	much	crash	fifth	slack	wing				
clunk	plonk	stomp	ramps	munch	dish	froth	sock					
crabs	plump	stops	sinks	cramp	prank	stump	sulks					
crept	prank	stump	sulks	crest	primp	stunk	tents					
crest	print	stunt	text	crimp	prism	swept	tilts					
crisp	prism	swept	tilts	crisp	scalp	swift	winks					
croft	scamp	tramp	yanks	crisp	scamp	tramp	yanks					
crust	skimp	traps		drank	skins	trend	CCVC					
drank	skins	trend	CCVC	drift	skint	trips	scrag					
drift	skint	trips	scrag	drink	skips	trump	scram					
drink	skips	trump	scrap	drips	skulk	trunk	scrap					
drips	skulk	trunk	scrap	drops	skunk	trust	scrub					
drops	skunk	trust	scrub	drunk	slaps	twins	strum					
drunk	slaps	twins	strum				strut					
	slept	twist										

Unit 1

Bookmark

a m s t i

mat

sit

Tim

Sam

at

mit

it

sat

Unit 2

Bookmark

n o p

pan

mop

pin

sip

tin

top

pit

nap

Key words:

is

a

Unit 3

Bookmark

b c g h

pig

cap

bin

hop

cob

gap

ham

bit

Key words:

the

I

Unit 4

Bookmark

d e f v

dog

pen

fat

van

bed

had

fib

vet

Key words:

of

for

do

# Lesson 1 – Word Building

I'm going to build the word **sat** I'm going to say the word **sat** very slowly. Listen carefully to hear the sounds that make up the word **sat**.

What is the first sound that you hear in the word **sat**? Listen to what you hear when my finger is under this line (**sssaaattt**).

Yes, you can hear **s**. Everyone say that sound.

Can you tell me which of these is the way we write ... ?

Repeat the next two sounds.

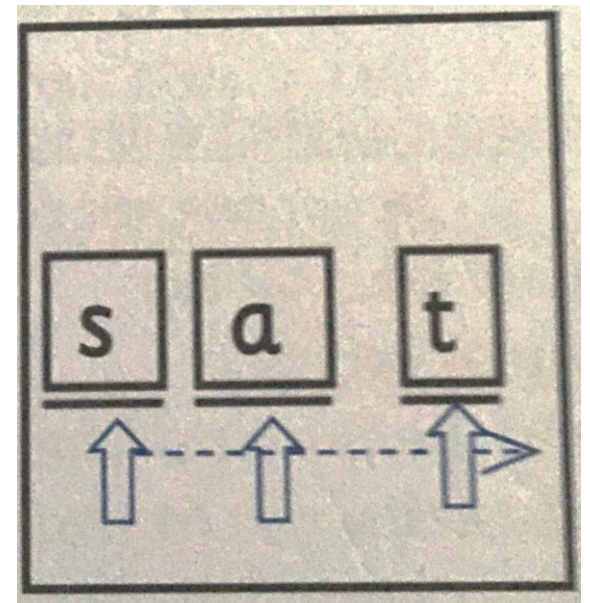
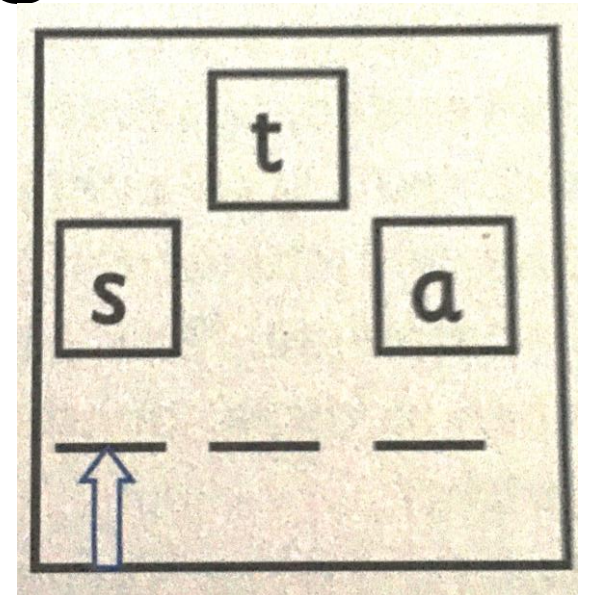
Now let's ***say the sounds and read the word.***

Now I'm going to write the whole word. Tell me all the sounds I need to write the word **sat** **s - a - t**

Now let's ***say the sounds and read the word.***

Now everyone write the whole word **sat**. Say the sounds as you write them.

***Say the sounds, read the word.***



# Lesson 2 – Symbol Search

“Listen carefully as I say the sound /d/. Everyone say the sound with me.

“On this sheet there is a /d/. Try to find it. Now write over it. While you write it say the sound aloud.”

(This will also provide opportunity to model correct letter formation, even though this is not a handwriting programme.)

For more challenge...

“Listen carefully find the first sound in **dog**. The last sound in **puff**, the middle sound in **pit**.”

<b>d</b>	<b>sh</b>	<b>b</b>
<b>ck</b>	<b>c</b>	<b>k</b>
<b>ff</b>	<b>f</b>	<b>ch</b>
<b>th</b>	<b>zz</b>	<b>z</b>



# Lesson 3 – Sound swap

We're going to play a Sound Swap game.

Say the sounds with me as I put these spellings on the board.

E.g. m – a – t ***Say the sounds and read the word***

Now, we're going to change this word 'mat' into sat.

What do we need to change?

Possible prompts:

What sounds do we need to take out?

What sound do we need to put in?

Now, ***let's say the sounds and read the word.***

From Unit 8 onwards this can also be played with nonsense words.

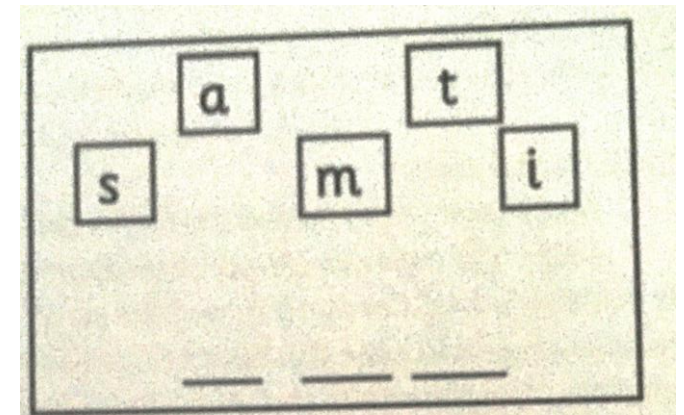
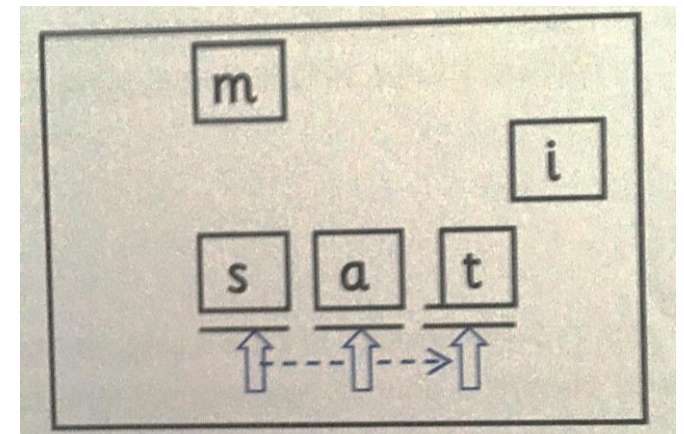
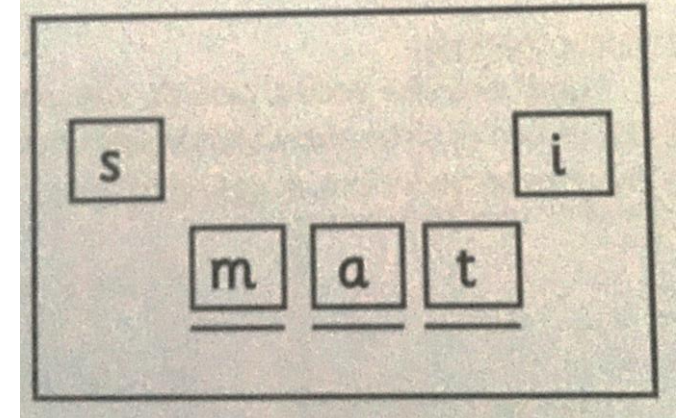


Figure 1



# Lesson 4 – Reading

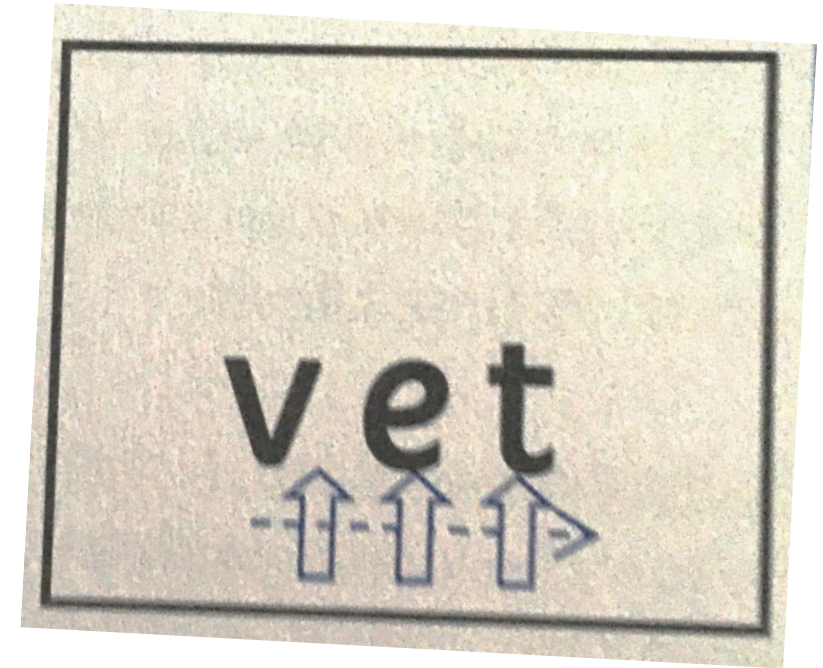
“I’m going to show you a word. I’d like you to whisper the sounds very quietly to yourself, listen for the word and keep it in your head.”  
Allow some time for thinking, then ask a child to read the word. Then, everyone reads the word together.

“lets’ **say the sound** (*point to individual sounds*) **and read the word** (*sliding your finger along under the word*). **v-e-t vet**

“Let’s write the whole word **vet**.”

***Saying the sounds as we write them.*** v-e-t

Everyone then re-reads the word.



# Lesson 4 (a) – Dictation

“I’m going to read the sentence one word at a time. I’d like you to write each word, saying the sounds as you write them.

***The big fat pig sat in the red mud.***

Encourage them to read what they have written two or three times for fluency.



EXTENDED CODE	
1	First spellings of sound /ae/ - ai ay ea a-e
2	First spellings of sound /ee/ - ee ea y e
3	Spelling <ea> representing /ae/ & /ee/
4	First spellings of sound /oe/ - o oa ow oe o-e
5	Spelling <o> representing /o/ & /oe/
6	First spellings of sound /er/ - er ir or ur
7	First spellings of sound /e/ - e ea ai
8	First spellings of sound /ow/ - ou ow
9	Spelling <ow> representing /oe/ & /ow/
10	First spellings of sound <sub>m</sub> /oo/ <sub>n</sub> - oo ew ue u-e o
11	Sound /ie/ by spellings i igh ie i-e y
12	Sound <sub>b</sub> /oo/ <sub>k</sub> by spellings oo u oul
13	Spelling <oo> representing <sub>m</sub> /oo/ <sub>n</sub> & <sub>b</sub> /oo/ <sub>k</sub>
14	Sound /u/ by spellings u o ou
15	Spelling <ou> representing /ow/ /u/ <sub>m</sub> /oo/ <sub>n</sub>
16	Sound /s/ by spellings s sc se ss c ce
17	Spelling <s> representing /s/ & /z/
18	Sound /l/ by spellings l le ll el al il
19	First spellings of sound /or/ - or aw a au ar
20	Sound /air/ by spellings air are ear eir ere (<ayer> as in 'prayer' and <ayor> as in 'mayor')
21	Sound /ue/ by spellings ue u-e u ew eu
22	Spelling <ew> representing <sub>m</sub> /oo/ <sub>n</sub> & /ue/
23	Sound /oy/ by spellings oi oy
24	Sound /ar/ by spellings ar a al au

# The Extended Code

EXTENDED CODE continued	
25	Sound /o/ by spellings o a
26	Spelling <a> representing /a/ /o/ /ae/ & /ar/
27	More spellings of sound /ae/ - a ei ey eigh
28	Sound /d/ by spellings d dd ed
29	More spellings of sound /ee/ - ey ie i
30	Sound /i/ by spellings i ui e y
31	Spelling <y> representing /y/ /i/ /ie/ & /ee/
32	More spellings of sound /oe/ - ou ough
33	Sound /n/ by spellings n nn gn kn
34	More spellings of sound /er/ - ar ear our
35	Sound /v/ by spellings v ve vv
36	Sound <sub>m</sub> /oo/ <sub>n</sub> by spellings ui ou ough u u-e
37	Sound /j/ by spellings j g ge gg dge
38	Sound /g/ by spellings g gg gh gu
39	Spellings <g> and <gg> representing /j/ & /g/
40	Sound /f/ by spellings f ff qh ph
41	Spelling <gh> representing /f/ & /g/
42	Sound /m/ by spellings m mm mb mn
43	More spellings of sound /or/ - ore oar our augh ough
44	Sound /h/ by spellings h wh
45	Sound /k/ by spellings c k ck ch cc
46	Sound /r/ by spellings r rr wr rh
47	Sound /t/ by spellings t tt te bt
48	Sound /z/ by spellings z zz ze s ss se
49	Sound /eer/ by spellings eer ere ear

# The Extended Code

Prior to starting the extended code, pupils should be able to blend, segment and manipulate sounds and spellings. They also will know that sounds are represented by letters, sometimes by 2 letters, eg sh, ch, th, ng, ff.

In the **Extended Code** they will learn that sounds can also be represented by 3 or 4 letters, such as 'igh' and 'augh'. The 2 most important aspects of the extended code are

- One sound can have different spellings and
- One spelling can have different sounds

Just like in the **Initial Code** there are different lessons to learn and practise these sounds and spellings.

Let's have a look at a few examples:

# Lesson 6 – One sound, different spellings

## Build words with different spellings, eg /ae/

Build the word using its sounds like in the initial code, however, this time **2 letters make one sound**.  
Sound spell the word 'play', p-l-ay

Repeat for a word with a different spelling for the same sound, eg rain and great. For the split spelling, also known as split digraph, we initially show the children this old spelling 'gaet'. Point at the 'ae' and say 'This is /ae/ here. A long time ago this word used to be spelled in this way, but someone decided that it would be better to have this letter (point to 'e') moved to the end.'

A child is then asked to actually cut these 2 letters and place them into the correct position in the word.

The different spellings for the sound are practised by using different words.

Some sounds will be introduced with perhaps 4 different spellings but later on be revisited by adding additional spellings. In the case of /ae/ this will be in Unit 27.

Example: /ae/ first spellings ay, ai, ea, a-e (Unit 1)

additional spellings a (Amy), ei (veil), ey (obey) and eigh (sleigh) (Unit 27)

# Lesson 7-9 - One sound, different spellings

In addition, there are other lessons for practising sounds.

- Ask child to read the word with the target sound, identify the spelling for the sound and create columns for different spellings
- Ask children to write a silly sentence with the target words
- Play 'Seek the Sound' where children read a text and find all the words with the target sound, then write them into 2 columns, one column with the word, the other column with the spelling of the target sound (see next slide)



If it rains, Kate and James stay in. They play and paint.

If the rain stops, they get snails from the path by the gate.

If it is a sunny day, Kate and James get some hay and play with the rabbit. His name is Cotton Tail.



# Lesson 10 – One spelling, different sounds

In Unit 4 of the extended code children will have learned different spellings for /oe/, such as o, oa, ow, oe, o-e.

In Unit 5 they will learn that sometimes we use the same spelling, but it makes a different sound, like B**o**b and d**o**g, but n**o** and **o**ld.

One way to teach and practise this is by writing the target spelling on the board and read a word with the sound, eg Bob. Repeat with another word, eg dog, and decide whether it makes the same sound. Repeat with no and ask the children what they notice. Continue and create 2 columns for the different sounds of the same spelling.

# Polysyllabic words

As children become more proficient in reading and spelling, they also will need to learn to spell polysyllabic words.

When teaching polysyllabic words we draw lines for each syllable, not for each sound, but we build words in a similar way.

Initially children will be given the amount of syllables but later on they will also practise finding the number of syllables by themselves.

Children then should be able to spell longer, polysyllabic words by applying their learned strategies.

# A free course for parents/carers

We encourage all parents/carers to access the free Sounds-Write online course so that they are well informed about how best to support their children with reading and spelling at home. Please visit: <https://sounds-write.co.uk/support-for-parents-and-carers/> for more information.

If you have any questions about reading and spelling, please do not hesitate to speak with your child's class teacher.

Correct pronunciation

<https://www.youtube.com/watch?v=a8ZMfYjdN-s>



Initial Code

The word is	The child says	Type of error	You say...?
vet	vee-eg-tee	Child says letter names instead of sounds	You say 'These are letter names – we want the sounds.'
vet	v-e-t - dog	Child sounds out but then guesses the word	Ask child to say the sound until your finger moves on to the next one, elongating sounds 'vvvv-eeee-t. Now say the sounds and read the word.
tap	t-a-p	Child omits blending the sounds	If a word starts with an obstruent (a stop sound), cover the final sound and ask the pupil to put the first 2 sounds together (ie. /t/ – /a/, ta). Tell the child that it isn't a proper word yet. Now uncover /p/ and ask them to add the last sound. Then say all the sounds and read the word.
tap	pat	visual error	Point to the first sound and say: 'If this were 'pat' (pointing to the /t/), this would be a 'p'. Is this a /p/? Child says it's a /t/, say the sounds and read the word.
trip	tip	sound has been omitted	If this was 'tip', this (point at r) wouldn't be here. Say all the sounds again and read the word.
sip	slip	sound has been added	'If this was 'slip' there would be an /l/ here. Is there another sound?' Ask child to say the sounds and read the word again.
fish	f-i-s-h	can't recall two letters one sound	'Do you remember that we sometimes spell a sound with 2 letters, like this one? Run a pointer/finger under <sh> and say 'This is 2 letters but one sound. It's /sh/. Say /sh/ here.'

# Supporting reading at home







SOUNDS - WRITE

First Rate Phonics