



## Sounds~Write® A guide for parents of children in reception

### What can you do to help your child learn to read?

Over the following weeks, we will be introducing these sounds in the following order:

**Unit 1: a, i, m, s, t**

**Unit 2: n, o, p**

**Unit 3: b, c, g, h**

**Unit 4: d, f, v, e**

**Unit 5: k, l, r, u**

**Unit 6: j, w, z**

**Unit 7: x, y, ff, ll, ss**

Every week or so, we will begin a new unit and build the new sounds into what we have already introduced.

We will always be talking about sounds not letters, and you can help most effectively by not using letter names, only sounds.

If you are not sure which sounds we are teaching, simply refer to the key on the back of this leaflet.

### What are we trying to teach?

We want the children to learn that letters are spellings for sounds, so that when they see the spellings < m > < a > < t >, they say and hear /m/ /a/ /t/, 'mat'.

To begin with, we shall be working only with 2- and 3-sound words. Your child needs to say the sounds and **listen** to hear what the word is. For this reason, sounds need to be said very precisely. For example, when we see the spelling <m>, we say /m/ and not 'muh'. Of course, some sounds are more difficult to say without adding a bit of an 'uh', but, with practice, it can be done. When your child has said all the sounds in a word and then read the word, ask them to **write** the word on a piece of paper or a small chalk board.

Playing games with the sounds in words can be good fun and will help your child to understand that everyday words are made up of sounds and that we can pull these sounds in words apart: 'cat' can be separated into /c/ /a/ /t/; and we can put these sounds back together again to form recognisable words: thus, /c/ /a/ /t/ gives us 'cat'. Names often make useful example to begin with: 'Jack' would be /j/ /a/ /k/ and 'Emily' would be /e/ /m/ /i/ /l/ /ee/. If you are not sure, just read the word, close your eyes and say the sounds in the word to yourself.



Key to alphabetic code knowledge:

**Unit 1: a, i, m, s, t**

/a/ as in 'cat', /i/ as in 'pin', /m/ as in 'map',  
/s/ as in 'sip' and /t/ as in 'ten'

**Unit 2: n, o, p**

/n/ as in 'not', /o/ as in 'pop', and /p/ as in 'pen'

**Unit 3: b, c, g, h**

/b/ as in 'big', /c/ as in 'cup', /g/ as in 'get',  
and /h/ as in 'hen'

**Unit 4: d, f, v, e**

/d/ as in 'dog', /f/ as in 'fun', /v/ as in 'vet',  
and /e/ as in 'leg'

**Unit 5: k, l, r, u**

/k/ as in 'kit', /l/ as in 'leg', /r/ as in 'run', and /u/  
as in 'bun'

**Unit 6: j, w, z**

/j/ as in 'jug', /w/ as in 'wig', and /z/ as in 'zip'

**Unit 7: x, y, ff, ll, ss**

The letter **X** represents two sounds /k/s/ or /g/z/  
(depending on the word and/or the speaker's accent), so

/k/s/ as in 'fox'; /y/ as in 'yes'. The double consonants  
<ff>, <ll> and <ss>, represent the sounds /f/, as in 'sniff',  
/l/ as in 'fill', and /s/ as in 'miss'.

When you are reading a reading book with your child, do  
all the things you would normally do, such as talking  
about the story, discussing the characters, predicting  
what is going to happen next, and so on. But, whenever  
you come to a two- or three-sound word which has in it  
the sounds your child has already come across, ask them  
to have a go by **saying the sounds and listening** for the  
word.

If you do this, you will find that your child will quickly  
move on to more complex words, such as words with four  
and five sounds, such as 'lamp' and 'crisp'.

After your child has tackled three-sound words, their  
teacher will be moving on to words with four and five  
sounds and, again, you can best support your child by  
giving them as much practice as you can.

If you have any questions about what you should be  
doing, or you meet any unexpected difficulties, just ask  
your child's teacher. Good luck and enjoy working  
together with your child.

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