

Sound Discovery® - A Parents' Guide to Phonics

There are (about) **42 sounds** in the English language (Click on Pearson link to find chart of 42 sounds: Rapid Phonics desk mat, side 1, for the Initial Code.

<https://www.pearsonschoolsandfecolleges.co.uk/Primary/GlobalPages/alp/support-for-intervention.aspx>

The sounds are:

- 26 alphabet sounds

s	a	t	p	i	n
c	e	h	r	m	d
g	o	u	l	f	b
j	v	w	y	z	
qu	x	k			

- 16 more digraphs (2 letters making one sound)

sh	ch	th	ng	
ai	ee	ie	oa	ue
ar	er	or		
oi	ou	oo	oo	

Sound Discovery® and Rapid Phonics teach these **42 basic sounds** for reading and writing first.

Nursery Children – Foundations for Reading and Writing

- Read to children and get them talking (critical period for learning spoken language is 7 months to 3 years of age)
- From Nursery encourage speaking in clear, full sentences
- Start introducing sounds, letters, actions
- Lots of storytelling, reading aloud, nursery rhymes, poems, action songs

- Lots of outdoor play where this is the best space to develop physical skills (e.g. monkey bars) and play related to construction, imagination and natural world
- Indoor space for table work and role play (e.g. home corner)
- Activities to develop fine motor co-ordination (e.g. pincer grip, bead threading, play doh, painting)
- When drawing: encourage the three major movements for handwriting: top to bottom (vertical), left to right (horizontal) and anticlockwise (circles).

Reception Children – Reading

Make sure your child can read the 42 sounds from flash cards.

- You can generate a set of flash cards from the letter sounds above on page 1.
- You can learn how to say the sounds using this video.

<https://www.syntheticphonics.net/uploads/Sound.MP4> no. 4

We use *sounds*, not letter names.

Give your child practice in **blending the sounds** to make words.

Pretend to be a robot who can say sounds but who can't 'get' the word.

- You say **s-a-t** What word can you hear? child says **sat**
- You say **sh-ar-k** What word can you hear? child says **shark**
- You say **c-l-ou-d** What word can you hear? child says **cloud**

Give your child practice **reading words** and short **sentences** using the 42 sounds:

man	bed	rip	fun	hot
hatpin	public	cobweb	tablet	quintet
milk	sand	rust	stop	trim
plant	spend	twist	prompt	strand

dish	shop	lunch	chip	with	them
gong	singing				
snail	tree	pies	coach	statue	
arm	term	short			
coin	cloud	book	soon		

1. Ted hid his big map.
2. The tent got wet.
3. The frog swam in the pond.
4. Beth had fish and chips on the swing.
5. The train is painted green.
6. The farmer planted the corn.
7. The car needs oil.
8. The cook looks at her book.
9. The queen can see the moon.
10. Look out for the trout.

Read books using the 42 basic sounds. (Click to access Pearson link to Rapid Phonics e-books at Steps 1 and 2: <https://www.pearson.com/uk/educators/schools/update-for-schools/primary-support.html>) Practise the sounds and tricky words at the front of the book first.

Reception Children - Writing

Make sure your child can write the **alphabet sounds** from dictation – you say the sound and he/she writes it.

Then dictate the **digraph (two letter) sounds** – which are best taught joined up.

Get your child to tell you the sounds they can hear in words.

- You say **fish** How many sounds? Child says **f-i-sh** 3 sounds
- You say **thorn** How many sounds? Child says **th-or-n** 3 sounds
- You say **paint** How many sounds? Child says **p-ai-n-t** 4 sounds

Then try spelling some words using the 42 sounds – use the list of words above.

Write some sentences using the sounds (and a few tricky words). A **Tricky Word** is a word which has a tricky part or it may have a letter pattern that hasn't been taught yet.

e.g. **we**: the letter e is tricky because, in early Reception, the child has only learnt the letter e as the /e/ sound in hen. These are some of the most frequently used Tricky Words. The Tricky bit is underlined:

th <u>e</u>	<u>I</u>	h <u>e</u>
t <u>o</u>	g <u>o</u>	o <u>f</u>
w <u>e</u>	w <u>a</u> <u>s</u>	y <u>ou</u>

Play games

Work out sounds in children's names. Flick fingers and write with phoneme lines e.g. D ai s y, E dd ie.

Consider using Phoneme Lines when labelling throughout the home e.g. b e d r oo m, t a b le

With small sets of flashcards (produced from the 42 letter sounds listed at the beginning of this guide) play snap and pairs games. You can also make and change little words e.g. with flash cards a, i, s, t, p, n make 'sat' and then change one sound at a time to make san, tan, tin, tip, sip, sit, sat.

Make a lotto board with the digraph sounds and cut out pictures using these sounds. Match the pictures to the sounds e.g. shark for /ar/, train for /ai/, tree for /ee/ etc.

End of Reception/Year 1 Children

Children in Y1 and above need to know the main, different ways of spelling sounds (Step 3 in the Sound Discovery® progression). For

example there are about 8 different ways of spelling the /ai/ sound, but we start by teaching just 5 of them.

ai	ay	a-e	ey	a
----	----	-----	----	---

Follow this link

<https://www.pearsonschoolsandfecolleges.co.uk/Primary/GlobalPages/alp/support-for-intervention.aspx>

to find a chart with the alternative spelling patterns for each sound – Rapid Phonics Desk Mat, side 2, the Advanced Code.

A Word about Split Digraphs

You may have been taught about ‘magic e’. Nowadays we teach children about **split digraphs**. A split digraph is two letters making one sound which is split in the middle to accommodate a consonant.

e.g. s n a k e 4 sounds We say s n (a-e) k but spell snake.

Choose a sound for the week and make a chart with columns for the alternative spelling patterns for that sound.

You could use these published resources:

links to sample Sound Discovery lesson plans on

<https://www.syntheticphonics.net/uploads/BSL3A%20PS.pdf>

<https://www.syntheticphonics.net/uploads/BSL3B%20PS.pdf>

links to Rapid Phonics lesson plans on

<https://www.pearson.com/uk/educators/schools/update-for-schools/primary-support.html>

<https://www.pearsonschoolsandfecolleges.co.uk/Primary/GlobalPages/alp/support-for-intervention.aspx>

Or generate words yourself. Write out the words on small pieces of paper and get your child to sort them into the different spelling patterns.

Or you could put up a chart and get your child to think of words throughout the week to put in each column.

Help your child to notice where the letter pattern comes in the word (e.g. <ai> letters in the middle as in **train**, <ay> at the end of a word as in **play**, or at the end of a syllable as in **crayon**).

Get your child to practise spelling words with each spelling pattern and challenge them to put them in sentences.

Have fun teaching them **homophones** (words that sound the same but are spelt differently or have a different meaning) e.g. *mane*, a lion's mane and *main*, a main road.

You could try giving your child a blank sheet with columns. Can they remember the spelling patterns you have been working on? (e.g. 5 ways of spelling the /ai/ sound.) Can they think of any words to go in each column, sound them out and spell them?

Read the relevant Rapid Phonics e-books at Step 3, not forgetting to practise the sounds and tricky words at the front first!

Videos

Four videos are available.

1. Watch a Year 1 child taking part in a Sound Discovery® Snappy Lesson in a family kitchen. It would be appropriate for any child learning at home now and needing practice with vowel digraphs in the initial alphabetic code (e.g. ai, ee, ie, oa, ue). This is a classic Snappy Lesson for the letter sound /ai/. Click here to see the lesson:

<https://www.syntheticphonics.net/uploads/HomeSnappyLesson.mp4> 1 Video

2. Watch a small group of children from early Juniors (Key Stage 2) taking part in a Sound Discovery® Column Sort Snappy Lesson. It would be appropriate for any child at home now and needing practice with the Advanced Code, learning different ways of spelling the r-controlled vowel digraph sound /er/. Click here to see the lesson:

<https://www.syntheticphonics.net/uploads/SchoolColumnSortLesson.mp4> 2 Video

3. Watch an interview by a Special Needs and Disability Co-ordinator and Specialist Teacher on making Sound Discovery® and the Snappy Lesson way-of-teaching work. Note that Rapid Phonics uses the same phonic progression and Snappy Lesson way-of-teaching as the 'mother programme' Sound Discovery®. Click here to see the interview:

<https://www.syntheticphonics.net/uploads/Interview.mp4> 3 Video

4. Sounds video: learn how to say the 42 sounds.

<https://www.syntheticphonics.net/uploads/Sound.MP4> 4 Video

Continued.....

Sound Discovery® Lesson Plans

We are providing sample lesson plans which parents can refer to and use with their children.

- **Letter Sound b** – for early Reception – click here for lesson plan:
<https://www.syntheticphonics.net/uploads/BSL1%20PS.pdf>
- **Letter Sound oa** – for children in Reception learning digraphs – click here for lesson plan:
<https://www.syntheticphonics.net/uploads/BSL2%20PS.pdf>
- **Letter Sound oa written as o-e** – for R and Y1 children learning each different vowel spelling in the advanced code e.g. split digraphs:
<https://www.syntheticphonics.net/uploads/CSL3A%20PS.pdf>
- **Letter Sound c written as ch** – for R and Y1 children learning each different consonant spelling in the advanced code:
<https://www.syntheticphonics.net/uploads/CSL3B%20PS.pdf>
- **Reinforcing different ways to spell Letter Sound oa** – for children in R and Y1 learning the alternative spelling patterns for vowels in the advanced code:
<https://www.syntheticphonics.net/uploads/BSL3A%20PS.pdf>
- **Reinforcing different ways to spell Letter Sound c** - for children in R and Y1 learning the alternative spelling patterns for consonants in the advanced code:
<https://www.syntheticphonics.net/uploads/BSL3B%20PS.pdf>

- **Syllable division in polysyllabic words** – for children in KS1, 2 and 3 or at any age when polysyllabic words need to be processed:
<https://www.syntheticphonics.net/uploads/SLP4-7%20PS.pdf>

To accompany the above lesson plans, Sound Discovery® can provide **Resource Materials** which are the **words and sentences** needed for each lesson:

- **Letter Sound b** – for early Reception – click here for words and sentences:
<https://www.syntheticphonics.net/uploads/BSLR1%20PS.pdf>
- **Letter Sound oa** – for children in Reception learning digraphs – click here for words and sentences:
<https://www.syntheticphonics.net/uploads/BSLR2%20PS.pdf>
- **Letter Sound oa written as o-e** – for R and Y1 children learning each different vowel spelling in the advanced code e.g. split digraphs:
<https://www.syntheticphonics.net/uploads/CSLR3A%20PS.pdf>
- **Letter Sound c written as ch** – for R and Y1 children learning the advanced code:
<https://www.syntheticphonics.net/uploads/CSLR3B%20PS.pdf>
- **Reinforcing different ways to spell Letter Sound oa** – for children in R and Y1 learning the advanced code:
<https://www.syntheticphonics.net/uploads/BSLR3A%20PS.pdf>
- **Reinforcing different ways to spell Letter Sound c** - for children in R and Y1 learning each different consonant spelling in the advanced code:
<https://www.syntheticphonics.net/uploads/BSLR3B.pdf>
- **Syllable division in polysyllabic words** – for children in KS1, 2 and 3 or at any age when polysyllabic words need to be processed:
<https://www.syntheticphonics.net/uploads/SLPR4-7%20PS.pdf>

Sound Discovery® Decodable Reading Resources

Sound Discovery® can provide sample pages of all our decodable reading books and texts for parents to use at home with their children. Age ranges are an approximate guide only. Many of the texts were written with older children in mind who were struggling to learn to read:

- **Fold-It Books 1 (SD10A)**. Simple, decodable storybooks which are photocopiable and foldable, are suitable for reading ages from about 5 to 7 years. Children have fun with the reading, writing and drawing activities.

<https://www.syntheticphonics.net/uploads/SD10A%20PS.pdf>

- **Fold-It Books 2 (SD10B)**. These simple, decodable reading books which are photocopyable and foldable, extend children's reading to include consonant and vowel digraphs through a range of different reading genres in the 5 to 7 age range. Reinforcement also for older children.

<https://www.syntheticphonics.net/uploads/SD10B%20PS.pdf>

- **Activity Book for Talking, Comprehension and Modelled Writing (ABFB)** to accompany Fold-it Books 2. An ideal resource for parents to use with their children in the 5 to 11 age range. Provides lively activities at home on the poems, fables, historical stories and non-fiction text in the Fold-It Book 2.

<https://www.syntheticphonics.net/uploads/ABFB-PS.pdf>

- **Sound Discovery Storybooks, King Wizzit Series (SD15)** The King Wizzit Series is a set of 12 decodable reading books specifically written to support the Sound Discovery literacy programme at digraph level. Suitable for children in the 6 to 11 age range.

<https://www.syntheticphonics.net/uploads/SD15%20PS.pdf>

- **King Wizzit Comprehension Activity Book** to accompany King Wizzit Storybooks (SD17). This book is full of activities for talking, comprehension and modelled writing. Ideal for parents who are home teaching and wanting to provide lively and stimulating activities. Suitable for children in the 6 to 11 age range.

<https://www.syntheticphonics.net/uploads/SD17%20PS.pdf>

- **Phoneme Spotter Stories, Book 1. Reading Comprehension and Writing Activities (PSS1)**. Each of the decodable stories in this book features the alternative spellings for a single vowel sound. Corresponding comprehension and writing activities are included for a complete lesson. Suitable for ages 6 to 11 years and beyond.

<https://www.syntheticphonics.net/uploads/PSS1%20PS.pdf>

- **Phoneme Spotter Stories, Book 2. Reading Comprehension and Writing Activities (PSS2).** Each of the decodable stories in this book features the alternative spellings for a single vowel sound. Corresponding comprehension and writing activities are included for a complete lesson. Suitable for ages 6 to 11 years and beyond.

<https://www.syntheticphonics.net/uploads/PSS2%20PS.pdf>

- **Phoneme Spotter Stories, Book 3. Reading Comprehension and Writing Activities (PSS3).** Each of the decodable stories in this book features the alternative spellings for a single consonant or vowel sound. Related comprehension and writing activities are included for a complete lesson. Suitable for ages 6 to 11 years and beyond.

<https://www.syntheticphonics.net/uploads/PSS3ps.pdf>

- **Precision Monitoring Book 1. Steps 1 and 2. The 42 letter sounds: Alphabet and Digraphs. (PMB1).** A book of exercises to provide children and young people who are slow at decoding plenty of practice in reading and blending alphabet and digraph sounds. Suitable for ages 5 to secondary.

<https://www.syntheticphonics.net/uploads/PMB1%20PS.pdf>

- **Precision Monitoring and Speed Reads Book 2. Step 3A. Alternative vowel spellings. (PMB2).** A book of exercises to provide children and young people who are slow at decoding plenty of practice at alternative vowel grapheme level. Suitable for ages 5 to secondary.

<https://www.syntheticphonics.net/uploads/PMB2.pdf>

- **Precision Monitoring and Speed Reads Book 3. Step 3B and 4-7. Alternative consonant spellings, prefixes and suffixes (PMB3).** A book of exercises to provide children and young people who are slow at decoding plenty of practice with blending alternative consonant graphemes, prefixes and suffixes. Suitable for ages 5 to secondary.

<https://www.syntheticphonics.net/uploads/PMB3.pdf>

Letter Formation and Handwriting

This is an ideal opportunity for parents to help children with letter formation and handwriting at home. Sound Discovery® can provide sample pages from our handwriting books in the Developmental Handwriting Series:

- **Developmental Handwriting Series, Early Years Alphabet, Book 1 (DHS1).** A child's very first handwriting book. Everything a parent needs to know about developing good handwriting from the beginning. Suitable for Early Years: Nursery and Reception.
<https://www.syntheticphonics.net/uploads/DHS1.pdf>
- **Developmental Handwriting Series, Early Years Digraphs and Trigraphs, Book 2 (DHS2).** This book provides the first step in joining digraphs in order that they can be taught as joined units to emphasise that, in phonics, they are one sound. Joining up is the practice of going from where one letter finishes to the start of the next. Suitable for any age group where joined digraphs are required, but usually first used in Reception.
<https://www.syntheticphonics.net/uploads/DHS2%20PS.pdf>
- **Developmental Handwriting Series, Alphabet Letters, Book 3 (DHS3).** Each sheet provides a progressive way of continuing the development of letter formation and reducing letter size, starting with the greatest support and moving through stages of reduced support towards independent writing of the letter. This book provides an essential early step to train the hand in the structure and movement of basic letter shapes in readiness for future joining all-through-the-word in Year 1. Suitable for Reception and Year 1.
<https://www.syntheticphonics.net/uploads/DHS3%20PS.pdf>
- **Developmental Handwriting Series, Digraphs and Trigraphs, Book 4 (DHS4).** Everything you need to know about starting to learn good joined handwriting. This book provides an essential step to train the hand in forming joins between letters. This leads to developing an efficient and mature joined-up handwriting style and reducing letter size. Suitable for any age group where development of joined handwriting is required, but usually first used in Reception and Year 1.
<https://www.syntheticphonics.net/uploads/DHS4.pdf> is the new sample pages for DHS4
- **Developmental Handwriting Series, Alphabet Joins, Book 5 (DHS5).** Each sheet in this book provides a progressive way of teaching alphabet joins. It teaches the exit stroke from each letter of the alphabet (from the bottom,

from left-to-right or from the top). Children practise going from this exit stroke to one of three start points in the next letter: at the top, 'curly c' or left-to-right. This book trains the hand to form joins between letters, leading to an efficient and mature joined-up handwriting style which joins all-through-the-word. Suitable for any age group where development of joined handwriting is required, but usually first used in Year1.

<https://www.syntheticphonics.net/uploads/DHS5%20PS.pdf>

Marlynne Grant and Jackie Day