

Sound Discovery®

Starting Strong in Reception

What and When to teach: each week for YR and Y1

Sound Discovery Progression (see Rapid Phonics Wallcharts and/or desk mats)

- **Step 1 alphabet**
- **Step 2 digraphs**
- **Step 3 main alternative spellings.**
- The progression also deals with more complex and polysyllabic words:
 - **Step 4 morphology**
 - **Steps 5 and 6 syllable types**
 - **Step 7 special endings deal with as ‘chunks’**

Initial Alphabetic Code: the alphabet (See Initial Code wallchart/desk mat)

Step 1 s a t p i n
 c e h r m d
 g o u l f b
 j v w z y
 k q u x (‘odd bunch’)

Also teach that double consonants are pronounced once (as in ck, ff, ll, ss, zz)

Step 1.1	cvc	cat, bus
Step 1.2	cvc/cvc	sunset, laptop
Step 1.3	cvcc	tent, mist
Step 1.4	ccvc	pram, stop
Step 1.5	ccvcc+	stamp,scram, strand, prompt (cccvc, cccvcc, ccvccc)

Also extend to 2 syllable words through Extension Snappy Lesson® Plans

Initial Alphabetic Code: the digraphs (See Initial Code wallchart/desk mat)

Step 2 consonant digraphs	sh ch th ng
‘long’ vowel digraphs	ai ee ie oa ue
r-controlled vowel digraphs	ar er or
‘left over’ vowel digraphs	oi ou oo/oo
	air

Advanced Alphabetic Code – main alternative spellings

(See Rapid Phonics Advanced Code wallchart/desk mat)

Step 3A.1	Sound /i/ written as i and y
Step 3A.2	Sound /ai/ written as ai, a-e, ay, ey, a
Step 3A.3	Sound /ee/ written as ee, ea, e, e-e, y, ie
Step 3A.4	Sound /ie/ written as ie, i-e, igh, y, i
Step 3A.5	Sound /oa/ written as oa, o-e, o, ow, ou
Step 3A.6	Sound /ue/ written as ue, u-e, u, ew
Step 3A.7	Sound /ar/ written as ar, a
Step 3A.8	Sound /er/ written er, ur, ir
Step 3A.9	Sound /or/ written as or, au, aw, al
Step 3A.10	Sound /oi/ written as oi, oy
Step 3A.11	Sound /ou/ written ou, ow
Step 3A.12	Sound /oo/ written as oo, oul, u
Step 3A.13	Sound /oo/ written as oo, ue, ew, u-e, ou, o
Step 3A.14	Sound /e/ written as e, ea, ai, ie
Step 3A.15	Sound /u/ written as u, ou, o-e, o
Step 3B.1	Sound /c/ written as c, k, ck, ch
Step 2B.2	Sound /j/ written as j, g (e, i, y), ge, dge
Step 3B.3	Sound /ch/ written as ch, tch
Step 3B.4	Sound /ng + k/ written as nk
Step 3B.5	Sound /s/ written as s, ss, c (e, i, y), ce, se
Step 3B.6	Sound /w/ written as w, wh Sound /sh/ written sh, ch
Step 3B.7	Sound /f/ written as f, ff, ph, gh

Reception:

Aim to teach all 40+ grapheme-phoneme correspondences of the Initial Alphabetic Code by Christmas. Teach how to apply this knowledge to reading and writing of words and sentences. By Christmas, there are 5 groups of alphabet letter-sounds to be taught, at the rate of one group per week and 2 weeks of developing alphabet adjacent consonants. Then 4 groups of digraph letter-sounds. Continue to teach, consolidate and review for remainder of Reception.

Assess as appropriate at half term point in autumn, in January and at subsequent half-termly or termly points. Weekly teaching objectives mean that teachers know what has been taught at any time. Programme related sound and word assessments are therefore possible whenever required.

Summer Term before Reception school entry

Parents' meetings to explain programme and the wonderful opportunity offered to all children, the expectation that teaching the programme will ensure success for all children, the importance of school attendance every day, role of school in supporting struggling children, how best to help at home, the effectiveness of practice at home and the value of school and home working together. (N.B. We never rely on/take for granted home support. If not forthcoming, even after prompts and encouragement, we ensure extra school support. Poor home support is not an excuse for failure).

Reception Autumn Term

- **Baseline assessment** of all children with Sound Discovery® sound and word assessments with Sound Discovery® code knowledge and standardised reading and spelling assessments completed before SSP lessons begin.

Week 1: **s a t p i n**

- Through the Snappy Lesson, teach a letter-sound group per week. Suggest a rate of two per day with two days for review lessons, per week. Use Big Book of Snappy Lesson® Plans at **Step 1**. Decodable words for reading and spelling/writing at cvc level.
- In class through the day: consolidate and practise using decodable texts, structured writing activities and letter formation activities.
- In class through the day: review and practise letter-sound correspondences, oral blending and segmenting activities, reading and spelling of words and sky writing of letters.
- Each new letter added cumulatively to front of class with tramlines and starter dot for children to draw within with pointed finger and talk through letter formation to reinforce formation in correct direction, starting and finishing in the right place.
- Very useful resources to support teaching are the Rapid Phonics Wallcharts/ Desk Mats and the Sound Discovery® Snappy Lesson® Videos which are ideal for reinforcing class teaching, catch-up and home schooling. There is a separate video lesson for every GPC taught with application to reading, writing and letter formation, e-stories and e-booklets.
- Story reading and sharing.
- For home: cumulatively each day send home photocopiable resources: sound cards, A4 Resources sheets for each lesson, handwriting sheets for each letter and decodable texts. Make up a cumulative 'sounds book'. Quality book for parents to read aloud and talk about with their children for pleasure and vocabulary development.
- From beginning, watch out for slow-to-start children and give extra practice
 - Light-touch checking of code knowledge and tests for oral blending and segmenting in Sound Discovery® Manual, can support teacher assessments.
 - Identify late-entries and absentees who have missed lessons and ensure they are fast-tracked to keep up with peers

Week 2: **c e h r m d** Teach as above

- Introduce Tricky Words 'the' and 'I' from grid at end of Resource Materials Pack for **Step 1**.

Week 3: **g o u l f b** Teach as above

- Introduce Tricky Words 'he' and 'to' from grid at end of Resource Materials Pack

Assessment: identify pupils who are in danger of falling behind in the third week of school

Week 4: j v w z y

- Teach as above at rate of one or two per day with two review lessons
- Introduce Tricky Word 'go'

Week 5: k (ck optional) qu x

- Teach as above at rate of one per day with two review lessons and two optional, extra ck lessons
- Introduce Tricky Words 'we', 'was', 'you'

Weeks 6 and 7: All alphabet letters

- Teach that double consonants are pronounced once, e.g. ff, ss. Extend from cvc to four phoneme words, cvcc first then ccvc. Cvc/cvc and five phoneme words are optional but may be possible with some children. Use Big Book of Snappy Lesson® Plans at **Step 1**. More than 23 Snappy Lesson Plans are available for adjacent consonants, some for now but others for a later date and for children who continue to need extra practice. These two weeks can provide consolidation of alphabet letter-sound correspondences and development of auditory short term sequential memory. After two weeks move on with everyone, so that all can experience teaching of the full initial code, including digraphs by Christmas, even if some children will continue to need extra teaching and practice at alphabet level in addition to their whole class lessons.
- Decodable texts found in Rapid Phonics decodable readers, Snappy Lesson® Videos' printable booklets, Fold-It Books 1 and 2, Sound Discovery® Texts.

Week 8: consonant digraphs: sh ch th th ng

- Teach as above through the Snappy Lesson® plans. Teach each consonant digraph at cvc level first and consolidate with the cvc Review Lesson. Use Big Book of Snappy Lesson® Plans at **Step 2**. Extend to four phonemes where possible. Each consonant digraph lesson extends to another lesson at cvc+ level. Consonant digraphs are usually the easiest of the digraphs for children to learn. There are 3 Review lessons at cvc+ level.
- Introduce Tricky Words 'of', 'she', 'be', 'do' from grid at end of Resource Materials Pack for **Step 2**.
- The writing of each digraph is taught as a joined unit thus reinforcing that it represents one sound. For joining, go from the exit stroke/finishing point of the first letter to the start point of the second letter. SD Handwriting sheets are available for digraphs and trigraphs.
- Decodable texts are found in Rapid Phonics decodable readers, Snappy Lesson® Videos' printable booklets, Sound Discovery Fold-It Books 2, King Wizzit Storybooks along with structured writing activities and Sound Discovery® Texts.

Weeks 9 and 10: 'long' vowel digraphs: ai ee ie oa ue

- Teach as above at cvc level first and then extend to four phonemes where possible. Use Big Book of Snappy Lesson Plans at **Step 2**.
- Introduce Tricky Words 'are', 'me', 'my', 'there'.

Week 11: 'r' controlled vowel digraphs: ar er or

- Teach as above at cvc level first and then extend to four phonemes where possible. Use Big Book of Snappy Lesson® Plans at **Step 2**.
- Introduce Tricky Words 'comes', 'into'.

Week 12/13: 'left over' vowel digraphs: Oi Ou Oo Oo; trigraph: air

- Teach as above at cvc level first and then extend to four phonemes where possible. Use Big Book of Snappy Lesson Plans at **Step 2**.
- Introduce Tricky Words: 'come', 'do', 'have', 'school'.

Week 14: Review and consolidate prior learning.

Assess at half-term points as advised.

January of Reception – Assess all Reception children with simple standardised reading and spelling tests. Assess children's alphabetic knowledge for reading and writing-down-from-dictation – record on Sound Discovery® Record of Code Knowledge (p 17 Manual). Identify 'strugglers' – research has found about 5-9% of cohort. Start light-touch keep-up groups (during registration) for 15-20 mins, (using mini Snappy Lessons with fewer exemplars in each activity to fit the time available) at least three times per week with Nursery Nurse/experienced member of staff, but preferably daily. All children can still attend whole class phonics sessions.

Assess at half-term points as advised.

Reception Spring Term

Weeks 15-25: Review and consolidate all 40+ grapheme-phoneme correspondences using lesson plans in Big Books of Snappy Lesson® Plans at Steps 1 and 2, each of which incorporates

- training in attention and focus - with good sitting, looking and listening,
- oral blending and segmenting,
- manipulation,
- letter formation,
- good writing posture at a table, tripod pencil grip,
- reading and writing-from-dictation of words and sentences
- Tricky words for reading and spelling.

Extend to cvc/cvc, and 4 and 5 phoneme words with end consonant clusters first then beginning consonant clusters. Also reinforce, consolidate and extend Tricky Words. Ensure phonic knowledge is applied to decodable texts matched to alphabetic knowledge and to structured writing activities. Continue to develop handwriting of individual letters, learning direction of movement, start and finishing points and position relative to the line. Develop good pencil grip and posture for writing. Learn and practise digraphs as joined units. Sound Discovery® Developmental Handwriting Series available for handwriting sheets. For reading and writing: use Rapid Phonics decodable readers, Snappy Lesson® Videos and the accompanying e-stories and printable booklets, Fold-It Books 1 and 2 and Activity Book, King Wizzit storybooks with comprehension/activity book and Sound Discovery® Texts.

Continue to send home daily, cumulatively: sound cards, and Resource Materials Sheets (Step 1, Step 2, Step 3A and Step 3B) with decodable words and sentences for each Snappy Lesson and Tricky Words from grid at the end of the Resource Materials Packs. Make up cumulative 'Sounds Books' to take home.

Extend reading to wider books with adults reading aloud to children. Children can also read wider books with an adult. As children come across alternative spellings in their reading and writing activities, start to directly teach the more frequently occurring alternative vowel and consonant spellings at Step 3. Use Classic Snappy Lesson Plans at Step 3A (vowels) and Step 3B (consonants).

Teach one or two spelling alternatives per day. Here are some of the more frequently occurring:

- Three main ways of spelling /ai/: <ai> as in rain, <ay> as in play, <a-e> split digraph as in gate;
- <ck> as in back
- All 5 split digraphs <a-e>, <e-e>, <i-e>, <o-e>, <u-e>
- Single vowels a, e, i, o, u as 'long-vowel' sounds /ai/, /ee/, /ie/, /oa/ /ue/ (if the /a/ sound does not work try /ai/, if the /e/ sound does not work try /ee/ etc.) This would help with words like 'paper', 'he', 'we', 'she', 'me', 'wild', 'child', 'tiger', 'I', 'no', 'so', 'music', 'tuna' as children will be coming across these types of words in their reading books in Reception and they should not be learning such words as visual wholes by sight.
- The 3 sounds of letter <y>: vowel /i/ (myth) or vowel /ee/ (happy), vowel /ie/ (sky), consonant /y/ (yes). Also that 'shy i' does not like to be at the end of words and 'toughy y' takes its place.
- Two main ways of spelling /oi/: <oi> as in boil, <oy> as in boy.

'Strugglers': Regularly assess code knowledge of all children using sound cards or sound sheets from Sound Discovery® Manual and record in Record of Code Knowledge on p17 of Manual. Start using Sound Discovery® Placement tests along with simple standardised reading and spelling tests to identify 'strugglers' who are not blending to read or segmenting to spell. Continue with small keep-up groups giving extra teaching and practice using same materials as whole class teaching.

Use Rapid Phonics decodable readers for extra decoding practice: 18 books at Step 1 (alphabet), 16 books at Step 2 (digraphs), 15 books at Step 3A (alternative vowel spellings) and 6 books at Step 3B (alternative consonant spellings).

Reception Summer Term

Weeks 26-35: As above, continue to review, teach and apply to reading and writing. Continue to extend to more complex word structures (e.g. ccvcc, cccvc, cccvcc, ccvccc and 2 syllable words). Follow a modelled approach to writing with children and ensure they have chances to do extended writing, when supported by this structured approach. A Modelled Approach to Writing is explained in the Sound Discovery® Manual, pages 11-12.

As above, continue to assess all children to identify 'strugglers' and gaps in code learning, using SD programme assessments. Use small group teaching to ensure children keep-up or catch-up as required. Occasional use of individual teaching may be necessary. There are plenty of lesson plans to provide the additional practice children need to consolidate learning and that children with severe literacy difficulties need. Sound Discovery® Words and Sentences Book, Part 1 provides additional banks of words and sentences for extra reading and spelling practice at Steps 1, 2 and 3.

Develop reading fluency using the Sound Discovery® Precision Monitoring Books.
Provide incentives for children to read widely and enjoy their reading.

End of Reception Year assessment for all children: Sound Discovery® Code Knowledge plus standardised reading and spelling tests.

Year 1: Teach each alternative spelling in the Advanced Code to meet the expectations of the Phonics Screening Check by the time children take this check in June. Also continue to extend to more complex word structures and 2 syllable words. Teach directly each new spelling alternative through the Snappy Lesson® using the Classic Snappy Lesson® Books at Step 3A (vowels) and Step 3B

(consonants). Use the Column Sort Lessons in the Big Books of Snappy Lesson® Plans at Step 3A and Step 3B to review sounds and spellings and help children make the correct spelling choices. As above, teach how to apply this knowledge to reading and writing-from-dictation of words and sentences. Maintain a good pace of teaching. Apply new learning to decodable texts and to structured writing activities. Rapid Phonics Wallcharts and photocopiable desk mats for the Initial/Basic Alphabetic Code and the Advanced Alphabetic Code provide an overview and the order of teaching of each grapheme-phoneme correspondence. They give exemplar words. They support both formal and incidental teaching and learning. They provide a framework for dealing with less frequently occurring spelling alternatives.

Year 1 Autumn Term

Assess at half-term points as advised.

Week 1: Sound /i/ written as i and y, Sound /ai/ written as ai, a-e, ay, ey, a

- Teach at rate of two new alternative spellings per day using Classic Snappy Lesson® Plans. Review and help children to make correct spelling choices using Column Sort Lessons from Big Book of Snappy Lesson® Plans at Step 3A.
- In class through the day: consolidate and practise using decodable texts, structured writing activities and letter formation activities.
- Sound Discovery® decodables at Step 3 are found in Phoneme Spotter Stories, Precision Monitoring and Speed Reads and in Rapid Phonics decodable readers at Step 3.
- In class through the day: review and practise letter-sound correspondences; blending and segmenting activities.
- Story reading and sharing.
- For home: cumulatively each day send home photocopiable resources: sound cards, A4 Resources sheet for each lesson from Resource Materials Packs, handwriting sheets, where appropriate, and decodable texts. Make up a cumulative 'sounds book', with alternative spelling choices. Book for parents to read aloud and share with children for pleasure and vocabulary development.
- Continue to assess all children to identify 'strugglers' and gaps in code learning. Use small group teaching to ensure children keep-up or catch-up as required. Aim to keep all children in whole class phonics teaching sessions. Individual teaching may occasionally be necessary. There are plenty of lesson plans to provide the additional practice children need to consolidate learning and that children with severe literacy difficulties need. Sound Discovery® Words and Sentences Book, Part 1 provides additional banks of words and sentences for extra reading and spelling practice at Steps 1, 2 and 3.

Week 2: Sound /ee/ written as ee, ea, e, e-e, y, ie

- As above.

Week 3: Sound /ie/ written as ie, i-e, igh, y, i

- As above.

Week 4: Sound /oa/ written as oa, o-e, o, ow, ou

- As above.

Week 5: Sound /ue/ written as ue, u-e, u, ew

- As above

Week 6: Review alternative spellings to date

- Use Column Sort Lessons and decodable reading and structured writing activities.

Week 7: Sound /ar/ written as ar, a; Sound /er/ written er, ur, ir

- As above.

Week 8: Sound /or/ written as or, au, aw, al

- As above

Week 9: Sound /oi/ written as oi, oy; Sound /ou/ written ou, ow

- As above.

Week 10: Sound /oo/ written as oo, oul, u

- As above.

Week 11: Sound /oo/ written as oo, ue, ew, u-e, ou, o

- As above.

Week 12: Sound /e/ written as e, ea, ai, ie

- As above.

Week 13: Sound /u/ written as u, ou, o-e, o

- As above.

Week 14: Review alternative spellings to date

- Use Column Sort Lessons and decodable reading and structured writing activities.

Year 1 Spring Term

Assess at half-term points as advised.

Week 15: Sound /c/ written as c, k, ck, ch

- As above using Classic Snappy Lesson® Plans at Step 3B. Review and help children to make correct spelling choices using Column Sort Lessons from Big Book of Snappy Lesson® Plans at Step 3B.

Week 16: Sound /j/ written as j, g (e, i, y), ge, dge

- As above.

Week 17: Sound /ch/ written as ch, tch; Sound /ng + k/ written as nk

- As above.

Week 18: Sound /s/ written as s, ss, c (e, i, y), ce, se

- As above.

Week 19: Review alternative consonant spellings to date

- Use Column Sort Lessons and decodable reading and structured writing activities.

Week 20: Sound /w/ written as w, wh; Sound /sh/ written sh, ch

- As above.

Week 21: Sound /f/ written as f, ff, ph, gh

- As above.

Week 22: Review alternative consonant spellings to date

- Use Column Sort Lessons and decodable reading and structured writing activities.

Week 23-25: Assess Code Knowledge and phonics skills of all children using:

- Reading of sound cards
- Writing of sounds from dictation,
- Standardised reading and spelling tests;
- Sound Discovery Placement Tests at Steps 1 and 2 and particularly at Steps 3A and 3B.

Based on these assessments, review alternative vowel and consonant spellings to date and aim to fill any gaps in learning.

- Use Snappy Lesson® Plans as required at Steps 1 and 2; Classic Snappy Lessons and Column Sort Lessons at Step 3 as required; decodable readers and structured writing activities, as required.

Year 1 Summer Term

Assess at half-term points as advised.

Weeks 26-32: As above, continue to review, teach and apply to reading and writing. Continue to use Big Books of Snappy Lesson® Plans including Step 1.5 and the specified Extension lessons, and the Words and Sentences books to extend to complex word structures and to two syllable words. Follow a modelled approach to writing with children and ensure they have chances to do extended writing, when supported by this structured approach. A Modelled Approach to Writing is explained in the Sound Discovery Manual, pages 11-12.

Throughout the year, follow the programmes of study set out in the National Curriculum for word reading, comprehension, spelling, handwriting, compositional writing, vocabulary, grammar and punctuation (pages 10 – 15, National Curriculum in England: English programmes of study, 2014)

Continue to assess all children to identify ‘strugglers’ and gaps in code learning. Use small group teaching to ensure children keep-up or catch-up as required. Occasional use of individual teaching may be necessary. There are plenty of lesson plans to provide the additional practice children need to consolidate learning and that children with severe literacy difficulties need. Sound Discovery® Words and Sentences Book, Part 1 provides additional banks of words and sentences for extra reading and spelling practice at Steps 1, 2 and 3.

Develop reading fluency using the Sound Discovery® Precision Monitoring Books, 1, 2 and 3.

Provide incentives for children to read widely and enjoy their reading.

Just before the Phonics Screening Check ensure that children have some practice with the check format. Explain that some words will be pseudo/nonsense words and how to identify these. Make sure that children and parents are confident and that any anxiety is minimised. Reassure them that all words can be read with the letter-sound correspondences they have been taught. Stress the value of the check as an assessment tool.

Year 2:

Provide small catch-up groups for those pupils who did not meet national standard for the phonics screening check. At the beginning of Year 2 check all pupils can read all common graphemes taught at Step 3 and write sounds from dictation, with main alternative spellings. Follow the programmes of study set out in the National Curriculum for word reading, comprehension, spelling, handwriting, compositional writing, and vocabulary, grammar and punctuation for writing. (pp 16-22, National Curriculum in England: English programmes of study, 2014).

- Sound Discovery® and its resources can provide support for meeting expectations of these programmes of study for mainstream and the lowest 20%

- Sound Discovery® provides highly structured support for children who struggle and for the lowest 20% of children who need extra teaching and practice in small groups and more rarely individually.
- The teaching progression progresses beyond the requirements for Reception and Year 1 where the following were covered:
 - **Step 1 alphabet**
 - **Step 2 digraphs**
 - **Step 3 main alternative spellings.**
- The progression also deals with more complex and polysyllabic words:
 - **Step 4 morphology**
 - **Steps 5 and 6 syllable types**
 - **Step 7 special endings deal with as ‘chunks’**
- The programme also provides support for developing reading fluency using precision monitoring and compositional writing using a modelled approach.
- There are resources to give pupils practice in reading more complex texts. These aim to develop vocabulary and comprehension, e.g. Phoneme Spotter Stories, Precision Monitoring Books and Speed Reads.
- The Sound Discovery® Words and Sentences books, Part 1 and Part 2 provide hundreds of words and sentences at each step of the programme. This bank of words and sentences becomes particularly valuable for spelling.
- Tricky Words are taught throughout all the 7 Steps of the programme.
- The Developmental Handwriting programme teaches everything you need to know about good letter formation and starting to learn good joined handwriting. Good instruction, as provided by the programme, is key to developing an efficient and mature joined handwriting style.
- Sound Discovery® Placement tests are available for all 7 Steps of the programme. They can be used throughout Key Stages 1 and 2 to ensure that children who continue to struggle (including the lowest 20%) can continue to be identified. The Placement Tests are:
 - Quick and easy to administer
 - Yield vital information about phonic knowledge and skills for the Initial and the Advanced Alphabetic Codes
 - Provide a start point for the programme
 - Highlight gaps and difficulties.

Years 3-6: Follow the programmes of study set out in the National Curriculum for English.

- See above for the support which Sound Discovery® and its resources can provide.