

## **Useful websites and leaflets for more information**

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[www.nationalliteracytrust.org.uk/  
familyreading/parents](http://www.nationalliteracytrust.org.uk/familyreading/parents)

Includes information about how to make reading and writing fun for you and all your family. It promotes their campaign to make 'every home a reading home'.

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

Includes top tips for supporting your child's reading, games and activities and e-books to read together.

[www.topmarks.co.uk](http://www.topmarks.co.uk)

Lots of brilliant phonics games for children to play on the computer.



If you have any questions or queries about Sounds-Write or Phonics, please contact Miss Whitnell, the Phonics Intervention Teacher, or ask your child's Class Teacher who will be happy to help you.



## **Phonics Home Learning Guidance Sounds-Write: Extended Code**



**We Are All Special Here**

This leaflet summarises, for your information, the Sounds-Write Phonics Programme of Learning that your child is currently working on.

# Reading with your child

## What is Extended Code?

Extended Code introduces the concept of same sound words. There are many digraphs that have different letter combinations but make the same sound.

**Sounds~Write™ Extended Code :** ai, ay, a-e, ee, ea, oe, o-e, oa, ow, ue, ew, u-e, ie, igh, i-e, oi and oy

Digraphs are two letters that make one sound. There are also split digraphs, in which a constant is placed in the middle of the digraph. When working on Extended Code we still focus on sounds, rather than letter names.

If you are not sure which sounds we are teaching, simply refer to the key below:

/ai/ as in 'rain', /ay/ as in 'play', /a-e/ as in 'cake' and /ea/ as in 'break'.

/ee/ as in 'tree' and /ea/ as in 'tea'.

/oe/ as in 'toe', /o-e/ as in 'bone', /oa/ as in 'boat' and /ow/ as in 'blow'.

/ue/ as in 'cue', /ew/ as in 'new' and /u-e/ as in 'tune'.

/ie/ as in 'tie', /igh/ as in 'high' and /i-e/ as in 'five'.

/oi/ as in 'boil' and /oy/ as in 'joy'.

## What are we trying to teach?

We want your child to learn that letters are symbols for sounds, so that when they see the letters <r> <ai> <n>, they say and hear

/r/ /ai/ /n/ 'rain'.

We will be working on building and blending three and four-sound words such as bone, blew and float etc. Your child needs to **say the sounds** and **listen** to hear what the word is.

Drawing sound buttons (dots for phonemes, straight line for digraphs and a curved line for split digraphs) to represent the sounds can also help your child to recognise digraphs within a word.

cake

sound

read

night

see

smile

## What can you do when reading a book with your child?

When sharing a book with your child, ask them to look for and point to Extended Code sounds they know. When faced with an unknown word, encourage your child to **say the sounds and read the word** on each page.

Also, do all the things you would normally do when sharing favourite stories or books with your child; such as talking about the pictures, discussing the characters, predicting what is going to happen next, and so on.

Whenever you come to a three or four-sound word, which is made up of sounds your child has already come across, ask them to have a go by **saying the sounds and listening** for the word.

You can best support your child by giving them as much practice as you can.

