

**In Woodlands, we have begun implementing the Sound Reading System (SRS) to teach children to read and spell. This programme takes a different approach to the programmes used by other schools, so it might be different to how older siblings or friends learned to read. Last session, we used this approach in P1—P4 and in P6. This session, we continue to train our staff in this approach and it will now be rolled out to all classes throughout session 2022/23.**

### **A little about how the programme works**

- The English language has more than 40 spoken sounds but only 26 letters in the alphabet.
- We refer to the sounds in words and break words into sounds e.g. cat has 3 sounds, c-a-t. We use sound lines to represent each sound so would prompt the word cat like this:          We would then ask the child to write one sound on each line.
- Letters are combined to represent sounds that do not have an alphabet symbol, e.g. 'sh' in ship or 'th' in then or 'aw' in saw
- We use sound lines as prompts to help the child consider how many sounds are in a new or unusual word, supporting them with words and stories.
- There are more than 170 different common spellings or letter combinations for the 40+ sounds. This means that **most sounds have many spellings**, e.g. day, train, gate, table, eight, they
- We will teach all of the spellings for each sound in order from simple to complex. Everything is logical, and nothing is missed out!

### **How you can support at home**

As this is a new approach to many parents, we will share information with you through Seesaw, videos and leaflets. As Covid-19 restrictions are lifted we will now organise parent workshops throughout the session. This will allow us to demonstrate the learning, and enable you to support your learners at home.

In the meantime:

- Your child will continue to bring books home from school, listen to and encourage your child to read to you.
- We are looking for fluency to build up confidence and to make reading an enjoyable pass-time, books from school should allow fluency.
- If your teacher has shared which spelling the class are working on, look for that spelling within the text of the book, talking about various ways of spelling the sound.
- Try to use clear speech sounds e.g. say c-a-t, not cuh-ah-tuh.
- If your child is writing words and stories, please encourage them to use the correct letter formation as this will save relearning these later on.



## We use the Sound Reading System (SRS)

### Why do we use SRS?

**SRS is logical.** Everything is explained to children. There are no “silent” letters, “tricky words” or rules to learn.

**SRS develops key skills through hearing, seeing and doing,** without needing to rely on other memory tricks.

**SRS teaches children to read and spell accurately.**

**SRS has been adapted for this part of Scotland** and is easily adapted to other accents.

**SRS is rated “remarkable”\* as an intervention for dyslexia.** It supports all children to become fluent readers.

You can read more about the programme here:

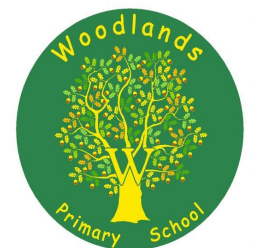
<https://soundreadingsystem.co.uk/>

\*source

<http://www.interventionsforliteracy.org.uk/home/interventions/list-view/sound-reading-system/>



# How we teach reading in Woodlands Primary School



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