

KINGSCOURT / MCGRAW-HILL

SOUNDS GREAT!

&

The National Literacy Strategy

Correlation of Reception NLS Objectives
(Word-level, Sentence-level and Text-level Work)
to *Sounds Great!*

LITERACY
LINKS
PLUS

Correlation of
Year 1 NLS to
Sounds Great Two!
also available

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Selected activities have been listed for each term to help teachers match *Sounds Great!* with the term-by-term requirements of the NLS framework. However, all activities in *Sounds Great!* are flexible enough to be used throughout the year and provide continual support for your Literacy Hour.

Introduction

Why is Sounds Great! a significant resource for the Literacy Hour?

Sounds Great! is an interactive resource for early literacy learning. With its special focus on **phonics**, it helps teachers to ensure that beginning readers develop **key skills** for success in reading and writing. The programme is designed for Reception Year, and supports Early Learning Goals and NLS objectives.

Each CD-ROM comprises five titles*, each focusing on a target letter. Each title begins with a story, which is followed by a carefully structured sequence of activities.

Sounds Great! also includes a special **Assessment Disk** that provides a quiz for each title. Children's results are recorded automatically.

Each of the five titles on a CD-ROM has its own teacher support material, comprising:

- an **overview** of the CD-ROM story and activities
- **lesson suggestions and teaching ideas** including word-level, sentence-level and text-level work
- several **copy masters** for whole-class, small-group and independent work or for assessment.

*Disk 3 comprises 6 titles.

Sounds Great! *has been designed to develop:*

- **phonemic awareness**
- knowledge of **letter–sound relationships** (phonics)
- knowledge of **letter names** and **letter shapes**
- skill in identifying **rhyme** and building **word families**
- skill in using **analogy** to construct new words from known onsets and rimes
- **word-building** and **decoding** skills, including **segmentation** and **blending** of sounds and the letters that represent them
- the ability to **write** simple regular words and make phonetically plausible attempts at more complex words
- **key concepts about print**
- knowledge of **high-frequency words**
- understanding of **sentence structure**.



How are the Correlation Charts organised?

The following charts show how *Sounds Great!* provides comprehensive support for NLS Reception Objectives for:

- **Word-level Work**
- **Sentence-level Work**
- **Text-level Work**

Listening and Speaking are interwoven throughout the entire programme; both through audio support and discussion during work at the computer, and through a range of suggested follow-up classroom activities focused on discussion, role-play, oral retellings, interviews and so on.

The following icons are used throughout the correlations:

- The CD icon () indicates an interactive activity on the CD-ROM.
- The pencil icon () indicates written activities supported by Copy Masters and designed to be completed after children have worked at the computer.

Reception

High-frequency words in each title:

Adam Ant: I, am, like
Bee and Us: the, is, on
Cat and Cow: and, get, cat, go, for, look
Dogs: you, like, this, big, dog, my
Ed the Egg: the, gets, of, he, is, a
Fun for Us: my, is, up
Funny Foxes: are, all
Greedy Goats: like, go, away, you
Happy Hippos: the, are, a, in
Isobel's Igloo: is, an, it, a, said
Janet Jumps: likes, it
King Kevin: this, is, in
Lion's Limousine: likes, and, all, go
Messy Mud: is, on, my, a
Nibble Nibble: cat's, are, in, the, see, they, go
Ollie's Odd Socks: the, of, he, on, gets, and
Pop, Poppity, Pop!: is, a, dad, the
Quiet for the Queen: is, the
Rain: likes, the
Sam: likes, to, in, the
Tommy Tadpole: is, to, a, you
Val and Velma: and, are, they, on
Washing Winnie: is, to, play, we, away
Yetta Yak: is, a, likes
Going to the Zoo: my, I, the, see, like
I See: I, see, a, on, in, and

SKILLS OVERVIEW

Ss	SAM • letters "Ss" and sound /s/ • final /n/ and /t/	• short vowels /u/ and /i/ • rimes <i>-un, -it, -at, -ad</i>	• building words <i>s-u-n, s-i-t</i> • high-frequency words*: <i>like(s), go(ing), to, the</i>
Mm	MESSY MUD • letters "Mm" and sound /m/ • final /p/ and /g/	• short vowels /o/ and /u/ • rimes <i>-op, -ug, -at, -ud</i>	• building words <i>m-o-p, m-u-g</i> • high-frequency words: <i>is, on, my, a</i>
Tt	TOMMY TADPOLE • letters "Tt" and sound /t/ • final /n/ and /p/	• short vowels /e/ and /i/ • rimes <i>-en, -ip, -ap, -ug</i>	• building words <i>t-e-n, t-i-p</i> • high-frequency words: <i>be, is, you, a, to</i>
Nn	NIBBLE NIBBLE • letters "Nn" and sound /n/ • final /t/	• short vowels /e/ and /u/ • rimes <i>-et, -ut, -od, -ag, -ap</i>	• building words <i>n-e-t, n-u-t</i> • high-frequency words: <i>see, some, nice, the, go, are, they, cat, no</i>
Dd	DOGS • letters "Dd" and sound /d/ • final /g/ and /d/	• short vowels /o/ and /a/ • rimes <i>-og, -ad, -ot, -en, -id</i>	• building words <i>d-o-g, d-a-d</i> • high-frequency words: <i>do, you, like, this, dog, big, my</i>
Ww	WASHING WINNIE • letters "Ww" and sound /w/ • final /g/ and /n/	• short vowels /a/ and /i/ • rimes <i>-ag, -in, -ig, -et</i>	• building words <i>w-a-g, w-i-n</i> • high-frequency words: <i>want, we, is, away, play, to</i>
Pp	POP, POPPITY, POP! • letters "Pp" and sound /p/ • final /t/ and /n/	• short vowels /a/ and /e/ • rimes <i>-at, -en, -ot, -et, -op</i>	• building words <i>p-a-t, p-e-n</i> • high-frequency words: <i>is, into, a, the, dad</i>
Ff	FUNNY FOXES • letters "Ff" and sound /f/ • final /n/ and /x/	• short vowels /a/ and /i/ • rimes <i>-an, -ix, -og, -at, -un</i>	• building words <i>f-a-n, f-i-x</i> • high-frequency words: <i>here, are, funny, they, all</i>
Rr	RAIN • letters "Rr" and sound /r/ • final /d/ and /g/	• short vowels /e/ and /u/ • rimes <i>-ed, -ug, -at, -an</i>	• building words <i>r-e-d, r-u-g</i> • high-frequency words: <i>likes, the</i>
Bb	BEE AND US • letters "Bb" and sound /b/ • final /g/	• short vowels /i/ and /u/ • rimes <i>-ig, -ug, -at, -in</i>	• building words <i>b-i-g, b-u-g</i> • high-frequency words: <i>the, is, on</i>
Ll	LION'S LIMOUSINE • letters "Ll" and sound /l/ • final /d/ and /g/	• short vowels /i/ and /o/ • rimes <i>-id, -og, -ap, -et</i>	• building words <i>l-i-d, l-o-g</i> • high-frequency words: <i>so, does, and, go, they, all</i>
Hh	HAPPY HIPPOS • letters "Hh" and sound /h/ • final /p/ and /t/	• short vowels /o/ and /a/ • rimes <i>-at, -op, -ug, -ip</i>	• building words <i>h-o-p, h-a-t</i> • high-frequency words: <i>some, the, are, a, in, is</i>

* This list refers only to the high-frequency words used in the story.

Cc	CAT AND COW • letters "Cc" and sound /c/ (hard c) • final /p/ and /t/	• short vowel /a/ • rimes <i>-ap, -at, -ot, -ut, -an</i>	• building words <i>c-a-p, c-a-t</i> • high-frequency words: <i>and, look, says, for, go, cat, get</i>
Jj	JANET JUMPS • letters "Jj" and sound /j/ • final /t/ and /g/	• short vowels /e/ and /u/ • rimes <i>-et, -ug, -am, -og</i>	• building words <i>j-e-t, j-u-g</i> • high-frequency words: <i>likes, her, in, it</i>
Kk	KING KEVIN • letters "Kk" and sound /k/ • final /n/ and /d/	• short vowels /e/ and /i/ • rimes <i>-en, -id, -it</i>	• building words <i>K-e-n, k-i-d</i> • high-frequency words: <i>this, is, with, his, in</i>
Gg	GREEDY GOATS • letters "Gg" and sound /g/ • final /t/ and /p/	• short vowels /e/ and /a/ • rimes <i>-et, -ap, -ot, -ag</i>	• building words <i>g-e-t, g-a-p</i> • high-frequency words: <i>like, you, away</i>
Vv	VAL AND VELMA • letters "Vv" and sound /v/ • final /t/ and /n/	• short vowels /e/ and /a/ • rimes <i>-et, -an</i>	• building words <i>v-e-t, v-a-n</i> • high-frequency words: <i>are, they, and, on</i>
Yy	YETTA YAK • letters "Yy" and sound /y/ • final /p/ and /t/	• short vowels /a/ and /o/ • rimes <i>-ap, -et, -um</i>	• building words <i>y-a-p, y-e-t</i> • high-frequency words: <i>she, likes, yellow, is, are, a</i>
Zz	GOING TO THE ZOO • letters "Zz" and sound /z/ • final /p/	• short vowels /i/ and /a/ • rimes <i>-ip, -ap</i>	• building words <i>z-i-p, z-a-p</i> • high-frequency words: <i>the, I, see, up, go, a, to</i>
Qq	QUIET FOR THE QUEEN • letters "Qq" and sound /qu/ • final /t/	• short vowels /i/ and /a/ • rimes <i>-it, -ack</i>	• high-frequency words: <i>the, is, says</i>
Aa, Ee, Ii, Oo, Uu	I SEE (Vowel names, review of short vowels in medial position) • letters <i>Aa, Ee, Ii, Oo, Uu</i> and short vowel sounds • medial /a/, /e/, /i/, /o/, /u/ in CVC words • high-frequency words: <i>a, in, on, I, and, see</i>		

Beyond initial consonants

As they work with the *Sounds Great!* activities, children explore the use of consonants in the final position in words. They first encounter vowels in CVC words. This builds a foundation for subsequent work with vowels.

NLS Reception Level Objectives	On-screen and Copy Master Activities in <i>Sounds Great!</i>
hearing and identifying initial sounds in words	<ul style="list-style-type: none"> ⦿ Activity 1 / Copy Masters 2, 3, 5, 7
reading letters that represent the sounds a-z	<ul style="list-style-type: none"> ⦿ Activity 2, Activity 3, Activity 4, Activity 6 / Copy Masters 1, 2, 3, 5, 7
identifying (and writing) initial and dominant phonemes in spoken words	<ul style="list-style-type: none"> ⦿ Activity 3, Activity 4, Activity 6
identifying and writing initial and final phonemes in consonant-vowel-consonant words	<ul style="list-style-type: none"> ⦿ Activity 6
to link sounds and spelling patterns by: using knowledge of rhyme to identify families of rhyming CVC words	<ul style="list-style-type: none"> ⦿ Activity 4
read on sight the 45 high-frequency words to be taught by the end of YR (see the list above of high-frequency words in each title)	<ul style="list-style-type: none"> ⦿ Story, Activity 3, Activity 4, Activity 5, Activity 6 / Copy Master 1
recognise the critical features of words	<ul style="list-style-type: none"> ⦿ Story, Activity 3, Activity 4, Activity 5, Activity 6 / Copy Masters 2, 3, 5, 7
<p>Vocabulary extension new words from reading and shared experiences</p>	<ul style="list-style-type: none"> ⦿ Story, Activity 3, Activity 4, Activity 5, Activity 6 / Copy Masters 1, 2, 3, 5, 7

NLS Reception Level Objectives	On-screen and Copy Master Activities in <i>Sounds Great!</i>
<p>Grammatical awareness Expect written text to make sense and to check for sense if it does not</p>	<p>🎧 Story, Activity 5 / Copy Masters 1, 2, 3, 5, 7</p>
<p>use awareness of the grammar of a sentence to predict words during shared reading and when rereading familiar stories</p>	<p>🎧 Story / Copy Master 1</p>
<p>words are ordered left to right and need to be read that way to make sense</p>	<p>🎧 Story, Activity 3, Activity 5 / Copy Master 1</p>

NLS Reception Level Objectives	On-screen and Copy Master Activities in <i>Sounds Great!</i>
<p>Understanding of print recognise printed words in a variety of settings</p>	<p>🎧 Activity 1, Activity 2, Activity 4, Activity 6 / Copy Masters 1, 2, 3, 5, 7</p>
<p>understand and use correctly terms about print such as beginning, end, line, word, letter, title</p>	<p>🎧 Story, Activity 1, Activity 4, activity 6 / Copy Masters 1, 2, 3, 5, 6,</p>
<p>track the text in the right order; pointing while reading/telling a story, making one-to-one correspondences between written and spoken words</p>	<p>🎧 Story, Activity 2, Activity 3, Activity 4, Activity 5 / Copy Master 1</p>
<p>Reading Comprehension reread frequently a variety of familiar texts</p>	<p>🎧 Story / Copy Master 1</p>
<p>Writing Understanding of print through shared writing</p> <p>to understand that writing can be used for a range of purposes; e.g. to send messages, record, inform, tell stories</p> <p>to understand that writing remains constant; i.e. will always 'say' the same thing to distinguish between writing and drawing in books and in own work</p> <p>to understand how writing is formed directionally, a word at a time</p> <p>to understand how letters are formed and used to spell words</p> <p>to apply knowledge of letter-sound correspondences in helping the teacher to scribe, and rereading what the class has written</p>	<p><i>The shared writing section of the teachers' notes provided for each title contains suggestions for encouraging children to participate in meaningful shared writing related to the title.</i></p>