

KINGSCOURT / MCGRAW-HILL

SOUNDS
GREAT
TWO!

&

The National Literacy
Strategy

Correlation of Year 1 NLS Objectives
(Word-level, Sentence-level and Text-level Work)
to *Sounds Great Two!*

LITERACY
LINKS
PLUS

Correlation of
Reception NLS to
Sounds Great!
also available

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

Introduction

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

Sounds Great Two! is an interactive literacy resource with a special focus on phonics and early spelling. It helps build children's phonics and spelling skills by focusing on:

- short vowels (review)
- consonant digraphs (*ch, ck, sh, th, wh*) and blends
- common spelling patterns for long vowels.

It is designed for Year 1, and supports NLS objectives.

Sounds Great Two! builds directly on ***Sounds Great!***, which focuses on initial consonants and short vowels.

There are 26 titles in the *Sounds Great Two!* package*. Each title begins with a story, which is followed by a carefully structured sequence of activities focusing on specific letter–sound relationships and spelling patterns.

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

Each of the titles on a CD-ROM has its own teacher support material that includes:

- an **overview** of the CD-ROM story and activities
- **lesson suggestions** and **teaching ideas** for word-level work and sentence-level work
- several **copy masters** for whole-class, small-group and independent work. Many activities are similar to those suggested in the PiP materials.

- * Disks 1–4 each have five titles.
Disk 5 comprises six titles.

Sounds Great Two! consolidates and extends the skills developed in ***Sounds Great!***

These skills include:

- **phonemic awareness**
- knowledge of **letter–sound relationships** (phonics)
- listening to identify **rhyme**
- skill in using **analogy** to construct new words from known letter patterns
- **word-building** and **decoding** skills, including **segmentation** and **blending** of sounds and selection of the letters that represent those sounds
- the ability to **spell** simple phonetically regular words and make plausible attempts at more complex words, including words with initial consonant blends and long vowel sounds
- the ability to **write** simple text
- knowledge of **high-frequency words**
- understanding of **sentence structure**.



How are the Correlation Charts organised?

The following charts show how *Sounds Great Two!* provides comprehensive term-by-term support for NLS Year 1 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.

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.

Year 1

High-frequency words in each title:

The Big Brass Band: and, as, by, go, goes, is, they, we, went

Bird Lunch: and, are, but, eat, far, get, is, no, not, said, then, to, what, will, you

Blue Boots: as, be, but, had, he, said, them, they, with

Busy Bees: all, and, at, for, other, say, then, these, they, who

Charlie's Lunch: a, and, even, has, he, in, is, so, some, then, to, with

A Day to Play: a, and, away, is, it's, out, the, to, today

Dragon Smoke: a, and, have, he, it's, just, my, on, out, said, some, that, the, then

Eight Lazy Snakes: a, all, away, but, by, came, didn't, in, the, they, when

Farmyard Fun: all, and, are, the, they, too

Five Frightened Mice: and, can't, go, here, in, is, now, out, so, we, we'll, why

The Green Frog: a, an, big, but, for, in, me, on, said, the, then, went

The Grizzly Bear's Feast: a, and, he, I, I'm, is, said, the, to, what

Growing Up: a, all, and, before, by, can, in, it, it's, soon, them, they, to, you

I Like Winter: a, and, by, go, have, I, it's, like, of, off, the, to, we

Joe the Goat: all, and, he, his, is, so, the

Keith's Thick Shell: a, and, are, but, down, go, him, if, is, like, other, some, that, there, things

The Knitting Knight: a, and, away, for, I'll, is, my, said, the, this, up

Rooster on the Roof: a, all, along, and, don't, had, on, the, they, with

Snail Tale: a, along, of, on, over, to, top, up, went

Snip's Ship: a, and, any, for, go, in, me, more, my, on, said, the, they, to, two, up, went

Sounds Everywhere: a, air, and, can, comes, hear, here, I, in, the

The Space Race: and, are, at, comes, for, goes, here, in, it, it's, is, of, one, the

Splish Splash!: all, in, is, the, to

Stores: and, other, things, we









When the Moon Was Bright: a, get, he, in, my, of, out, saw, so, some, was, went, while, very

The Wind Blew: all, away, blew, day, I, I'll, it, my, so, that, the

SKILLS OVERVIEW

NOTE:

- **Long vowels:** The long vowel sounds are indicated by a letter between slashes, with a bar above it. For example, /ā/ represents the vowel sound heard in *rain*, *day* and *cake*.
- **Vowel+consonant+e spelling of a long vowel:** For long /ā/, spellings such as *-ake*, *-ane* and *-ate* are represented by the 'shorthand' form *aCe*, with the upper-case C representing a consonant. The same pattern is used to indicate *eCe*, *iCe*, *oCe* and *uCe* spellings.

	The Big Brass Band <ul style="list-style-type: none"> • initial blends (br, cr, dr, tr) 	<ul style="list-style-type: none"> • rimes -oom, -ash, -ack, -ess 	<ul style="list-style-type: none"> • building words <i>room/broom, dress, track, drum</i> • high-frequency words: <i>and, as, by, go, goes, is, they, we, went</i>
	Bird Lunch <ul style="list-style-type: none"> • introduction to r-controlled vowels (er, ir, or, ur) 	<ul style="list-style-type: none"> • rimes -ird, -irt, -irty, -urn 	<ul style="list-style-type: none"> • building words <i>bird, fern, hurt, turn, worm</i> • high-frequency words: <i>and, are, but, eat, far, get, is, no, not, said, then, to, what, will, you</i>
	Blue Boots <ul style="list-style-type: none"> • long /ū/ (various spellings: uCe, oo, ew, ue, oe) 	<ul style="list-style-type: none"> • rimes -ew, -oon, -ue 	<ul style="list-style-type: none"> • building words <i>cut/cute, boot, spoon, tub/tube</i> • high-frequency words: <i>as, be, but, had, he, said, them, they, with</i>
	Busy Bees <ul style="list-style-type: none"> • long /ē/ (various spellings: ee, eCe, ea) 	<ul style="list-style-type: none"> • rimes -eep, -each, -ees 	<ul style="list-style-type: none"> • building words <i>sweet, leaf, peach, sheep</i> • high-frequency words: <i>all, and, at, for, other, say, then, these, they, who</i>
	Charlie's Lunch <ul style="list-style-type: none"> • initial and final <i>ch</i> 	<ul style="list-style-type: none"> • rimes -ess, -ip, -unch 	<ul style="list-style-type: none"> • building words <i>lunch, chat, chip, bunch</i> • high-frequency words: <i>a, and, even, has, he, in, is, so, some, then, to, with</i>
	A Day to Play <ul style="list-style-type: none"> • pl- • long /ā/ (spelling: ay, aCe) 	<ul style="list-style-type: none"> • rimes -ace, -ate, -ay 	<ul style="list-style-type: none"> • building words <i>plum, late/plate, lay/play, lace/place</i> • high-frequency words: <i>a, and, away, is, it's, out, the, to, today</i>
	Dragon Smoke <ul style="list-style-type: none"> • sm- • long /ō/ (spelling: oCe) 	<ul style="list-style-type: none"> • rimes -ell, -ile, -oke, -ose 	<ul style="list-style-type: none"> • building words <i>mash/smash, not/note, hop/hope</i> • high-frequency words: <i>a, and, have, he, it's, just, my, on, out, said, some, that, the, then</i>
	Eight Lazy Snakes <ul style="list-style-type: none"> • long /ā/ (various spellings: ay, aCe, ai) 	<ul style="list-style-type: none"> • rimes -ain, -ake, -ame, -ay 	<ul style="list-style-type: none"> • high-frequency words: <i>a, all, away, but, by, came, didn't, in, the, they, when</i>

* These lists refer only to the high-frequency words used in the stories.



Farmyard Fun

- review of all short vowels
- rimes -at, -en, -ig, -og
- building words *black, nest, thick, frog, duck*
- high-frequency words: *all, and, are, the, they, too*



Five Frightened Mice

- long /i/ (spelling: igh, iCe, y)
- rimes -ight, -ive, -y
- building words *slid/slide, fright, hid/hide, night*
- high-frequency words: *and, can't, go, here, in, is, now, out, so, we, we'll, why*



The Green Frog

- fr-
- long /ē/ (spelling: ee)
- rimes -een, -eet, -ight, -og
- building words *frog, feet, green*
- high-frequency words: *a, an, big, but, for, in, me, on, said, the, then, went*



The Grizzly Bear's Feast

- gr-
- long /ē/ (spelling: ea)
- rimes -east, -eat, -een, -ip
- building words *grin, rip/grip, treat, feast*
- high-frequency words: *a, and, he, I, I'm, is, said, the, to, what*



Growing Up

- gr-
- long /ō/ (spelling: ow)
- rimes -een, -own, -ow
- building words *grab, green, grown, row/grow*
- high-frequency words: *a, all, and, before, by, can, in, it, it's, soon, them, they, to, you*



Joe the Goat

- long /ō/ (various spellings: oCe, oa, oe, ow)
- rimes -oat, -ose, -ow
- building words *goat, float, blown, note*
- high-frequency words: *all, and, he, his, is, so, the*



I Like Winter

- sn-
- long /ī/ (spelling: iCe)
- rimes -ack, -ice, -ite, -ive
- building words *snap, snack, pin/pine, slid/slide*
- high-frequency words: *a, and, by, go, have, I, it's, like, of, off, the, to, we*



Keith's Thick Shell

- initial and final *th*
- rimes -at, -ick, -ing, -ump
- building words *thick, with, teeth, thump*
- high-frequency words: *a, and, are, but, down, go, him, if, is, like, other, some, that, there, things*



The Knitting Knight

- silent initial letters (*kn-, wr-*)
- rimes -ap, -ight, -ong, -ow
- high-frequency words: *a, and, away, for, I'll, is, it, my, said, the, this, up*

	Rooster on the Roof	<ul style="list-style-type: none"> • -ck • long /ū/ (spelling: oo) 	<ul style="list-style-type: none"> • rimes -ack, -eck, -oon 	<ul style="list-style-type: none"> • building words <i>track, quack, roof, boot</i> • high-frequency words: <i>a, all, along, and, don't, had, on, the, they, with</i>
	Snail Tale	<ul style="list-style-type: none"> • sn- • long /ā/ (spelling ai) 	<ul style="list-style-type: none"> • rimes -ack, -ail, -ain 	<ul style="list-style-type: none"> • building words <i>snack, nail/snail, rain, train</i> • high-frequency words: <i>a, along, of, on, over, to, top, up, went</i>
	Snip's Ship	<ul style="list-style-type: none"> • initial and final <i>sh</i> 	<ul style="list-style-type: none"> • rimes -ash, -ell, -ip 	<ul style="list-style-type: none"> • building words <i>ship, splash, crash, shark</i> • high-frequency words: <i>a, and, any, for, go, in, me, more, my, on, said, their, they, to, two, up, went</i>
	Sounds Everywhere	<ul style="list-style-type: none"> • l blends (<i>cl-, fl-, gl-, pl-, sl-</i>) 	<ul style="list-style-type: none"> • rimes -ack, -ide, -ow, -y 	<ul style="list-style-type: none"> • building words <i>lean/clean, lid/slid, lock/clock, low/glow</i> • high-frequency words: <i>a, air, and, can, comes, hear, here, I, in, the</i>
	The Space Race	<ul style="list-style-type: none"> • sp- • long /ā/ (spelling: aCe) 	<ul style="list-style-type: none"> • rimes -ace, -ake, -end 	<ul style="list-style-type: none"> • building words <i>spot, speed, spin, spend</i> • high-frequency words: <i>and, are, at, comes, for, goes, here, in, it, it's, is, of, one, the</i>
	Splish Splash!	<ul style="list-style-type: none"> • s blends (<i>sp-, spl-, sl-, squ-, sw-</i>) 	<ul style="list-style-type: none"> • rimes -ash, -eak, -ide, -im 	<ul style="list-style-type: none"> • building words <i>slip, splash, squeak, swim</i> • high-frequency words: <i>all, in, is, the, to</i>
	Stores	<ul style="list-style-type: none"> • s blends (<i>sk-, st-, str-</i>) 	<ul style="list-style-type: none"> • rimes -amp, -and, -ill, -y 	<ul style="list-style-type: none"> • building words <i>skill, skirt, stamp, stand</i> • high-frequency words: <i>and, other, things, we</i>
	When the Moon Was Bright	<ul style="list-style-type: none"> • wh- • long /ī/ (spelling: igh) 	<ul style="list-style-type: none"> • rimes -en, -ight, -ile 	<ul style="list-style-type: none"> • building words <i>bright, fright, night, when</i> • high-frequency words: <i>a, get, he, in, my, of, out, saw, so, some, was, went, while, very</i>
	The Wind Blew	<ul style="list-style-type: none"> • bl-, fl- • long /ū/ (spelling: ew) 	<ul style="list-style-type: none"> • rimes -ack, -ew, -ue 	<ul style="list-style-type: none"> • building words <i>block, blue, flock, blew/flew</i> • high-frequency words: <i>all, away, blew, day, I, I'll, it, my, so, that, the</i>

1

1

NLS Objectives	On-screen and Copy Master Activities in <i>Sounds Great Two!</i>
<p>Phonical awareness, phonics and spelling practise and secure the ability to rhyme, and to relate this to spelling patterns through: exploring and playing with rhyming patterns</p>	<p>⦿ Activity 4, Activity 5 / Copy Master 3</p>
<p>generating rhyming strings</p>	<p>⦿ Activity 4, Activity 5</p>
<p>practise and secure the ability to hear initial and final phonemes in CVC words</p>	<p>⦿ Activity 1</p>
<p>discriminate and segment all three phonemes in CVC words</p>	<p>⦿ Activity 6</p>
<p>blend phonemes to read CVC words in rhyming and non-rhyming sets</p>	<p>⦿ Activity 4, Activity 6</p>
<p>Word recognition, graphic knowledge and spelling read on sight approximately 30 high-frequency words (see the list above of high-frequency words in each title)</p>	<p>⦿ Story / Copy Master 1</p>
<p>Vocabulary extension new words from reading and shared experience</p>	<p>⦿ Story, Activity 2, Activity 3, Activity 6 / Copy Masters 1, 3, 4, 7, 8</p>

YEAR

TERM

Sentence-level Work



1

1

NLS Objectives

On-screen and Copy Master Activities in *Sounds Great Two!*

Grammatical awareness
expect written text to make sense and to check
for sense if it does not

 Story

 Copy Master 1

YEAR

TERM

Text-level Work

SOUNDS
GREAT
TWO!

1

1

NLS Objectives	On-screen and Copy Master Activities in <i>Sounds Great Two!</i>
<p>Reading comprehension reinforce and apply word-level skills through shared and guided reading</p>	<p>⦿ Story / Copy Master 1</p>
<p>read familiar, simple stories and poems independently</p>	<p>⦿ Story / Copy Master 1</p>
<p>Writing composition through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately</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>

NLS Objectives	On-screen and Copy Master Activities in <i>Sounds Great Two!</i>
Phonological awareness, phonics and spelling secure identification, spelling and reading of initial, final and medial letter sounds in simple words	<ul style="list-style-type: none"> ⦿ Activity 1, Activity 2, Activity 6 / Copy Masters 1, 2, 3, 4, 7, 8
investigate, read and spell words ending in ss: <i>The Big Brass Band</i> ck: <i>Rooster on the Roof</i> nd: <i>The Space Race</i> mp: <i>Keith's Thick Shell; Stores</i> st: <i>Farmyard Fun</i> nch: <i>Charlie's Lunch</i>	<ul style="list-style-type: none"> ⦿ Story, Activity 1, Activity 2, Activity 3, Activity 4, Activity 5 / Copy Masters 1, 2, 3, 4
discriminate, read and spell words with initial consonant clusters	<ul style="list-style-type: none"> ⦿ Activity 1, Activity 3 / Copy Masters 1, 2, 3, 7, 8
blend phonemes in words with clusters for reading	<ul style="list-style-type: none"> ⦿ Activity 3
segment clusters into phonemes for spelling: cr: <i>The Big Brass Band</i> tr: <i>The Big Brass Band; Rooster on the Roof</i> dr: <i>The Big Brass Band</i> br: <i>The Big Brass Band</i> gr: <i>Growing Up; The Grizzly Bear's Feast</i> fr: <i>The Green Frog</i> str: <i>Stores</i> bl: <i>The Wind Blew; Farmyard Fun; Joe the Goat</i> fl: <i>The Wind Blew; Joe the Goat; Sounds Everywhere</i> pl: <i>A Day to Play; Sounds Everywhere</i> sl: <i>Five Frightened Mice; I like Winter; Sounds Everywhere</i> cl, gl: <i>Sounds Everywhere</i> sk: <i>Stores</i> sm: <i>Dragon Smoke</i> sn: <i>I Like Winter; Snail Tale</i> spl: <i>Splish Splash!</i> squ: <i>Splish Splash!</i> st: <i>Stores</i> sw: <i>Splish Splash!</i>	<ul style="list-style-type: none"> ⦿ Activity 6 / Copy Masters 3, 4, 7, 8

NLS Objectives	On-screen and Copy Master Activities in <i>Sounds Great Two!</i>
<p>Reading comprehension choose and read familiar books with concentration and attention, discuss preferences and give reasons</p>	<p>⊙ Story / Copy Master 1</p>
<p>discuss reasons for or causes of, incidents in stories</p>	<p>⊙ Story / Copy Master 1</p>
<p>identify and discuss characters, speculate how they might behave, compare characters from different stories</p>	<p>⊙ Story / Copy Master 1</p>
<p>identify and compare basic story elements</p>	<p>⊙ Story / Copy Master 1</p>
<p>write labels for drawings and diagrams</p>	<p>/ Copy Master 5</p>
<p>produce extended captions</p>	<p>/ Copy Master 5</p>

NLS Objectives	On-screen and Copy Master Activities in <i>Sounds Great Two!</i>
<p>common spelling patterns for each of the long vowel phonemes:</p> <p>ee: <i>Busy Bees; The Green Frog; The Grizzly Bear's Feast</i></p> <p>ai: <i>A Day to Play; Eight Lazy Snakes; Snail Tail; The Space Race</i></p> <p>ie: <i>Five Frightened Mice; I Like Winter; When the Moon Was Bright</i></p> <p>oa: <i>Dragon Smoke; Growing Up; Joe the Goat</i></p> <p>oo: <i>Blue Boots; Rooster on the Roof</i></p>	<p>⊙ Story, Activity 1, Activity 2, Activity 3, Activity 4, Activity 5, Activity 6</p>
<p>identify phonemes in speech and writing</p>	<p>⊙ Activity 1, Activity 3, Activity 4, Activity 5</p> <p>/ Copy Masters 2, 3, 4, 7, 8</p>
<p>blend phonemes for reading</p>	<p>⊙ Story, Activity 2, Activity 3, Activity 4</p> <p>/ Copy Masters 1, 4, 7, 8</p>
<p>segment words into phonemes for spelling</p>	<p>⊙ Activity 6</p> <p>/ Copy Master 8</p>

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3

NLS Objectives	On-screen and Copy Master Activities in <i>Sounds Great Two!</i>
<p>Reading comprehension compare and contrast stories with a variety of settings such as space, imaginary lands, animal homes</p>	<p>🎧 Story / Copy Master 1</p>
<p>Writing composition through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately</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>
<p>write about significant incidents from known stories</p>	<p>/ Copy Master 5</p>