Reading and Phonics in Reception







How we teach your child to read and how you can support them at home

Brookburn's Approach to Reading

We believe that learning to read involves two equally important areas:

LEARNING TO READ THE WORDS

Children need to develop the knowledge and skills to decode the words they see.

UNDERSTANDING WHAT THEY READ

Children also need to develop their language, vocabulary and comprehension so that they understand what they are reading.

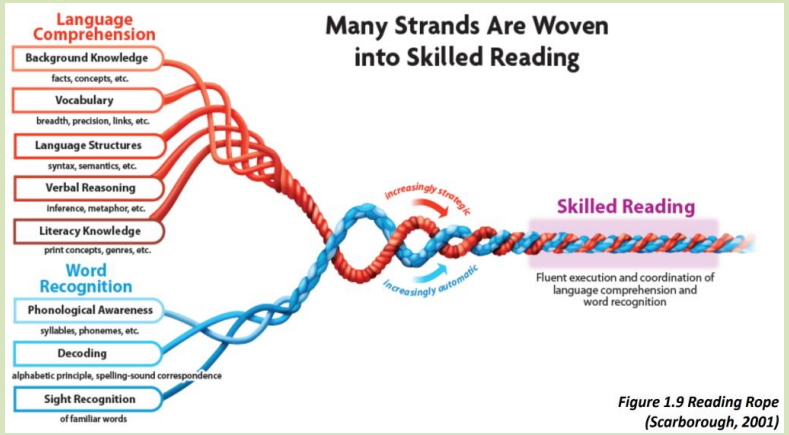


Figure 1.9 Reading Rope (Scarborough, 2001)

Both are essential for children to become confident and competent readers.

Early Reading at Brookburn

At Brookburn, we want every child to develop a love of reading and become a confident, enthusiastic reader.



- Shared Reading – enjoying and exploring books together as a class
- Guided Reading – developing reading skills in a small group guided by an adult
- Phonics – learning how sounds and spellings work together
- Literacy Lessons & Class Texts – developing vocabulary, comprehension and a love of stories
- 1:1 Reading
- Reading in the Curriculum – using reading skills across different areas of learning
- Reading Areas – opportunities to explore and enjoy books independently
- A wide range of books – stories, poems, non-fiction and texts from different cultures and experiences
- Reading Challenge & WBD – encouraging children to read widely and regularly



Our Phonics Scheme – Sounds-Write

We use Sounds-Write, a structured phonics programme that teaches children how sounds and spellings work together.

The programme:

- Starts with simple sound and spelling relationships and gradually becomes more complex
- Is taught explicitly and systematically
- Gives children lots of opportunities to practise reading and spelling
- Builds children's confidence in using their phonics knowledge independently

Children learn to:

Blend – put sounds together to read a word: /c/ /a/ /t/ → cat

Segment – break a word into its sounds to help spell it: pig → /p/ /i/ /g/

Manipulate sounds – change sounds to make and read new words:

mat- sat- sit

SOUNDS-WRITE
First Rate Phonics

Understanding the Code

An important part of Sounds-Write is helping children understand that letters and spellings represent sounds.

Children learn that:

- A letter or spelling can represent a sound.
- One sound can be represented by one, two, three or even four letters.



For example:

dog – one letter can represent a sound

street – two letters can represent one sound

night – three letters can represent one sound

dough – four letters can represent one sound

Children also learn that the same sound can be represented in different ways:

rain – break – gate – stay

And that the same spelling can sometimes represent different sounds:

head – seat – break

How Phonics is Taught

Phonics is taught whole class, with additional support and intervention provided where needed.



Our lessons are:

- Structured and systematic
- Multi-sensory – children say, hear, see and write sounds and spellings
- Full of opportunities to read and spell
- Supported by careful error correction so that children learn from mistakes

Every phonics lesson includes opportunities for children to:

Say → Hear → Write → Read

Progression Through Sounds-Write

- Children gradually build their knowledge of the Initial Code.
- We begin with simpler sound and spelling relationships and gradually introduce greater complexity.
- As children's knowledge develops, they apply what they have learned to increasingly complex words.
- We want children to understand how the code works so that they can use their knowledge to read and spell unfamiliar words independently.

Initial Code

Unit 1: a, i, m, s, t
Unit 2: n, o, p
Unit 3: b, c, g, h
Unit 4: d, e, f, v
Unit 5: k, l, r, u
Unit 6: j, w, z
Unit 7: x, y, ff, ll, ss, zz
} CVC



Unit 8:
Unit 9:
Unit 10:
} VCC, CVCC, CCVC, CCVCC, CVCCC, CCCVC

Unit 11: sh, ch, th, ck, ng, wh, q u

Year	Term	Content
Reception	autumn	Initial Code Units 1-7
	spring	Initial Code Units 8-11
	summer	Consolidation of Initial Code 8-11 Introduction of Extended code – 2 or 3 sounds

The Initial Code

HOW DO WE SAY THE SOUNDS?

When we teach phonics, we use the pure sound, rather than adding an extra 'uh' sound.

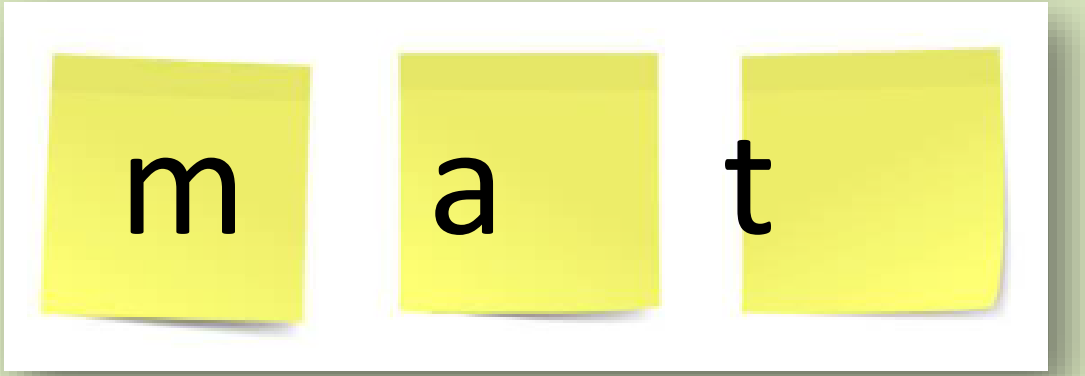
For example:

m – a – t



Children learn to:

Say the sounds → blend the sounds → read the word



m / a / t → mat

We will model the sounds and blending we use in school so that you can support your child in the same way at home.

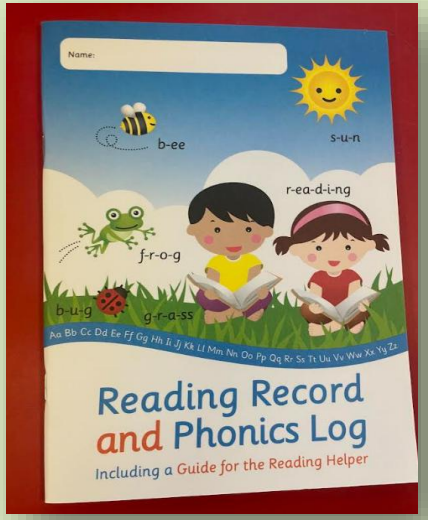
Reading at Home

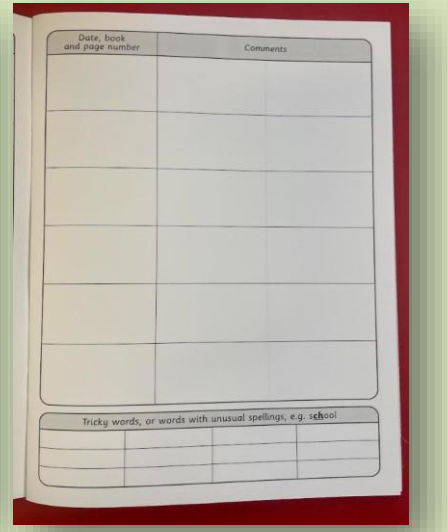
Reading at home is a really important part of your child's reading journey.



When reading your child's school book:

- Give them time to sound out and blend unfamiliar words.
- Encourage them to use their phonics knowledge.
- Avoid encouraging them to guess a word from the picture.
- Praise their effort and celebrate their successes.
- Talk about what is happening in the story.
- Ask questions and encourage your child to explain their ideas.





AND REMEMBER…

Reading to your child is just as important as listening to them read.

Enjoy stories, poems and non-fiction together. Talk about new words and ideas and, most importantly, enjoy books together!

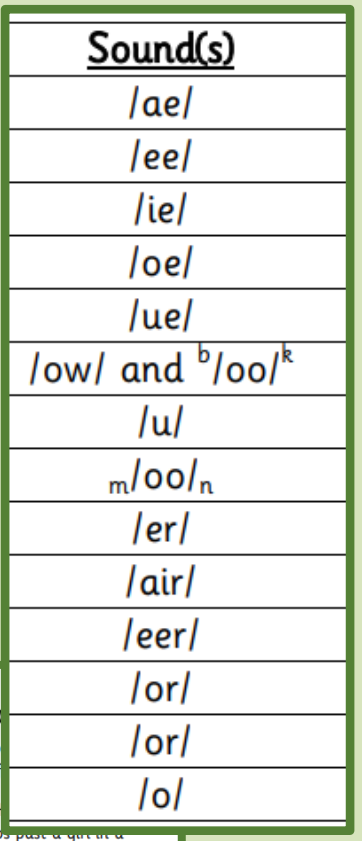
The Extended Code

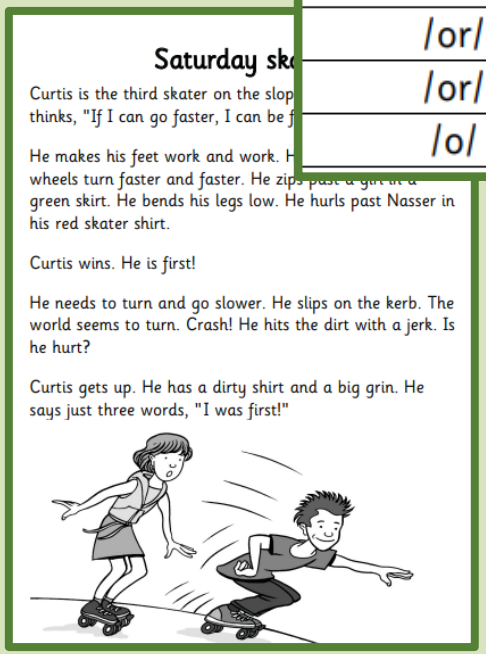
As children develop their knowledge of the Initial Code, they begin to learn the Extended Code.

Children learn that:

- A sound can be represented by more than one spelling.
- The same spelling can sometimes represent more than one sound.
- They will learn some of the most common ways of spelling sounds in Years 1 and 2.

This helps children become increasingly confident when reading and spelling more complex words.




Saturday sk

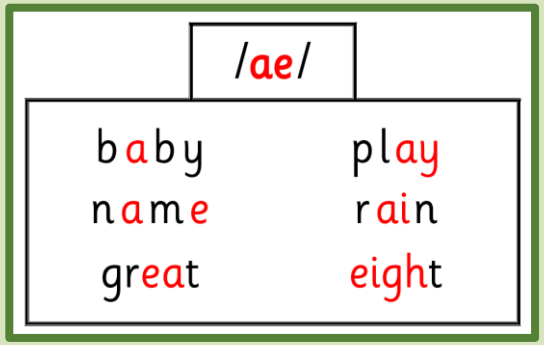
Curtis is the third skater on the slop
thinks, "If I can go faster, I can be f

He makes his feet work and work. H
wheels turn faster and faster. He zip
green skirt. He bends his legs low. He hurls past Nasser in his red skater shirt.

Curtis wins. He is first!

He needs to turn and go slower. He slips on the kerb. The world seems to turn. Crash! He hits the dirt with a jerk. Is he hurt?

Curtis gets up. He has a dirty shirt and a big grin. He says just three words, "I was first!"



Language Comprehension

Learning to read the words is only part of becoming a successful reader.

Children also need to develop:

- Vocabulary
- Listening and attention
- Knowledge of the world
- Understanding of stories and information
- The ability to talk about what they have read





We provide a rich reading environment and lots of opportunities to develop children's language and comprehension.

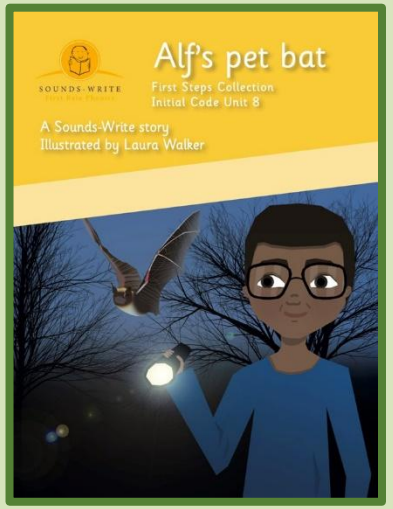
You can help at home by:

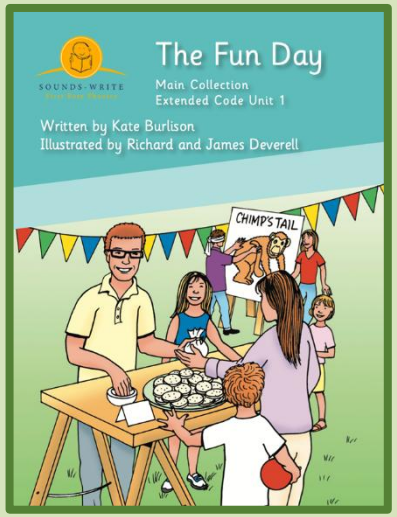
Reading aloud to your child every day, talking about what you have read and introducing them to new words and ideas.

Reading Resources

We use a range of resources to support children's reading development, including:

- Decodable books linked to the Initial and Extended Code
- Dictation – writing sentences using the phonics knowledge they have learned
- E-books
- Sounds-Write resources for parents and carers
- Sounds-Write IC App





Further information and support:

https://www.sounds-write.co.uk/parents-carers/support-for-parents-carers/





Books and Resources

We want children to experience a wide range of books and develop a genuine love of reading.

At home, please continue to

- Share stories together
- Visit your local library
- Talk about books and characters
- Introduce your child to new vocabulary
- Let your child choose books that interest them
- Re-read favourite stories
- Enjoy books for pleasure – not just for practising reading



Thank You

Thank you for supporting your child's reading journey.

Together, we can help children to:

Read confidently
Understand what they read
And develop a lifelong love of books.

Any questions?

