Reading and Phonics in Reception





Early Reading at Brookburn

Shared Reading

Literacy Lessons & Class Texts

Guided Reading

1:1 Reading

Reading in the Curriculum

Phonics

Reading Areas

World Book Day

Reading Challenge

A wide range of





Brookburn's Reading Intent

The rationale behind Brookburn's approach to teaching reading is summarised by The Scarborough Rope. Both decoding (word reading) and comprehension (meaning) are necessary for confident, competent reading. Neither is sufficient on its own.

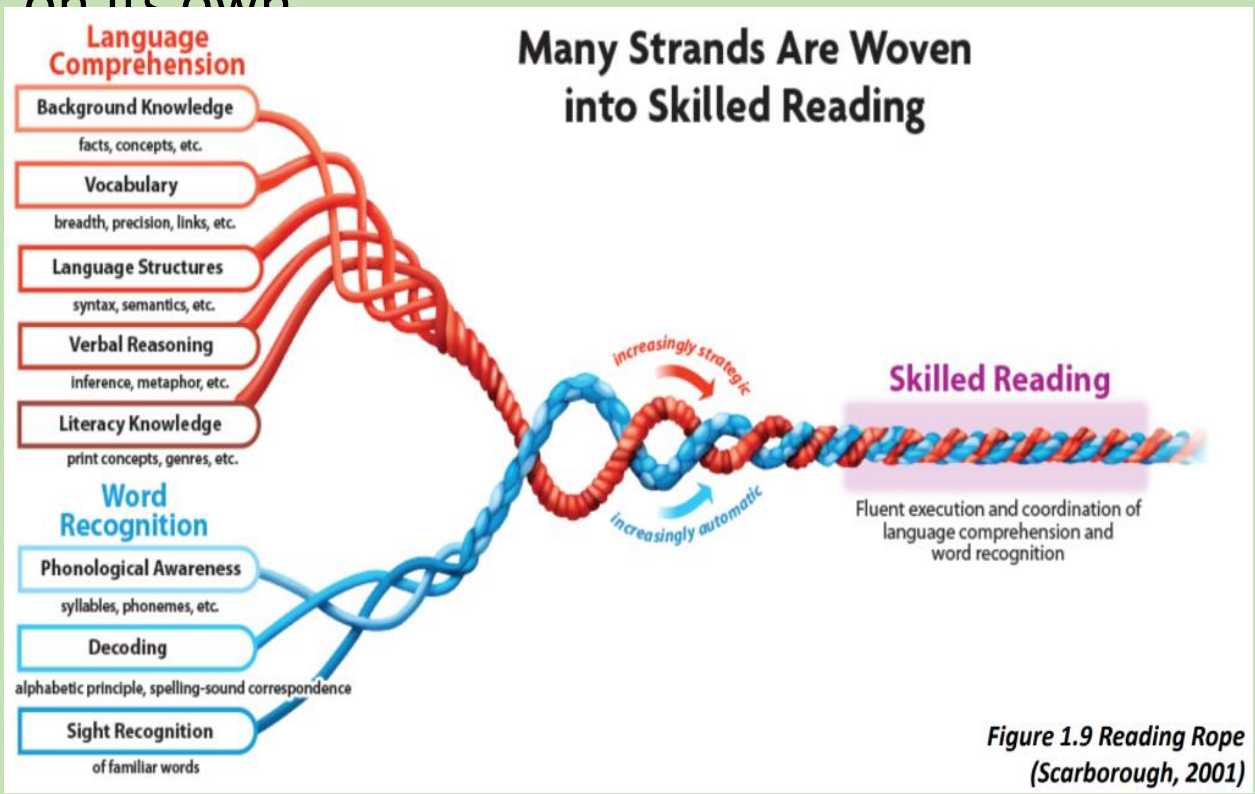
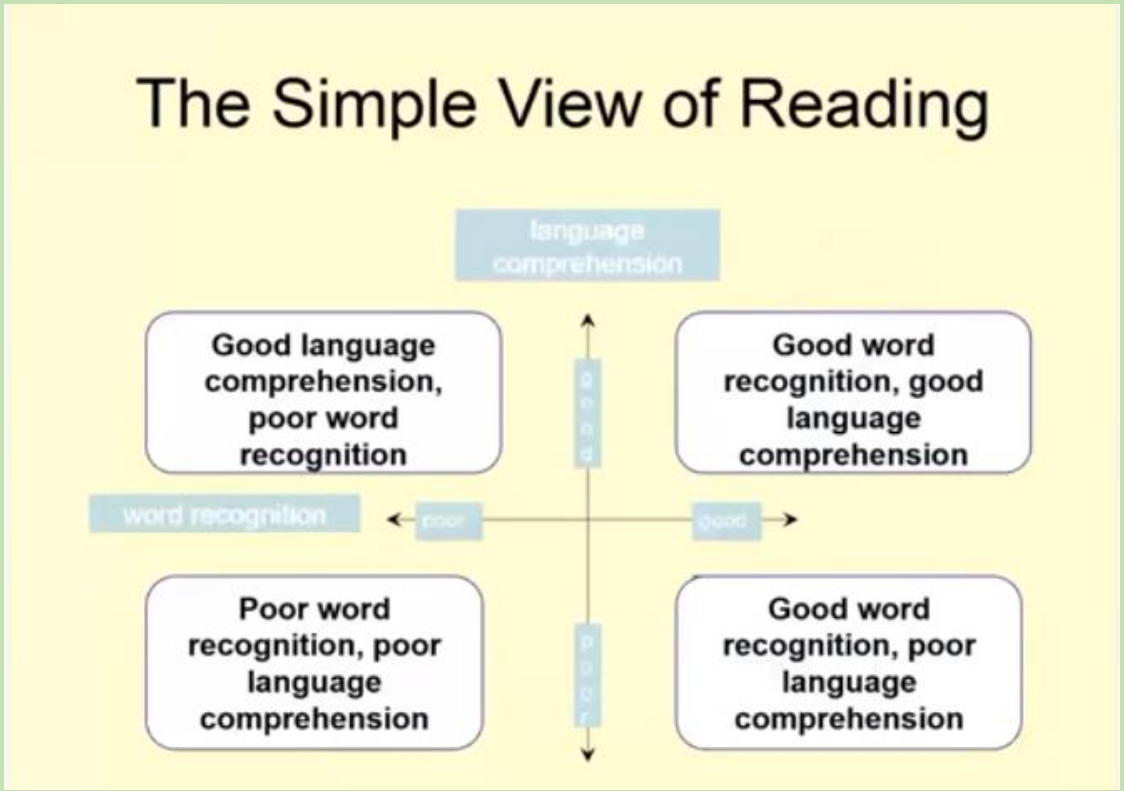


Figure 1.9 Reading Rope (Scarborough, 2001)



Our Phonics Scheme - Sounds



Write

Linguistics phonics programme connecting speech (phonemes) → print (graphemes)

Taught explicitly – Practiced in the concept of reading and spelling of real words and texts.

Highly structured programme – simplex (single letter) → complex (digraphs)

Guiding Principles

1. Blending - /c//a//t/ - cat
2. Segmenting – pig - /p//i//g/
3. Phoneme Manipulation - > o < (o) not, (oe) no, (u) son

Conceptual knowledge

1. Letters are symbols (spellings) that represent sounds
2. A sound may be spelled in 1,2,3, 4 letters

   dog street night dough
3. A sound can be spelled in more than one way

   rain break gate stay
4. Many spellings can represent more than one sound.

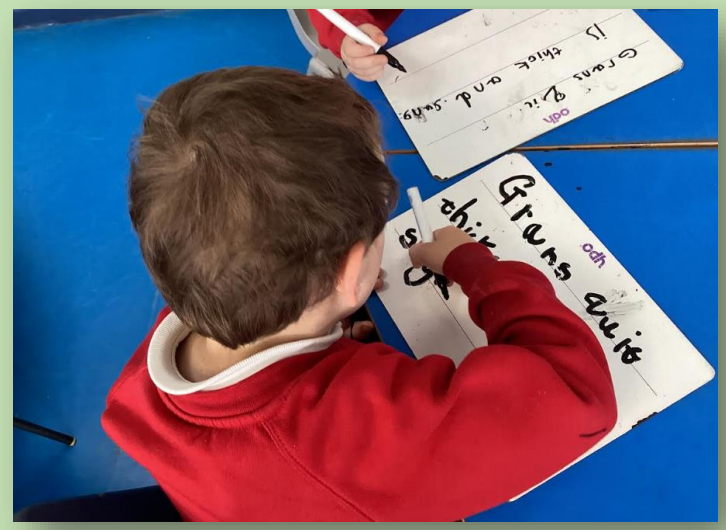
   head seat break

Whole Class Teaching – Interventions where

Multi sensory – say, hear, see, write, read

Error Correction

Reading and spelling in every lesson



Progression through the Sounds Write

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 - IC

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

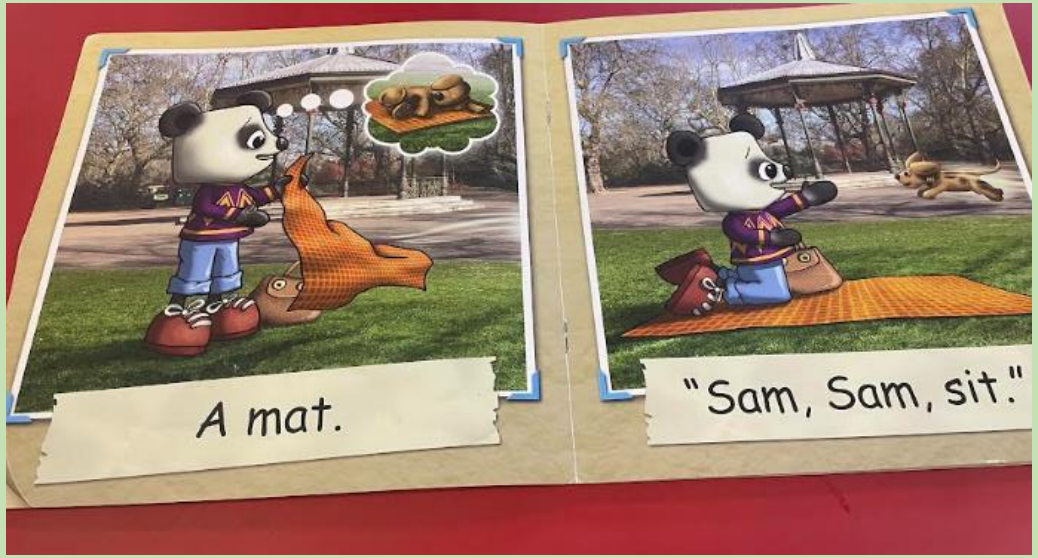
How to say the sounds

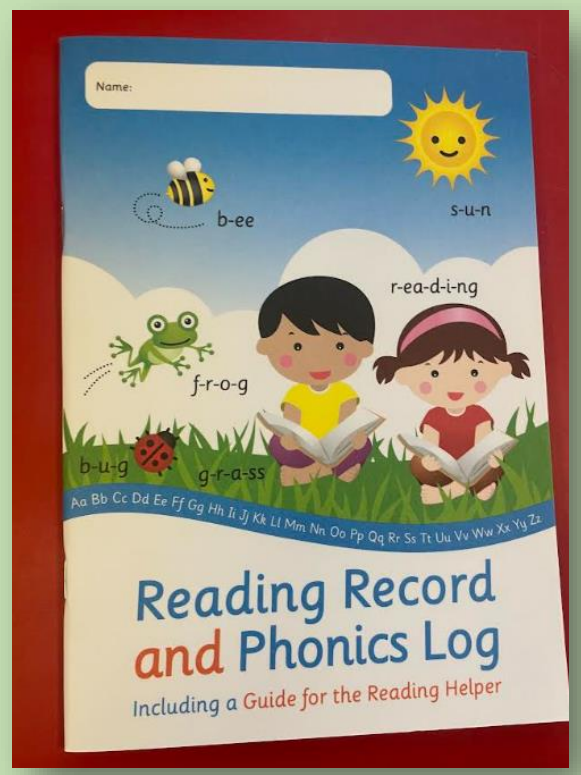
SOUNDS-WRITE
First Rate Phonics

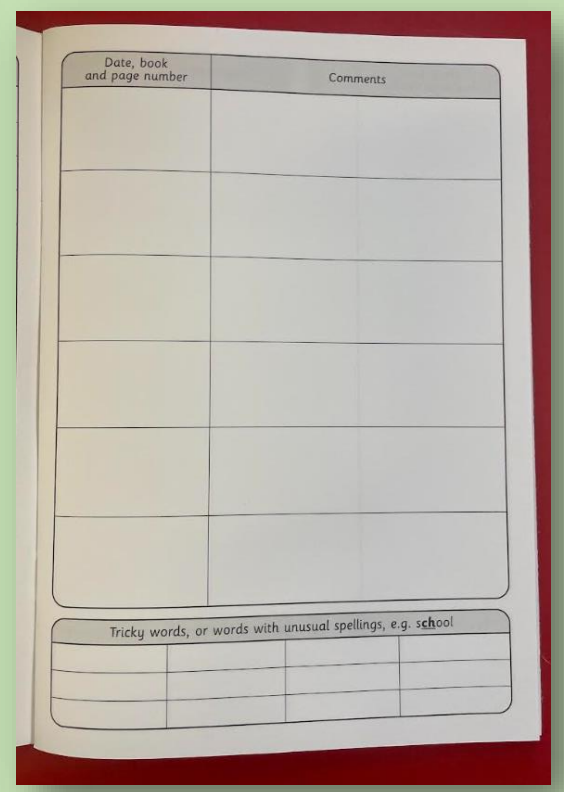
The Initial Codes complexity increases gradually, children practise their code knowledge and their skills with increasingly more complex words.

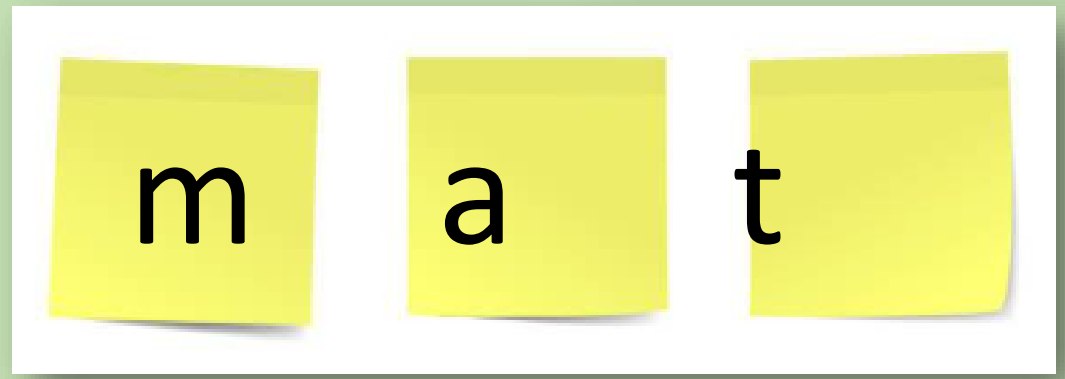
Reading at home











The Extended Code - EC

Taught in Yr1 and Yr 2 when children are achieving 75% of the IC- a solid foundation.

They know sounds are represented by letters.

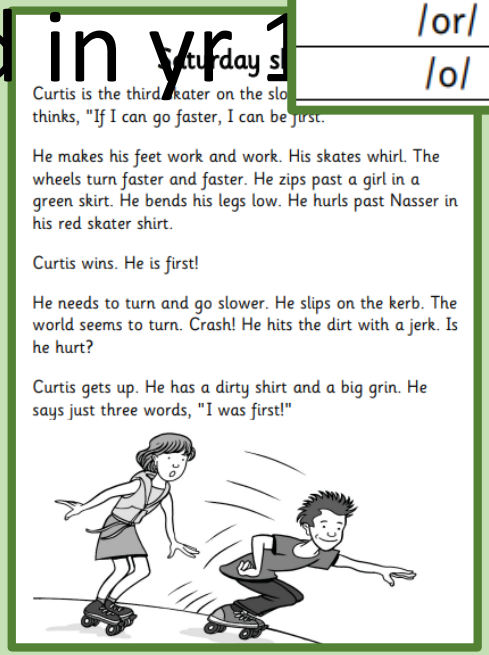
A sound can be represented by more than one spe

Most common 4/5 ways of spelling a sound in yr 1

A spelling can represent more than one sound e.g. ‘oo’.

Sound(s)
/ae/
/ee/
/ie/
/oe/
/ue/
/ow/ and [b]/oo/[k]
/u/
[m]/oo/[n]
/er/
/air/
/eer/
/or/
/or/
/o/

/ae/	
baby	play
name	rain
great	eight



Saturday s

Curtis is the third skater on the slo
thinks, "If I can go faster, I can be first.

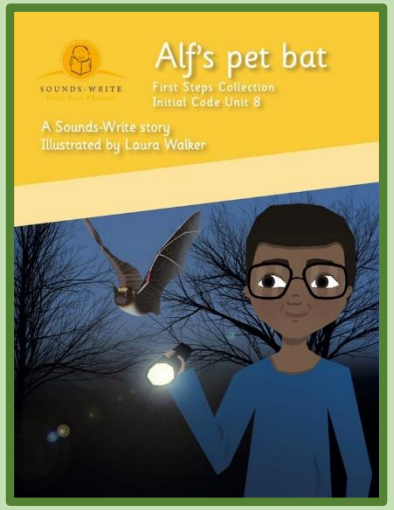
He makes his feet work and work. His skates whirl. The wheels turn faster and faster. He zips past a girl in a green skirt. He bends his legs low. He hurls past Nasser in his red skater shirt.

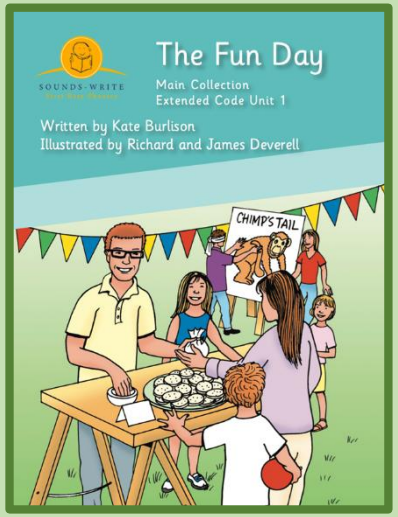
Curtis wins. He is first!

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!"

Books and Resources





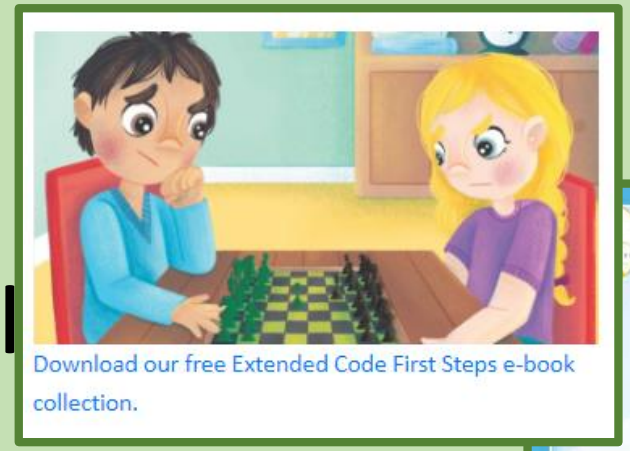
Decodable books – IC and EC

Dictation – writing sentences from decodable texts

Ebooks – On website

Parent and carers course on I

Sounds Write IC App





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

Language Comprehension

Scarbrough Rope – Language comprehension is just as important

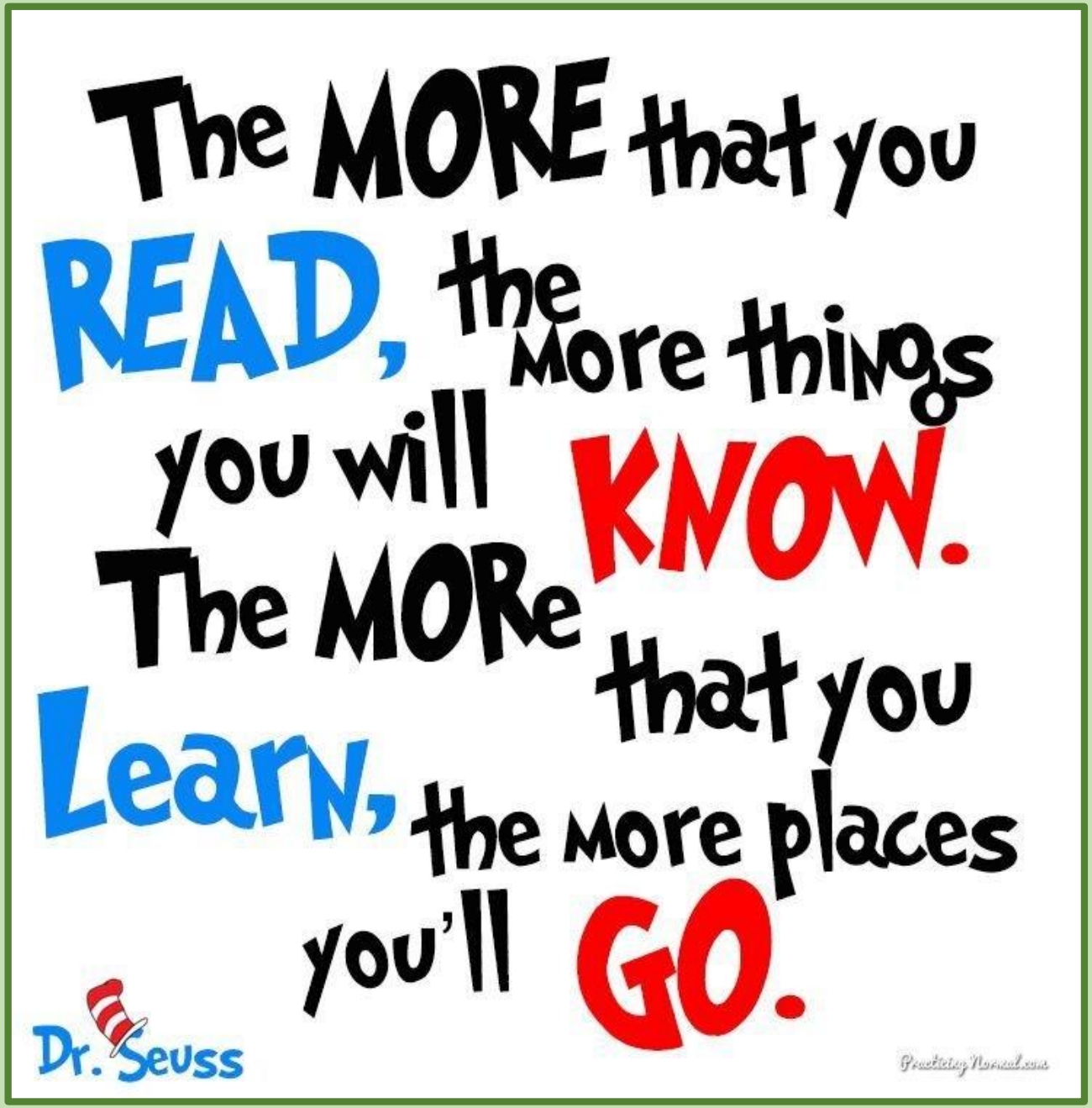


Rich reading environment to promote this.

Guided reading supports both decoding and language comprehension



Take home books so that children can develop their comprehension.


The MORE that you
READ, the more things
you will KNOW.
The MORE that you
Learn, the more places
you'll GO.
Dr. Seuss