

Our Reading and Spelling teaching approach (Reception and Year One)



Dear parent/caregiver

It is vital that your child finds learning to read and write a rewarding and successful experience.

This booklet provides information about our systematic programme that will enable your child to become a confident and fluent reader, and how you can support them at home.

This booklet and the letter tiles/book, provide you with information and activities to support your child at home to:

- practise remembering and saying the sounds (phonemes) they have learnt at school,
- practise blending and segmenting words by listening to their sounds (called phonemes),
- practise writing the graphemes (letter combinations) which represent the 44 sounds; and
- practise writing words by saying the sounds and their matching graphemes.

This will reinforce and celebrate their learning and give them a sense of accomplishment.

Assisting your child at home

Work with your child to ensure activities are fun, positive, and enjoyable. If your child finds it difficult to engage and resists, stop, put the work away and talk to your child's teacher about any problems. Children learn best when they enjoy the task and can celebrate successes.

What will my child learn?

During their first two terms at school and by the end of Year One, we want your child to learn:

- 26 alphabet names,
- 24 consonant sounds,
- 13 vowel sounds,
- 36 graphemes to represent 37 of the 44 sounds,
- how to blend simple sounds to make words,
- how to segment words using the graphemes learned; and
- how to write the letters as they learn their sounds.

**Occasionally some children may already know their alphabet and sounds, and/or how to read when they begin school. We recommend talking with your child's teacher, or a member of the leadership team to discuss accommodations.*

The letter/ sound learning procedure

Each day your child will be shown or practise a letter or letter pattern and the sound or sounds it represents. The letter will match a cue word/picture that represents the letter/s sound. This picture is a visual clue to trigger your child's memory, assisting them to make connections and generalisations.

Practising sounds with your child

- **When learning individual sounds – use the letter name first, followed by the sound (A (ay) – a)**
- **When learning whole words:**
 - **If reading – focus on sounds**
 - **If writing – focus on names and sounds**
- **Don't** use capital letters during writing, this can be confusing in the early stages
- **Do** spend time sounding out words and encouraging them to listen to the word they make when the sounds are put together. Ask "Can you work out what word I am sounding? s - u - n"
- **If you ask your child to write, don't** ask without saying the sounds (always ask them to say the sound as they write to see the connection)

Your child will be taught one or two sounds each week. However, this may vary depending on the level of reinforcement the teacher feels is required for certain sounds.

You can ask your child (when they get home from school), what sound they learned today.

Then if you wish, use the letter tiles provided to reinforce what they have learned.

Note: some letters have more than one sound, so if your child tells you two or even three sounds for a letter, they are not wrong.

Being able to hear individual sounds and/or syllables and synthesise them into a word is an important skill for your child to practise.

At Berri Primary School we use a comprehensive phonics teaching sequence for Reception to Year Two students. The scope and sequence is used to:

- explicitly and systematically teach phonics in our classrooms
- logically introduce the alphabetic code
- appropriately manage students' cognitive load; and
- support students from a range of backgrounds and learning needs.

When will my child bring home a reader?

Synthetic phonics ensures students develop a correct understanding of the reading process. They will bring home readers when we are certain they:

- can quickly and accurately say all the sounds (not the name) that correspond to the letter sets they are learning. The readers will use connected text.
- can blend simple sounds to hear the words e.g. 'p-i-g makes pig' and 'b-u-s makes bus.'
- can segment or are beginning to segment at least the first sound. To avoid your child thinking that reading relies on just guessing words from the picture/s on the page, or trying to memorise words by their shape, we ensure they master basic letter/sound combinations before sending home decodable readers.

Why do we use decodable readers?

One of the central principles of Synthetic Phonics is that **a child should never be asked to read something too difficult for them, or that they do not have the skills to read.** Therefore, we first teach students to decode simple words and read simple sentences, before presenting them with short texts and finally readers, matched to their level of phonic knowledge and skills.

Using this synthetic approach to teach reading, we empower children to "sound out" unknown words as a first strategy, whenever they encounter them. We discourage memorising words by their shape before children understand letter sound relationships (as the whole word approach to teaching reading does). This prevents students developing poor reading habits such as:

- wildly guessing a word's meaning based only on its first letter,
- using picture clues as their main way of identifying an unknown word; and
- constantly looking to an adult to provide the answer to every unknown word they encounter rather than attempting to sound it out for themselves.

When a child's first reflex is to sound out an unknown word, they develop independence as a reader. Of course, support from an adult is vital in assisting children to improve as readers. The child should only seek adult help as a last resort, not as their first reflex when they encounter a reading difficulty. When an adult intervenes, it can be to support the child to use their existing phonics knowledge to work out the word for themselves (Do you remember what sound 'ph' makes?) or failing this, provide them with new phonic information. e.g "In the word elephant the "p" and "h" go together to make an "f" sound, like in dolphin.

Our aim in Reception is to ensure every child acquires the skills, knowledge and attitudes to be successful at reading from their very first experiences.

What should I be reading to, and with my child prior to them bringing home a reader?

Picture books are the best texts to read to your child on a regular basis. It's the enjoyment of good literature that motivates a child to become an avid reader. Therefore, we will send home story books each week for you to share and enjoy with your child, and we are sure you will also love selecting your own books to read together.

What can I do to support my child's growing understanding of texts as I read story books to them?

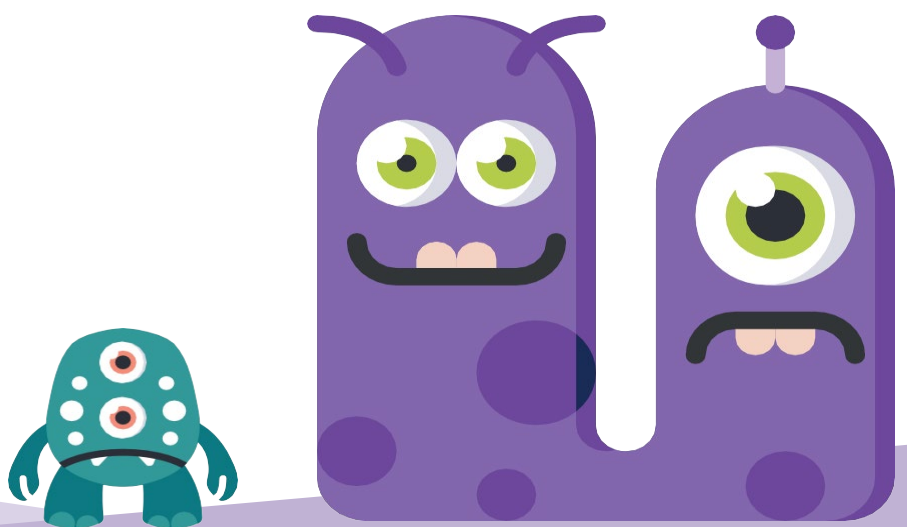
Help them predict what the story will be about, discuss the flow of events and have them answer questions about what they have read.

Every day your child will learn more about sounds and practise blending and segmenting skills. The first words introduced will be simple and phonically regular, with many found in picture books. One fun activity involves challenging your child to find simple words in the books you share. They can be encouraged to read these words to you.

For example, in the story of 'Belinda', the words below might be some your child could proudly sound out and read.
and Tom in lots dog cat pig bag hat up sat on mud him

Phonological Awareness

Phonological and phonemic awareness are critical to any phonics program. At Berri Primary School we continually revise and assess phonological awareness and phonemic awareness through short, spaced instruction using Heggerty, a programme specifically designed to teach and practice these important skills.



Phonics and spelling scope and sequence

Learning phonics lays the groundwork for reading and spelling. Students need to learn to blend and segment words. The year level tables provide examples of words to blend for reading and segment for spelling. This scope and sequence focuses on Reception to Year Two phonics.

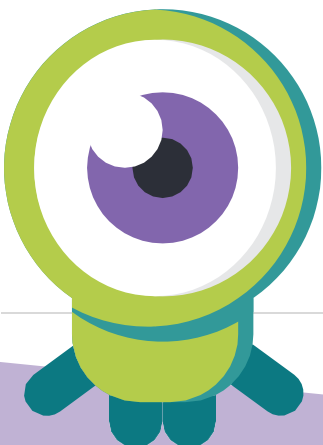
Reception

3 phoneme – grapheme (sound – letter/s) correspondences per week

Focus on phonological and phonemic awareness in the first 4 weeks of learning (early sound skills and understandings)

Grapheme (letter/s)	Prompt word	Blending for reading and segmenting for spelling
SET ONE – BASIC CODE		
Unit 1		
s	sun	sat pat at pats taps
a	apple	
t	tap	
p	pig	
i	insect	it sit pit tip sip pits
m	mouse	map mat am mats
Unit 2		
n	nose	in pan pin tin nap an nip naps tins spin
d	dog	dip sad dad and did dips
g	gate	gap pig dig gas pigs
o	orange	on pot top dog pop not got dogs
c	cat	cot cap cod scat cats
r	rabbit	red rat rag ram riot rip rim rats trip trap
f	fish	fan fat fit if from
Unit 3		
e	egg	ten pet net pen peg men get end nest
h	hat	hen hot hop hit had him hits
b	bed	bat bag bad ban big bit bags
l	ladder	leg lap lit lot let led lip flag club clap cold glad told slam
u	umbrella	up mum mug cup sun mud hum must hug bus but bugs hugs
k	kite	kid kit Ken skip skin kept skid
Unit 4		
j	jam	jet jab jug jog job jump just
w	web	win wig wag wax swim swam went
v	van	vet vat vest vent
x	box	mix six fix exit next

y	yoyo	yes yet yap yum
z	zip	zigzag zaps zips
Unit 5		
ck	duck	pick pack sack kick sick tock black block luck snack stick quick
ff	cliff	off puff huff stuff fluff sniff stiff
ss	dress	mess less hiss boss fuss kiss cross press
ll	bell	fill doll sell tell will smell spill yell
zz	buzz	jazz fizz
qu	queen	quit quick quack quiz equip quacks
Unit 6		
sh	shell	shop shed cash fish rush shock finish polish goldfish cashless
th	feather (voiced) thumb (unvoiced)	this them then that than with the thin thick moth think thrill fifth tenth
ch	cheese	chop chin chip check much rich chicken crunch chest
ng	ring	hang wing king long sing thing stung string strong fishing ending
wh	whale	when whip whisk which whizz whips
SET TWO – Moving to extended code (late Reception/early Year One)		
Unit 7		
ai	rain	wait hail wail pain aim sail main tail snail
ay	play	say pay way Friday crayon
ee	feet	bee feel meet weep week deep keep sees three
-y	happy	very windy body tricky funny sunny unhappy
oi	coin	oil join point soil spoilt
oy	boy	toy enjoy annoy
Unit 8		
ea	eat	tea clean seat dream least speaking treat each peach
oo	moon book	boot food zoo soon spoon look cook good took wood wool hook hood
ou	house	out loud proud about mouth round sound ground
ow	cow blow	owl how town down slow rowing grow show window
-y	cry	my by dry shy fly
i	light	high night right bright



Year One

Reception sequence revision, review, assessment and teaching continues as needed

Grapheme (letter/s)	Prompt word	Blending for reading and segmenting for spelling
SET THREE – EXTENDED CODE		
Unit 9		
a_e	cake	made late take game rake snake flame
i_e	bike	like five like ride slide nine time
o_e	bone	home hope hole phone stone woke
e_e	concrete	these Pete theme complete
u_e	cube flute	use cut e tube tune reuse rude June dilute include
Unit 10		
ar	car	hard shark far start park arm alarm March yard party armpit backyard farmyard
er	fern	her herbs perky term verb person expert mermaid perfect
ir	bird	birth girl skirt third shirt stir circus thirsty birthday twirling
ur	surf	fur turn hurt church burst burn
Unit 11		
or	fork	for sort born torch short sport corn north storm forty morning corn cob normal order
aw	paw	saw draw yawn crawl prawn hawk raw drawn drawing
au	sauce	taut August autumn astronaut dinosaur haunted automatic
Unit 12		
ph	phone	elephant dolphin alphabet phonics telephone photograph
tch	watch	catch pitch fetch crutch itch patch switch kitchen sketchbook
_dge	bridge	badge judge dodge fudge edge nudge wedge
Unit 13		
ey	grey	they hey prey survey
ea	break	great steak
a	alien	April apricot paper lady bacon baby
Unit 14		
ey	key	donkey chimney valley
e	equal	he we she me maybe be even begin became react replay return
ie	piece	thief chief brief cookie movie brownie belief
Unit 15		
ie	pie	tie cried tried die replied lie skies fries spies
i	spider	hi I lion final milo minus pilot tiger tiny
y_e	tyre	type style rhyme

Unit 16		
oa	soap	goat boat load road coat toast float raincoat unload soaking
oe	toe	goes doe Joe toes heroes tomatoes potatoes hoed
o	open	go no so over going avocado obey overlap overcook
Unit 17		
ew	screw	chew drew flew blew grew phew threw
ue	glue	blue true untrue
ue	statue	rescue argue barbeque Tuesday
ew	dew	new stew few nephew view newest
u	emu	unit human tuna uniform student unicorn music
Unit 18		
ed	cracked played waited	helped jumped stopped looked called banged cleaned passed looked turned filled wanted sorted started hated tasted ended
Unit 19		
ea	bread	head deaf dead feather ready breakfast instead
ou	house	without about playground
Unit 20		
ce	nice	ice face twice space
c	city	acid pencil icy princess
g	gem	gentle urgent emergency vegetables angel giant magic

Individual student progress is mapped against the scope and sequence. Please feel free to book a time to discuss your child's growth with their teacher.



The table below lists the most common irregular high frequency words that we teach. When introducing a word, we start from what is known and then point out the 'tricky bits.'

Irregular high frequency words may be known as tricky words, heart words, red words, camera words, etc.

Irregular high frequency words					
a	so	by	Mr	I'm	want
l	no	about	Mrs	I've	wanted
the	into	who	called	I'll	didn't
is	one	why	asked	can't	better
my	day	here	two	very	something
as	all	were	four	their	couldn't
can	look	little	eight	water	children
do	here	give	twenty	about	other
said	have	on	hundred	looked	mother
me	like	today	fifty	please	father
be	you	birthday	friend	many	brother
her	play	Monday	laugh	again	we're
she	there	Thursday	work	different	before
we	what	Tuesday	could	once	suddenly
for	where	Saturday	would	any	gone
his	your	Wednesday	should	eyes	clothes
of	come	they	thought	laughed	hour
was	some	put	people	o'clock	beautiful
are	saw	because	don't	down	everyone

QR code to access Berri Primary School's Sounds and Letters Book



- Berri Primary School provides access for interested families to an online decodable reader platform if you wish to use it with your child/ren. Please speak with your child's teacher, or a member of the leadership team if you wish to take advantage of this opportunity.
- Useful website for further information about phonics

[What is Letters and Sounds? - Oxford Owl for Home](#)

