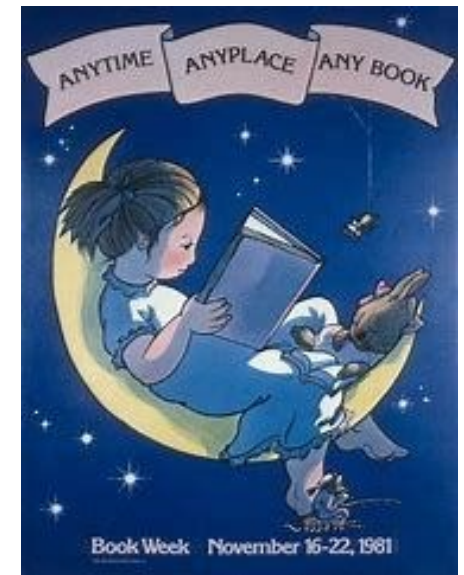
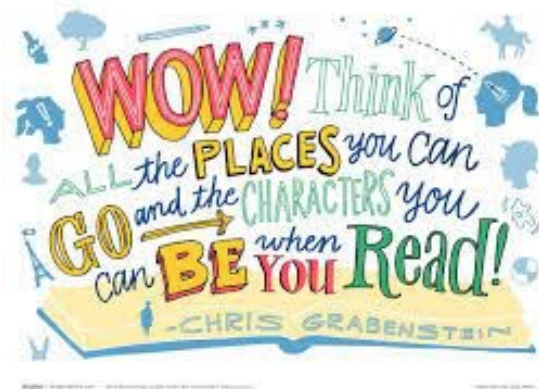
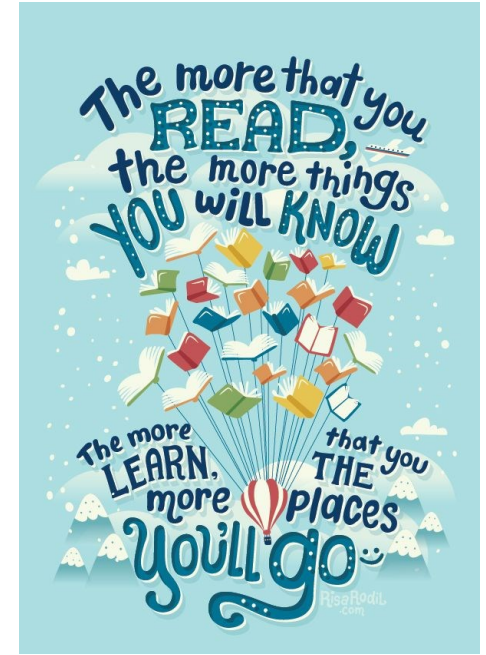


**THERE IS NO  
ENJOYMENT  
LIKE READING!**



# Learning to read at Brownsover Community School

## A guide for Reception parents





# Reading in Reception



**Children need to develop many different skills in order to learn to read for meaning and pleasure.**

**They need to understand language and be able to talk about what they see in the pictures in books and about what they have read.**

**They need to understand that English print is written from left to right and that print carries meaning.**

**They need to be able to quickly recognise by sight lots of common, 'high frequency words'.**

**They need to be able to recognise letters and groups of letters by the sounds that they make.**

**They need to be able to segment and blend individual letters and groups of letters together to 'sound out' an unfamiliar word.**

**They need to be able to read out loud with interest and expression.**

**They need to demonstrate their understanding by being able to answer questions about what they have read.**

**They need to be able to use pictures as cues to help with their reading and understanding.**

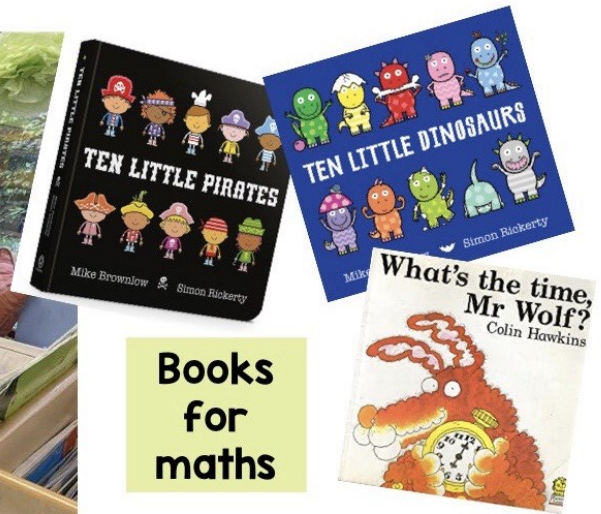
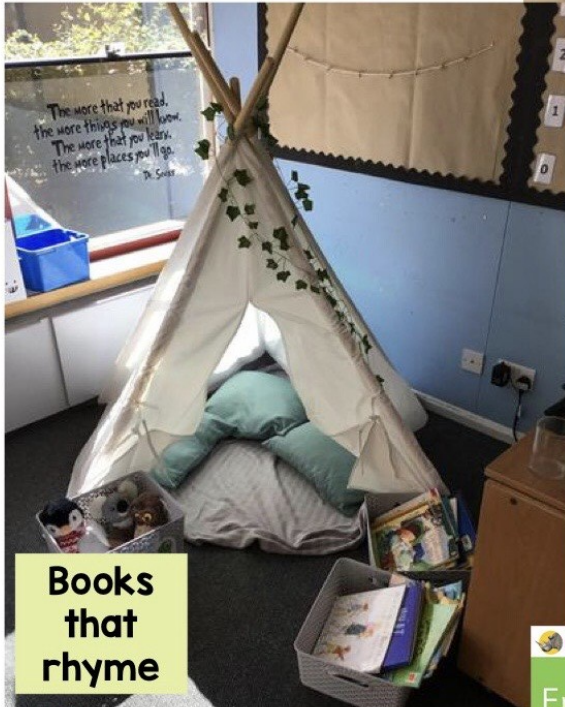


**Most importantly, they need to WANT to learn to read. This comes from having a love of books which comes from being surrounded by books, having stories read to them and seeing the adults around them reading too.**

**The way that we teach children to read at Brownsover Community school takes all of these skills into account.**

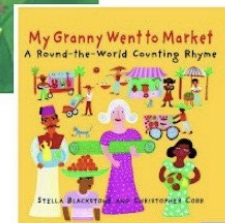
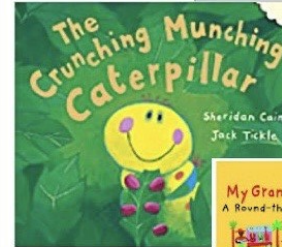
Our classrooms are full of exciting books to share.

Our reading corners are inviting places to be.

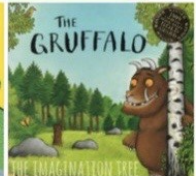
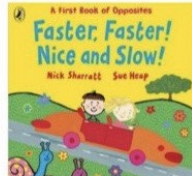
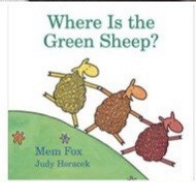


Books for maths

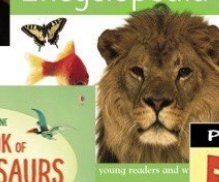
Lots of the work that the children do starts with a shared book. We can use books to support all areas of the curriculum and do this as much as we can.



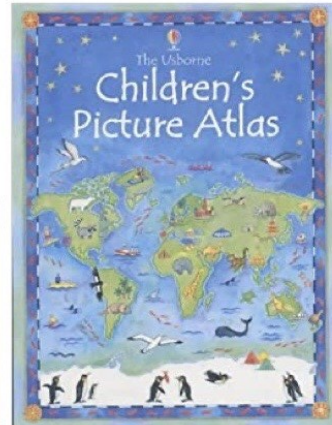
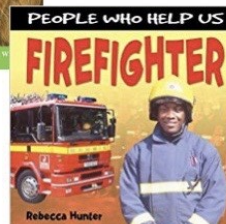
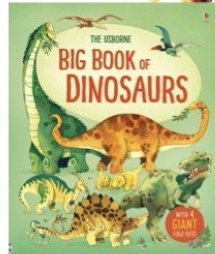
Books that rhyme



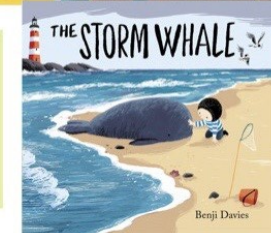
Animal Encyclopedia

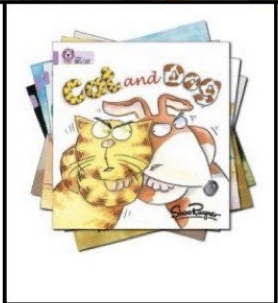
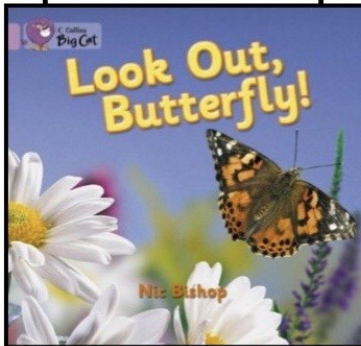
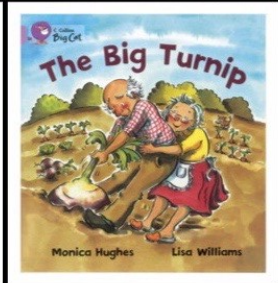
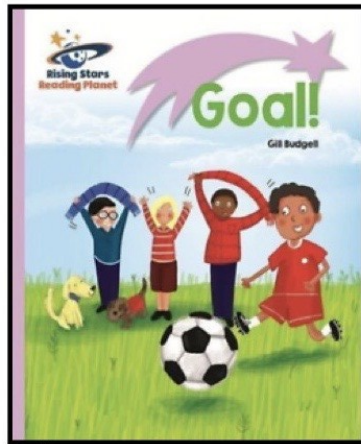


Non fiction books



Books about the world around us



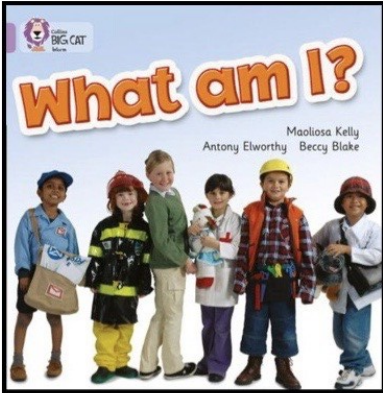


**Our first books are picture books without words. These are our lilac level books.**

**These books develop your child's language and storying skills. At this stage your child is learning to use the pictures to tell the story. They are learning to start at the beginning of the book, turning each page, one at a time, working from the front to the back ensuring that it is the correct way up!**

**It's really important to share these books enthusiastically with your child. If English isn't your first language, talking about the pictures is really important, so please use the language that your child is most comfortable with as well as English.**

**While your child is working at lilac level they will be learning other skills that will prepare them for the progression onto our pink level books.**


























At lilac level your child will also be learning to recognise letters and groups of letters by the sounds that they make. This is called 'Phonics'.

Letters have letter names and letter sounds. Children need to learn both but in the first instance, the letter sounds are the most important to learn.

These are the first sounds that your child will learn to recognise.

We call the letter symbol the 'Grapheme' and the sound that it makes is called the 'Phoneme'.

### Phase 2 Sounds

s	a	t	p	i	n	m	d
							
g	o	c	k	ck	e	u	r
							
h	b	f	ff	l	ll	ss	
							

A single letter is a phoneme

A digraph is 2 letters that make one sound, for example; ck.

A trigraph is 3 letters that make one sound, for example; igh.



Your child will have a small phonics pack in their reading folder, which will contain letter cards. They will need to learn to recognise each of the letters by the sounds that they make.

Please make sure that the letter cards are kept safely in their pack, in your child's reading folder and that their reading folder is in school EVERY DAY.

At lilac level, your child will also be beginning to learn to read the common high frequency words that they will need in order to access pink level books.

These pink word cards are given a few at a time. They will be kept with your child's phonics cards in a small zipped wallet in their reading folder.

It is really important that your child gets the opportunity to learn to read these daily, even for 5 minutes a day. To begin with say the words together and then as your child begins to learn them, they will be able to say them without your help. Please do NOT try to 'sound out' these words. It is important that they are learned by sight. Phonics skills will be used to decode less common, unfamiliar words.

**Pink Words**

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	Phase 2 Sound Wall

**a at as**

**is it an**

**of dad mum up**

**him his put get**

**got the back go**

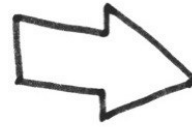
**to and on not**

**into can no I**

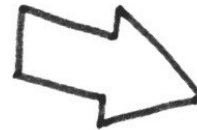
How many of these words do you know?

PIC•COLLAGE

Your child will be taking part in daily phonics sessions in school. Every day they will revise the phonemes that they have already learned as well as learning new ones.



They will be introduced to the high frequency words daily and will be given the opportunity to read them together.



They will begin to learn the skills of segmenting and blending words to decode them.



cat



We call these 'sound buttons'

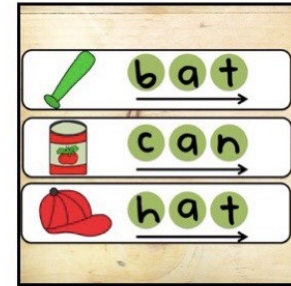
cat

Not all words can be decoded in this way. Those that can not be decoded phonetically are called 'Tricky words'. We learn to read these in our phonics sessions too.

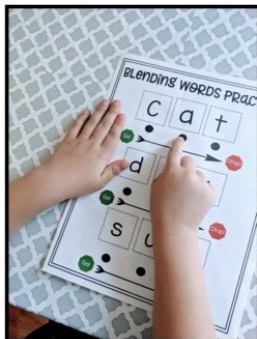
These are the phonics phase 2 tricky words

the	no
to	go
I	into

As the term progresses, your child will become more confident in their use of phonics. They will recognise lots of phonemes and will be beginning to learn to segment and blend phonemes in order to read unfamiliar words.



In order to practice their segmenting and blending skills we will give them a phonics list in addition to their word cards and reading book.



nip  
sat  
as  
ant  
tip  
pan  
sit

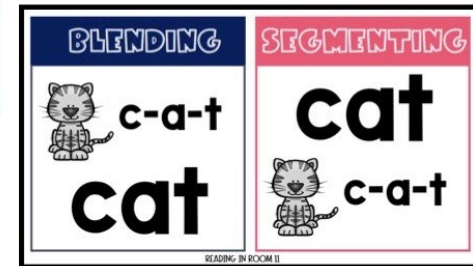
How to help your child with their phonics list;

1. Get the corresponding letter cards out of their pack & lay them out on the floor or on a table.

2. Hold the phonics list and don't let your child see it.

3. Say one of the words and ask your child to make it with their letter cards.

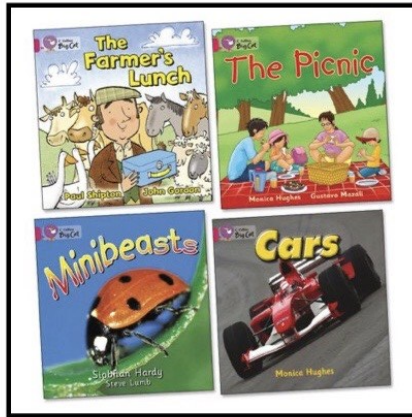
Don't always read down the list in the same order, mix them up a little bit.



By doing this, your child will be practicing their segmenting and blending skills.

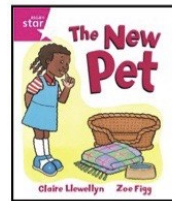
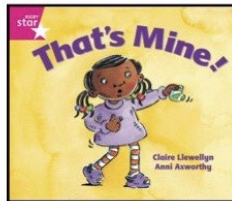
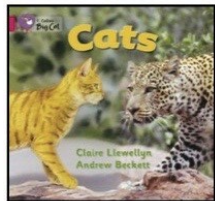
Remember to do this at least 3 times a week but daily if you can.

# Pink level books



In order to progress onto pink level books your child should have learned at least half of the pink vocabulary cards. They must be able to consistently read them instantly by sight and be able to demonstrate that they are beginning to segment and blend.

Pink books have simple text which is a mix of high frequency vocabulary and simple words that can be segmented and blended to read.



We have 5 levels within our pink band. Your child will start at pink I and work through the levels. If they progress quickly, they may move onto red level books without having completed every pink level.

We also have pink\* books and pink\*\* books. These books are a little bit more challenging because they require your child to use a range of skills. We use these to add breadth to your child's reading skills.

If a child has to use their phonic skills for every word that they read, they will not read with fluency and will therefore struggle to understand what they have read.

## PINK

How to support your child with a Pink Band book:

- Can you find the title of the book? What does it say?
- I wonder what this book will be about. What do you think? Let's see.
- Do you know anything about this story/topic?
- Have you ever seen/been to a place like this?
- Shall we open the front cover?
- Show me how to turn the pages.
- We look at this page first (left) and then this one (right).



## PINK

- Where do we start to read? Put your finger under each word.
- Can you see any words you know on this page?
- Put your finger under each word as you read it.
- What sound does this word begin with? Say each sound and blend them together.
- Look at the picture to see if it helps you to read the word.
- Did that sound right? Try again.
- What do you think might happen next? Let's see.
- Can you tell me what the book is about using the pictures to help you?



If your child is reading a pink level book, use these tips and questions to support them while they are reading.

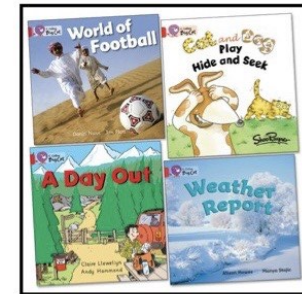


# Red level books

When your child has learned to read all of the pink word cards, we will start them on the red word cards ready for the red level books.



Red level books have more text than the pink books. They include words with phase 2 and phase 3 phonemes.



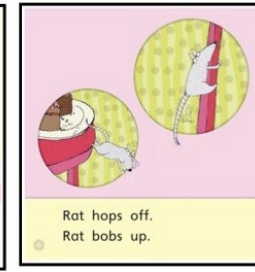
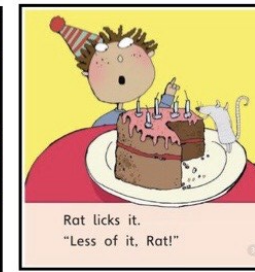
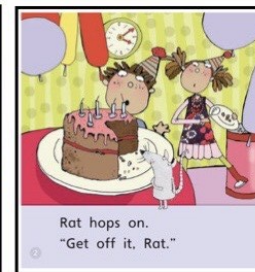
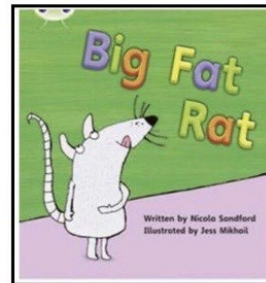
**Red Words**

was will with  
my for too  
you this that  
can had we  
off he be she me  
are see they then  
them down her now  
all look

How many of these red words can you read?

PIC•COLLAGE

'Big fat rat' is an example of one of our red level books.



RED

How to support your child with a Red Band book:

- Can you remember what this book is called?
- Show me the title.
- What do you think this book will be about?
- What makes you think that?
- Do you already know anything about what this book is about?
- Read me all the words that you know already.
- Let's make sure that you read each word in order. Show me.
- Read those words together instead of one at a time. eg. *Kipper and Biff...went...to...the park...with their dog.*



RED

- Read each phoneme and then blend them together to read that new word.
- Did that make sense? Read that sentence again to make sure.



- What could that word be? What would make sense here?
- What might happen next? What makes you think that?
- What did you enjoy most in that book?

If your child is reading a red level book, use these tips and questions to support them while they are reading.

Our red level books start at level 6 and go up to level 11, getting more challenging as they go. We also have red\* and red\*\* to add breadth to your child's reading skills.

Remember, it isn't always necessary to work through every level. If your child is ready to progress to the next colour band, your child's teacher will do this.

Remember, these words need to be taught as 'flash cards'. Don't try to use segmenting and blending skills to sound them out.




# MOST IMPORTANTLY!

Please remember, every child is different and they all develop at different rates. Be proud of every achievement that your child makes and NEVER compare them to other children. Children who are regularly supported at home with their learning make the most progress. Please help us by supporting your child. Remember that we are here to help, please talk to your child's teacher if you have any queries about their reading.

Most children should be confidently reading at red level by the end of reception. Some children will still be reading at pink level and some will be reading beyond red.

### Yellow Words


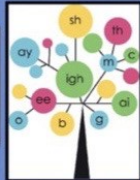


from said  
went have  
like just  
so it's help  
come one there  
do when out little  
what children my  
some her were

How many of these words can you read?

PIC•COLLAGE

### Blue Words






old said so  
oh thier  
people house about  
have like come  
Mr Mrs don't  
love some looked  
called were asked very there  
where water day when out  
made came who because today  
make here again different are  
thought any saw what please  
time your by

How many of these words can you read?

PIC•COLLAGE

### Blue Words-Sheet 2

through eyes  
little work  
friends mouse  
once put could  
many good away  
laughed want over  
how did man going school  
didn't asked know can't I'll  
bear long things new eat  
everyone our two has yes  
play well find more take

How many of these words can you read?

PIC•COLLAGE