

Our approach to teaching  
**EARLY READING and PHONICS**



At Captain Cook Primary School it is our aim to create life-long readers.

This journey starts with our youngest children.

Our curriculum is embedded in the sharing of quality texts, rhymes, poetry, fiction and non-fiction.

We understand the importance of children learning to read as quickly as possible so that they can use reading as a tool to learn and access the best of children's literature.

# Strong Beginnings



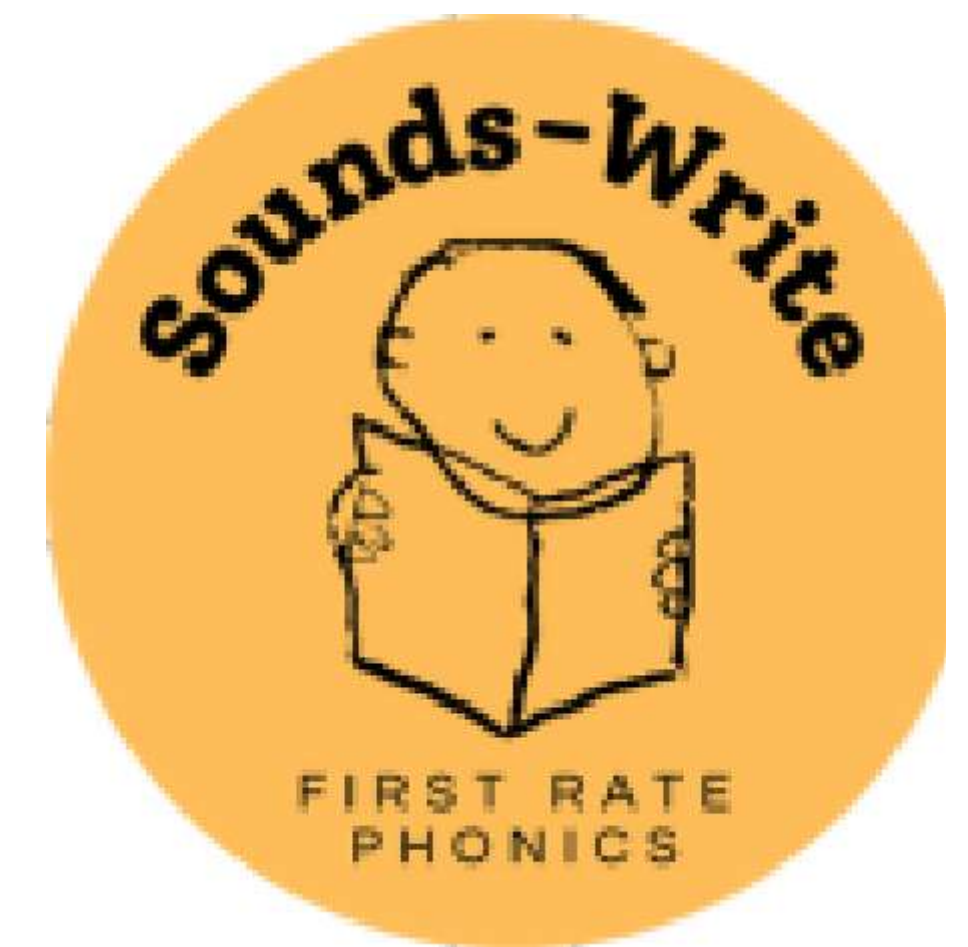
The teaching of early reading begins in our Nursery where our book led curriculum ensures children are:

- Engaging in high quality adult-led interactions with back-and-forth conversations;
- Sharing carefully selected songs, rhymes and stories every day, including repeated reads of familiar texts;
- Taught through a balance of child-led and adult-led experiences that develop their spoken language and embed newly taught vocabulary;
- Provided with activities that develop listening and attention, including oral blending skills that help children to be ready for formal phonics teaching in Reception.

# Sounds-Write – First rate phonics.



- At our school, we teach daily phonics lessons from Reception to Year 2, using a linguistic phonics programme called **Sounds-Write** – a proven Systematic Synthetic Phonics programme validated by the Department for Education (DfE).
- It starts with what children learn naturally, the sounds of their own language, and teaches them to recognise and represent those sounds in reading and writing.
- Sounds-Write is a complete phonics curriculum that teaches the skills, concepts, and code knowledge necessary for children to read and spell.



# Skills, Concepts and Knowledge



Sounds-Write is a highly structured and multi-sensory programme which ensures children in Reception and Key Stage One develop the skills, concepts and phonic knowledge needed to be successful readers.

The Sounds-Write programme ensures that children learn the **four main concepts** necessary to become proficient in early reading and spelling.



- Letters are symbols (spellings) that represent sounds.
- Sounds can be spelt using 1,2,3, or 4 letters e.g. dog street night dough
- The same sound can be spelled in different ways e.g. rain break gate stay
- The same spelling can represent different sounds e.g. head seat break

# Skills and Knowledge



Through the teaching of Sounds-Write, children will

- Learn 44 sounds and the corresponding spelling
- Learn to read new words by saying the sounds in a word and putting them together (blending)
- Learn to spell new words by splitting a word up into its sounds (segmenting)
- Learn to change or move individual sounds in a word to make new words (phoneme manipulation)
- Read high frequency words on sight within sentences
- Read decodable books featuring the words they have learnt to blend
- Read words and decodable books with greater fluency and speed
- Write the letters/letter groups which represent the 44 sounds
- Write words and simple sentences featuring the words they have learnt to segment



# How we teach Sounds-Write at Captain Cook Primary School



Daily, discrete whole-class phonics sessions take place in Reception and Key Stage One. Thoughtful support and scaffolding coupled with daily assessment, monitoring and regular Progress Checks, ensure that all children make progress and feel successful in their learning.

Sounds are taught in a specific order through the Sounds-Write Units  
Children are taught the 'pure' sounds i.e. 'mmm' and not 'muh' to enable blending  
Children in Reception are taught the Initial Code  
Key Stage One children are taught the Extended Code and Polysyllabic Words

Each session is made up of three Sounds-Write lessons and will include:

- A review of prior learning
- Teaching of new learning
- Applying learning to reading or writing in a connected text

Our highly skilled staff deliver Sounds-Write sessions with purpose, pace and enthusiasm. For children who need support to “keep up” or “catch up” with their phonics, skilled staff run interventions to target the knowledge or skills children need to progress.



# Reading At Home



We value the support of families in helping their children to practice and develop the skills they need to become confident and fluent readers.

We hold a meeting for parents of Reception children in the Autumn Term to explain how we teach reading and the way that families can help at home.

When children are ready to blend sounds to read simple words, they will take home a fully-decodable book containing words that match the sounds they have learnt. Families are encouraged to hear their children read the book at least three times.

Our home reading books are carefully matched to the phonics code children have learned. The books we send home are predominately from either **Sounds-Write books** or **Dandelion** scheme.

