

# Welcome!

## Parent and carer workshop

### Phonics

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# What are we going to cover?

- What is Phonics?
- What is our phonics scheme? How we teach phonics in school
- Supporting your child with reading at home (reading books etc)
- Writing
- How you can help at home

# What is Phonics?

Phonics is how we teach reading!

Children learning to link letters or letter groups with the sounds they represent.

There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound – letter or group of letters).

# What is Phonics?

Department for Education advice regarding phonics has changed in recent years

Research suggests that a 'systematic synthetic phonics' scheme is the best way for children to learn to read.

It used to be the route 'most' learned through. It is now the route that 'all' should learn through.

When children can decode words fluently, they can then work on comprehension.

# What is Phonics?

**Phoneme:** the smallest single identifiable sound in a word.  
For example, in the word 'cat' there are three phonemes c/a/t.

**Grapheme:** the written representation of a sound.

# What is Phonics?

**Digraph:** two letters making one sound. For example, /sh/ in the word 'shop'.

**Trigraph:** three letters making one sound. For example, /igh/ in the word 'night'.

**Split digraph:** two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'cake'.

# Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

**c a t**

**not**

**cuh a tuh**

If we mispronounce these sounds we will make reading harder for our children.

These videos demonstrate the correct pronunciation of the sounds:

Phase 2 <https://vimeo.com/753929025/5eaa45c0aa>

Phase 3 <https://vimeo.com/753931102/b9a2f8194f>

Phase 5 <https://vimeo.com/753933192/43104a30e0>

# What is ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme

<https://essentiallettersandsounds.org/parents/>






# How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- We teach phonics every single day from the first days of Reception, throughout Year 1 and for the first term of Year 2

# How do we teach phonics?

- We have phrases and rhymes to support learning and recall (photocopies available – mnemonics and rhymes)
- **These will be available for Phase 2, 3 and 5 on our website and on Google Classroom**

Grapheme	Picture	Rhyme
s		snake – swerve around the snake
a		ant – around the head, down the body
t		teacher – down her body and cross her shoulders

# How do we teach phonics?

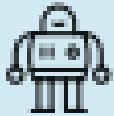
- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- /c/ /oa/ /t/

# How do we teach phonics?

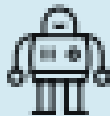
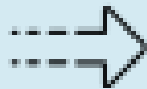
- One sound per day
- Review sessions regularly and whole review weeks
- Assessments most half terms
- Children learn as a whole class (not grouped) but 3-5 minute interventions are used to support children when they need it

# How do we teach phonics?

- Robot arms and blending hands (oral blending)



- Sound out and blend (reading)
- Spelling sequence



## ELS Progression

Nursery/Pre-school – Phase 1

Reception – Phase 2, 3 and 4

Year 1 – Phase 5

Year 2 and beyond – Review all phases

This is the plan – all children learn at different rates and sounds are revisited throughout!

# Pre-Reception

## Phase 1\*

### *Nursery/Pre-School*

Seven aspects:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending

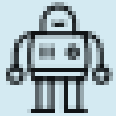
# Reception

Phase 2	Phase 3**
<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none"><li>• Oral blending</li><li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li><li>• 12 new harder to read and spell (HRS) words</li></ul>	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"><li>• Oral blending</li><li>• Sounding out and blending with 29 new GPCs</li><li>• 32 new HRS words</li><li>• Revision of Phase 2</li></ul>



# How do we teach phonics?

- Robot arms and blending hands (oral blending)



# Phonics skills - the beginning

- Hear the sound (on its own and within a word)
- Orally blend the sounds to make a word
- Recognise some graphemes (letters) and remember the sound they represent

# Phonics skills – to read a word

**train**

- **Segment (break down) the word into individual letters/groups of letters**
- **Recognise the grapheme (letter or letters) and remember which sound it represents**
- **Blend the sounds together to make the word**

# How do we teach phonics?

- Sound out and blend (reading) pat, chip, three, jump,

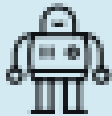
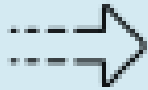
# Phonics skills – to write a word

**train**

- Say the word and orally segment it into the sounds
- Decide which grapheme to write for each sound

# How do we teach phonics?

- Spelling sequence



# Harder to Read and Spell Words (HRS)

<b>I</b>	<b>the</b>	<b>no</b>	<b>put</b>
<b>of</b>	<b>is</b>	<b>to</b>	<b>go</b>
<b>into</b>	<b>pull</b>	<b>as</b>	<b>his</b>
<b>he</b>	<b>she</b>	<b>buses</b>	<b>we</b>

# Reading at home

- Reading a bedtime story every night to your child improves their outcomes
- Children who reach age related expectations in phonics are 11 x more likely to succeed in Maths at the end of Primary school
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.



# Decodable books

- The advice is that children should only reading texts that are entirely decodable
- This is NOT the old book band system!
- Colours are only used to organise books
- The book they take home depends upon the sounds they are confident with

Book Band	GPC (sounds)	Harder to Read and Spell words taught	Oxford Level
Black	wordless		
Pink (Phase 2, Set 1)	s, a, t, p		1
★Pink (Phase 2, Set 2)	m, j, n, d	HRS: l, the, no	1+
Red (Phase 2, Set 3)	g, o, c, k	HRS: put, of, is, to	1+
★Red (Phase 2, Set 4)	ck, e, u, r	HRS: go, into	1+
Yellow (Phase 2, Set 5)	h, b, f, l, ff, ll, ss	HRS: pull, as, his	1+

# Reading at home

- Children are only reading from books that are entirely decodable
- Your child should be able to read their book confidently by the end of the week
- We only use pure sounds when decoding words (no 'uh' after the sound)

# Reading at home

We want to maintain your child's love of learning and reading!

Read the decodable text (reading book) 4 times:

- 1/2 to decode (you may sound like a robot)
- 3 to sound fluent (to make it make sense)
- 4 to add expression and intonation (to make it interesting)

# All about repetition!

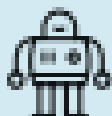
Their phonics knowledge must be embedded in their memory!

To consistently recognise that the <ea> in bread spells /e/ we need to read it at least 4 times. This means we need to read the word many times to build fluency for reading.

# Supporting your child with reading at home

- Listening to your child read their 'decodable' 3-4 times a week
- Reading/sharing book daily (could be sharing book from school, library or favourite from home – repetition is fine!)
- Reading/sharing the online book which reflects sounds introduced that week

# Supporting your child with writing at home



You can use the spelling sequence with your children at home to support them with their writing.

Let's try this with the word: rain

We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense!

# Supporting your child at home

- Low pressure games/activities which can take a couple of minutes are best

e.g. I spy

- Oral blending games
- Noticing letters, sounds and words on road signs, posters, in shops etc

# Games to play at home



## Oral blending during play

e.g. Where is the c-ow?

The duck is in the p-o-n-d

## Musical Phonics!

Sounds on paper scattered around the floor. When the music stops, jump on a sound and say it! Or call out a sound and they have to get there!



# Games to play at home

## Pairs

Write out spelling words – plays pairs, turning over 2 cards at a time. Read them out, if they match, you keep them! (good for Harder to Read and Spell words)

## Buried treasure

Sounds or words written on paper and bury it in sand, tissue paper, soil etc!



# Resources to help at home

Ideas on instagram:

Fiveminutemum

lots of (not specifically phonics) ideas for early English and maths, fun, active (should only take 5 minutes) and low pressure

Thephonicsfairy – clear, simple explanations

She answers common questions – can be helpful to explain elements, but doesn't follow our specific scheme

# Resources to help at home

- ELS sound mats (available on the school website and via google classrooms)
- Oxford Owl online books – assigned through Google Classrooms to match the current learning

- Phonics play – free games

<https://www.phonicsplay.co.uk/resources>

- Topmarks

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

- Alphablocks (BBC)

<https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>

You can find out which sounds they are being taught on Google classroom.

Play games and have fun with it! They can learn it at school but low pressure repetition at home will help to embed it!

**Any Questions?**