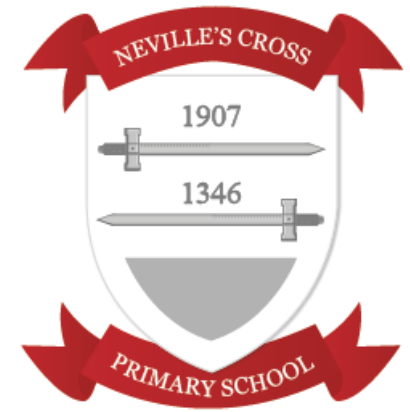


Neville's Cross Primary School Phonics workshop



Mrs Banks

Miss Hillery

Miss Bell

Mrs Harrison

Miss Kerridge



What are we going to cover in the session?

- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home





What is Phonics?

- A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds (phonemes) they represent.
- There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).

What is Phonics?

- Knowledge of the sounds single letters and groups of letters make

+

- Skills of blending (to read) and segmenting (to write)

= Phonics

A key skill leading to independent reading and writing
(Once reading and writing independently and fluently a child will only need phonics for unfamiliar words.)



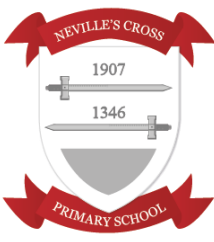
What is Phonics? Key terminology

- **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 – a letter or a group of letters, e.g. d, b, ai, sh
- **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'.
- **Blending:** pushing the sounds together to read a word, e.g. c , a , t – cat
- **Segmenting** – splitting up the word into its individual phonemes for spelling, e.g. rain – r, ai, n

What is ELS?

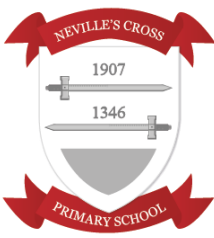


- From September 2022, Essential Letters and Sounds (ELS) is our chosen phonics programme and is validated by the DfE. In response to feedback from teachers and families, we felt that Bug Club was not the right fit for us as a school, particularly due to the lack of physical decodable books.
- As a school, we have invested considerably in lots of new books which match precisely to the ELS phonics programme and utilise some high-quality resources that were already existent in school but not being used.
- The ELS programme teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words.
- Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.



How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success. The children will become very familiar with the structure of the lesson so the focus is upon the new phonic knowledge and skills being taught.
- All children are supported within the lesson to use their new phonic knowledge independently.
- In every single ELS lesson, your child will make the direct application to reading.

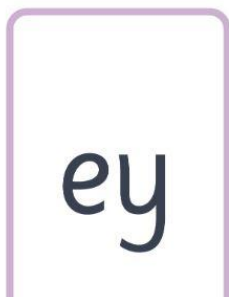


How do we teach Phonics?

- Daily Phonics sessions –from the beginning of the school year
- Phonics throughout the day to review new sounds & graphemes taught – spaced practice and lots of repetition is essential for children to retain their new learning
- Lots of opportunities for oral blending - c/oa/t and on word recognition. However, new vocabulary is also given and explained in every lesson.
- Opportunities for writing-new grapheme, words and sentences.

What does an ELS Phonics lesson look like?

- Classroom whiteboard presentations form the basis of the lesson but there are lots of opportunities for the children to use actions, movement and participate at all parts of the lesson.
- Helpful ditties and mnemonics are used to help the children learn how to form the letters correctly and to remember the sounds letters make. In Reception children begin by learning the initial letter sounds for each letter of the alphabet and then extend to digraphs (two letters making one sound, e.g. sh, ch ee). In Year 1 your child will learn that there are multiple ways of spelling the same sound. The English language is very tricky!



Revisit and Review

Recently and previously learned phoneme-grapheme correspondences, and blending and segmenting skills.



Teach

New phoneme-grapheme correspondences; skills of oral blending, blending and segmenting. Teach new HRS (Harder to Read and Spell words)



Practise

New phoneme-grapheme correspondences; skills of blending and segmenting.



Apply

New knowledge and skills while reading/writing.

Review
Let's say the sounds made by the graphemes.

Teach
Drum roll please ...

Today's new sound is ...

S



sit

Apply

Read the caption. Click on the icon to reveal the picture.



a tip



ACTIVITY BOOK 1

ELS Essential Letters and Sounds

Name.....

Class.....

OXFORD

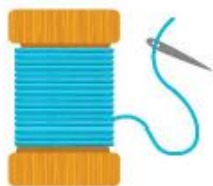


Review lessons and reading

- Each week 4 new sounds are taught (Monday to Thursday) and on a Friday the four sounds are reviewed with a focus on applying the phonics knowledge and skills into reading and writing.
- On a Friday, your child will read a decodable book which matches precisely to the sounds that have been taught that week. They will read in pairs with a partner and with the support of adults. They will then bring this book home to read at home– more about that later!
- Throughout the week, additional opportunities to practise reading their books will be made to build confidence.

ELS Progression

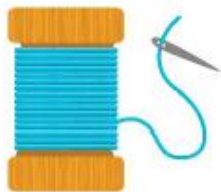
Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2

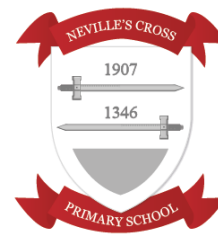


ELS Progression

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
Reception Summer 1	Reception Summer 2	Year 1 Summer Year 2 and Key
	Revision of Phase 2, Phase 3 and Phase 4	

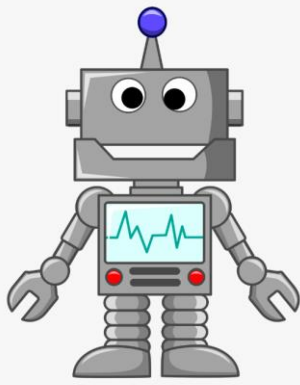
For more detail about the content of the Phonics your child will learn term by term and week by week, please visit our school website and within the Curriculum tab, click on the Phonics and Early Reading section.





Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- 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.



Robot arms and blending hands

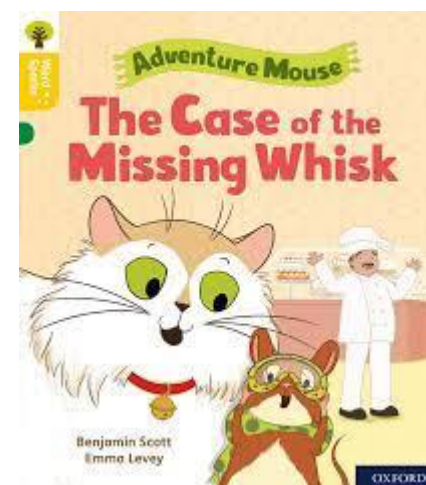
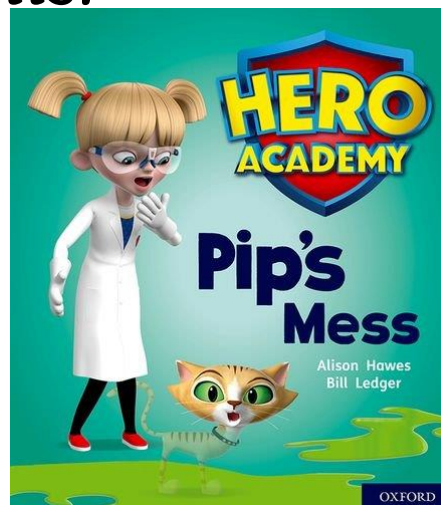
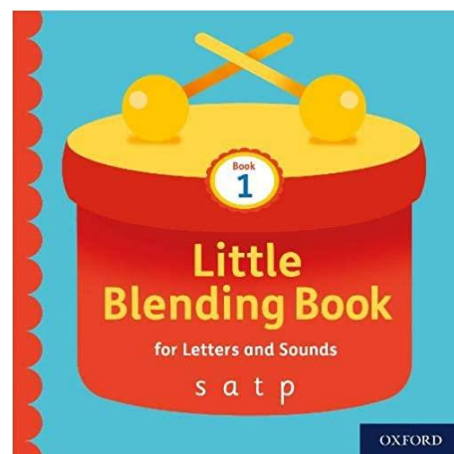
- As part of the blending process, we use robot arms and blending hands.
- Each sound in the word is matched to a swipe of the robot arm and then we push our hands together to blend, e.g.
- c – a – t = cat s – ai – l = sail
- s – l – ee – p = sleep m – a – s – k = mask

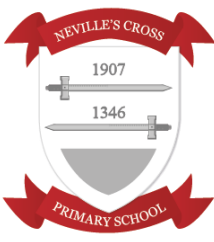
Children are encouraged to spot any digraphs in the word before they begin sounding out with their robot arms.

Supporting your child with reading at home – decodable books

- Children are only '*reading*' from books that are entirely decodable
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want them to practise reading their book **4 times** across the week working on these skills:

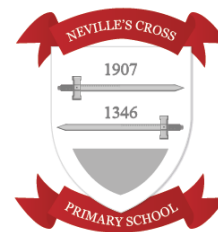
- decode
- fluency
- expression





Why do we need to reread the book multiple times?

- We want children to create a strong orthographic map. This means that they learn sounds spelt by the letters or groups of letters in each word.
- To read fluently, or well, we need a strong orthographic map.
- 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.



Will my child only read Phonics books?

- Each week the decodable book that your child brings home is for them to practise the skills and phonic knowledge they have been taught that week.
- They will also often bring home decodable books containing sounds previously taught to revisit and further build fluency.
- A further phonics reading book will be allocated on Oxford Owl online so that children can broaden their reading experience with the focus sounds from that week or previously taught sounds.
- In addition, they will also bring home a book for pleasure – a library book that should be shared with an adult as this will not be matched to their Phonics knowledge and may contain words or sounds your child has not yet been taught – the aim is for them to be successful.
- Please continue to share lots of books at home to develop a wide love of reading!

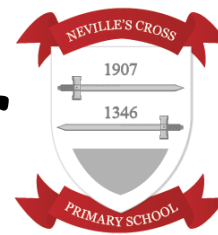
Using Oxford Owl

The screenshot displays the Oxford Owl website interface. At the top, there are three navigation tabs: "Home", "Homework 1", and "Progress". Below these, there are two main content cards. The left card, titled "Homework", shows a book cover for "Stop that Train!" and indicates "1 to do". The right card, titled "Progress", shows a bar chart icon and indicates "No Progress". At the bottom, there are three banners: "OxfordOWL eBook Library" featuring an owl, "eBook Library for Letters and Sounds" featuring a yellow bird, and "Read Write Inc. eBooks Selection" featuring a family reading on a sofa. The Windows taskbar is visible at the very bottom, showing the search bar and system tray with the date 27/09/2022 and time 16:47.



Pronouncing the pure sounds

- We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.
- If we mispronounce these sounds we will make reading harder for our children. Try to avoid adding uh to the end of the sounds.
- There are videos for this on our school website where you can hear the correct pronunciation of the sounds.
- <https://vimeo.com/641445921/9382cf6db0>



Supporting your child at home with their Phonics knowledge

- All children in Reception, Y1 and some Y2 children will have a Sounds book which they will bring home daily.
- Every day, as a new sound is taught, a copy of the sound along with the picture to aid recall is stuck into your child's sound book on a sticker.
- We ask you to help your child practice recognising the grapheme (groups of letters) and the sound they make by pointing to them, e.g. point to the letters ou and your child will say ou – a proud cloud . Finally, help your child to practise writing the sounds correctly by repeating the handwriting formation ditties. We ask your child to practise each letter/sound 3 times in their best handwriting.
- Please note that on Review Days (Fridays) and during Review weeks, new sounds and HRS words will not be sent home as we are reviewing and consolidating knowledge and skills.

Grapheme

Picture

s

oo



the book nook

a

ar



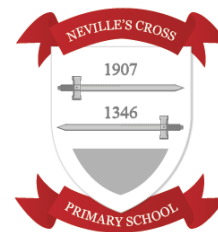
a far star

t

ur



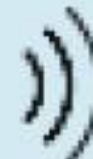
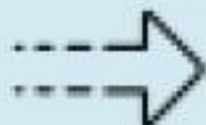
turn in the surf



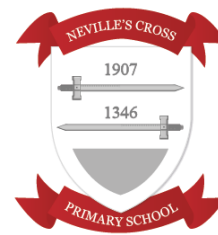
Sound book

- As your child progresses through the scheme, teaching staff will upload words to read or spell on Tapestry or Seesaw. This should be a short burst of additional activity – as much as we must prioritise reading, we are keenly aware that the children are young and family time is precious.
- As part of the phonics programme, your child will be introduced to HRS words (also known as tricky words) such as I, the, said, water, people etc. These are words that either cannot be sounded out using phonics or include sounds your child won't learn until later. It is important that your child learns to read and spell these by heart.
- We hope that as this book fills, you will be able to flick back over the pages to use these for repeated practice to help your child become really confident in their phonic knowledge and recalling the different sounds and HRS words.
- Your child's sound book will sit alongside the phonically decodable books they will bring home, which will also include the sounds of that week. **It is very important that your child's Sounds Book and their reading books are brought to school every day so that we can practise these with your child too.**

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 words: dog, rain and sleep.
- 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!



Keep up

- The ELS approach is to help pupils *'keep up, not catch up'* so staff will be working closely with your child to check that they are grasping the new phonics knowledge and applying the skills of blending and segmenting.
- Our aim is to provide immediate intervention where a child has not grasped something or may be finding some aspects tricky. This might be in the lesson if they have found something tricky that day, or if they have been absent from school.
- Alongside our daily assessments, we carry out assessments of the sounds your child has taught each half-term and provide daily additional practice sessions with trained TAs and/or the teacher to help children who may experience additional difficulties when learning to read to stop gaps forming however we really do rely on parents and carers to help their child practise their sounds and reading regularly – 4 times a week please!

Year 1 Phonics Screening Check

- In **Year 1**, children must take part in a Phonics check in the Summer term (June 2023). The results are reported to the Local Authority and the DfE. Results are also shared with parents/carers.
- Children have to read a mixture of real and pseudo words known to the children as 'alien words'. There are 40 words altogether.
- Last year's pass mark was 32 out of 40.
- The check is taken under test conditions with one member of staff in a quiet area- not as formal as it sounds!
- 'The alien game'.
- Practice makes perfect- particularly with alien words as some children try to turn them into a real word, e.g. strom – storm.
- Children who do not pass the check are re-tested in Year 2.

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



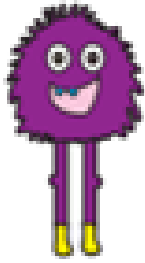
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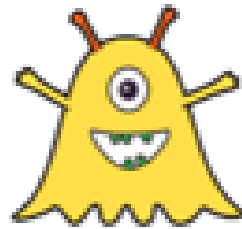
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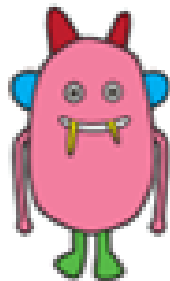
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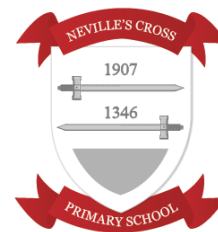


river

diving

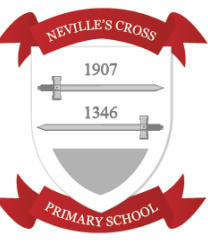
beehive

midnight



To summarise...

- We are very excited for the reading learning journey your child will take this year!
- The English language and reading are both extremely complex. Your support in helping your child is crucial and very much appreciated.
- Please help your child to complete the activities on Tapestry/Seesaw and in their Sound book each week. Lots of repetition and revisiting is key – we need to develop their sight recognition (orthographic map!)
- Please read your child's decodable book with them 4 times across the week so that they become fluent and can begin to use some expression!
- Ensure your child's sound book and reading books are in their reading folder in school every day.
- Speak to your child's class teacher should you have any questions or concerns about how your child is progressing with their reading.



Any questions?

Thank you so much for coming and for your support this year! 😊