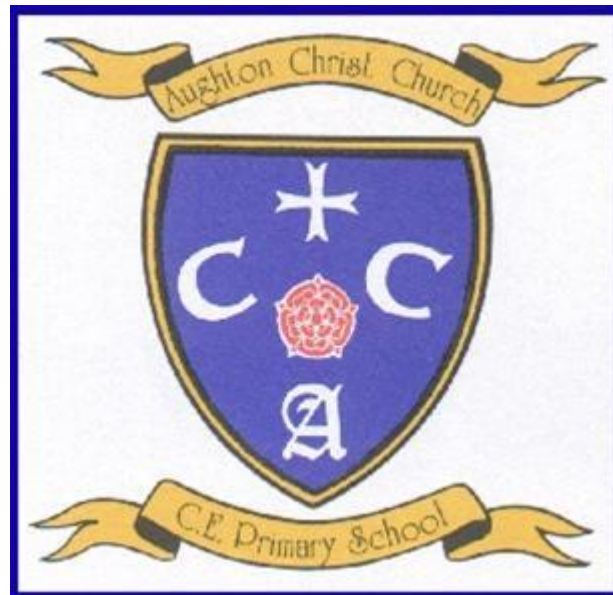
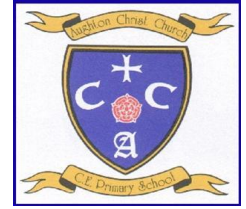


Phonics and Early reading at Aughton Christ Church

Tuesday 22nd February 2022

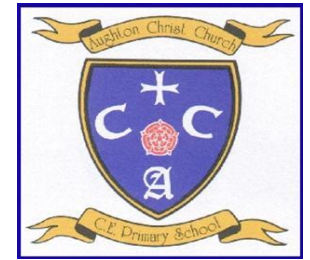


What are we going to cover?



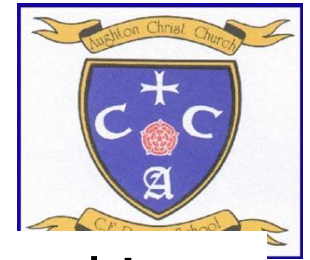
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home

What is phonics?



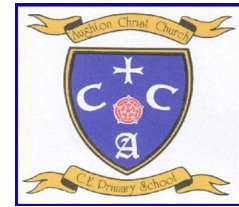
- A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent
- There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).

What is phonics?



- **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.
- **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'.

What is ELS?



- Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identifying 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?

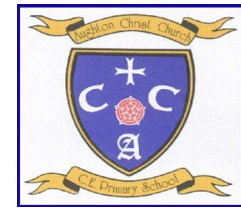
- We use a simple, consistent approach to teaching phonics.
- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.
- All children are supported within the lesson to use their new phonic knowledge independently.
- In every single ELS lesson, your child will make the direct application to reading.



How do we teach Phonics?

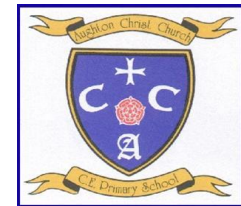
- Daily Phonics sessions- in Reception and Year 1
- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- c/oa/t.
- Main focus is on word recognition. However, new vocabulary is also given and explained in every lesson.
- Opportunities for writing- new grapheme, words and sentences.

ELS Progression



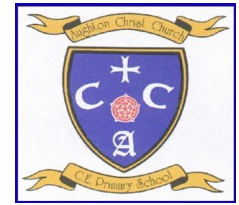
Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none">• Environmental sounds• Instrumental sounds• Body percussion• Rhythm and rhyme• Alliteration• Voice sounds• Oral blending	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none">• 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

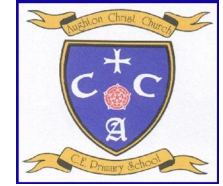


Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

Supporting your child with reading at home



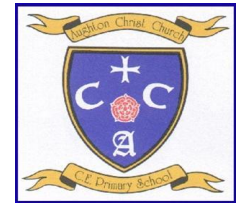
- As parents, you hold the key to helping your child become a confident, successful reader.
- Only 1 in 3 children are read a bedtime story at night.
- Reading a bedtime story every night to your child improves their outcomes.
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.
- Model reading as the norm in your home – let your child see parents / siblings etc. reading for enjoyment as well as purpose



Supporting your child with reading at home – decodable books

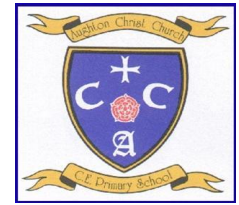
- Children will bring home a book each week that is entirely decodable. (Read by myself)
- We want them to practise reading their book 4 times across the week working on these skills:
 - decode
 - fluency
 - expression

Supporting your child with reading at home



- 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

Pronouncing Pure Sounds



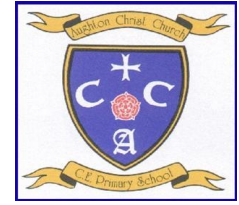
- We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.
- If we mispronounce these sounds we will make reading harder for our children (no 'uh' after the sound).
- There are videos for this on our school website where you can hear the correct pronunciation of the sounds.



Supporting your child with reading at home –sharing books

- Children will also bring home a sharing book once a week (read with me).
- Sharing books are for enjoyment and to instil a love of reading and are for you and you child to share together.
- Choose a quiet time 10-15 minutes is normally enough.
- Always start by talking about the book together, look at the pictures, encourage prediction.
- Model reading with expression to your child.
- Encourage your child to join in reading the words they are able to decode.

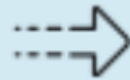
Supporting your child with writing at home



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



say the word



stretch the word



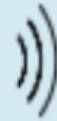
segment the word



blend the word



count the sounds



say the whole word

- 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!

Any Questions?

Thank You for Listening

