



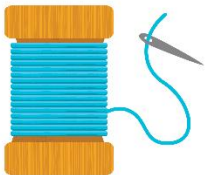
Phonics, early reading and writing

Mrs Smith and Mrs Moore



What are we going to cover?

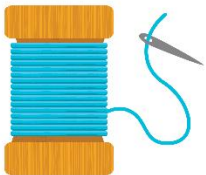
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home



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'.

a = a corn

ai = rain

ay = play

a-e = name

eigh = eight

ey = they

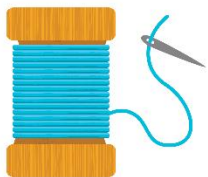
ea = great

aigh = straight

What is ELS?

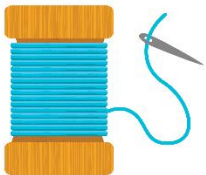
Essential Letters and Sounds (ELS) is our chosen phonics programme

Children will experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.



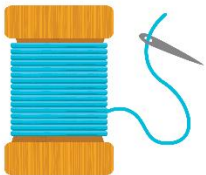
How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- We have mnemonics and rhymes to support learning and recall
- We teach phonics every single day from the first days of Reception



How do we teach phonics?

- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- /c/ /oa/ /t/
- We teach the 'code' for reading, alongside teaching vocabulary.



How do we teach phonics?

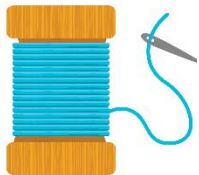
Teach

These objects all have the /ng/ sound in.

ng



ng ... ng ... ring
ng ... ng ... wing
ng ... ng ... sing



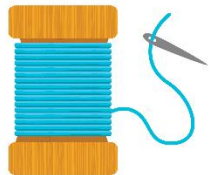
How do we teach phonics?

Practise

Quit activity 

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

net



Practise

Quit activity 

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

net



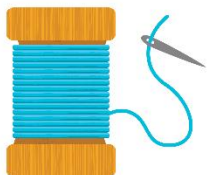
How do we teach phonics?

Apply

Quit activity 

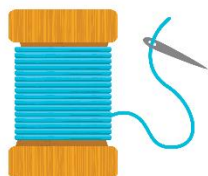
Read the sentence. Click on the icon to reveal the picture.

Her friend said it
was sweater
weather.



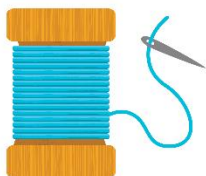
ELS Progression

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



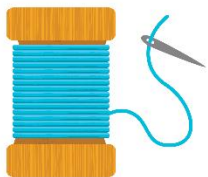
ELS Progression

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

- 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.



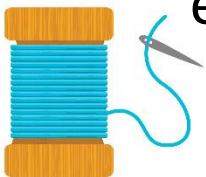
Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- Your child should be able to read their book confidently
- 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

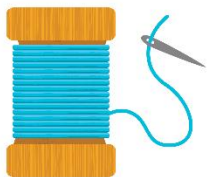


Supporting your child with reading at home

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.

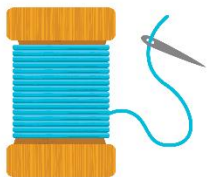
c a t

not

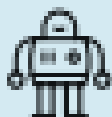
cuh a tuh

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

There are videos for this on our school website where you can hear the correct pronunciation of the sounds.



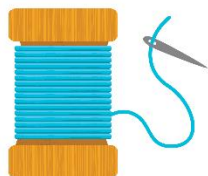
Supporting your child with writing at home



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 with writing at home

Simple advice on helping your child enjoy writing.

Writing is just not easy – and some children find it a chore rather than fun. Some children will happily write for pure pleasure, and others have to be encouraged to do even three lines of writing! So how can you make writing seem just a bit more attractive?

Follow your child's interests:

Does your child like football, cooking or making things, designing clothes or playing with Lego? Whatever their interest, there will be good writing opportunities around it. Perhaps a football diary, instructions or recipes. Use postcards or fancy writing paper, write in coloured pens and pencils. You could encourage them to write to family members. Provide post it stickers and encourage them to write messages to everyone, even the cat!

Remember TALK comes first!

The standard of children's writing at school is not only how they form letters and handwrite. They must also be able to express their ideas clearly. Can they put thoughts in order and discuss what they want to say? All of these depend on speaking. So talk to your child, encourage them to express themselves, listen and respond to their ideas.

It all helps!



GOLDEN RULES

- ✓ **DO** offer plenty of praise. Writing takes practice and perseverance, both of which are hard if you are feeling discouraged. Think of nice things to say ~ 'I love the way you've put that! It's brilliant.' Not 'I wish you would leave a space between your words.'

- ✓ **DO** allow different forms of writing. Writing emails or typing messages are all perfectly good ways for children to express themselves in written form.

- × **DON'T** get obsessed with spelling.
The main criteria for a healthy piece of writing is that:
 - We can read it
 - It is well expressed
 - It fulfils its purpose – i.e. if it is a thank-you letter to granny, it says thank you!
 - If the writing satisfies all these criteria then a few mis-spelt words do not really matter.



Useful resources to promote writing at home:

- sticky labels, e.g. for their letters, parcels, for labelling things they have made, labelling things for the role-play area
- paper in different shapes, sizes and colours for any of their needs
- an easel
- a whiteboard
- glittery / scented pens
- different sized writing implements – thick felt tips, paint brushes, fine pencils, sticks, wands, etc.
- clipboards and pens for drawing and writing
- a bag of puppets, monsters and other soft toys
- an easily erected tent or a sheet for an office, cave or den to make a perfect writing area
- envelopes
- sticky tape or glue
- coloured pencils and pens
- scissors
- glitter