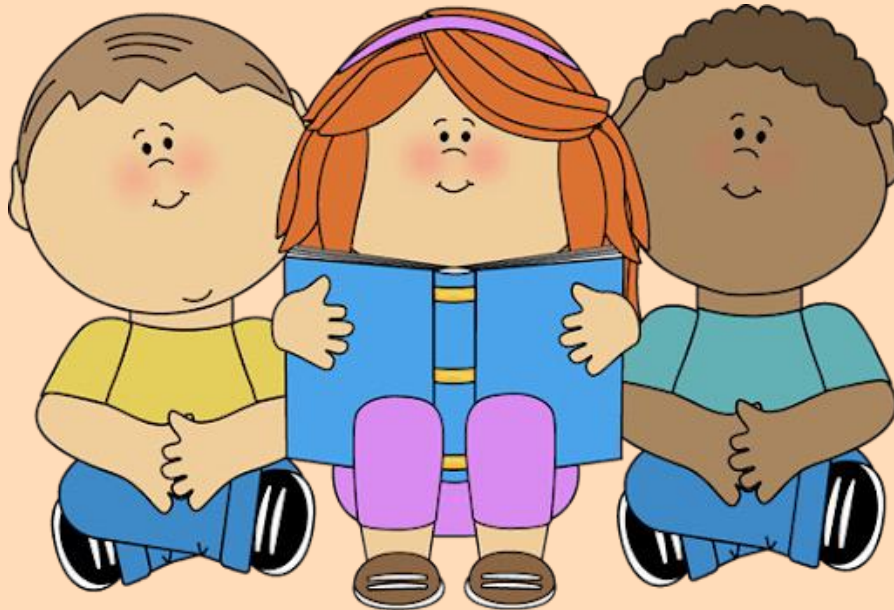


Phonics Talk

Wednesday 4th October 2023



- Introduction
- Teaching phonics – terminology explained
- Phonics progression over the year
- Reading activities at school
- How to get the most out of reading
- Tips for helping your child to read
- Questions
- Writing
- Questions
- Useful websites

Reading has two components

Word Recognition

The ability to recognise words presented in and out of context.

The ability to apply phonic rules - blending sounds to decode.

High quality phonics work – prime approach for beginners in learning to decode and encode.

Comprehension

The process by which words, information, sentences and discourse are interpreted.

The same processes underlie comprehension of both oral and written language.

Continues to develop throughout life!

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Terminology

Phoneme this is the smallest unit of sound in a word

Grapheme this is the letter(s) representing a phoneme

Digraph two letters that make one sound e.g ch

Trigraph three letters that make one sound e.g igh

CVC word a word containing a consonant, vowel and a consonant e.g cat

Harder to read and spell (tricky words!) are words that CANNOT BE SOUNDED OUT E.g the she said no

High frequency words words children will come across frequently and are handy to recognise by sight E.g and but



Your child will be coming home using
this terminology and knowing what it
means!

Phonemes and graphemes

- There are 44 phonemes in the English language but only 26 letters
- There are over 140 ways of writing the 44 phonemes
E.g train day game great lazy
- Having a good knowledge of these is key in developing children's ability to decode words
- Children need to be able to blend sounds together (for reading) and segment words back into sounds (for writing)

Top tip!

Say the sounds clearly, 'sss' not 's-uh' 't' not 't-uh' (this is known as 'schwa').

Keep the sounds short and sharp.

DO NOT SCHWA!

DO NOT SCHWA!

DO NOT SCHWA!

The reading framework

Teaching the foundations of literacy

The reading framework was published by the DfE in 2021 following new research and recommendations.

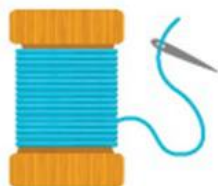
Schools are now required to use a government approved scheme to teach phonics, this scheme must be followed with fidelity. It covers the phonics lessons, classroom resources, homework and also the hard copy and online reading books.

After much consideration we now follow the ELS scheme.

What is ELS?

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



Essential Letters and Sounds

SOUNDS

Progression

Phase 2

s a t p i n m d g o c k ck e u r h b f ff l ll

Phase 3

j v x y z zz qu ch sh th ng nk ai ee igh oa -es ar ur oo or ow oi
ear air ure er oa

Phase 4

Phase 4 does not require children to learn any new graphemes.

Instead, the focus is to consolidate children's existing phonic knowledge and to help them to learn how to read and spell longer words containing adjacent consonants, e.g. 'frog' and 'spring', as well as decodable words with two or more syllables, such as 'lunchbox'.

Phase 5 (pre teach)

ay ou ie ea -le oy ir ue wh ph ew oe au ey a-e e-e i-e
o-e u-e c(s)



Essential Letters and Sounds

HARDER TO READ AND SPELL WORDS Progression

Phase 2

I the no put of is to go into pull as his

Phase 3

he she buses we me be push was her my you

Phase 4

they all are ball tall when what said so have were out like some come
there little one do children love

Phase 5 (pre teach)

oh their people Mr Mrs your ask should would could asked house mouse
water want very

- Encoding is the process of hearing a sound and being able to write a symbol to represent that sound. Decoding is the opposite: it involves seeing a written symbol and be able to say what sound it represents.

- As soon as children have a small number of grapheme/phoneme correspondences, blending and segmenting can start.

s-a-t - sat

p-i-n - pin

t-a-p - tap

c-a-t - cat

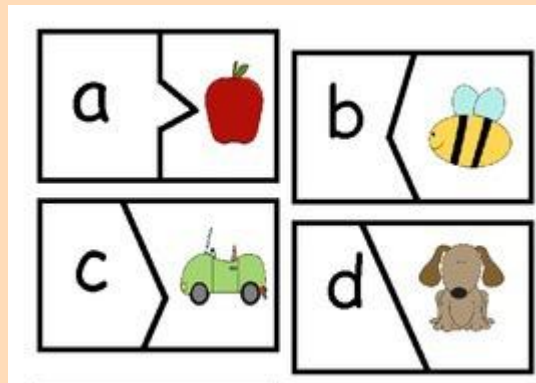
What we need to do

- Focus clearly on developing word recognition skills through phoneme awareness and phonics teaching
- Repetition and teaching of 'harder to read and spell' words
- Focus clearly on developing language comprehension through

Talking with children
Reading to children

Reading at school

- Reading groups weekly
- Every day, all day in many different contexts
- In small group games
- Whole class e.g. words related to topics, writing words which contain new sound, stories on whiteboard, shared reading books etc
- General – reading signs, peg labels, names on jumpers etc.



Taking reading books home

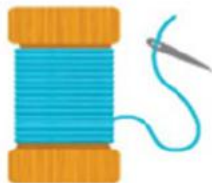
- Children are given a new reading book each Friday
- Please ensure reading folder (containing book and diary) is **always** in the children's book bag
- Please use the diaries to inform us of your child's progress. Date the diary each day.
- Please make sure children are not attempting to sound out harder to read and spell words. They can not be sounded out.

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.



Top tips

- Do **not** use the names of the letters in the initial stages. Use the sounds.
- Keep the sounds **short and sharp**.
- Use 'sound talk' at home ('Can you g-e-t your b-a-g').
- Look for opportunities to read in the environment. Make the reason for reading clear.
- Don't expect your child to read a word before they have been taught the sounds in it.
- Visit the library.
- As you are telling stories, pause for any repeated phrases. Can your child fill them in?
- Use words such as title, author, illustrator, fiction, fact. We talk about these in class.

- Ask your child to hold the book and turn the pages. Ask them to point to where we start reading.
- Emphasise taking care of books.
- Allow children to reread favourite books.
- Allow children to use the pictures to search for clues. This will help them to develop their confidence.
- Ask open-ended questions e.g., 'What do you think...?' 'I wonder what may happen...?'
- Allow your child to see you reading – not just phone or computer screen
- Try to read with your child for 10-15 minutes a day. It makes a huge difference!
- Try reading at different times of the day.
- Keep it fun!



- Speak to your teacher if you have any concerns or to tell us if your child has progressed well!

Teaching harder to read and spell words

- Place words around the room, call one out for children to run and find

- Lucky dip

- Play snap

- Write them in chalk onto a hopscotch grid. Read them as you throw the stone onto them.

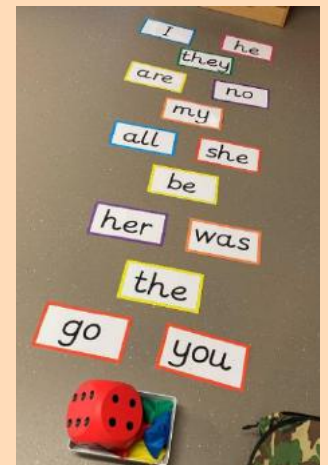
- Put a few at a time onto a wall using post its or bricks/flowers and practise them each evening in a fun way hiding one and asking which one is missing.

- Play bingo with them.

- Point them out when reading a bedtime story.

- Play treasure hunt with words.

- Write the words on lolly sticks and practise 1 a day from the pot.

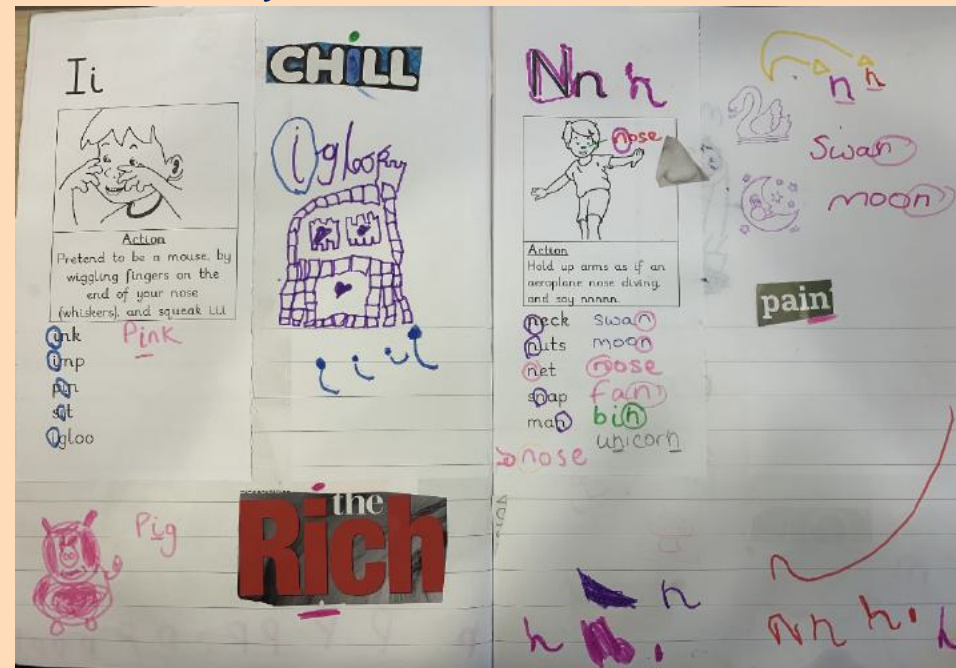


Phonics books

We began formally teaching phonics in the first full week of the children being in school.

Workbooks come home each **Friday** and must be returned the following **Wednesday** to be checked and for a new set of letters to be given.

It is so important that the children are completing these each week in order to consolidate their learning.



Early learning goal – expected level for end of Reception

READING



Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Any questions?

writing

Writing

Writing directly links with the children's gross and fine motor skills.

Early Learning Goal -expected level for end of Reception

FINE MOTOR SKILLS

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

-Fine motor activities such as threading/using tweezers in messy play/building with small pieces/using pegs/playdough

-Cutting skills

-Pencil control

-Left/right handed



Writing

Now I know what I want to write, I can start to put it on paper.

I can also use drawings to help me remember

How we can help

Encourage independence – phonetic spelling is more important than accurate spelling at this stage.

Letter sounds and letter names – when to use them.

Writing

Sounds – segmenting the word

Can your child say the sounds correctly?

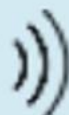
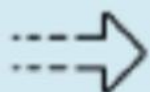


Memory – can I remember what that grapheme looks like and where can I find it?

Do I remember what my harder to read and spell/high frequency words look like?

Do I remember what I want to write?

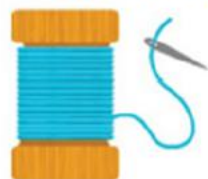
Supporting your child with writing at home



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!



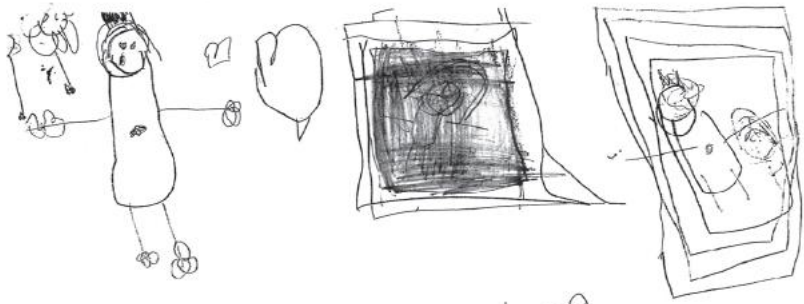
Writing

Early Learning Goal - expected level for end of Reception

WRITING

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others





I went to
Land I sor dnosga
bons I went to
the moyselose
m



Nalomi

I went to holoamea
hows. we went
to the jangleph.
trampoline

Online resources

Pronunciation of phonemes

How to learn the letters and sounds of the Alphabet (Mr Thorne Does Phonics)
YouTube

ELS Sound pronunciation

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/?fbclid=IwAR2cPauaKt7KNL2WN71wPs7yKp5MNBt1oDR66pK3u9-Slwd5yH3IaCV56co>

Phonics Play Site

There are some good free activities on this site.

These slides will be available in the year group section on the school website along with ideas for supporting your child's fine motor skills.

Any questions?