Nutfield Church Primary School

Phonics presentation 2024

ELS Essential Letters and Sounds
part of Knowledge Schools Trust

What are we going to cover in the session ?

- What is Phonics?
- How we teach Phonics? (pronouncing pure sounds; blending; alternative graphemes; HRS words; phonetically plausible writing)
- How we teach phonics using ELS
- Supporting your child with reading at home

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 ?

Phonics means the sounds that letters make in words

- There are 26 letters
- There are 44 sounds

- There are over 140 ways to combine the 26 letters to make 44 sounds

We **blend** sounds together to help us **read** (build words up)

We **segment** words into sounds to help us **spell** (break words down)

We need to learn….

- Letter sounds (phonemes)
- Letter names
- Letter shapes A a ɑ (graphemes)

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

s a t p i n

Using your whiteboards –how many words can you make from these sounds?

at in tap sat tip nip tan pat an pan sit

Pronouncing the pure sounds

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

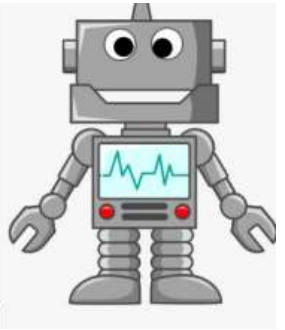
If we mispronounce these sounds we will make reading harder for our children.

Try to avoid adding uh to the end of the sounds. In phonics pronunciation, pure sounds are when your children are able to correctly pronounce each sound phonetically. For example, pronouncing the sound /f/, rather than saying it as 'fuh', and /m/ rather than as 'muh'.

Phase 2 sounds.mp4 on Vimeo

Phase 3 sounds on Vimeo

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,

For example:

- c – a – t = cat s – ai – l = sail
- s – l –ee – p = sleep

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

hat

jet

van

web

chin

pink

toad

rain

Alternative graphemes

‘ai’ sound family.

Reminder:

- There are 26 letters
- There are 44 sounds
- There are over 140 ways to combine the 26 letters to make 44 sounds

ai Sound Family Phoneme Spotter Story

Sid the Snail

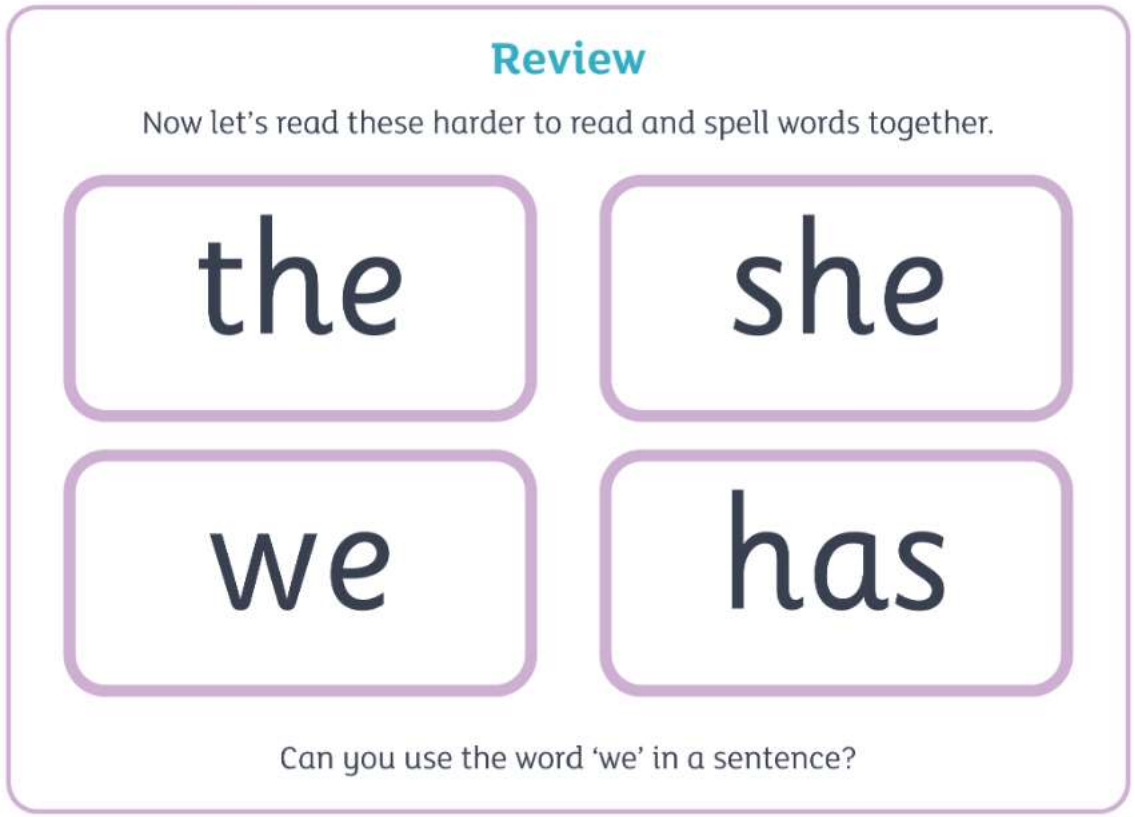
Sid was fed up with being just a snail and decided he wanted to try something new. One day during the month of May he decided to become a weather reporter. He crawled outside leaving a slimy trail behind him. At first it was warm and sunny and he liked being outdoors, but soon the grey clouds came and it began to rain. Just then it started to hail and Sid had to quickly hide inside his shell, where he felt safe. He didn't want to be a weather reporter anymore!

The next day Sid decided he would like to become a postman and deliver people's mail. "I can do this," he thought to himself, it looked easy. He set off carrying a bag full of letters and cards, he slithered along paths and pavements, he even avoided falling down all of the drains. Even though he was slow he was really enjoying himself, reading names and addresses on the front of letters and cards, but suddenly he crawled over a nail which was lying on the ground and was left in a lot of pain. Sid decided he didn't want to be a postman again! What a shame!

Next he decided to become a sailor and made his way down to the bay. He found a pale green boat and climbed inside. When he was out at sea he saw an enormous whale who created a gigantic wave with one almighty great swish of his tail. Sid was covered in water when the wave splashed over his boat. "Time to go," thought Sid.

So Sid went home and decided although he'd had a busy time, he would be most happy just being a garden snail.

Harder to Read and Spell Words (HRS)



Harder to read words that children will find harder to read and spell as they will not have been taught the relevant GPCs

Phase 2	Phase 3	Phase 4	Phase 5
I	he	when	oh
the	she	what	their
no	buses	said	people
put	we	so	Mr
of	me	have	Mrs
is	be	were	your
to	push	out	ask
go	was	like	should
into	her	some	would
as	my	come	could
his	you	there	asked
	they	little	house
	all	one	mouse
	are	do	water
	ball	children	want
	tall	love	very
			here
			sugar
			friend
			because

Phonetically plausible writing

- A word is phonetically plausible if it can be identified for what it is, even if it is not spelt correctly.
- Children learning to write will create phonetically plausible versions of words before they learn the correct spellings.
- This is because they only have a limited range of Grapheme-phoneme Correspondence (GPC) at their disposal.
- GPC refers to the letters and letter strings that make up sounds within the English language.

We want your children applying and practising sounds – phonetically plausible sounding of words, NOT spelling tests!

- Dighnoasor
- Hapee
- Hows

I like the dighnoasor because he is big.

The silee eleefant is stuc in the pudl

What is ELS ?

- From September 2022, Essential Letters and Sounds (ELS) is our chosen phonics programme and is validated by the DfE.
- As a school, we have invested considerably in lots of new books which match precisely to the ELS phonics programme
- 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 using ELS ?

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 using ELS ?

- Daily Phonics sessions –from the beginning of the school year

- Lots of opportunities for oral blending - c/oa/t and word recognition within the classroom and daily phonics session.

- Opportunities for writing-new grapheme, words and sentences within the classroom and through daily phonics sessions

- The letters b and d are introduced in different groups to avoid confusion

- Sounds that have more than one way of being written are initially taught in one form only. For example: the sound ai (rain) is taught first and the alternatives a-e (gate) and ay (day) follow later

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, chee). 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

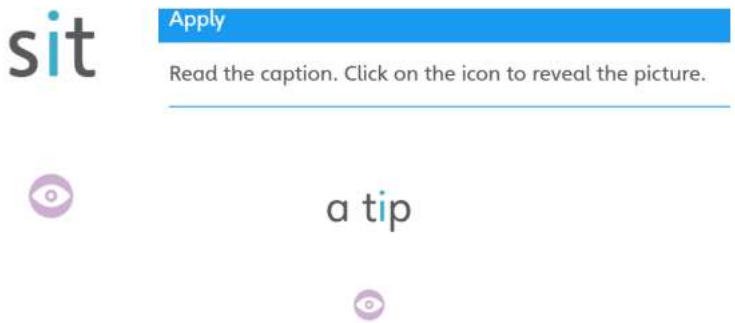
Recently and previously learned phoneme-grapheme correspondences, and blending and segmenting skills.

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 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 this book together as a class.

Throughout the week, additional opportunities to practise reading their books will be made to build confidence.

ELS Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	–es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

ELS Progression

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /*oo*/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

ELS Progression

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC –ed /ed/	Phase 4:2 CCVC –ed /t/	Phase 4:3 CCVCC –ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC –er –est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> –le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>	Assess and review week R:14	/igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

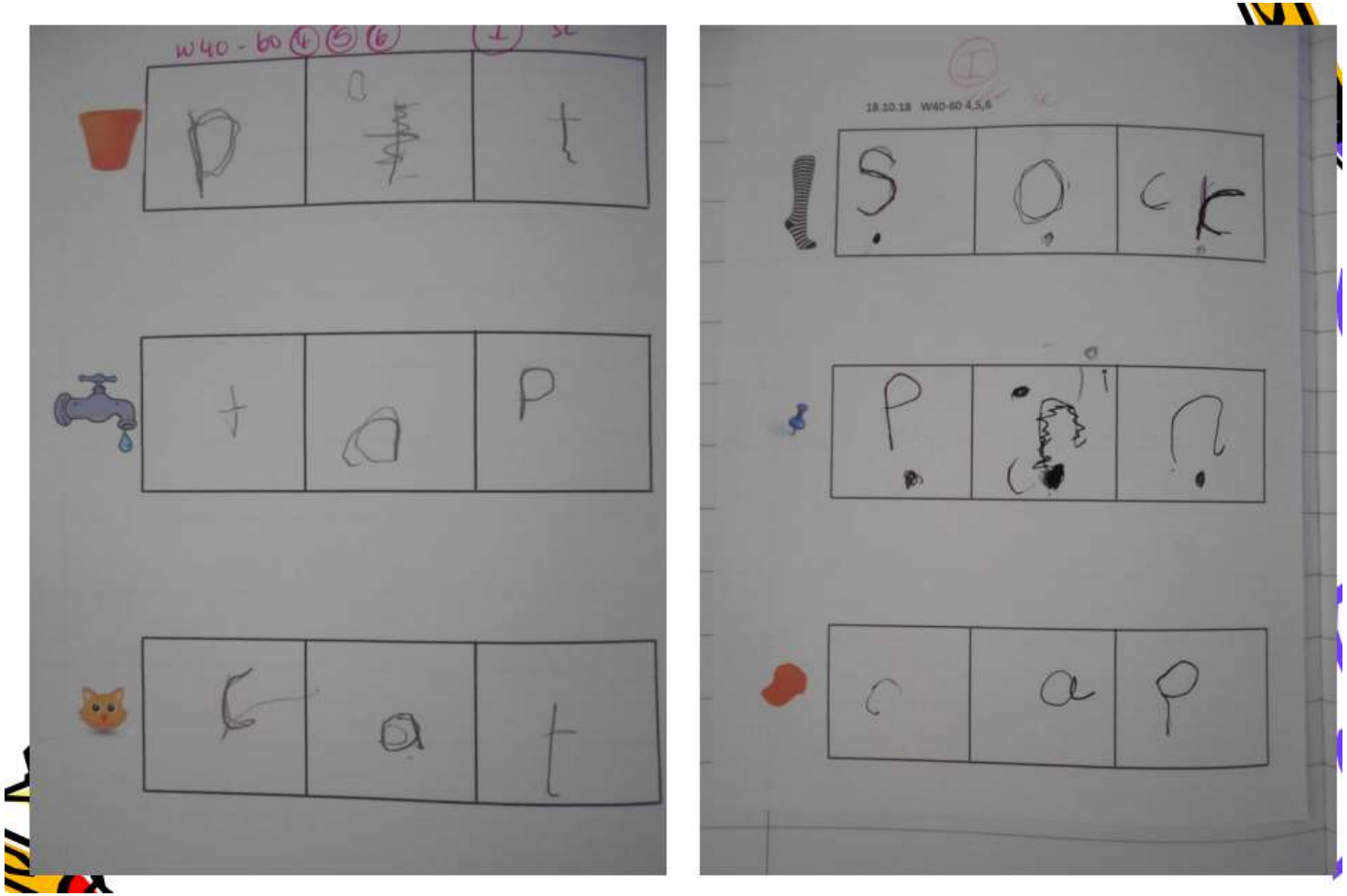
End of Year Expectations for Reception: Reading (ELG)

- 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.

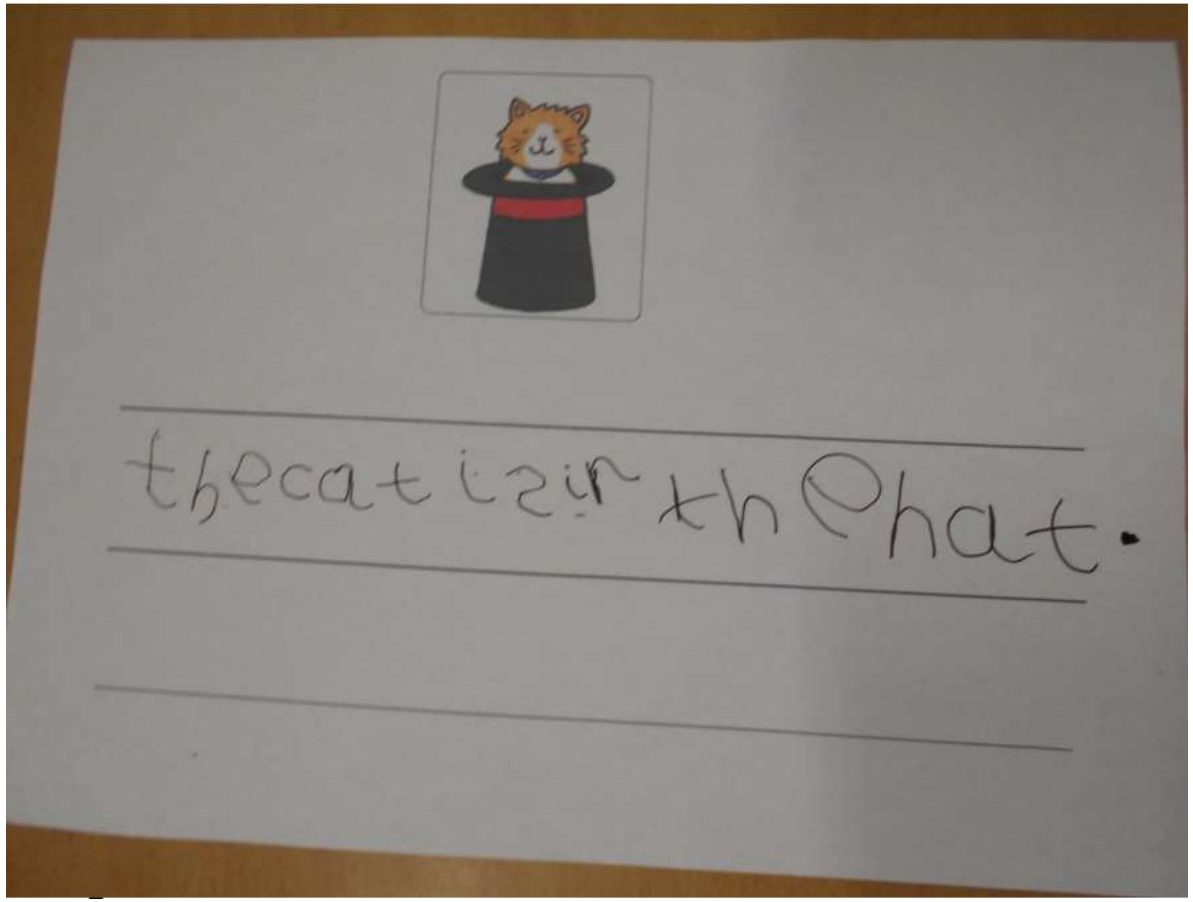
End of Year Expectations for Reception: Writing (ELG)

- 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

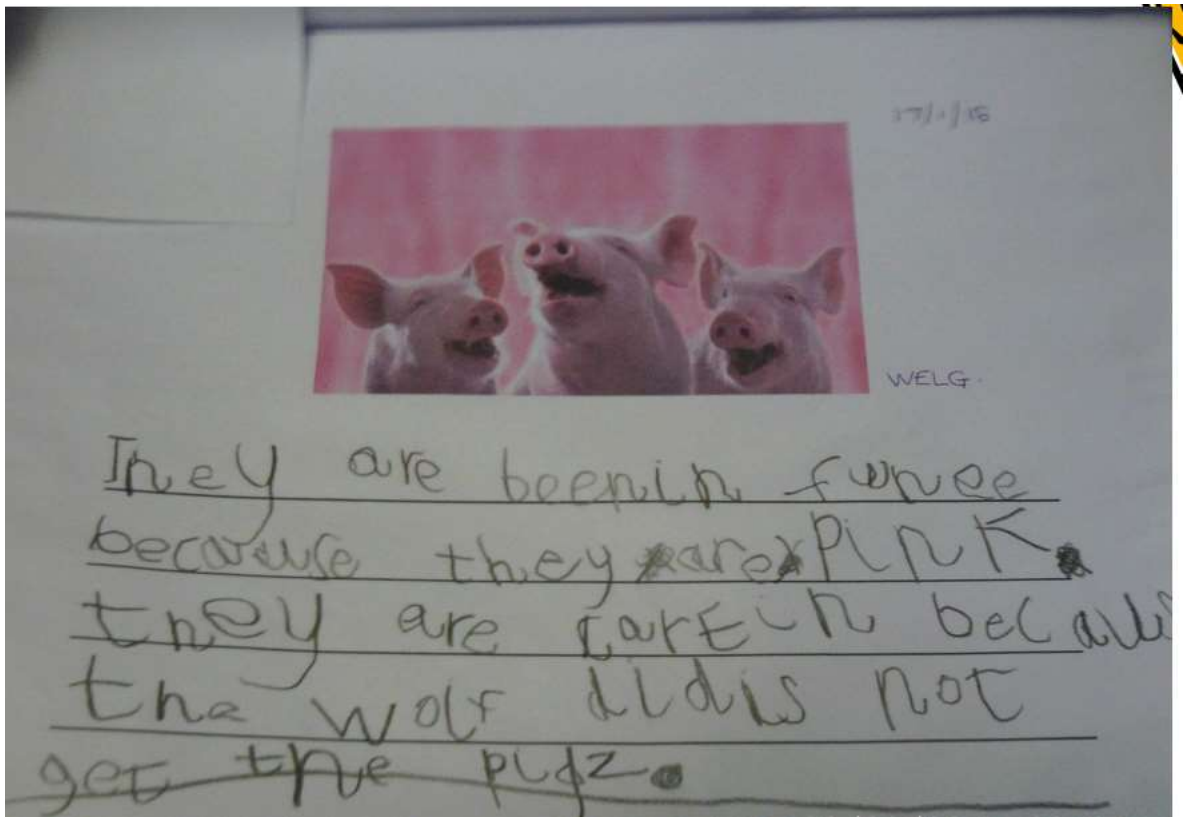
How it starts……



How it progresses…..



How it continues…..



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 to stop gaps forming. However we really do rely on parents and carers to help their child practise their sounds and reading regularly – at least 4 times a week please!

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

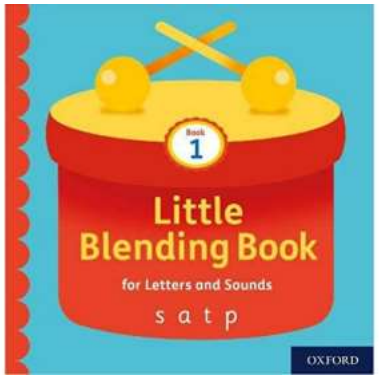
Supporting your child with reading at home – decodable books

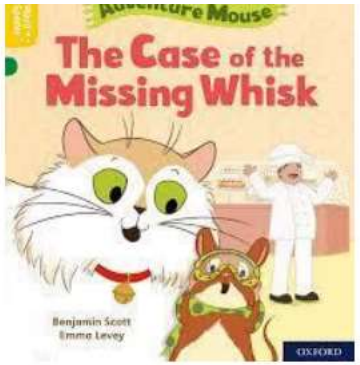
Children are only ‘reading’ from books that are entirely decodable

We only use pure sounds when decoding words (no ‘uh’ after the sound)

We want them to practise reading their books daily working on these skills:

- decode
- fluency
- expression





Introducing sound wallets

- At the start of each term we will give you a set of phoneme cards and HRS words.
- Please could we kindly ask that these words are cut up and placed in your sound wallet which you were given during the ‘Meet the Teacher’ presentation.
- On the weekly homework letter we will inform you which phonemes the children have learnt this week, along with which HRS words they have been introduced to.
- Please could you practise these sounds and words each time you read with your child.

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 your child will be set a decodable book on the Oxford Owl website (Friday). This is for them to practise the skills and phonic knowledge they have been taught that week.

They will also often bring home a further two decodable books containing sounds previously taught to revisit and further build fluency.

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

Top Tips when reading with your child

When your child meets a word they don't know ask them to:

- Sound out the word from left to right – try to avoid guesses based on the initial sound
- Concentrate on the part of the word that may not have been sounded out correctly e.g igh
- Tell them the correct sound that the letter/s make
- Sound out the word from left to right again using the correct sounds
- Blend the sounds together faster and say the word
- In some cases you may need to tell them what the word is

- Find a quiet place away from interruptions

- Sit somewhere comfortable where you can both see the book. A table is useful to prevent the book from moving around. Try to avoid the book being ‘flat’ if possible.

- Let your child take control of the book –turning pages, following the words with a finger etc.

- Spend a few minutes discussing the ‘blurb’ and front cover before you even open the book-what do you think this book is about?

- Help and support your child if they get stuck on any words. DO NOT simply tell them the words, encourage them to work it out by:

- -sounding out and blending
- -using any picture clues
- -using the context of the sentence to work out the word.
- -re-reading to check for meaning

Ask your child questions to check their understanding of the text e.g:

What was your favourite part?

How did you feel about the main character?

Which words show you that the character is happy?

What might happen next?

Don’t forget that they can ask the questions too!

Try not to read with your child whilst you are helping their siblings or completing other tasks

Don’t make your child read there and then if they are really not in the mood. Suggest another time and walk away.

Have fun reading together

Fiction Books

Fact Books

Comics

Newspapers

Instructions

Recipes

Shopping lists

Labels

Advertisements

Signs

Road Names

Even when your child becomes an independent reader sharing bedtime stories will enable your child to enjoy literature, extending their vocabulary and comprehension of stories.

The more stories and books your child hears, the more they will want to read

Often shared stories are memories that children carry with them for life

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 read your child's decodable book with them at least 4 times across the week so that they become fluent and can begin to use some expression! Lots of repetition and revisiting is key – we need to develop their sight recognition (orthographic map!)

Ensure your child's reading log and reading books are in their reading folder in school every day.

Speak to myself or Mrs Kendall if should you have any questions or concerns about how your child is progressing with their reading