



Supporting your child to read at home



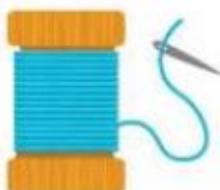


**Getting all children to
read well, quickly.**



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
- Supporting your child with spellings 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).

Phase 2 grapheme information sheet			
Grapheme and diagraph	Picture card	Pronunciation phrase	Formation guide
s s		Shh your mouth and be like a lizard not a snake.	Draw the stroke from head to tail.
a a		Open your mouth wide and make a 'aaaa' sound.	Round the bottom of the head and draw a 'u'.
t t		Open your legs and sit like a tiger. Bounce behind your neck and press 't'.	Draw a 't' and across to neck.
p p		Bring your lips together, push them apart and say 'p p p'.	Draw the penguin back, up and around its head.
i i		Put your lips back and make like a 'i'.	Draw the iguana and the tail.
n n		Open your lips a bit, put your tongue behind your teeth and make like a 'n'.	Draw 'n' and over the tail.
m m		For your lips together and make like a 'm'.	Draw 'm' and over the mouth.

Grapheme	Catchphrase	Pronunciation phrase
ai		Open your mouth wide and say 'ai ai ai'.
oo		Push your lips and keep them small as you say 'oo oo oo'.
ee		Smile with your lips apart and say 'ee ee ee'.
oo		Open your mouth just a bit, put your hands on your tummy, pull your tummy in and say 'oo oo oo'.
igh		Open your mouth wide in a relaxed way and say 'igh igh igh'.
ar		Open your mouth wide, push your tongue down and say 'ar ar'.
oa		Make an 'o' with your mouth and push your tongue down and say 'oa oa oa'.
or		Make an 'o' with your mouth and push your tongue down and say 'or or or'.

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'.

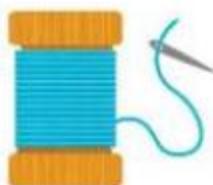
Trigraph: three letters making one sound. For example, /igh/ in the word 'night'.

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?

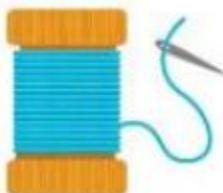
Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words.

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



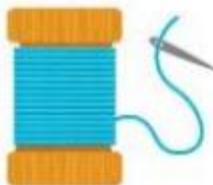
How do we teach phonics?

- Daily Phonics sessions- these start from the beginning of Reception
- 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.



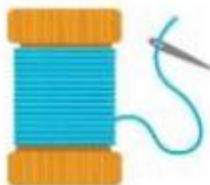
ELS Progression

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



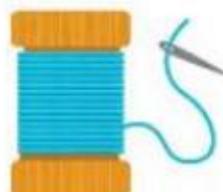
ELS Progression

Phase 4	Phase 5 & alternative spellings	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 receiving one book a week that is entirely decodable. This book should be read by your child, with you guiding them on how to read each word.

The second book they receive is their library book, which is for you to read with them at home.

The books have been chosen based on the sounds your child learnt the previous week. For example if your child learnt 'ay' last week, their book the following week will contain 'ay' words.

These books also include harder to read and spell words (words that we cannot sound out e.g and/the/be/my/to)

Pronouncing pure sounds

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

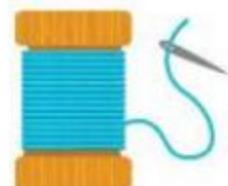
If we mispronounce these sounds we will make reading harder for our children.

For example

'm' is a pure /m/ sound, not 'muh'

's' is /ssss/ not 'suh'

't' is /t/, not 'tuh'.



There will be downloadable sheets and links to videos on the reading page of our school website for you to look at with your child.



Supporting your child with spellings at home

Year 1 Phonics Home Learning



Spring 1 Week 1

Focus - Phase 5 Sounds

Please support your child to practise and reinforce the phonemes (sounds) and graphemes (letters) that we are learning in school. More information and phonics resources can be found on the 'reading' section of the school website: <https://oxford-gardens-primary-school.schudio.com/curriculum/reading>

Phonemes we have been focusing on this week in school:

au	/aw/or astronaut	ey	y/ee/ea/ donkey
a-e	/ay/ai cake	e-e	/ee/ea/ complete

Can you see this week's focus phonemes in the words below? How many did you spot?

auto astronaut complete cake day
make compete donkey mistake key

We have been reading and writing sentences. Can you spot any 'trickier' words?
Can you see this week's focus phonemes? Can you read these sentences fluently?

I want to be an astronaut and fly to space.

I will compete in a cake baking competition.

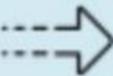
We will be practising harder to read and spell words. Can you spot the tricky part of the word?

because for into today also want

We will be spelling these 10 words next week! Can you write these words?

astronaut cake donkey compete want because today

Stretch it



Count the sounds



Say the word

Robot Talk

Blend the word

Let's try this with the word: Cake