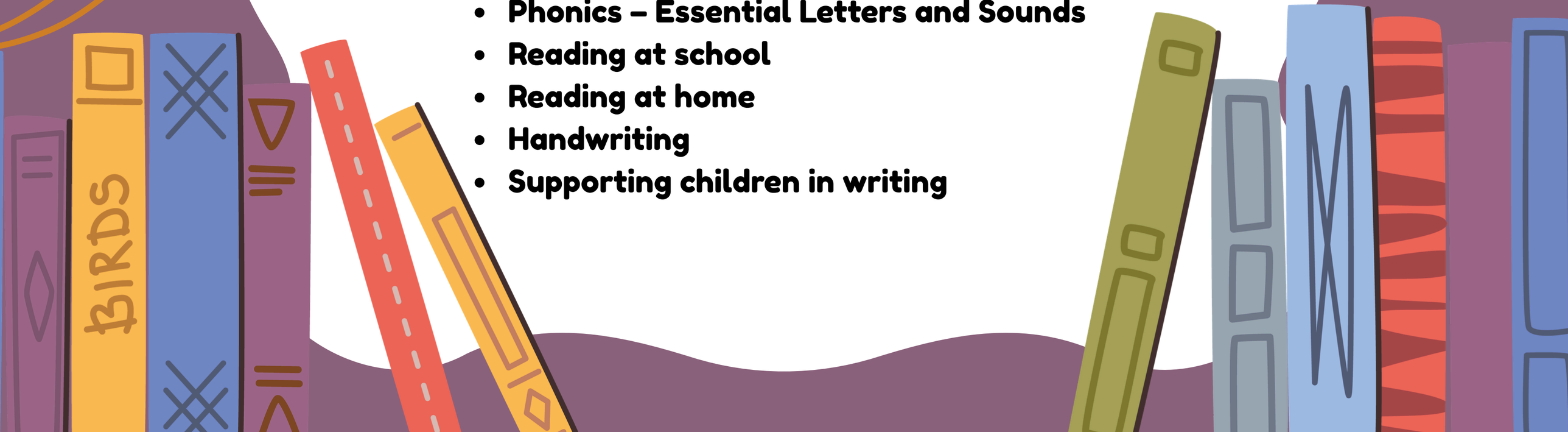


Phonics, reading and writing

Introduction

- Time to talk
- Phonics – Essential Letters and Sounds
- Reading at school
- Reading at home
- Handwriting
- Supporting children in writing





Time to talk

- Before children can read or write they need to be able to listen!
- Talk with them – give them time to think and answer.
- Encourage them to listen carefully.
- Read stories to them.
- Talk about your day with them.
- Give them sets of instructions to follow.



What is phonics?

- Phonics is 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?

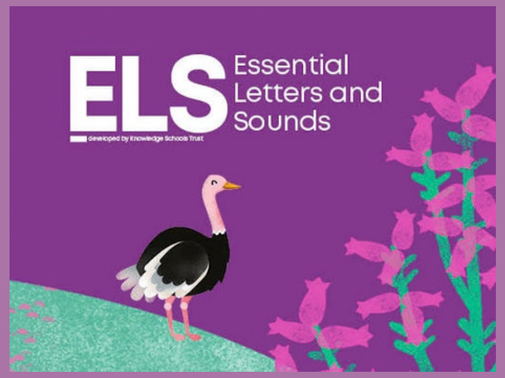
- Essential Letters and Sounds (ELS) is our chosen
- phonics programme. It teaches children to read by identifying phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words.
- Children experience the joy of books and language whilst rapidly 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?



Phase 1*	Phase 2	Phase 3**
Nursery/Pre-School Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	*Reception Autumn 1* • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	*Reception Autumn 2, Spring 1 and Spring 2* • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2

Environmental Sounds

Phase 1

- The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.
- Go on a listening walk,
- Drumming on different items and comparing the sounds
- Playing a sounds lotto game
- Making shakers.

Phase 1

Instrumental Sounds

- We aim to develop children's awareness of sounds made by various instruments and noise makers.
- Comparing and matching sound makers
- Playing instruments alongside a story
- Making loud and quiet sounds.

Phase 1

Body Percussion

- We aim to develop children's awareness of sounds and rhythms.
- Singing songs and action rhymes
- Listening to music
- Developing a sounds vocabulary

Phase 1

Rhythm and rhyme

- We aim to develop children's appreciation and experiences of rhythm and rhyme in speech.
- Rhyming stories
- Rhyming bingo
- Clapping out the syllables in words
- Odd one out.

Phase 1

Alliteration

- The focus is on initial sounds of words
- I-Spy type games
- Matching objects which begin with the same sound.
- Link to people's names.

Phase 1

Voice Sounds

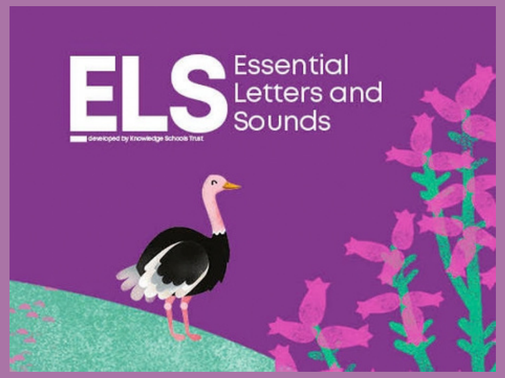
- This helps the children to distinguish between different vocal sounds and to begin oral blending and segmenting.
- Tick tock, wheee, mmmmm.

Oral blending and segmenting

Phase 1

- To practise oral blending, say some sounds, such as /c/-/u/-/p/ and see whether your child can pick out a cup from a group of objects. For segmenting practise, hold up an object such as a sock and ask the children which sounds they can hear in the word sock.
- The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

How do we teach phonics?



Phase 1*	Phase 2	Phase 3**
Nursery/Pre-School Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	*Reception Autumn 1* • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	*Reception Autumn 2, Spring 1 and Spring 2* • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2

Phase 2

- Letter sounds are taught in phases and not in alphabetical order.
- The first section of letters are s, a , t, p as straight away you are able to make words.
- Always use the sound not the letter name as this will help children with segmenting and blending.

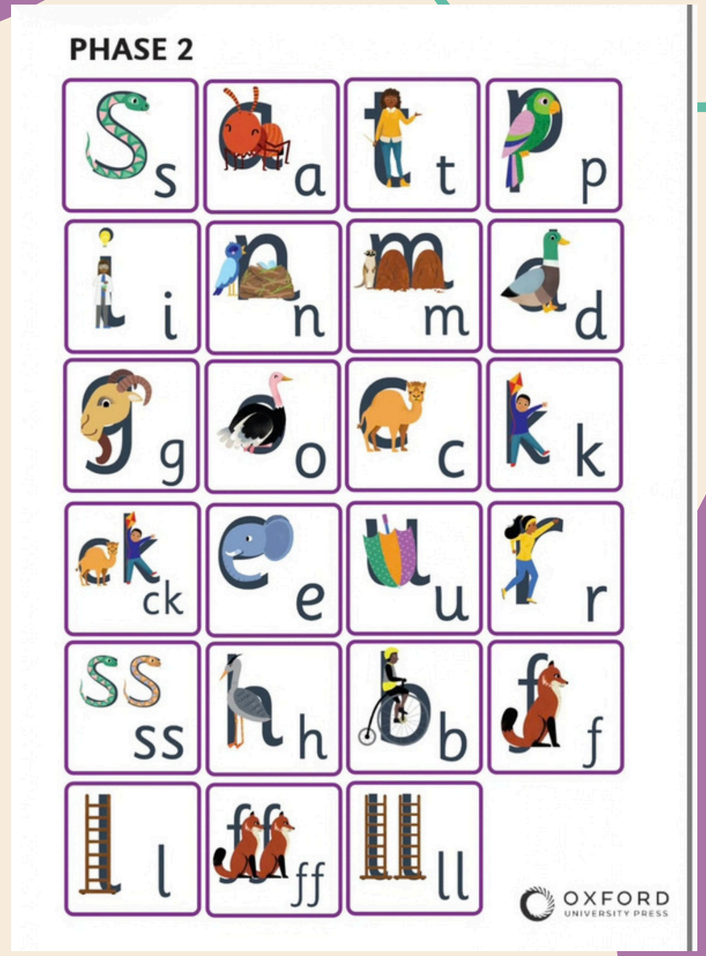
- Pronunciation
  https://vimeo.com/753929025/5eaa45c0aa

Phase 2

How many words do you think you can make from the sounds s, a , t, p?

Phase 2

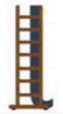
- s, a, t, p
- i, n, m, d
- g, o, c, k
- ck, e, u, r
- h, b, f, ff, l, ll



Phase 2

ELS – Handwriting Rhymes

ELS Essential Letters and Sounds

	Swerve around the snake		Around the ostrich's body		Down the long ladder
	Around the head, down the body		Curl around the camel's back		Swoop down the tentacles and dot the head
	Down her body and cross her shoulders		Down the body, up the arm, down the leg		Down the tongue, up the tongue
	Down his body, around his face		Around the head and down the trunk		Hop to the top, land and hop, land and hop
	Down her body, spot her idea		Under the umbrella and down to the tip		Criss-cross the kiss
	Down the bird and over the nest		Down her body, up over the arm		Under the hull and down to the anchor
	Meerkat, mound, mound		From his head to his feet, up and over his back		Zig and zag
	Over his back and around the tail, up his neck and down to his feet		Down the person and around the wheel		Around the feather and down the pen
	Start at his ear, around the face and down the beard		Over the ear, down to the tail and across the jaw		

Phase 2

- I
- The
- No
- Put
- Of
- Is
- To
- Go
- into

"Harder to Read and Spell Words" (sometimes called tricky words) are words that do not fully follow regular phonics rules. Children learn them by sight because their spelling patterns are unusual.

Phase 2

Review

I am going to sound talk some words.

Can you repeat the sounds, blend them together and say the word?



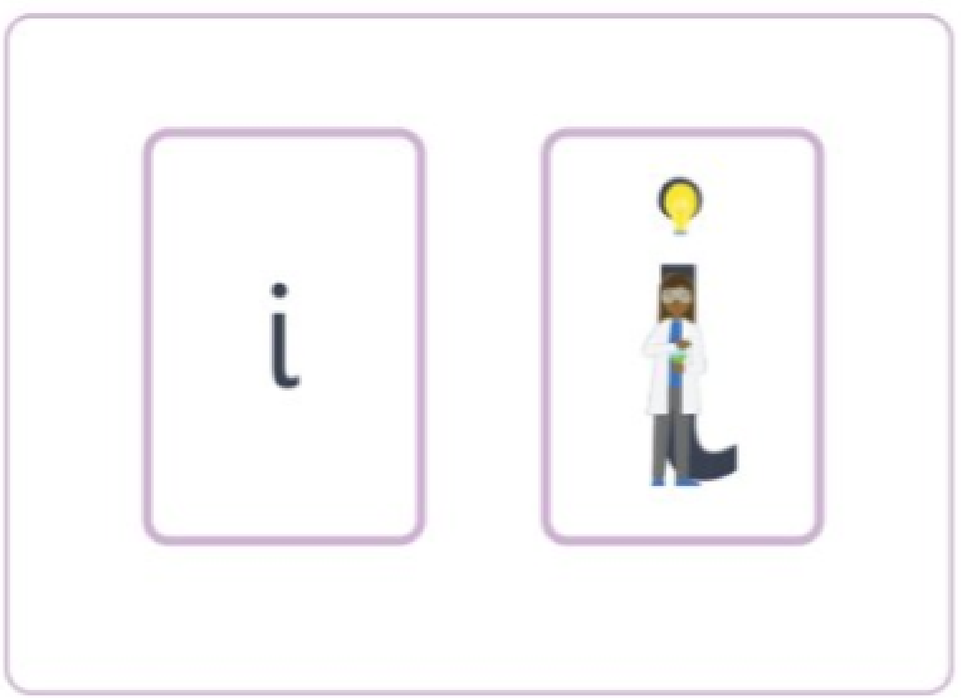
Phase 2

Teach

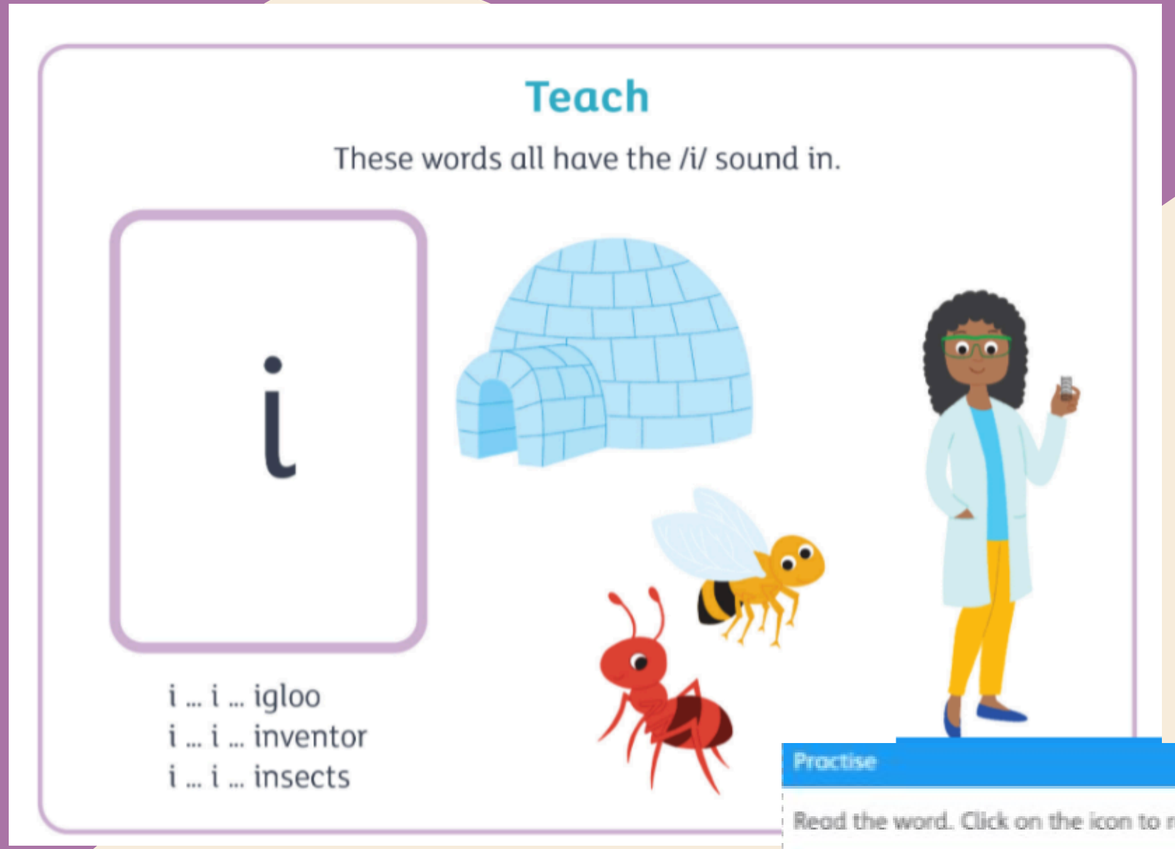
Drum roll please ...

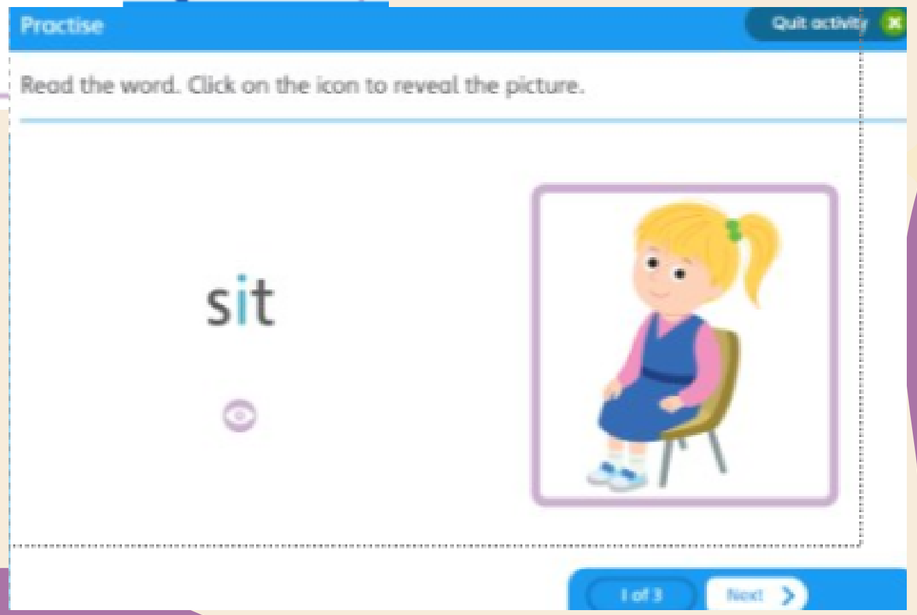


Today's new sound is ...

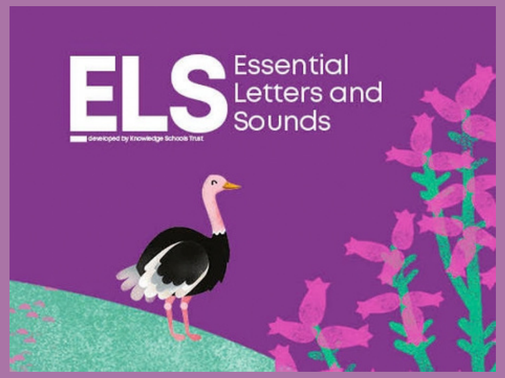


Phase 2


Teach
These words all have the /i/ sound in.
i
i ... i ... igloo
i ... i ... inventor
i ... i ... insects


Practise
Quit activity
Read the word. Click on the icon to reveal the picture.
sit
1 of 3
Next

Phase 3



Phase 1*	Phase 2	Phase 3**
Nursery/Pre-School Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	*Reception Autumn 1* • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	*Reception Autumn 2, Spring 1 and Spring 2* • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2

Phase 3

- Set 6: j, v, w, x
- Set 7: y, z, zz, qu
- Consonant digraphs: ch, sh, th, ng
- Vowel digraphs/trigraphs: ai, ee, igh, oa, oo,
- oo, ar, or, ur, ow, oi, ear, air, ure, er

- Pronunciation
  https://vimeo.com/753931102/b9a2f8194f

Phase 3

- During Phase 3, children will also focus on the letter names, although they will continue to use phonemes when decoding words.
- Once they know the letter names it will support the teaching of diagraphs as they will be referred to by the letter name not the phoneme to avoid confusion?!!
- It helps to write the graphemes joined up so they see it as one phoneme.

Phase 3

j	swoop down the tentacles and dot the body
v	down the tongue, up the tongue
w	hop to the top, land and hop, land and hop
x	xxx criss-cross the kiss
y	under the hull and down the anchor
z	zig and zag
zz	a zigzag duet
qu	around the feather and down the pen
ch	chew the chunky chips
sh	the shabby ship shook
th	they were thirsty
ng	ping pong
nk	Oooh! A pink sink!
ai	wait for the train
ee	bee on my knee
igh	light up the night
oa	float on the moat
oo	scoop with a spoon
ar	a far star
ur	turn in the surf
oo	the book nook
or	order some popcorn
ow	prowl and growl
oi	coin in the soil
ear	clear that smear
air	a pair in the lair
ure	sure it's the cure
er	a bitter winter
ow	go slow in the snow

Phase 3

- Pull
- As
- His
- He
- She
- We
- Be
- Push
- Was
- her

Harder to read and spell words

Phase 3



- When supporting at home with harder to read and spell words...
- Make it fun!!!
- Don't sit them down and make them read off the list!
- Children can be turned off learning them.
- Be prepared – some children may be confident at home and not at school!
- They need to be able to read just by looking – this is to support fluency.

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
Reception Summer 1 • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	*Reception Summer 2* • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words *Year 1 Autumn 1 and 2* • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words *Year 1 Spring 1 and 2* • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4	*Year 1 Summer, Year 2 and Key Stage 2* • 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

Phase 4

- When children start Phase Four they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.
- Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.
- In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Phase 5

- In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.
- Split diagraphs.
- make
- Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

- Pronunciation https://vimeo.com/753933192/43104a30e0

Phase 5

ch	chef has a machine
ea	heather in the meadow
ie	a good friend
or	the worthy artwork
ear	search for a pearl
ou	you make soup
oul	boulder on his shoulder
ie	a shield in the field
ve	move and groove
y	a cygnet under the sycamore
are	share the fare
ere	Where? 'Over there!'
ear	a bear ate the pear
o	the monkey and his mother
g	an energetic giraffe
ge	take charge of the barge
dge	squidge on the bridge
st	listen to the whistle
ce	dance on the fence
se	a mouse in the house
gn	gnome with a sign
kn	kneel on your knees
wr	wrap it round your wrist
mb	the lamb climbed up
se	pass the cheese, please
ze	freeze in the breeze!
eer	peer at the deer
ere	here is the sphere
ti	waiting patiently at the station
al	balm on your palm
augh	she taught her daughter
ss	permission for the mission
si	the illusion caused confusion
ti	scrumptious and nutritious
ci	a special and precious relic

ay	play all day
ou	proud cloud
ie	pie on your tie
ea	each have a treat
oy	a boy cries ahoy
ir	a quirky shirt
ue	true, the sky's blue
aw	fawn on the lawn
wh	whip with a whisk
ph	photo on a phone
ew	the crew flew
oe	tiptoe past the doe
au	pause the launch
ey	use money to buy honey
a-e	cake by the lake
e-e	the athletes compete
i-e	time to shine
o-e	note in an envelope
u-e	tune on a flute
c	cycle through the city
y	a lovely baby
al	walk along the wall
a	apricot on your apron
ey	they chose grey paint
ea	a great break!
eigh	my neighbour has a sleigh
a	follow after my father
e	she waved to me
i	tiger in the wild
y	fly in the sky
o	let's both host
a	swallows and swans
u	a unicorn in uniform
u	a bush full of berries

Opti

Phase 5

Teach

<o> is an alternative grapheme for /oa/.

o



Teach

These words all have the grapheme <o> in them.

o



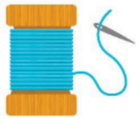




o _ o _ hotel
o _ o _ gecko
o _ o _ go

Supporting your child with reading at home

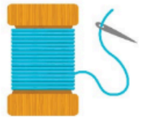
- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- If your child views themselves as a ‘good reader’ when they leave Primary School they are more likely to earn a higher salary in their 40s.





Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- 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





- In the summer term the Year 1 children will have a phonics test to check their phonic understanding and application. There are two sections in this 40-word check and it assesses phonics skills and knowledge learned through Reception and Year 1.
- The children are asked to sound out and blend graphemes in order to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- Read a selection of nonsense words which are referred to as pseudo or alien words.
- These are words that are phonically decodable but are not actual words e.g. brip, snorb. Pseudo words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.
- The pseudo words will be shown to your child with a picture of a monster and they will [illegible] their teacher what sort of monster it is by reading the word.



- It is carried out 1:1 with their teacher in an informal way so the children don't even know they are being tested.

Literacy

- ELG: Comprehension
- Children at the expected level of development will:
- - 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.
-
- ELG: Word Reading
- Children at the expected level of development will:
- - 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.

If a child can't **learn** the way *we* teach, maybe we should **teach** the way *they* learn.

- Ignacio Estrada

- The children will be involved in reading experiences everyday at school. Story time, using labels around the classroom…
- When an individual child is ready they will read at least once a week from a scheme book either individually or in a guided session.
- Some children may start with paired reading or picture books.
- It is vital a child is not rushed into reading as they can be put off easily. The book needs to be achievable so when reading the words they are 95% accurate.
- Make sure the children are holding their own book and pointing to the words themselves.
- They may memorise the words or use the pictures.

Prompts when reading

- I liked the way you thought about that sentence and decided which word would fit.
- Good, you realised it didn't make sense and you went back to sort it out.
- I liked the way you paused at the full stop.
- You read that with expression, it sounded really exciting.

The children will each be given a reading day.
Please make sure the children have their book and reading record in school on that day.
Please make sure you have signed their book to say they have read.

They asked her: "How did you persuade your child to read instead of playing with smart devices?!"

She said : "Children don't hear us, they imitate us"





- Read to them!
- Help them to understand what you are reading. Why do you think that?
- This will aid prediction, talking about the characters, plot, setting…
- Encourage them to ask questions.
- Help them to visualise
- The book gives us 80%. 20% is up to us!
- Good readers construct mental images.
- Joining in – making a slight mistake?
- Reading is about making sense of the printed word, not just saying the word. Re reading supports this.

We have an obligation to read aloud to our children. To read them things they enjoy. To read to them stories we are already tired of. To do the voices, to make it interesting, and not to stop reading to them just because they learn to read to themselves.

—Neil Gaiman

Comprehension

A kotol is a bruckil with teg mybles. Each myble has sapon dopers are plunk for difter quinks because they are fung and hish.

Writing

- We need to help the children build their muscles in order to be confident writers.

Upper body – shoulder pivot

- Sweeping/ mopping (walls)
- Swing painting – tights and wet ball
- digging



Writing

Elbow pivot

- Rollers
- Sweeping
- Cleaning surfaces
- Easels
- Holding body weight
- Throwing and catching

The mud kitchen

The children are:

- building their shoulder pivot by digging
- building their elbow pivot by stirring and cleaning
- building their wrist pivot by whisking
- they are also using communication skills.
- Technically they are learning to read and write and having a fabulous time!!

Fine motor skills

Building the finger muscles

- Pegging
- Tweezers
- Squeezing eg playdough malleable materials
- Nuts and bolts
- Buttons

Developmental levels of pencil hold



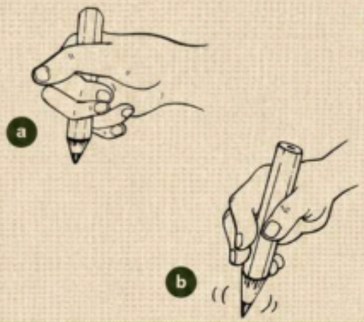
1 Whole-hand grasp: using a fisted hand.

- Around 1–2 years.
- Use of upper body muscles.
- Movement comes mainly from the shoulder with the arm moving as a unit.



2 Beginning to use the fingers: no longer using whole-hand grasp.

- Around 2–3 years.
- Use of forearm.
- Movement is still quite stiff but there may be some wrist movement.



3 Holds pencil between thumb and two fingers: no longer using whole-hand grasp.

- Around 3–4 years.
- Both of these grips are the crude beginnings of the tripod grip. The hand tends to move as a unit, with limited wrist movement.

Children at this stage need more experiences that will strengthen their muscles (cutting, working with dough etc.) to increase readiness for a precision pen hold.



4 Moving towards the tripod grip.

- Around 4–6 years.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Finger movements and wrist now in play.
- Moving to a comfortable and efficient tripod grip: a precise three-way or tripod use of thumb, index and middle fingers.

PENPALS for Handwriting

Supported by the National Handwriting Association
Promoting good practice

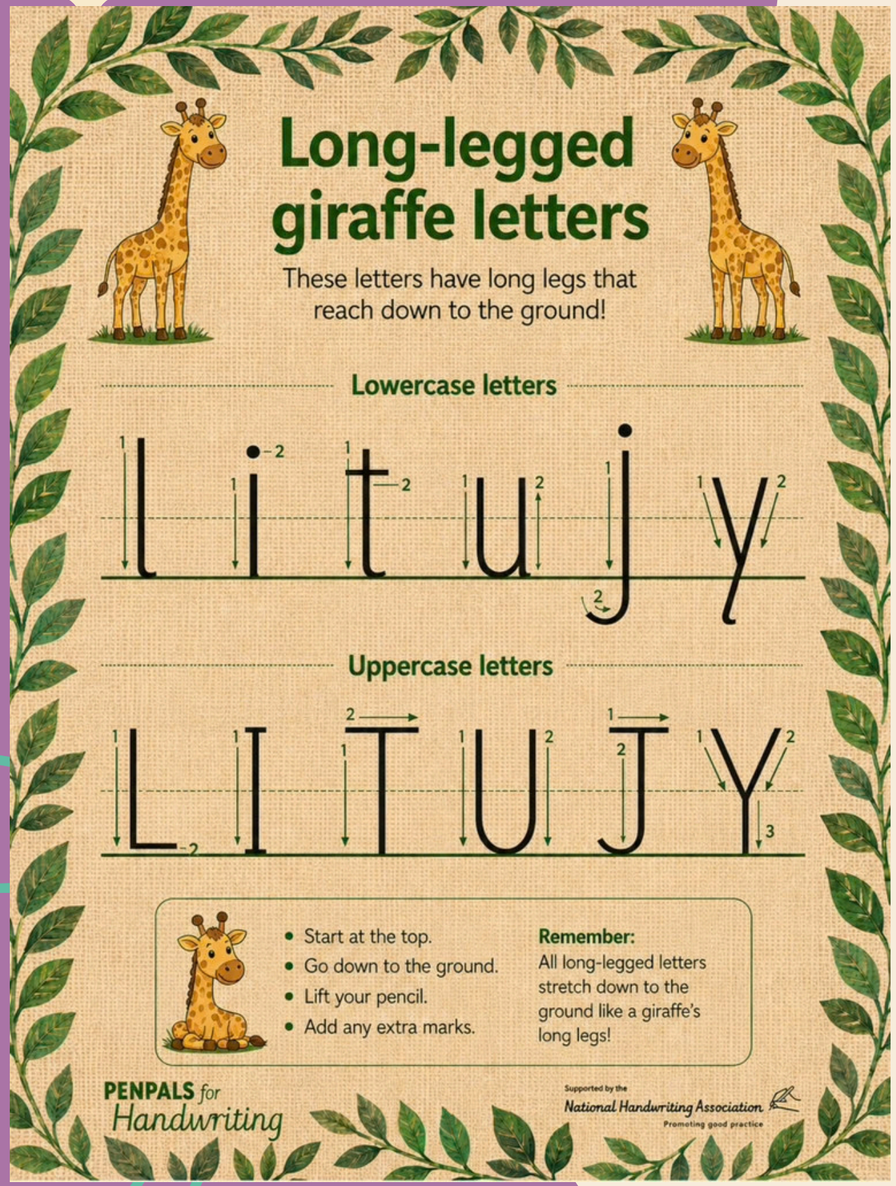
Look at the differences between a typical preschool child's hand (left) and a typical 7 year old hand (right). I have parents asking regularly why their preschool aged child isn't able to write yet. This is why! Their hands are still developing and are not fully formed. So what should they be doing to support this? PLAY!! Playdough, colouring, cutting, gluing, playing outside, digging in dirt, sensory play, dress up play, science experiments, beading, puzzles, throwing balls, etc. All of these things help their hands develop. When they are physically ready to write, they will! No need to rush them, they will show you when they are ready!

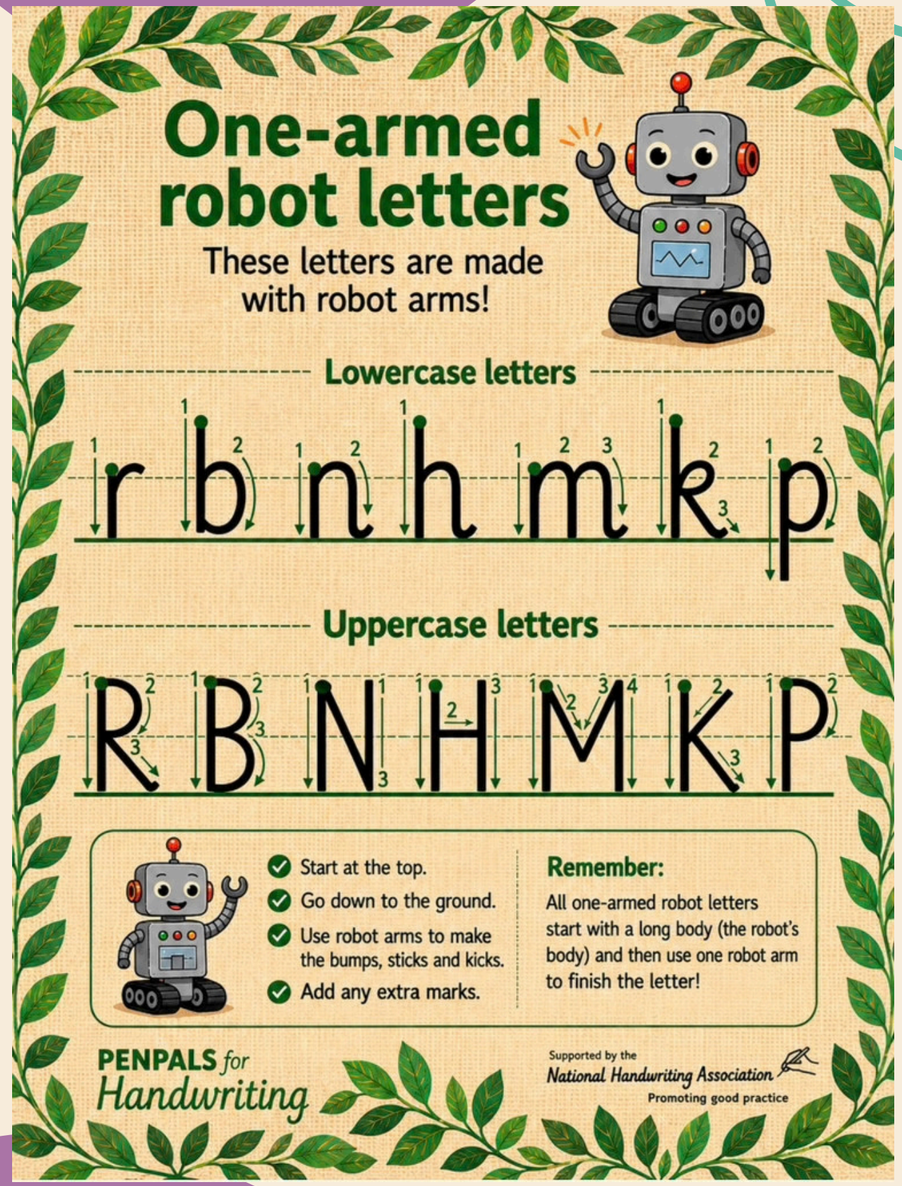


Handwriting

- Using the correct script and starting from the correct place!
- Name writing – please make sure your child is forming all the letters of their name correctly and not in capitals! It takes a long time to undo bad habits.

Handwriting





Handwriting

Zig-zag monster letters



These letters are made with zig-zag lines, just like a monster!

Lowercase letters

z v w x z z

Uppercase letters

Z V W X



- Start at the green dot.
- Follow the arrows.
- Zig one way, zag the other way!
- Add any extra marks.

Remember:
Zig-zag monster letters start at the top, make sharp zig-zag lines and end on the line.

PENPALS for Handwriting

Supported by the National Handwriting Association
Promoting good practice

Curly caterpillar letters



These letters are curly, just like a caterpillar!

Lowercase letters

c a d o s g q e f ff ss

Uppercase letters

C A D O S G Q E F



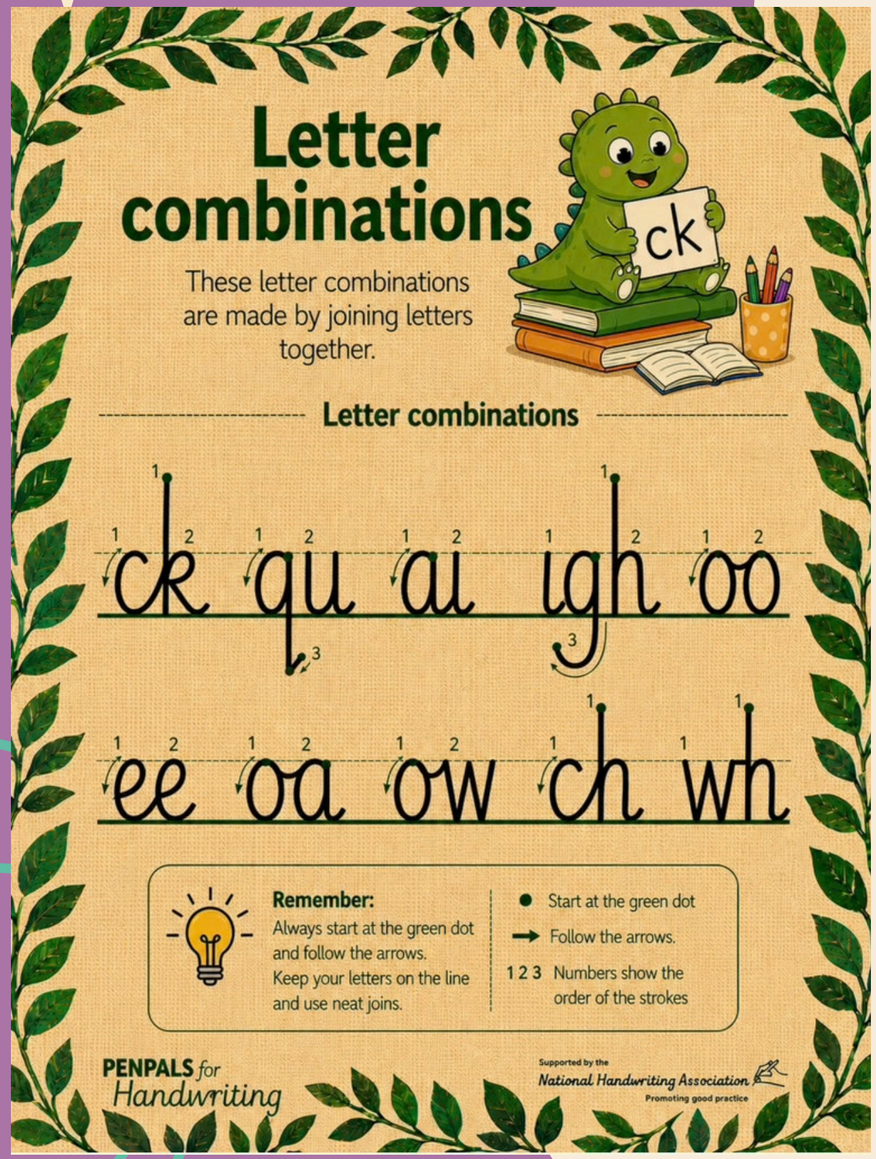
- Start at the green dot.
- Go in the direction of the arrow.
- Curly letters bend and curve like a caterpillar.
- Add any extra marks.

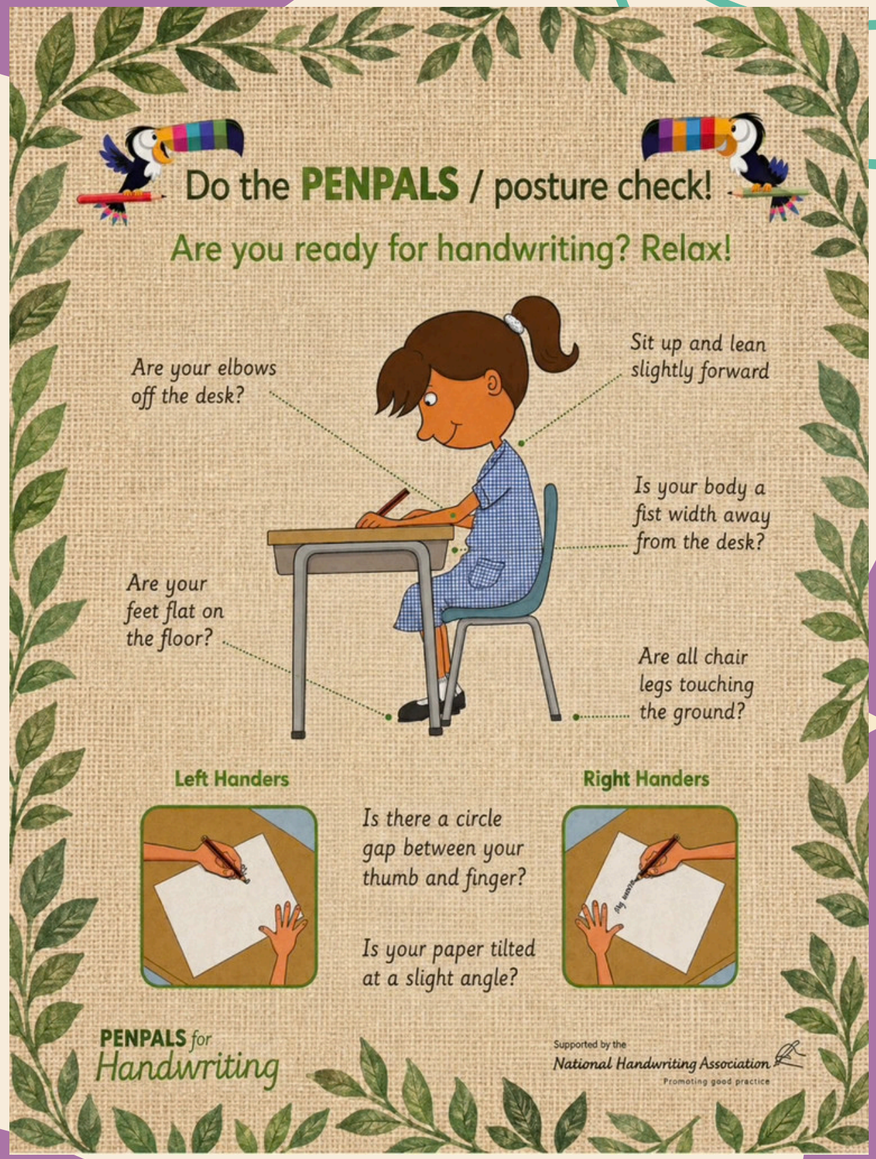
Remember:
Curly caterpillar letters start at the top, curl around and often end with a tail that goes below the line!

PENPALS for Handwriting

Supported by the National Handwriting Association
Promoting good practice

Handwriting





Writing

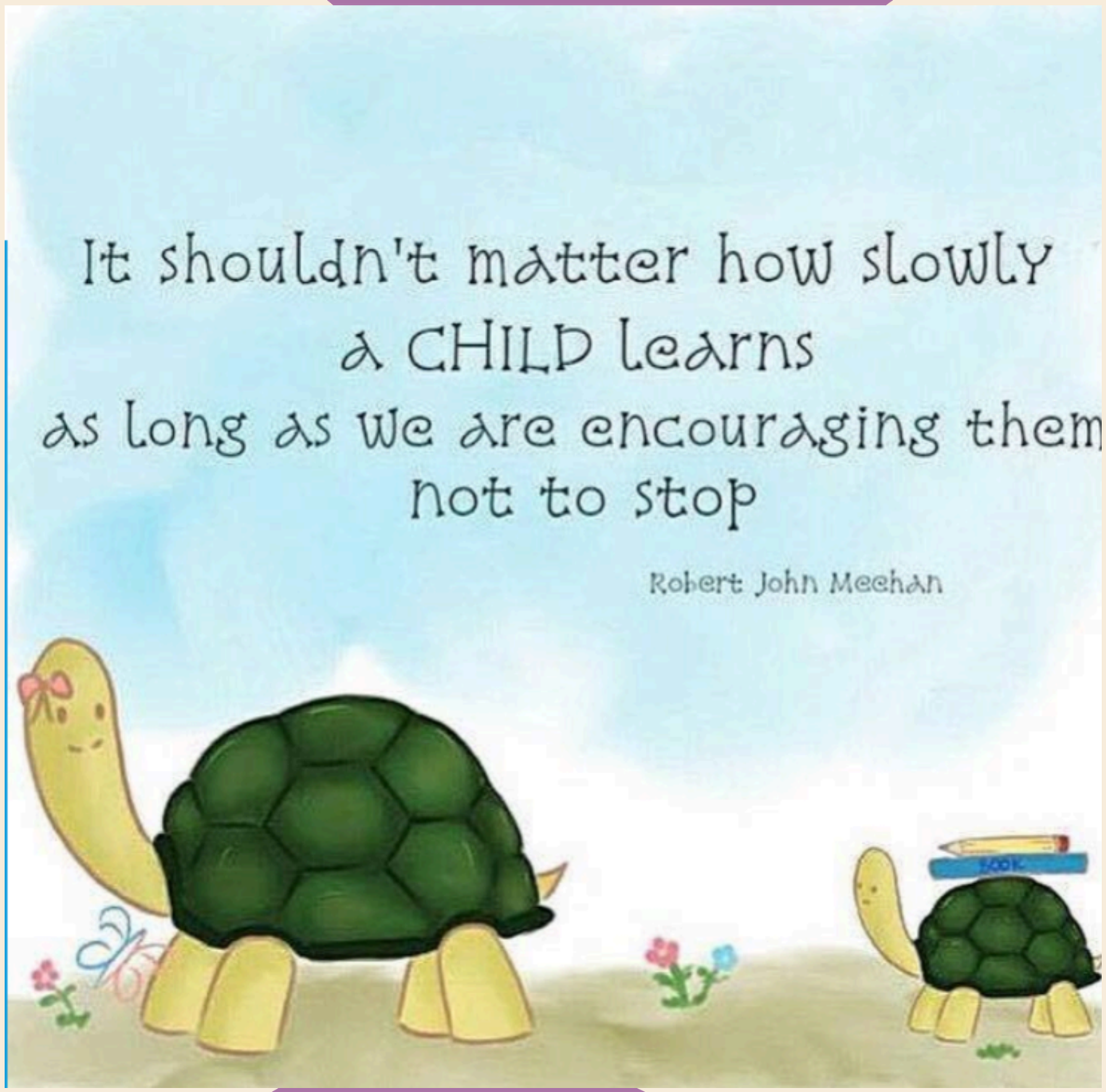
- A child needs to be able to draw a diamond before they have all the movements for writing. This doesn't mean they can't try to write it means they may find it more challenging!
- As with reading children can be turned off writing easily.
- The children will be taught the thinking skills to prepare them for writing. They will be involved in writing experiences and reasons for writing rather than writing for the sake of it!
- Emergent writing.
- Therefore when they are motivated they will know the processes they need to go through eg leaving a gap between words, where to start, that letters make up words, punctuation.

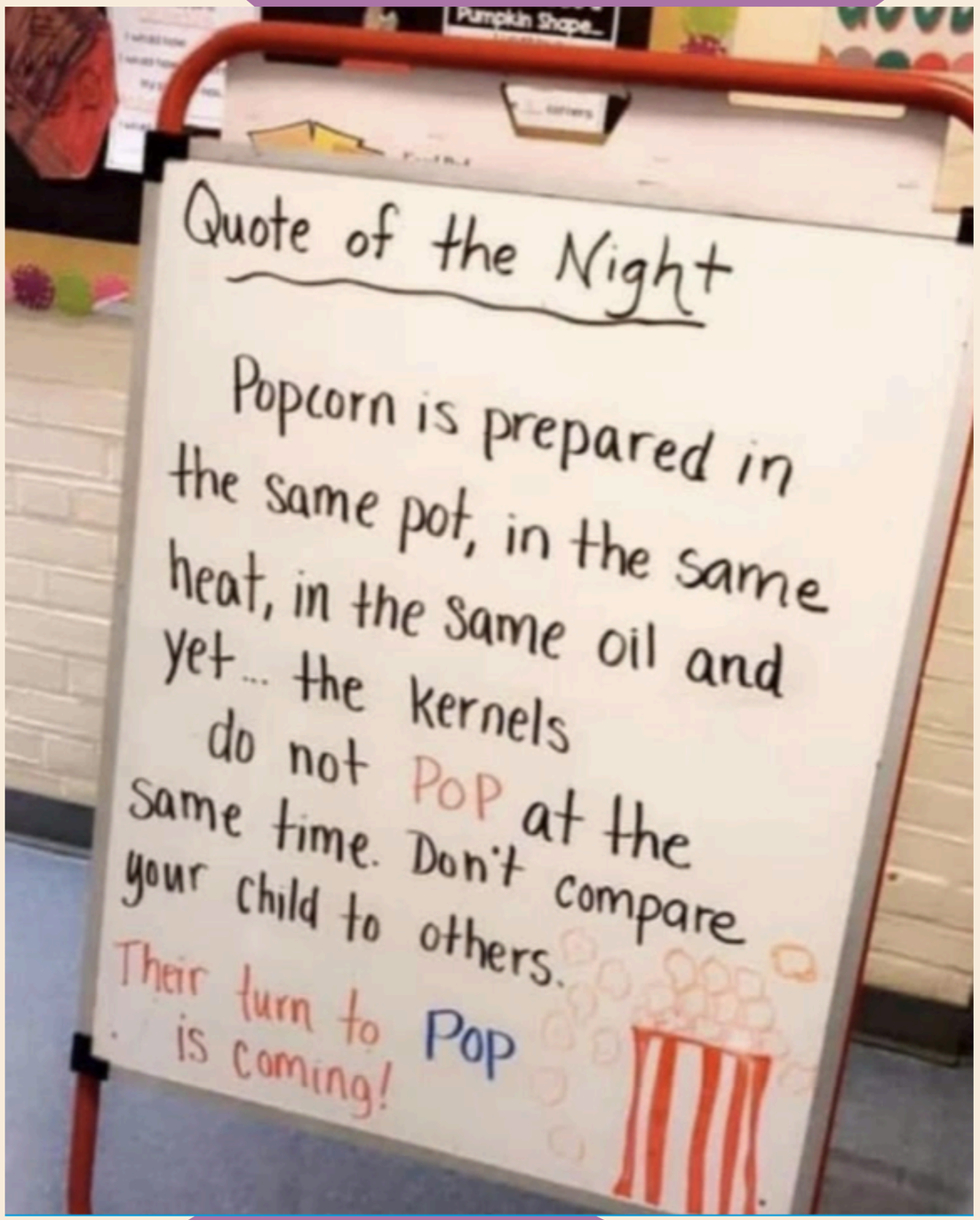
Writing

- Scribing for the children.
- All forms of writing both inside and outside….
- Book making
- Labels
- Cards
- Police forms
- Lists
- Role play eg café, doctors, shop…
- Verbal story telling that can be modelled by an adult but developed on to writing together.
- It can be big!
- Use the children's interests.
- Make it FUN!!!

Writing

- Praise your child at every opportunity to help build their confidence. But be specific!
- I like the way you….
- They need to believe in themselves and feel confident to take risks on their own.
- They need to feel comfortable to try.
- It is ok to make mistakes.
- It doesn't have to be perfect.
- Model how to write with gaps.


It shouldn't matter how slowly
a CHILD learns
as long as we are encouraging them
not to stop
Robert John Meehan


Pumpkin Shape...
Quote of the Night
Popcorn is prepared in the same pot, in the same heat, in the same oil and yet... the kernels do not POP at the same time. Don't compare your child to others.
Their turn to Pop is coming!

Thank You

Enjoy reading and
keep learning!