

St Alban's CE Aided Primary

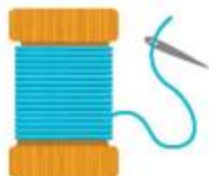
Phonics and reading in the Early Years Foundation Stage



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'.

End of Early Years....

Word Reading - Early Learning Goal.

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.

Comprehension – Early Learning Goal

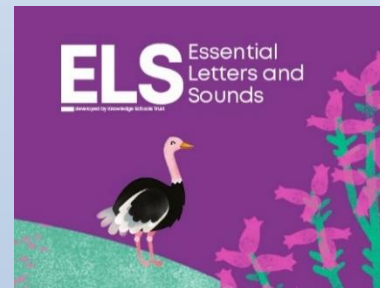
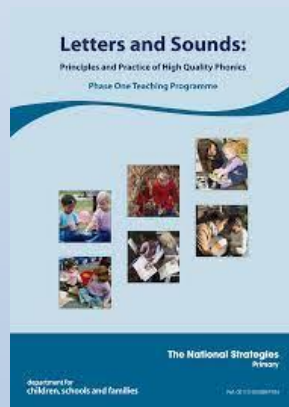
Children at the expected level of development will: -

- 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.

Government update.



- Schools must use a systematic synthetic phonics programme that has been validated by the DfE
- Must meet 16 essential criteria
- Our chosen programme - Essential letters and sounds



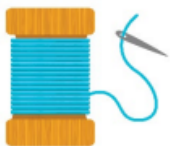
How do we teach phonics at St Alban's?



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.



Pronunciation is **paramount**

- Pure sounds must be used when we are pronouncing the sounds and supporting children in reading words.
- Mispronunciation of the sounds will make reading harder for children.

<https://vimeo.com/641445921/9382cf6db0>

<https://vimeo.com/642342878/59d233684c>

How to pronounce pure sounds



How to blend words for reading

Oxford  **OWL**

How to blend

sounds to read words



Progression in teaching phonics

Essential Letters and Sounds teaches children to read by identifying the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words.

ELS Term-by-term 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> <ck>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/l/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /v/ <v> <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> /ei/ <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

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

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> /ol/ /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /ow/ <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	

RECEPTION/PRIMARY 1 SUMMER 1: PHASE 4

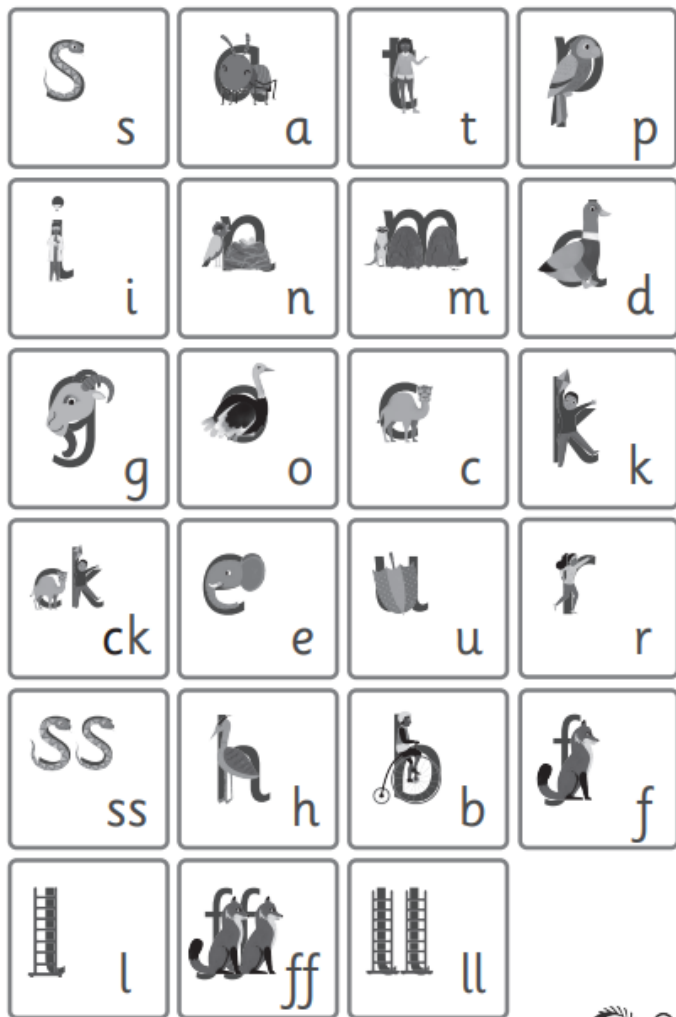
Short and long vowels with adjacent consonants, building on previous exposure






CVCC, CCVC, CCVCC, CCCVC, CCCVCC

Words ending in suffixes -ing, -ed /ed/, -ed /t/, -ed /d/, -er, -est

Compound words






PHASE 2



Grapheme	Picture	Rhyme
s		snake – swerve around the snake
a		ant – around the head, down the body
t		teacher – down her body and cross her shoulders
p		parrot – down his body, around his face
i		inventor – down her body, spot her idea

PHASE 3

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

Grapheme	Picture	Rhyme
igh		light up the night
oa		float on the moat
oo		the book nook
ar		a far star
ur		turn in the surf

How do we teach phonics?

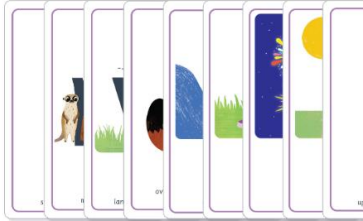
- We use a simple, consistent approach to teaching phonics.
- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.
- All children are supported within the lesson to use their new phonic knowledge independently.
- In every single ELS lesson, your child will make the direct application to reading.



Daily lesson – twice!

Review

Are you ready for a challenge?
Let's see how quickly we can say the
sounds represented by the graphemes.



Teach

Drum roll please ...



Today's new grapheme is ...

ck



Practise

Let's read some words with the grapheme <ay> in.



Review

Are you ready for a challenge?
Let's see how quickly we can say the
sounds represented by the graphemes.



Apply

Quit activity ✕

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

I got a ticket.



Apply

Quit activity ✕

Make the word. Click on the picture to reveal the word.



tick

< Back 2 of 4

Write the grapheme.

w

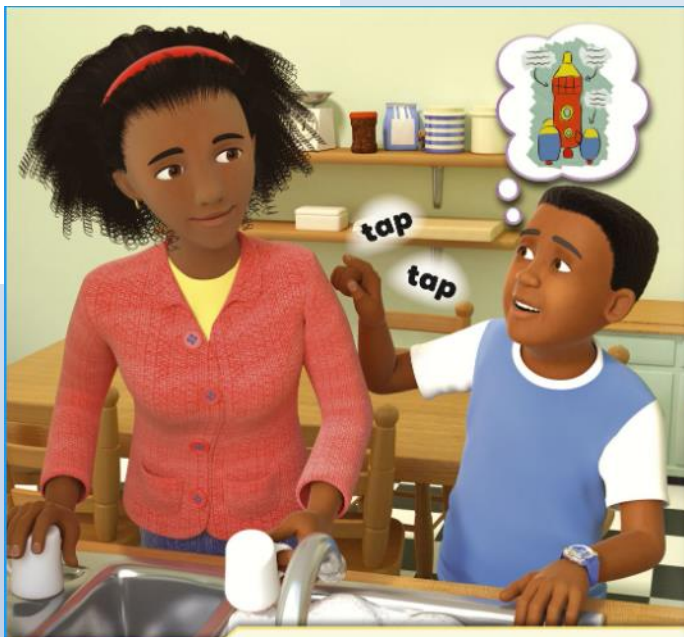
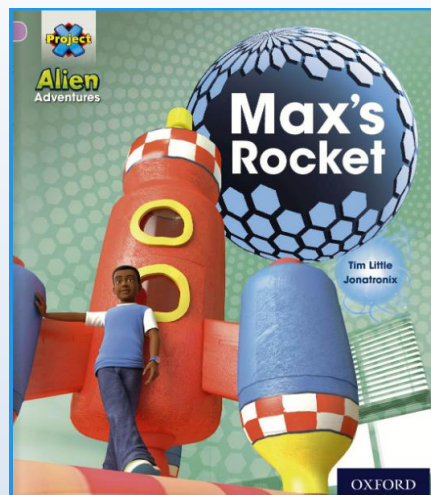
Write the word.

buses

Read the sentences.

She wins the cup!
His web is big.
The buses got wet.

ELS Essential Letters and Sounds



Max taps.

4



5

Harder to read and spell words

I
the
no
put
of
is
to
go
into
pull
as
his
he
she
buses
we
me

be
push
was
her
my
you
they
all
are
ball
tall
when
what
said
so
have
were

out
like
some
come
there
little
one
do
children
love
oh
their
people
Mr
Mrs

your
ask
should
would
could
asked
house
mouse
water
want
very

he	she	we
me	be	was
you	they	all

- Sounds do not match
- Need to recognise at speed
- Commonly occurring

60 words

A photograph of a wooden table with various objects on it. At the top, a piece of paper says "Find things that begin with". Below it is a paper airplane with "First Choice" written on its side. To the right of the airplane is a pink piggy bank, a small orange container, a red pot, a string, a paper plate, a small notebook, a coin, a piece of paper with a drawing, and a piece of paper with the text "Find things that begin with".



a Remember to use magic glue when you write letters

Daniel

What sound does the object begin with? Sort them.



Objects and their corresponding sound cards on the table:

- Pineapple: p
- Milk carton: m
- Pineapple compote: p
- Pasta: p
- Cornflour: c
- Apple: a
- Tomato: t
- Red pepper: p
- Yellow pepper: p
- Green apple: a
- Onion: o
- Green beans: g
- Coriander: c
- Garlic: g
- Small green pepper: p
- Potatoes: p
- Sweet potato: s
- Turnip: t

Sound cards visible: p, m, p, p, c, a, t, p, o, g, p, s, t, s, s, s, p, t.







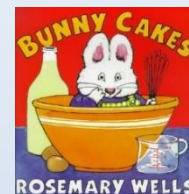
Bringing books home!

- **One book**, changed each Monday
- Matched to current phonic knowledge
- 'Colour bands' or other levelling indicators not relevant at this stage of reading development.



One book!? The re-read principle

- The more we engage with a story, the more we take away from it. It's why as adults we choose to re-read classics and favourites
- When children listen to the same story multiple times, they pick up new information, dive deeper into the meaning and make connections between themselves and the book – as well as between the book and other books they've heard.
- At the end of Key Stage 1 , to achieve age-related expectations, children need to read **fluently** at 90 words per minute.
- Fluency is defined as **the ability to read with speed, accuracy, and proper expression**. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately.



What does this mean for early reading?

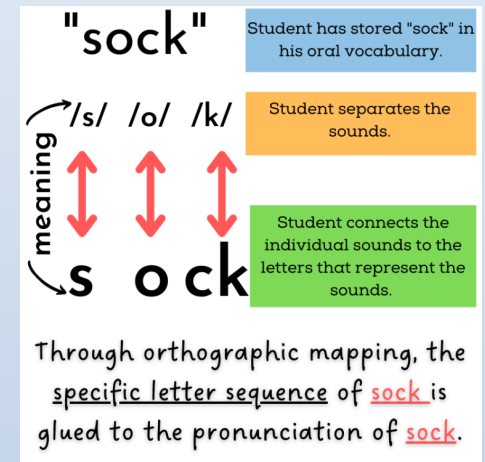
Children need to create a strong orthographic map.

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.



We ask that children practise reading their book a minimum of **3 times** across the week working on these skills:

- Decoding
- Fluency
- Comprehension
- Expression



Focus for each read

	Focus	Detail
First read	Decoding	<ul style="list-style-type: none">• Applying known and taught phonics/harder to read words
Second read	Fluency	<ul style="list-style-type: none">• A chance to read again. More reading by sight and less reliance on decoding and blending• Pace of reading, appropriate phrasing, intonation and expression• Adult can model fluency and children 'echo read' – so they know what this sounds like
Third read	Comprehension	<ul style="list-style-type: none">• Demonstrating understanding of what has been read through questioning/discussion about events/characters
Further reads	Expression	<ul style="list-style-type: none">• Are additional reads needed to achieve fluency and comprehension?

Look like you are enjoying it!!!

The next two weeks!

- Children are learning their first sounds
- They will immediately begin to practise blending

Until they are ready to begin bringing home a decodable book, children will have:

- Wordless picture books to encourage story telling
- Picture books for sharing to develop a love of reading – modelled by you!
- A weekly library book (Wednesdays) - fiction or non fiction, own interests and choices



Thank you!

- Thank you for showing your enthusiasm for your child's learning by coming our presentation.
- We look forward to working together to provide the best learning for your child