



# Welcome to... Phonics and Reading Workshop

September 2022





*“Reading is to the mind  
what exercise is to the  
body.”*

# Year 1

# Phonics and Reading Workshop

**September 2022**

*“Children are made  
readers on the laps of  
their parents.”*



# WHAT ARE WE GOING TO COVER?

- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- ELS progression
- Supporting your child with reading at home
- Pronouncing pure sounds
- Supporting your child with writing at home

# WHAT IS PHONICS AND WHY DO WE TEACH IT?

- Method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.
- There are 26 letters in the alphabet but there are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).
- English is one of the most challenging languages to learn as there are so many ways to spell the sounds of our language.



# THE 'A' SOUND...

...has many different spellings

a – acorn

eigh – eight

ai – rain

ey – they

ay – play

ea – great

a-e – name

aigh – straight

# THE TECHNICAL BIT!

A **phoneme** is the smallest single identifiable of **sound** in a word. For example, in the word 'cat' there are three phonemes c/a/t.

A **grapheme** is a way of writing down a phoneme. It can be made up of...

1 letter - p

2 letters - sh

3 letters - igh

4 letters - ough

**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'.

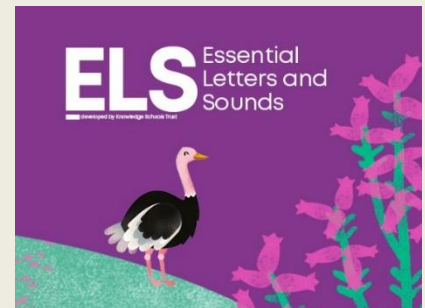


# ESSENTIAL LETTERS AND SOUNDS

*ELS was created to ensure every child can read well, quickly.*

## **The principles of ELS are based upon:**

- the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans
- the use of consistent terminology by teachers, children and parents
- the use of consistent resources that support effective teaching
- repetition and reinforcement of learning
- regular and manageable assessment to ensure that all children ‘keep up’ rather than ‘catch up’



# ESSENTIAL LETTERS AND SOUNDS

It teaches children to decode words by identifying each of the written sounds within the word before blending them together to read.

## Robot arms

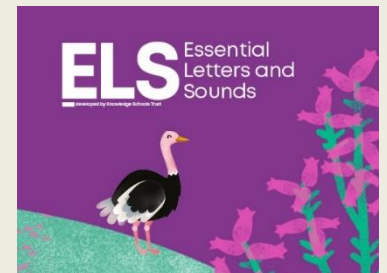


When sound-talking a word (orally segmenting it into the phonemes within the word), we use robot arms to physically make the link between the separating of the sounds. This assists children in hearing the separate sounds within the word. The word is said in 'robot talk' and then blending hands are used to blend the word.

Me, then you...

mat – m-a-t    ship - sh-i-p    spoon - s-p-oo-n

This is a challenging process for children to learn and takes time and lots of practice to master.





# HOW IS ELS TAUGHT?

- 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.
- 20 – 30 minutes everyday starting right from the beginning of Reception and through year 1.
- Hard to Read and Spell words – common exception words
- Constant revision 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.
- In every single ELS lesson, your child will make the direct application to reading.



# ELS PROGRESSION

'If a child knows 8 nursery rhymes by heart by the time they are 4 years old, they are usually among the best readers and spellers in their class by the time they are 8"

mem Fox



Phase 1*	Phase 2	Phase 3**
<i>Nursery/Pre-School</i> Seven aspects: <ul style="list-style-type: none"><li>• Environmental sounds</li><li>• Instrumental sounds</li><li>• Body percussion</li><li>• Rhythm and rhyme</li><li>• Alliteration</li><li>• Voice sounds</li><li>• Oral blending</li></ul>	<i>Reception/Primary 1 Autumn 1</i> <ul style="list-style-type: none"><li>• Oral blending</li><li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li><li>• 12 new harder to read and spell (HRS) words</li></ul>	<i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i> <ul style="list-style-type: none"><li>• Oral blending</li><li>• Sounding out and blending with 29 new GPCs</li><li>• 32 new HRS words</li><li>• Revision of Phase 2</li></ul>

# ELS PROGRESSION

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception/Primary 1 Summer 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception/Primary 1 Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>



# ELS PROGRESSION

## Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

## Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

# ELS PROGRESSION

## Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

## Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /t/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

## Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

# SUPPORTING YOUR CHILD TO READ AT HOME

We want all our children to leave primary school able to read well and confidently – you can support us in this journey.

- *Only 1 in 3 children are read a bedtime story*
- *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.*

We will be sending home two books a week and changing these each Monday for Miss Hake's class and on a Friday for Mrs Leonard's class.

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# SUPPORTING YOUR CHILD TO READ AT HOME

Re-reading words and sentences until fluent is a key part of learning to read. To best support us in teaching your child to read, we ask that you read the decodable text provided by the school **four times** across the week. This will allow your child to re-read each text several times, building their confidence and fluency. This is especially important as they begin to learn that the sounds within our language can be spelled in different ways.

Spending 5 -10 minutes a day reading with your child will hugely support them on their journey to becoming an independent reader.



# SUPPORTING YOUR CHILD WITH READING AT HOME

Children are only reading from books that are entirely decodable. The texts sent home are carefully matched to the teaching taking place in school. Your child will be practising what they have been taught in school with you at home.

We want them to practise reading their book 4 times across the week working on these skills:

- decoding
- fluency - reading with ease and precision
- Expression/comprehension of the text





# PRONOUNCING PURE SOUNDS

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

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.

## **Phase 2 sounds:**







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

## **Phase 3 sounds:**

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

# SUPPORTING YOUR CHILD WITH WRITING AT HOME

You can use this spelling sequence with your children at home to support them with their writing. Let's try with the word: rain

- Say the word 
- Stretch the word 
- Segment the word 
- Blend the word 
- Count the sounds within the word 
- Say the whole word 

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!

# END of YEAR 1 EXPECTATIONS

## Year 1 Phonic Test

- Read 40 phonically decodable real & alien words

## Reading

Reading Assessment: Year 1



Oral	<ol style="list-style-type: none"> <li>1. Link what they read or hear to their own experiences</li> <li>2. Orally retell known stories, linked to the Y1 range</li> <li>3. Recite some simple poems by heart e.g. <i>nursery rhymes</i>, <i>Surrounded by Noise</i> (Ian Souter) <i>The Horseman</i> (Walter de la Mare)</li> <li>4. Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>5. Read aloud books matched to Y1 phonic knowledge</li> </ol>	Grammar	<ol style="list-style-type: none"> <li>6. Discuss the meaning of new words by linking to vocabulary they know e.g. <i>unkind</i> = means <i>not kind</i></li> <li>7. Recognise and use predictable phrases in known stories e.g. 'I'll huff and I'll puff; once upon a time; happily ever after'</li> <li>8. Use age appropriate dictionaries to check the meanings of words e.g. <i>picture dictionaries</i>, <i>first dictionaries</i></li> </ol>
Response	<ol style="list-style-type: none"> <li>9. Discuss a wide range of poems, stories and non-fiction beyond their independent reading level</li> <li>10. Demonstrate their understanding e.g. <i>through role play</i>, <i>story mapping</i>, <i>discussion</i>, <i>drama</i></li> <li>11. Consider the key characteristics of familiar stories e.g. <i>good and evil characters</i>, <i>happy endings</i>, <i>happening in the past</i></li> <li>12. Draw on what they already know to understand a text e.g. <i>through relating to their own experiences</i> (linking learning about penguins to 'Happy Feet')</li> <li>13. Make simple predictions based on their own experiences e.g. <i>I think mum will be cross because my mum gets cross</i></li> <li>14. Make simple inferences e.g. <i>I think Red Riding Hood was scared because the wolf was frightening</i></li> </ol>	Organisation & Research	<ol style="list-style-type: none"> <li>15. Identify the significance of the title and events in stories e.g. <i>why is this story called 'Where The Wild Things Are?'</i> <i>Why did they make Max king?</i></li> <li>16. Identify the significance of the title and events in non-fiction</li> <li>17. Understand that non-fiction texts provide information</li> <li>18. Answer questions orally about a shared non-fiction text e.g. <i>what do penguins eat?</i></li> </ol>
Word Reading	<ol style="list-style-type: none"> <li>19. Apply phonic knowledge and skills to decode words</li> <li>20. Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far</li> <li>21. Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far</li> <li>22. Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words</li> <li>23. Read words of more than one syllable and those that end in: -s, -es, -ing, -ed, -er and -est</li> <li>24. Read words with contractions</li> <li>25. Accurately read aloud books that are consistent with their developing phonic knowledge</li> </ol>	Range	<ul style="list-style-type: none"> <li>Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction</li> </ul>

**Children who read regularly at home  
really do make more progress with  
their reading than those who do not.**

**Please ensure children's book bags and reading folders are  
brought into school every day.**

