



# Welcome!

- Introductions



- This meeting is about how we teach reading, the phonics scheme that we use to help children learn to read and the importance of reading for pleasure.

# What is reading?

*Reading is the ability to decode and interpret a written word.*



# ELS Essential Letters and Sounds

developed by Knowledge Schools Trust

Getting all children to  
read well, quickly.

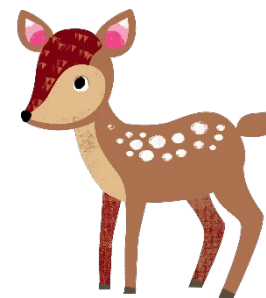
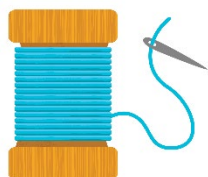


OXFORD

# What is ELS?

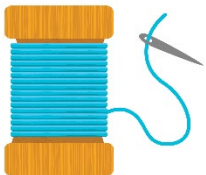
Essential Letters and Sounds (ELS) is our chosen phonics programme

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



# What are we going to cover?

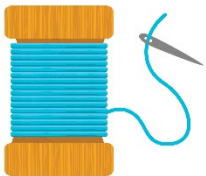
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home



# 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).



# 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.

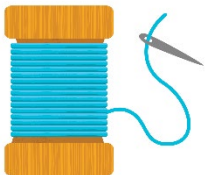
**Digraph:** two letters making one sound. For example, /sh/ in the word '**sh**op'.

**Trigraph:** three letters making one sound. For example, /igh/ in the word '**nigh**t'.

**Split digraph:** two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'c**ake**'.

# How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- We have mnemonics and rhymes to support learning and recall
- We teach phonics every single day from the first days of Reception



# Pronouncing pure sounds

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

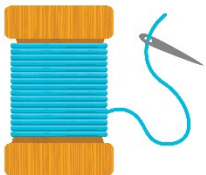
**c a t**

**not**

**cuh a tuh**

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

There are videos for this on our school website where you can hear the correct pronunciation of the sounds.



# How to say the phonemes.

<https://vimeo.com/753929025/5eaa45c0aa>

Phase 2

<https://vimeo.com/753931102/b9a2f8194f>

Phase 3

<https://vimeo.com/753933192/43104a30e0>

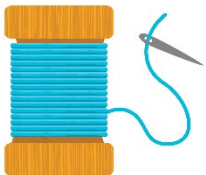
Phase 5

# Blend and Segment

- **Blending** : Putting the sounds together to read a word such as c/a/t. Children need to be able to hear the separate sounds in a word and then blend them together to say the whole word
- **Segmenting** is breaking up a word into its sounds such as dog d/o/g. Children need to be able to hear a whole word and say every sound that they hear

# How do we teach phonics?

- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- /c/ /oa/ /t/
- We teach the 'code' for reading, alongside teaching vocabulary.



Some words have to be learnt on sight  
because the children don't have the advanced  
sound knowledge they need to work it out.

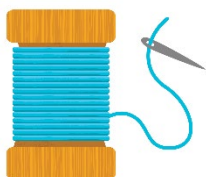
We call these words **harder to read and spell  
words**

eg the said they was

|    |     |
|----|-----|
| I  | the |
| no | put |
| of | is  |

# 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"> <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> | <p><i>Reception Autumn 1</i></p> <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> | <p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <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> |



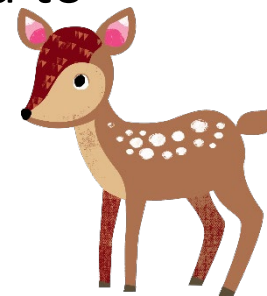
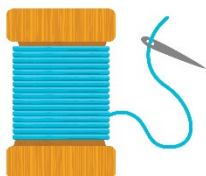
# Supporting your child with writing at home



You can use the spelling sequence with your children at home to support them with their writing.

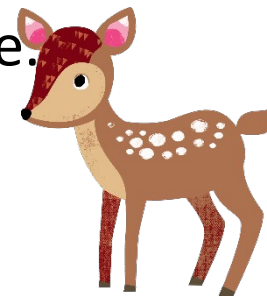
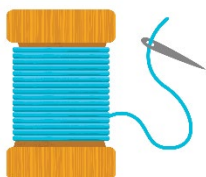
Let's try this with the word: rain

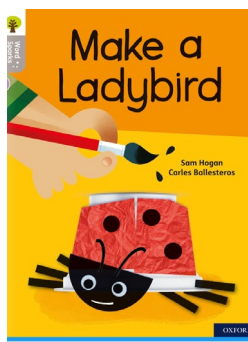
We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense!



# 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
- We have created a home/school agreement which says that the children will read at home **a minimum of 4 times a week.**
- We want to support you so we are encouraging children to ask you to read and to read with a smile on their face.





# Helping at Home

- Home reader – outside the classroom
- Decodable book – give then time to apply their phonic knowledge
- Each week new sounds, HRSW, words to read will be on Tapestry ( and on the website)
- Find a time that works for you



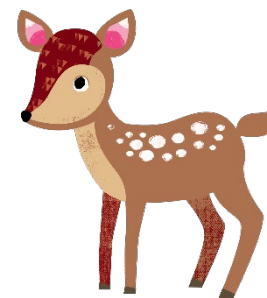
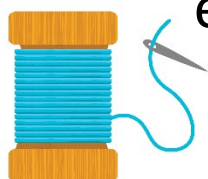
# Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- Your child should be able to read their book confidently
- 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:

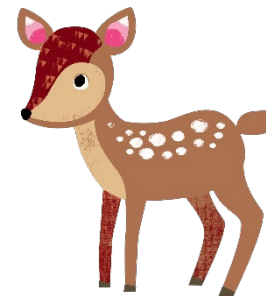
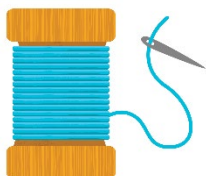
decode

fluency

expression



# Book



# Reading for Pleasure

## High Quality Texts

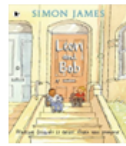
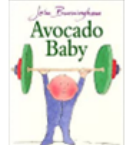


We read books and poems every day and work to foster a love of reading.

## Reception Reading Challenge

### Autumn Term

How many of the following books can you read this half term? Once you have heard a story you can colour in the star. You might read the story at bedtime, with your teacher at school or maybe at the library. I wonder which one will be your favourite!

|                                                                                   |                                                             |                                                                                   |                                                                                   |                                       |                                                                                     |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------|
|  | We're Going on a Bear Hunt<br>Michael Rosen, Helen Oxenbury |  |  | Leon and Bob<br>Simon James           |  |
|  | The Colour Monster<br>Anna Llenas                           |  |  | Mad about Minibeasts<br>Giles Andreae |  |
|  | Astro Girl<br>Ken Wilson-Max                                |  |  | Avocado Baby<br>John Burningham       |  |
|  | Grandad's Island<br>Benji Davies                            |  |  | Oi Frog!<br>Kes Gray                  |  |
|  | Leaf Man<br>Lois Ehlert                                     |  |  | Lost and Found<br>Oliver Jeffers      |  |

Suggested books to read at home. You can reserve most of these books at Burgess Hill library. We will be reading lots of these in school.

# Ready to Write Resources

Supporting readiness for writing

Letter-join 



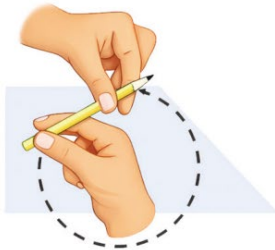
## Tripod Pencil Grip Rhyme

REFERENCE

Left-handed



*Point away the pencil... pinch it near the tip... lift it off the table,*



*spin it round...*



*and grip!*

[https://www.youtube.com/watch?v=LT4uOe69X\\_o](https://www.youtube.com/watch?v=LT4uOe69X_o)

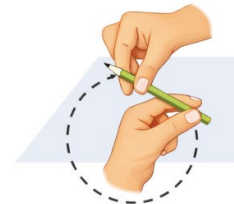
## Tripod Pencil Grip Rhyme

REFERENCE

Right-handed



*Point away the pencil... pinch it near the tip... lift it off the table,*



*spin it round...*



*and grip!*

# Posture

Let's work on this...

My chair is twisted  
away from my desk

I am leaning  
too much

My feet are apart



... super sitting!

My chair is straight  
and under the table

I am sitting back  
in my chair



My feet are flat and together



REFERENCE

# Get Ready to Write

REFERENCE

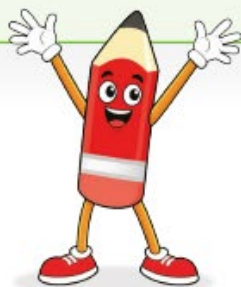
Ready to Write rhyme

*Grip my pencil, not too tight,  
Paper tilted so, just right,  
Straight posture, feet on floor,  
Gentle pressure, that's the score!*

Pencil grip  
(left-handed)



Pencil grip  
(right-handed)



Paper position



Left-handed



Right-handed

Posture



Pencil pressure



Too hard...



too light...



just right!

IF YOU READ JUST ONE BOOK  
A DAY TO YOUR CHILD,  
THEY WILL HAVE BEEN  
READ 1825 BOOKS  
BY THEIR 5TH BIRTHDAY.  
  
EVERY BOOK COUNTS.



[LITBASE.COM](http://LITBASE.COM)

# Questions

