

# Phonics and Early Reading at Yerbury

Tuesday 26<sup>th</sup> September 2023

# What are we going to cover?

- What is Phonics?
- How we teach phonics – lesson example
- Progression in phonics
- Supporting your child with reading at home
- Supporting your child with writing at home
- FAQs

# 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).

# Change to Phonics Programmes

- In April 2021, all schools had to choose a phonics teaching programme that had recently be validated by the government. This was to ensure consistent teaching of phonics throughout the country.
- Our phonics leads chose ELS



‘Getting all children to read well, quickly.’

# How do we teach phonics?

- We teach phonics every single day from the first days of Reception.
- The children will experience the same classroom routines within each lesson.
- In every lesson, your child will make the direct application to reading.
- We have mnemonics and rhymes to support learning and recall.
- Lots of opportunities for oral blending- /c/ /oa/ /t/ .

# 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> |

# Progression

| Phase 4**  | Phase 5 including alternatives and lesser-known GPCs  | Beyond Phase 5  |
|--|---|---|
| <p><i>Reception 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 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 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 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 Summer, Year 2 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> |

# Supporting your child with reading at home

- Read a bedtime story every night – a book from home, the library or story book from school.
- PACT scheme – what will be in your child's bag.
- Read in the language that you are most confident with.
- E books that you have access to weekly are entirely decodable  
- texts are carefully sequenced to progressively incorporate words that are consistent with the letter–sound relationships that have been taught to the new reader.



# 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**

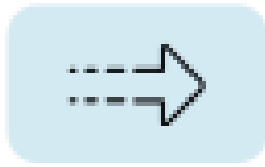
If we mispronounce these sounds we will make reading harder for our children.

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

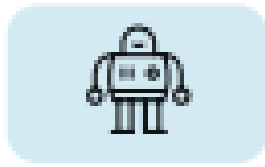
# Supporting your child with writing at home



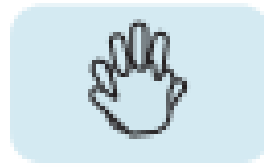
Say the word



Stretch the word out



Use robot arms



Blend



Count the phonemes

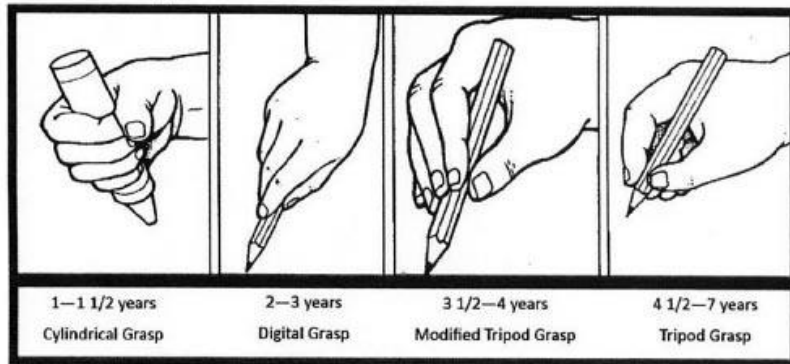


Say the word

- Letter formation is practised daily – lower case letters – starting from the top in most letters.
- Help your child by saying the sentence out loud first. This gives you a chance to broaden your child's vocabulary and it ensures that the sentence makes sense.
- Think of everyday ways to introduce writing – shopping lists, notes to jog memory, cards for different occasions, signs whilst playing

# Supporting your child with writing at home

Sitting position – chair tucked in, both feet on floor, not slouching



## The Pencil Hold Rap

- Pick up your pencil - use your pointer and thumb,
- Let it dangle - this is step one.
- Use your other hand to rotate your pencil around
- Until, it reaches it's pillow where it gently lies down.

Right-Handed

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# FAQs

## **How do I access the weekly e-book?**

Every child will be given a login and password at the beginning of the year (it will be stuck into the front of their reading record books in their PACT bags). We choose an e-book on a Friday morning which you can access for a week. These books are fully decodable and contain the sounds that we have learnt that week.

## **When my child is writing at home and they get a sound wrong or don't know a sound, should I intervene?**

We really want children to be 'free writers' and to take pleasure in writing. If your child specifically asks you how to spell a word, help them hear the different sounds in the word and encourage them to 'have-a-go' at it independently. Praise them for their effort even if it's not entirely correct! At school, we do the same when the children are writing independently but if we taught a specific sound, then we will encourage them to write it correctly.

## **How do you get children of this age to sit and focus during the phonics session?**

The sessions are very repetitive and follow the same routines each session. The children get used to this and because they know what is coming next, they remain very focussed. The sessions are also quite interactive – robot arms, drum rolls etc.