

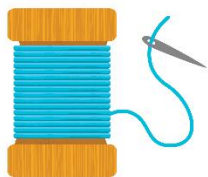
# Welcome to Emerald Class

Phonics and Reading Meeting

# The purpose of the meeting:

- \* to support us, by supporting your children at home
- \* to briefly explain how phonics is taught at School
- \* to explain the importance of phonics in your child making progress.

- In KS1 children's progress and achievements can often be dictated to by Reading and Phonics application.
- Without Phonics and Reading children can sometimes struggle to access teaching across all other areas of the curriculum - whether that be supported or independently.
- Reading is key to access all learning in school and we need your support.



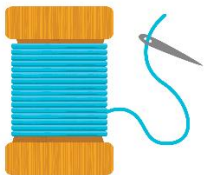


**ELS PHONICS**  
**“GETTING ALL CHILDREN TO**  
**READ WELL, QUICKLY...**  
**THE ANSWER - PHONICS”**

# What is Phonics?

A method of teaching children 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'.

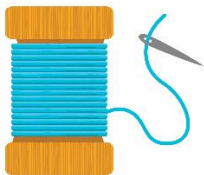
**Trigraph:** three letters making one sound. For example, /igh/ in the word 'night'.

**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?

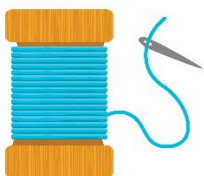
Essential Letters and Sounds (ELS) is our chosen phonics programme, this is DFE approved and we have been using it 2years.

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



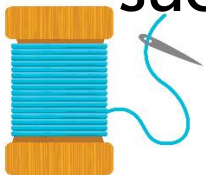
# How do we teach phonics?

- We use a simple, consistent approach to teaching phonics - ELS 'Repeat, Repeat'.
- We have rhymes to support learning and recall
- We teach phonics every single day from the first days of Nursery and Reception
- In Year 2 we use Twinkl DFE approved Spelling programme.



# How do we teach phonics?



- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending-  
/c/ /oa/ /t/
- In Year 2 children are consolidating Year 1 Phonics, however they are learning spellings rules such as suffixes and plurals.



# How do we teach phonics?

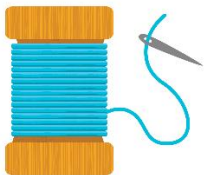
**Teach**  
These objects all have the /ng/ sound in.

ng



ng ... ng ... ring  
ng ... ng ... wing  
ng ... ng ... sing

When teaching a new sound, rather than asking children if they know any words with the sound in - we give the children 3 words that contain that sound



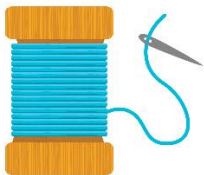
# How do we teach phonics?

Apply

Quit activity 

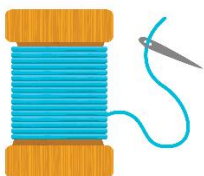
Read the sentence. Click on the icon to reveal the picture.

Her friend said it  
was sweater  
weather.



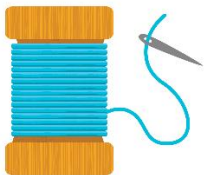
# Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- Children who achieved the Early Learning goals for literacy are 11 times more likely to achieve the expected outcomes in Maths at the end of KS2. Reading underpins everything.



# Supporting your child with reading at home:

- Children are only reading from books that are entirely decodable - they can access these independently.
- Your child should be able to read their book developing fluency throughout the week.
- 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

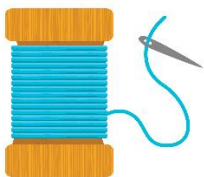


# Supporting your child with reading at home

We want children to create a strong orthographic map. This means that they learn sounds spelt by the letters or groups of letters in each word.

To read fluently, or well, we need a strong orthographic map.

What this looks like - 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.



# Pronouncing pure sounds

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

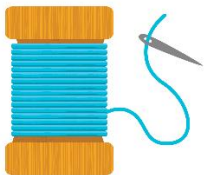
**c a t**

**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.



# Phonics Folders: For Year 1 and some Year 2

\* A phonics book each week that directly links to the sounds being taught. At this point in the year the books also contain sounds covered so far. As the week goes on as the children Repeat the book 4 times they become fluent through word recognition.

- An up to date assessment of sounds taught in reception and Year 1. The last page of phase 5 you would expect to see no ticks as we have not taught those yet. The mats are there for your child to practice graphemes and add to their orthographic map.
- Year 2 Reading Books - year 2 unless they have a phonics folder are on banded books to suit their ability - these are to be read independently or with support applying phonics knowledge. Phase 5 mat for practice and common exception words - children need to be able to read and spell many of these to be secure at the end of KS1.

# Reading for Pleasure In School

- ▶ During phonics sessions I hear all children read daily when practicing the apply section within our workbooks.
- ▶ Mrs Halkett who gives so much of her time to Emerald Class listens to all children twice a week, sometimes three. The days are alternated between year groups and books are checked each day, these are the school reading books that are shared for pleasure.

# Phonics Screening Test:

**In June, all Year 1 and any Year 2 children who did not achieve a pass mark will sit their Phonics Screening test.**

The phonics screening check is a check of your child's phonics knowledge made up of 40 words, 20 real and 20 pseudo words.

We prepare children all year for this with exposure to alien words within the phonics session.

If a child is secure in phonics they should be able to decode any word whether real or fake. To support your child in passing, the more sounds they recognise on the sound mats the higher chance they have on the day.

## Spellings:

We send spellings home for your child to learn. These are taken directly from the weeks teaching. So they will find them harder on a Monday compared to a Thursday as we teach the rules throughout the week and then complete the quiz.

Practise in any way that works for you and your family.

Write them, Sing them, make art with them, aslong as they do it four times - they add them to their orthographic map.

# Homework:

Homework in KS1 is always a skills based homework linked to topics during the week.

We alternate between maths and literacy skills embedding knowledge and using homework as a way of children retrieving previous topics.

Year 1 homework will now be Phonics based, with an occasional maths skills homework.

Year 2 homework will be spelling based with a maths skills homework attached.

To access more homework, maths seeds and reading eggs is a tool that only moves at your child's pace.

- Please see all the information in the folders/packs for year 1 and year 2 and support your child in accessing it, practicing it in anyway.
- Practise their phonics books 4 times in the week.
- Year 2 - read four times a week
- Practise spellings
- Practise sound mats as often as possible

Any Questions:

[emeraldclass@richarddurnings.lancs.sch.uk](mailto:emeraldclass@richarddurnings.lancs.sch.uk)