

More About Phonics
Friday 21st November



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 ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identifying the phonemes (smallest unit of sound)

E.g ssssssss

and graphemes
(written version of the sound)

E.g letter s



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.



Terminology

Here is some of the terminology your child will come across:

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'

Harder to read and spell words- words that may not follow a phonics rule, e.g the.

Essential Letters and Sounds

There are 5 Phases, each building on the skills and knowledge of the previous one. Phases 1 is taught in nursery, phases 2 to 5 in reception and phase 5 and 5+ in Y1.



A message that appears in every phase ...“It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.”

Alongside the phonics we teach harder to read words. We do this to help to aid the fluency of reading.

Each phase has 'common' words to learn. The 'common' words are not phonetically written e.g. 'the', 'my', 'go'. Phases 1-5 teach the children to read and spell the first 100 HF words. These include both harder to read and decodable words.

ELS Harder to Read and Spell words

Phase 2	Phase 3	Phase 4	Phase 5
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 please once any many again who whole where two here sugar friend because

Reception learn the harder to read and spell words in phases 2-4. Year 1 learn the words in phase 5.

Phase 1

Before learning phonics, your child must be able to listen very carefully and discriminate between sounds. For example, link the sound of a car to the picture of a car.

At Martin school we teach this in a fun, exciting and active way with both planned and self-chosen activities.



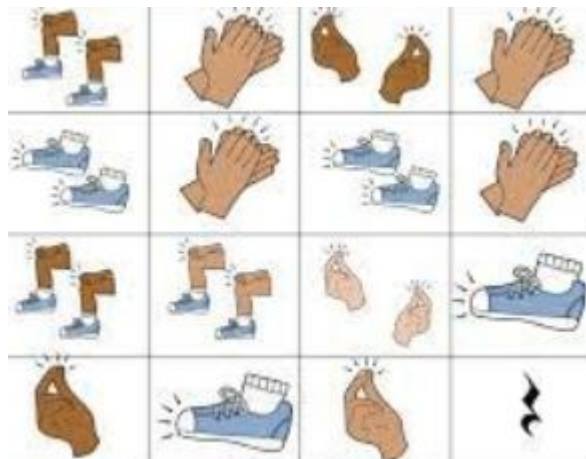
Phase 1 – Nursery.

Auditory. No visual print.

Instrumental Sounds

Body Percussion

Rhythm and Rhyme



Alliteration -

Voice Sounds

BLENDING



c-a-t

cat

SEGMENTING

cat



c-a-t

Big **b**rown **b**ears **b**ought **b**igger **b**ooks.
Little **L**ily **L**ovelace **l**oves **L**ulu's **l**ook.
Peter **P**iper's **p**et **p**ig **p**refer**s** **P**am.
Josh and **J**onas **j**uggle, **j**iggle, **j**erk, and **j**am.

Oral blending and Segmenting (short sounds)

Environmental – listening walks, drums outside, shakers

Phase 2 (Reception)



Teach letter shapes and sounds (GPCs)
























Move from oral blending and segmenting to doing the same with letters

Learn to read and spell CVC words using magnetic letters or whiteboards

Introduced to reading simple captions. E.g. Mum had a big bag.

Children begin to bring home books to practise their reading skills.

PHASE 2

 s	 a	 t	 p
 i	 n	 m	 d
 g	 o	 c	 k
 ck	 e	 u	 r
 ss	 h	 b	 f
 l	 ff	 ll	

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 	

Phase 4

The purpose of this phase is to learn about words containing adjacent consonants E.g. swim, stop or paint. Learn about polysyllabic words such as laptop or driftwood






PHASE 5

ay 	ou 	ie 	ea 
oy 	ir 	ue 	aw 
wh 	ph 	ew 	oe 
au 	ey 	a-e 	e-e 
i-e 	o-e 	u-e 	c 

There is also Phase 5+ where your child will learn alternative spellings of the same sound.

E.g ea, ee, ey, y, ie, e-e, ei, i

<https://primarysite-prod-sorted.s3.amazonaws.com/martin-primary-school/UploadedDocument/a078ee79-fba8-480d-b12f-20d4cb528ac9/grapheme-sheet-phase-5.pdf>





Alternative pronunciations:		
a		apricot on your apron
ey		they chose grey paint
ea		a great break!

Year One

Children continue on with Phase 5 and Phase 5+

At the end of Year One, the children are required to take the Phonics Screening Check. This involves reading a range of words, both real and alien (not real) words to test their decoding skills.

Section 2

brend	
throst	
stret	
spraw	

Section 2

label
vanish
blossom
thankful

Year 2

By the end of Phase 5 all children should know most of the common GPCs. They should be able to read hundreds of words, doing this in three ways:-

Reading the words automatically if they are very familiar.

Decoding them quickly and silently because their blending and sounding routine is now well established.

Decoding them aloud.

During this phase children become fluent readers.



Supporting your child with reading at home

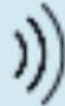
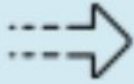
The books that go home with your child are matched to their phonological knowledge, to enable them to succeed with reading.

Please read this with your child at least 3 or 4 times a week, encouraging them to sound and blend the words themselves, pointing at the individual letters (graphemes) if they need to and re-reading the whole sentence to develop fluency.

Be positive and praise your child for any effort they make, we want to establish a LOVE OF BOOKS from an early age.

Please share other books and read to your child whenever you can.

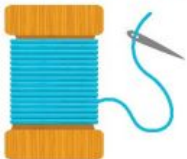
Supporting your child with writing at home



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!



REMEMBER....

We do not expect children to be able to spell all words correctly. In Reception and Year One, they are encouraged to use their phonics knowledge to break down and write words as they hear them.

E.g - the word cake could be written as caic, caik, cayc, cayk - this is phonetically plausible.

Any questions?