



Phonics

Giles Brook School

Supporting Your Child at Home



Why have we changed to ELS?

Following an update from the DfE around phonics teaching we have moved to Essential Letters and Sounds. This is a phonics programme based on Letters and Sounds (2007) which we have been using in school. This new phonics programme will support your children in making quick progress to become fluent and confident readers.

Essential Letters and Sounds (ELS) teaches children to read by identifying the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and uses these to read words. Children 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.
- 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.



How do we teach phonics?

- Daily Phonics sessions- these start from the beginning of Reception
- Phonics 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.



Review - previously taught graphemes and harder to read and spell words, oral blending

Teach - new HRS word, new sound, words and pictures to match new sound, how to write new sound

Practise - reading words with new grapheme,

Apply - read full sentences with words that contain new grapheme, activity book

Review - today's grapheme and previously taught graphemes, today's HRS word and previously taught HRS words.

Review - graphemes taught that week and harder to read and spell words, oral blending

Teach - reading and writing HRS words from the week, reading words with graphemes taught from the week including nonsense words, read sentences and write words to match pictures

Practise - write sentence using taught graphemes from the week.

Apply - read a text with taught graphemes from the week

Activity Books

Write the grapheme.

ELS
English Learning
System

j

Write the word.

he

Read the caption and sentences. Match them to the pictures.

a pot of jam



He is in a jet.



Nell jogs.



Write the grapheme.

ELS
English Learning
System

ch

Write the words.

we

me

be

Read the sentences.

Quick, get on the bus. We must get chicken and chips. It will be yum if we get a mix of the chicken bits and chips!

Write the grapheme.

ELS

i-e

Write the word.

any

Read the words. Match the words to the pictures.

kite

prize

hive



Read the sentences.

There are bees at the hive.

Did you win third prize?

The kite glides in the sky.

Write the sentence you hear.



Write the grapheme.

ELS

u-e

Write the word.

again

Read the sentences.

It was June and I needed to play a tune on my flute for the launch show. I was going to play the Grade Five tune.

Luke was going to use the flute, too. I wanted to include different sounds so I asked Jane to use her harp and we played a tune together. I hope that the evening helped to demonstrate how well we can play. After the show, I went for a sweet treat with Luke, Jane, Eve and Rose.

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
- 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.



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.

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.





Decodable Readers

Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- 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



ELS

Essential Letters
and Sounds

Phase 2 sounds



ELS

Essential Letters
and Sounds

Phase 3 sounds



Giles Brook Primary School



Reading at Home with Your Child

Comprehension Questions

Why Is Talking So Important For Reading Comprehension?

Talk, talk and talk some more!

Oral language development is key to children's development. Our children's understanding of language can be enhanced by the amount of 'spoken language' they hear and join in with.

Understanding language is one of the first building blocks in children being able to understand what they read for themselves. To be able to successfully understand a text our children need to know and understand a staggering 95% of the words used within it. Therefore, the importance of talk and widening our children's vocabulary cannot be underestimated!

Introducing children to a wide range of words they would rarely hear or use increases their understanding of vocabulary and concepts to help them understand the world around them.



How Can I Help When Reading With My Child?

- Find a quiet place with no distractions.
- Turn off televisions, radios, computers and tablets. Take time to look at each page. Talk about what you can see.
- You don't need to make sure your child gets every word right. It is ok for both of you to make mistakes! Talk about the tricky parts of the word.
- Let them talk to you about the pictures. This helps them look for meaning and to think about what they see happening on the page.
- Don't forget to smile. If you feel comfortable try pulling funny faces, making animal noises and putting on character voices. Make it fun!



Ask a few questions when you read together

Here are a few examples of questions you may like to ask when reading with your child. Please only ask a few questions when reading with your child.

Before Reading

- Do you think this is a fiction (story) or non-fiction (factual) book? Why?
- Where is the title? Can you find the name of the author/illustrator?
- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?

Making Predictions Using Pictures

- What do you predict (think) this text will be about? Let's use the front cover/pictures/book blurb to help us.
- What do you think will happen next? What makes you think that will happen?
(If your child finds this a little tricky you may like to give your own example first and then explain why you think this will happen.)
- What do you think the main character will be like? Why? Let's use the pictures to help us.

Discussing Vocabulary

Discuss the meaning of words together ...

- What does this word _____ mean? Can we think of another word that means the same?

Discuss Alternative Words

- Which words could the author have used that's more exciting than the word 'big'?
- Can you find any words that rhyme?



After Reading

- Do you like/dislike the book? Why?
- What can you remember about what happened?
- What your favourite/least favourite part? Why?
- Who was your favourite character? Why?
- Link the story to their own experiences. Can they remember when they did something similar?
- Did it remind you of anything else you have read before?
- Have you learnt anything from this book that you didn't know before? *(You could pretend that you have learnt something new and explain it)*



Have Fun!

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!

