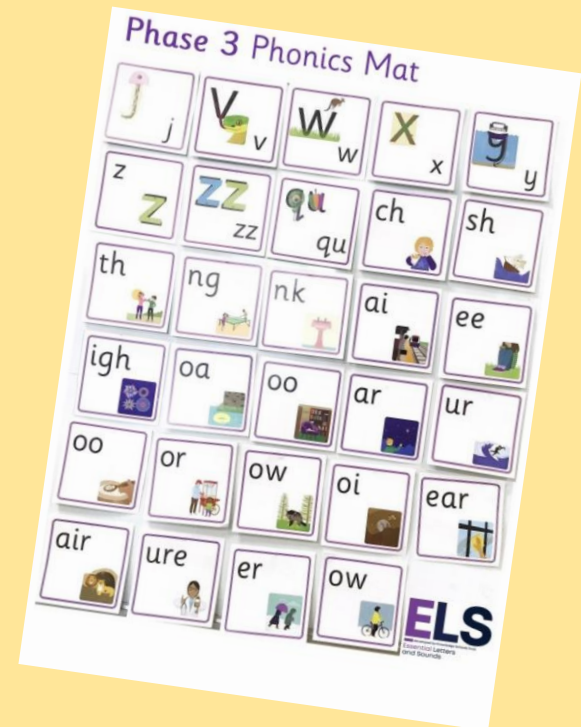




# Early Reading and Phonics at Blackmore Primary School



# The Importance of Reading



*Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.*

The Reading Framework 2023 DfE



# What is Phonics?

Phonics consists of:

- Identifying sounds in spoken words
- Recognising the common spellings of each phoneme
- Blending phonemes into words for reading
- Segmenting words into phonemes for spelling

Phonics makes learning to read easier – rather than memorising thousands of words, children learn a phonics ‘code’.



# Some definitions

**Phoneme** = smallest unit of sound in a word

**Grapheme** = letters that represent the sound

**Digraph** = two letters (graphemes) making one sound eg 'ou' in shout

**Trigraph** = three letters (graphemes) making one sound eg 'air' in fair

**Split digraph** = two letters that work together to make the same sound, separated by another letter eg a\_e in cake

# Some definitions

**Blending** = recognising the sounds in a written word and merging the sounds in the order that they are written to pronounce the word correctly

c-a-t = cat

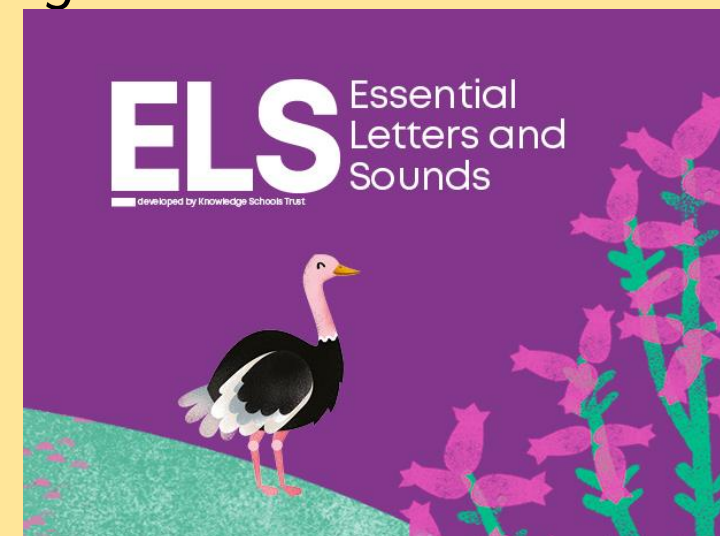
g-oa-t = goat

h-igh-er = higher

**Segmenting** = identifying the letters in a spoken word and writing each sound in order to write the word correctly

# Essential Letters and Sounds

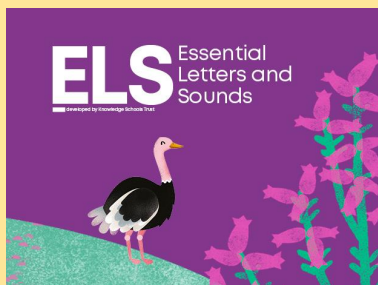
- At Blackmore, we use Essential Letters and Sounds. This is a DfE approved systematic synthetic phonics programme.
- Children take part in daily class phonics sessions which are fast paced and interactive
- Children take home reading books which are carefully matched to the teaching that week
- Towards the end of Reception and throughout Year 1, children also take part in daily guided reading sessions



# Essential Letters and Sounds

## Phase 2

- Phase 2 covers 19 single sounds and introduces the first four digraphs
- During this phase, children will be focusing on decoding and blending short, CVC words and beginning to put them into captions and eventually sentences.



**ELS** Essential Letters and Sounds

**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	

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# Essential Letters and Sounds



## Phase 3

- Phase 3 introduces the final single sounds, along with the more commonly used digraphs and trigraphs
- By this stage children should be quicker at decoding and able to sound out some longer words



**ELS** Essential Letters and Sounds

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	

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# Essential Letters and Sounds

## Phase 4

- During phase 4 no new phonemes are taught. Phase 4 is an opportunity to consolidate the learning so far
- Children will learn to decode and blend longer words and apply them to longer sentences



# Essential Letters and Sounds

## Phase 5

- Phase 5 teaches new digraphs and alternative sounds eg ai / ay, ow / ou
- Children are also introduced to split digraphs
- The sounds are taught in the summer term of Reception, and revisited during the Autumn term of Year 1
- The remainder of Phase 5 in Year 1 is for children to learn less commonly used alternative phonemes

**ELS** Essential Letters and Sounds

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 

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# Reading at home



- At Blackmore we believe it is hugely important to develop children's love of reading
- Your child will bring home two books – a phonics book and a library book
- The phonics book is for your child to practise the sounds that they have been learning that week in class. These books are completely decodable, other than tricky words which would have been covered in class
- The library book is to be read together for enjoyment, and may be too challenging for your child to read independently
- As well as this, your child will have a Phoneme book and a Word book. These are additional resources to practise blending and decoding with your child. The word book is an opportunity to practise tricky words



# How can I help my child?

- Try and make a dedicated time and space for reading
- Daily reading – little and often is the key!
- Word cards – don't forget to go back and continue to practise ones that have already been ticked off!
- Phoneme books – great for applying the sounds they have learnt
- Word games



# I've read the book, what now?

- ELS suggests that each book should be read **four times** to support children's retention of their phonics knowledge
- Once you have read the book multiple times, you could play other games such as 'spot the phoneme' or 'spot the tricky word.'
- You could ask your child questions about what they have read, or get them to ask you questions!
- You could read to your child, making deliberate mistakes, and see if they can be the teacher and correct you
- Play I spy – can you spot something with the 'ou' sound?



# The Phonics Screening Check

- In the Summer Term of Year 1, all children will sit the Phonics Screening Check
- This is a statutory assessment of children's decoding and blending skills
- Children will segment and blend 40 real and nonsense words to assess their knowledge
- To support your child with this, daily reading is the key!
- We will practise lots in class but later in the year we will provide example materials, should you wish to practise at home
- There are also lots of games to help listed on our website

# Questions



# What should my child know? - EYFS

Literacy
<ul style="list-style-type: none"><li>• Read individual letters by saying the sounds for them.</li></ul>
<ul style="list-style-type: none"><li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li></ul>
<ul style="list-style-type: none"><li>• Read some letter groups that each represent one sound and say sounds for them.</li></ul>
<ul style="list-style-type: none"><li>• Read a few common exception words matched to the school's phonic programme.</li></ul>
<ul style="list-style-type: none"><li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li></ul>
<ul style="list-style-type: none"><li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li></ul>
<ul style="list-style-type: none"><li>• Form lower-case and capital letters correctly.</li></ul>
<ul style="list-style-type: none"><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul>
<ul style="list-style-type: none"><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li></ul>
<ul style="list-style-type: none"><li>• Re-read what they have written to check that it makes sense.</li></ul>



# What should my child know? – Year 1

Year 1 children are expected to:	To support this, you could say:
identify words which appear again and again in a text	Can you put your finger on the word 'the'?
recognise and join in with predictable phrases	Come on, say it with me... I bet you can't remember the next bit.
relate reading to their own experiences	Wow, look at that castle. Do you remember when we went to...?
re-read a word or sentence if reading does not make sense	Does... make sense? It didn't sound quite right. Let's try again.
become very familiar with key stories, fairy stories and traditional tales, retelling the main events of a story with considerable accuracy	What happened in that story again? Silly me, I've forgotten. What happened after that?
discuss the significance of a title and events	So, why do you think it's called Jack and the Beanstalk?
make predictions on the basis of what has been read	So if..., what might happen next?

make inferences on the basis of what is being said and done	Look at that picture – how do you think... is feeling? What makes you say that? Look at the words the author has used to describe...; what sort of place do you think it will be?
read aloud with pace and expression, e.g. pausing at a full stop; raising their voice for a question	What kind of voice can we read that in? What do you need to do when you reach a full stop?
recognise capital letters, full stops, question marks, exclamation marks and ellipses (...) within texts	I bet you can't find three capitals letters on this page before I can.
know why the writer has used the above punctuation in a text	What is that? (Point to a piece of punctuation.) What does that do?
know the difference between fiction and non-fiction texts	Is this a story or is it an information text? How do you know?
learn rhymes and poems off by heart	I'd love it if you could sing Humpty Dumpty whilst I put my shoes on.
be encouraged to say whether or not they like the text, giving reasons why	Did you enjoy that story? What was your favourite part?