

# Phonics Information session

## Wednesday 15<sup>th</sup> November 2023

Please help yourself to tea and coffee



# Welcome & Introductions

Phase 1 phonics  
How we teach phonics at  
GMA  
Pure sounds  
Supporting reading at  
home



# Phase 1 Phonics

Acorn phonics focuses on pre-reading skills. These are speaking and listening skills, being able to distinguish the sounds they hear, patterns of speech, and sounds of speech.

Phase 1 of the phonics programme is split into seven aspects; each builds on the previous aspect.

In Acorn we have an adult led phonics session every day that the children are in nursery.

These are fun, engaging sessions; singing, games, instruments, physical activity, stories etc

# Aspect 1: Environmental Sounds

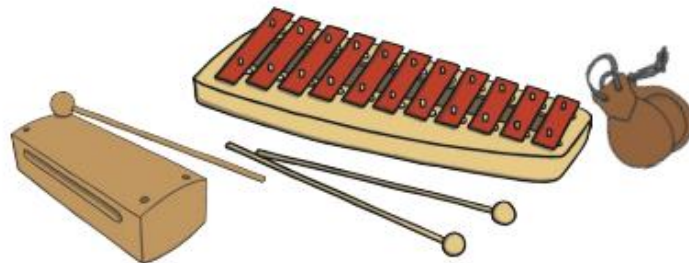
Children learn to tune their listening into the wider world around them.

Listening to environmental sounds can be practised very easily through day-to-day activities and you don't need any special equipment - just your ears. At home, the doorbell rings, the dishwasher beeps and the letterbox flaps open and shut. Talk to your child about what you can hear. Let them know when there is a sound. Did they hear it too?

## Aspect 2: Instrumental Sounds

Children learn to tune their listening into musical sounds, through listening to music and playing with musical instruments. This aspect focuses on recognised musical instruments, rather than home-made instruments.

We have musical instruments available for the children to play with and explore. Children usually take part in group sessions led by an adults where the they are encouraged to play an instrument to a regular beat. They will play games where they match the sound to instruments.



## Aspect 3: Body Percussion



Children learn to use their bodies to create sound. This aspect focuses on making sounds with your body rather than your voice by clapping, stomping, patting, rubbing and clicking fingers.

In Acorn and Reception, the children will usually take part in group sessions led by adults, where the children sing songs involving body percussion and are encouraged to copy rhythmic patterns, such as: clap, clap, stamp, thigh pat.

## Aspect 4: Rhythm and Rhyme



Children learn to hear patterns in speech. They learn to tune into words that may start with different sounds but end with the same sounds. They are pleasing to the ear and fun to repeat.

At nurseries, preschools and childminders, the children will usually sit for story times, where they are encouraged to take part and predict the next rhyming words in stories they have heard before and can recall. They may also play rhyming word bingo and 'odd one out' games, where they identify the object that doesn't rhyme.



# Aspect 5: Alliteration

Before your child can learn individual letter sounds, they will learn to hear letter sounds in speech. They learn to tune into words that may start with the same sounds but end with different sounds. E.g; dog, dinosaur, David, doughnut.

Try to think of how the letter sounds when you say it in the word. For example, the word 'pan' has a very short 'p' sound not a 'puh' sound.

This aspect brings an introduction to letters and the alphabet, using only listening skills. This is a very important skill to master before Phase 2 phonics and the written letters are introduced in Reception.

# Aspect 6: Voice Sounds

The previous aspects of Phase 1 phonics have focused on listening skills. Children are always encouraged to use their language by singing, repeating, rhyming and speaking, but it is this aspect that focuses on making specific sounds with your voice.

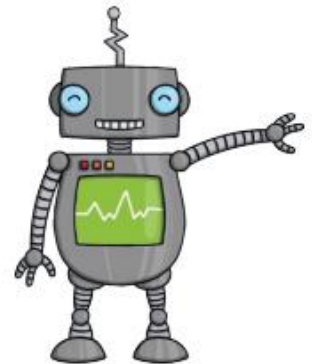
In Acorn and Reception, the children will develop voice sounds through singing, nursery rhymes and play. Small world train sets and car garages, doll's house play set-ups, and role-playing setups all encourage children to add their own sound effects.



# Aspect 7: Oral Blending and Segmenting

The first skill your child will need to learn to be able to segment and blend is to hear the syllables in words. You can help your child by clapping or stamping to the rhythm of the spoken words - one clap per syllable.

Segmenting and blending skills are easy to develop through everyday life. Break the words you say up into distinct syllables. Say “Dinn-er time” or “Ti-dy up time,” for instance. When your child has mastered this, break down some words further, e.g. “Your jumper is r-e-d.” or “Can you put you sh-oes in the b-o-x?” Always remember to use the letter sounds rather than the letter names.



In Acorn, we cover all the different aspects weekly.

We start simply and develop in complexity as the year progresses.

We revisit aspects all the time and bring them in to the children's play and interests.

These skills continue to be developed in to Reception, Year 1 and beyond and are taught alongside the ELS phonics scheme.

# How to Help Your Child at Home

Use the ideas and suggestions in the handout  
Read and enjoy lots and lots of books  
together

Really listen to your child and engage in  
conversation with them

Limit screen time/ watch high quality  
programming

Speak to your child's teachers/ key workers  
if you have any concerns or questions

We can sign post you to Early Years SALT for  
advice if needed

# What is phonics?

- A method for teaching people how to read by looking at the relationship between sounds and letters/ groups of letters.
- Phonics teaches a code.
- English has a very difficult code.

# Essential Letters and Sounds (ELS)

- ELS was created to ensure every child can read well, quickly.
- Gothic Medie started in September 2022.
- 30 minutes phonics lessons daily

# ELS

- Give Give Give
- Use of mnemonics - rhymes to remember letter formation and sounds
- Harder to Read and Spell words
- Review - Oral Blending - Teach - Practice- Apply



# Pure sounds

Oxford**OWL**

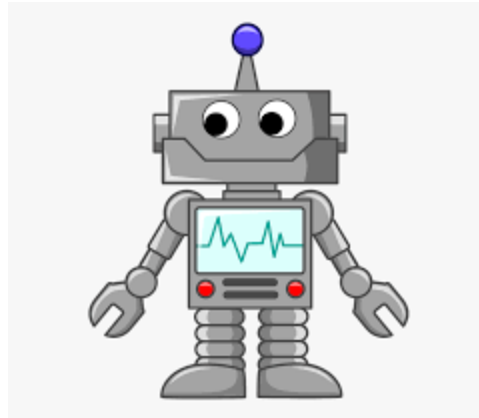
How to pronounce  
pure sounds



Phonics: How to pronounce pure sounds | Oxford Owl

# Oral blending

Robot arms



Blending hands

# Harder to Read and Spell words (Reception)

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	would	should	could	asked
house	mouse	water	want	very

# Harder to Read and Spell words

## Year one

please	once	any	many	again
who	whole	where	two	here
sugar	friend	because		

# Reception class phonics lesson



# Reception autumn 1

**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	

# Reception autumn 2/spring 1

**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	

# Reception summer 2/ Year 1 autumn term

**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 



# Pure sounds

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## In this section

[ENGLISH - INTENT, IMPLEMENTATION AND IMPACT](#)[ENGLISH PHOTO GALLERY](#)[PHONICS](#)[READING - INTENT, IMPLEMENTATION AND IMPACT](#)

## English

**At Gothic Mede, English is at the heart of our curriculum. By becoming confident speakers, readers and writers, children have the opportunity to participate fully in all areas of the curriculum and strong foundations are set for success in communication and learning in adult life.**

Through our text-based English curriculum, children are taught to understand and appreciate a range of different text types, as well as developing their cultural, emotional and social understanding. Our curriculum provides opportunities for children to develop their writing, speaking and listening skills by widening their vocabulary, developing sentence structure and ensuring children have a secure phonics knowledge.

# Mnemonics and Rhymes to Support ELS

## RECEPTION AUTUMN 1: PHASE 2

s – snake – **swerve around the snake**

a – ant – **around the head, down the body**

t – teacher – **down her body and cross her shoulders**

p – parrot – **down his body, around his face**

i – inventor – **down her body, spot her idea**

n – nest – **down the bird and over her nest**

m – meerkat – **meerkat, mound, mound**

d – duck – **over his back and around the tail, up his neck and down to his feet**

g – goat – **start at his ear, around the face and down the beard**

o – ostrich – **around the ostrich's body**

c – camel – **curl around the camel's back**

k – kid – **down the body, up the arm, down the leg**

ck – a camel and a kid – **the camel stood by the kid**

e – elephant – **around the head and down the trunk**

u – umbrella – **under the umbrella and down to the tip**

r – runner – **down her body, up over the arm**

ss – two snakes – **sunbathing snakes**

h – heron – **from his head to his feet, up and over his back**

b – bike – **down the person and around the wheel**

f – fox – **over the ear, down to the tail and across the jaw**

ff – two foxes – **two foxes facing forwards**

l – ladder – **down the long ladder**

ll – two ladders – **ladders in a line**

Plus: words with /s/ at the end (sits, fits, cats, bats)

# Reception Apply sheet

Write the grapheme.

ELS Essential Letters and Sounds

oi

Write the words.

was her

Read the words. Match the words to the pictures.

boil

soil

coin



Read the sentences.

He put ointment on his joints.

It was a coin in the soil.

Write the sentence you hear.



# Year one apply sheet

AUTUMN 1 WEEK 6 | DAY 3

Write the grapheme.

**ELS** Essential  
Letters and  
Sounds

ew

Write the word.

should

Read the sentences.

## Jewels

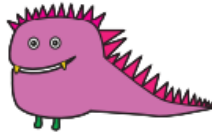
Jewels are formed underground. They are formed when it is hot and when minerals are pressed together firmly.

Jewels are often put into new rings and earrings to add sparkle. Few things are so bright! You can go to a jeweller to pick new jewels. Different jewels can be green, red, blue, pink or silver.

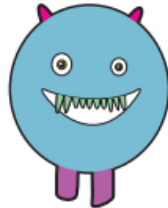
# Phonics screening check

## Section 2

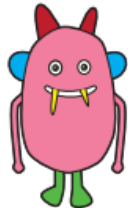
vaw



meast



waib



zome



## Section 2

crust

trails

strip

scraps

## Reading expectations at GMA

Phonics Phase	Book Band	Year group expectation
1	Lilac	EYFS
2	Pink	EYFS
3	Red	EYFS
3	Yellow	EYFS
3/4	Blue	EYFS/Year 1
4/5	Green	Year 1
4/5	Orange	Year 1
5	Turquoise	Year 1
5/6	Purple	Year 1
5/6	Gold	Year 2
6	White	Year 2
6	Lime	Year 2
Beyond	Brown	Year 3
Beyond	Grey	Year 4
Beyond	Navy	Year 5
Beyond	Dark Red	Year 6
Beyond	Free	

# Supporting reading at home

- Little and often - pick your time
- Decode and discuss
- Robot arms and blending hands
- Partner texts
- Bedtime stories
- Use reading questions sheets
- Join local library
- Oxford Owl e-book library/ Giglets

# Supporting reading at home



## Supporting your child's reading —Year four



### Reading expectations for year four:

Apply growing knowledge of root words, prefixes (re-, sub-, inter-, super-, anti-, auto-, suffixes (-ation, -ous) to understand the meaning of new words.

Read common exception words (see list below)

Read for a range of purposes

Use dictionaries to find the meaning of words.

### Questions adults could ask to help develop these skills:

"Can you think of any other words with the prefix *sub-*. How do these letters change the meaning of the word. Are there any other prefixes we could use with this word?"

"Can you find the word \_\_\_\_ in the text? What is unusual about the spelling of this word? What other ways could this word be spelt?"

"Who might this text be useful for? Who would you recommend this text to? Where might you find a text like this?"

"How do you know where to start looking in the dictionary? This page starts with the word \_\_\_\_\_. Will our word be on this page? Which meaning makes sense in this context?"

### Comprehension expectations for year four

Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

Recognise some different forms of poetry.

Discuss words that capture the reader's imagination and interest.

Identify themes and conventions in a wide range of books.

Explain the meaning of words in context.

### Questions adults could ask to help develop these skills:

"What genre is this text? Can you compare this myth with other myths you have read? What happens in this story?"

"What do you notice about the rhyming pattern in this poem? Look at the way the poem is structured—what do we call this kind of poetry?"

"What word would you use instead of \_\_\_\_? What does the phrase \_\_\_\_ make you think of?"

"What is the theme in this book? How does the author explore the themes of love and friendship?"

Which words can help us guess the meaning of \_\_\_\_? Can you substitute \_\_\_\_ for a word that means the same?"



# Supporting reading at home



## Supporting your child's reading Year four Common Exception Words



calendar	disappear	important	opposite	promise	special
caught	exercise	interest	particular	purpose	strength
centre	experience	knowledge	peculiar	quarter	suppose
century	experiment	length	perhaps	question	therefore
certain	famous	material	popular	recent	though
circle	favourite	medicine	position	regular	although
consider	grammar	mention	possess	remember	thought
decide	history	minute	possession	sentence	through
different	imagine	naughty	possible	separate	various
difficult	increase	notice	potatoes		



# What if my child is not enjoying reading?

- Continue to read together - enjoy bedtime stories, read books at mealtimes
- Make up stories to tell each other
- Pick out HRS words
- Play “word/sound detective” games
- Echo reading
- Pick your time
- Read in odd places
- Digital/print
- Online phonics [games](#)/[videos](#)

# Supporting reading at home



Max and Ant rush into the shed.

Max sees a long tail.  
He groans.

# Supporting reading at home




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**Project X CODE**  
My eBooks and Quizzes



**Word Sparks**  
Partner Text Audio

# A Massive Plea



Do you have an hour or two spare during the week?

We desperately need parents/carers/grandparents to come in and read with our children.

Thank you so much for attending our phonics and reading session.

We hope you have found it useful.

