

**Phonics Information
session
Wednesday 15th November
2025**

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

Aspect 1: Environmental Sounds

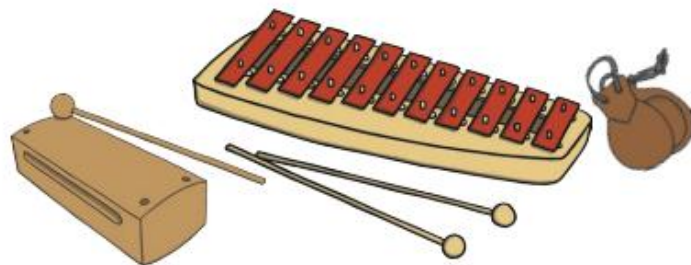
Children learn to tune their listening into the wider world around them.

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 sounds. 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.

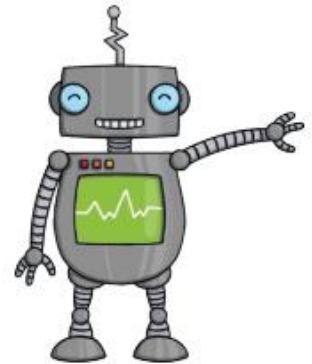
In Acorn and Reception, the children will develop voice sounds through singing, nursery rhymes and play. Small world train sets and car garages, doll's house play set-ups, and role-playing setups all encourage children to add their own sound effects.



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-oe-s 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 Mede 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

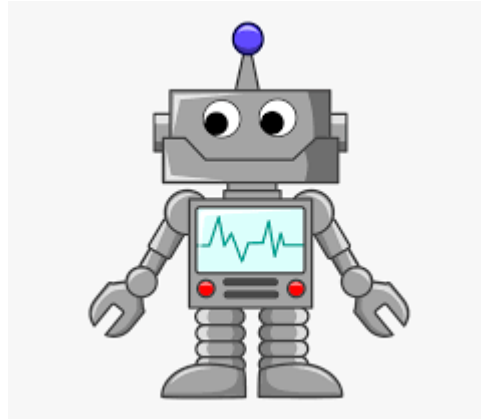


Phonics: How to pronounce pure sounds | Oxford Owl



Oral blending

Robot arms



Blending hands

Let's have a go.....

Harder to Read and Spell words (Reception)

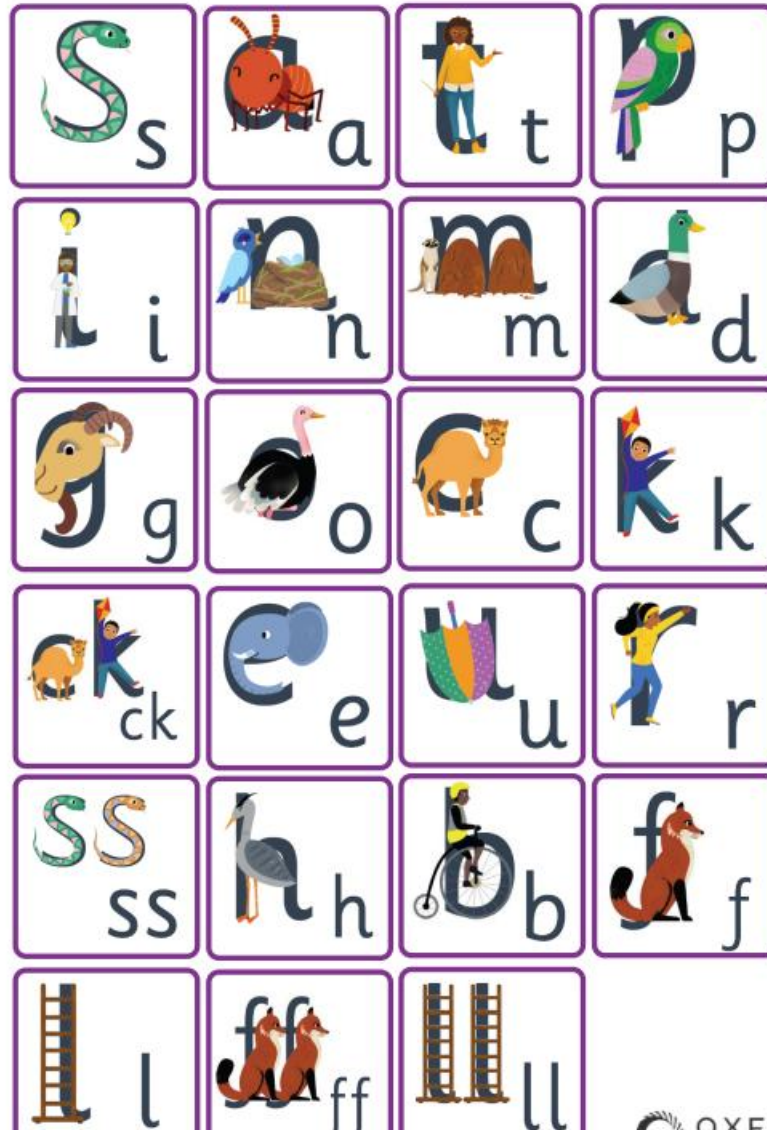
I	the	no	put	of
is	to	go	into	pull
as	his	he	she	buses
we	me	be	push	was
her	my	you	they	all
are	ball	tall	when	what
said	so	have	were	out
like	some	come	there	little
one	do	children	love	oh
their	people	Mr	Mrs	your
ask	would	should	could	asked
house	mouse	water	want	very

Reception class phonics lesson



Reception autumn 1

PHASE 2



Reception autumn 2/spring 1

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

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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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

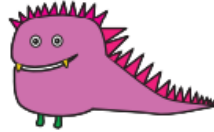
Jewels are formed underground. They are formed when it is hot and when minerals are pressed together firmly.

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.

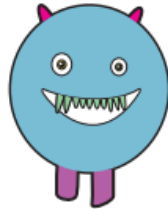
Phonics screening check

Section 2

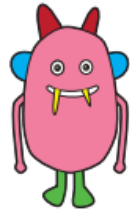
vaw



meast



waib



zome



Section 2

crust

trails

strip

scraps

Supporting reading at home

- Little and often - pick your time
- Be patient!
- 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 one



Reading expectations for year one:	Questions adults could ask to help develop these skills:
Identify words that are repeated in a text.	"Can you find the word?" "Can you show me where you have read this word before?"
Recognise and join in with predictable phrases.	"Let's say this part together" "I wonder if you can remember what comes next?"
Relate reading to their own experiences.	"Look at the clothes the people are wearing. Where have we seen those clothes before?"
Re-read a word or sentence if it does not make sense.	"Does that make sense to you? Let's try it again, shall we?"
Become familiar with key stories, fairy stories and traditional tales, retelling the main events	"Let's talk through the story. Can you remember what happened at the beginning? And what happened next?"
Discuss the characteristics of key stories, fairy stories and traditional tales.	"Think about the characters in Goldilocks and the 3 bears. How are they similar to the characters in The Three Little Pigs?"

Reading expectations for year one:	Questions adults could ask to help develop these skills:
Make inferences on the basis of what is said and done.	"How do you think ____ is feeling? Why do you think that? The author uses these words to describe the setting. What kind of place do you think it will be?"
Use information that they already know to talk about the text.	"What do you already know about ____? How could this fit in with the book?"
Explain clearly their understanding of what is read to them.	"What has happened so far in the book? Why do you think the character did that?"
Appreciate rhymes and poems, learning some of them off by heart.	"What did you like about? Let's say the poem together— perhaps we can say a verse each?"
Make predictions on the basis of what has been read.	"So if _____ happened, what might happen next? Why do you think that might happen?"
Discuss the significance of a title and events.	"Why do you think the book's called _____? What else could it be called?"

Supporting reading at home

I	as	her	said	one	ask	please	sugar
the	his	my	so	do	should	want	because
no	he	you	have	children	would	any	mother
put	she	they	were	love	could	many	brother
of	buses	all	out	oh	asked	again	
is	we	are	like	their	house	who	
to	me	ball	some	people	mouse	whole	
go	be	tall	come	Mr	water	where	
into	push	when	there	Mrs	want	two	
pull	was	what	little	your	very	here	

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




Oxford Owl for School

Teaching resources and
expert school improvement support

- Award-winning subscriptions and leadership support
- Professional Development and best practice advice
- Free teaching resources and eBooks

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About Oxford Owl for School 



Oxford Owl eBook Library
My eBooks



eBook Library for Letters and Sounds
My Bookshelf



Free Read Write Inc. eBooks selection
My eBooks



Project X CODE
My eBooks and Quizzes



Word Sparks
Partner Text Audio



GIVE THE GIFT OF READING AT GOTHIC MEDE ACADEMY!



Imagine the smile on a child's face when they master a new word.

We're looking for **Adult Community Volunteers** to be a supportive, encouraging listener for children **aged 4-7** as they practise reading.

When?

A short, weekly commitment that fits your schedule.

Your impact

You won't just hear a child read—you'll help build confidence, foster a lifelong love of books, and strengthen early literacy skills in our community.

If you are interested...

...please pop in to our school reception, email us on gma-office@bestacademies.org.uk or call us on 01462 732002.



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

We hope you have found it useful.