

# Phonics at Two Waters



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PRIMARY SCHOOL

**ELS**  
Essential Letters  
and Sounds

# What are we going to cover?

- ▶ What is phonics
- ▶ Changing schemes
- ▶ How we teach phonics (ELS)
- ▶ Phonics progression
- ▶ Reading Books
- ▶ Library Books
- ▶ Supporting reading at home
- ▶ Supporting writing at home
- ▶ Questions



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# Glossary

- ▶ **Phonics:** a method of teaching beginners to read and pronounce words by learning to associate letters with the sounds they make
- ▶ **Phoneme:** the smallest single identifiable sound in a word  
e.g. cat = c/a/t      shop = sh/o/p
- ▶ **Grapheme:** the written representation of a sound.  
e.g. /sh/ in the word 'shop'
- ▶ **Decoding:** Extracting meaning from symbols. For reading, symbols are letters which are decoded into words.
- ▶ **Decodable text:** A text which is entirely decodable based on the sounds and graphemes that have been taught.
- ▶ **Cognitive load:** the amount of information that working memory can hold at one time
- ▶ **Encoding:** Communicating meaning by creating symbols (letters to make words)
- ▶ **Digraph:** two letters making one sound  
e.g. <ch> <th> <ng>
- ▶ **Split digraph:** two vowels that make one sound but are split by one or more consonants. There are 6 split digraphs in the English language.  
<a-e> <e-e> <i-e> <o-e> <u-e> <y-e>  
E.g. cake, these, kite, stone, June, type
- ▶ **HRS words:** Harder to read and spell words - children will find these harder as they will not have been taught the relevant graphemes/phonemes



# 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
- ▶ 44 main sounds in the English language
- ▶ Each sound is represented by a grapheme (the written representation of a sound).



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# Changing schemes

- ▶ Last year, the Department of Education endorsed a range of phonics programmes for schools
- ▶ In order to continue to deliver a high quality phonics programme at Two Waters, we have chosen Essential Letters and Sounds (ELS)
- ▶ Our previous approach to teaching phonics was also based on ‘Letters and Sounds’
- ▶ This has ensured that the children have had continuity as we have moved to our new scheme
- ▶ Two Waters has a proven track record of delivering effective phonics programmes with high pass rates in the Year 1 Phonics Screenings



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# The ELS approach to teaching phonics

- ▶ To ensure children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent, independent readers and writers

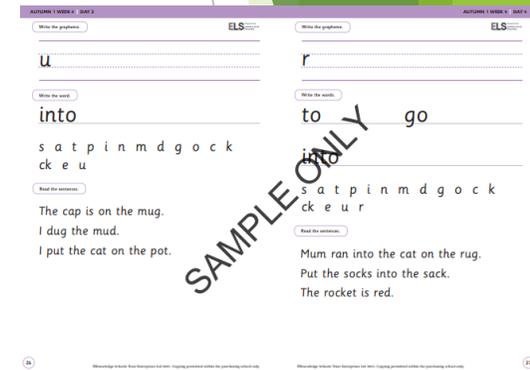
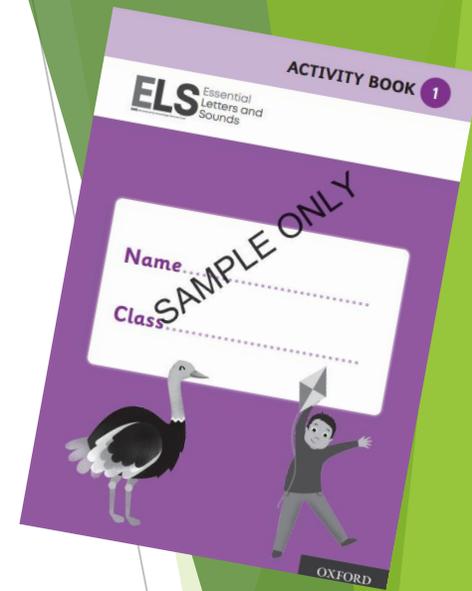


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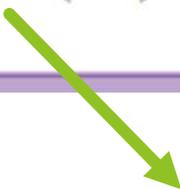
# How do we teach phonics?

- ▶ Daily lessons
- ▶ A simple, consistent approach
- ▶ Familiar classroom routines in each lesson to reduce cognitive load and maximise success
- ▶ Encouragement for all children to use their new phonic knowledge independently each lesson
- ▶ Direct application to reading
- ▶ Direct application to writing
- ▶ Additional daily 'reading practice' lessons, with a weekly guided session



# Phonics Progression

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"><li>• Environmental sounds</li><li>• Instrumental sounds</li><li>• Body percussion</li><li>• Rhythm and rhyme</li><li>• Alliteration</li><li>• Voice sounds</li><li>• Oral blending</li></ul>	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none"><li>• Oral blending</li><li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li><li>• 12 new harder to read and spell (HRS) words</li></ul>	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"><li>• Oral blending</li><li>• Sounding out and blending with 29 new GPCs</li><li>• 32 new HRS words</li><li>• Revision of Phase 2</li></ul>



l, the, no, put, of,  
is, to, go, into,  
pull, as, his



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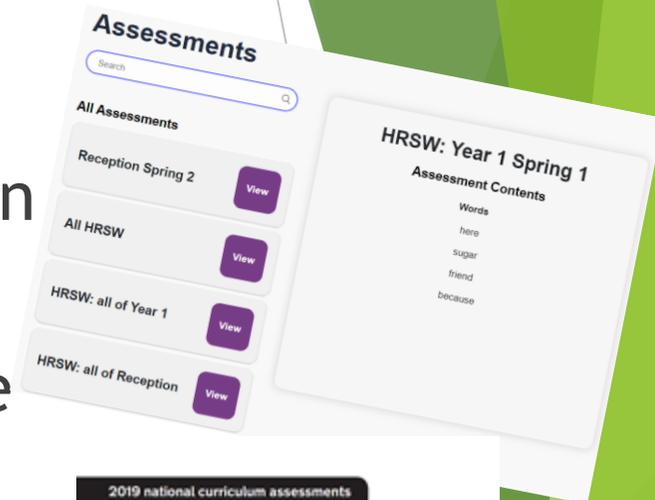
# Phonics Progression

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>



# Phonics Progression

- ▶ Children's starting points
- ▶ Next steps
- ▶ Progress is monitored during every lesson
- ▶ Every 5-6 weeks, we complete an additional online assessment to measure progress more formally
- ▶ Children complete a statutory Phonics Assessment at the end of Year 1



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# Reading Books (decodable phonics books)

- ▶ Every Friday
- ▶ Carefully selected by your child's teacher
- ▶ Only contains graphemes (written representation of sound) that have already been taught to your child
- ▶ Should be read multiple times (3-4 times) focusing on:
  - ▶ Decoding (to consistently recognise that the <ea> in bread spells /e/, we need to read it at least 4 times)
  - ▶ Fluency (to build fluency in reading, we need to read that word many times)
  - ▶ Expression



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# Library Books

- ▶ Weekly library session in our new school library
- ▶ Support from class teacher and/or librarian to choose books for pleasure
- ▶ May be an independent read or a shared read



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# Supporting reading at home

- ▶ Only 1 in 3 children are read a bedtime story every night
- ▶ Reading a bedtime story every night 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



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# Supporting reading at home

## LEARNING TO DECODE

- ▶ Encourage your child to read their reading book to you daily
- ▶ Use pure sounds when decoding words (no 'uh' after the sound)
- ▶ We will be loading videos to support parents with pronunciation onto our school website

## READING FOR PLEASURE

- ▶ Read a bedtime story every night
- ▶ When reading for pleasure, spend 50% of the time reading the book; spend 50% of the time talking about the book



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# A simple model for talking about books

## Likes

- What did you enjoy in this story?
- Which character is your favourite? Why?
- Which event made you laugh?
- Which setting would you like to visit?

## Dislikes

- What there anything you disliked in this story?
- Were there parts that bored you?
- Did you want to skip any parts? Which ones?
- If you gave up reading the book, where did you stop and what stopped you?

## Puzzles

- What puzzled you about the story?
- Was there anything you thought strange?
- Was there anything you didn't understand?
- What questions might you ask the author?
- What questions might you ask the character?

## Connections

- Have you read any other books by the same author?
- Have you read any similar stories?
- Have you read a book with the same setting?
- Have you experienced anything similar to the main characters?
- Have you visited the location where the book is set?



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# Supporting writing at home

- ▶ When helping children to spell a word, we follow this sequence:



Say the word



Stretch the word



Segment the word



Blend the word



Count the sounds in the word



Say the whole word

m / ai / n

- ▶ We also practise saying our sentences out loud before we write them to make sure we write the sentence we have planned and to ensure it makes sense.
- ▶ **REMEMBER:** If you can say it, you can write it.



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# Resources for home - please ask your child's teacher

**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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**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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**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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**Phonics Mat**

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# Questions?



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