



Welcome to our phonics workshop for parents.

31.01.23

ELS Essential
Letters and
Sounds
developed by Knowledge Schools Trust

Getting all children to
read well, quickly.



Outline:

- Introduction and importance of reading.
- ELS scheme.
- How do we assess phonics in our school?
- What do phonics booster sessions look like at St Mary's?
- A phonics session summary.
- Support at home: Guide to eBooks.
- Pure sounds: Importance of pronunciation.



**Ofsted**

raising standards
improving lives

2022: 74% Reading, KS2

Reading is the gateway to learning. It is the key to pupils' future academic achievement and well-being. Pupils who struggle to read words accurately quickly fall behind their peers. They read less and do not accumulate the necessary background knowledge and vocabulary from reading.

Pupils who are struggling with reading need help. Comprehension suffers when pupils cannot read words accurately and fluently. Pupils who are struggling to read the words on a page find that their working memory is overloaded. They can't make sense of what they read, can't recall previous content, and so fall behind in any subject that requires reading.



Reading Expectations: KS1

What are festivals?

Festivals are special days or times of the year when people celebrate. People might have time off work or school. At festivals, people dance and sing. Sometimes, they wear beautiful costumes and take part in parades. Often, you will see fireworks at festivals.

People all over the world celebrate many different festivals. Below, you can read about some of them.

The Hurricane Tree

Once there was a boy called William, who lived in a house underneath a tall tree.

William's mummy sometimes took him to the window at bedtime to see the big yellow moon through the top of the tree.

"When I'm big," said William, "I'm going to climb right up that tree and sit next to a bird's nest and look at the stars."

"It's a very old tree," said William's daddy. "It's more than a hundred years old. Someone must have planted it in the old days, and looked after it to help it grow straight and strong. When that tree was a new shoot, there weren't any cars or aeroplanes. And people didn't have electricity. They cooked their food on wood fires."

"They didn't have electric lights, either," said Mummy. "Children had candles to light them to bed."



Reading Expectations: KS2

A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

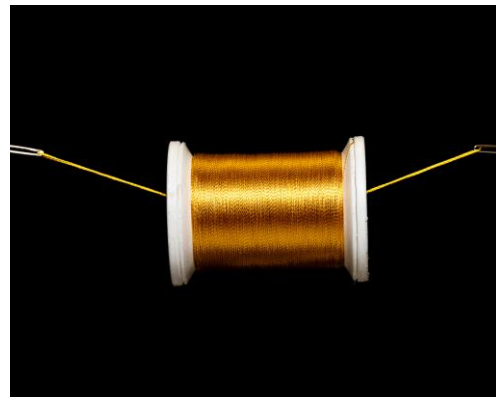


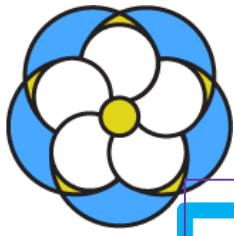
Leaders prioritise reading throughout the school. They make sure pupils follow a reading programme as they move through the older year groups. This ensures pupils access high quality and challenging texts. Leaders recently revamped the library to encourage more pupils to engage with the wider range of texts available. Pupils are enthused by the change. Pupils who struggle with reading, including those that are disadvantaged and pupils with special educational and/or disabilities (SEND), receive effective support to help them catch up. These pupils are becoming increasingly confident and fluent in their reading.



Reading: The Golden Thread

How is reading woven throughout our curriculum?





Reading @ St. Mary's

Independent reading (am x 5)

Whole-class reading book (pm x 4)

VIPERs reading skills sessions (x3 per week)

Read-It week (1st week of every genre unit)

1-2-1 Reading support (am x 5)

Library visit (30 min. weekly)

High quality texts within foundation subjects

PIXL reading therapies (pm x 3)

Phonic intervention (am x 3)

Matched-phonics book for home reading (daily)



Why ELS?

- Essential Letters and Sounds (ELS) is our chosen phonics programme.
- This is a government accredited programme.
- We believe it will offer a more seamless transition for children moving up to St. Mary's from Manor Field Infant School, who have also adopted the scheme this academic year.
- Provides children with the very best opportunity to improve reading skills and a 'Love for Reading'.





How do we assess phonics in our school?

- We baseline assess all children who join us in Year 3.
- To pick up any gaps in your child's phonics bank.
- This helps us identify children who would benefit from phonics booster sessions.
- This also helps us group children with similar gaps.
- These identified child are then assessed half-termly thereon until their phonics bank is secure.





We assess the whole spectrum of sounds taught from Reception onwards; this helps us identify any gaps.

Phase 2

s

a

t

p

i

Phase 3

z

zz

qu

ch

sh

Phase 5

e-e

i-e

o-e

u-e

Phase 5 Alternatives

knight

write

wrench

climb

gym



What do phonics booster sessions look like at St Mary's?

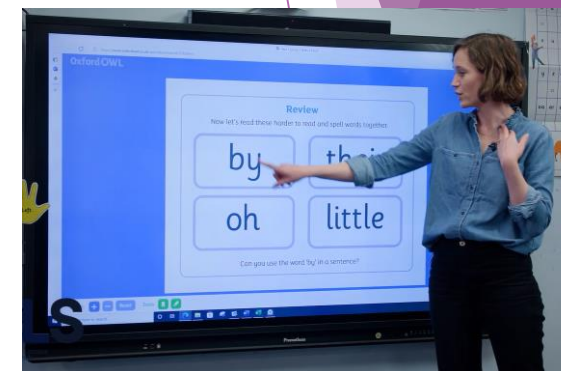
- 8.55- 9:15am every Wednesday, Thursday and Friday.
- 20 minute phonics booster sessions which target identified sounds.
- Short and pacy sessions; children often enjoy taking part in these sessions!
- Children work in a smaller and quieter space, for example the library.





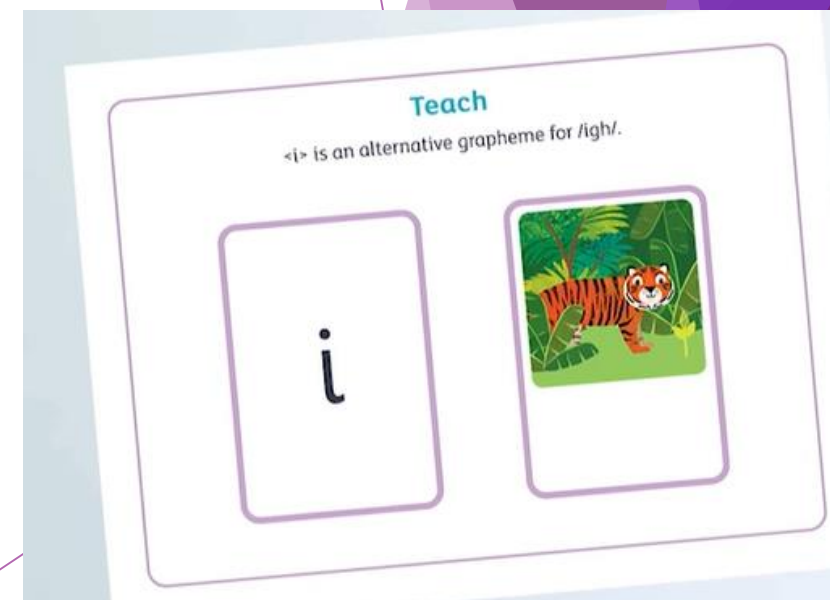
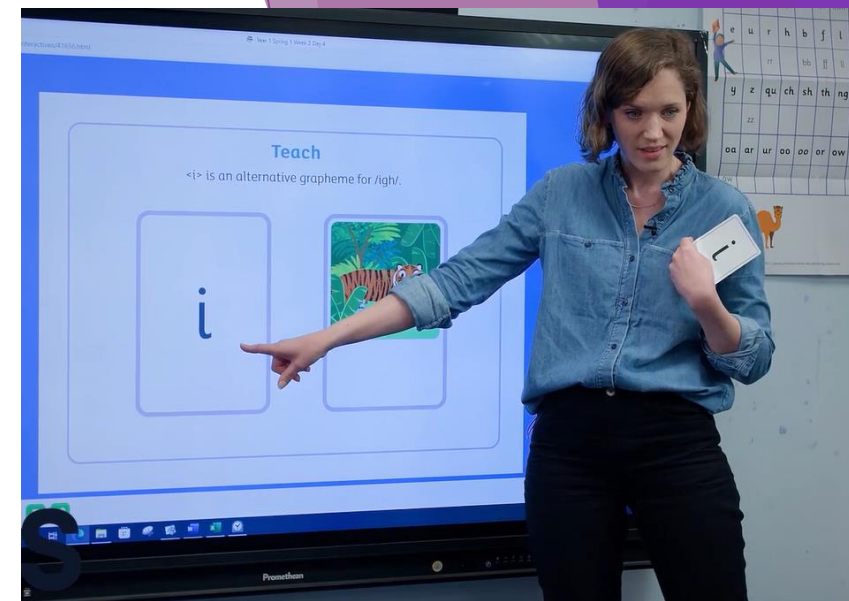
A phonics session summary.

- Each session begins by **reviewing** sounds which children should already know.
- We then **revisit 'harder to read and spell words'**. The adult models using 'me then you'.
- We then '**sound talk**' words using 'robot arms' and 'blending hands'.



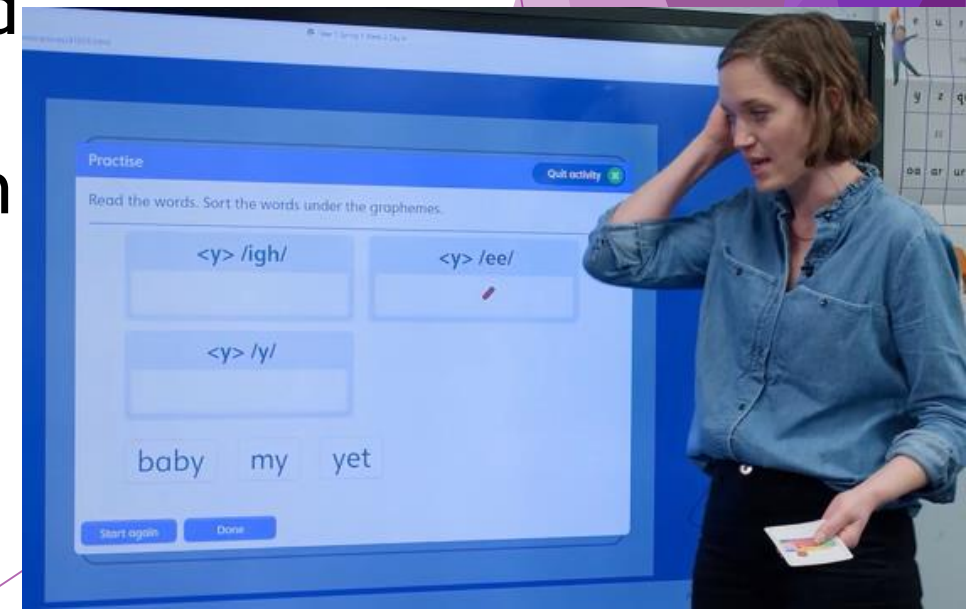
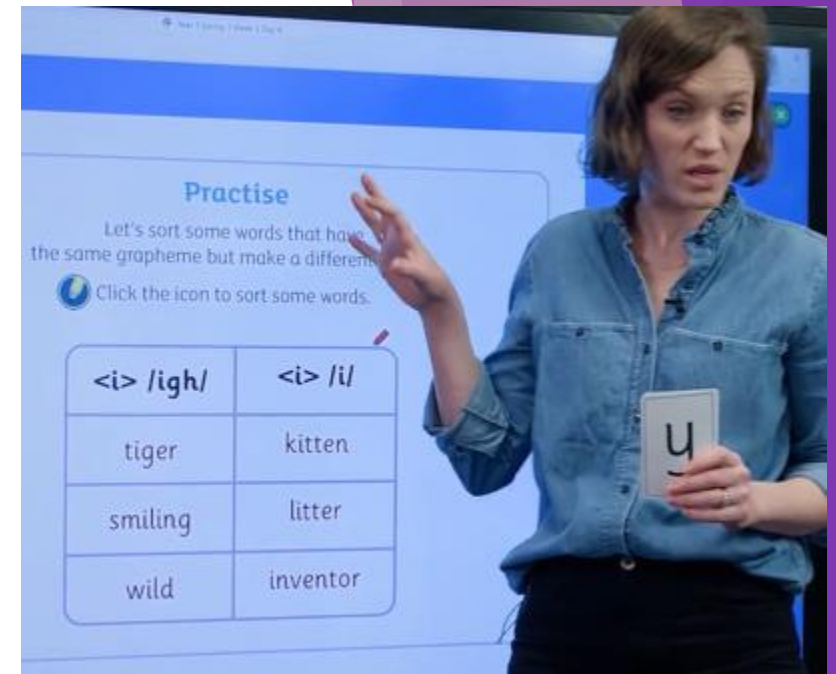


- We then move onto the 'teach stage'.
- We focus on teaching target graphemes.
- Lots of opportunities for oral blending e.g. c / oa/ t
- 'Me then you' adult modelling.
- Segmenting and blending.
- Using rhymes to help children hear the sounds within words.





- Then we move onto the ‘Practise stage’.
- Children put into practise what they have just learnt.
- Reading words containing the focus sound
- Practise activities e.g. sorting words with the same sound but different spelling.





Support at home.

- Reading every day with your child will help improve their confidence and outcomes.
- This helps them view themselves as a 'good reader'.
- We want children to practise reading their book 4 times a week, working on these skills: decode, fluency, expression.
- We want children to develop a strong orthographic map. Reading a word many times will help build fluency.





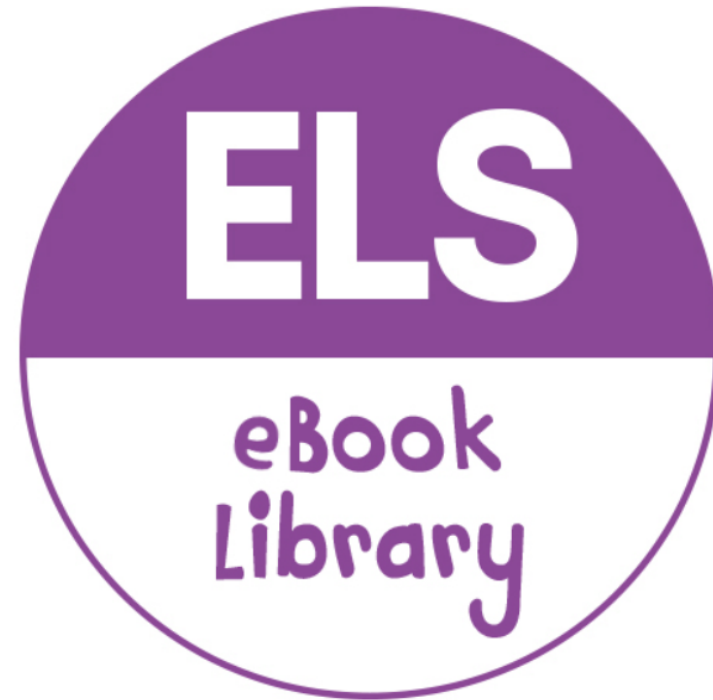
ELS e-book library

Welcome to the Essential Letters and Sounds eBook Library

This library contains eBooks from our most popular series aligned to Essential Letters and Sounds. The books are searchable by Term and Week making it really clear to see which books are fully decodable at which stage in the teaching sequence.

The library allows you to assign specific books to children, groups or classes and track their progress. See 'How to assign books and track progress' below for full instructions.

To see your eBooks select 'View available resources' below or choose the Resources tab above. When you have set up your individual student logins, you can start assigning eBooks.





Support at home: eBooks.

- Your child will be set at least one decodable eBook every week (Friday).
- Reading at home will help boost your child's reading confidence.
- eBooks will be carefully matched to the phonics booster sessions which your child attends.





ELS e-book library

OxfordOWL Close book ✕



Zoom: + - Reset Tools 📖 ✎ Page Go to page ⏪ ⏩

OXFORD



Pure sounds.

- Clear pronunciation of phonemes is vital.
- Helps children blend more easily.
- Avoid the 'uh' sound.
- c - a - t
- Avoid **cu**h - a - t



**Thank you so much for
your support and
attending our parent
workshop.**



Any questions?

