

Parents Phonics Meeting



Aims:

- **Features of ELS**
- **Terminology**
- **Correct pronunciation of sounds**
- **A phonics lesson**
- **Decodable books and fluency**

Features of ELS



- **whole** class high quality teaching
- **well-structured** lessons in the same format (Y1 & Y2)
- uses consistent **terminology** and **resources**
- reduces **cognitive overload**
- promotes **fluency** and **accuracy**
- used throughout school

Terminology



- **Sound talk**- oral blending or sounding out of a word.
For example (need this before a child can start reading)

c-a-t

t-a-p

m-a-t

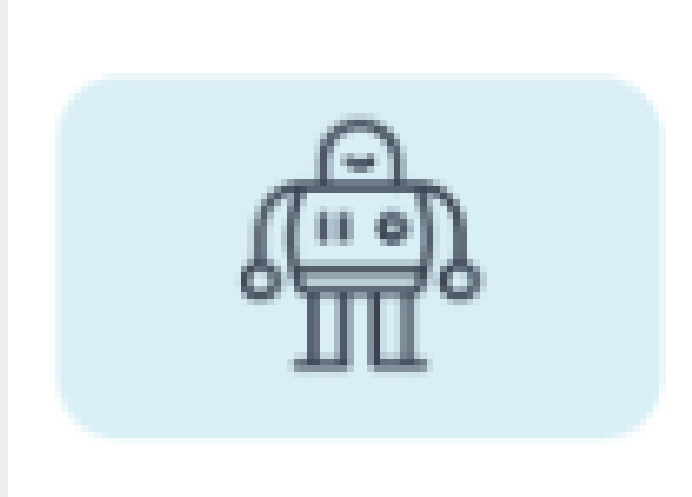
- **Blending fingers**- starting with your thumb, orally blend the sounds using your fingers on your chin

- **Blend**- to draw individual sounds together to pronounce a word

snap tap

Segmenting- chopping words into their sounds in order to
Write them down

Robot arms/chopping arms- for segmenting/chopping sounds
for writing



- **Phoneme** – a single **sound** that is made by a letter

a s d

- **Grapheme**- the **written form** that represents a single sound

- **Digraph**- two letters making one sound eg

th, ch, sh

- **Trigraph**-three letters making one sound

igh, ear, air

- **Decodable text-** a text which is entirely decodable based on the sounds and the graphemes that have been taught. A child **will not** encounter a 'tricky' word that they have not been taught, nor will they be asked to 'guess' any sounds they do not know
- **Pointing Finger-** for sounding out and blending words on the IWB or in a decodable book
- **Tracking-** eyes ability to track letters in a word or words in a sentence

Pronunciation of Sounds



[ELS: Phase 2 pronunciation - YouTube](#)

Harder To Read and Spell Words (tricky words)

- Words that are **NOT** phonetically decodable
- For example: **the, my, you, said**
- When teaching, talk about and point out which part or letters are making the words tricky

the said was

Structure of an ELS lesson

- **Review**
- **Teach**
- **Practise**
- **Apply**
- **Review**

Example Lesson



Everyday- 20 minutes whole class with follow up activities

S



A swervy snake, a swervy snake

a

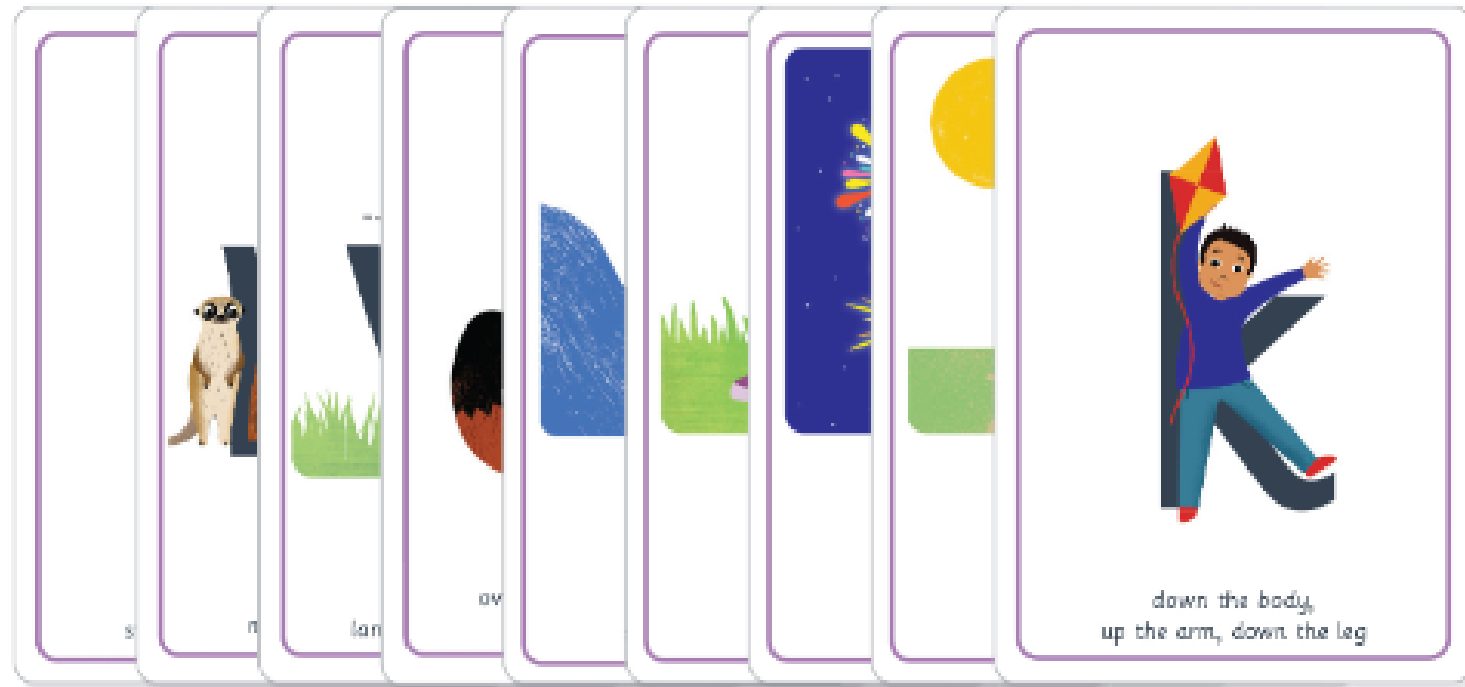


An a, a ant

Review

Are you ready for a challenge?

Let's see how quickly we can say the sounds represented by the graphemes.



Review

Now let's read these harder to read and spell words together.

a

I

the

Review



I am going to sound talk some words.

Can you repeat the sounds, blend
them together and say the word?



pot
drop
pop
top
stop
pink
jam

Review

Read these words quickly.

gap

map

tin

mad

Teach

Drum roll please ...



Today's new sound is ...

O



Teach

These objects all have the /o/ sound in.

O

o ... o ... ostrich
o ... o ... pot
o ... o ... octopus



Teach

Let's learn how to write <0>.

0

Handwriting practice lines for the letter '0'. The page contains five sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Now it's your turn!

Practise

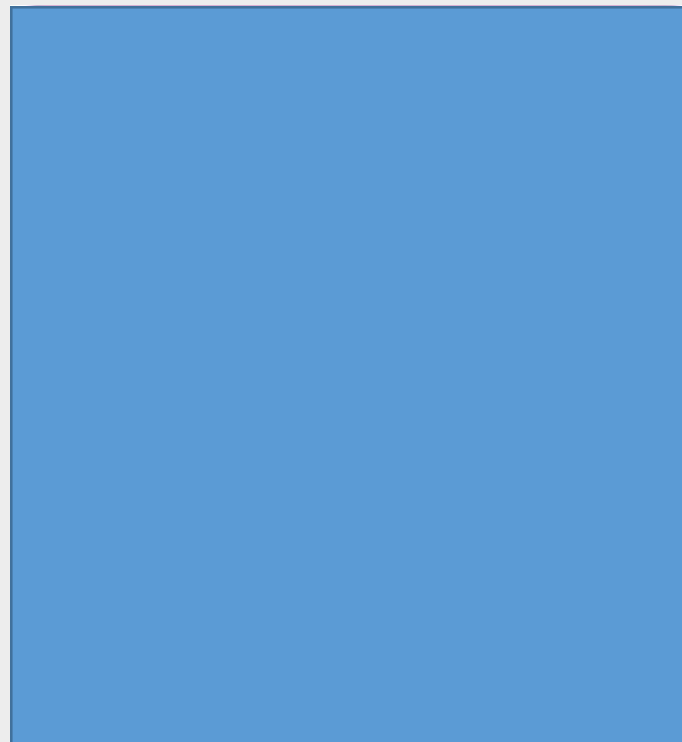


Let's read these words with the sound /o/ in.



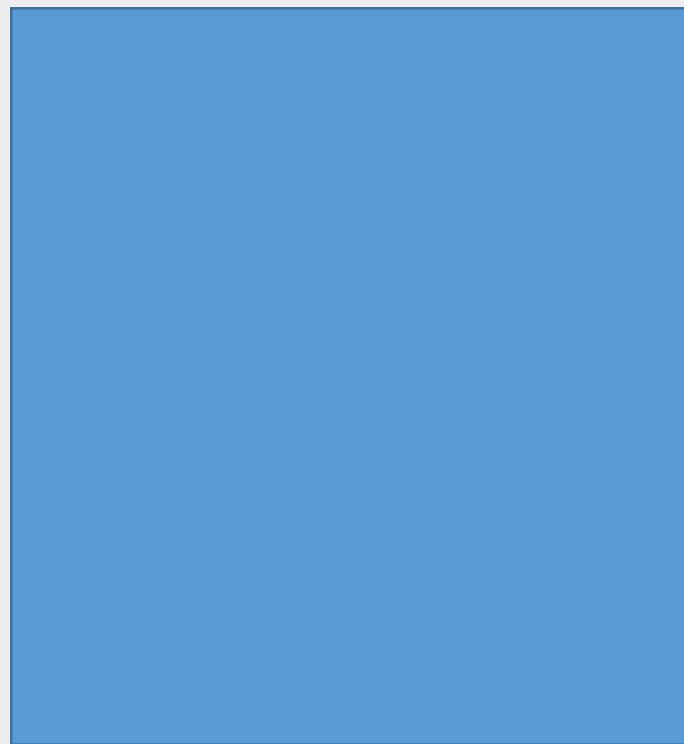
Read the word.

top



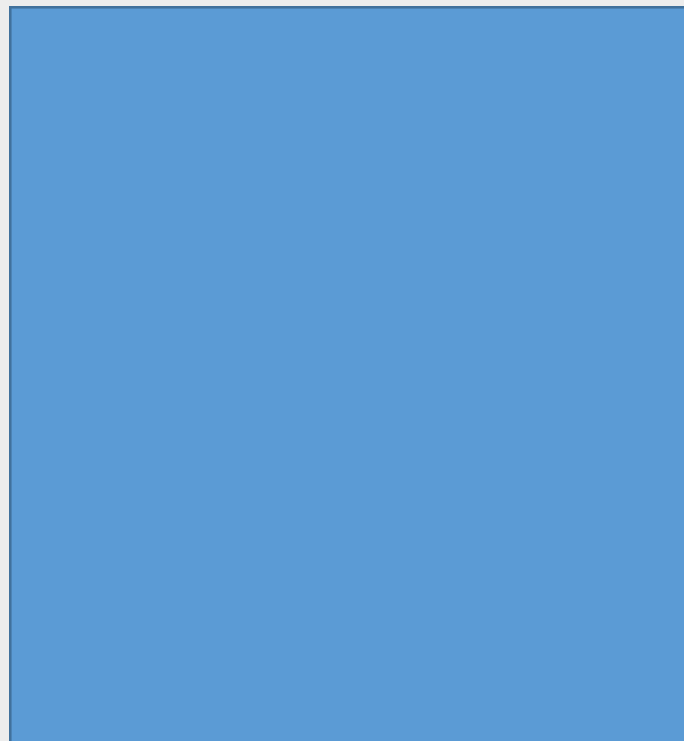
Read the word.

pot



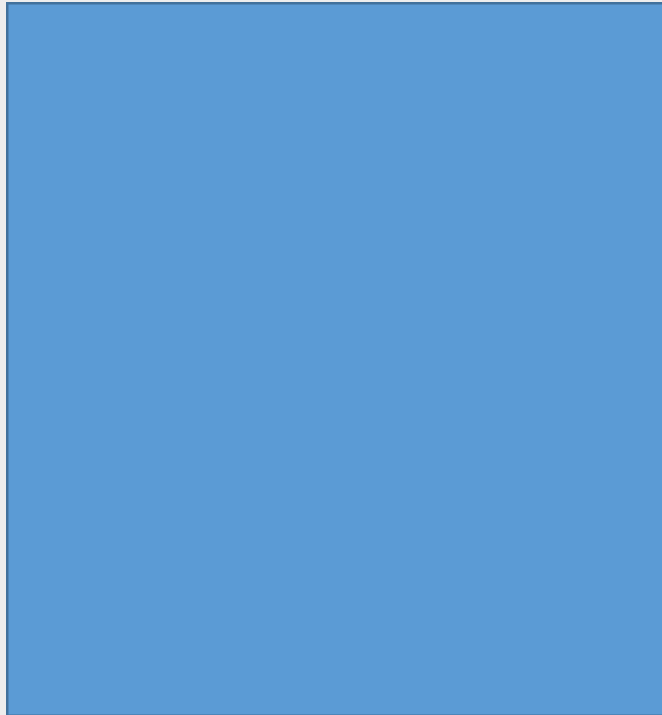
Read the word.

mop



Let's read the sentence.

Sit on top.



Teach and Practise

Can you write the word to match the picture?





Decodable Reading Books



- Children will have a reading book matched to the **sounds they currently know** and the harder to read and spell **words they know**

- Your child will be given a **decodable reading book** when we are confident that they are able **to sound out** and **blend words independently and confidently**

- Do lots and lots of **oral blending or sound talking**.

The children need to be able to do this first.

SAY IT.....READ IT.....WRITE IT

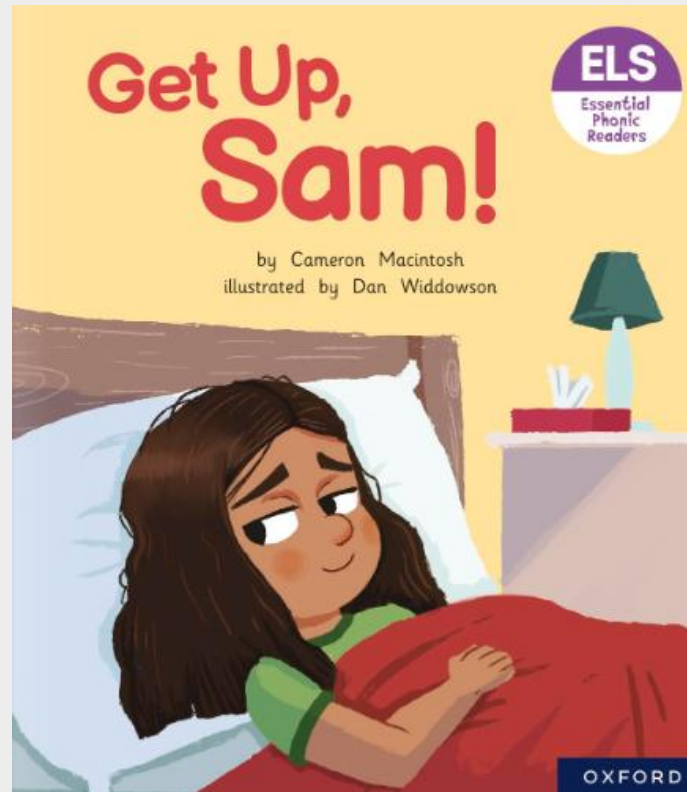
- Read books at least **3 times**. Once to **decode**, once to **read fluently** and once with **expression and intonation**

Resources to Buy for Home



Reading for Fluency

If a child is able to read fluently, they will be able to understand what they have read.



[Phase 2 | Get Up, Sam! \(oxfordowl.co.uk\)](https://oxfordowl.co.uk)

Oxford Owl elibrary:



Class username: redeemereyfs

Password: Welovereadng

[Oxford Owl for School and Home](#)