

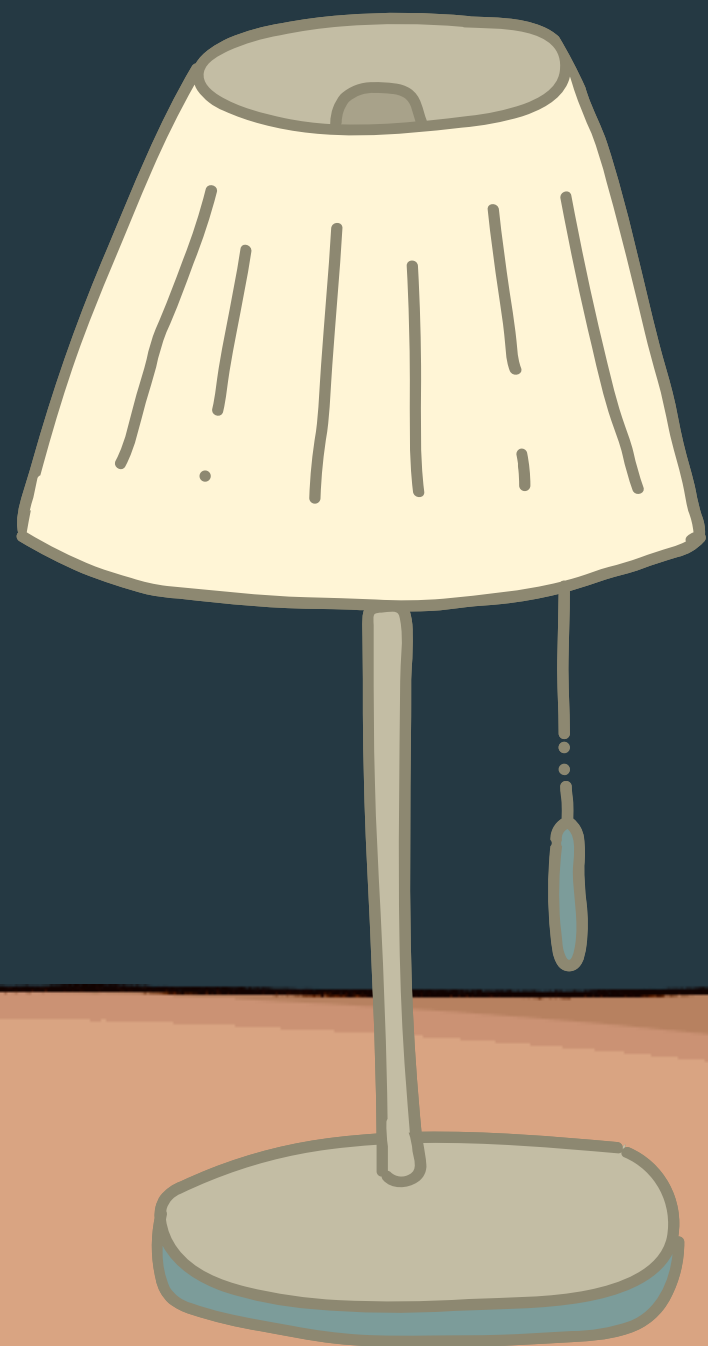
WELCOME TO THE PHONICS AND READING WORKSHOP

HOLY TRINITY C OF E PRIMARY

Parents and Carers 5.3.26



PHONICS



Evidence shows that teaching phonics is the best way to teach children to read words, e.g., the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.



"If a child memorized ten words, the child can only read ten words, but if a child learns the sounds of ten letters, the child will be able to read 350 three-sound words, 4,320 four-sound words, and 21,650 five-sound words."



DID YOU KNOW....?

The English Language has

- 26 letters
- 44 sounds
- over 100 ways to spell those sounds

English is one of the most complicated European languages to learn to read and spell. Finnish, for example, has 1:1 correspondence with only 21-23 sounds to learn.



Phoneme: the smallest single identifiable sound in a word.
For example, in the word 'cat' there are three phonemes /c/a/t/.

Grapheme: the written representation of a sound.

Digraph: two letters making one sound. For example, /sh/ in the word 'shop'.

Trigraph: three letters making one sound. For example, /igh/ in the word 'night'.

Split digraph: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'c**a**ke'.



READING
DECODING



SPELLING
ENCODING

ELS PRINCIPLES

- Fidelity to the scheme
- Keep up not catch up
- In class intervention



- We use a simple, consistent approach to teaching phonics.
- We have mnemonics and rhymes to support learning and recall
- We teach phonics every single day from the first days of Reception.
- Lots of opportunities for oral blending- /c/ /oa/ /t/
- We teach the 'code' for reading, alongside teaching vocabulary.

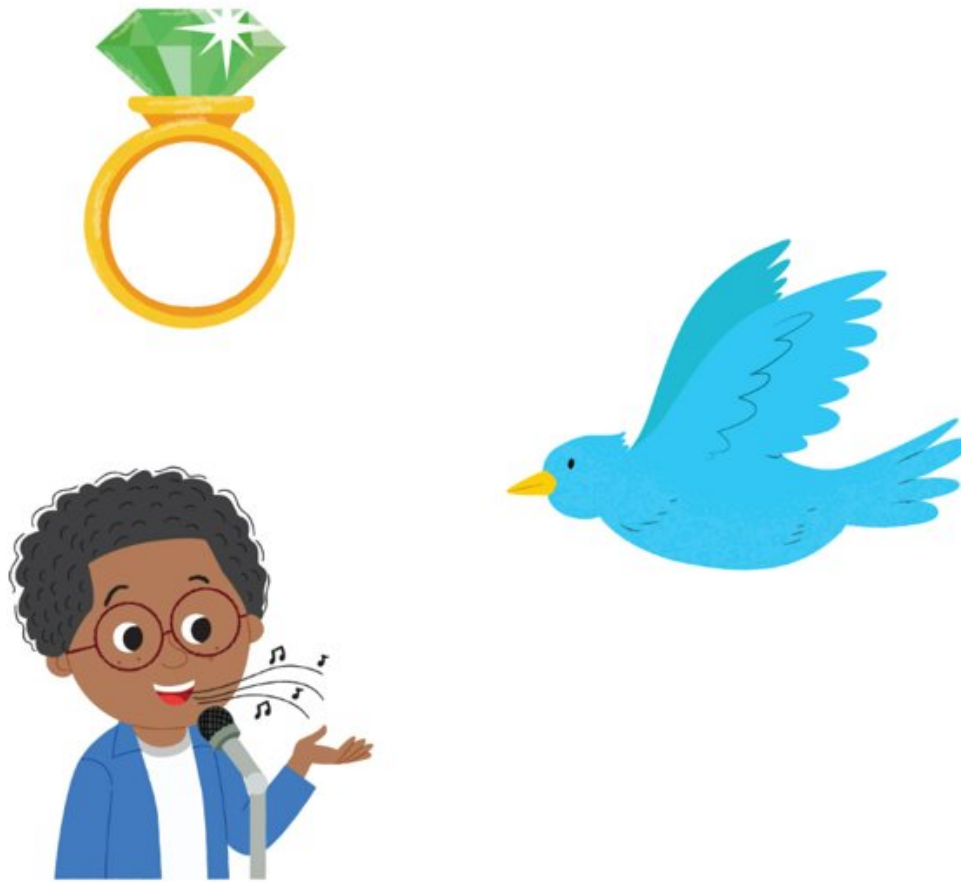


Teach

These objects all have the /ng/ sound in.

ng

ng ... ng ... ring
ng ... ng ... wing
ng ... ng ... sing



Apply

Quit activity

Read the sentence. Click on the icon to reveal the picture.

Her friend said it
was sweater
weather.



We want children to create a strong orthographic map. This means that they learn sounds spelt by the letters or groups of letters in each word. To read fluently, or well, we need a strong orthographic map.

To consistently recognise that the <ea> in bread spells /e/we need to read it at least 4 times. This means we need to read the word many times to build fluency for reading.



ELS: Phase 2 pronunciation

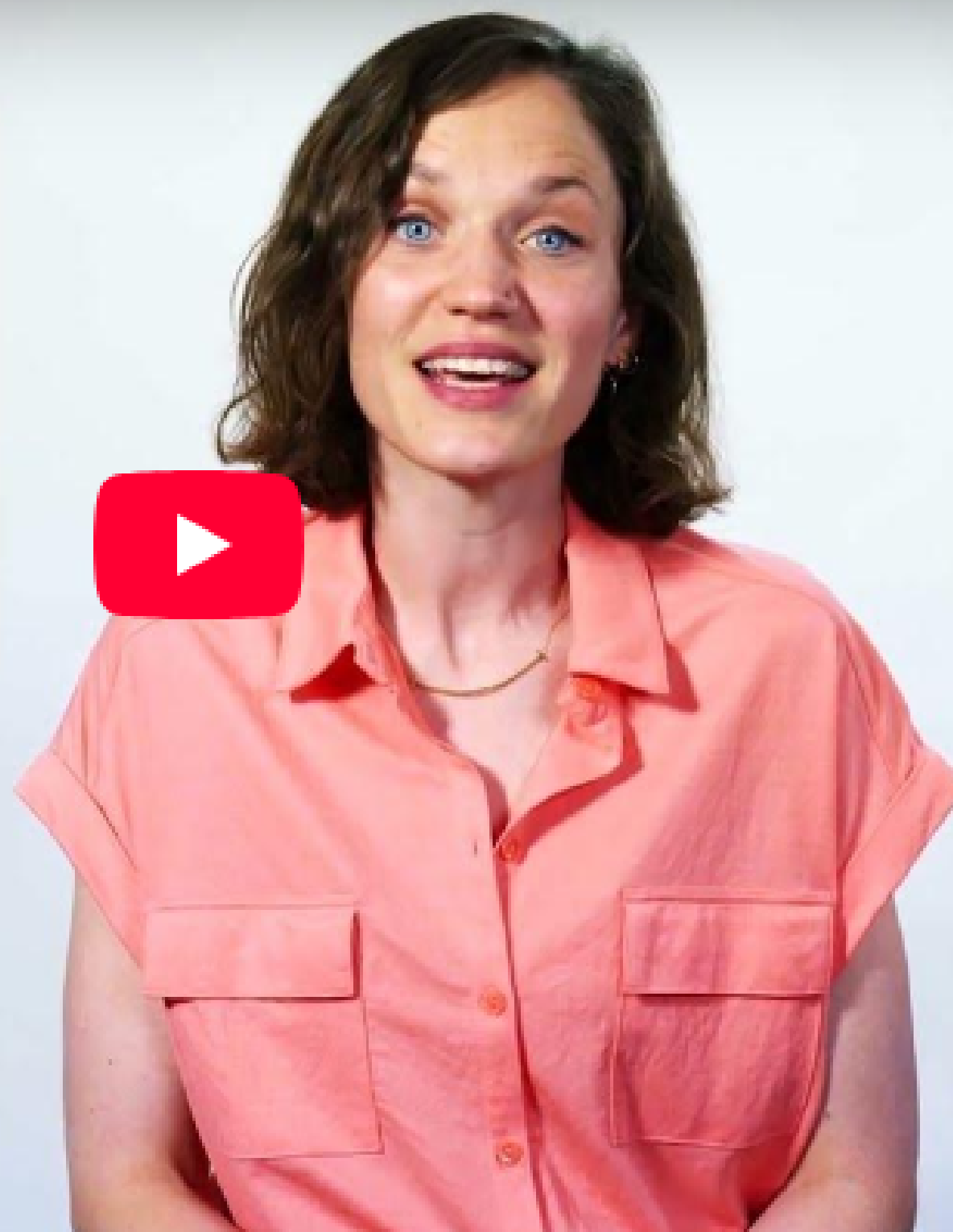


Copy link

p



down his body, around his face



ELS

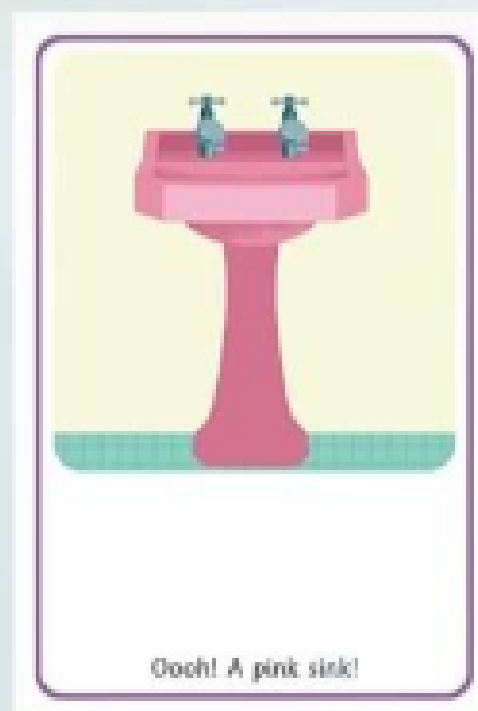
Watch on  YouTube



ELS: Phase 3 pronunciation



Copy link



ELS

Watch on  YouTube



ELS: Phase 5 pronunciation



Copy link

ir



a quirky shirt



ELS

Watch on  YouTube

SAME PHONEME DIFFERENT GRAPHEME

ai		wait for the train
ay		play all day
a-e		cake by the lake
a		apricot on your apron
ey		they chose grey paint
eigh		my neighbour has a sleigh
ea		a great break!

TEAMWORK CHALLENGE

Identify graphemes representing the same phoneme.

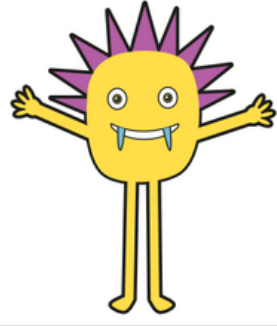


Turn the card over and read the saying to identify the gpc and then try to find a match.



Section 1

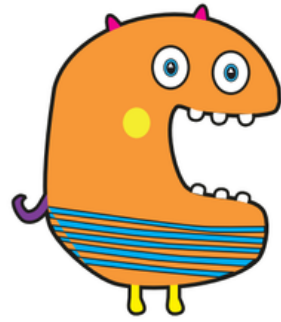
dup



hib



gox



ags



Section 2

jigh



saunt



virp



phope



Section 2

delay

statue

counter

grateful

SCHOOL READING BOOKS AT HOME

- To begin, children are only reading from books that are entirely decodable.
- Your child should be able to read their book confidently.
- We only use pure sounds when decoding words (no 'uh' after the sound).
- We want them to practise reading their book 3 times across the week working on these skills:

decode

fluency

expression

- Moving on from phonics books children do not need to read three times as they should have a better level of fluency and can work on the expression straightaway.
- Ask questions about what they are reading to build comprehension alongside.

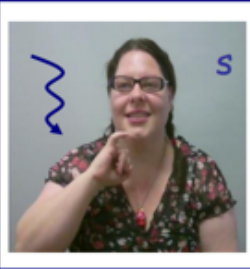


‘IF YOUR CHILD VIEWS THEMSELVES AS A ‘GOOD READER’ WHEN THEY LEAVE PRIMARY SCHOOL THEY ARE MORE LIKELY TO EARN A HIGHER SALARY IN THEIR 40S.’

INTERVENTION

ELS Essential
Letters and
Sounds

PHASE 2



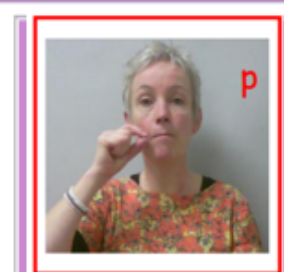
s



a



t



p

Oral Blending

Grapheme
Phoneme
Correspondence
Recognition
Intervention

Blending for
Reading



Inference

Inference can be thought of as any step in logic that allows someone to reach a conclusion based on evidence or reasoning. In reading comprehension, this means using what you already know as well as what you can see in the text to come to a conclusion.

For example, the text might state:

Sally shivered and put on her coat.

From this statement, we can infer that Sally is cold. The text hasn't explicitly stated that this is the case but it can be inferred.

Questions to Develop Inference Skills

Why does this character do this?

What does this action or description tell us about this character?

Why is this character/setting/object described in this way?

How do you know that this is true?

What evidence is there to support this?

twinkl.com

Vocabulary

Vocabulary skills are important for ensuring that your child understands the meaning of what they are reading. They will need to use contextual clues to work out the meaning of words they might not know.

For example, the text might state:

Bella accelerated, the streets becoming a blur.

Your child might be asked to choose which word from a selection of words is the closest in meaning to **accelerated**. They should be able to use the clue of the streets becoming a blur to let them know that it means **sped up**.

Questions to Develop Vocabulary Skills

Which word is the closest in meaning to ___?

What does ___ mean in this sentence?

Can you find and copy a word or phrase from the text that means the same as ___?

Find and copy two words from the text which show that the character is feeling ___.

Can you choose the best word to describe ___?

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Prediction

Prediction involves making a logical and reasonable guess about what might happen next. Your child will need to understand what they have read in order to use contextual clues to make a sensible prediction.

For example, the text might state:

Ranvi looked out of her window at the pouring rain.

Your child might predict that Ranvi will choose to stay indoors or that she will pick up her umbrella to go outside. It's a good idea for your child to use 'because' in their answer in order to show the evidence for their prediction.

Questions to Develop Prediction Skills

What do you think is likely to happen with ___?

Why do you think ___?

Based on what you know about ___, what do you think they will do next?

Do you think the author has a plan for ___?

Do you think this character will change their behaviour in future? Why or why not?

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Authorial Intent

This skill is important for understanding how the author of a text has used language to convey a deeper meaning. Your child will need to think about why the author has used certain words and phrases and how they give a certain meaning to the text.

For example, the text might state:

In the graveyard, the treetops moaned and groaned, their branches stretching out like knobbly witches' fingers.

Your child might be asked to explain how the author's use of the verbs **moaned** and **groaned** as well as the comparison to witches' fingers has given the text a spooky feel.

Questions to Develop Authorial Intent Skills

What does ___ tell us about this character?

Which phrase implies that this character is ___?

Can you find a simile/metaphor in the text? What meaning does this add?

Why did the author choose to use this particular word?

How has the author's choice of words created a feeling of ___?

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Summarising and Sequencing

Summarising is the skill of identifying key points in the text and summing up what you have read.

Your child will need to have a good understanding of what they have read in order to pick out what is the most important information. They might also be asked to think about the overall theme of the text or to describe what has happened in a small number of words.

Sequencing is related to summarising. Your child will need to be able to identify the order in which events happened.

Questions to Develop Summarising and Sequencing Skills

What is the main theme or message of this paragraph/chapter/text?

Can you describe what happened in this chapter?

Write a new blurb for this story in less than 20 words.

How would you sum up __?

Can you order the events of this chapter?

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Retrieval

Retrieval is the skill of being able to find and extract information from a text. Unlike inference, where the information might be hidden, retrieval questions ask you to find key information that is plain to see within the text.

For example, the text might state:

Tobi travelled from London to Brighton by train on Wednesday.

Questions might ask your child to tell them where Tobi was going, where he started from, how he travelled and when he travelled.

Questions to Develop Retrieval Skills

Which paragraph/sentence/phrase tells us ____?

Who are the key characters in the text?

Who is telling the story? How do you know?

Where/when is the story set? How do you know?

Find and copy a word that tells you ____.

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SPELLING



r	ai	n
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SPELLING

THROUGH THE SCHOOL

EYFS and KS1 teach Essential Letters and Sounds daily to their whole class. Teachers reinforce spelling patterns and tricky words throughout the school day. All teachers use Essential Letters and Sounds to underpin the teaching of spelling. KS2 teach one to two discrete spelling lessons a week; one breaking down the grapheme phoneme correspondences looking particularly at unusual correspondences and emphasising groups of similar words and the other lesson teaching specific spelling rules or spellings identified through formative assessment e.g. an editing lesson.



SPELLING

THROUGH THE SCHOOL

Spelling Home learning

- EYFS- Focus sounds sent home weekly
- KS1 and 2 – Five to ten spellings per week
- Spellings may be taken from the Essential Letters and Sounds programme, the national curriculum word lists or based on a specific rule or weakness.
- The children will be assessed through dictated sentences each week.



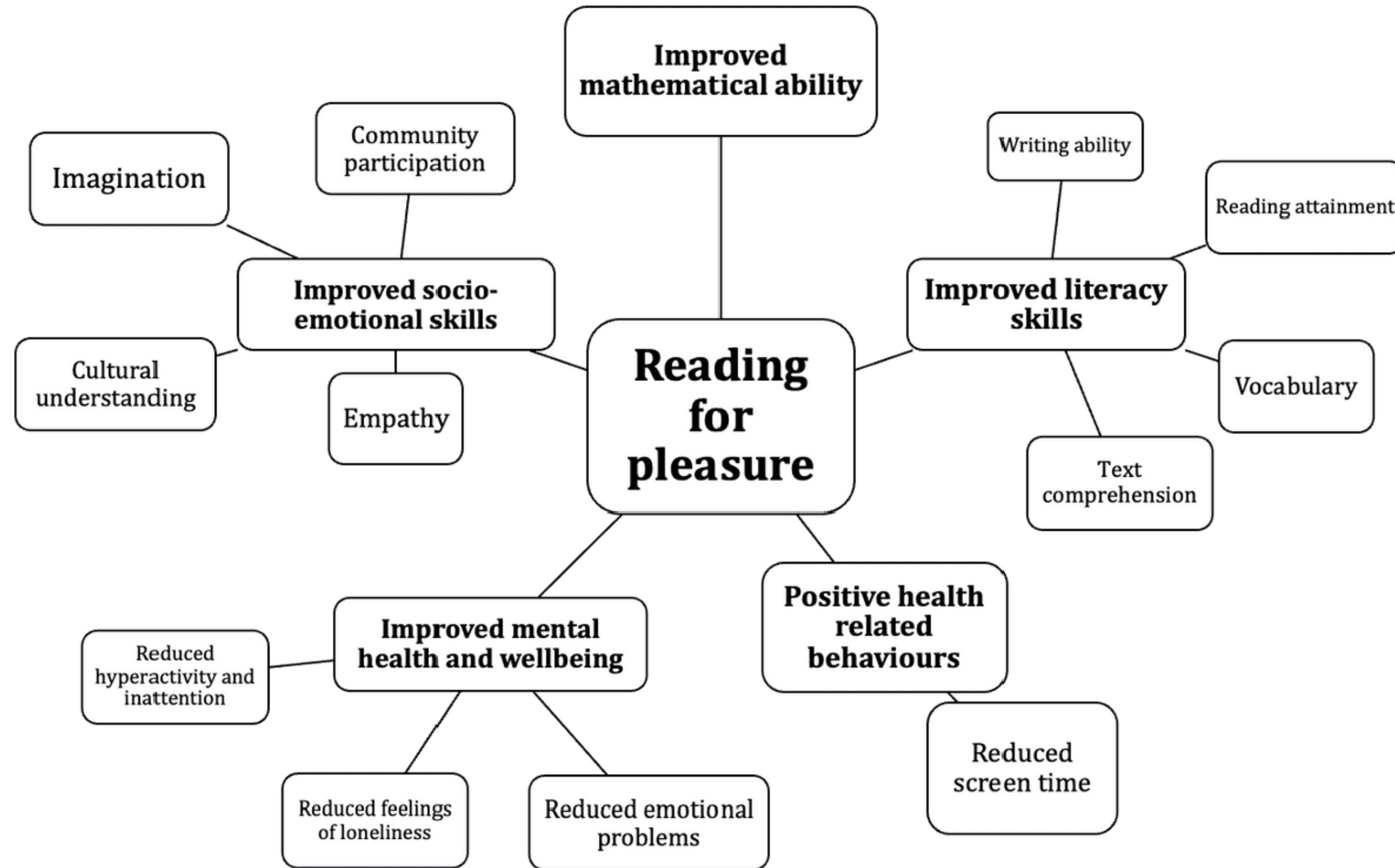
KS2

Word Inspection: /i/ spelt <y> in the suffix <ly>

Spelling	Number of syllables	Write with syllable mark. ()	Number of sounds	Tricky part	Sound or word association
calmly	2	Calm ly	5		calm
exactly					
deadly					
bravely					
boldly					
gladly					
deeply					
clearly					
hourly					
quickly					



ENCOURAGING READING AND READING FOR PLEASURE



WHAT THE RESEARCH SHOWS

Reading for pleasure at home is associated with better performance in vocabulary and mathematics. A large-scale analysis found that Reading for Pleasure **improves literacy skills, including reading comprehension, writing ability, grammar, and vocabulary**. It also fosters positive attitudes toward reading, **boosts self-confidence, and increases general knowledge** (Clark & Rumbold, 2006). An analysis of the 1970 British Cohort Study showed that children who were read to frequently at age 5 had **higher vocabulary and math scores by age 16**. It also found that children who developed their own reading habits early (by age 10) showed **significant cognitive growth** between ages 10 and 16. Importantly, **reading for pleasure was more strongly linked than parental education to cognitive progress** (Sullivan & Brown, 2015)

An analysis of the Millenium Cohort Study showed that children who regularly read for pleasure at age 7 were **less likely to show hyperactivity or inattention** by age 11 compared to those who rarely read. It was also associated with **positive social behaviour and fewer emotional difficulties** (Mak & Fancourt, 2020). Another analysis showed that developing a reading habit early in childhood is linked to **better sleep, reduced attention problems, and lower screen time**. It also **lowers the risk of mental health issues** while boosting well-being and resilience in teenagers (Jun et al, 2023).

HOW?



Be a role model
(especially males).



Start small but
consistent.



More than just
books.



Bedtime stories.



audible

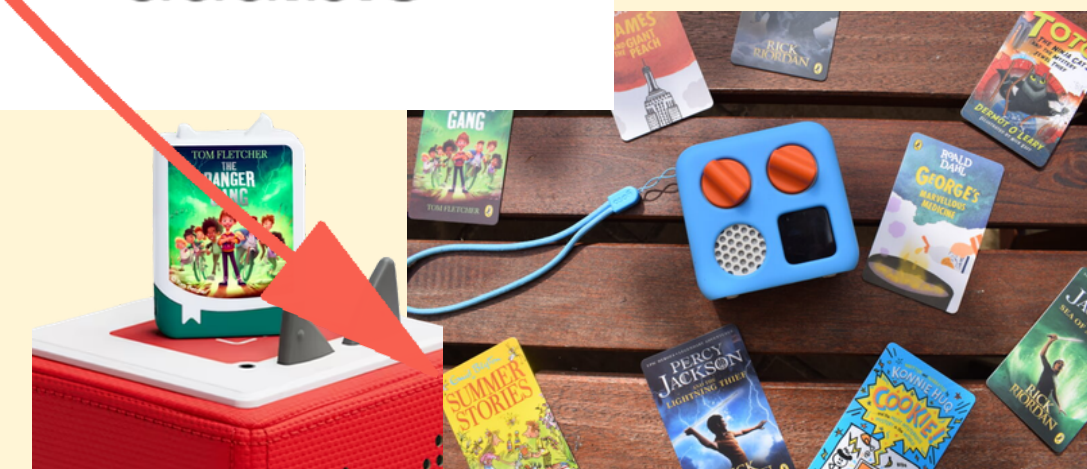


LIBRARY

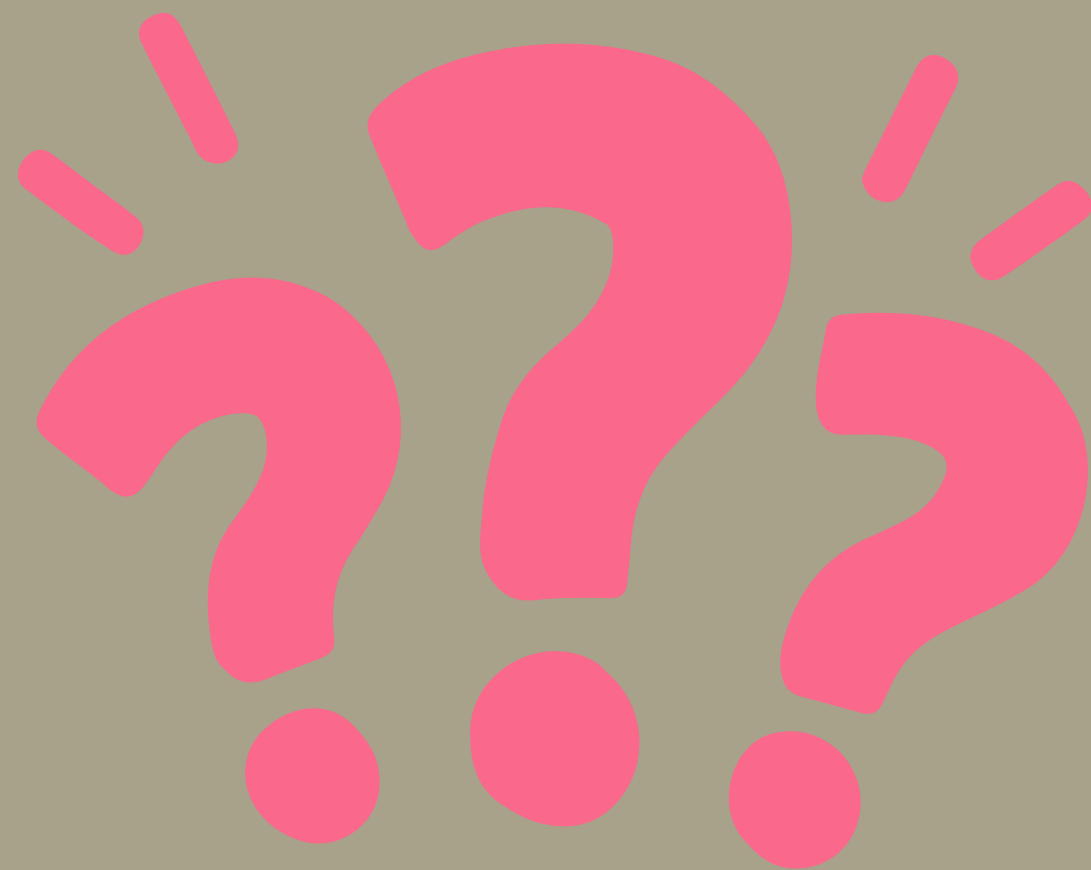
The charity's research shows that the benefits of audio go further: when it comes to developing comprehension skills or acquiring vocabulary, the evidence shows audio is as effective as print, says Hicks.

Jon Watt, the chair of the Audio Publishers Group at the Publishers Association, welcomed the queen's comments, pointing to research by the National Literacy Trust in 2024 that found 37.5% of children and young people felt listening to audiobooks had encouraged them to do more traditional reading. More than half (52%) said listening to audio helped when they felt stressed.

"Listening is a gateway to reading," says Watt. "It inspires a love of storytelling which is absolutely critical in getting children to want to read or listen or engage with a story. At a young age, really what we want is them engaging with stories - whether they're listening or reading, it helps literacy."



QUESTIONS



The background is a solid dark teal color. It is decorated with four stylized, light teal clouds. Each cloud has a thick black outline and contains several smaller, concentric spiral patterns. The clouds are positioned in the corners: top-left, top-right, bottom-left, and bottom-right.

THANK YOU FOR LISTENING!

Don't hesitate to ask any questions!