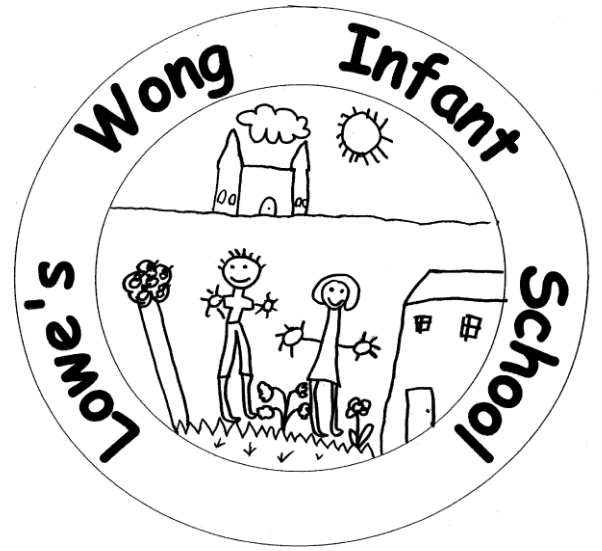


Phonics in the Foundation Stage

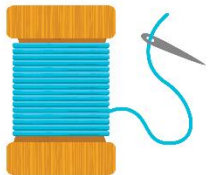


9/23/2024

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.

There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).



What is Phonics?

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'.

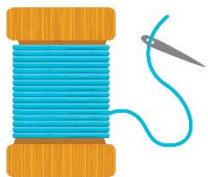
Trigraph: three letters making one sound. For example, /igh/ in the word 'night'.

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

What is ELS?

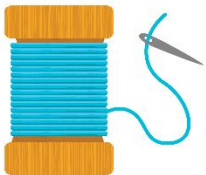
Essential Letters and Sounds (ELS) is our chosen phonics programme

Children will experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.



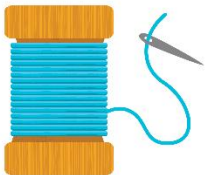
How do we teach phonics?

- 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



How do we teach phonics?

- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- /c/ /oa/ /t/
- We teach the 'code' for reading, alongside teaching vocabulary.



How do we teach phonics?

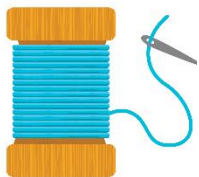
Teach

These objects all have the /ng/ sound in.

ng



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



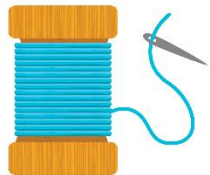
How do we teach phonics?

Practise

Quit activity 

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

net



Practise

Quit activity 

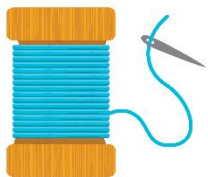
Read the word. Click on the icon to reveal the picture.

net



Supporting your child with reading at home

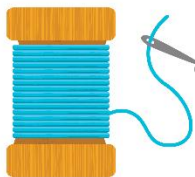
- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- If your child views themselves as a ‘good reader’ when they leave Primary School they are more likely to earn a higher salary in their 40s.



Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- Your child should be able to read their book confidently and talk/ answer questions about what they have read
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want them to practise reading their book 4 times across the week working on these skills:

decode
fluency
expression



Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

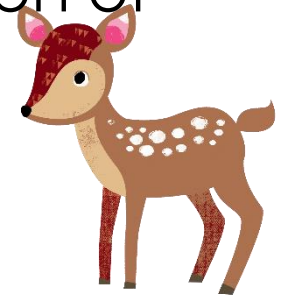
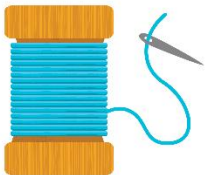
c a t

not

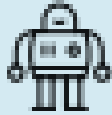
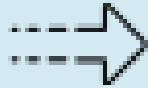
cuh a tuh

If we mispronounce these sounds we will make reading harder for our children.

There are videos for this on our school website where you can hear the correct pronunciation of the sounds.



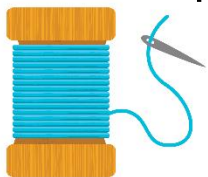
Supporting your child with writing



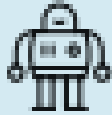
You can use the spelling sequence with your children at home to support them with their writing.

Let's try this with the word: rain

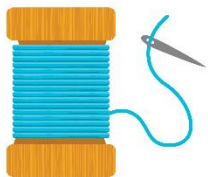
We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense!



Supporting your child with writing



You can use the mnemonic to help your child remember how to form their letters correctly. This will help them remember the starting and finishing point of each letter.



Foundation Stage Curriculum

- Literacy is one of the specific areas of learning
- Reading
- Writing

Early Learning Goals

Comprehension

• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

• Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

• Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.

Questions

