

# **Glenfield Phonics and Reading Workshop**

Wednesday 27<sup>th</sup> November 2024

# 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.

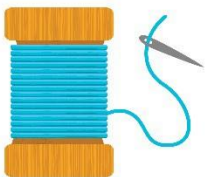
**Digraph**: two letters making one sound. For example, /sh/ in the word 'shop'.

**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'.

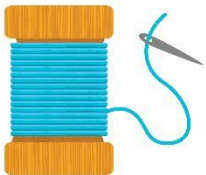
# How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.
- All children are supported within the lesson to use their new phonic knowledge independently.
- In every single ELS lesson, your child will make the direct application to reading.



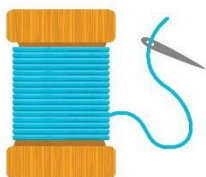
# How do we teach phonics?

- Daily Phonics sessions- these start from the beginning of Reception
- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- c/oa/t
- Main focus is on word recognition. However, new vocabulary is also given and explained in every lesson.
- Opportunities for writing- new grapheme, words and sentences.



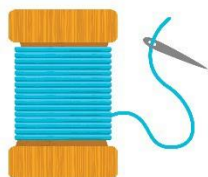
# ELS Progression

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>



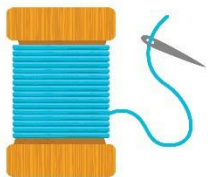
# ELS Progression

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, ccvc, ccvc, ccvc</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>



# 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.



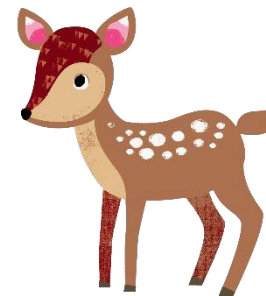
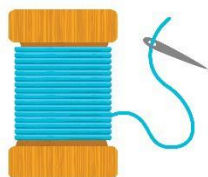
# Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- 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



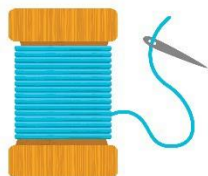


# Supporting your child with reading at home

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.

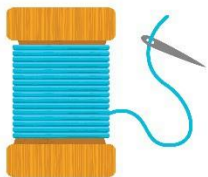


# Pronouncing pure sounds

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

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.



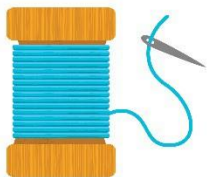
# Supporting your child with writing at home



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!



Key stage 1

Phonics screening check

Pupils' materials



# Phonics Screening Check

The Phonics Screening Check is a **national test** for children in Year 1.

Whilst children learn phonics to help them with both word reading and spelling, the Phonics Screening Check only **tests their skills at word reading**. This is sometimes called **decoding**.

The screen takes place during **June** in a one-to-one setting with your child's class teacher.

The government produces a **new screen each year**.

During the Phonics Screening Check, children are asked to read (decode) **40 words**. Most of these words are **real words** but some are **pseudo-words**.

# Phonics Screening Check

Pseudo-words are included to ensure that children are **using their decoding skills** and **not just relying on their memory** of words they've read before.

Pseudo-words are indicated by the use of an '**alien**' image, and we refer to them in school as '**alien words**'.

During our **phonic sessions** we read a **mix of real and alien words**, so, for the children when they take the screen they are just completing a familiar phonics job – there is no pressure.

trail phone  
saucer

fime



vewn



pheak







# Phonics Screening Check

The screen is divided into **two sections**.


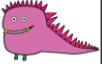

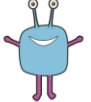
**Section 1** contains words built from sounds taught in the earlier phases of the phonics curriculum.

Section 1

trun 	remp 	twin	tuft
glork 	deebz 	crack	ports

**Section 2** is the more challenging part of the test, with words built from **graphemes** that correspond to more than one **phoneme** (e.g. the grapheme 'ea' represents different phonemes in the words bread and bead.)

Section 2

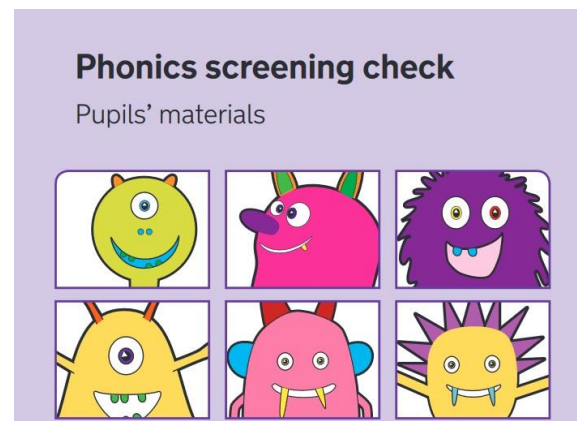
slimp 	teap 	sequins	trapeze
craint 	phibe 	whirling	concrete

# Phonics Screening Check

To meet the '**expected standard**' in the screen, children need to successfully decode at least **32** out of the 40 words. *(the pass mark is released by the government after all schools have completed the test, but it has remained at 32 for the last few years)*

Children who decode **less than 32** words, will **continue their phonics journey in Year 2**, and will take part in the 'new' screen in the June of that academic year.

Past phonic screens can be found on the government website.



# Wider reading culture at Glenfield



We share lots of stories and books with the children outside of phonics.

These can be books the class adults love and want to share, book corner books – there’s nothing like the joy you can bring by sharing a good book!

Other books are planned out for each year group to ensure we are sharing high quality, language rich texts.

All of these books are the ones which the children can choose from each week to bring home as their ‘book of interest’.

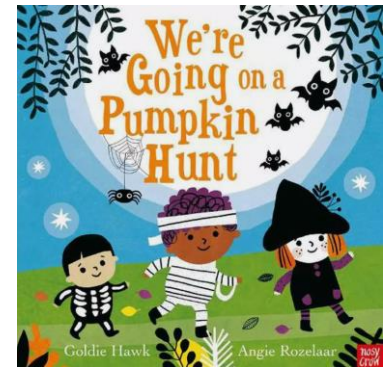
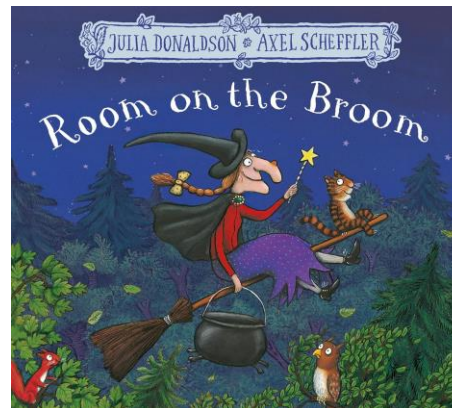
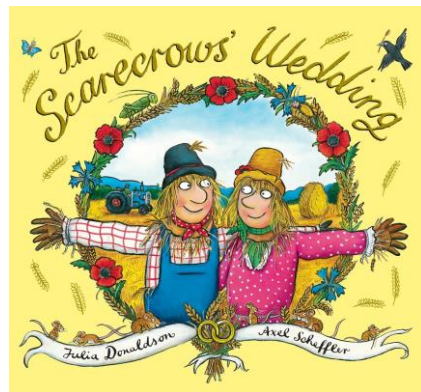
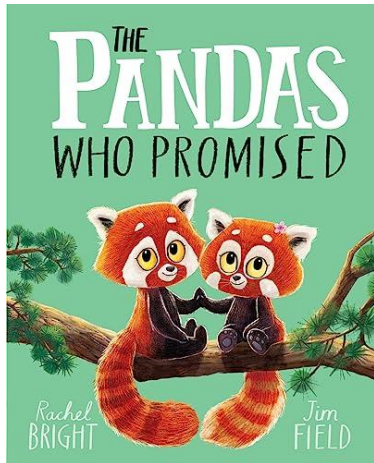


# Wider reading culture at Glenfield



Drawing Club and Curious Quest test – these spring board our writing...

EYFS books are selected to follow the children's interests, some of our current texts include:



# Wider reading culture at Glenfield



## Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Tiger, Tiger Trail and Zed the Zebra by An Yvambest</i> <i>The Lonely Beast by Chris Judge</i></p>	<p><i>Iggy Peck Architect by Andrea Beaty</i> <i>Our Tower by Joseph Coelho</i> <i>'At the Park' by Shirley Hughes (poem)</i> <i>The comet by Joe Todd Stanton</i></p>	<p><i>Katie in London by James Mayhew</i> <i>The Adventures of Paddington: The Great Balloon Chase (text&amp;animation)</i> <a href="https://www.youtube.com/watch?v=81973791914">https://www.youtube.com/watch?v=81973791914</a> <i>Get up, Elizabeth! by Shirin Yim Bridges</i> <i>King Rollo and the tree (animation)</i> <a href="https://www.youtube.com/watch?v=61077346184">https://www.youtube.com/watch?v=61077346184</a> <a href="https://www.youtube.com/watch?v=71911111111">https://www.youtube.com/watch?v=71911111111</a></p>	<p><i>The journey home by Frann Preston Gannon</i> <i>Polar bears (national geographic kids) by Laura Marsh</i> <i>There's a Rang-Tan in my bedroom by James Sellick</i> <i>Greta and the giants by Zoe Tucker</i></p>	<p><i>Seaside poems collected by Jill Bennet</i> <i>The storm whale by Benji Davies</i> <i>The secret of Black rock by Todd Stanton</i> <i>The Big book of the blue by Yuval Zommer</i></p>	<p><i>Funnybones by Janet &amp; Allan Ahlberg</i> <i>The girl and the dinosaur by Hollie Hughes</i> <i>The dinosaur department store by Lily Murray</i> <i>Rexy and the hungry birds (animation)</i> <a href="https://www.youtube.com/watch?v=61077346184">https://www.youtube.com/watch?v=61077346184</a></p>

## Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Zog, Zog and the Flying Doctors by Julia Donaldson</i></p>	<p><i>George's dragon at the fire station by Claire Freedman</i> <i>Vlad and the Great Fire of London by Katie Cunningham</i> <i>Once upon a Dragon's fire by Beatrice Blue</i></p>	<p><i>The Robot and the Bluebird by David Lucas</i> <i>The Tin Forest by Helen Ward</i> <i>Mon ami le Robot (animation)</i> <a href="https://www.literacyshed.com/mon-ami-le-robot.html">https://www.literacyshed.com/mon-ami-le-robot.html</a> <i>Anglerfish, the seaweed of the deep by Elaine M Alexander</i></p>	<p><i>The Sea Monster by Chris Wormell</i> <i>Jack and the Flum Tree by Julia Donaldson</i> <i>Sharks (national geographic kids) (levels 3) by Anne Schrieber</i> <i>Soar (animation)</i> <a href="https://www.literacyshed.com/soar.html">https://www.literacyshed.com/soar.html</a></p>	<p><i>The Adventures of Egg Box Dragon by Richard Adams</i> <i>Magpie's treasure by Kate Slater</i> <i>Hector and the big, bad Knight by Alex T Smith</i></p>	<p><i>The Lost Happy Endings by Carole Ann Duffy</i> <i>Baba Yaga by Tony Bradman</i> <i>Hansel and Gretel by Bethan Woollvin</i></p>

# Wider reading culture at Glenfield

## Books on a theme



Books on a theme - making links within shared texts/guided reading across the school Chapter books



### Traditional Tales

EYFS	Year 1	Year 2
 	   <p>By Rachel Mortimer</p>	  <p>By Susan Lowell      By Anthony Browne</p>
 	 <p>By David Conway</p>	  <p>By Julia Donaldson      By Carole Ann Duffy</p>
 <p>A variety of versions of these traditional tales</p>	 <p>By Janet &amp; Allan Ahlberg</p>	 <p>By Janet &amp; Allan Ahlberg</p>

# Wider reading culture at Glenfield

## Books on a theme



Gardens and woods		
EYFS	Year 1	Year 2
 <p>By Eric Carle</p>	 <p>By Graeme Base</p>	 <p>By Peter Brown</p>
 <p>By Sally Hughes</p>	 <p>By Julia Donaldson</p>	 <p>By Helen Ward</p>
 <p>By Julia Donaldson</p>	 <p>By Emily Hughes</p>	 <p>By John Light</p>
 <p>By Linda Sarah &amp; Benji Davies</p>	 <p>By David Litchfield</p>	 <p>By Francis Hodgson Burnett Abridged by Alan Marks</p>
		 <p>By Janet &amp; Allan Ahlberg</p>

# Wider reading culture at Glenfield

## Books on a theme



Witches		
EYFS	Year 1	Year 2
 <p>By Helen Nicoll &amp; Jan Pienkowski</p>  <p>By Julia Donaldson</p>	 <p>Winnie the Witch collection by Valerie Thomas</p>	 <p>By Tracey Corderoy</p>  <p>By Carol Ann Duffy</p>  <p>By Roald Dahl</p>

# Wider reading culture at Glenfield

## Books on a theme




Feeling Afraid				
EYFS	Year 1	Year 2		
 <p>By Julia Donaldson</p>	 <p>by Martin Waddell</p>	 <p>By Levi Pinfold</p>	 <p>By Lemony Snicket</p>	
 <p>By Martin Waddell</p>	 <p>by Rachel Bright</p>	 <p>By Emma Yarlett</p>	 <p>By Pippa Goodhart</p>	 <p>By Jill Tomlinson</p>

# Wider reading culture at Glenfield

## Books on a theme



Everyone is different		
EYFS	Year 1	Year 2
 <p>By Jodie Lancet-Grant</p>  <p>By Adam &amp; Charlotte Guillan</p>	 <p>By Lucy Rowland</p>  <p>By Shannon Stocker</p>	 <p>By Clare Helen Welsh</p>  <p>by Michael Foreman</p>
 <p>By James &amp; Lucy Catchpole</p>  <p>By Claire Cashmore</p>	 <p>By Maudie Smith</p>  <p>By Rukhsanna Guidroz</p>	 <p>By Isabelle Marinov &amp; Chris Nixon</p>  <p>By Lupita Nyong'o</p>
 <p>By Pablo</p>  <p>By Matthew A Cherry</p>	 <p>By Jen Roberts &amp; Hannah Rounding</p>  <p>By Joanna Ho</p>	 <p>By Nathan Bryon</p>  <p>By Megan Rix</p>
 <p>By Todd Parr</p>	 <p>By Jana Broecker</p>	

# Wider reading culture at Glenfield

## Books on a theme



Cops and Robbers		
EYFS	Year 1	Year 2
<p>The Highway Rat</p> <p>Julia Donaldson Axel Scheffler</p>	<p>The DETECTIVE DOG</p> <p>Julia Donaldson Sara Ogilvie</p>	<p>Cops and Robbers</p> <p>Janet &amp; Allan Ahlberg</p> <p>Burglar Bill</p> <p>Janet &amp; Allan Ahlberg</p>
By Julia Donaldson	By Julia Donaldson	By Janet & Allan Ahlberg
		<p>Shifty McGifty AND SUPPERLY SAM</p> <p>Tracey Corderoy STEVEN HENIK</p> <p>Baddies, Beasties and a Sprinkling of Crumbs!</p> <p>Tracey Corderoy</p>
		By Tracey Corderoy



# Wider reading culture at Glenfield

## Focus Authors



EYFS

**Julia Donaldson**

(rhyme and rhythm focus)



<https://www.juliadonaldson.co.uk/>

Night monkey-Day monkey  
The smeds and the smooos  
The everywhere bear  
The scarecrows wedding  
The ugly five  
The singing mermaid  
What the ladybird heard  
Sugarplum the unicorn  
Sharing a shell  
The Princess and the Wizard  
Princess Mirrorbelle



**Emily Gravett**



<https://www.facebook.com/Emily.Gravett/>  
<https://booknookuk.com/authors/emily-gravett/>

Again! Monkey and me  
Cyril & Pat Blue Chameleon  
Bear & Hare collection



**Jill Murphy**



<https://www.jillmurphy.co.uk/>

Whatever next! Peace at last  
On the way home Meltdown!  
Five minutes' peace A quiet night in  
(The large family' collection)

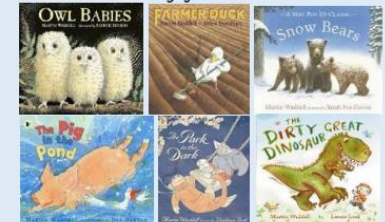


**Martin Waddell**



<https://www.walker.co.uk/contributors/Martin-Waddell-1811.aspx>

Owl babies Farmer duck Snow bears  
The park in the dark The pig in the pond  
Can't you sleep little bear  
Let's go home little bear  
The dirty great dinosaur



# Wider reading culture at Glenfield

## Focus Authors



<p><b>Year 1</b></p>	<p><b>Oliver Jeffers</b></p>  <p><a href="https://www.oliverjeffers.com/">https://www.oliverjeffers.com/</a></p> <p>How to catch a star The way back home Lost and found stuck Up and Down The heart and the Bottle The incredible book eating boy</p> 	<p><b>Nick Butterworth</b></p>  <p><a href="https://www.facebook.com/officialnickbutterworth/?locale=en_GB">https://www.facebook.com/officialnickbutterworth/?locale=en_GB</a></p> <p>Thud! One snowy night Albert le Blanc Albert le Blanc to the rescue The whisperer Jasper's Beanstalk Q Pootle 5 Percy the Park keeper collection</p> 	<p><b>An Vrombaut</b></p>  <p><a href="http://www.vrombaut.co.uk/">http://www.vrombaut.co.uk/</a></p> <p>Tiger Tiger Trail Dear Dragon The Dragon festival The Lost Acorns Smile, crocodile, smile</p> 	<p><b>Lynley Dodd (rhyme focus)</b></p>  <p><a href="https://www.lovereadings4kids.co.uk/author/1157/Lynley-Dodd.html">https://www.lovereadings4kids.co.uk/author/1157/Lynley-Dodd.html</a></p> <p>Hairy McClary and friends collections</p> 
<p><b>Year 2</b></p>	<p><b>Claire Freedman</b></p>  <p><a href="https://www.clairefreedman.co.uk/">https://www.clairefreedman.co.uk/</a></p> <p>George's dragon George's dragon goes to school George's dragon goes to the fire station Superkid Tiny Ant Aliens love underpants Monstersaurus Dreamweaver The mysterious case of the missing honey</p> 	<p><b>Tracey Corderoy</b></p>  <p><a href="https://www.traceycorderoy.com/">https://www.traceycorderoy.com/</a></p> <p>Shifty McGifty and Slippery Sam collection (includes 'starter' Chapter books) The Grunt and the Grouch collection The boy and the Bear The little white owl The One stop story shop Impossible! Baddies, Beasties and a Sprinkling of crumbs Monsters, Mayhem and Sprinkling of crumbs</p> 	<p><b>Chris Wormell</b></p>  <p><a href="http://www.chriswormell.com/">http://www.chriswormell.com/</a></p> <p>George and the dragon George, the dragon and the princess The sea monster The wild girl Eric...the hero? In the woods The big, ugly monster Ferocious, wild beasts</p> 	<p><b>Roald Dahl</b></p>  <p><a href="https://roalddahl.com/">https://roalddahl.com/</a></p> <p>The Enormous crocodile The twits Esio Trot The magic finger George's marvellous medicine James and the giant peach</p> 

Chapter books

# Oxford Owl

Please select **Oxford Owl for School** and **Log-in** and then on the next page fill in the provided details under **Students** tab (not Parents).



## Oxford Owl for School

Teaching resources and expert school improvement support

- Award-winning subscriptions and leadership support
- Professional Development and best practice advice
- Free teaching resources and eBooks

Log in

Join us

About Oxford Owl for School >



## Oxford Owl for Home

Free resources to support learning at home

- Advice and support for parents
- Educational activities and games
- Free eBook library for 3- to 11-year-olds

Enter site



## Login

Please select your user type.



Students

Teachers

Parents

School code

zr0 [Remove](#)

Class or student username

Password

Log in

# Reading in Year 2

## Guided reading:

- Develops comprehension of what has been read.
- Develops fluency in reading and development of expression when reading.
- Comprehension skills developed are
  - V-vocabulary
  - I-inference
  - P-predict
  - E-explain
  - R-retrieve
  - S-sequence
- Some children will continue with phonics as well to support re-taking the phonic screen check at the end of year 2.

# Reading in Year 2

## Reading books:

- Books changed each Friday and need to be in school everyday.
- Children will bring home a matched reading book for their reading level to develop fluency and comprehension.
- Children continuing with phonics will have a book containing the sounds they have learnt that week.
- Move through phase 2,3,4,5 then move on to coloured bands, turquoise-level 7, purple-level 8, gold-level 9, white level-10, lime level -11, lime 11+
- Children choose a reading for pleasure book to share at home.
- Reading books on Oxford Owl are allocated to all children, choose books that are suitable for your child's reading level.