

# Parents Phonics Meeting

## Aims:

- Why ELS?
- Terminology
- Correct pronunciation of sounds
- A phonics lesson



# Why are we using ELS as our phonics scheme?



- **whole** class high quality teaching
- **well-structured**, easy to follow lessons
- **reduces** cognitive overload
- uses consistent **terminology** and **resources**
- promotes **a wide and rich vocabulary**
- promotes **fluency** and **accuracy**
- used throughout school

# Pronunciation of Sounds on school website



The screenshot shows a video player interface. At the top left, there is a logo for 'ELS Essential Letters and Sounds'. Below the logo, the word 'Pronunciation' is written in a purple font. The main content of the video is an illustration of a young girl with red braided hair, wearing a brown long-sleeved shirt, a green skirt, and brown shoes, walking on a stone path in a forest. The forest floor is green with some blue flowers. At the bottom of the video player, there is a black control bar with a play button, a progress bar showing 01:21, and icons for volume, closed captions, settings, and full screen. Below the video player, the text 'Phase 2 Pronunciation' is displayed in a large, bold, black font, with a download icon to its right.

- Redeemer website
- Children
- Year group pages
- Reception

[Reception | The Redeemer Church of England Primary \(theredeemercep.co.uk\)](http://theredeemercep.co.uk)

# Terminology

- **Blend**- to draw individual sounds together to pronounce a word  
s-n-a-p, blended together, reads 'snap'
- **Blending fingers**- starting with your thumb, **orally blend** the sounds using your fingers on your chin
- **Decoding**- extracting meaning from symbols e.g. in reading the symbols are letters which are decoded into words
- **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' what sounds a grapheme represents
- **Encoding**-writing involves encoding-communicating meaning by creating symbols (letters to make words on a page.)
- **Phoneme** -the smallest single identifiable sound: for example 'sh'
- **Grapheme**- a letter or a group of letters representing one phoneme eg s, h or ch
- **Grapheme-phoneme correspondence**- (GPC's) The relationship between sounds and letters which represent those sounds; also known as 'letter-sound correspondence'

- **Digraph**- two letters making one sound eg **th, ch, sh**
- **Trigraph**-three letters making one sound **'igh'**
- **Split trigraph**- two vowels that make one sound but are split by one or more consonants e.g. **bike**
- **Segment/chop**- to split a word into its individual phonemes/sounds in order to spell it
- **Robot arms/chopping arms**- for segmenting/chopping sounds for writing
- **Me then you**- to ensure that children can apply their understanding independently, We must always give them the information required. **First we show how to do/say something. Then they copy us, before repeating this by themselves.** We repeat these steps, reducing our modelling as children's fluency and independence increases.
- **Phonics**-a method of teaching children to read
- **Sound talk**- oral sounding out of a word; for example, c- a -t
- **Pointing Finger**- for sounding out and blending words on the IWB or in a decodable book

## Tricky words (HRSW)

- 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

# Format of Lessons



- **Review** of GPC's/sounds already taught (12)
- **Review** tricky words, usually 4, put one into context
- **Review** - sound talk some words (oral blending-Blending Fingers)
- **Teach** new tricky word and put into context. Then the children put into a sentence.
- **Teach** new sound (drum roll)
- **Practise** reading words with the sound in (Pointing Fingers)
- **Apply** reading captions/sentences with the new sound in
- **Apply** - write words/ sentences with the new sound in

Hear it → Say it → Read it → Write it

# Example Lesson



Everyday- 20 minutes whole class with follow up activities



**i**

p

S

n

a

t

p

S



t

n

**i**

a

S

Let's review the tricky words we have learnt so far:

a

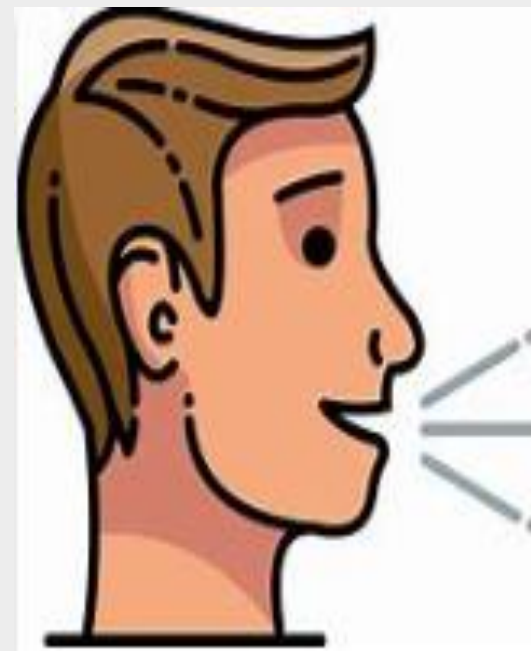
I

the

no



# Sound Talk and Blend



Blending Fingers, thumbs on chins.

New tricky word:

no

(Talking partners, put into a sentence)

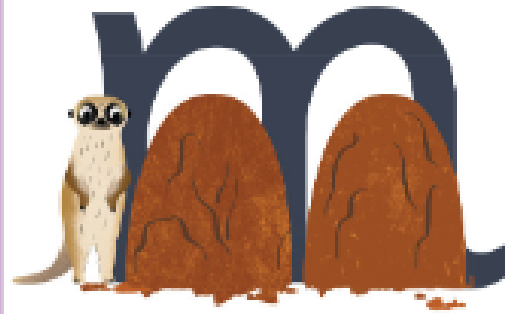


Today's new sound is.....



Drum roll please.  
Listen to sound first.  
Model how to say.

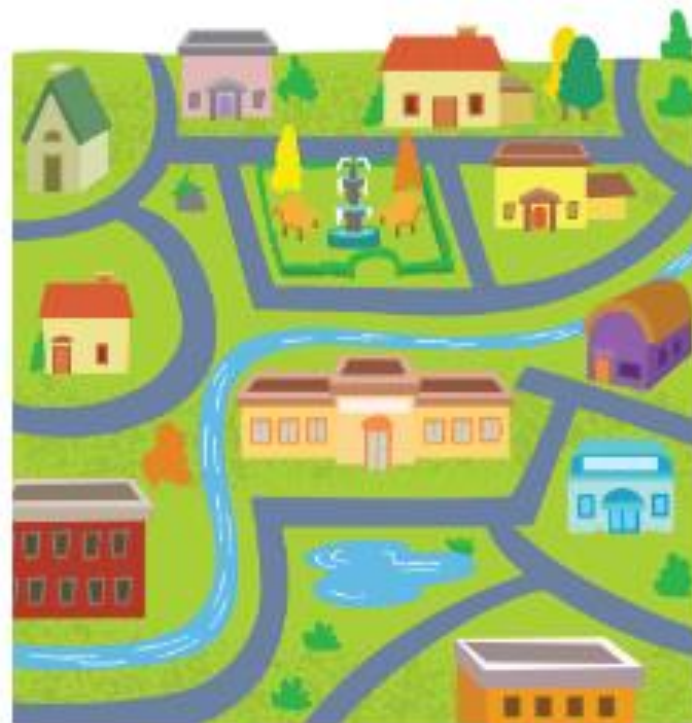
m



## Teach

These words all have the /m/ sound in.

m



m ... m ... meerkat  
m ... m ... map  
m ... m ... magnet

## Teach

Let's learn how to write <m>.



m

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes 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!

Now let's read some words! Me then you. Pointing fingers!



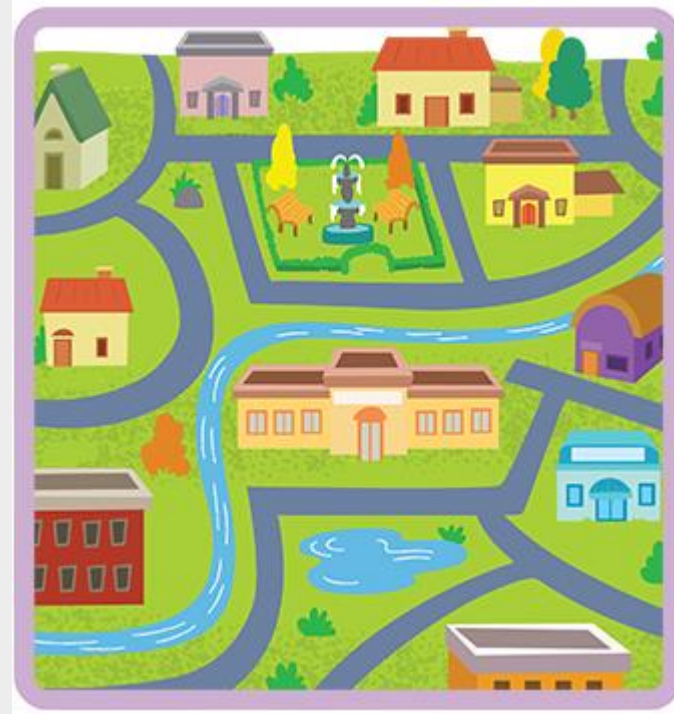
man



Now let's read some words! Me then you.



m a p

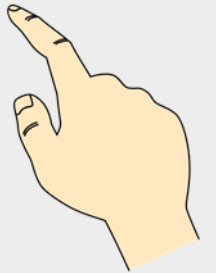


Now let's read some words! Me then you.



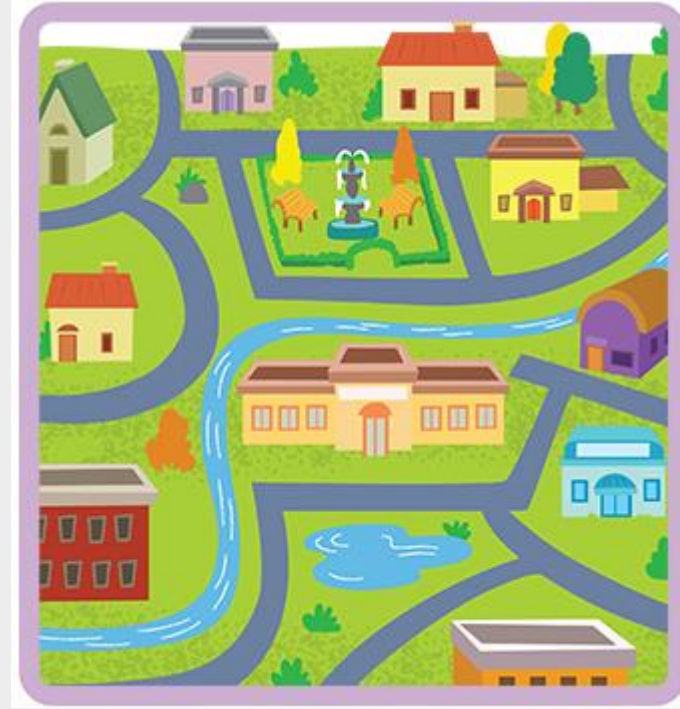
Tim

• • •



Let's read some captions. .

a map



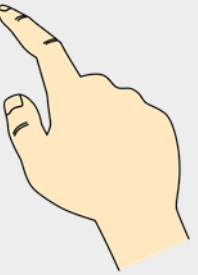
Look at picture.  
1,2,3 track with me!  
- Decode.  
- Then read with fluency  
. Then read with intonation  
and expression



Let's read some captions. .



the man



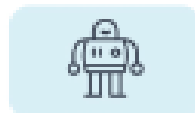
Look at picture.  
1,2,3 track with me!  
- Decode.  
- Then read with fluency  
. Then read with intonation  
and expression

## Teach and Practise

Can you write the word to match this picture?



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# Reading Books



- Children should have reading books matched to the sounds they currently know and the tricky words they know
- Your child/children will be given a decodable reading book when we are confident that they are able to sound out and blend words independently
- Do lots and lots of oral blending practise. The children need to do this first
- Read books at least 3 times. Once to decode, once to read fluently and once with expression and intonation

Oxford Owl eLibrary:

**Class username:** Redeemer1

**Password:** Readingisfun

**Class username:** Redeemer2

**Password:** Welovereading



[Oxford Owl for School and Home](#)