

EYFS – Reading/Phonics Workshop

Thank you for coming!



By the end of the workshop...

The purpose of today's session is to support you with reading with your children.

At Essendine we encourage you to read with your children as much as possible and we think it is helpful for you to see how we read with the children at school and how we support them to use their phonics to read.



The Importance of Reading

- Enable children to access the rest of the curriculum
- Improves concentration
- Builds self-esteem
- Develops creativity
- Improves school performance

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Parents reading to young children Accumulating Vocabulary

Number of words children would have heard by the time they were 5 years old:

- Never read to: 4,662 words
- 1–2 times per week: 63,570 words
- 3–5 times per week: 169,520 words
- Daily: 296,660 words
- Five books a day: 1,483,300 words

Oxford **OWL**

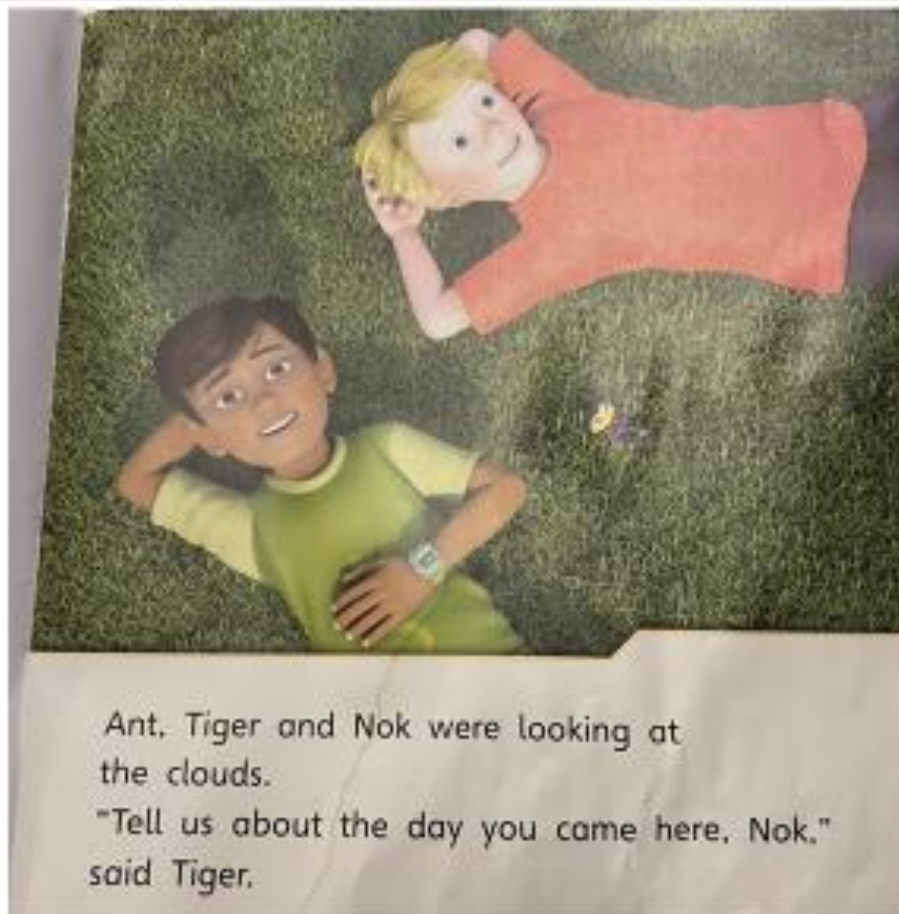
**How to pronounce
pure sounds**



Phonics

Phonics is about teaching children the sounds different letters make to help them to read and write. This video explains phonics in more detail.

<https://home.oxfordowl.co.uk/reading/phonics/>



ELS Essential Letters and Sounds
developed by Knowledge Schools Trust

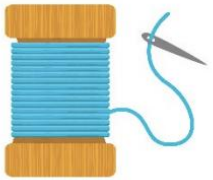
Getting all children to read well, quickly.

This is how we would use phonics to help your children to read..

What is ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words.

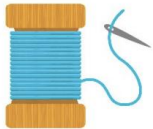
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How do we teach phonics?

- 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

ELS Progression

Phase 1*	Phase 2	Phase 3**
<i>Nursery/Pre-School</i> Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	<i>Reception Autumn 1</i> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	<i>Reception Autumn 2, Spring 1 and Spring 2</i> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2

From Spring in Nursery, we now begin learning a sound a week.



ELS Progression

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<i>Reception Summer 1</i> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	<i>Reception Summer 2</i> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <i>Year 1 Autumn 1 and 2</i> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <i>Year 1 Spring 1 and 2</i> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4	<i>Year 1 Summer, Year 2 and Key Stage 2</i> • 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 • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum



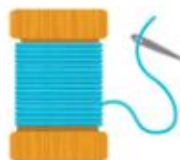
How do we teach phonics?

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.





What is the phonics screening check?

The phonics screening check contains 40 words divided into 2 sections of 20 words. Both sections contain a mixture of real words and pseudo-words.

Pseudo-words are words that are phonically decodable but are not actual words with an associated meaning. They are included in the check specifically to assess whether your child can decode a word using their phonics skills.

All pseudo-words in the check are accompanied by a picture of an imaginary creature. Children are taught that when a word has a creature next to it, it is a pseudo-word. This ensures that they are not trying to match the pseudo-word to a word in their vocabulary.

The check is designed to give teachers information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage, so that they do not fall behind in this vital early reading skill.

Key Stage 1 Phonics Results 2025

Year 1 Phonics passed

Essendine	National
88%	80%

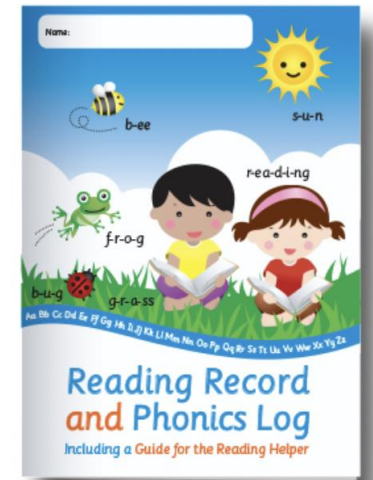
Reading with your child

- Make sure you set aside a specific time for reading every day and make reading a priority.
- Walk through the book first and discuss the pictures and the important words.
- Be positive. Praise your child for trying hard at their reading. Let them know it is alright to make mistakes.
- Fill out their reading record daily



Reading with your child

- We suggest that you read the decodable text provided by the school 4 times across the week.
- Spending 10 minutes a day reading with your child will hugely support them in their journey to becoming an independent reader.
- It is a key part of learning to read that children re-read words and sentences that they can decode (sound out) until they are fluent (read with ease and precision). By reading texts several times children have the greatest opportunity to achieve this fluency.



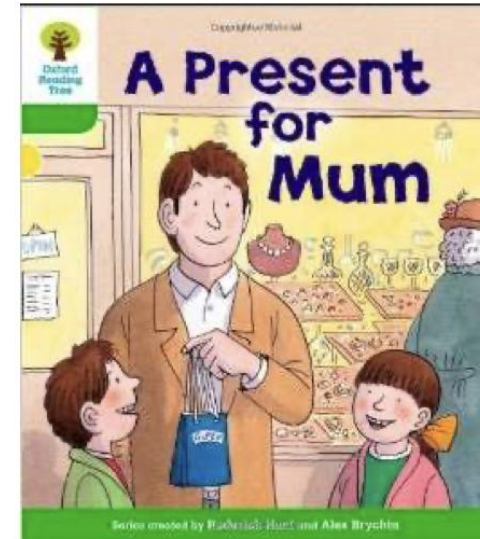
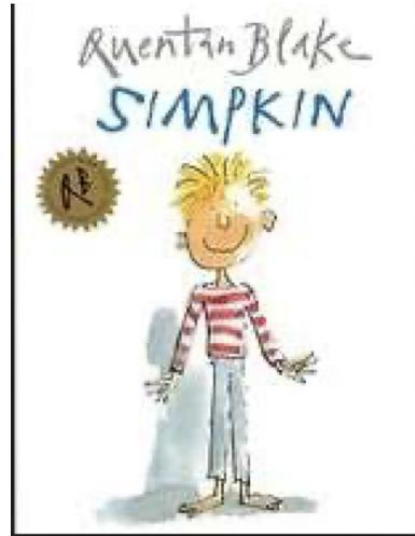
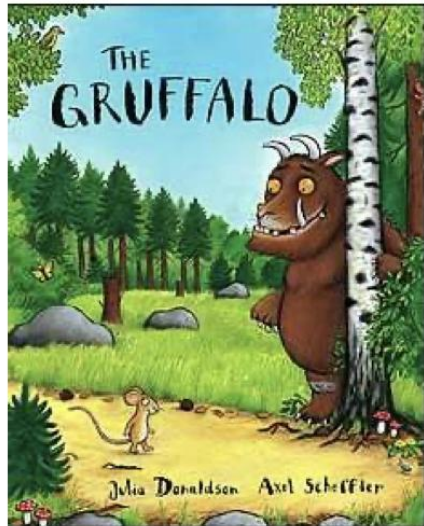


Questioning and understanding

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts and re-read books

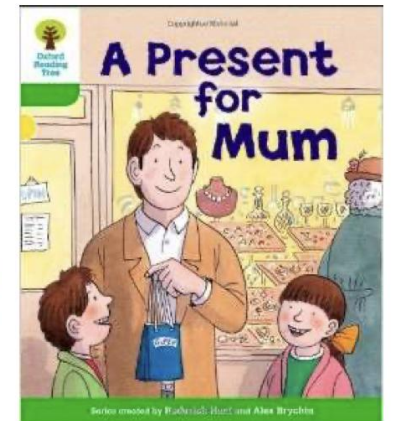
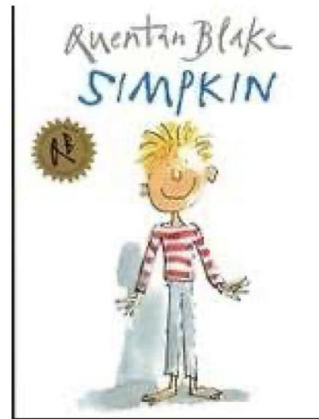
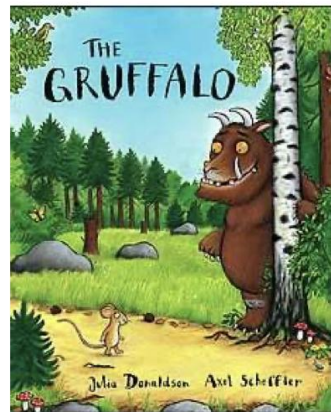
Before you read a book

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.



During reading

- Let your child decode the words independently, giving help if needed
- Have your child use his/her finger to follow the direction of the text (top to bottom, left to right)
- Ask your child many questions about the characters in the book as you read the story
- Unpick new words



After-reading

- What was your favourite part of the book? Why?
- Who was your favourite character? Why?
- What was the most interesting thing you learned from the book?
- Why do you think the author wrote this book?
- Would you have ended the book differently? Did it end the way you thought it would?
- Did the problem of the book's plot get solved?
- If you could change one thing in the book, what would it be?



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Thank you for coming!

