



# St Leonard's C.E First School & Nursery



*'Learn with Me  
Phonics  
Parent Workshop'*

*'Learn to Love and Love to Learn'*



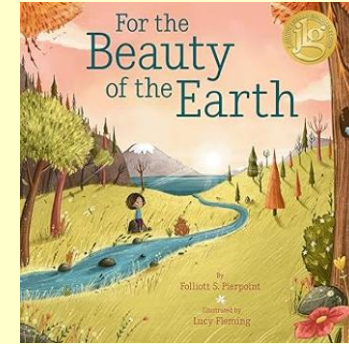
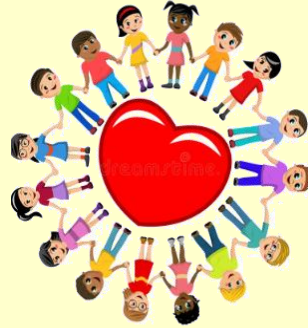


# Headteacher Welcome and Thank You

## *'Learn to Love and Love to Learn'*



My Promises to you:



- Children at the Heart
- Every Child, Every Adult, Every Family, Every Friend of our Beautiful School will Flourish further than they ever dreamed possible.
- Beauty in every classroom, corridor, playground, forest and heartbeat of our school life.
- Excellence in everything we do...For every child in our care.



# Our Promises

## 'Learn to Love and Love to Learn'



### My Promises to you:

- Love of Learning – Every Moment Matters – Every Second Counts
- Highest quality and evidenced informed teaching.
- Richest Curriculum and Experiences for All Children.
- Every child a leader.
- Always Aiming Higher.
- Underpinned by our Christian Vision, Values and Care

- Aspirational
- Inspirational
- Relational

*Our school family will flourish emotionally, socially, spiritually, morally and academically.*

High quality teaching benefits pupils with SEND  
The 'Five-a-day' principle

1	Explicit instruction	Explicit instruction is a direct and systematic teaching approach that is used to teach specific skills and knowledge. It involves clear objectives, direct modeling, and guided practice.
2	Cognitive and metacognitive strategies	Cognitive and metacognitive strategies are used to help pupils understand and regulate their own learning. This includes techniques like self-questioning and reflection.
3	Collaborating	Collaborating involves working together to solve problems and learn from each other. This can be done through group work and peer support.
4	Fluency practice	Fluency practice involves repeated practice of skills and knowledge to ensure they are automatic and can be applied in different contexts.
5	Using technology	Using technology involves using digital tools and resources to enhance learning and provide additional support for pupils with SEND.





# Our Promises

*'Learn to Love and Love to Learn'*



## Connections with Our Families, Our Community, Our Church

- \*Half termly Church Celebrations.
- \*Church links – curriculum, worship, choir.
- \*Termly 'Read with Me' end of the day sessions.
- \*Learn with Me sessions –phonics, maths, writing.
- \*Exhibitions of art, poetry, drama, dance (Church and School)
- \*Family Lunch/Picnic with Forest School.

**We will flourish emotionally, socially, spiritually, morally and academically.**



# Magic of Books – Changing Lives

*‘Learn to Love and Love to Learn’*



Snuggle up with a book every day.

Children to read to you daily to secure a love of reading.



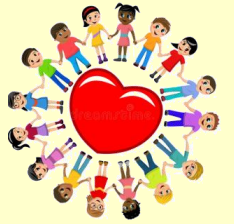




# What is phonics?

- Synthetic phonics is a way of teaching children to read.
- It teaches children how sounds are represented by written letters.
- Children are taught to read words by blending these sounds together to make words.
- For example, they will be taught that the letters 'm-a-t' blend together to make 'mat'.
- It is used daily during Reception and Year 1 to teach all the sounds in the English language.

# How is ELS taught in school?



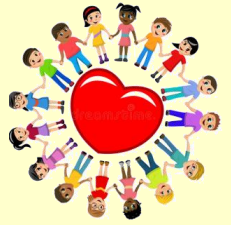
Children in Reception learn Phase 2-4 sounds.

In year 1, children learn Phase 5 sounds.




Key terms: diagraphs oa, ai  
Split diagraphs  
Trigraphs - ear



# How is ELS taught in school?



- With ELS, there is a daily phonics lesson where children are taught a new sound, or where they review sounds learned earlier in the week.
- Children learn the letters that represent the sounds.
- They are then asked to read words and sentences with the new sounds in.
- Children will also practice writing the letters that represent the sounds.

Grapheme	Picture	Rhyme
n		nest – down the bird and over her nest
m		meerkat – meerkat, mound, mound
d		duck – over his back and around the tail, up his neck and down to his feet



# Assessment

- It is important that children's progress is assessed thoroughly, so that any gaps can quickly be identified.
- Assessment ensures that children keep up rather than catch up.
- We assess children's phonic knowledge in the fifth week of each half term, to target and close gaps rapidly.
- By undertaking assessment in the fifth week we are able to action a direct intervention before any upcoming school holidays (and share sounds to practice over a holiday prior to starting the next sounds).

# Additional support



- ELS is delivered using a whole-class approach. This ensures that all children benefit from the full curriculum.
- Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled.
- These are intended to be short and concise.



# Essential - Practice at Home



- It is vital that children read books that match their phonic knowledge.
- We use these books in school and as take-home readers.
- You can help your child practice the sounds they have been learning at school.
- It is imperative that the correct sounds are used at home. You can use the Essential Letters and Sounds clips to help at home.
- Use the prompts inside the front and back covers to enjoy the book together and help your child practice reading.

## Click the links below for more information

- [Sounds - Me then You](#)
- [Phase 3](#)
- [Phase 5](#)

**Please sign your child's reading record every time they read.**

**There are prompts inside the front and back cover.**



# Thank You

- You can find more information about ELS, including the order the sounds are taught in, on the Oxford Owl website: [Essential Letters and Sounds - Oxford Owl](#)

Thank you for the care, love and kindness you share with your child and our school.

Looking forward to celebrating your child's reading and learning journey over the year ahead.

