



Phonics



Essential Letters and Sounds

Following an update from the Department for Education around phonics teaching, we have moved to Essential Letters and Sounds (ELS). This is a phonics programme based on Letters and Sounds (2007). This new phonics programme will support your children in making quick progress to become fluent and confident readers.

To best support us in teaching your child to read, we ask that you read the decodable text provided by the school **four times** across the week. Spending around 10 minutes a day reading with your child will hugely support them on their journey to becoming an independent reader.

We will be changing children's books once a week on a Friday in most cases. This will allow your child to re-read each text several times, building their confidence and fluency. This is especially important as they begin to learn that the sounds within our language can be spelled in different ways.

For children, re-reading words and sentences that they can decode (sound out) until they are fluent (read with ease and precision) is a key part of learning to read. By reading texts several times, children have the greatest opportunity to achieve this fluency.


Each week, your child will bring home two books: a reading book which should be read by your child and a book to read with your child.

The reading books sent home are carefully matched to the teaching taking place in school. Your child will be practising what they have been taught in school with you at home. We will only ask children to read books independently when they can decode these by themselves. As we have moved to a new phonics scheme, the reading books have been re-banded. Each of the coloured reading books have been broken down into smaller sections to ensure that each book is decodable for your child's phonics level. Due to this, it may seem like your child has gone 'down' in their book band level. Please be assured that each child has been assessed on their phonics knowledge to ensure they are reading the correct level.

The new book bands are as follows. The book band column shows the progression of the book bands your child will work through during the time at Copnor Primary School. The Turquoise book bands and above focus on other reading skills now that your child is confident in reading most words using their phonics skills. Turquoise and above books develop skills such as inference, retrieval and increase in complexity in terms of sentence structure and concepts.

Book Band	Graphemes included The phonemes in brackets show the sound that the grapheme makes	HRS included
Lilac	n/a (wordless)	n/a (wordless)
Pink set 1	s a t p i n	
Pink set 2	m d	l, the, no
Pink set 3	g o c k	put, of, is
Pink set 4	ck e u r	to, go, into
Pink set 5	h b f f l l ss	pull, as, his
Red set 1	j v w x	he she (buses)
Red set 2	y z zz qu	we, me, be
Red set 3	ch sh th ng, nk	push,
Red set 4	ai ee igh oa oo (es ending)	was, her, my, you
Yellow set 1	ar ur ow oi or	they, all, are
Yellow set 2	ear air ure er ow (oa)	ball, tall, when, what
Yellow set 3		said, so, have, were, out, like, some, come, there
Yellow set 4		little, one, do, children, love
Blue set 1	CCVC (ed) (ed/t) (ed/d) (-er -est)	
Blue set 2	CCVCC	oh, their
Blue set 3	ay(ai), ou (ow), ie (igh), ea (ee), -le oy (oi), ir (ur), ue (oo), aw (or), wh, ph, ew (oo), oe (oa) au(or), ey (ee),	people, Mr, Mrs, your, ask, should, would, could, asked
Blue set 4	a-e, e-e, i-e, o-e, u-e, c (s)	(house), (mouse), (water), want, very
Green set 1	Y (ee), al (or)	please, once, any, many, again, who, whole, where, two
Green set 2	a(ai), ey (ai), ea (ai), eigh (ai), a (ar), e (ee), i (igh), y (igh)	
Green set 3	O (oa), a (o), u (oo), u (<i>music</i>), ch (<i>school</i>), ch (chef), ea (e)	Here, sugar, friend
Green set 4	Or (<i>world</i>), ear (<i>learn</i>), ou (<i>soup</i>), ou (<i>shoulder</i>), ie (<i>brief</i>), y (<i>gym</i>), are (air), ere (air), ear (air), tch (ch)	Because
Orange set 1	O (<i>brother</i>), g (j), ge (j), dge, st (s), ce (s), se (house), gn, kn (n), wr, mb	
Orange set 2	se, (z), ze (z), eer (ear), ere (ear), ti (sh), ti (<i>station</i>)	

Orange set 3	al (<i>half</i>), augh (<i>or</i>), ssi (<i>session</i>), si (<i>vision</i>), tious, cious, ion, ian	
Turquoise	Focus on other reading skills such as inference and retrieval. These will increase in complexity as the children move through the rest of the colours.	
Purple		
Gold		
White		
Lime		
Silver		
Burgundy		
Red		
Red +		
Blue		
Black		



Any books that are not yet decodable for the children will be sent home to read together. These will be called a 'discovery book' if it is a non-fiction text or a 'sharing book' if it is a fiction text. These books will be sent home for you to read with your child, helping us to instil a love of reading from the very beginning of their reading journey. These could be read together *with* your child reading the words they are able to decode or could be read *to* your child (or a mixture of both approaches).

Once a child reaches silver, they will no longer be bringing home a discovery book and instead will have one fiction book (the book-banded book) and a non-fiction book selected from the library. These range in difficulty and are chosen by interest; therefore, they are still books where a child may need support with the content and complexity of the vocabulary. The School Library Service also provides books to the school. We are unable to add the discovery stickers to these. However, please treat these as discovery books!