

ELS

Essential
Letters and
Sounds

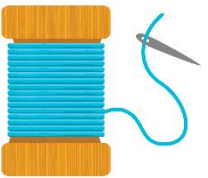
developed by Knowledge Schools Trust

Getting all children to read well, quickly.



What are we going to cover?

- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home



What is phonics?

A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).

English is one of the most challenging languages to learn as there are so many ways to spell the sounds of our language.



<a>

acorn

<ai>

rain

<ay>

play

<a-e>

name

<eigh>

eight

<ey>

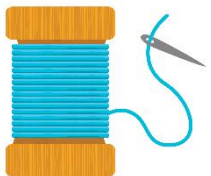
they

<ea>

great

<aigh>

straight



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'.

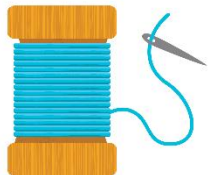
What is ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme.

Children will experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.

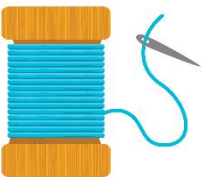
We teach children to decode words – by identifying each of the written sounds within the word before blending them together to read the word.

This is a challenging process for children to learn and takes time to master. Children read the sentences three times.



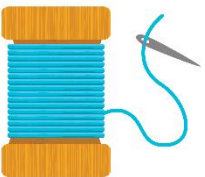
How do we teach phonics?

- 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
- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.
- Children are taught as a whole class and given the support they need.



How do we teach phonics?

- Phonics throughout the day to review new sounds and graphemes taught
- Lots of opportunities for oral blending: /c/ /oa/ /t/
- Taught daily – Days 1-4 new learning and day 5 is a review day



How do we teach phonics?

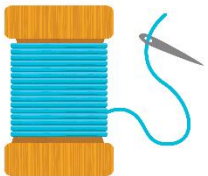
Teach

These objects all have the /ng/ sound in.

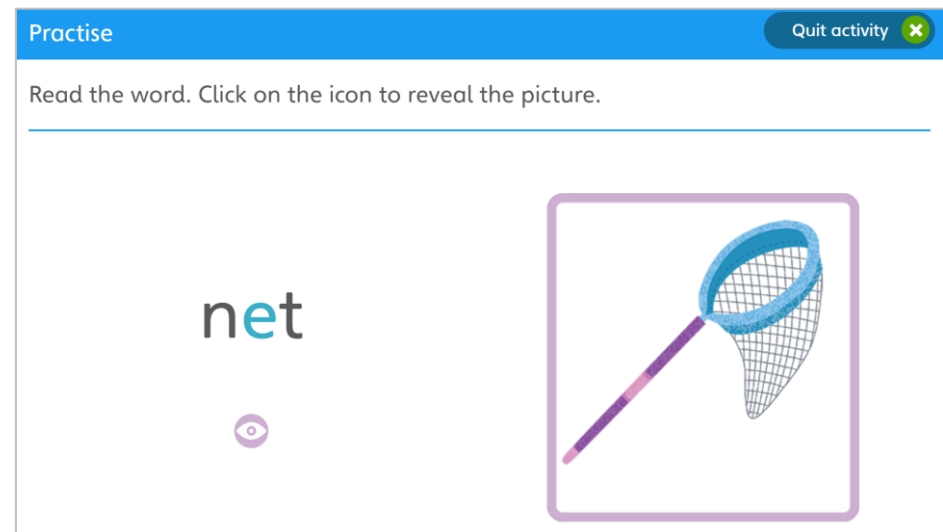
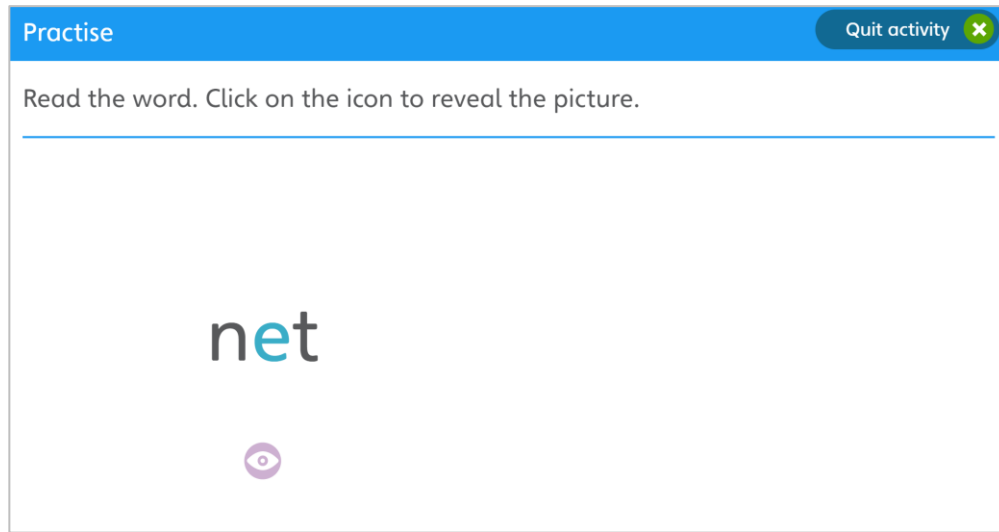
ng



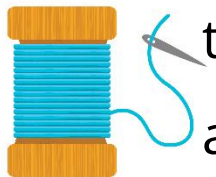
ng ... ng ... ring
ng ... ng ... wing
ng ... ng ... sing



How do we teach phonics?



The new teaching is always highlighted so that it is easy for all children to see where the new GPC they have been taught is located. First we say the new sound, then we find it in the word. Finally, we decode and blend. Children have as much or as little support as needed. We want every child to feel confident and successful at each step.

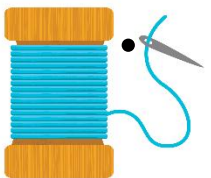


How do we teach phonics?

Apply Quit activity

Read the sentence. Click on the icon to reveal the picture.

Her friend said it
was sweater
weather.

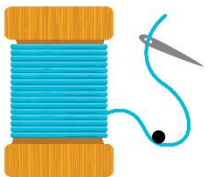


In the beginning of Reception, we learn to read words and then captions, phrases and sentences. As children learn more of the code of our language we are able to build more complex sentences for them to read.



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

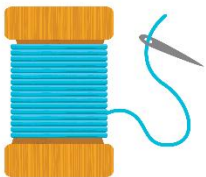


In Reception your children will learn all the single letter sounds and begin to learn digraphs and trigraphs.



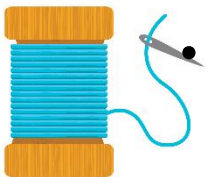
ELS Progression

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



Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- Your child should be able to read their book confidently
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want them to practise reading their book four times across the week
- Daily reading and recording in yellow reading records.
- Ensure that their ELS books, grapheme tiles are kept in their book bags so adults can listen to children read in school.



Please only record the ELS book in their reading records not the library book. We can only change books if they have been signed in books.



Pronouncing pure sounds

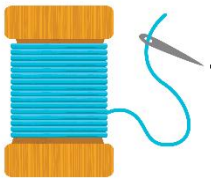
We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

c a t

not

cuh a tuh

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.

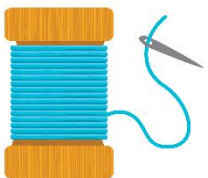


Supporting your child with writing at home



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



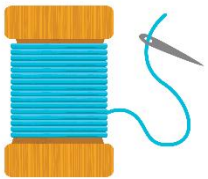
We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense!



Phonics Open Morning

Tuesday 13th October

9am-9:30am



Questions

