

# ELS Essential Letters and Sounds

developed by Knowledge Schools Trust

Getting all children to  
read well, quickly.



OXFORD

# What are we going to cover?

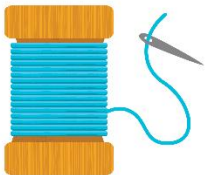
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- ELS progression / What they should know at the year of Reception
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home
- How will I know how my children is doing?
- Work through a lesson (Autumn 2 week 2 Day 3 –qu)
- Questions



# 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).



# 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'.

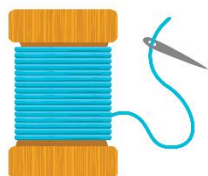
**Trigraph:** three letters making one sound. For example, /igh/ in the word 'night'.

**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?

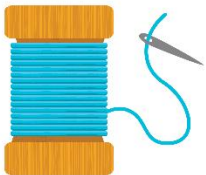
Essential Letters and Sounds (ELS) is our chosen phonics programme

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



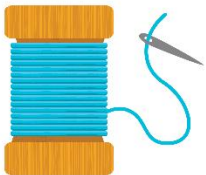
# How do we teach phonics?

- 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



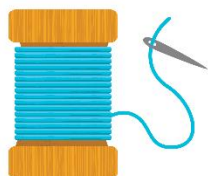
# How do we teach phonics?

- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- /c/ /oa/ /t/
- We teach children how to ‘decode’ for reading, alongside teaching any new vocabulary.



# ELS Progression

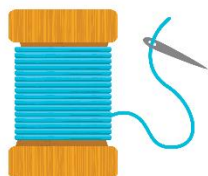
Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>

























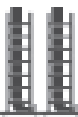


# ELS Progression

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>



## PHASE 2

 s	 a	 t	 p
 i	 n	 m	 d
 g	 o	 c	 k
 ck	 e	 u	 r
 ss	 h	 b	 f
 l	 ff	 ll	

## PHASE 3

 j	 v	 w	 x	 y
 z	 zz	 qu	 ch	 sh
 th	 ng	 nk	 ai	 ee
 igh	 oa	 oo	 ar	 ur
 oo	 or	 ow	 oi	 ear
 air	 ure	 er	 ow	

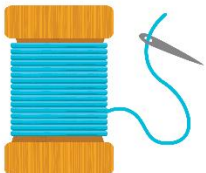
# PHASE 5

ay 	ou 	ie 	ea 
oy 	ir 	ue 	aw 
wh 	ph 	ew 	oe 
au 	ey 	a-e 	e-e 
i-e 	o-e 	u-e 	c 

## HARDER TO READ AND SPELL WORDS

Reception/Primary 1

I	the	no	put
of	is	to	go
into	pull	as	his
he	she	buses	we
me	be	push	was
her	my	you	they
all	are	ball	tall
when	what	said	so
have	were	out	like
some	come	there	little
one	do	children	love
oh	their	a	people
Mr	Mrs	your	ask
should	would	could	asked
house	mouse	water	want
very			



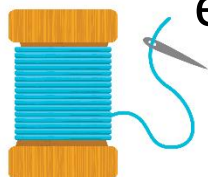
# Supporting your child with reading at home

- 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 4 times across the week working on these skills:

decode

fluency

expression



# Supporting your child with reading at home

## Reading Treehouse

A key part of learning to read is 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.

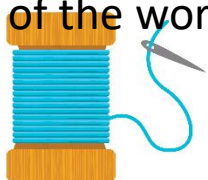
### **First read**

Focus on understanding and enjoying the book. Talk about what is happening in the pictures. Predict what might happen in the story before they read the next part. What might happen in the end?

### **Second read**

Encourage fluent sounding out and blending.

Look in more detail at the vocabulary. Make sure your child understands the meanings of the words and spend time discussing these with your child.



# Supporting your child with reading at home

## Reading Treehouse

### Third read

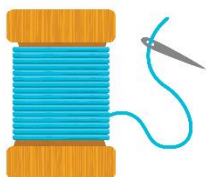
Ask your child to retell the key events in the story in their own words and in the correct order. Ask them questions about what has happened and why.

### Fourth read

Read the book with increasing fluency and try to add expression when you read.

### My child is a confident reader and can read the book fluently. What else can I do?

Encourage them to read it with expression. Can they try and read the story like a storyteller? Look at the punctuation (?, !, Speech bubbles) explain what they are and why they are used.



Remember to write a comment each time you listen  
to your child read



# Pronouncing pure sounds

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

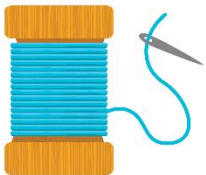
**c a t**

**not**

**cuh a tuh**

If we mispronounce these sounds we will make reading harder for our children.

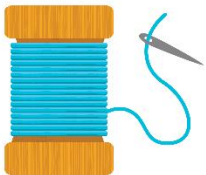
There are videos for this on our school website where you can hear the correct pronunciation of the sounds.





# Pronouncing pure sounds

Phase 2 pronunciation [video](#)



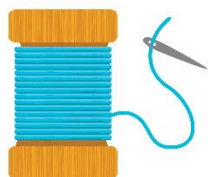
# Supporting your child with writing at home



You can use the spelling sequence with your children at home to support them with their writing.

Let's try this with the word: peg

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!



# Supporting your child with writing at home



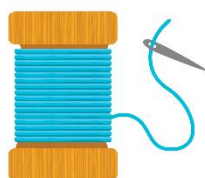
When writing independently, we encourage children to write words using the digraphs that they know. e.g.

t igh g er = tiger

m ow s = mouse

c ai m = came.

Dear Santa

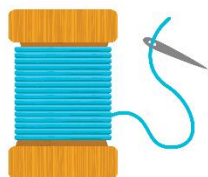


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# How will I know how my child is progressing?

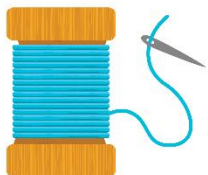
- Daily/ ongoing assessments
- Hearing children read
- Half termly assessments
- Daily 1:1 interventions



# How do we teach phonics?

Autumn 2 Week 2 Day 3

qu



# Questions

