

# ELS Essential Letters and Sounds

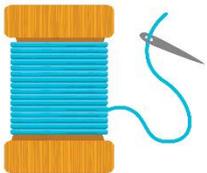
developed by Knowledge Schools Trust

Getting all children to  
read well, quickly.



# What are we going to cover?

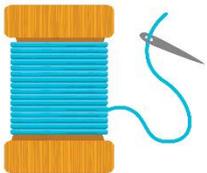
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics.
- Getting children ready to read.
- Supporting your child with reading at home.
- Pronouncing pure sounds.
- Using the letter formations and spelling sequence to support writing at home.



# 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).



# 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'.

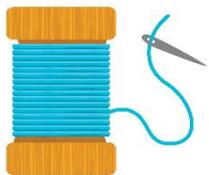
**Trigraph:** three letters making one sound. For example, /igh/ in the word 'night'.

**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?

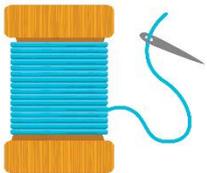
Essential Letters and Sounds (ELS) is our chosen phonics programme.

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

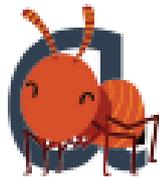


# How do we teach phonics?

- 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.

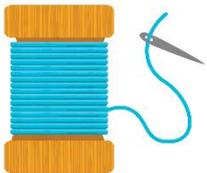


# Mnemonics



# 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 the 'code' for reading, alongside teaching vocabulary.



# How do we teach phonics?

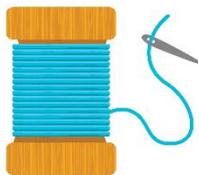
## Teach

These objects all have the /ng/ sound in.

ng



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



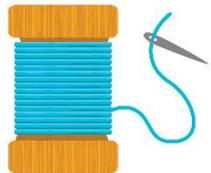
# How do we teach phonics?

Practise

Quit activity 

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

net



Practise

Quit activity 

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

net

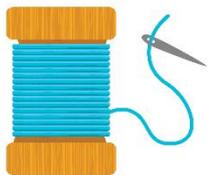


# How do we teach phonics?

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

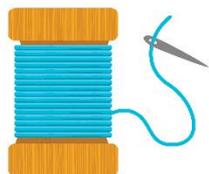
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My **bike** needs  
to be fixed.



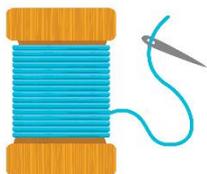
# ELS Progression

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>



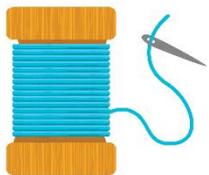
# ELS Progression

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>

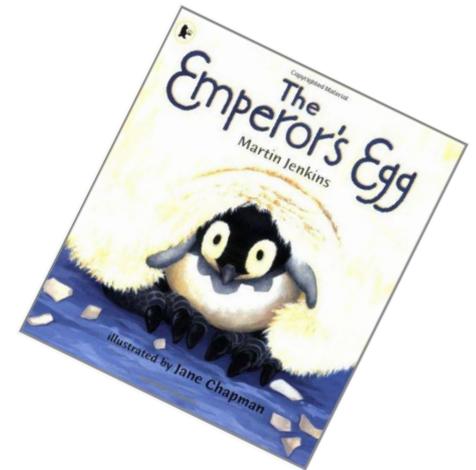
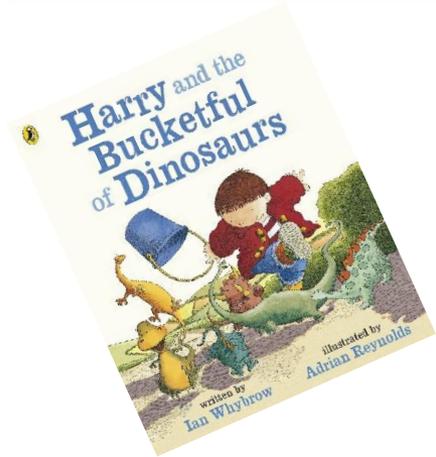


# Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story night.
- Reading a bedtime story every night to your child improves their outcomes.
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.



# Experience the joy of books.



# Enjoying Reading

- Children will benefit hugely from being read to, particularly books that they cannot read themselves which increase their vocabulary and aid their understanding of how stories are structured.
- Please share the book that your child brings home from the school library.
- There is no need to record this, simply return the book in the wallet the following week.
- Become a member of Ampthill Library.



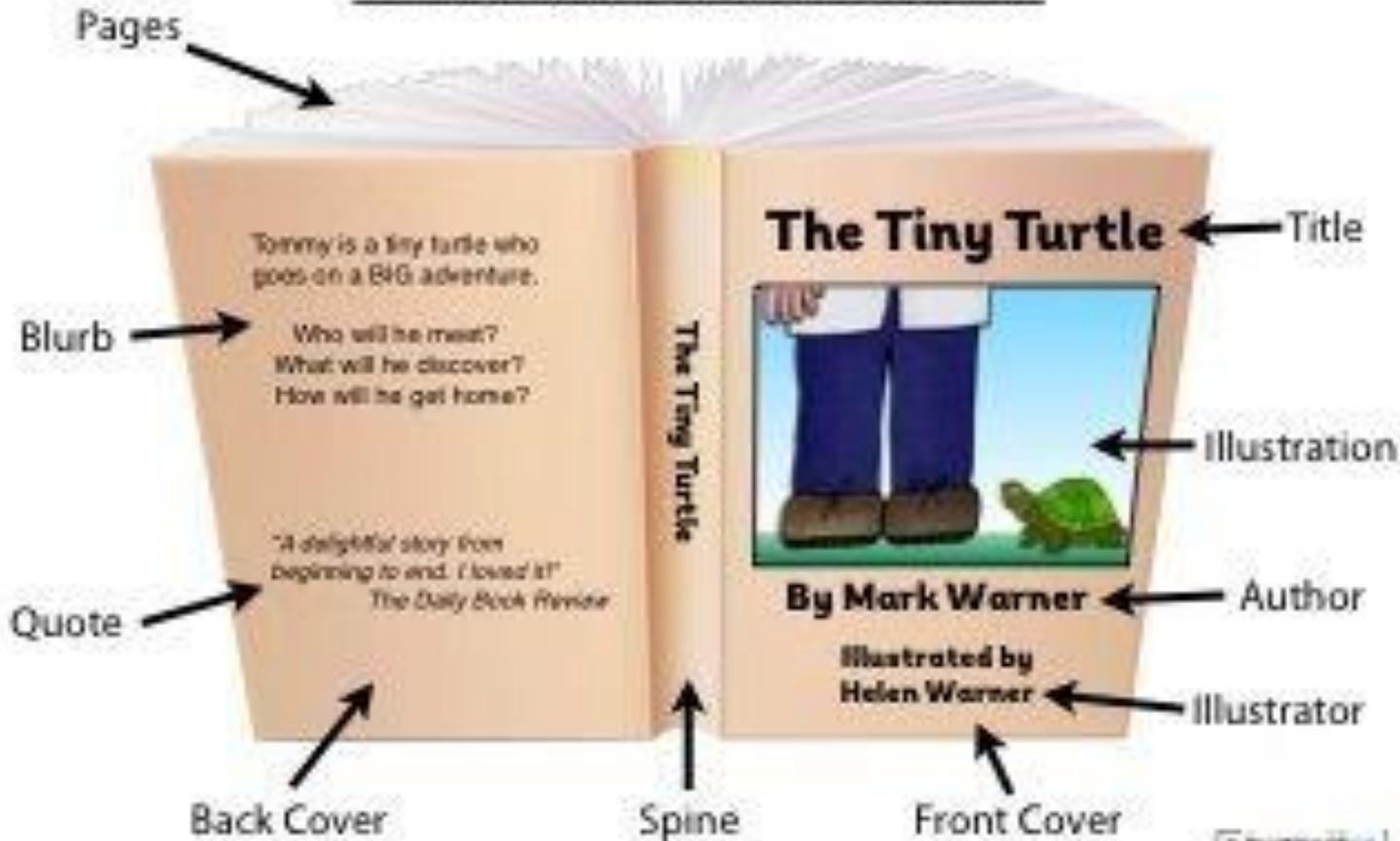
# Enjoying Reading

- Books
- Comics
- Newspapers
- Magazines
- Leaflets
- Catalogues
- Recipes
- Food labels
- Road signs
- Shop signs
- Instructions
- Shopping lists



# Developing an understanding and love of books.

## The Parts of a Book



# Engage in story times

- Story time at least once a day
- Key texts and voting stories
- Vocabulary
- Book corner in classroom
- Plot and problem
- Characters' feelings, actions and motives
- Familiarity – retell story with exact repetition and own words
- Stories linked to Maths



# Vocabulary

- Selected non-fiction texts are used to develop a deep familiarity with new knowledge and vocabulary.
- Learn rhymes, poems and songs.
- Use new vocabulary in different contexts.
- Vocabulary is explained in the context of a story.
- Word of the Week.

# Literacy Early Learning Goal

## Comprehension

The age related expectation by the end of the reception year is:

**Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**

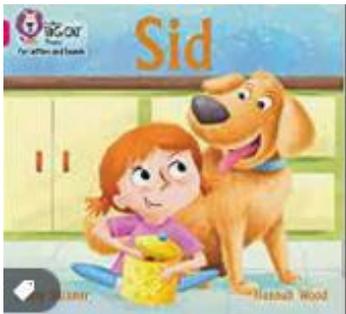
**Anticipate (where appropriate) key events in stories.**



**Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**

# Paired reading at school

- Every Friday the children will read a book that contains the sounds and 'harder to read and spell words' that they have been learning during the week.
- Children will take it in turns to read to their partner.
- Every Friday the children will take home a new book containing the sounds and 'harder to read and spell words' that they have been learning during the week.
- Every Friday an adult will count the number of 'reads' that have been recorded in the Reading Record that week.
- A star is awarded in the Reading Diary for at least **4** 'reads'.

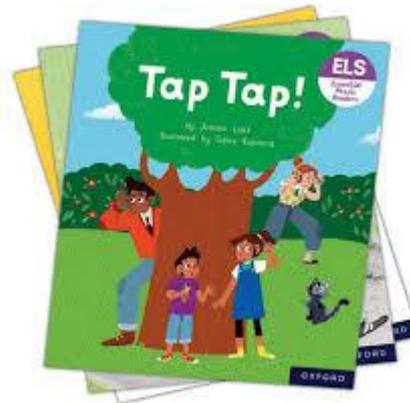
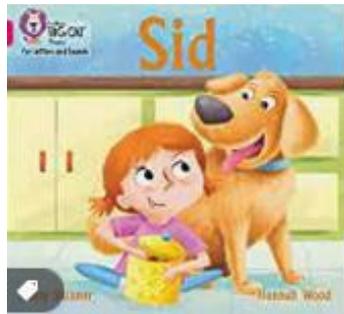


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4

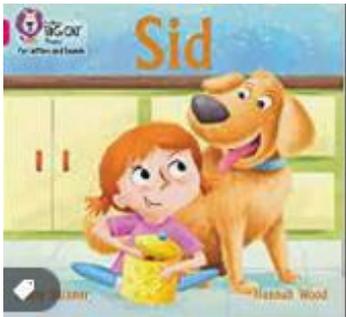
# Individual reading at school

- At school, children will read individually to an adult at least once a week. At least once a fortnight your child will read to their Class Teacher.
- Reading books and wallets should be in school every day, not just on a Friday.
- Comments will be recorded in the Reading Record indicating progress and next steps.
- Children hold their own book and point under the text with their finger.



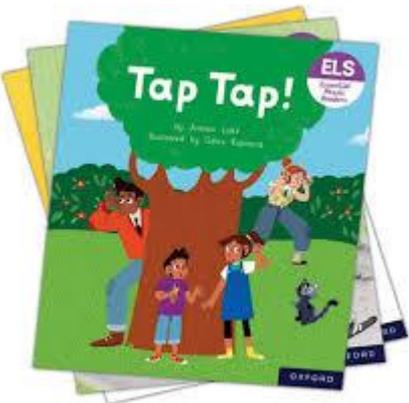
# Reading resources

- **1 decodable** book which will be changed once a week on Friday. This book should be read at least **4** times on **4 separate** dates – spaced repetition.
- Reading Record with instructions.
- Grapheme tiles.
- Harder to read and spell words.



Please use this Reading Record to keep us informed of your child's progress with reading at home.

- We will provide a reading book, which will be changed once a week.
- Please record the book title and write a comment; this will help us to monitor your child's reading.
- Practice makes perfect – please read at least **4+** times each week **at home**.
- Revisiting the same book will help to develop your child's decoding skills, fluency and expression.
- Please ensure that the reading wallet, reading book and Reading Record are in your child's school bag **every day**.
- At school, children will read to an adult at least once a week. At least once a fortnight your child will read to their Class Teacher. Comments will be recorded in the Reading Record.



ELS Essential Letters and Sounds  
RECEPTION/PRIMARY 1 | AUTUMN 1

GRAPHEME TILES

s	a	t
p	i	n
m	d	g
o	c	k

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ELS Essential Letters and Sounds  
RECEPTION/PRIMARY 1

push	was
her	my
you	they

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# Reading Record



I am a super reader!





I am a super reader!



Date	Book title	Page	Parent/Teacher Comments
	You read 12 times at home. ☺ PB		★
	[Redacted]		can read words in sets 1-5 Work on: ch th sh ng Word Boxes 6, 7 and consonant digraphs.
	[Redacted]		★ Well done [Redacted] Oes
	[Redacted]		★ Well done [Redacted] lovely blending we also did digraphs.
	Pick it up	PS	lovely sounding & blending ☺ K.H.
	Pick it up	ALL	Nice speedy sounding. Phase 3 Set 1-6 completed

Words to learn

Date	Book title	Page	Parent/Teacher Comments
27/2	Pick it up	ALL	lovely segmenting
28/2	Pick it up	ALL	Very good reading well done! ☺
	You have read 4 times. 55 ☺ Sid e1 Duck	1-10	★ Super sounding all and blending. Well done! Mrs Sawery ☺
1/3/23	Sid e1 Duck	ALL	read very well ☺
2/3/23	Sid e1 Duck	ALL	Beautiful reading & phase 3 word boxes done.

Words to learn

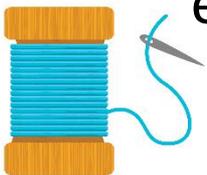
# Supporting your child with reading at home

- 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

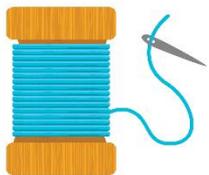


# Supporting your child with reading at home

We want children to create a strong orthographic map. This means that they learn sounds spelt by the letters or groups of letters in each word.

To read fluently, or well, we need a strong orthographic map.

To consistently recognise that the <ph> in dolphin spells /f/ we need to read it at least 4 times. This means we need to read the word many times to build fluency for reading.



# Pronouncing pure sounds

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

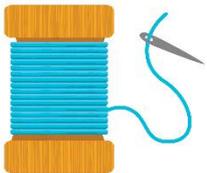
**c a t**

**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.



# Why read a book 4 times?

- Day 1 - read using decoding skills, sounding out as necessary.
- Day 2 - read with more fluency and accuracy – minimal sounding out.
- Day 3 - read with intonation and expression.
- Day 4 – read with fluency, expression and comprehension, discussing content of the book.
- Any extra ‘reads’ are a bonus!



# Reading Early Learning Goal

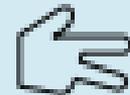
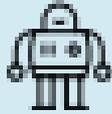
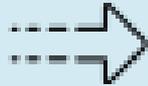
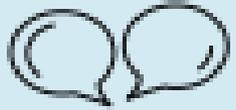
## Word Reading

The age related expectation by the end of the reception year is:

**Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**



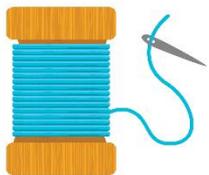
# Supporting your child with writing at home



You can use the spelling sequence with your children at home to support them with their writing. Say the word – warm it up – stretch the word – robot talk the word – blend the word – count the sounds within the word – say the word.

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!



# Correctly formed letters

Grapheme	Picture	Rhyme
s		snake – swerve around the snake
a		ant – around the head, down the body
t		teacher – down her body and cross her shoulders
p		parrot – down his body, around his face
i		inventor – down her body, spot her idea

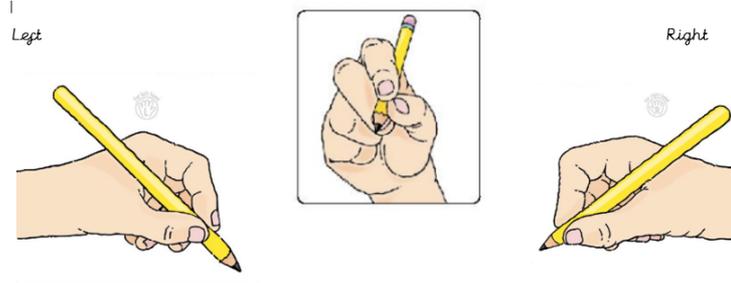
# Physical Development

## Early Learning Goal

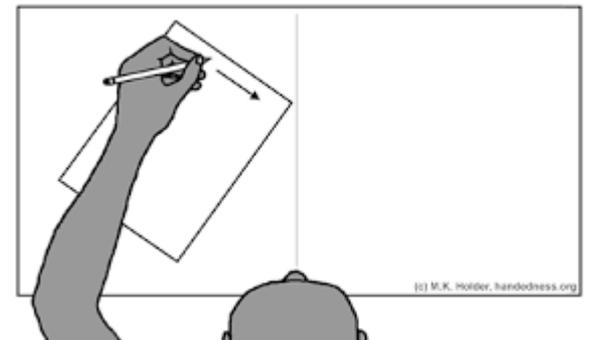
### Fine Motor Skills

The age related expectation by the end of the reception year is:

**Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.**



*First your pointer, then your thumb,  
Give a little squeeze,  
Hide the others underneath,  
And writing is a breeze.*



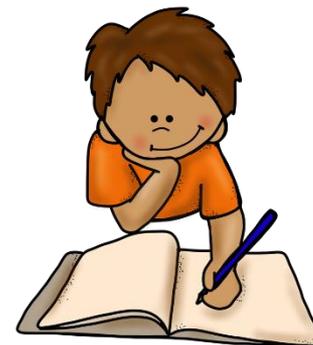
# Literacy Early Learning Goal

## Writing

The age related expectation by the end of the reception year is:

**Write recognisable letters, most of which are correctly formed.**

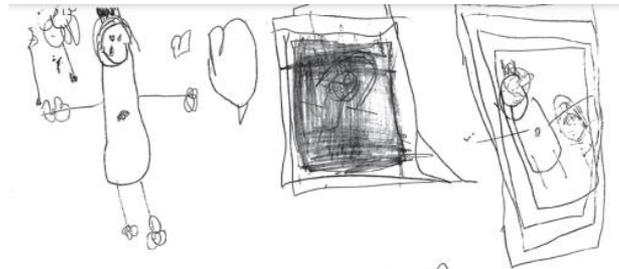
**Spell words by identifying sounds in them and representing the sounds with a letter or letters.**



# Children's attempts at writing

Encourage children to 'use their phonic sounds' when writing.

Celebrate all attempts at writing.



I went to  
London I saw a horse  
bong I went to  
the moose  
m



# Literacy Early Learning Goal

## Writing

The age related expectation by the end of the reception year is:

**Write simple phrases and sentences that can be read by others.**



On saturday I  
Went to the  
met rodoom.  
I swam and played wivser  
I went on the slide.

# Learning logs/Show and tell

- Alternate weeks: Learning Logs or Show and Tell item linked to a theme.
- Children enjoy talking about their learning and listening to other children.
- Personalised learning – can be 3D.
- Instructions and dates are provided. These are voluntary tasks.
- A trophy is awarded to two children who create a winning Learning Log. The trophy is kept for 1 week.

# Learning Logs

- Talk about ideas together.
- **What can your child do independently?**
- Take and print photographs.
- **Cut** out photographs or pictures.
- **Glue** photographs or pictures in place.
- **Draw** and colour their **own** pictures.
- Use felt-tips and paints on a **separate** piece of paper.
- Have a go at their **own** writing and read it back to check that it makes sense.

# Writing in Learning Logs

- Write a few labels or one sentence.
- Use phonic sounds and knowledge of harder to read and spell words to write sentences.  
E.g. *We went to the park. It was fun.*
- Use a **grey pencil**.
- Refer to the grapheme information sheets for help with letter formation. These will be sent home as new sounds are taught.
- Use a capital letter at the beginning of the sentence and for names/places.
- Leave finger spaces between words.
- Finish a sentence with a full stop.
- Alternatively annotate for your child.

Grapheme	Picture	Rhyme
s		snake - snake around the snake
a		ant - around the head, down the body
t		teacher - down her body and cross her shoulders
p		parrot - down his body, around his feet
i		ice cream - down her body, up her legs

# Questions

