

ELS Essential Letters and Sounds

developed by Knowledge Schools Trust

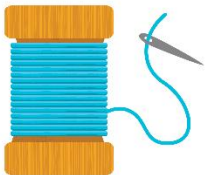
Getting all children to
read well, quickly.



OXFORD

What are we going to cover?

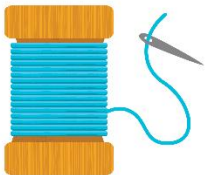
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home
- Year 1 Phonics Screening Check
- Year 2 – ELS Essential Spelling



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'.

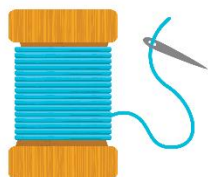
Trigraph: three letters making one sound. For example, /igh/ in the word 'night'.

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?

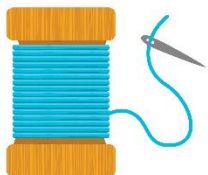
Essential Letters and Sounds (ELS) is our chosen phonics programme

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



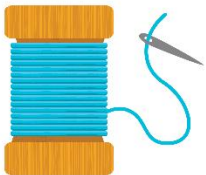
How do we teach phonics?

- 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 through to the end of Year 1. Year 2's then move on to the ELS Spelling scheme.



How do we teach phonics?

- Phonics throughout the day to review
- Lots of opportunities for oral blending- /c/ /oa/ /t/
- We teach the 'code' for reading, alongside teaching vocabulary.

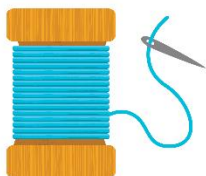
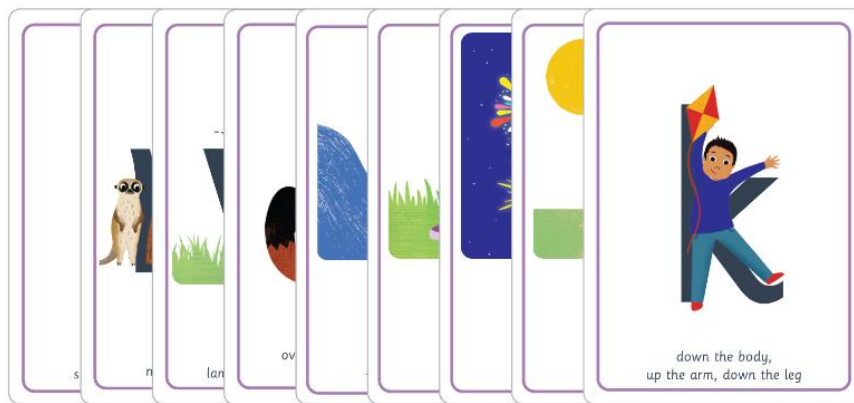


How do we teach phonics?

Review

Are you ready for a challenge?

Let's see how quickly we can say the
sounds represented by the graphemes.

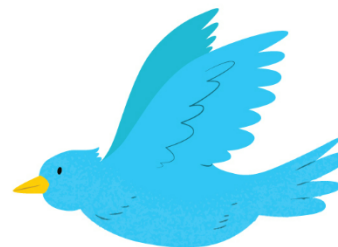


How do we teach phonics?

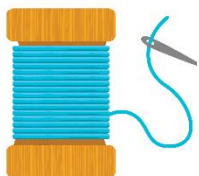
Teach

These objects all have the /ng/ sound in.

ng




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



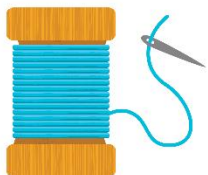
How do we teach phonics?

Practise


Quit activity 

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

net

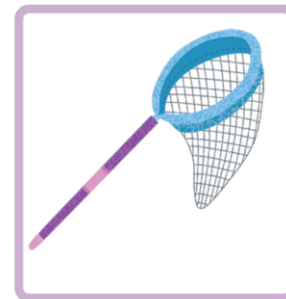


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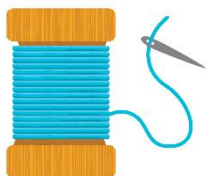
How do we teach phonics?

Apply

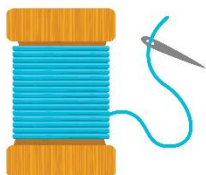
Quit activity 

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

Her friend said it
was sweater
weather.

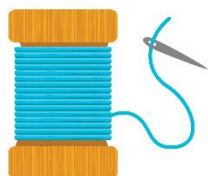


How do we teach phonics?



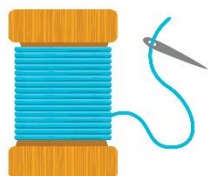
ELS Progression

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



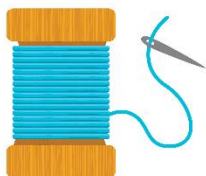
ELS Progression

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

- 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.



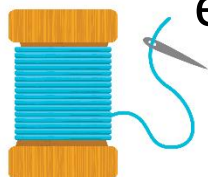
Supporting your child with reading at home

- 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

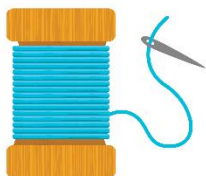


Supporting your child with reading at home

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 <ea> in bread spells /e/ we need to read it at least 4 times. This means we need to read the word many times to build fluency for reading.

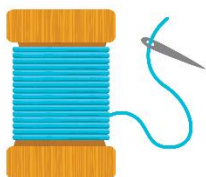


Supporting your child with reading at home

Books are changed on Day 5.

This is not necessarily Friday, as it depends when we completed the Day 1 session!

We will only change books once a week, as we must ensure children are on the correct reading book set according to what they have been taught.



Pronouncing pure sounds

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

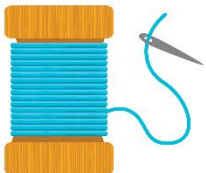
c a t

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.



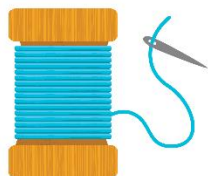
Supporting your child with writing at home



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!



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Essential Letters and Sounds The Phonics Screening Check



What is the PSC?

- Phonics Screening Check is a statutory assessment conducted in the Summer Term of Year One.
- Introduced in 2011, to ensure that all children have learnt phonic decoding to an age-appropriate standard.
- The aim of the PSC was to encourage all schools to pursue a rigorous phonics programme for all children from the start of primary school.

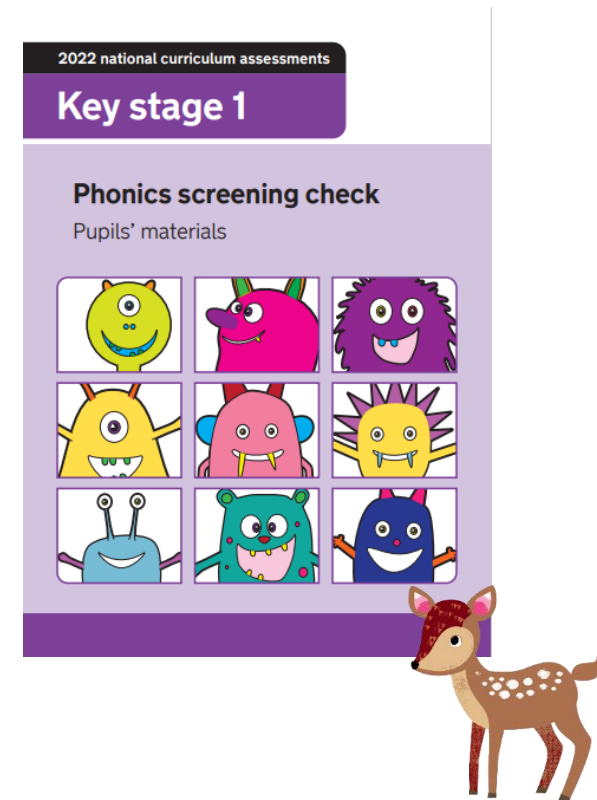


What does the PSC assess?

40 words

Section 1: 8 real words and 12 pseudo words

Section 2: 12 real words and 8 pseudo words



Key Information

- Pseudo words, are not real words. In the assessment, these words will have an alien image next to them.
- All accents will be taken into account when the child is answering.
- Any pronunciation difficulties will be taken into account.
- Your child's final answer is what we will take.



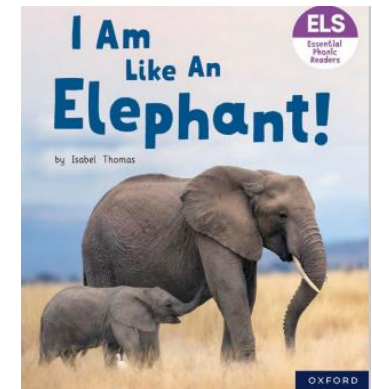
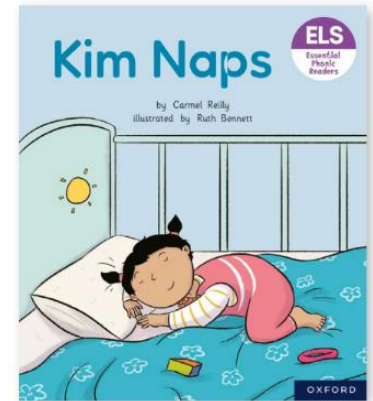
How does ELS support the PSC

- We focus on teaching children to read and to have access to books and text.
- ELS teaches children vocabulary and ensures that children have meaning and context for language.
- Teachers accuracy, fluency and confidence.
- Accurate assessment ensures that you know where every child is.



How can you help at home?

- Listen to your child read 3 times a week minimum
- Watch the online pronunciation videos
- If your child is finding it hard to read a word, help them break words down into individual sounds and then blend them together to read the word.



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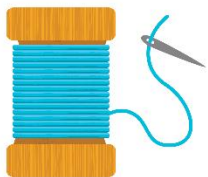
Essential Spelling

What is ELS Essential Spelling?

This is a brand-new scheme published in August 2023 to follow on from Essential Letters and Sounds for Year Two.

This scheme is designed to revisit the orthographic map that children have been taught throughout Reception and Year One from a spelling focus.

It also follows the National Curriculum Appendix and teaches grammar and spelling patterns that children need to know by the end of KS1.

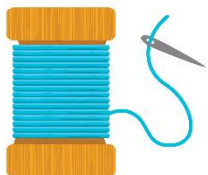


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This is a brand-new scheme published in August 2023 to follow on from Essential Letters and Sounds for Year Two.

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How are these lessons taught?

Pupils are taught 3 ELS Essential Spelling lessons a week. We call this Day 1 to 3.

We have designed two other sessions for Year 2 to practise other skills for Day 4 and Day 5.

Day 4 currently focusses on reading comprehension, where they will read texts and answer questions about it. This will improve their understanding of what they read and of types of questions they could get asked about a text.

Day 5 is currently focussing on maths basic skills, and children complete counting, number bonds and times tables practise.

How are these lessons taught?

Teach

Today we are going to look at the different spellings for the /j/ sound.

j

jellyfish

g

giraffe

ge

barge

dge

bridge

How are these lessons taught?

Apply

Now complete the page in your Apply Book.




AUTUMN 1 WEEK 2 | DAY 1

Focus spelling: g

Circle the spelling in the sentence below

Stroke the ginger kitten gently.

Spell the words

.....

Spellichecker

The cage held a bird.

There was a jem on the floor.

Please turn the paje.

The spellings for j/

<j> jellyfish <g> giraffe <ge> barge <dge> bridge

Words to write: gem, bark, cage

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Questions

If you have any questions about your child's phonics, or their reading and writing skills, please contact your class teacher.

