ELS Essential Letters and Sounds

developed by Knowledge Schools Trust

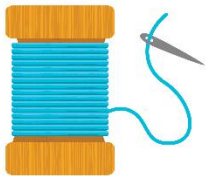
Getting all children to read well, quickly.



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



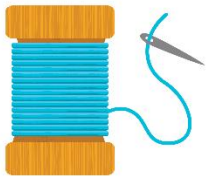


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What is Phonics?

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).





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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 '**sh**op'.

Trigraph: three letters making one sound. For example, /igh/ in the word 'n**igh**t'.

Split digraph: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'c**a**k**e**'.

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Phoneme vs Grapheme



Grapheme = written

Phoneme = sound

Digraph





Two letters make one sound

Trigraph





Three letters make one sound

Split digraph



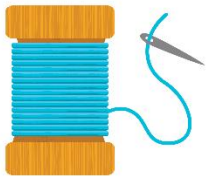


Two vowels split by a consonant

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.

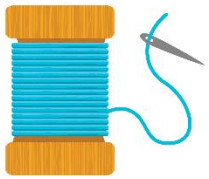




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How do we teach phonics?

- 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





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How do we teach phonics?

ELS Essential Letters and Sounds

Teach

These objects all have the /ng/ sound in.

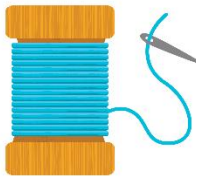
ng







ng … ng … ring
ng … ng … wing
ng … ng … sing





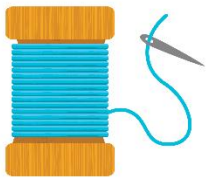
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How do we teach phonics?

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





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How do we teach phonics?

Essential Letters and Sounds

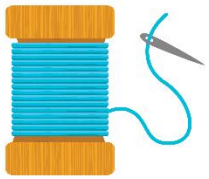
Apply

Quit activity

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

Her friend said it was sweater weather.



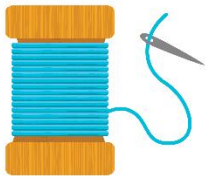




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ELS Progression

Phase 1*	Phase 2	Phase 3**
Nursery/Pre-School Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	*Reception Autumn 1* • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	*Reception Autumn 2, Spring 1 and Spring 2* • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2

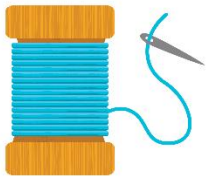




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ELS Progression

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
Reception Summer 1 • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	*Reception Summer 2* • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words *Year 1 Autumn 1 and 2* • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words *Year 1 Spring 1 and 2* • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4	*Year 1 Summer, Year 2 and Key Stage 2* • 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

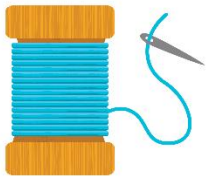




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Supporting your child with reading at home

- 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.



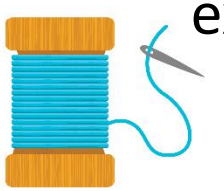


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Supporting your child with reading at home

- Children are sent home a book that is fully decodable **every Friday**
- 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



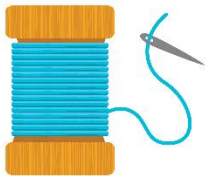


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Supporting your child with reading at home

- On a Friday your child will be sent home with:
  - 1 decodable book that needs to be read 4 times
  - 1 or 2 sharing books – read with a parent
  - Have access to the e-library

- Books must be returned to school on a **Wednesday**
- The same books sent home are the books utilised in the classroom and it will impede others using them if not returned on time.





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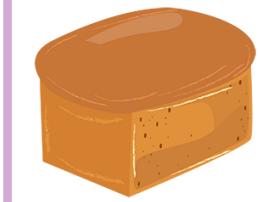
Supporting your child with reading at home

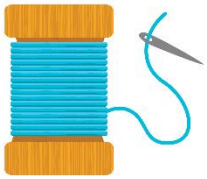
To read fluently we need a strong orthographic map.

e	ea

<ea> /e/	<ea> /ee/
heather	steam
weather	dreamer

bread







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Harder to Read and Spell Words

Progression in Harder to Read and Spell Words (HRS)

These words can be more difficult to sound out because they can contain unusual letter-sound correspondences. We focus on these words in Reception, Year 1 and Year 2 and we want to learn to read and spell these words. Please practise these at home.

List 1	List 2	List 3	List 4	List 5	List 6	List 7
Reception / Year 1 focus						
I	he	they	said	oh	please	here
the	she	all	so	their	once	sugar
no	buses	are	have	people	any	friend
put	we	ball	were	Mr	many	because
of	me	tall	out	Mrs	again	*says*
is	be	when	some	your	who	*school*
to	push	what	come	ask	whole	*our*
go	was	*today*	there	should	where	
into	her	*by*	little	would	two	
pull	my	*full*	one	could		
as	you		do	asked		
his	*do*		children	house		
a	*has*		love	mouse		
				water		
				want		
				very		

Read by the end of reception

Harder to Read and Spell Words

Progression in Harder to Read and Spell Words (HRS)

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put	we	ball	were	Mr	many	because
of	me	tall	out	Mrs	again	*says*
is	be	when	some	your	who	*school*
to	push	what	come	ask	whole	*our*
go	was		there	should	where	
into	her		little	would	two	
pull	my		one	could		
as	you		do	asked		
his	*do*		children	house		
	has		love	mouse		
				water		
				want		
				very		

Spelt by the end of reception

Harder to Read and Spell Words

Progression in Harder to Read and Spell Words (HRS)

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of	me	tall	out	Mrs	again	*says*
is	be	when	some	your	who	*school*
to	push	what	come	ask	whole	*our*
go	was	*today*	there	should	where	
into	her	*by*	little	would	two	
pull	my	*full*	one	could		
as	you		do	asked		
his	*do*		children	house		
a	*has*		love	mouse		
				water		
				want		
				very		

Read by the end of Year 1

Harder to Read and Spell Words

Progression in Harder to Read and Spell Words (HRS)

These words can be more difficult to sound out because they can contain unusual letter-sound correspondences. We focus on these words in Reception, Year 1 and Year 2 and we want to learn to read and spell these words. Please practise these at home.

List 1	List 2	List 3	List 4	List 5	List 6	List 7
Reception / Year 1 focus						
I	he	they	said	oh	please	here
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is	be	when	some	your	who	*school*
to	push	what	come	ask	whole	*our*
go	was	*today*	there	should	where	
into	her	*by*	little	would	two	
pull	my	*full*	one	could		
as	you		do	asked		
	do		children	house		
a	*has*		love	mouse		
				water		
				want		
				very		

Spelt by the end of year 1

My room in the house was upstairs.
I slept on the top bunk.



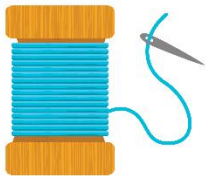
Pronouncing pure sounds

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.





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t



down her body and
cross her shoulders



https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/?fbclid=IwAR0XQsezraqQYfjxLeeM3lQ90MeQBGc1Z2_DIBDbYaw9WRXTvLELYHusggs

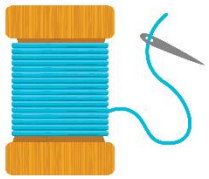
Supporting your child with writing at home



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!



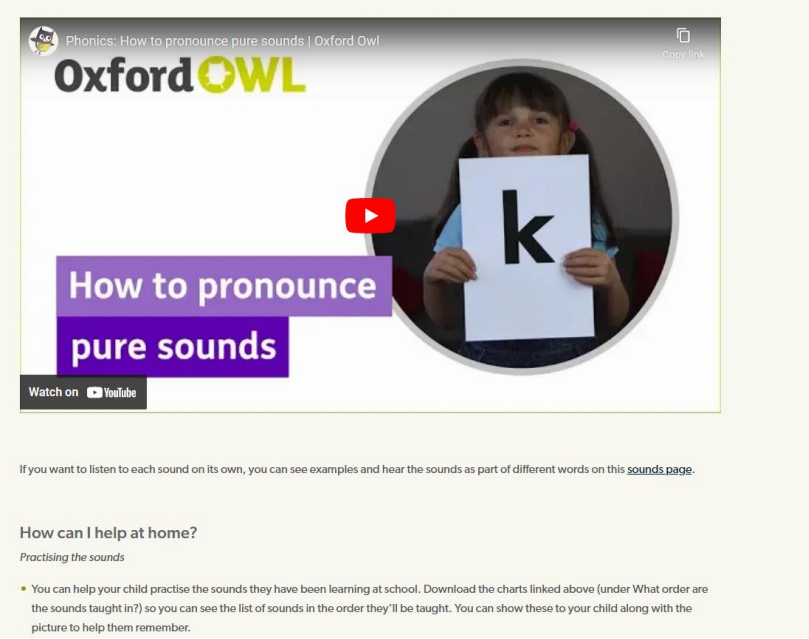


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Useful websites

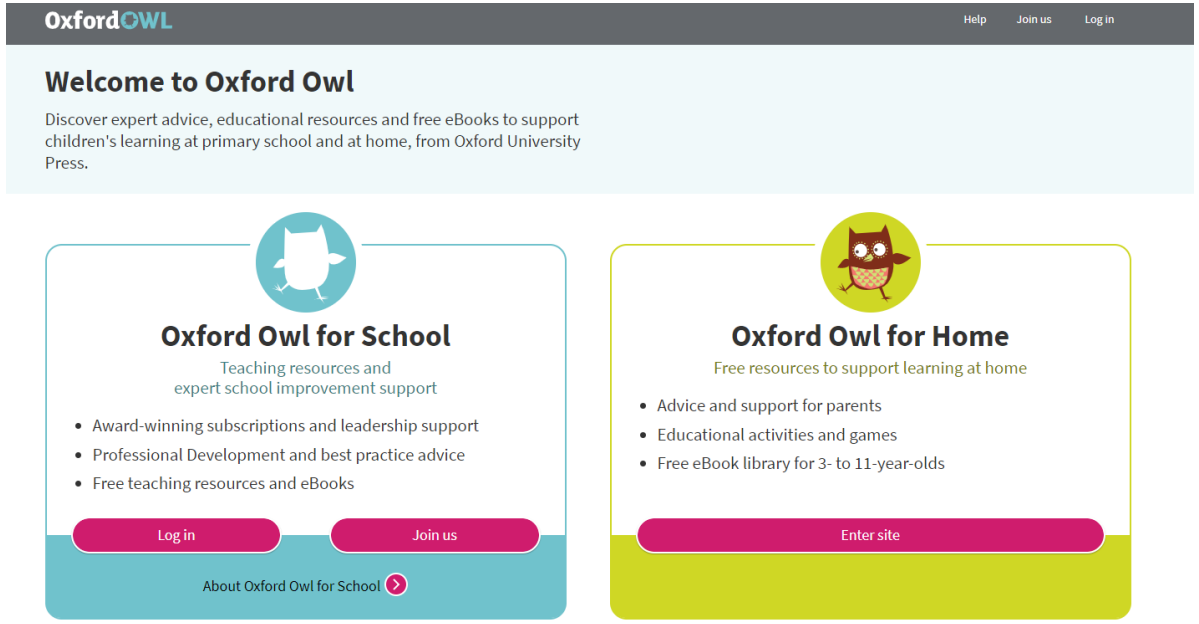
- Oxford owl for parents – videos of the sounds and how to blend with your child

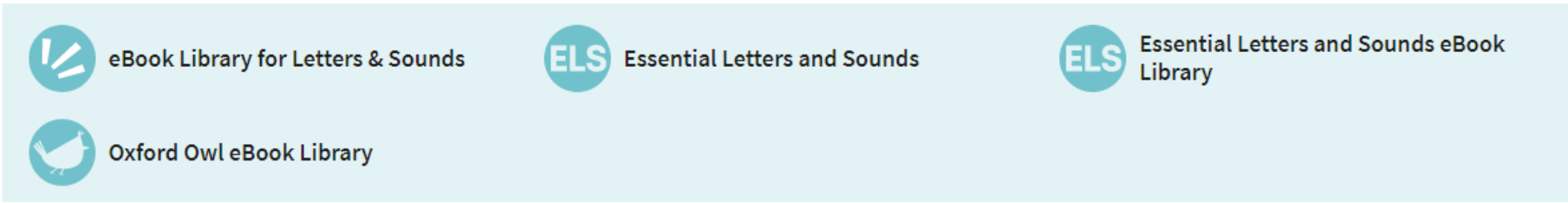
https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/?fbclid=IwAR0XQsezraqQYfjxLeeM3lQ90MeQBGc1Z2_DIBDbYaw9WRXTvLELYHusggs



E-library

https://www.oxfordowl.co.uk/?selLanguage=en&mode=hub

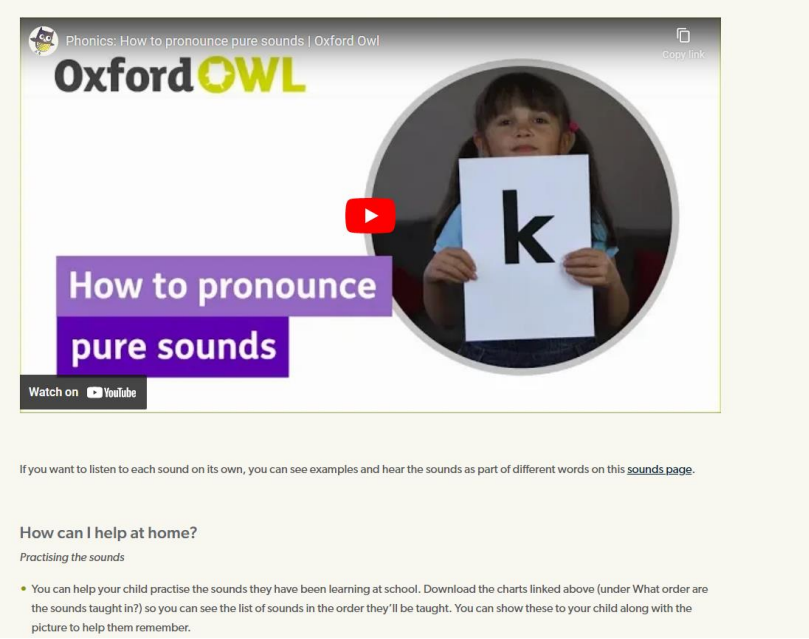




Recap

- Oxford owl for parents – videos of the sounds and how to blend with your child

https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/?fbclid=IwAR0XQsezraqQYfjxLeeM3lQ90MeQBGc1Z2_DIBDbYaw9WRXTvLELYHusggs



ELS Essential Letters and Sounds

Questions?

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