

ELS Essential Letters and Sounds

developed by Knowledge Schools Trust

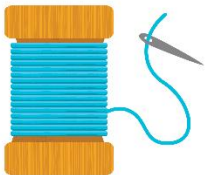
Getting all children to
read well, quickly.



OXFORD

What are we going to cover?

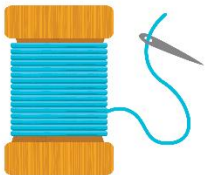
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home



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'.

Phoneme vs Grapheme



O



ck

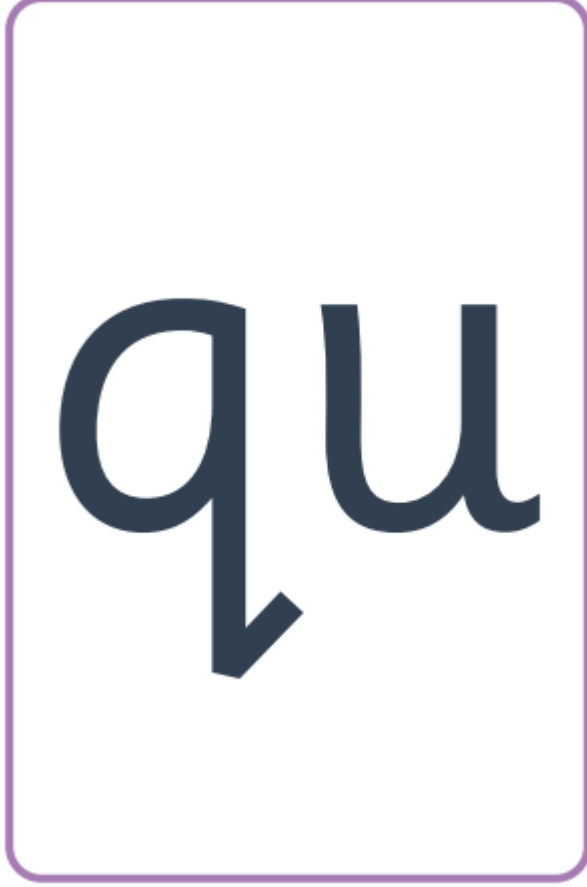
Grapheme = written

Phoneme = sound

Digraph



ck



qu

Two letters make one sound

Trigraph

igh

air

Three letters make one sound

Split digraph



a-e



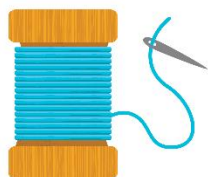
e-e

Two vowels split by a consonant

What is ELS?

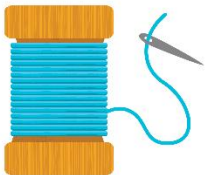
Essential Letters and Sounds (ELS) is our chosen phonics programme

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



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?

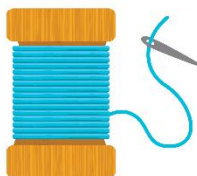
Teach

These objects all have the /ng/ sound in.

ng



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



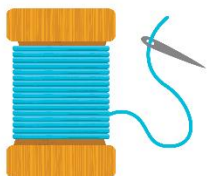
How do we teach phonics?

Practise

Quit activity 

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

net

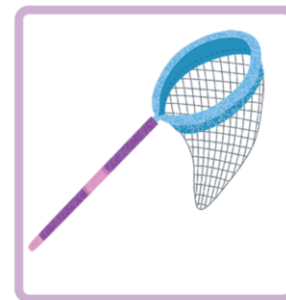


Practise

Quit activity 

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

net



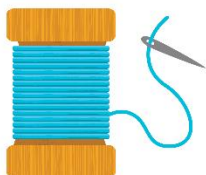
How do we teach phonics?

Apply

Quit activity 

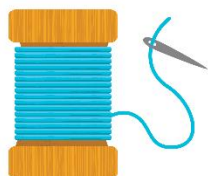
Read the sentence. Click on the icon to reveal the picture.

Her friend said it
was sweater
weather.



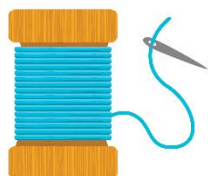
ELS Progression

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



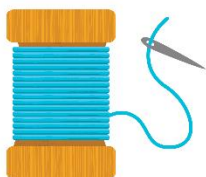
ELS Progression

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



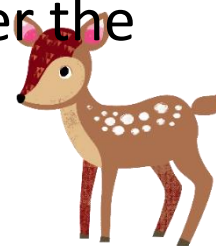
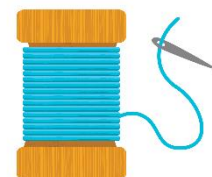
Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story every 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 sent home **1** book that is fully decodable **every Friday**
- Your child should be able to read this book confidently by the end of the following week
- We want them to practise reading their book **4 times across the week** working on these skills:
 - decode
 - fluency
 - expression
- We use pure sounds when decoding words (no 'uh' after the sound)



Supporting your child with reading at home

- On a **Friday** your child will be sent home with:
 - 1 decodable book that the child should reread at least 4 times – REPETITION is key!
 - 1 sharing book – read with an adult or a fluent reader
 - 1 library book – read with an adult or a fluent reader
 - 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.



Supporting your child with reading at home

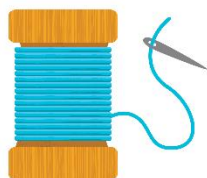
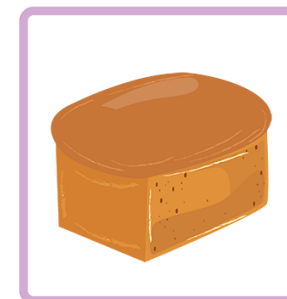
To read fluently we need a strong orthographic map.

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

e

ea

bread



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



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

Harder to Read and Spell Words

of

people



Reception Word Ladders

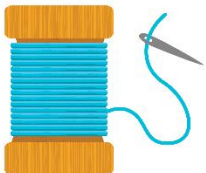
Word Ladder 1	Word Ladder 2	Word Ladder 3
I	he	they
the	she	all
no	buses	are
put	we	ball
of	me	tall
is	be	when
to	push	what
go	was	
into	her	
pull	my	
as	you	
his		

Year 1 Spelling Words

Currently year 1 are reviewing reception words within the classroom and after half term they will send home communication on how the spelling word lists will work

Reading Records

Teachers will write the name of the phonics book in your child's reading record. This will be the phonics decodable book. Your child will come home with 1-2 sharing books and these will not be recorded as a title.



Pronouncing pure sounds

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

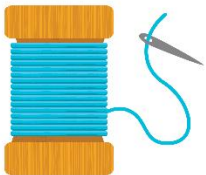
c a t

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.



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

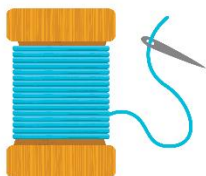
Supporting your child with writing at home



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

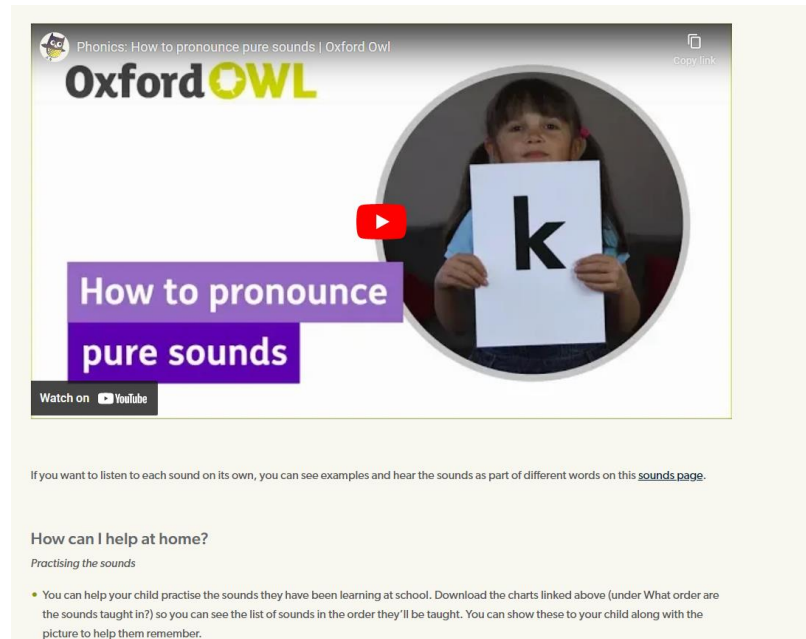
We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense!



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

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Questions?

Mrs. Melissa Humphries
Lead Assistant Head

Mrs. Callie Doran
Early Reading Lead

Mrs. Alice Laffoley-Green
English Leader of Learning

info@collis.Richmond.sch.uk

