

# 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?

**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'.



p

ee



igh



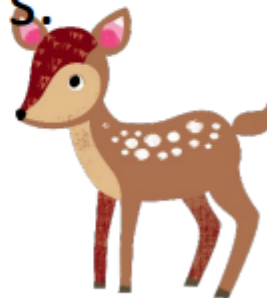
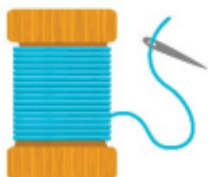




## What is ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words.

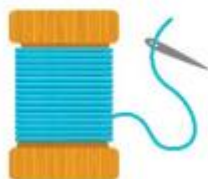
Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers.





## How do we teach phonics?

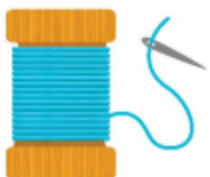
- We use a simple, consistent approach to teaching phonics.
- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.
- All children are supported within the lesson to use their new phonic knowledge independently.
- In every single ELS lesson, your child will make the direct application to reading.





## How do we teach phonics?

- Daily Phonics sessions- these start from the beginning of Reception
- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- c/oa/t
- Main focus is on word recognition. However, new vocabulary is also given and explained in every lesson.
- Opportunities for writing- new grapheme, words and sentences.



# An ELS lesson

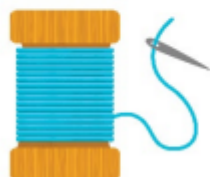
<https://essentiallettersandsounds.org/app/training/>

(Year 1 Lesson Phase 5 Alternatives Autumn 2)



# ELS Progression

Phase 1*	Phase 2	Phase 3**
<i>Nursery/Pre-School</i> Seven aspects: <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>	<i>Reception Autumn 1</i> <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>	<i>Reception Autumn 2, Spring 1 and Spring 2</i> <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>

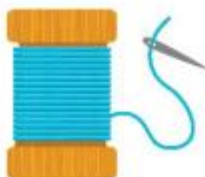






# ELS Progression

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<i>Reception Summer 1</i> <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>	<i>Reception Summer 2</i> <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> <i>Year 1 Autumn 1 and 2</i> <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> <i>Year 1 Spring 1 and 2</i> <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>	<i>Year 1 Summer, Year 2 and Key Stage 2</i> <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>



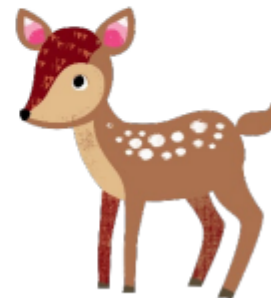
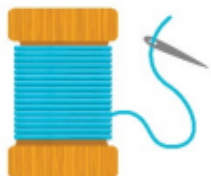


## Supporting your child with reading at home

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.



# Reading at Home

- Decodable text (white sticker) which is entirely decodable and based on Phonics teaching in class 4X a week
- Sharing text (ORT colour book bands) Practising application of phonics and developing fluency, expression and comprehension skills 2X a week
- Library book (reading for pleasure)
- E-library (ELS online library) Decodable texts allocated to your child via their class teacher – set as an additional resource/home learning
- <https://www.oxfordowl.co.uk/for-students/student-home> (e-library example) Sign in card with username/pw in reading diary

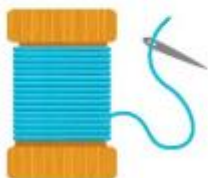


## Pronouncing pure sounds

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

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.





# **Links to Phonics Page on our website**

Phase 2 Pronunciation <https://vimeo.com/753929025/5eaa45c0aa>

Top tips for reading at home <https://www.youtube.com/watch?v=9TC8c2se0xs>

# Questions

