

# ELS Essential Letters and Sounds

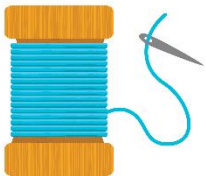
developed by Knowledge Schools Trust

Getting all children to  
read well, quickly.



# What are we going to cover?

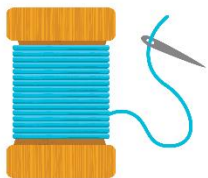
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home



# 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'.

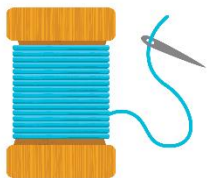
**Trigraph:** three letters making one sound. For example, /igh/ in the word 'night'.

**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?

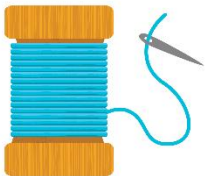
Essential Letters and Sounds (ELS) is our chosen phonics programme

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



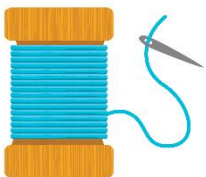
# How do we teach phonics?

- 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



# 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?

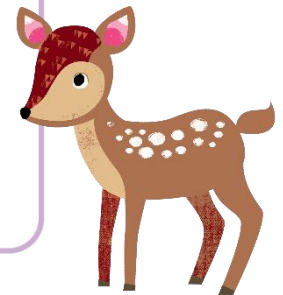
In ELS we do not ask children questions before we have taught them.

For example, when teaching a new sound, rather than asking children if they know any words with the sound in - we give the children 3 words that contain that sound. You can try this with your children at home.

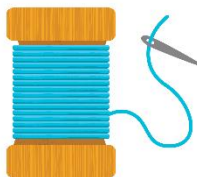
## Teach

These objects all have the /ng/ sound in.

ng



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





# How do we teach phonics?

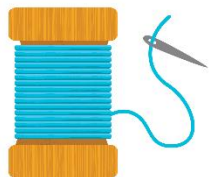
The new teaching is always highlighted so that it is easy for all children to see where the new GPC they have been taught is located. First we say the new sound, then we find it in the word. Finally, we decode and blend. Children have as much or as little support as needed. We want every child to feel confident and successful at each step.

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?

In the beginning of Reception, we learn to read words and then captions, phrases and sentences. As children learn more of the code of our language we are able to build more complex sentences for them to read.

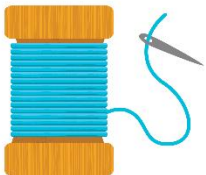
Here we have a sentence from Year One. We build the code for the children and as this knowledge grows we are able to read more complex sentences.

Apply

Quit activity 

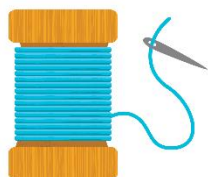
Read the sentence. Click on the icon to reveal the picture.

Her friend said it  
was sweater  
weather.



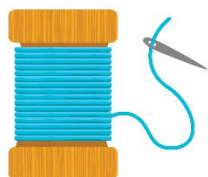
# ELS Progression

Phase 1*	Phase 2	Phase 3**
<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>



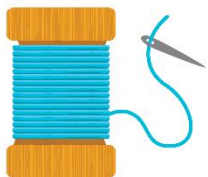
# ELS Progression

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.



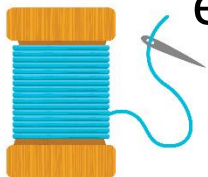
# Supporting your child with reading at home

- 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

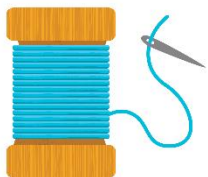


# Supporting your child with reading at home

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.



# Pronouncing pure sounds

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

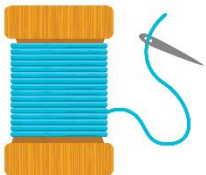
c a t

not

cuh a tuh

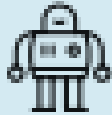
If we mispronounce these sounds we will make reading harder for our children.

There are videos for this on our school website where you can hear the correct pronunciation of the sounds.





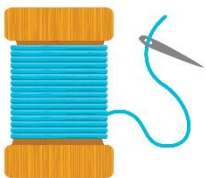
# Supporting your child with writing at home



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!



# Home Reading.....



- Each Friday your child will bring home 1 x decodable book and 1 x book share. They will also be allocated a decodable ebook to access online.
- To best support us we ask that the children read the 2 x decodable texts provided by school **four times** across the week.
- Spending just **10 minutes** a day reading with your child will hugely support them on their journey to becoming an independent reader.

## Tips For Reading at Home.....

### 10 minutes is all it takes!

- Make it an event and establish a routine - quiet, relaxed space with few distractions.
- *'Read'* the pictures
- Explain new vocabulary
- Ask questions – what's happening? What will happen next?
- Make connections – have conversations about what you're reading and how it relates to your child's life.
- Focus on feelings of characters
- Embrace reading the same books (over and over again!)
- Celebrate success
- **Keep it fun** – silly voices and lots of expression are always appreciated!



**“You can find magic  
wherever you look.  
Sit back and relax,  
all you need is a book.”**

**- Dr. Seuss**



*Reading for pleasure* is more important for children's cognitive development than their parents' level of education .....and is a more powerful factor in life achievement than socio-economic background.

Sullivan and Brown (2013)

# Why Reading at a Young Age Matters

The evidence is overwhelming. Introducing a child to reading gives them one of the most important personal habits they'll need to have a successful career and a happy, productive life.

"First, it is difficult to overstate the importance of getting children off to an early successful start in reading."<sup>1</sup>

—What Reading Does for the Mind



Children without basic literacy skills when they enter school are **3–4 times** more likely to drop out later.<sup>3</sup>



Reading to a child in an interactive style raises his or her IQ by over **6 points.**<sup>3</sup>



15 minutes / day of independent reading can = **1 million+** words in a year.<sup>2</sup>

Daily reading to children puts them almost **1 year** ahead of those who are not being read to.<sup>4</sup>

The impact of **READING** 20 minutes per day

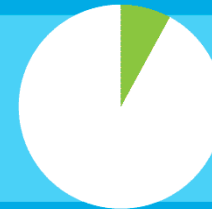


A **CHILD** Who **READS**



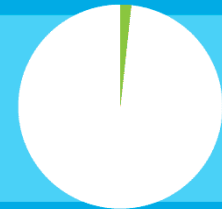
**20 MIN**

is exposed to **1.8 MILLION** words per year



**5 MIN**

is exposed to **282.000** words per year



**1 MIN**

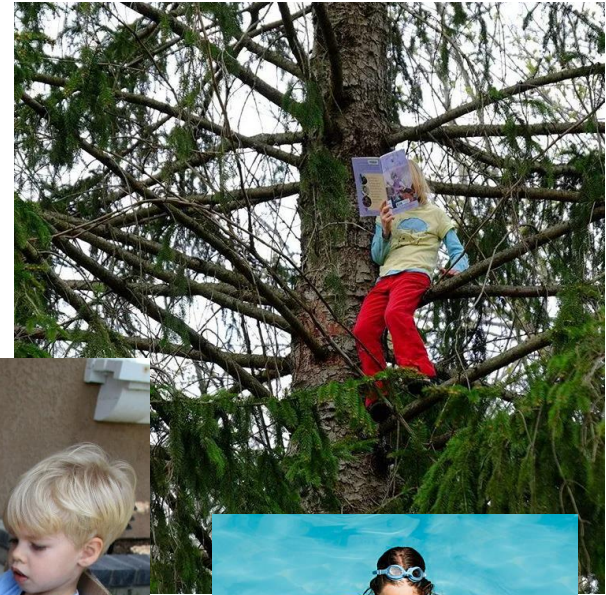
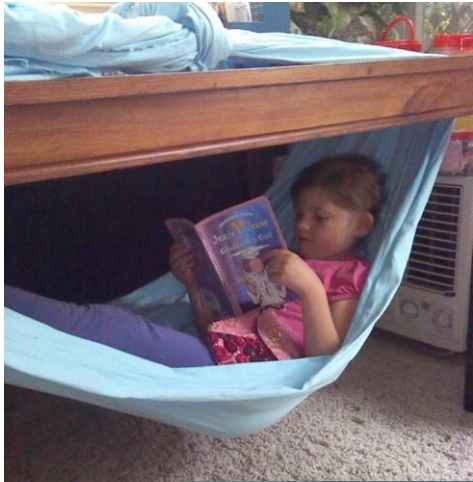
is exposed to **8.000** words per year

# Reading to your child is **powerful!**

Regularly reading to a young child has astonishing benefits: comfort and reassurance, confidence and security, relaxation, happiness and fun. Giving a child time and full attention when reading them a story tells them they matter. It builds self-esteem, vocabulary, feeds imagination and even improves their sleeping patterns.

The National Literacy Trust







Any questions please come  
and speak to us.

