

ELS Essential Letters and Sounds

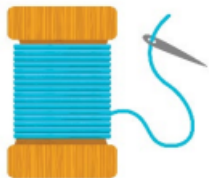
developed by Knowledge Schools Trust

Getting all children to
read well, quickly.



What are we going to cover?

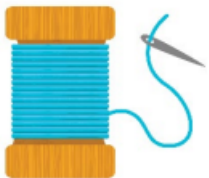
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home



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? (Terminology)

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.

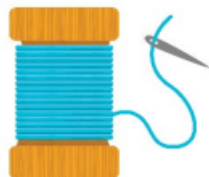
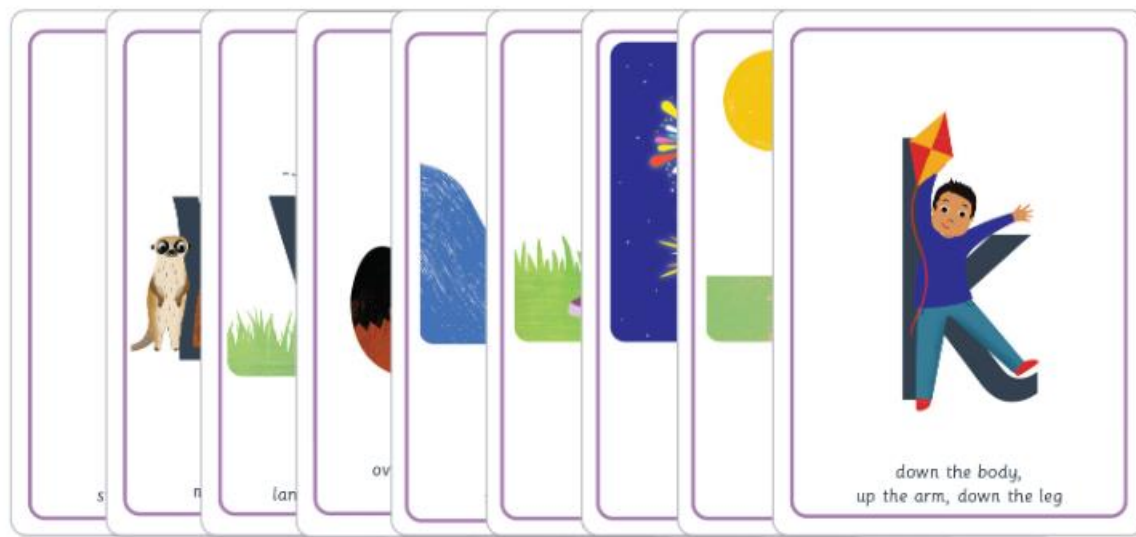
Digraph: two letters making one sound. For example, /sh/ in the word 'shop'.

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'.

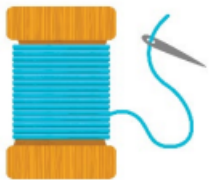
What is Phonics?

A method of learning to read and spell.



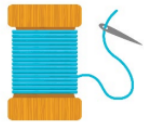
What is ELS?

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.



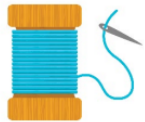
How do we teach phonics?

- 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
- 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.



How do we teach phonics?

The next few slides will show you an example lesson:

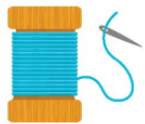
ELS Essential Letters and Sounds
Developed by Knowledge Schools Trust

OXFORD UNIVERSITY PRESS

Year 1/Primary 2 – Autumn 1

1.	Assessment and Review Y1:1
2.	Assessment and Review Y1:2
3.	ay, ou, ie, ea
4.	oy, ir, ue, aw
5.	Assessment and Review Y1:3
6.	wh, ph, ew, oe

Show example lesson & booklet

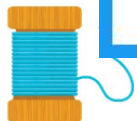
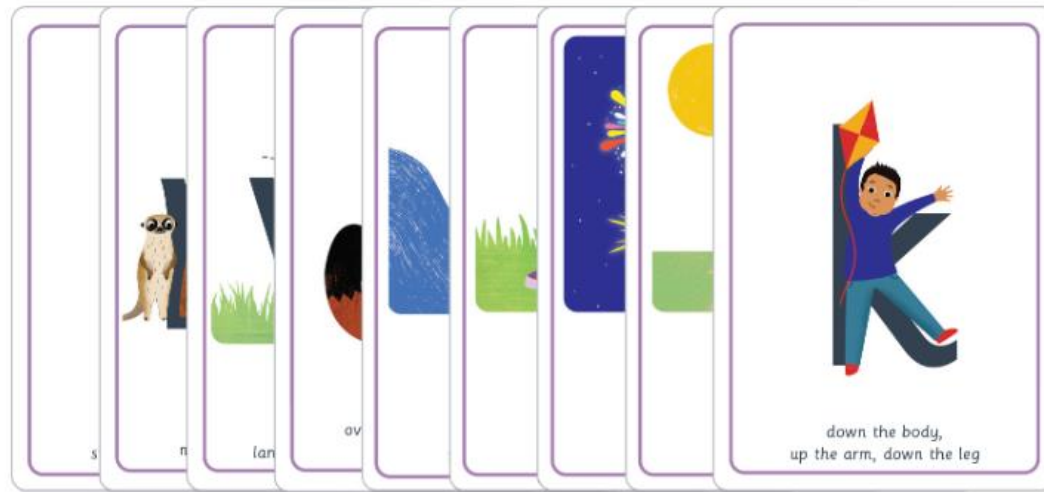


First we revise previously taught graphemes with flash cards.

Review

Are you ready for a challenge?

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



Then we review previously taught Harder to Read and Spell (HRS) words:

Review

Now let's read these harder to read and spell words together.

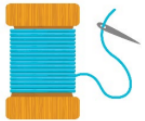
we

the

of

go

Can you use the word 'of' in a sentence?



We 'robot talk' to say words such as those in the list to practice segmenting words. We use I say - you say (the children copy the teacher).

Review



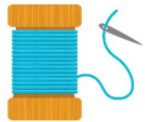
I am going to sound talk some words.

Can you repeat the sounds, blend them together and say the word?



Notes

dog
hat
play
stay
proud
cloud
teach
preach



We quickly read words together with previously taught graphemes.

Review

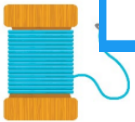
Read these words quickly.

park

gloom

join

flow

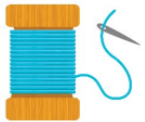


Teach

Drum roll please ...



Today's new grapheme is ...

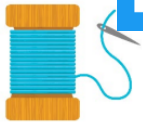


Each grapheme has a picture and saying to help the children remember it.

ay



ay - play all day



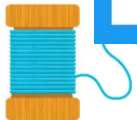
Teach

These words all have the /ai/ sound in.

ay



ay ... ay ... tray
ay ... ay ... play
ay ... ay ... clay

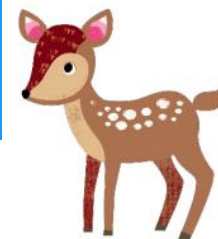
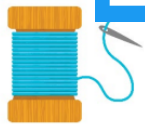


Teach

Let's learn how to write <ay>.

ay

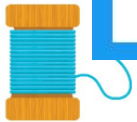
Handwriting practice lines consisting of four sets of three horizontal lines (top, middle dashed, bottom) for writing the letters 'ay'.



Practise



Let's read some words with the grapheme <ay> in.



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

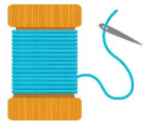
clay



< Back

3 of 8

Next >



Apply

Quit activity 

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

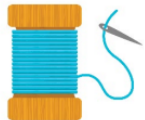
Are we going to the
park to play?



 Back

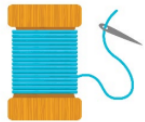
2 of 3

Next 



Apply

Complete the apply sheet in your Activity Book.



Write the grapheme.

ay

Write the word.

house

Read the words. Match the words to the pictures.

display

spray

play



Read the sentences.

Put the paint in your tray.

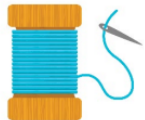
Is it going to rain today?

Let's go and play!

Write the sentence you hear.
















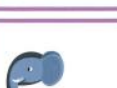









Two horizontal lines for writing the sentence.



ELS Progression

Phase 2 and 3 graphemes are expected to be secure by the end of Reception

PHASE 2

 s	 a	 t	 p
 i	 n	 m	 d
 g	 o	 c	 k
 ck	 e	 u	 r
 ss	 h	 b	 f
 l	 ff	 ll	

PHASE 3

 j	 v	 w	 x	 y
 z	 zz	 qu	ch 	sh 
th 	ng 	nk 	ai 	ee 
igh 	oa 	oo 	ar 	ur 
oo 	or 	ow 	oi 	ear 
air 	ure 	er 	ow 	

ELS Progression

Phase 5 and Phase 5 alternatives are expected to be secure by the end of Year 1

PHASE 5

ay 	ou 	ie 	ea 
oy 	ir 	ue 	aw 
wh 	ph 	ew 	oe 
au 	ey 	a-e 	e-e 
i-e 	o-e 	u-e 	c 

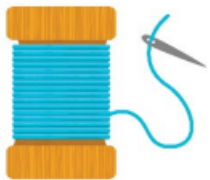
YEAR 1/PRIMARY 2 SPRING 1: PHASE 5

Alternative pronunciations:

/ai/ <a>	apricot on your apron
/ai/ <ey>	they chose grey paint
/ai/ <ea>	a great break!
/ai/ <eigh>	my neighbour has a sleigh
/ar/ <a>	follow after my father
/ee/ <e>	she waved to me
/igh/ <i>	tiger in the wild
/igh/ <y>	fly in the sky
/oa/ <o>	let's both host
/o/ <a>	swallows and swans
/oo/ <u>	a bush full of berries
/y/+/oo/ <u>	a unicorn in uniform
/c/ <ch>	the school orchestra
/sh/ <ch>	the chef has a machine
/e/ <ea>	heather in the meadow
/e/ <ie>	a good friend
/ur/ <or>	the worthy artwork
/ur/ <ear>	search for a pearl
/oo/ <ou>	you make the soup
/o/+/l/ <oul>	boulder on his shoulder
/ee/ <ie>	a shield in the field
/v/ <ve>	move and groove
/i/ <y>	a cygnet under the sycamore
/air/ <are>	share the fare
/air/ <ere>	"Where?" "Over there!"

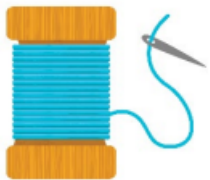
Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes. This is why we also offer the children a 'Reading for Pleasure Book' in addition to their phonic book
- 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.



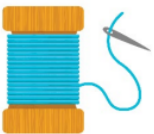
Supporting your child with reading at home

- Children are only reading from books that are entirely decodable at their phonic level. You will see a 'set' label on the inside of the front cover to reflect which phonic stage the book is at.
- 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 (sounding out and saying the word)
 - ✓ Fluency (Reading quickly by sight without the need to decode)
 - ✓ Expression (Thinking about how we say the words out loud for effect)



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.
- This means we need to read the same word many times to build fluency for reading. Which is why we ask you to read the same phonic book 2-4 times before changing, depending on how fluent they are.

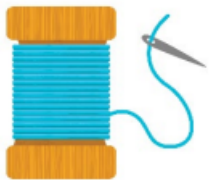


Supporting your child with reading at home

- www.oxfordowls.co.uk

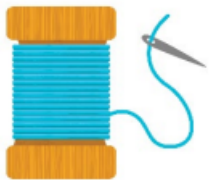
We will assign an e-book based on their recent phonics learning, with each fortnightly home learning. We also read this book in school.

You will find the username and password for oxford owls on the inside cover of your child's reading record. If you do not have one then please speak to your child's class teacher.



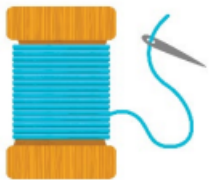
Pronouncing pure sounds

- 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. [Welcome to Brampton Village Primary School!](#)



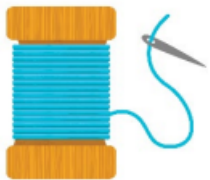
Home reading

- Your child has been sent home with a phonic book, carefully matched to their phonic level or set.
- You should aim to read the book 2-4 times to increase fluency. However, if you have found the book too hard then talk to the teacher about changing it sooner as we don't want to put the children off reading, we want them to feel confident.
- Please use the reading record to record at least 4 reads per week and let us know how they're getting on e.g. 'too easy', 'too hard', 'read well' etc
- The children are rewarded with certificates for 10, 20, 30 and 40 full weeks of reads. At 30 reads the children also get a medal (this is sooner than in previous years)



Reading for Pleasure Book

- Your child can select a reading for pleasure book from our class library.
- Each Friday they can swap their old one for a new one.
- You will notice a label on the front cover of these books.
- These are for you to read to your child. Not for your child to read.
- We hope these books will help install a love of books.
- Please do not comment about the reading for pleasure book in the reading record. This is just for the books your child has read themselves.



Supporting your child with writing at home



Say the
word



Stretch
the word



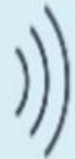
Segment
the word



Blend the
word



Count the
sounds
within the word



Say the
whole word

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!

Phonic Screening 2024

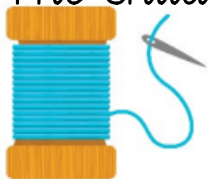
Every year in June all children in year 1, in England, take the phonic screening.

They are asked to read some real words and some 'alien' (pseudo) words using phonics.

The pass mark has always been 32/40 but the government reserve the right to change this each year (but they never have!).

If your child scores below the pass mark, they will take part in phonic support groups in year 2 and re-sit the screening the next year.

The children must blend the words they cannot just sound it out.



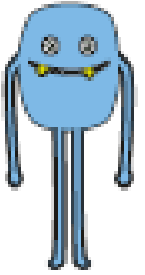
thud

hang

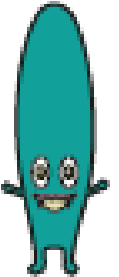
coin

shell

vair



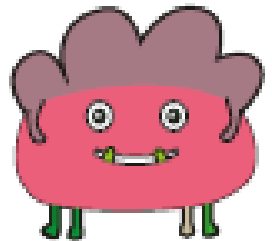
cloat



tirt



whike



Questions

Please speak to your child's class teacher
or email the teacher via the office:
office@brampton.cambs.sch.uk

