

# ELS

Essential  
Letters and  
Sounds

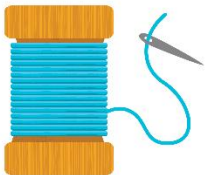
developed by Knowledge Schools Trust

Getting all children to  
read well, quickly.



# What are we going to cover?

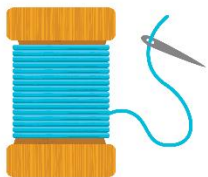
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home



# 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).



## Some important 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'.

ai



wait for the train



JOHN RANKIN  
SCHOOLS

**ELS** Essential  
Letters and  
Sounds

ay



play all day





JOHN RANKIN  
SCHOOLS

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Sounds

a-e



cake by the lake

a



apricot on your apron



ea



a great break!



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Sounds

ey



they chose grey paint

eigh

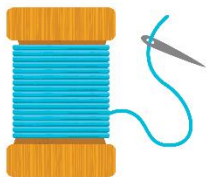


my neighbour has a sleigh

## 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.



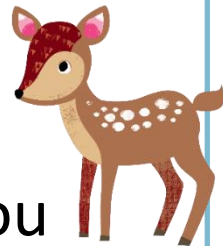
## How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- We have mnemonics and rhymes to support learning and recall
- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.
- Tell don't test approach – repetition, repetition, repetition



## How do we teach phonics?

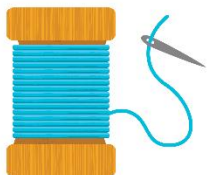
- In every single ELS lesson, your child will make the direct application to reading and spelling.
- We teach the ‘code’ for reading, alongside teaching vocabulary.
- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- /c/ /oa/ /t/  
- great on the go activity – can they blend the word you



sound?

# 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>



In Reception your children will learn all the single letter sounds and begin to learn digraphs and trigraphs.

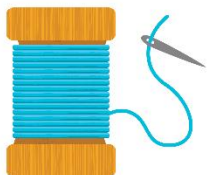




In Year 1 the children progress through phase 4 onto Phase 5, where they learn all the alternative pronunciation for single letter sounds, digraphs, trigraphs and quadgraphs.
























## 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>









# What are Phases in Phonics?

## Phase 2






























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

# What are the mnemonics and rhymes for?

Grapheme	Picture	Rhyme
s		snake – swerve around the snake
a		ant – around the head, down the body
t		teacher – down her body and cross her shoulders
p		parrot – down his body, around his face
i		inventor – down her body, spot her idea
n		nest – down the bird and over her nest




# What are Phases in Phonics?




Phase 3

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

Not all children will remember all of these sounds by the end of reception.





















# What are the mnemonics and rhymes for?

Grapheme	Picture	Rhyme
th		they were thirsty
ng		ping pong
nk		ooh! a pink sink

Grapheme	Picture	Rhyme
igh		light up the night
oa		float on the moat
oo		the book nook



# What are Phases in Phonics?




Phase 5

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



# What are the mnemonics and rhymes for?

Grapheme	Picture	Rhyme
ay		play all day
ou		a proud cloud
ie		ple on your tie

Grapheme	Picture	Rhyme
ir		a quirky shirt
ue		true, the sky's blue
aw		fawn on the lawn



# What are harder to read and spell words?

## Reception Autumn 1

I  
the  
no  
put  
of  
is  
to  
go  
into  
pull  
as  
his

## Reception Autumn 2

he  
she  
buses  
we  
me  
be  
push  
was  
her  
my  
you

## Year 1 HRS Words

please    where  
once    two  
any    here  
many    sugar  
again    friend  
who    because  
whole



## **ELS Resources to help at home**

 [Grapheme-Sheet-Phase-2 1.pdf](#)

 [Grapheme-Sheet-Phase-3 1.pdf](#)

 [Grapheme-Sheet-Phase-5 1.pdf](#)

 [HRS Bookmark - Year 1.pdf](#)

 [HRS Bookmarks - Reception.pdf](#)

 [Pronunciation of Sounds 1.pdf](#)

 [Supporting children with developing fluency in reading 1.pdf](#)

More support for parents and carers can be found here:

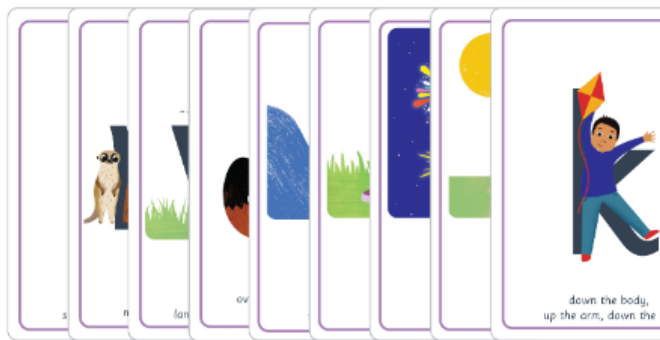
<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/>

# How do we teach phonics?

## Review

Are you ready for a challenge?

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



## Review

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

he

she

his

be

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

# How do we teach phonics?

## Review

 I am going to sound talk some words.

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

## Notes

sock  
kit  
strong  
run  
hum  
hot  
rain  
pain  
main  
train



## Review

Read these words quickly.

fox

has

long

red

# How do we teach phonics?

## Teach

Here is a word that is harder to read and spell.

was

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

# How do we teach phonics?

## Teach

Drum roll please ...



Today's new sound is ...

ai



# How do we teach phonics?

## Teach

These words all have the /ai/ sound in.

ai



ai ... ai ... rain  
ai ... ai ... train  
ai ... ai ... snail





# How do we teach phonics?

## Teach

Let's learn how to write the new grapheme <ai>.

ai

Handwriting practice lines for the grapheme <ai> in the 'Teach' section. The lines consist of a solid top line, a dashed middle line, and a solid bottom line. There are five sets of these lines available for practice.

## Teach

Your turn to write <ai>.

ai

Handwriting practice lines for the grapheme <ai> in the 'Your turn to write' section. The lines consist of a solid top line, a dashed middle line, and a solid bottom line. There are five sets of these lines available for practice.

# How do we teach phonics?

## Practise



Let's read some words with the /ai/ sound in.

rain



# How do we teach phonics?

## Apply

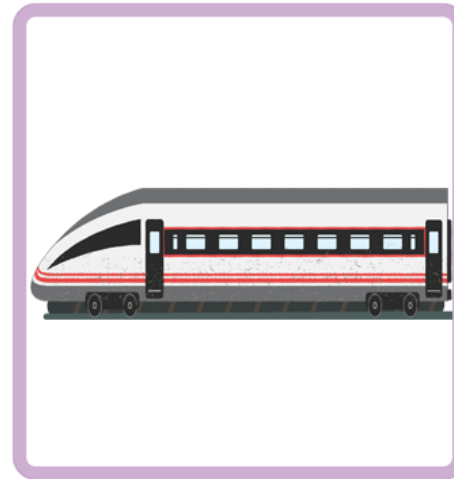


Let's read some sentences.

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

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Wait on the train.




# How do we teach phonics?

## Apply

Complete the apply sheet in your Activity Book.



## Apply

 Now let's make and read some words.

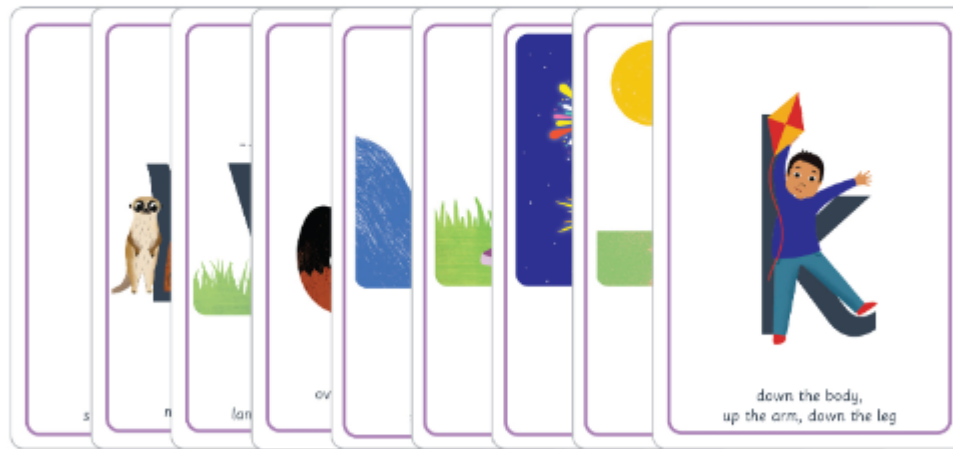
Make the word. Click on the picture to reveal the word.



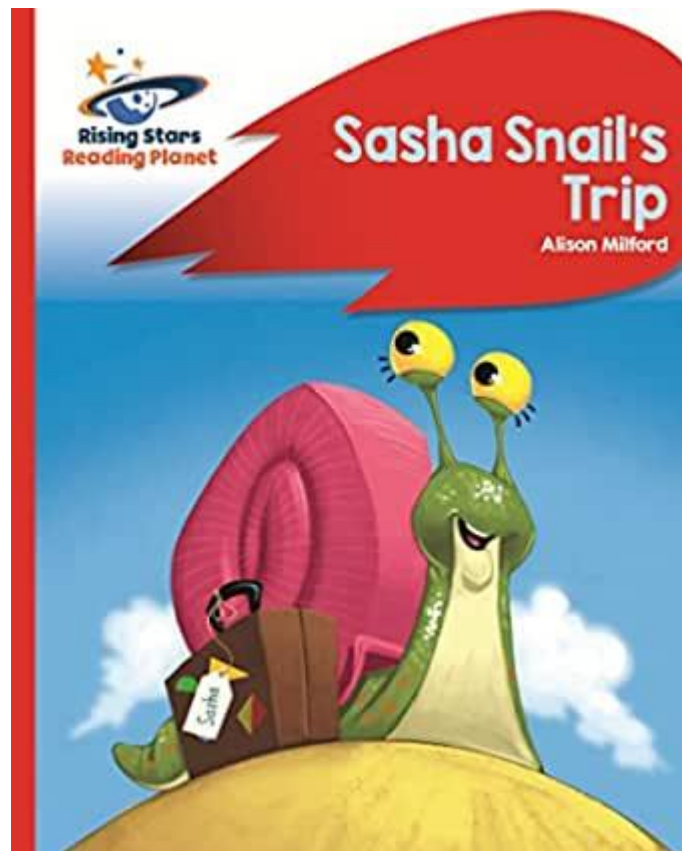
# How do we teach phonics?

## Review

Let's say the sounds made by the graphemes and read the words.



# How do we teach phonics?



# 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



**Rankin  
Readers**

<b>Pink</b>	<b>P1</b>	<b>2</b>	s a t p i n d m g o c k	<b>Blue</b>	<b>P1</b>	<b>4</b>	Adjacent consonants Polysyllabic words
	<b>P2</b>	<b>2</b>	ck e u r h b f ff l ll ss		<b>P2</b>	<b>4</b>	More complex and longer text
	<b>P3</b>	<b>2</b>	All of the above				
<b>Red</b>	<b>P1</b>	<b>3</b>	j v w x y z zz qu	<b>Green</b>	<b>P1</b>	<b>5</b>	/ai/ alternatives (a-e, ay, ai) /ee/ alternatives (ea, e-e, y) /igh/ alternatives (y, i-e, ie) /oa/ alternatives (o, oe, oe, o-e)
	<b>P2</b>	<b>3</b>	ch sh th ng ai ee igh oa oo oo		<b>P2</b>	<b>5</b>	ou (out), oy (boy) /oo/ alternatives (u-e, ue) /er/ alternatives (ur, ir, ear) /u/ alternatives (ou, oul) /eer/ alternatives (ear, ere) /air/ alternatives (are, ere) /or/ alternatives (aw, au, ore)
	<b>P3</b>	<b>3</b>	All of the above	<b>Orange</b>	<b>P1</b>	<b>5/6</b>	ph, wh, tch, ge, dge, le, se, ch (sh), ve, eigh,
<b>Yellow</b>	<b>P1</b>	<b>3</b>	oi ow ar or er ur ear air ure		<b>P2</b>	<b>5/6</b>	More advanced/rarer pronunciations kn, gn, wr, sion, tion, cial
	<b>P2</b>	<b>3</b>	More complex and longer text				

## Pronouncing pure sounds

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

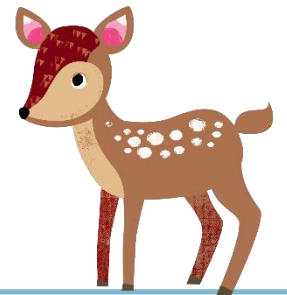
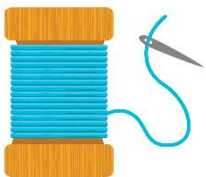
**c a t**

**not**

**cuh a tuh**

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

There is a video for this on our school website where you can hear the correct pronunciation of the sounds.



## 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 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.

Ideally we would like the children to practise reading their book 4 times across the week working on these skills:

decode  
fluency  
expression



# How do I make the book last a week?



**ELS** Essential Letters and Sounds

## Reading Guidance

We recommend you read your book four times for fluency on four separate days:

### 1. Read by decoding

The first time you read, you will need to use your phonics knowledge to sound out lots of the words. You will also recognise some of your harder to read and spell words. You could use a sound mat to help you.

### 2. Read by decoding - more accuracy

The second time you read, you might not need to sound out every word. Keep using your phonics knowledge to help you.

### 3. Read with fluency

By the third read you should know and recognise all the words. Read the text accurately without stopping to decode at a smooth and even pace.

### 4. Read with expression

For your final read, remember you can read this fluently so have confidence. Make sure you think about paying attention to the punctuation marks. Read with feeling, like a story teller and not like a robot! Can you make the story sound interesting?

Well done! 

Finally - can you say what the book was about? Can you answer a question about the book?



robot arms



blending hands



## Reception Autumn 2

he  
she  
buses  
we  
me  
be  
push  
was  
her  
my  
you

Look at this rocket. You can cut and stick a rocket too.



### Plan

Look at rockets in books. You can plan and sketch a rocket.



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



## How can you help at home?

### Supporting Reading at Home:

- Children will only read books that are entirely decodable, this means that they *should* be able to read these books as they already know the code contained within the book.
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want children to practise reading their book 4 times across the week working on these skills:

Decode – sounding out and blending to read the word.

Fluency – reading words with less obvious decoding.

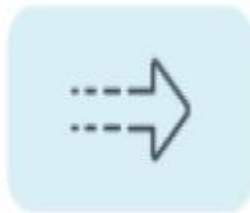
Expression – using intonation and expression to bring the text to life!

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. Please [click here](#) to watch a video on how to accurately pronounce these sounds. Please [click here](#) to watch a video on how to accurately blend sounds to read words.

# Supporting your child with writing at home



say the word



stretch the word



robot arms



blending hands



count the sounds



say the 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!





# Questions

Further information and handouts referred to in this presentation can be found here:

<https://www.jrs.w-berks.sch.uk/English-Phonics>

**English**

- Home
- About Us
- Vacancies
- Nursery
- Governors
- Additional Support
- School Life
- Curriculum**

- Curriculum**
- Learning at JRS
- Curriculum Maps
- English**
- Phonics
- Reading
- Writing
- Spelling
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- Science
- History