

ELS

Essential
Letters and
Sounds

developed by Knowledge Schools Trust

Getting all children to
read well, quickly.



Welcome to
our phonic
meeting

Please note that this session will be recorded for any parents who are not able to make it. If you do not want to be recorded please close the view of your camera

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?

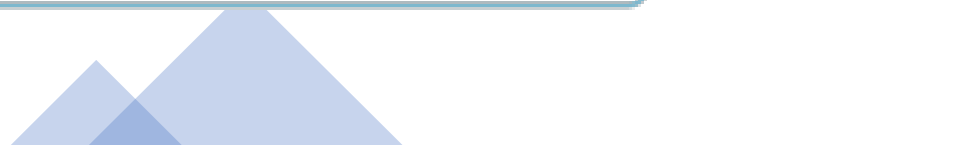
Phoneme: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

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'.

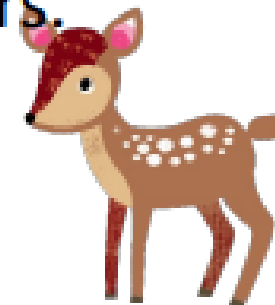
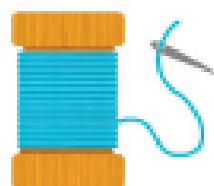
Split digraph: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'cake'.



What is ELS?

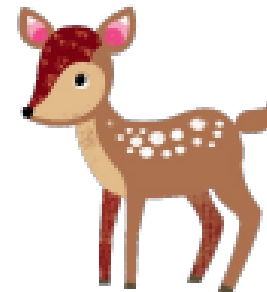
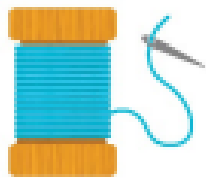
Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words.

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.



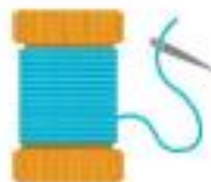
How do we teach phonics?

- 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.



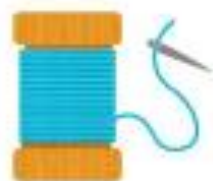
ELS Progression

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> • 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
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> • 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 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.



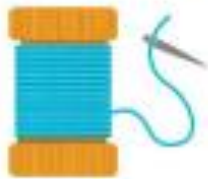
Supporting your child with reading at home

- Children are only reading from books that are entirely decodable
- 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.

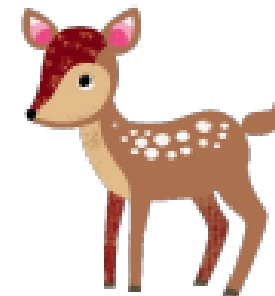
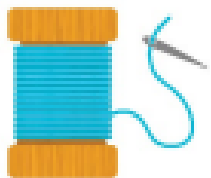


Pronouncing pure sounds

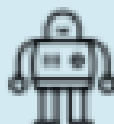
We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

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.



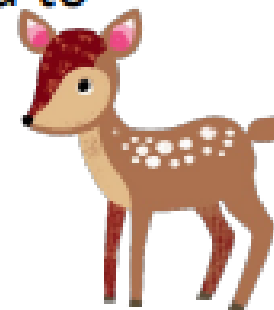
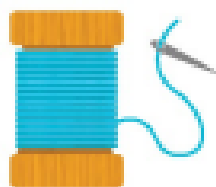
Supporting your child with writing at home







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!



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

How do we teach children how to write letters?

- We are encouraging all children to use a tripod grip
- Each phoneme has a rhyme to remember how to correctly form the letter
- Please use these at home
- If you notice your child forming the letter the incorrect way please stop them and correct them- we want to avoid bad habits

What will my child be expected to do every week?

1. Every Friday your child will come home with a new phonically decodable book- this MUST be read 4 times across the week and written in your child's reading record- **This is to be sounded out, blended and read by your child.** This is not a book to read to them

If your child has read the whole book 4 times across the week they will be very confident and almost fluent when they read with a teacher the following Friday

If your child does not complete 4 reads at home, teachers will not change your child's book and your child will keep the book until it has been completed and your child's class teacher is satisfied that your child is becoming fluent and confident with the book- please do not ask teachers to change a book half way through the week as we will not be doing this. Your child's class teacher is a highly qualified practitioner and may not change your child's book if they feel your child needs more practice, this is in the best interest of your child becoming a confident and competent reader

2. Phonic Writing Book- Every Friday your child will come home with their phonic writing book. This will show you what sounds your child has been learning in class that week. Your child is expected to practise writing the sounds they have learnt. Please ensure that each letter is practiced 5-10 times, written the correct way, using the correct formation and in between the lines. **Phonic books MUST be returned the following Wednesday completed to teachers**

3. Phonic Fans- Your child will come home with a phonic fan in their book pouches. It is not expected to take more than 2 minutes and are to be used as flash cards for revision. Please aim to do this 3-4 times a week. Please DO NOT lose these. They take a large amount of valuable teacher time to create

4. Super Sight Words- These are common words that often cannot be sounded out and need to be learnt by sight. There are 5 super sight words on a card. Once your child can read these words to their teacher by sight (no blending) they will receive the next card. Children will be tested once a week on their super sight words. Make learning fun for your child and make it part of their routine

1



2

Phonic Writing Book
Name:.....



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s	S	a	ant	t	teacher	p	parrot	i	ice cream	n	naughty	m	monkey	d	duck
g	giraffe	o	ostrich	c	camel	k	king	ck	chicken	e	elephant	u	umbrella	r	robot
ss	snake	h	horse	b	bee	f	fox	ff	fish	l	ladder	ll	ladder		

3



4

Super Sight Words

Card 1a

I
the
no
put
of

Example of a timetable- find what works for you and your family

Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
-New book sent home -Phonic writing book sent home - New sounds added to phonic fan Rest Night <u>Read a book to your child 😊</u>	Super Sight Words- 3 minutes Phonic Fan-2 minutes <u>Read a book to your child 😊</u>	Super Sight Words- 3 minutes Phonic Writing book- 10 Minutes <u>Read a book to your child 😊</u>	Reading book- 10 Minutes Phonic Fan- 2 minutes <u>Read a book to your child 😊</u>	Reading book- 10 Minutes Phonic Fan- 2 minutes <u>Read a book to your child 😊</u>	Reading book- 10 Minutes Super Sight Words- 3 minutes <u>Read a book to your child 😊</u>	Reading book- 10 Minutes Super Sight Words- 3 minutes <u>Read a book to your child 😊</u>

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Questions

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Teachers are here to help. If you would like any advice or help please come and talk to us.

We are a team working together, so that your child becomes a confident reader, who loves and enjoys reading.

Reading should not be a battle it should be pure joy!