

# ELS Essential Letters and Sounds

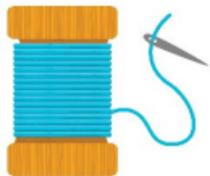
developed by Knowledge Schools Trust

Getting all children to  
read well, quickly.



# What are we going to cover?

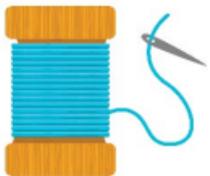
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home



# 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.

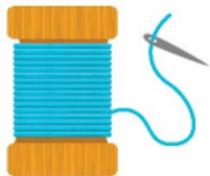
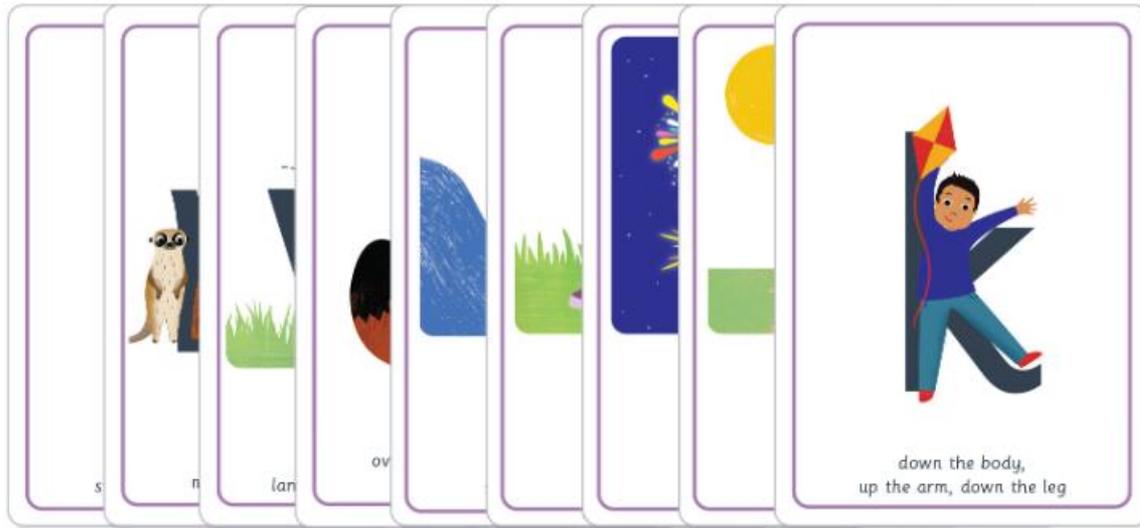
**Digraph:** two letters making one sound. For example, /sh/ in the word 'shop'.

**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'.

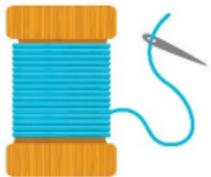
# What is Phonics?

(Show some flash cards, model the same phoneme with different graphemes.)



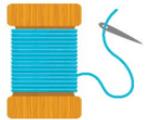
## What is ELS?

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.



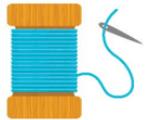
# How do we teach phonics?

- 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.

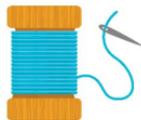


# How do we teach phonics?

## Year 1/Primary 2 – Autumn 1

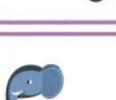
1.	Assessment and Review Y1:1
2.	Assessment and Review Y1:2
3.	ay, ou, ie, ea
4.	oy, ir, ue, aw
5.	Assessment and Review Y1:3
6.	wh, ph, ew, oe

Show example lesson & booklet



# ELS Progression

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**

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 

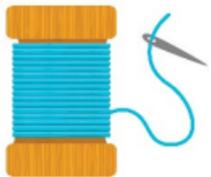
**YEAR 1/PRIMARY 2 SPRING 1: PHASE 5**

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
- 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.

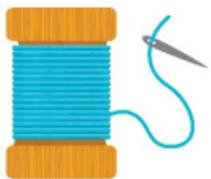


NB: This is why we also give the children a Reading for pleasure book



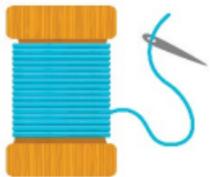
# Supporting your child with reading at home

- 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

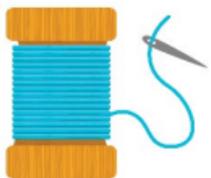
- We want children to create a strong orthographic map. This means that they learn sounds spelt by the letters or groups of letters in each word.
- To read fluently, or well, we need a strong orthographic map.
- To consistently recognise that the <ea> in bread spells /e/ we need to read it at least 4 times. This means we need to read the word many times to build fluency for reading.



# Supporting your child with reading at home

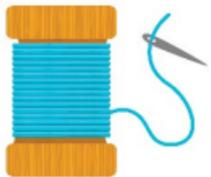
- [Up, Up, Down \(oxfordowl.co.uk\)](http://oxfordowl.co.uk)

Weekly e-book based on that week's phonics

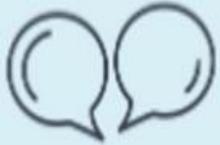


# Pronouncing pure sounds

- 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!](#)



# Supporting your child with writing at home



Say the  
word



Stretch  
the word



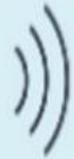
Segment  
the word



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!

# Questions

