

ELS Essential Letters and Sounds

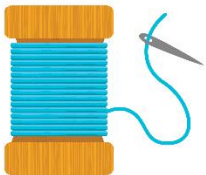
developed by Knowledge Schools Trust

Getting all children to
read well, quickly.



What are we going to cover?

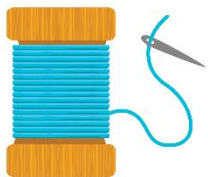
- What is Phonics?
- What is Essential Letters and Sounds?
- How we teach phonics
- Getting children ready to read
- Supporting your child with reading at home
- Pronouncing pure sounds
- Using the letter formations and spelling sequence to support writing at home



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'.

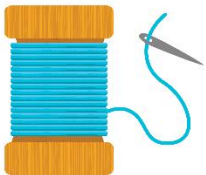
Trigraph: three letters making one sound. For example, /igh/ in the word 'night'.

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?

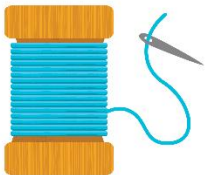
Essential Letters and Sounds (ELS) is our chosen phonics programme

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



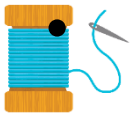
How do we teach phonics?

- 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 every day to review new sounds & graphemes taught - a daily whole class teaching session (30 minutes) then small group 'apply' activities throughout the day with an adult (5-10 minutes). We link our provision to our phonics.
- Lots of opportunities for oral blending- can you get your /c/ /oa/ /t/ - you could try this at home.
- We teach the 'code' for reading, alongside teaching vocabulary.



How do we teach phonics?

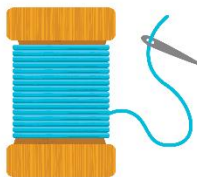
Teach

These objects all have the /ng/ sound in.

ng



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



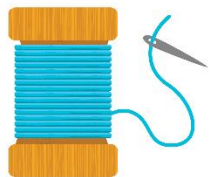
How do we teach phonics?

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



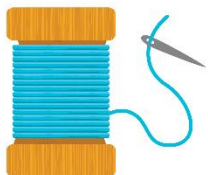
How do we teach phonics?

Apply

Quit activity 

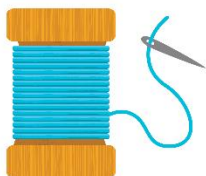
Read the sentence. Click on the icon to reveal the picture.

Her friend said it
was sweater
weather.



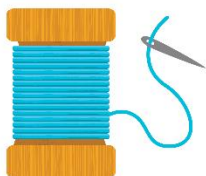
ELS Progression

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • 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



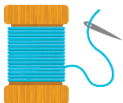
ELS Progression

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 at night
- Reading a bedtime story every night to your child improves their outcomes – children who achieve the ELG for Literacy are 11 times more likely to achieve the expected outcomes for the end of Y6 – reading underpins EVERYTHING!
- 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.



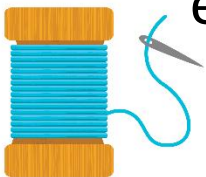
Supporting your child with reading at home

- 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

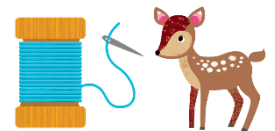


Supporting your child with reading at home

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. This is why it is so important the children practise the letters and sounds they have been taught in school regularly at home.

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



The Reception children will soon begin to read books with words in their group reading session in school. We will send these books home for them to share with you. The books will be matched individually to your child's phonics knowledge and ability. They should be able to read the book with 90% fluency once they have decoded it in their group reading session. Please read the book four times with your child and sign each time you've read together in the Reading Record. Four signatures equates to a team point and the children are keen to get these! After half term, I will send home a login for the Oxford Owl website. Each Friday in school the children will read an eBook from Oxford Owl that is linked directly to their phonics learning for that week. They may need support to read it. I will set this book on Oxford Owl each Friday as homework for them to read with you at home. The children will receive a further team point for completing their eBook homework.



Pronouncing pure sounds

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

c a t

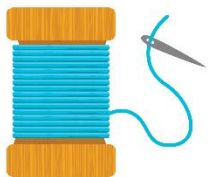
not

cuh a tuh

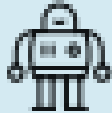
If we mispronounce these sounds we will make reading harder for our children.

Here is a video where you can hear the correct pronunciation of the sounds.

<https://youtu.be/UCI2mu7URBc>



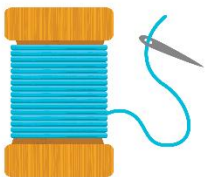
Supporting your child with writing at home



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

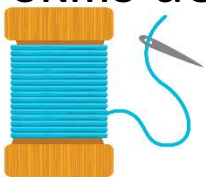
We also practise saying our sentences before we write them to make sure we write the sentence we have planned and to ensure it makes sense!



Pencil grip and fine motor skills

It is important for your child to develop a comfortable pencil grip in their own time. There is no need to force your child to hold their pencil in a certain way – their grip should naturally develop and progress as their muscles and posture strengthen and develop.

In order to develop a good pencil grip, your child may need to work on strengthening the muscles in their shoulders, wrists and fingers alongside their hand-eye co-ordination. Fine motor skills depend hugely on gross motor skills.



Gross and fine motor skills

In school and at home we can help children develop fine motor skills by providing an environment, experiences and activities that encourage a joined-up approach to physical development. Outdoor learning and physical activity will help your child to develop their gross motor skills.

To help children practice their fine motor skills we can provide experiences such as cooking, gardening, play dough, sewing, fixing and making things – anything that uses tools and small movements with accuracy and precision. The fine manipulative control skills developed in these activities will begin to provide the foundations for holding a pencil for drawing, mark-making and writing when children are developmentally ready.



These are the five main stages of pencil grip

Palmar Grip

The pencil is held in the whole fist. Usually develops between the ages of one and two.



The elbow, wrist and fingers stay in a fixed position. Movement comes from the shoulder.

Digital Pronate Grip

All fingers are holding the pencil and the palm is facing downwards. Usually develops between the ages of two and four.



The elbow and the wrist stay in a fixed position. Movement comes from the shoulder.

Splayed Four-Finger Grip

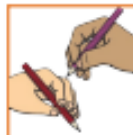
Looks similar to how adults would hold a dart, with four fingers opposite the thumb. Usually develops between the ages of two and four.



The hand is in the air, not resting on the table. Movement comes from the elbow and later the wrist. Fingertips and shoulders remain in a fixed position.

Static Tripod and Quadropod Grip

Pencil is held with the first three or four fingers. Usually develops between the ages of three and five.



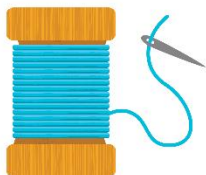
Movement comes from the wrist. Fingertips, elbow and shoulder remain in a fixed position.

Dynamic Tripod Grip

The pencil is held lightly between the thumb and index finger and middle finger. The ring and little finger curl gently into the palm of the hand. Usually develops before the age of seven.



The hand rests on the table. Movement comes from the fingertips. The wrist, elbow and shoulder remain in a fixed position.



Questions

