



ELS Essential
Letters and
Sounds
developed by Knowledge Schools Trust



Phonics

Introduction

Starting in Early Years, children are taught phonics; the journey of learning to read, write and spell. These vital skills, are the beginning of a lifelong literacy journey. Phonics, which can also be referred to as 'Letters and Sounds' is the process of children learning to read.

The process of learning to read and write begins from an early age, where children can learn and practise many skills. This can be done in a range of ways and settings, including home. Exposing children to conversation and books is essential.

Spoken Language

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Listening and talking to your child is essential. As part of everyday activities, talk to your child, explaining what you are doing.

Speaking and listening are the building blocks for reading and writing. The more language your child is exposed to, the more they will understand and use for themselves.

Letters and Sounds

The systematic phonics programme called 'Essential Letters and Sounds' that we use at Romanby school, is divided into five phases. During the programme new skills are taught, continually building on previous learning.

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 1

This is the beginning of the systematic learning of phonics and takes place predominately in Nursery or Pre-School. It falls primarily within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage Curriculum.

During this phase, children should be exposed to a language-rich environment. Activities are mainly adult led and build up to teaching children the important basic elements such as oral segmenting and blending.

Useful Tips

Sharing books from an early age is hugely beneficial for children.

Enjoying and sharing books from being young, enables children to see reading as a source of pleasure.

Through the sharing of good books, children's vocabulary increases which enables them to talk confidently..

Phase 1

This phase is divided into seven strands:

Aspect 1: Environmental Sounds Children are exposed to a variety of sounds in the environment, being encouraged to copy them.

Aspect 2: Instrumental Sounds Children are encouraged to listen to and make sounds using different instruments.

Aspect 3: Body Percussion Children use their body to accompany songs and rhymes, for example by clapping and tapping.

Aspect 4: Rhythm and Rhyme Children are exposed to a range of books and rhymes. Children are encouraged to join in with repeated refrains and rhymes.

Aspect 5: Alliteration Children are encouraged to listen to initial sounds within words. They are asked to think of other words beginning with the same sound.

Aspect 6: Voice Sounds Children are asked to create different mouth movements and say a range of sounds.

Aspect 7: Oral Blending and Segmenting

This stage is vital before children are exposed to grapheme to phoneme correspondence (learning which letter represents each sound). It is all done orally and is to encourage children to hear the separate sounds within words.

Oral Blending

At first, the adult will show the children how this is done. The separate sounds (phonemes) are clearly spoken aloud, in order, fairly quickly and are then merged together into the whole word. E.g. m-a-n man i.e Robot Talk

The merging together of the sounds is called blending. Initially, children may not be able to merge the sounds together independently and will need frequent practise which is highly beneficial.

Oral Segmenting

This is the opposite to oral blending. Here, children hear the whole word before it is then broken into separate sounds (phonemes). E.g. dog d-o-g

This skill is called segmenting and is vital in order for children be able to spell. Initially, children might only be able to hear the initial sound and will need frequent practise.

Phase 1

Ways You Can Support Your Child at Home

Share a range of rhymes.

Practise oral blending in and around the home. You can do this by talking in the following way in what we call 'Robot Talk':

c-a-t, cat

Can you put on your s-o-ck?

Initially, the children will just listen and then with time, they will be able to join in, hearing the words the sounds create.

Phase 2 (Reception)

This phase builds upon the oral blending and segmenting of the previous phase. Children must continue to practise what they have learnt. They will also then be taught the grapheme-phoneme representations (letters) for 19 letters. Additionally, they will be taught that phonemes (sounds) can be represented by more than one letter. E.g. **fin**, **huff**

Sounds

The suggested order for teaching the sounds, is as follows, with one set being taught each week:

Set 1	Set 2	Set 3	Set 4	Set 5
s a t p	n m d	g o c k	ck e u r	ss (Assess and review)

Learning Grapheme-Phoneme Correspondences

The process of learning a sound, includes:

- Saying a number of words with the same initial sound, exaggerating it. E.g. ssssnake ssssun
- Showing the children the grapheme (letter) that represents the sound.
- Flashing a card with the grapheme on one side and a picture on the other. When the children see the grapheme side, they are to say the sound. When they see the picture sound, they are to say the word corresponding to the picture. E.g ssss is for snake

Phase 2

VC and CVC Words

During this phase, children will be taught to read different words using the sounds and letters they have been exposed to.

V = vowel

C = consonant

VC words are those that consist of a vowel and then a consonant (am, on, it). CVC words are those that consist of a consonant then a vowel and then a consonant (cat, dog, pen). Some words such as bell, are also CVC words because they only have three sounds. **b-e-ll**

The children will use magnetic letters or their sound cards to make and spell words, read words on the whiteboard and on flashcards as well as beginning to write words.

Useful Tip

Pure sounds should be used when children are saying sounds. This means, where possible, the 'uh' sounds after consonants should not be said.

E.g. the sound 'f' should be pronounced ffff rather than fuh.

Here is a link to hear how to pronounce the letter sounds correctly [Phonics: How to pronounce pure sounds | Oxford Owl – YouTube](#)

Tricky Words

During this phase, the children will also be exposed to harder to spell tricky words; words that cannot be sounded out.

the

to

l

go

no

Here is a link to a video of a Phase 2 lesson we recorded in school
<https://www.youtube.com/watch?v=KytubLgTUBw>

Ways You Can Support Your Child at Home

Phase 2

Using the sounds the children have been exposed to, the following games and activities can be done.

Using flashcards, expose children regularly to the sounds they have learnt. Remember to use pure sounds.

Magnetic letters – Using magnetic letters on the fridge or any type of magnetic surface, children can practise making words.

Make words using letter cards. Ask the children to blend the sounds together to make the words.

Ask children to spell out CV and CVC words both orally and on paper e.g. c-a-t. We use phoneme fingers to do this.

Complete the eBook homework. Listen to your child read their 'Learn to read' book and share their 'Love to read' book with them.

Phase 3 (Reception)

The purpose of this phase is to:

- Teach more graphemes; the remaining letters of the alphabet and some sounds of which are made up of two or three letters, known as digraphs and trigraphs. E.g. 'ee' as in bee
- Practise blending and segmenting a wider range of CVC words.
- Read more harder to spell tricky words and begin to spell them.
- To read familiar words on sight, rather than decoding them.

Phase 3

Sounds and Digraphs

The following sounds are taught:

Set 6	Set 7
j v w x	y z, zz qu ch
Digraphs/Consonant Blends	Trigraphs
sh th ng nk ai ee oa -es oo ar ur or ow oi er	igh ear air ure

CVC Words Containing Digraphs and Trigraphs

Phase 3

Below are some examples of the words your child will be reading in this phase:

ship **cook** **fork** **high** **beard** **chair**

Frequent practise allows your child to become more fluent.

Useful Tip

It is important children quickly learn to recognise digraphs and trigraphs as one sound, rather than as separate letters.
E.g. rain should be read as r-ai-n not r-a-i-n

Tricky Words

During this phase, the children will also be exposed to harder to read tricky words; words that cannot be sounded out.

he **she** **we** **me** **be** **was** **my** **you** **her** **they** **all**
are **when** **what**

Ways You Can Support Your Child at Home **Phase 3**

Using the sounds the children have been exposed to, the following games and activities can be done.

Using flashcards, expose children regularly to the sounds they have learnt. Remember to use pure sounds. Try to increase the speed at which children are shown the sounds.

Ask children to write graphemes already taught.

Play 'I Spy' using letter names as well as sounds.

Continue to use magnetic letters or letter cards to make and spell words.

Ask children to spell out CV and CVC words both orally and on paper.

Write tricky words on flashcards and stick them around the house. How many can they find and read in a set amount of time?

Phase 4 (Reception)

The purpose of this phase is to consolidate the sounds already taught. Children are also exposed to adjacent consonants (consonant blends e.g. **tr**ain and consonant clusters e.g. **str**ong) and polysyllabic words e.g. lunchbox.

Useful Tip

It is important children learn to read words without blending as soon as possible. Children progress from blending out loud, to blending in their head before reading on sight. The sooner they can read on sight, the quicker their fluency will improve.

CVCC and CCVC Words

Blends and clusters such as the following are taught:

tent

chop

spoon

nest

Tricky Words

During this phase, the children will also be exposed to more tricky words; words that cannot be sounded out.

said

so

have

were

out

like

some

there

little

one

do

come

Ways You Can Support Your Child at Home

Using the sounds the children have been exposed to, the following games and activities can be done.

Continue to use flashcards with the sounds already taught and the harder to read tricky words.

Practise sounding out a range of CVCC and CCVC words.

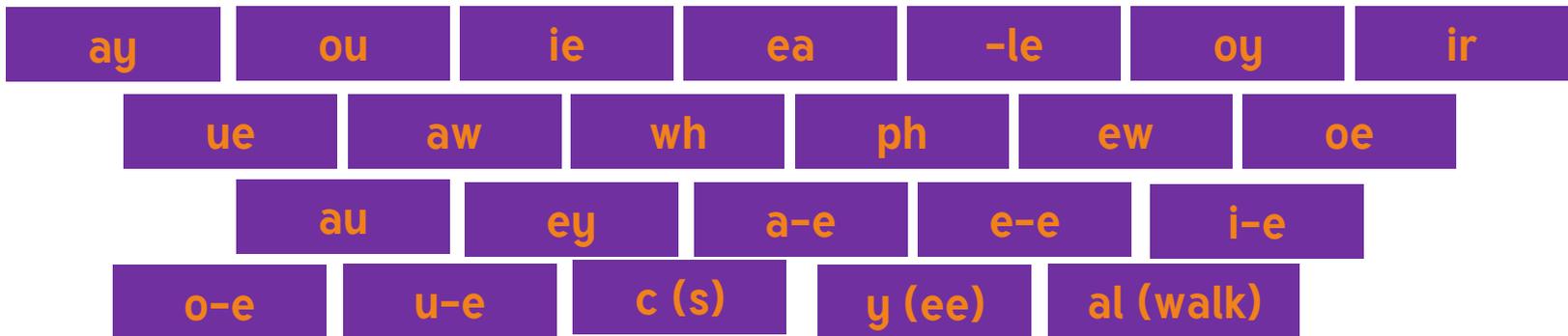
Ask your child to make a word using magnetic letters, letter cards or to write it down.

Phase 5 (Year 1)

Typically, phase 5 is taught in Year One.

The purpose of this phase is to broaden a child's knowledge of graphemes and phonemes for use in reading and spelling. When spelling words, children will now need to choose the appropriate graphemes to represent phonemes.

New Graphemes for Reading:



Phase 5 (continued)

/u/ (brother)

/j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen)

/s/ (fence) /s/ (house) /n/ (sign) /n/ (knee)
/r/ (wrap) /m/ (lamb)

z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/
(here) /sh/ (patient) /sh/ -tion (station)

ar/ (half) /or/ (caught) /sh/ (session) /zh/
(vision) /sh/ -tious (scrumptious) /sh/
(delicious) -ous, -ion, -ian

Useful Tip

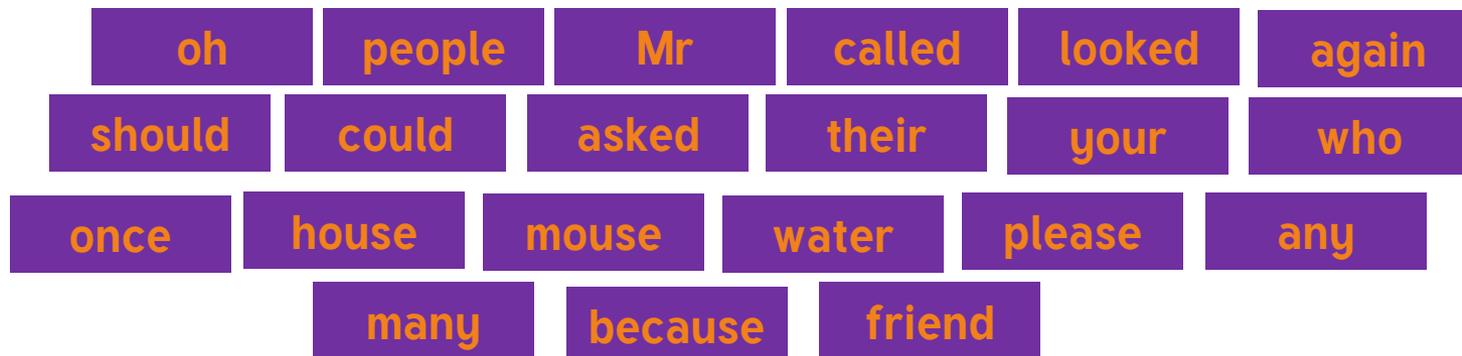
Split digraphs are introduced in Phase 5.

a-e e-e i-e o-e u-e

Children will learn that the 'e' on the end causes the initial vowel to make the longer vowel sound rather than the shorter one.

Tricky Words

During this phase, the children will also be exposed to tricky words; words that cannot be sounded out.



Ways You Can Support Your Child at Home **Phase 5**

Using the sounds the children have been exposed to, the following games and activities can be done.

Ask your child to make or spell words. Support them whilst they figure out how the sound needs to be represented.

Focus on split digraphs using flashcards, try to increase the speed you show children.

Encourage children to write as many sounds/words as possible in a set amount of time.

Expose children to a wider range of stories which include longer texts.

Handwriting

Since the introduction of the current National Curriculum in 2014, the importance of handwriting has significantly increased. Connections between handwriting, composition of writing and spelling have been made.

It is expected that children learn to sit correctly, hold a pencil correctly and form letters correctly, knowing where they should start and end. This leads them into joining letters correctly, ideally in Year 2.

In Reception children are taught how to write using printed formation as per the letter cards we send home. Please use the rhymes on the letter cards to help your child remember the correct formation. All letters and numbers start from the top.

Please practise formation on a large scale first using magic finger to develop gross and fine motor skills.

Pre-Writing Skills

It is essential that a child begins to write when they are ready. In order to prepare your child there are many activities that can be done in various settings, including at home.

Writing readiness can be defined in a number of ways:

- hand and finger strength
- upper limb strength
- hand dominance
- pencil grasp
- hand-eye coordination

Handwriting

Ways You Can Support Your Child at Home

From an early age, allow your child access to various writing materials of all shapes and sizes. (paint brushes, crayons, pencils, pens)

Encourage participation in skills that involve manipulating objects.
(jigsaws, threading)

Encourage activities to promote finger strength. (tweezers, building bricks, playdough)

Encourage activities to promote gross motor skills. (painting walls outside with water, using a wheelbarrow, climbing ladders)

Encourage activities to promote hand-eye coordination.
(ball games, skipping, throwing a frisbee, throwing stones into the sea)

Assessment

Since 2012, all children have been assessed in Year One to determine whether they have learnt phonic decoding to an appropriate standard. This is called the Phonics Screening Check.

They are asked to read forty words, twenty real and twenty nonsense words.

Useful Tips

Make up nonsense words using the sounds already taught. E.g. vaib

Ensure your child decodes these words out loud for accuracy.

In the screening check, these words will have a picture or an alien alongside to remind the children they are a nonsense word.

Ways You Can Support Your Child at Home

- Promoting a love for reading is paramount. There are many different ways this can be done from an early age.
- Sing nursery rhymes from an early age. When your child is old enough, they can join in.
- Share books regularly. Buy books or go to the local library. Read books by the same author and reread your child's favourites.
- Listen to your child read and remember to continue to read to them. It is important they are exposed to vocabulary beyond their reading ability.
- Allow your child to see you reading for pleasure. It may be fiction or non-fiction.
- Allow your child to practise their reading skills. Encourage blending aloud, as well as in their heads.
- Talk about books. Ask the children what is happening, how the characters are feeling and what they have enjoyed.
- Use props and puppets to tell stories. Allow their imaginations to run wild!
- Use ambitious vocabulary, explaining its meaning.
- Listen to songs and add actions.
- Read rhyming books together. Ask the children to fill in missing parts and join in with repeated refrains.
- Make reading a pleasure not a chore!

Phonics