ELS
part of Knowledge Schools Trust
Essential Letters and Sounds

Phonics and Reading
F.S and KS1

ST. MARY OF THE ANGELS CATHOLIC PRIMARY SCHOOL

What are we going to cover?

- What is Essential Letters and Sounds?
- What is Phonics?
- How we teach phonics
- Pronouncing pure sounds
- Supporting your child with reading at home
- Resources available/ school website
- Using the letter formations and spelling sequence to support writing at home
- Year 1 Phonics Screening Check
- Good Reads

What is ELS?

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

The programme moves through the progression of sounds quickly to get children reading as quickly as possible.





What is Phonics?

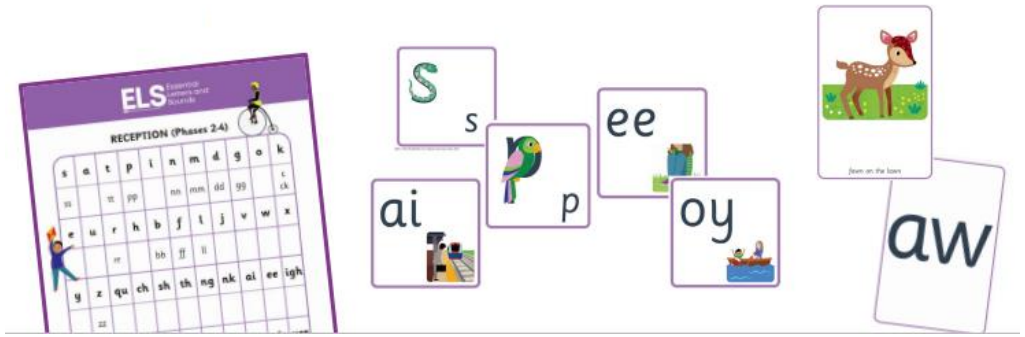
A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).



Phonics

- Essential Letters and Sounds- daily, starts from the beginning of Reception and follows progression
- Consistent resources, language and lesson structure
- Children read lots of decodable texts and books that match their Phonics knowledge
- Vocabulary is developed every time children learn, hear or read a new word, caption or sentence
- Lots of opportunities and practise- reviewing GPCs, reading words, reading decodable text
- Fluency, accuracy and expression is developed when reading decodable text
- Develops early writing skills and letter formation



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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. a

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

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

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

Pronouncing pure sounds

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

c a t

Not cu ha tuh

C-A-T

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

There are videos for this on our school website and on SeeSaw where you can hear the correct pronunciation of the sounds.

Non Decodable Words

Non decodable words are words that children cannot independently decode using just phonics.

We call these Harder to Read and Spell words (HRS)

They are taught in order of most used.

they

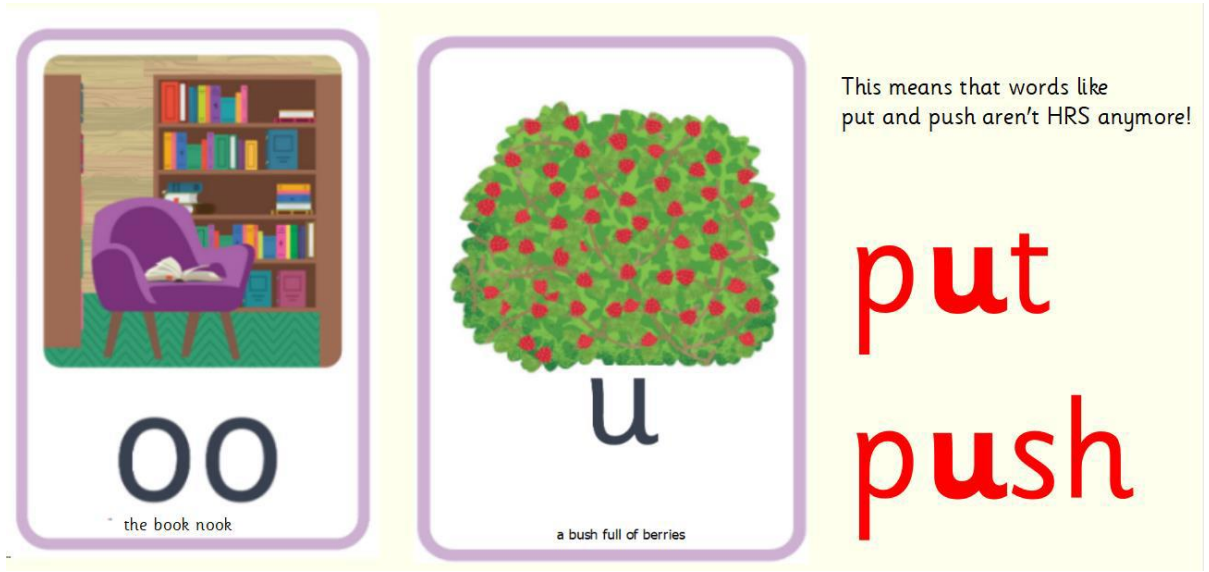
all

are

was

Non Decodable Words

As they move through their phonics learning, some of words will no longer be harder to read and spell.



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ELS Progression-Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Phase 1**- oral blending and segmenting Phase 2 - Initial sounds /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /ck/ /e/ /u/ /r/ *Review Week*	**Phase 2** - Initial sounds. /ss/ /h/ /b/ /f/ /ff/ /l/ /ll/ Phase 3 - /j/ /v/ /w/ /x/ /y/ /z/ /zz/ Phase 3 Consonant Digraphs. /qu/ /ch/ /sh/ /th/ /ng/ /nk/ Phase 3 - Vowel Digraphs /ai/ /ee/ /igh/ /oa/ /-es spelling *Review Week*	**Phase 3** - Vowel Digraphs /oo (book)/ /ar/ /ur/ /oo (food)/ /or/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /ow/ *Review Week*	Revision of all taught sounds so far	**Phase 4** - /-ed/ CCVCC words /-er/ /-est/ *Review*	**Phase 5** - alternate spellings /ay/ /ou/ /ie/ /ea/ /-le/ /oy/ /ir/ /ue/ /aw/ /wh/ /ph/ /ew/ /oe/ /au/ /ey/ /a-e/ /e-e/ /i-e/ /o-e/ /u-e/ /c (as s)/
Harder to read and spell words	I, the, no put, of, is to, go, into	pull as, his, he, she, buses we, me, be, push, was, her	my, you, they, all, are ball, tall when, what	said, so, have were, out, like some, come, there little, one, do children, love	Revision of taught HRS words so far	oh, their people, Mr, Mrs your, ask, should would, could, asked house, mouse, water want, very

Reception
Phase 2- Aut I
Phase 3-Aut II, Spring I and II
Phase 4-Summer I (revision of phase 2 and 3)
Phase 5-Summer II

ELS Progression-Year 1

Year 1	*Review* Phase 5 - alternative spellings /ay/ /ou/ /ie/ /ea/ /-le/ /oy/ /ir/ /ue/ /aw/ /wh/ /ph/ /ew/ /oe/	/au/ /ey/ /a-e/ /e-e/ /i-e/ /o-e/ /u-e/ /c (as s)/ /y/ /al/ *Review*	Review (ai): a, ey, ea, eigh (ar) a, (ee) e, (igh) i, (igh) y (oa) o, (o) a, (*oo*) u, (y-oo) u, (c) ch, (sh) ch, (e) ea (ur): or, ear (oo) ou, (oa) ou, (ee) ie, (v) ve, (i) y (air): are, ere, ear (ch) tch	*Review* /o/ (brother) (j) g, ge, dge /st/ (listen) (s): ce, se Silent letters: gn, kn, mb (z): se, ze (ear): eer, ere (sh): ti, tion *Review* (ar) /al/, (or) /augh/, (sh) ssi, (zh) si, tious, (sh) ci, -ous, -ion, -ian	Review all previously taught GPCs for reading and spelling and teach further rarely-used GPCs	Review all previously taught GPCs for reading and spelling and teach further rarely-used GPCs
Year 1 Harder to read and spell words	Revision of taught HRS words so far	please, once, any, many, again, who, whole, where, two	here, sugar, friend, because	Revision of taught HRS words so far	Revision of taught HRS words so far	Revision of taught HRS words so far

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ELS Progression-Year 2 (Spelling)

Term-by-term progression

Year 2/Primary 3: Autumn 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs	Week 7
Day 1	Vowels and consonants	Spellings of /igh/	/j/ spelled «g»	/n/ spelled «kn»	/ee/ spelled «ey»	/or/ spelled «oor»	/u/ spelled «o»
Day 2	Spellings of /ai/	Spellings of /oa/	/j/ spelled «ge»	/n/ spelled «gn»	/s/ spelled «c»	Common Words: because, most	/o/ spelled «a»
Day 3	Spellings of /ee/	Spellings of /(y)oo/	/j/ spelled «dge»	/r/ spelled «wr»	/l/ spelled «il»	/igh/ spelled «i»	/or/ spelled «a»/«al»

Year 2/Primary 3: Autumn 2							
	Week 1	Week 2	Week 3 Review	Week 4 Review	Week 5 Review	Week 6 CWs	Week 7 Review
Day 1	/zh/ spelled «s»	/ur/ spelled «or»	/j/ spelled «g»	/j/ spelled «ge»	/u/ spelled «o»	/oo/ spelled «o»	/j/ spelled «dge»
Day 2	/zh/ spelled «si»	/or/ spelled «ar»	/n/ spelled «gn»	/n/ spelled «kn»	/zh/ spelled «s» or «si»	/h/ spelled «wh»	/o/ spelled «a»
Day 3	Homophones	Homophones	/s/ spelled «c»	/ee/ spelled «ey»	/r/ spelled «wr»	/ai/ spelled «ea»	/or/ spelled «a»/«al»

Year 2/Primary 3: Spring 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	/l/ spelled «el»	Doubling consonants of CVC words when adding a suffix -ed /id/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -y	Homophones	/oa/ spelled «o»
Day 2	/l/ spelled «le»	Doubling consonants of CVC words when adding a suffix -ed /t/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -est	Homophones	/e/ and /ee/ spelled «e»
Day 3	/l/ spelled «al»	Doubling consonants of CVC words when adding a suffix -ed /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -ing	Homophones	/oa/ spelled «o»

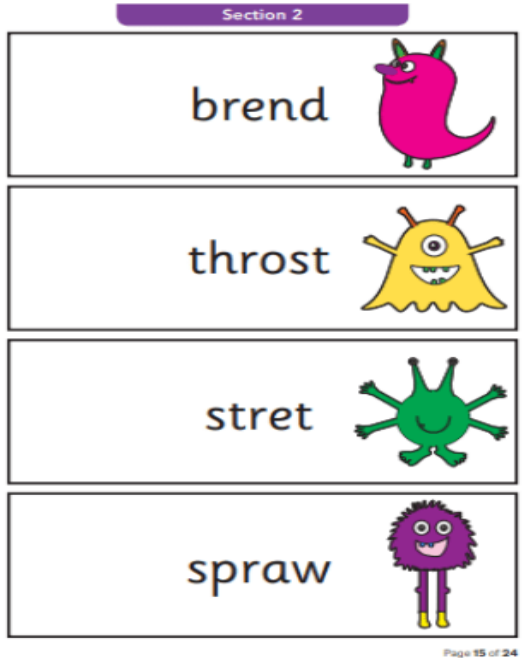
Year 2/Primary 3: Spring 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Day 1	Apostrophes for contraction	Drop «e» and add suffix -ing	Drop «e» and add suffix -ed /id/	Drop «e» and add suffix -er	Drop «e» and add suffix -y	-tion endings
Day 2	Apostrophes for contraction	Drop «e» and add suffix -ing	Drop «e» and add suffix -ed /t/	Drop «e» and add suffix -er	Drop «e» and add suffix -est	Common Words: people, busy, water
Day 3	Apostrophes for possession	Drop «e» and add suffix -ing	Drop «e» and add suffix -ed /d/	Drop «e» and add suffix -er	«a» spelled /ar/ and other Common Words	Common Words: would, should, could /oo/ spelled «oul»

Year 2/Primary 3: Summer 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	How suffixes affect the verb	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/ -less)	Suffix -ness after adding -ful/-less
Day 2	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/ -less)	Suffix -ness with no change to the root word
Day 3	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/ -less)	Suffix -ness with no change to the root word

Year 2/Primary 3: Summer 2							
	Week 1	Week 2	Week 3	Week 4	Week 5 CWs	Week 6 CWs	Week 7
Day 1	«y» spelling /igh/ or /ee/	Plurals where dropping «y» add an «i» add -es	Comparatives vs superlatives	Doubling consonants of CVC words when adding a suffix -y	Common Words: sugar, eye, again	Review any previously taught content to ensure children have additional practice where required.	
Day 2	Drop the «y», add an «i» add -ed Where «y» is spelling /igh/	Drop the «y» add an «i» add -es Where «y» is spelling /igh/	Drop the «y» add an «i» add -er	Where root word has a doubled consonant and added «y» drop the «y» add an «i» add -er	Common Words: any, many, beautiful, hour		
Day 3	Drop the «y», add an «i» add -ed Where «y» is spelling /ee/	Drop the «y» add an «i» add -es Where «y» is spelling /ee/	Drop the «y» add an «i» add -est	Where root word has a doubled consonant and added «y» drop the «y» add an «i» add -est	Common Words: parents, sure, clothes		

Year 1 Phonic Screening Check







https://www.gov.uk/government/publications/phonics-screening-check-2022-materials

Phase 2

ELS Essential Letters and Sounds

ELS GUIDE FOR PARENTS

GRAPHEME INFORMATION SHEET | PHASE 2

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**

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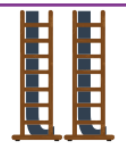
OXFORD

Grapheme	Picture	Rhyme
n		nest – **down the bird and over her nest**
m		meerkat – **meerkat, mound, mound**
d		duck – **over his back and around the tail, up his neck and down to his feet**
g		goat – **start at his ear, around the face and down the beard**
o		ostrich – **around the ostrich's body**

Grapheme	Picture	Rhyme
c		camel – **curl around the camel's back**
k		kid – **down the body, up the arm, down the leg**
ck		a camel and a kid – **the camel stood by the kid**
e		elephant – **around the head and down the trunk**
u		umbrella – **under the umbrella and down to the tip**

Phase 2

Grapheme	Picture	Rhyme
r		runner – **down her body, up over the arm**
ss		two snakes – **sunbathing snakes**
h		heron – **from his head to his feet, up and over his back**
b		bike – **down the person and around the wheel**
f		fox – **over the ear, down to the tail and across the jaw**

Grapheme	Picture	Rhyme
ff		two foxes – **two foxes facing forwards**
l		ladder – **down the long ladder**
ll		two ladders – **ladders in a line**

Phase 3

ELS Essential Letters and Sounds

ELS GUIDE FOR PARENTS

GRAPHEME INFORMATION SHEET | PHASE 3

Grapheme	Picture	Rhyme
j		jellyfish – **swoop down the tentacles and dot the body**
v		viper – **down the tongue, up the tongue**
w		wallaby – **hop to the top, land and hop, land and hop**
x		x x x – **criss-cross the kiss**
y		yacht – **under the hull and down to the anchor**

Grapheme	Picture	Rhyme
z		zigzag – **zig and zag**
zz		two zigzags – **a zigzag duet**
qu		quill – **around the feather and down the pen**
ch		**chew the chunky chips**
sh		**the shabby ship shook**

Grapheme	Picture	Rhyme
th		**they were thirsty**
ng		**ping pong**
nk		**oooh! a pink sink**
ai		**wait for the train**
ee		**bee on my knee**

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OXFORD

Phase 3

Grapheme	Picture	Rhyme
igh		light up the night
oa		float on the moat
oo		the book nook
ar		a far star
ur		turn in the surf

Grapheme	Picture	Rhyme
oo		scoop with a spoon
or		order some popcorn
ow		prowl and growl
oi		coin in the soil
ear		clear that smear

Grapheme	Picture	Rhyme
air		a pair in the lair
ure		sure it's the cure
er		a bitter winter
ow		go slow in the snow

Phase 5

Grapheme	Picture	Rhyme
ay		play all day
ou		a proud cloud
ie		pie on your tie
ea		each have a treat
oy		the boy cries 'ahoy!'

Grapheme	Picture	Rhyme
ir		a quirky shirt
ue		true, the sky's blue
aw		fawn on the lawn
wh		whip with a whisk
ph		photo on a phone

Grapheme	Picture	Rhyme
ew		the crew flew
oe		tiptoe past the doe
au		pause the launch
ey		use money to buy honey
a-e		cake by the lake

Phase 5

Grapheme	Picture	Rhyme
e-e		the athletes compete
i-e		time to shine
o-e		note in an envelope
u-e		tune on the flute
c		cycle in the city

What order are the sounds taught in?

New sounds are taught each day, with some review days and weeks to help children practise what they've learned.

Click below to reveal the sounds your child will learn in ELS.

- Phase 2 Sounds
- Phase 3 Sounds
- Phase 5 Sounds

Supporting Reading at Home:

- Children will read books that are 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!

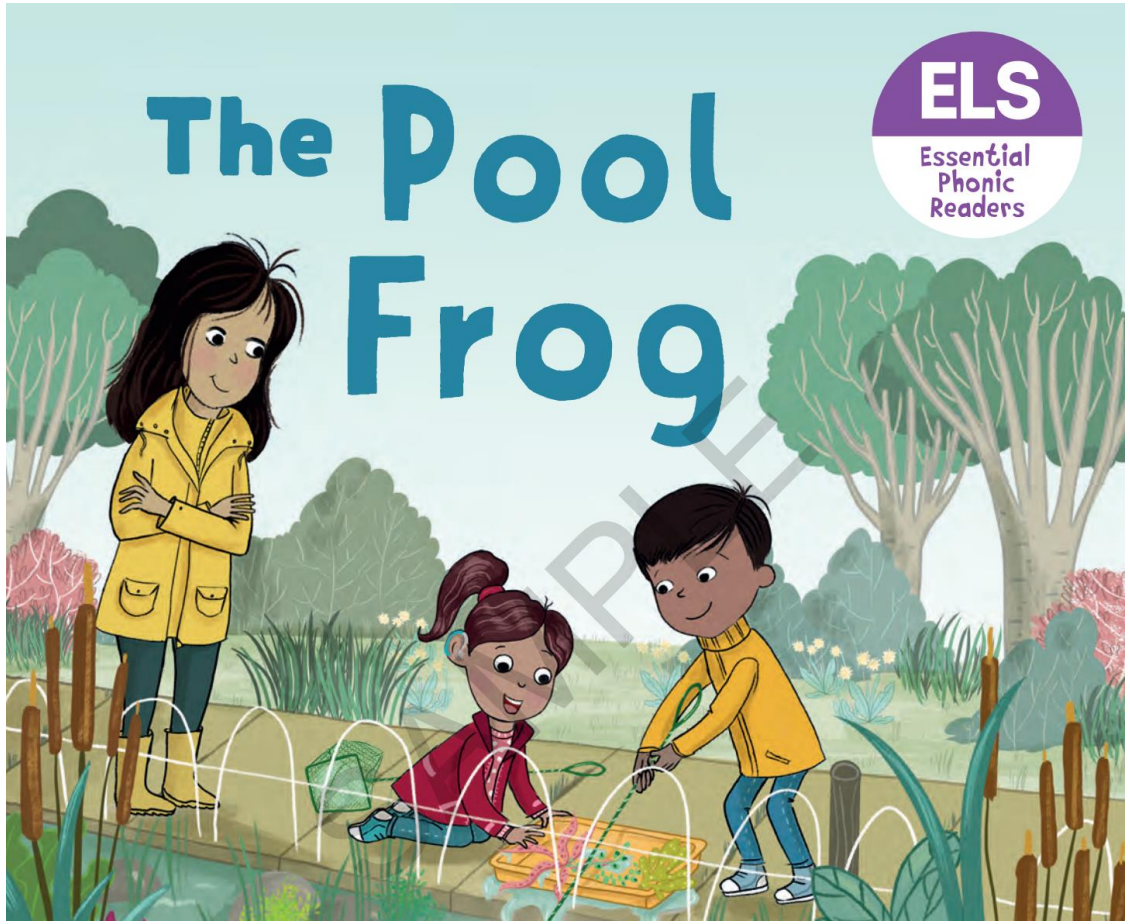


- We send home books once per week- sometimes these books will be repeated.
- Book Talk: likes, dislikes, puzzles, connections

New Reading Scheme: Essential Blending Books







It was the morning of the class trip

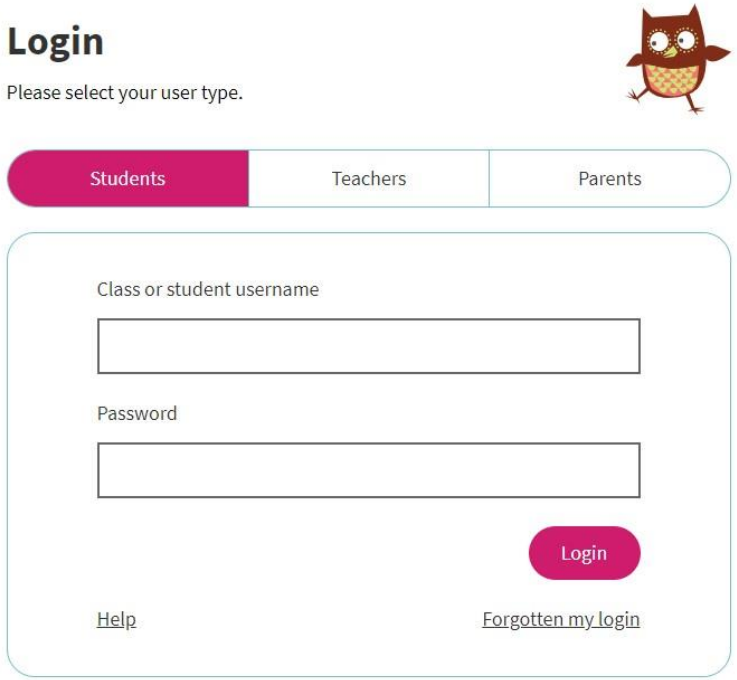


Reading at Home (Homework):

- Fluency books/ Decodable books- child can read independently (both aloud and silently)
- Sharing books- mostly decodable, but will need to be shared with an adult as some words will not be decodable. (old Bug Club books)
- Online Book Oxford Owl (Year 1 and Year 2)







Reading at Home (Homework):

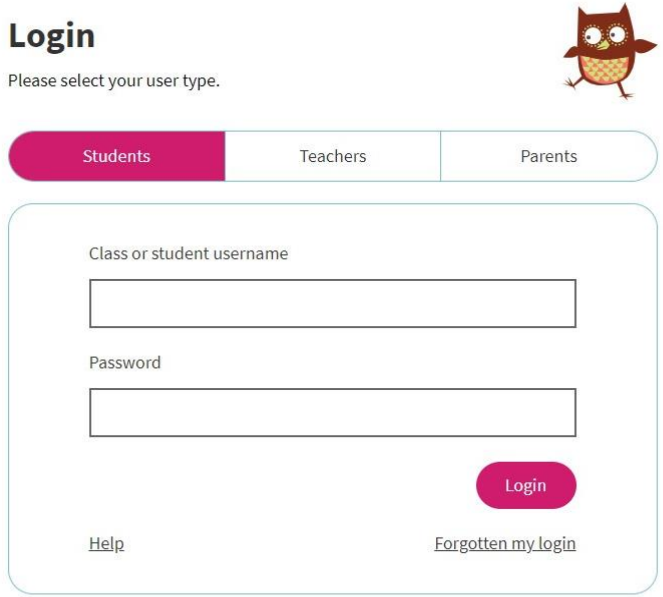
- Reception- up to 2 books a week
- Year 1/ Year 2 – 2 books and an online reader per week

- Fluency Book
- Sharing books- mostly decodable, but will need to be shared with an adult as some words will not be decodable. (old Bug Club books)

- Online Book Oxford Owl (Year 1 and Year 2)
  Logins are in your child's reading record







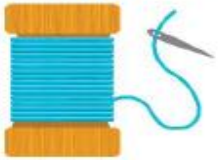
Supporting your child with writing at home



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!

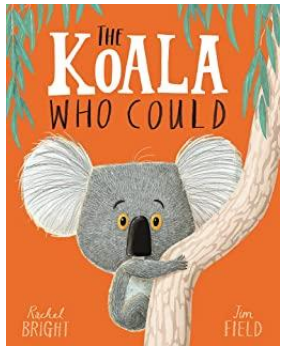


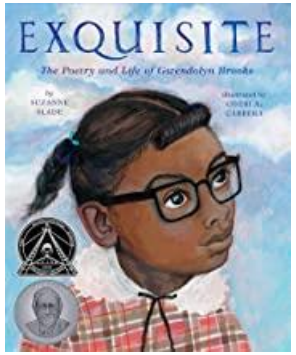


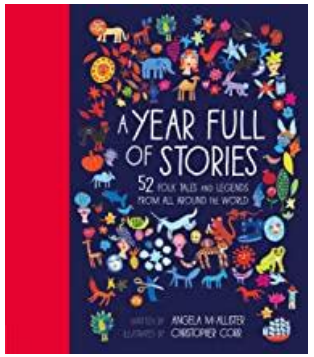
Reading











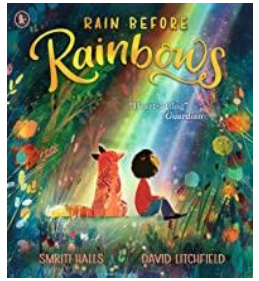
- Daily Reading sessions- share & study a range of texts, authors and illustrators
- Use of decodable texts both in school and at home
- Emphasis on reading aloud and paired reading to develop fluency, expression, prosody and comprehension
- Vocabulary focus in all Reading lessons and all subjects
- Reading across the curriculum- making links and furthering background knowledge
- Book talk: likes, dislikes, puzzles and connections
- 1:1 Reading happens regularly- in class

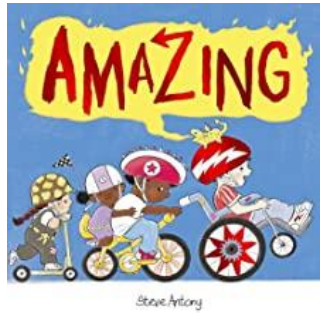
N.B: we do not call this session ‘Guided Reading’. We call it ‘Book Talk’.

Love of Reading

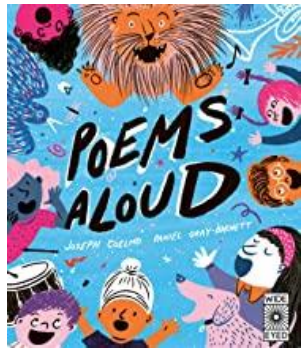


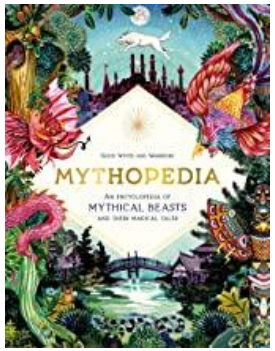


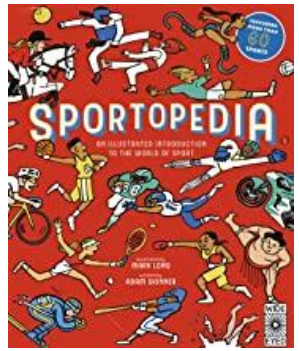




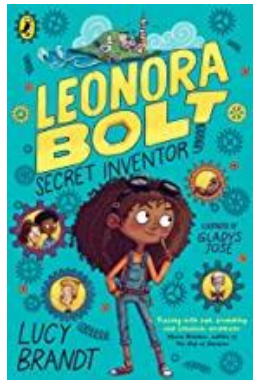
- Share and celebrate reading- both in school and at home
- Discover authors, illustrators and genres- both children and staff
- Lots of reading aloud and time for independent reading time
- Book talk: likes, dislikes, puzzles and connections
- Recommending books and utilising engaging book corners with books as the focus and the Library





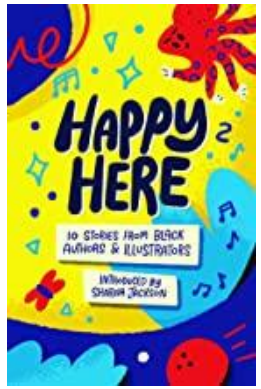


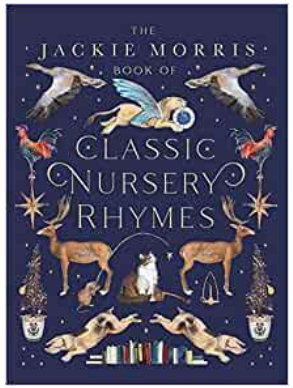




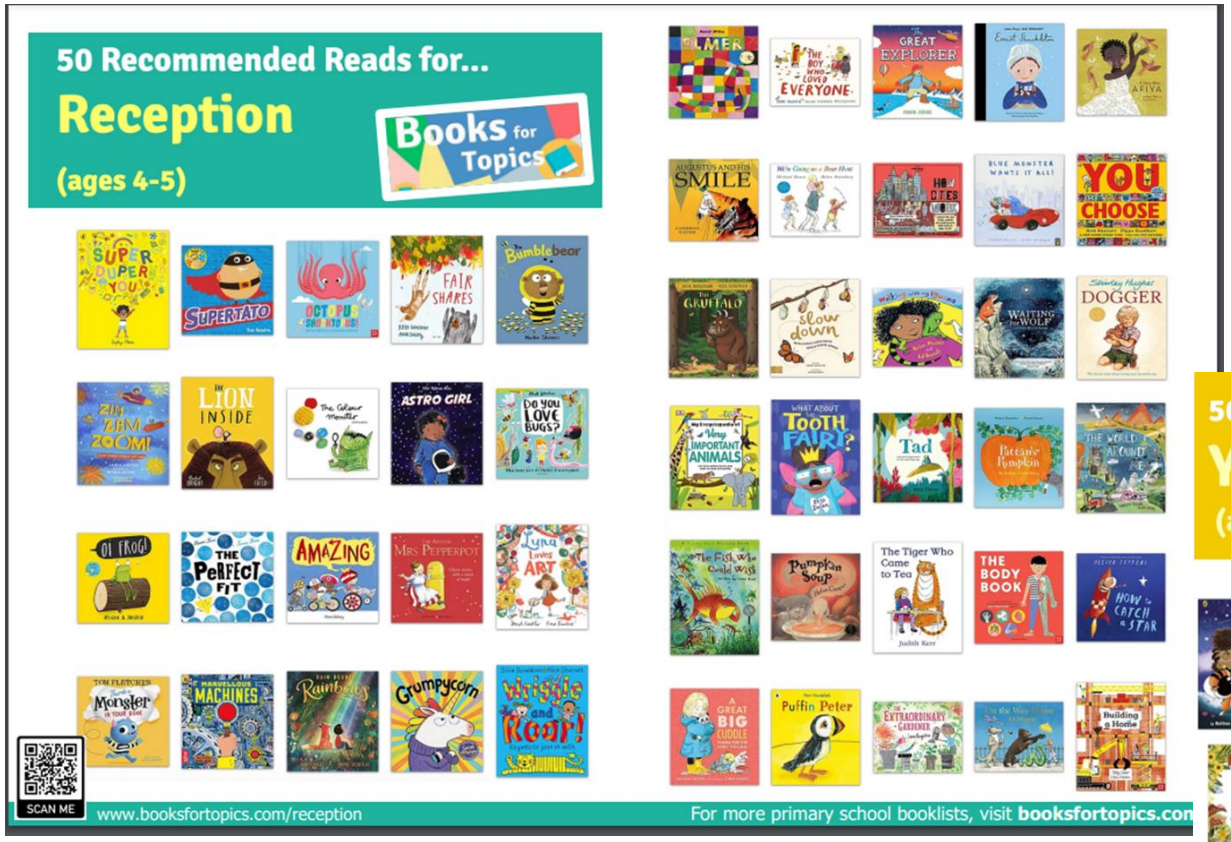


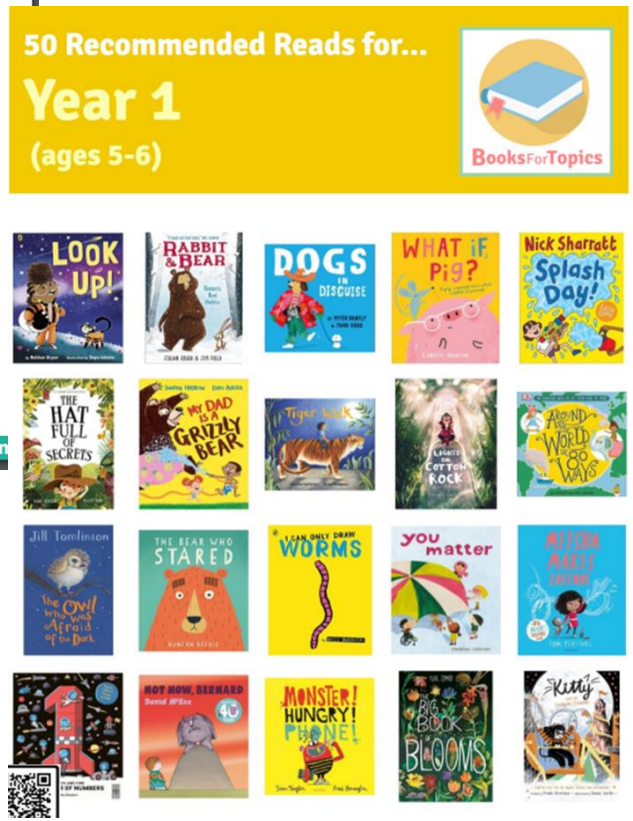


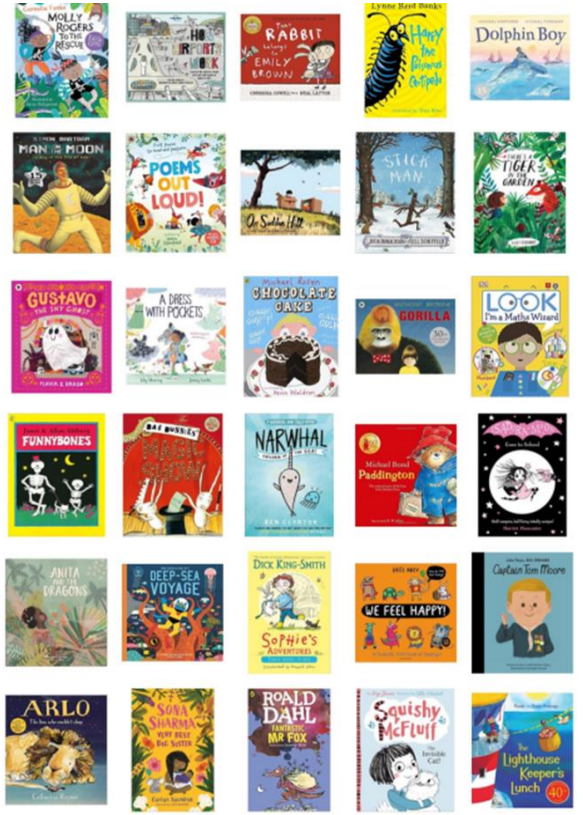












ST. MARY OF THE ANGELS CATHOLIC PRIMARY SCHOOL


Books for Topics
50 Recommended Reads for...
Year 2 (ages 6-7)
The River That Flows Inside Me
The Eyebrows of Doom
Panda's Child
We all Celebrate!
Emperor of the Ice
Naughtiest Unicorn
You Must Bring a Hat
Wheels
Blanky
Aaron Slater Illustrator
The Couch Potato
Action Man
Meet the Microbes!
Mooncat
An Emotional Menagerie
Troll Stinks
Can I Build Another Me?
A Way to the Stars
Night Flight
The Tunnel
Anthony Browne
Counting on Katherine
Flat Stanley
Daisy
Michael Morpurgo
The Rainbow Bear
Roald Dahl
The Emerald Forest
The Enchanted Wood
Darwin's Super Pooping Worms Spectacular
A Ticket to Kalamazoo!
Marv
Milo's Monster
Claude
Big Book of Blue
Martin's Mice
Einstein the Penguin
Amy Gets Eaten
The Alien Jam Factory
Isla Fisher
Marge in Charge
Croaky
Bumble & Snug
Investi Gators
The Proudest Blue

Thank you!