



ELS

Essential Letters
and Sounds

ELS Phonics Workshop

Tuesday 19th September 2023

and

Wednesday 20th September 2023



Workshop Aims

- What is Phonics?
- What is Essential Letters and Sounds?
- How do we teach phonics?
- Pure sounds
- Phonics in Reception (Phase 2-5)
- Phonics in Year 1 and 2
- At home- shared banded books
- Supporting children with reading at home.
- Supporting your child with writing at home.
- Phonics Beyond the Phonics Screening Test



What is Phonics?

- Phonics is 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).
- Children are taught to read by breaking down words into separate sounds or '**phonemes**'. They are then taught how to blend these sounds together to read the whole word.
- Children will also be taught other skills, such as whole-word recognition (see 'harder to read and spell words'), book skills and a love and enjoyment of reading.

The Jargon – A Quick Guide

phoneme - Any one of the 44 sounds which make up words in the English language

grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme ‘ay’ is spelt differently in each of the words ‘way’, ‘make’, ‘fail’, ‘great’, sleigh and ‘lady’.

blending – Putting together the sounds in a word in order to read it, e.g. ‘f – r – o – g, frog’

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g. ‘frog, f – r – o – g’

The Jargon – A Quick Guide

digraph – two letters which make one sound
e.g., ai in rain, th in bath, ay in day

trigraph – three letters, which make one sound
e.g., igh in night, ear in fear, air in chair

Split digraph – two letters that make one sound but are split – you may know this trick as the magic 'e'

e.g., a-e in cake. We hear in order 'c' 'a-e' 'k'. But the a-e spelling bridges across that final sound.



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 stream for phonics; this means that we will assess your child's phonic knowledge just like we did in EYFS and then place them in a group to best support their phonic knowledge.
- This means that the children maybe with different teachers across year 1 and 2 every few weeks for phonics.
- If you have any questions regarding the teaching of phonics, please go and see your child's phonics teacher/not their class teacher in Year 1 and in Year 2, speak to your child's class teacher.
- We will assess the children's phonic knowledge every few weeks to ensure that they are retaining the phonic knowledge and then move them to different groups where necessary.
- Phonics is taught daily. We use a simple, consistent approach to teaching phonics across all phonic groups and classes and follow the ELS phonics program.
- 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.

How do we teach phonics?



- In every single ELS lesson, your child will make the direct application to reading.
- Your child's reading record/spelling books will be given by their phonics teacher according to the sounds they have learnt.
- The lesson will have lots of opportunities for oral blending- **c/oa/t**
- Harder to read and spell (*HRS*) words are introduced and explained in every lesson.
- Pupils will have opportunities for writing- new grapheme, words and sentences.
- They will be given a phonetically decodable book linked to the grapheme (sound) that they are learning that week.

We will ensure that there are:

- Focused 1:1 interventions and daily 1:1 reading opportunities for those who need it.
- Whole class reading sessions to apply phonics skills. (Year 1 and 2)
- Opportunities for phonics to be integrated into other subjects.

Weekly lesson structure for teaching new phonemes and graphemes

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review newly taught sounds for the week, previously taught graphemes, and harder to read and spell (HRS) words Practise – reading and writing words Apply – reading decodable books and writing phrases and sentences

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.
- [Pure Sound videos](#)

ay



play all day

ie



pie on your tie

a _ e



cake by the lake






























Phonics in Reception

Phase 2	Phase 3**	Phase 4**	Phase 5 including alternatives and lesser-known GPCs
<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 	<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

Phase 2 Phonics









<p>s</p>  <p>snake around the snake</p>	<p>a</p>  <p>around the head, down the body</p>	<p>t</p>  <p>down for body and cross for shoulders</p>	<p>p</p>  <p>down for body, around the neck</p>	<p>i</p>  <p>down for body, spot for dot</p>	<p>n</p>  <p>down the first and over for nose</p>
<p>m</p>  <p>mountain, mound, mound</p>	<p>d</p>  <p>over the back and around the tail, up for head and down to the feet</p>	<p>g</p>  <p>down at the eye, around the neck and down the head</p>	<p>o</p>  <p>around the ostrich's body</p>	<p>c</p>  <p>roll around the camel's back</p>	<p>k</p>  <p>down the body, up the arm, down the leg</p>
<p>ck</p>  <p>the cuckoo speak by the bird</p>	<p>e</p>  <p>around the head and down the trunk</p>	<p>u</p>  <p>under and up the umbrella, down to the tip</p>	<p>r</p>  <p>down for body, up over the arm</p>	<p>ss</p>  <p>unfurling snake</p>	<p>h</p>  <p>down for head to the feet, up and over the back</p>
<p>b</p>  <p>down the person and around the wheel</p>	<p>f</p>  <p>over the eye, down to the tail and across the jaw</p>	<p>ff</p>  <p>two foxes, sharing</p>	<p>l</p>  <p>down the long ladder</p>	<p>ll</p>  <p>ladders in a line</p>	

Phase 3 Phonics

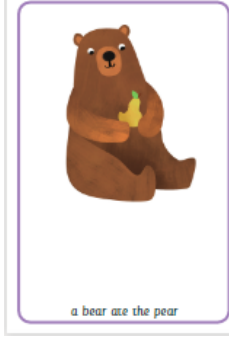
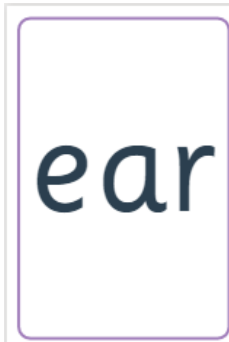
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Phase 5 Phonics

ay  play off day	ou  a proud cloud	ie  pie on your tie	ea  each have a treat
oy  a boy cries 'hoey'	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	ew  the crew flew	oe  listen past the doe

au 	ey 	a-e 	e-e 
i-e 	o-e 	u-e 	c 

Phonics in Year One



Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<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

What is a Phonics Screening Check?

- Every Year 1 child in the country will be taking the Phonics Screening Check during the same week in June.
- The Phonics Screening Check is a quick and easy assessment of your child's phonics knowledge.
- The aim of the check is to ensure that all children are able to read by the end of Year 2.

What will children be expected to do?

- The check is very similar to tasks the children already complete during phonics lessons.
- Your child will be sat with their teacher and will be asked to read 40 words aloud.
- Your child can use sound buttons to help them to read and blend the words
- The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words.



Phonics Screening Check Test

grit

blan



start

steck



best

hild



hooks

quemp



After the check

- Children will be scored against a national standard (yet to be determined by DfE) however it is usually 32 out of 40.
- If you child's score fall below the national standard they have to re-take the Phonics Screening Check in Year 2.

At home- shared books

- **Year 1** children will also be bringing home a **‘sharing book’**.
- This is NOT the book that children should be reading daily. This book is an additional book to enhance children's vocabulary and knowledge of story structures.
- Children may be able to read this themselves, but it is not the priority book.

Reading Progression in WPS

Progression of Reading 2022-2023

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working below (b/b+)	Phase 2	Phase 5a	Purple	White	Brown	Grey	Ruby
Working towards (w)	Phase 3/4	Phase 5b		Lime		Sapphire	
Working at (w+)	Phase 5a	Phase 5c	Gold	Brown	Grey	Sapphire	Black
Working at (s)			White				
Working at greater depth (s+)	N/A	Purple	Lime	Grey	Sapphire	Ruby	Black

From Year 2, your children's reading colour band should be logged every half term. These will be discussed at pupil progress reviews. Ask designated HLTA to benchmark any child reading purple books (and above) if they have made little/no progress each half term.

Gifted & Talented children will need to be assessed by the class teacher and the phase assistant head teacher. Depending on their ability there may be some flexibility to move reading bands.

Beyond the Phonics Screening Test – Year 2 and onwards.

- At this stage children will move onto **Phase 6**, where the emphasis is focused more towards spelling. Phase 6 focuses on accurate spelling and spelling rules, whilst also developing children into more fluent and expressive readers.
- Any children who did not pass their phonics screen or children who have identified gaps will have daily phonics interventions.

Who may need additional support and phonics interventions?

- Children who did not pass the phonics screening check by the end of Year 1
- SEN (Special Educational Needs) children *(not all will need this)*
- EAL (English as an Additional Language) / NTE (New to English) children

Phase 6

- The focus is on learning spelling rules for suffixes.

-s -es -ing -ed

-er -est -y -en

-ful -ly -ment -ness

Year 2: At home - banded and reading for pleasure books

- Some children in **Year 2** children may have been assessed and are able to read a **colour banded** reading book. If there is a purple sticker on the book, it means that this is a levelled colour banded book that children can (and should) read by themselves.
- They may also be bringing home a **'sharing book'**.
- A **'sharing book'** is **NOT** the book that children should be reading daily. This book is an additional book to enhance children's vocabulary and knowledge of story structures.
- Children may be able to read this themselves, but the priority for this book is reading for pleasure. Read these books to/with your child and ask questions about the story.

Supporting children with reading at home.

- Most children at the beginning of Year 2 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
- 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 children 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.
- 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.

- **REMEMBER:** Phonics is not the only thing needed to become a fluent reader.

- Please continue to read with your child each night and encourage them to:

- Sound out

- Re-read to check it makes sense.

- Then re-read again with **EXPRESSION!**

- Ask questions about the book.

- And most importantly **ENJOY READING!**

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!

Science Daily (2019) - A 'million word gap' for children who aren't read to at home

Here's how many words children would have heard by the time they were 5 years old if they were:

Never read to, 4,662 words;
Read to: 1–2 times per week, 63,570 words;
Read to: 3–5 times per week, 169,520 words;
Read to: daily, 296,660 words;
and five books a day, 1,483,300 words.

The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults.

Children who become engaged in reading can make huge progress in their literacy and spoken development simply through their independent reading, whatever the nature of their early experiences.

Questions

