

ELS Essential Letters and Sounds

developed by Knowledge Schools Trust

Getting all children to
read well, quickly.



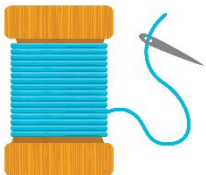
OXFORD

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).

complex



provide the code to read

read well, quickly



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 '**sh**op'.

Trigraph: three letters making one sound. For example, /igh/ in the word '**nigh**t'.

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

An example of the same sound but a different spelling

ai (rain)

ay (play)

a (acorn)

a_e (name)

eigh (eight)

ey (grey)

ea (great)

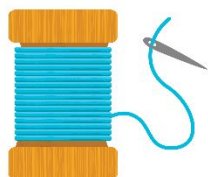
aigh (straight)

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.

challenging



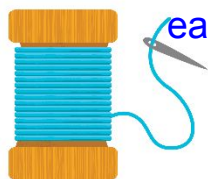
so many ways to
spell the sounds

takes time to
master these
skills



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



same routines within
each lesson

small steps to piece
together

decode to read &
then spell using the
sound learnt

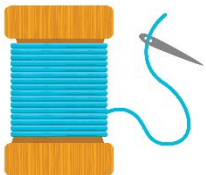
supported to use
phonics
independently

maximise success



How do we teach phonics?

- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- /c/ /oa/ /t/
- We teach the 'code' for reading, alongside teaching vocabulary.



How do we teach phonics?

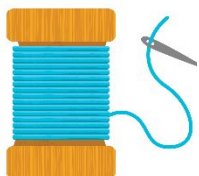
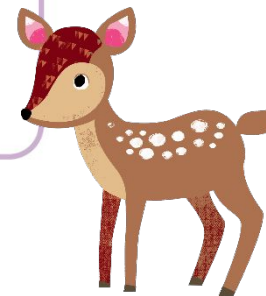
Teach

These objects all have the /ng/ sound in.

ng



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



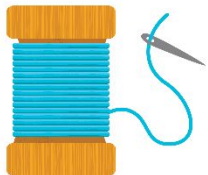
How do we teach phonics?

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



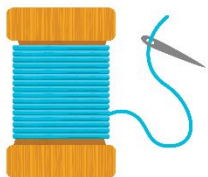
How do we teach phonics?

Apply

Quit activity 

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

Her friend said it
was sweater
weather.



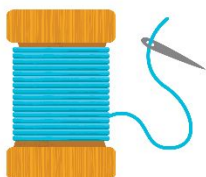
Supporting your child with reading at home

- 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 – identify the written sound in words before blending them to read the word

fluency – read with accuracy, recognising the sounds in words and blending them easily

expression – read with feeling, putting emotion to the words



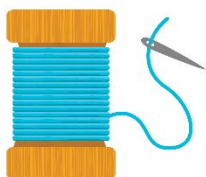
Pronouncing pure sounds

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.

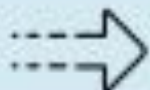
There are videos for this on our school website where you can hear the correct pronunciation of the sounds.



Supporting your child with writing at home



say the word



warm it up
stretch the word



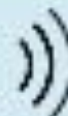
robot talk
the word



blend the
word



count the sounds
within the word

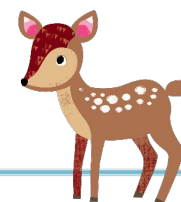
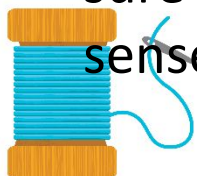


say the
word

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!





Titles borrowed this week:

Phonics decodable text:

Library book:

All books will come home on a **Monday**. Please ensure they are returned to school the following Monday together with the bookmark ready to be changed.

Phonics focus - say the sounds

- s, a, t, p

Now try saying the sounds and blending them together

Eq. a-t (at) s-a-t (sat) p-a-t (pat) t-a-p (tap)

Writing focus - we are learning these mnemonics and rhymes to help support correct letter formation and make links to our phonics

s (snake) swerve around the snake

a (ant) around the head, down the body

t (teacher) down her body and across her shoulders

p - parrot - down his body and around his face

Reading at Home

Complete and return this bookmark to school **Monday 25th Sept 23**

[illegible]

Nursery Phonics - a 'little and often' approach

Phase 1 Phonics

Phase 1 Phonics is a vital component to success in Phonics later. It prepares learners for phonics by learning to listen carefully, remembering sounds effectively, and talking about sounds and words with an ever-widening vocabulary.

Phase One activities are arranged under the following **seven** aspects:

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting



EYFS (Nursery) Reading Bookmark Wed 20/9/22 Or _____

This bookmark belongs to: _____

1. _____

2. _____

We encourage the children to choose their own library books from a selection and they will do this on Wednesdays or their next session following this. Books will then need to be returned for the following week on Wednesday or their next session after that.

Children may choose to read a favourite book again. This is a valuable part of reading. So be prepared to see familiar titles again.

Phonics Phase 1 - one of our phonics activities this week was **a listening walk around our school environment**. Why not join in at home by doing your own listening walk around your home, on the way to school or even at the supermarket.

Good listeners: Keep quiet
Have ears and eyes ready

Good listeners can: Talk about the different sounds they hear
Remember the sounds they heard (make a verbal list of all the sounds heard at the end of the walk)

Communication & Language: **I can sing a large repertoire of songs.**
Singing songs and nursery rhymes helps your child to hear the sounds in words and build up a bank of favourites they know well. Play with words and sounds and make up nonsense rhymes too. Encourage them to join in.

Practise & see if your child can recite these rhymes we sing at school:

I'm a little teapot
Incy Wincy Spider
Head Shoulders Knees and Toes

Reading at Home

Complete and return this bookmark to school **Wed 27/9/22**

Date:	Title:	Comment:

Try to share a story everyday perhaps as part of a bedtime routine. Encourage your child to see themselves as a reader as they listen to the story, talk about the pictures and help turn the pages.

Remember to write the titles of other books you share at home on the bookmarks as well. These all count towards your child's 20 books reading challenge badge. We will give you regular updates on their progress towards achieving this.

To make books count please return the bookmark with the titles of books shared, comments/tick and your initials to say they have been shared.

Please do not hesitate to contact your child's class teacher if you have any questions or queries about reading. Thank you for your continued support.

Questions

