

# ELS

Essential  
Letters and  
Sounds

developed by Knowledge Schools Trust

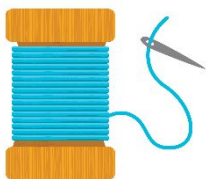
Getting all children to  
read well, quickly.



# 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).



ELS Essential Letters and Sounds  
Phase 5+

s	a	t	p	i	n	m	d	g	o	k
ss c st ce se sc		tt bt	pp u	y u	nn gn kn ne	mm mb mn	dd gu	gg gh gu	a ou	c ck ch
e	u	r	h	b	f	l	j	v	w	x
ea ie	o ou oo	rr wr	wh	bb	ff ph gh	ll le	g ge dge	ve	wh u	
y	z	qu	ch	sh	th	ng	nk	ai	ee	igh
	zz se ze		tch ch	sh ss ti ci				ay a-e a ey e eigh igh i	ea ey e-e y e ie ei uy	ie i-e i y eye is uy
oa	ar	ur	oo	(y)oo	oo	or	ow	oi	ear	air
ow oe o-e o oa ough eau	a al ear	ir or ear our re	ue ew u-e o ou ai oe	ue ew u-e u ou	u	aw au al augh ar oar ore	ou ough	oy	eer ere	are ere ear ar
ure	er	zh								
		si s								



# 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'.

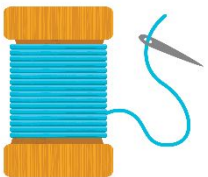
**Trigraph:** three letters making one sound. For example, /igh/ in the word 'n**igh**t'.

**Split digraph:** two vowel letters split but are split by one or more consonants.

For example, /a-e/ in the word 'c**ake**'.

# How do we teach phonics?

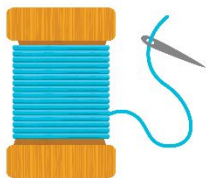
- Phonics throughout the day to review new sounds and graphemes taught
- Lots of opportunities for oral blending: /c/ /oa/ /t/
- We teach the 'code' for reading, alongside teaching vocabulary.



# ELS Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

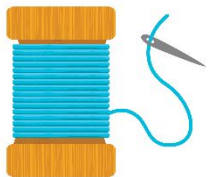
Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you



# ELS Progression

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

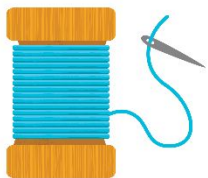
Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	



# ELS Progression

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

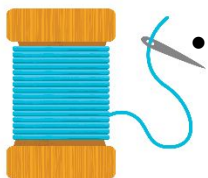


# Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story night
  - Reading a bedtime story every night to your child improves their outcomes
  - Reading until they are 3 improves outcomes in YR, reading until they are 5 improves outcomes in Y6 and reading until they are 8 improves outcomes aged 16!



- Children who achieved the Early Learning goals for Literacy are 11 times more likely to achieve the expected outcomes in Maths at the end of KS2. Reading underpins everything.



- We want all our children to leave primary school able to read well and confidently – you can support us in this journey.

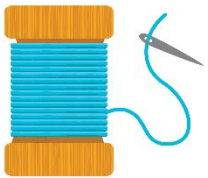


# Supporting your child with reading at home

- 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 four times across the week

working on these skills:

- decoding
- fluency
- expression



# Pronouncing pure sounds

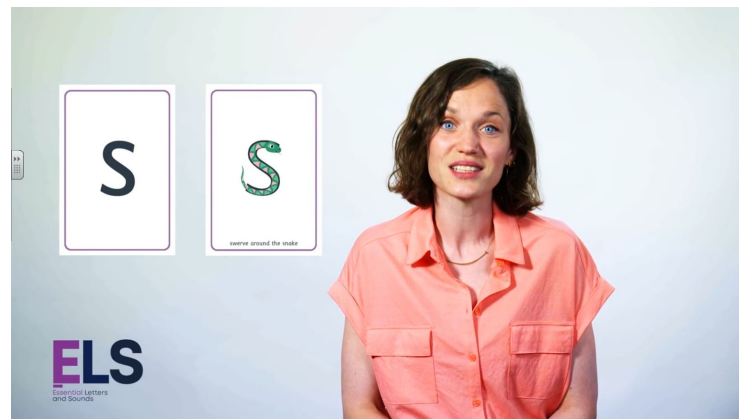
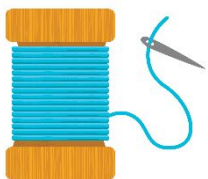
We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

**c a t**

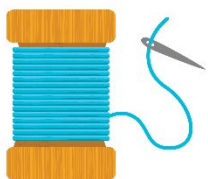
**not**

**cuh a tuh**

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



# Supporting your child with reading at home

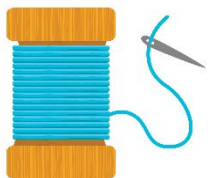


# Supporting your child with writing at home



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!





@Phonics Family



## USE LETTER SOUNDS NOT NAMES

Phonics is the prime approach to teaching your child to read. This means they need to learn to match the written letter with the **SOUND** it makes so they can put these sounds together to read words. You can't do this by saying the letter names.

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## USE PURE SOUNDS

Avoid adding the /uh/ sound to the end of letter sounds and encourage your child to do the same. By doing this you will produce the pure sound and your child will find it much easier to merge the sounds to read words.

**SUH-U-NUH** → **SSS-U-NNNN**

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## USE LOWERCASE WHEN WRITING

The words your child will learn to read, both on flashcards and in books, will be written in lowercase. Only teach your child to use a capital for the beginning of their name not entirely written in capital letters.

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## SOUND OUT AND BLEND WORDS

Encourage early readers to sound out words into their separate sounds and blend these sounds together to read. They will need to spot when two or three letters are working together to make one sound too.

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## READ, READ, READ!

Whenever possible let your child see you reading for a variety of different purposes. This will really influence your child's attitude to reading. Reading for pleasure is a key predictor of later academic success. Try to read the book sent home from school as often as possible too and PLEASE return it on time.

@Phonics Family

## READING MATTERS!

The ability to read is fundamental to learning and absolutely affects the chances children get in life. Teachers want ALL children in their care to succeed but there also needs to be a PARTNERSHIP between teaching Phonics in school and the support a child gets at home.