



OSWALD ROAD
PRIMARY SCHOOL

ELS Essential Letters and Sounds

developed by Knowledge Schools Trust

Getting all children to
read well, quickly.



OXFORD

PHONICS AND READING

SEPTEMBER 2024

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).



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.

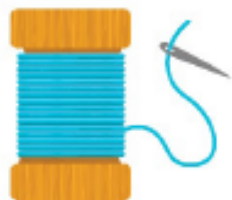
Digraph: two letters making one sound. For example, /sh/ in the word 'shop'.

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

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

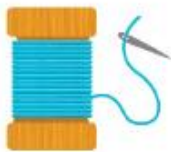
How do we teach phonics?

- Daily Phonics sessions- these start from the beginning of Reception
- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- c/oa/t
- Main focus is on word recognition. However, new vocabulary is also given and explained in every lesson.
- Opportunities for writing- new grapheme, words and sentences.



ELS Progression

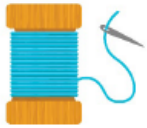
| Phase 1* | Phase 2 | Phase 3** |
|--|--|--|
| <p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending | <p><i>Reception Autumn 1</i></p> <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 |



| Phase 4** | Phase 5 including alternatives and lesser-known GPCs | Beyond Phase 5 |
|--|---|---|
| <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, ccvcv, 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 <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 |

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
- 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.



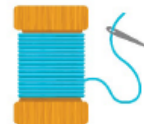
Supporting your child with reading at home

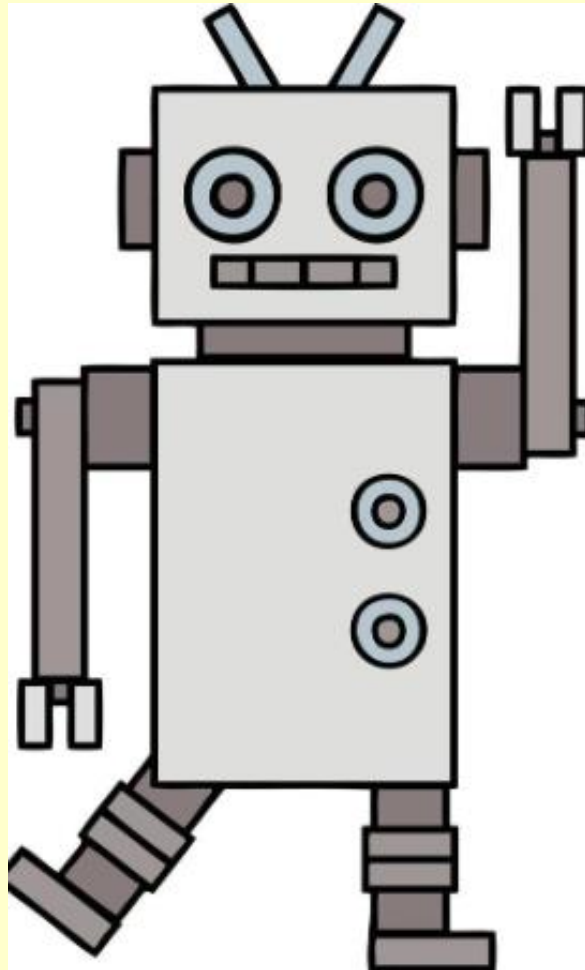
- Children are only reading from books that are entirely decodable
- We only use pure sounds when decoding words (no 'uh' after the sound)
- We want them to practise reading their book 4 times across the week working on these skills:

decode

fluency

expression





Reading tips:

It's important to remember that reading and understanding books is not just about phonics and letter sounds. Children need to understand, reason and predict when reading. There is lots of information on our school website to help you read with your child:

<https://www.oswaldroad.co.uk/curriculum-classes/curriculum/reading/>

- **Robot arms**

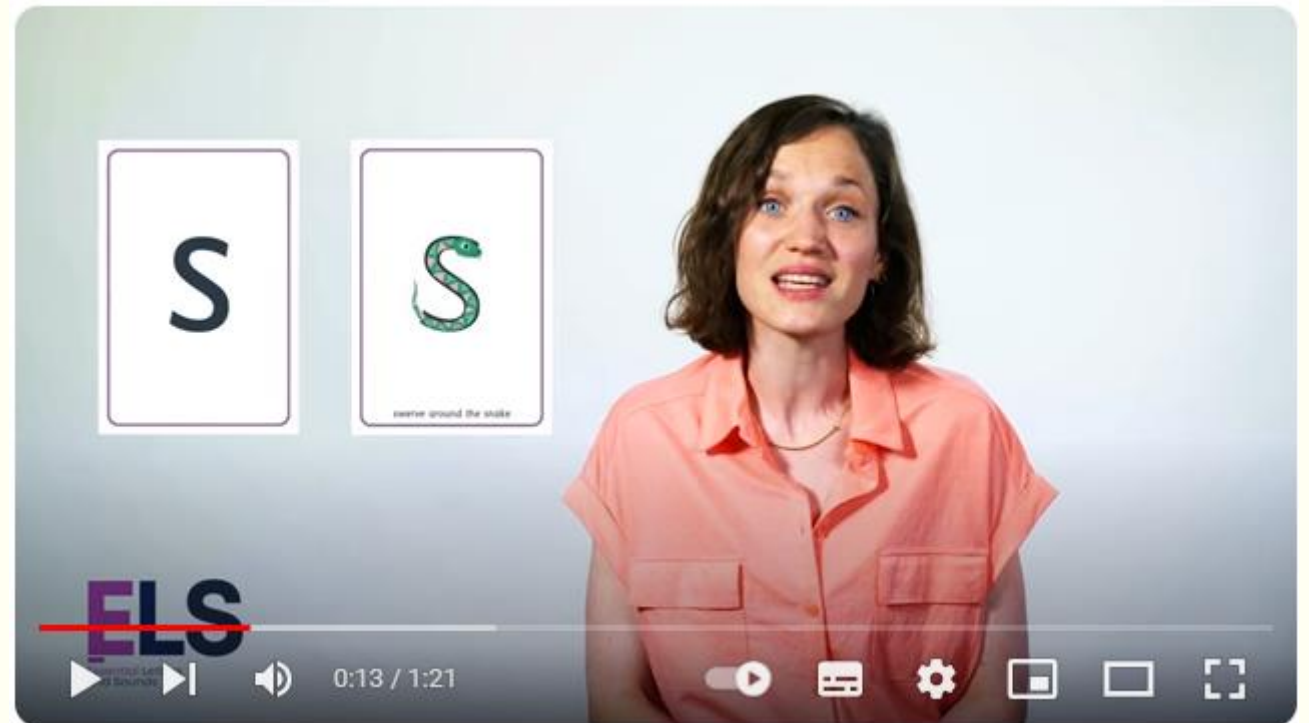
As we practise reading words, we encourage children to blend using robot arms. Your child may do this as they read their phonics book at home. They move their arms for each sound and then blend these together- please see an example in the video below.

https://www.youtube.com/watch?v=J_9uLh_2TqM

- **Finger tracking**

As demonstrated on our school website, it really helps children to touch words as they read them in the early stages of reading. Encourage your child to say sounds as they point and then blend these together. Always remember to re-read sentences once they have decoded them to make sure they can recall the words they have read. Once children reach red level books they should be able to read words without finger tracking.

How to say the sounds



<https://www.youtube.com/watch?v=nBFnAcXHOUQ>

Stages of literacy

1. Hearing and saying initial sounds (**phonemes**)... play eye spy/ stress first sounds in words.
2. Hearing and saying other sounds... blending and segmenting words.
3. Learning how to form letters correctly (written letters-**graphemes**).
4. Hearing multiple sounds in words and putting these together to make a word.
5. Children learn single graphemes first and then **digraphs** then **trigraphs** (2 letters making one sound e.g. ch/ sh / th) and then **trigraphs** (3 letters making one sound e.g. igh/ ear)

How to read a
book with your
child



<https://www.oswaldroad.co.uk/curriculum-classes/curriculum/reading/>

Harder to Read and Spell Words

These are words which
cannot be decoded
phonetically and so children
need to recognise these by
sight.

| | | | | | |
|--------|--------|----------|-------|---|------|
| I | the | to | go | he | she |
| no | put | into | pull | buses | we |
| of | is | as | his | me | be |
| push | was | all | are | said | so |
| her | my | ball | tall | have | were |
| you | they | when | what | out | like |
| some | come | children | | people | |
| there | little | love | oh | Mr | Mrs |
| one | do | their | a | your | ask |
| should | | house | mouse | These are the Reception Harder To Read and Spell Words from our Phonics Scheme (ELS), and we call them HRS WORDS. | |
| would | | water | want | | |
| could | asked | very | | | |

**By the end of
Reception we
want children
to...**

Literacy **Comprehension ELG** Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

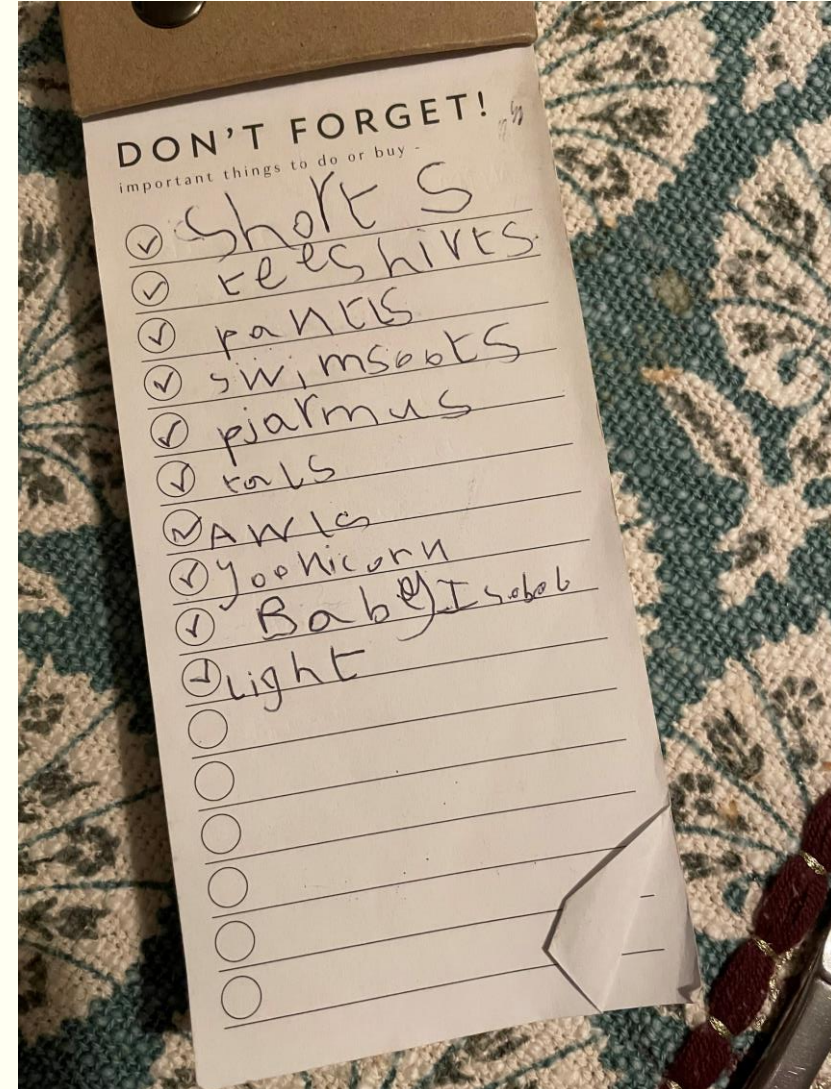
Ideas for home...

Make it meaningful!

Read for a purpose- sound
out letters in signs you spot
around.

Write for a reason-
shopping lists/ menus when
playing café etc.

A list of things to take camping- written by a
child in Reception.



Letter formation

– our

mnemonics.





























Please make sure

children are forming

letters correctly. Use

these rhymes to help if

they are struggling.

| | | | | | |
|--|---|--|---|---|---|
| <p>s </p> <p>Swerve around the snake</p> | <p>a </p> <p>Around the head, down the body</p> | <p>t </p> <p>Down her body and cross her shoulders</p> | <p>p </p> <p>Down his body, around his face</p> | <p>i </p> <p>Down her body, spot her idea</p> | <p>n </p> <p>Down the bird and over her nest</p> |
| <p>m </p> <p>Meerkat, mound, mound</p> | <p>d </p> <p>Over his back and around the tail, up his neck and down to his feet</p> | <p>g </p> <p>Start at his ear, around the face and down the beard</p> | <p>o </p> <p>Around the ostrich's body</p> | <p>c </p> <p>Curl around the camels back</p> | <p>k </p> <p>Down the body, up the arm, down the leg</p> |
| <p>ck </p> <p>The camel stood by the kid</p> | <p>e </p> <p>Around the head and down the trunk</p> | <p>u </p> <p>Under the umbrella and down to the tip</p> | <p>r </p> <p>Down her body, up over her arm</p> | <p>h </p> <p>From his head to his feet, up and over his back</p> | <p>ss </p> <p>Sunbathing snakes</p> |
| <p>b </p> <p>Down the person and around the wheel</p> | <p>f </p> <p>Over the ear, down to the tail and across the jaw</p> | <p>ff </p> <p>Two foxes facing forward</p> | <p>l </p> <p>Down the long ladder</p> | <p>ll </p> <p>Ladders in a line</p> | <p>j </p> <p>Swoop down the tentacles and dot the body</p> |
| <p>v </p> <p>Down the tongue, up the tongue</p> | <p>w </p> <p>Hop to the top, land and hop, land and hop</p> | <p>x </p> <p>Criss cross the kiss</p> | <p>y </p> <p>Under the hull and down to the anchor</p> | <p>z </p> <p>Zig and zag</p> | <p>zz </p> <p>A zig zag duet</p> |

**Thank you for
reading!**



**Thank you for taking the time to read this
information.**

**Please remember if you have questions or concerns
about reading with your child, ask on the door and
we will be able to help!**