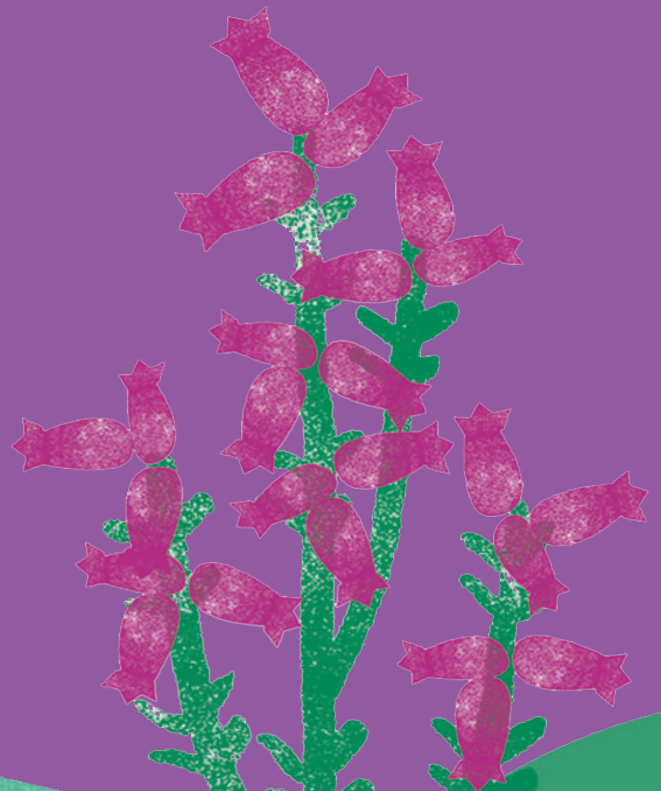


HANDBOOK

ELS Essential Letters and Sounds

developed by Knowledge Schools Trust



OXFORD

ELS

developed by Knowledge Schools Trust

Essential Letters
and Sounds

Essential Letters and Sounds Handbook

Written by Katie Press and Tara Dodson

*We aim for all children
to read well, quickly.*

OXFORD

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Introduction to Essential Letters and Sounds (ELS)

ELS was created to ensure every child can read well, quickly.

The principles of ELS are based upon:






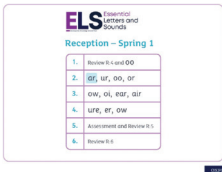

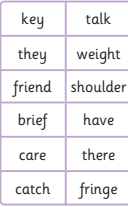
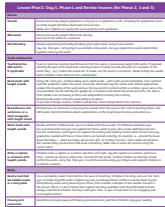
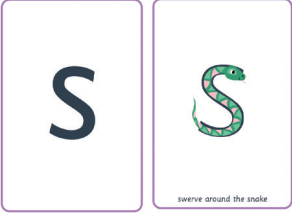
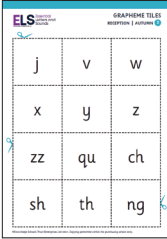

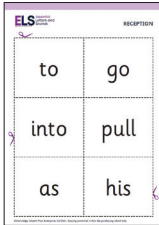


- the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans
- the use of consistent terminology by teachers, children and parents
- the use of consistent resources that support effective teaching
- repetition and reinforcement of learning
- regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'
- the 'E' model.

The 'E' model

The 'E' model underpins all teaching and learning in ELS.

'E' model components	Description
Embed	The theory and pedagogy behind ELS
Enact	How to deliver ELS lessons in your school
Enable	How to ensure all children 'keep up' rather than 'catch up'
Execute	How to lead ELS in your school
Evaluate	How to assess children's progress
Evolve	Optional bespoke training

Outline of Contents

<p>High-quality teacher training modules linked to the 'E' model, including 'how to' videos</p>	<p>Essential Letters and Sounds Handbook</p>	<p>Clear programme overview and term-by-term progression</p>
		
<p>Clear week-by-week progression showing phonemes, graphemes and words</p>	<p>Well-structured daily lesson plans</p>	<p>Interactive whiteboard presentations for every lesson</p>
		
<p>Apply sheets</p>	<p>Assessment materials</p>	<p>Specific intervention plans</p>
		
<p>Grapheme cards with supporting illustrations, mnemonics and rhymes</p>	<p>Grapheme tiles</p>	<p>Wall frieze</p>
		
<p>Word cards (HRS words)</p>	<p>Spelling poster</p>	<p>Oxford University Press decodable readers</p>
		

ELS Overview – Phase 1 to Phase 5

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/Primary 1 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/Primary 1 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/Primary 1 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/Primary 1 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/Primary 2 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/Primary 2 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/Primary 2 Summer, Year 2/Primary 3 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

**Phase 1 of Letters and Sounds (2007) can be used in Nursery/Pre-School settings before starting ELS in Reception and can still be used throughout the school day in Reception. However, direct phonics teaching – the teaching of sounds, graphemes, word reading and vocabulary – must start from the very beginning of Reception.*

***Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.*

ELS Term-by-term 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/ /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

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

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	

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 CCCVC -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

Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

Embed – The Theory and Pedagogy behind ELS

ELS teaches children to read using a systematic synthetic phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. ELS teaches children to:

- decode by identifying each sound within a word and blending them together to read fluently
- encode by segmenting each sound to write words accurately.

We know that for children at the end of Key Stage 1 to achieve the age-related expectations, they need to read fluently at 90 words per minute. As children move into Key Stage 2, it is vitally important that even those who have made the slowest progress are able to read age-appropriate texts independently and with fluency. For children to engage with the wider curriculum, they need to be able to read well, making inferences and drawing on background knowledge to support their developing understanding of a text when they read. To do this, they need to be able to draw not only on their phonic knowledge but also on their wider reading and comprehension skills, each of which must be taught. The first step in this complex process is the link between spoken and written sounds.

ELS whole-class, daily phonics teaching must begin from the first days of Reception. Through the rigorous ELS teaching programme, children will build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes).

Every ELS lesson has been designed to ensure that the minimum cognitive load is placed on the learner. The structure of the lessons allows children to predict what is coming next, what they need to do, and how to achieve success. It is important that the whole school understands how ELS works, and adheres to the ELS system, using the same terminology. This is why whole-school training in ELS is provided.

When you implement ELS effectively in your school, you will waste no phonics learning time even if staffing and/or the learning environment changes. Children will get the same high-quality first teaching every lesson, every day throughout the ELS programme.

Enact – How to Deliver ELS Lessons

ELS is based on simplicity and consistency, and the programme is delivered through whole-class lessons. Throughout ELS, you will use the same teaching sequence – Show, copy, repeat – until each child is independent. The teaching sequence is the same in all stages of the lesson, from whole-class teaching to one-to-one intervention. Children are given the opportunity to hear and say each sound, first in isolation, and then within words and sentences. When introducing a new grapheme–phoneme correspondence (GPC), you will use a mnemonic or rhyme with an accompanying picture to ensure that children understand. Children then hear this sound in the context of a word, and a picture and/or definition is given to support their understanding. Practice and repetition are key.

Give, give, give







- Give the GPC – share the new sound or spelling being taught.
- Give the word – put it into context.
- Give the meaning – ensure children can use the vocabulary.

Key teaching features	
Me, then you	The teacher says something, and then the children repeat it exactly.
Provide opportunities	Practice and repetition are key. There is no ‘down time’ in the lesson – a consistent fast pace is maintained. Children have many opportunities to: <ul style="list-style-type: none"> • Hear the sound or word • Say the sound or word • See the sound or word • Read the word • Write the word • Use new vocabulary.
Provide modelling	Every single aspect of the lesson is modelled for children. As teacher, your main purpose is not to test the children but to teach them.
Active teaching and learning	ELS lessons are active – children are engaged at all times, whether joining in with a ‘drum roll’ to introduce the new sound, using ‘robot arms’ or ‘tracking the teacher’ as you move around the room.

Key teaching features

Spelling sequence

Encourage children to follow the sequence:

- Say the word 
- Stretch the word 
- Segment the word 
- Blend the word 
- Count the sounds within the word 
- Say the whole word 

This sequence can be used for any word where the children have been taught the GPCs within the word.

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

Weekly lesson structure for review weeks and Phase 4 teaching

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply

The fifth week of each term is assessment week. These weeks follow the same structure and lesson plans as the review weeks.

The review weeks are there to support children in consolidating their understanding of all prior learning. The 'ELS term-by-term progression' chart shows where these occur.

The lesson plans and interactive whiteboard presentations ensure that there is rigour, pace and fidelity in every lesson.

ELS provides four main types of lesson plan:

- Lesson Plan A: Phase 2 lessons for Weeks 1, 2 and 3 of Reception
- Lesson Plan B: Day 1–4 lessons for Phase 2 (from Week 4), Phase 3 and Phase 5
- Lesson Plan C: Day 5, Phase 4 and Review lessons (for Phase 2, Phase 3 and Phase 5)
- Lesson Plan D: Day 1–4 lessons for Phase 5 alternatives

Phonics teaching and learning does not stop at the end of Year 1/Primary 2. As children move onwards through the school, you can continue to encourage them to use their knowledge of phonics as they tackle more complex books and learn to spell more sophisticated words.

Teaching with ELS

<p>How to use the lesson plans</p>	<p>ELS lesson plans are tightly structured and do not include any unnecessary activities. Repetition is used to help the children overlearn new knowledge, and is a key feature of all ELS lessons. To ensure the pace of ELS lessons, it is important that you set clear expectations and that children understand what to do. For example, teach children that ‘Me, then you’ means you want them to listen to you, and then repeat what you say exactly.</p> <p>The example ELS lesson plans below show what happens in each section of the lesson. For daily lessons there is no need for a written lesson plan because the interactive whiteboard presentations guide you through the whole lesson step by step. At the end of this handbook, there are also blank lesson plans that you can use in ELS training sessions with your colleagues.</p>
<p>How to use the interactive whiteboard (IWB) presentations</p>	<p>ELS provides an IWB presentation for every lesson. These presentations must be used consistently in every ELS lesson.</p> <p>The IWB presentations follow the familiar structure shown in the lesson plans below. Most of the content for the lesson is on these presentations, and where a physical resource is needed this is clearly shown.</p>
<p>The Apply section of the lesson</p>	<p>ELS builds in opportunities to target children requiring additional support during the lesson. These children work with the class teacher during the Apply activity, to help them consolidate their understanding. Following this targeted teaching, the children will then complete the Apply activity independently. This can be done as the other children review their learning at the end of the phonics session, or later in the day. The Apply sheets have been designed so that the activities should take less than 10 minutes to complete.</p>
<p>Harder to read and spell (HRS) words For example: I, the, no, of</p>	<p>HRS words are currently harder to read and spell as children have not yet been taught the relevant GPCs. Words can also be harder to read and spell if they contain a schwa. Schwas are the unstressed vowel sounds within a word. These often sound like a short /u/, for example: ladder, elephant, again, author. Pronunciation of these words can vary, and so for some speakers a vowel may have a schwa sound, and for others the vowel may be pronounced as spelled, in which case the words are not harder to read or spell. ELS includes these words within the programme at the point where the graphemes have been taught, and through explicit modelling, teachers will demonstrate if the word contains a schwa.</p> <p>HRS words are common in the English language, and it is important that children can read and spell them.</p> <p>When teaching a new HRS word, teachers must always identify the graphemes within the word that make it tricky.</p>
<p>Capital letters</p>	<p>To begin with, children are taught that capital letters are used at the beginning of names and sentences. When children are writing, we identify and model where and how capital letters need to be used. We also highlight and discuss their use when reading texts.</p>
<p>Handwriting</p>	<p>It is important that teachers model correct pencil grip, how to sit at the table ready to write, correct letter formation, writing on the line and finger spaces between words. Teachers must also address incorrect pencil grip and handwriting misconceptions as they appear throughout the day.</p>

Sample lesson plans

The lesson plans below show how each part of the lesson works. The same basic lesson format is used throughout, and tinted panels are used to show unique features of each plan.

Lesson Plan A: Phase 2 lessons for Weeks 1, 2 and 3 of Reception/Primary 1	
Review	
Sounds	Review previously taught graphemes using up to 12 grapheme cards, including the graphemes most recently taught and those that need extra revision. Make sure children are saying the pure sound for each grapheme.
HRS words	From Week 2, quickly review previously taught HRS words.
Oral blending	Model segmenting and orally blending up to eight words using review sounds and today's new sound. Say: <i>Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?</i>
Review known words	Children read up to four words with GPCs that have already been taught, aiming for a quick, fluent reading.
Teach	
New HRS word	From Week 2, teach the new HRS word for the lesson. Use the word in a sentence.
Say the sound	Introduce the new sound. Say: <i>Drum roll please ... (everyone drums on their knees). Today's new sound is ...</i> Use 'Me, then you' to model how to say the sound.
Show the grapheme and picture	Say: <i>This is the grapheme.</i> Using 'Me, then you', repeat the sound multiple times – a minimum of six. Show the picture – for example, 't for teacher'. Use 'Me, then you' and repeat three times: t for teacher, teacher t, t is for teacher.
Teach the mnemonic	Using the grapheme card, introduce the mnemonic. Say the mnemonic while modelling how to draw the grapheme on the grapheme card. For example, for 't for teacher': Down her body and across her shoulders.
Pictures to match the sound	Show the pictures of objects that include the sound and model how to say the names of the objects, emphasizing the focus sound.
Write the grapheme	Show the grapheme again. Model how to write the grapheme using the mnemonic.
Children write the grapheme	Children practise writing the grapheme, while saying the mnemonic, for about one minute, using air writing, finger on carpet, mini-whiteboards, finger on arm and so on, according to your judgement.
Practise	
Read words with new sound in	Say: <i>Let's read some words with the sound /___/ in.</i> Using 'Me, then you', model reading up to eight words: say the sound, pointing to the grapheme; spot the grapheme within the word; sound out, blend and say the whole word; use the new word in context within a sentence.
Spot the sound	Using the grapheme cards from the beginning of the lesson, children review previously taught graphemes, with the new grapheme 'hidden' among them. When children spot the new grapheme they all say: <i>___, there you are!</i> Repeat four times, hiding the grapheme again each time it is spotted.
Apply	
Read phrases and/or sentences	From Week 2, read phrases or sentences that include the new sound and HRS word. Gently introduce the idea of capital letters being used at the beginning of names and sentences.
Grapheme sheet and decodable readers	Introduce the grapheme spotter sheet, and model how to complete it. Children spot the new grapheme and write it on the lines, using the mnemonic to support them. Children then move on to a decodable reader, where they will practise reading the grapheme in the context of a book. Children complete the activity at their tables, either in the lesson or during the day. You can use this activity to assess children's understanding and identify children who may require additional support.
Review	
Review graphemes, words and HRS words	Using grapheme cards, a flipchart and word cards, review all the learning from the lesson. This can take place at the end of the session or at other points throughout the day.

Lesson Plan B: Day 1–4 lessons for Phase 2 (from Week 4), Phase 3 and Phase 5

Review	
Sounds	Review previously taught graphemes using up to 12 grapheme cards, including the graphemes most recently taught and those that need extra revision. Make sure children are saying the pure sound for each grapheme.
HRS words	Review previously taught HRS words quickly. Use one of the words in a sentence.
Oral blending	Model segmenting and orally blending up to eight words using review sounds and today's new sound. <i>Say: Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?</i>
Review known words	Children read up to four words with GPCs that have already been taught, aiming for a quick, fluent reading.
Teach	
New HRS word	Teach the new HRS word for the lesson. Identify the part of the word that currently makes it harder to read and spell. For example, in the word 'they', <ey> makes the sound /ai/. Use the word in a sentence.
Say the sound	Introduce the new sound. <i>Say: Drum roll please ... (everyone drums on their knees). Today's new sound is ...</i> Use 'Me, then you' to model how to say the sound.
Show the grapheme and picture	<i>Say: This is the grapheme.</i> Using 'Me, then you', repeat the sound multiple times – a minimum of six. Show the picture – for example, 'ar, a far star'. Use 'Me, then you' and repeat three times: ar, as in a far star, a far star, ar, ar, a far star.
Teach the mnemonic	Using the grapheme card, introduce the mnemonic or rhyme. Say the mnemonic while modelling how to draw the grapheme on the card.
Pictures to match the sound	Show the pictures of objects that include the sound and model how to say the names of the objects.
Write the grapheme	Show the grapheme again. Model how to write the grapheme using the mnemonics for writing the individual letter or letters.
Children write the grapheme	Children practise writing the grapheme, while saying the mnemonic, for about one minute, using air writing, finger on carpet, mini-whiteboards, finger on arm and so on, according to your judgement. Ensure when teaching a digraph, trigraph or quadgraph that the children name the grapheme whilst gesturing blending with their hands sweeping across the grapheme. For example: a – around the head, down the body; r – down her body, up over her arm, ar.
Practise	
Read words with the new sound in	<i>Say: Let's read some words with the sound /___/ in.</i> Using 'Me, then you', model reading up to eight words: say the sound, pointing to the grapheme on the grapheme card; spot the grapheme within the word; sound out, blend and say the whole word; use the new word in context within a sentence.
Spot the sound	Using the grapheme cards from the beginning of the lesson, children review previously taught graphemes, with the new grapheme 'hidden' among them. When children spot the new grapheme they all say: ___, <i>there you are!</i> Repeat four times, hiding the grapheme again each time it is spotted.

Apply	
Read phrases and/or sentences	Read phrases or sentences that include the new sound and HRS word. Gently introduce the idea of capital letters being used at the beginning of names and sentences.
Apply sheet	Introduce the Apply sheet in the Activity Book and model how to complete it. Children complete the activity at their tables while you deliver an intervention to children needing additional support in sound recognition and blending.
Targeting children who require additional support Please see video exemplification	<p>This session repeats up to four words that have been taught during the lesson. Using magnetic letters or grapheme tiles, children build the words to match the pictures.</p> <p>For each picture: say the word, stretch the word to hear the sounds, sound out using robot arms, blend using blending hands, sound out again using robot arms, blend again using blending hands (for example, car, caaarrrr, /c/ /ar/, car, /c/ /ar/, car).</p> <p>Model building this word with the letters or tiles. Children then complete this either independently or in pairs. Once the word has been built, 'check' the spelling with the children, using the IWB presentations. (Reveal the word. Say the sound, pointing to the grapheme; spot the grapheme within the word; sound out, blend and say the whole word. Children then check they have spelled the word correctly.)</p>
Review	
Review sounds, words and HRS words	Using grapheme cards and IWB presentations, review all the learning from the lesson. Review the new sound and grapheme, other recently taught sounds and graphemes, and the HRS words.

Lesson Plan C: Day 5, Phase 4 and Review lessons (for Phase 2, 3 and 5)

Review	
Sounds	Review previously taught graphemes using up to 12 grapheme cards, including the graphemes most recently taught and those that need extra revision. Make sure children are saying the pure sound for each grapheme.
HRS words	Review previously taught HRS words quickly. Use one of the words in a sentence.
Oral blending	Model segmenting and orally blending up to eight words using review sounds. Say: <i>Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?</i>
Teach and practise	
Teach/practise HRS word/s if applicable	Teach or practise reading new HRS words from the week, or previously taught HRS words. If required, identify the part of the word that currently makes it harder to read and spell. For example, in the word 'they', <ey> makes the sound /ai/. If asked, use the word in a sentence. Model writing the word/s before children write them on mini-whiteboards.
Read words with taught sounds	Using 'Me, then you', model reading up to eight words – some with assisted blending, some without. Spot the grapheme within the word; sound out, blend and say the whole word. Where appropriate, explain the meaning of the word and use the new word in context within a sentence (your own or the one provided). Do not identify the grapheme in isolation and within the word each time: the idea is that children are increasing in their own independence during this activity. Read pseudo words using the same pattern as above. In periods of longer reviews, children will become more independent in this process.
Read phrases and sentences, or a short paragraph, with taught sound	Read phrases or sentences using any new sounds from the week or the current teaching block, and HRS words. Remind children about capital letters at the beginning of names and sentences.
Write words with taught sounds	Model, and then children write up to six words with new sounds. The IWB presentations give pre-selected words but you can supplement these words if your class needs additional practice. Use the mnemonics and rhymes to support the writing and spelling of each word. Ensure that any graphemes spelled with two or more letters are named correctly, for example: a – around the head, down the body; r – down her body, up over her arm, ar. In Day 5 lessons, these words only feature the sounds being revised from that week of learning. Make sure to name the picture using the correct word.
Write a caption or sentence with taught sounds	Children write a caption or sentence and then self-mark. Say the caption or sentence numerous times, sound out and use robot arms, and stretch the words, to allow children to identify sounds within the words, using 'Me, then you'. Count the sounds using your fingers and support children to recall the sentence.
Apply	
Read a matched decodable reader or a story book	Use a decodable reader that matches the week of teaching. Introduce the story, and use 'Me, then you' to model any HRS words. Explain any new vocabulary before children read the book in pairs. Alternatively read a story book of your choice that includes examples of the sounds covered in the lesson. There is a list of books that support teaching available from the Oxford Owl website. Always read the text before sharing it with your class, so you can present it in an engaging and meaningful manner.
Fluency and expression	Model how to read a page with fluency and expression, and then children copy your reading.

Lesson Plan D: Day 1–4 lessons for Phase 5 alternatives

Review	
Sounds	Review previously taught graphemes using up to 12 grapheme cards, including the graphemes most recently taught and those that need extra revision. Make sure children are saying the pure sound for each grapheme.
HRS words	Review previously taught HRS words quickly. Use one of the words in a sentence.
Oral blending	Model segmenting and orally blending up to eight words using review sounds. <i>Say: Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?</i>
Review known words	Children read up to four words with GPCs that have already been taught, aiming for a quick, fluent reading.
Teach	
New HRS word	Teach the new HRS word for the lesson (where relevant). Identify the part of the word that currently makes it harder to read and spell. For example, in the word 'they', <ey> makes the sound /ai/. Use the word in a sentence.
Say and show taught graphemes for the sound	Explain that this is a new way to spell a sound the children already know. For example, when introducing <eigh> making /ai/ in 'weight', you will also refer to previously taught spellings of the sound.
Say and show the new grapheme(s)	Using the grapheme card, introduce the grapheme and share the mnemonic or rhyme.
Pictures to match alternative grapheme(s)	Show the pictures of objects that include the new grapheme, and model how to say the names of the objects.
Write the grapheme	Show the grapheme again. Model how to write the grapheme using the mnemonics for writing the individual letter or letters.
Children write the grapheme	Children practise writing the grapheme, while saying the mnemonic, for about one minute, using air writing, finger on carpet, mini-whiteboards, finger on arm and so on, according to your judgement. Ensure when teaching a digraph, trigraph or quadgraph that the children name the grapheme whilst gesturing blending with their hands sweeping across the grapheme. For example: a – around the head, down the body; r – down her body, up over her arm, ar.
Practise	
Read words with new alternative grapheme	<i>Say: In the words below, the grapheme <__> makes the sound /__/. Let's read them!</i> Using 'Me, then you', model reading up to six words. Say the sound, pointing to the grapheme; spot the grapheme within the word; sound out, blend and say the whole word. Where appropriate, use the new word in context using the sentence provided or one of your own.
Sorting words with different graphemes / pronunciations (where appropriate)	Lead the children in a sorting activity. In Spring 1, they will be sorting words with the same graphemes that make different sounds. In Spring 2, they will be sorting words with the same sounds but different graphemes. You can add extra words to the groups if you wish.

Apply	
Read captions and/or sentences	Read captions or sentences that include the new grapheme/s and HRS word/s. Remind children about capital letters at the beginning of names and sentences.
Apply sheet	Introduce the Apply sheet in the Activity Book and model how to complete it. Children complete the activity at their tables while you deliver an intervention to children needing additional support in sound recognition and blending.
Targeting children who require additional support Please see video exemplification	This session repeats up to four words that have been taught during the lesson. Using magnetic letters or grapheme tiles, children build the words to match the pictures. For each picture: say the word, stretch the word to hear the sounds, sound out using robot arms, blend using blending hands, sound out again using robot arms, blend again using blending hands (for example: car, caaarrrr, /c/ /ar/, car, /c/ /ar/, car). Model building this word with the letters or tiles. Children then complete this either independently or in pairs. Once the word has been built, 'check' the spelling with the children, using the IWB presentations. (Reveal the word. Say the sound, pointing to the grapheme; spot the grapheme within the word; sound out, blend and say the whole word. Children then check they have spelled the word correctly.)
Review	
Review alternative sounds, words and HRS words	Review the sound–spelling correspondences from the lesson. Review a selection of previously taught HRS words.



Using decodable readers

It is vital that whilst children are learning to read, they read books that match their phonic knowledge. The Oxford University Press decodable readers support Essential Letters and Sounds. These books have been carefully matched to every aspect of the programme and a matching chart can be found on the Oxford Owl website.

These books are intended to be used during the Review lesson on Day 5 of each week and as home readers. They are also recommended for use in other reading sessions to give children plenty of opportunities to develop their phonic knowledge and reading fluency. Children keep the books for one week and re-read them at least four times in this period, so it's important to communicate this to parents to ensure their support. Re-reading ensures that children develop their reading skills and fluency. This, in turn, supports their learning in school; as children become more fluent at reading, they are able to focus on their new learning.

More information on how to use the decodable readers can be found in 'Execute – How to Lead ELS in Your School'.

Enable – How to Ensure All Children ‘Keep up’ Rather than ‘Catch up’

A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled.

Supporting all learners

ELS is designed on the principle that children should ‘keep up’ rather than ‘catch up’. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support, usually during the Apply activity.

We know that children – especially those with educational difficulties – learn better in a mixed-ability environment where their learning is scaffolded not only by the teacher and support staff but also by their peers. In this most fundamental area of learning – learning how to read – this support is even more vital, not only to their success but also to the outcomes of the programme as a whole.

Over-learning, alongside a range of Apply activities, helps children who acquire phonic knowledge more slowly to succeed. In ELS pilot schools, all children learned to read at a similar fast pace, because children with additional support needs were rapidly targeted throughout the lesson, and any remaining gaps in their knowledge were closed the same day. Studies show that the teaching of systematic synthetic phonics supports all children’s developing skills when learning to read, and that phonemic awareness (the ability to discern and copy sounds in words) is key to progress. Children’s phonemic awareness supports them when learning how to read, and our rigorous and robust teaching methods ensure that all children build phonemic awareness.

If children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, ELS has three interventions that are to be delivered on a one-to-one basis: oral blending, GPC recognition and blending for reading. These are intended to be short and concise and last no longer than five minutes. They can be delivered in isolation, or different interventions can be used together to support children each day. This helps ensure that children do not spend excessive time outside of the classroom or in group intervention sessions where they are removed from the rest of the curriculum.

In mainstream settings, where there are children with an EHCP or for whom you are adapting your curriculum to meet their needs, adaptations can be made to ELS. This may mean that you break the lesson into smaller 'chunks' to support their concentration or that you adapt the pace at which the programme is taught. See the SEN support available as part of the online teaching subscription for further support.

Supporting children with English as an additional language

Research shows us that people who are learning a second language require extensive repetition to help them embed their knowledge and transfer it into their long-term memory. To ensure that all children can access every part of the lesson, there is repetition of activities and routines throughout every lesson. This ensures that every child achieves the outcomes of the lesson, that every child is supported in doing so and that cognitive load is reduced for every learner. ELS mnemonics and rhymes have been developed and created with this in mind and provide opportunities for teaching vocabulary as well as supporting spelling and letter formation.

In every lesson, there is the opportunity to use newly acquired phonic knowledge to read. Every time the children encounter a word, caption or sentence, their new phonic knowledge is put into context.

In the Day 3 and 4 lessons, children will read increasingly longer text extracts which are highly focused on the new GPCs taught. Children should be provided with the opportunity to re-read these extracts to support their developing fluency. The decodable readers sent home will support the repetition and re-reading that takes place within school.

Interventions to support ELS

'Decoding fluency is achieved through accurate initial instruction followed by lots of practice.' (Hirsch, 2003)

Oral blending

This intervention supports children struggling with oral blending and those with any auditory processing difficulties. It allows children who require additional practice of this skill to have short bursts of oral blending to consolidate their understanding and support their auditory discrimination. During this intervention, the Reading Teacher needs to model sound-talking for the child, who then sound-talks before blending the word. This additional one-to-one practice also supports vocabulary learning, communication, listening and speaking skills, and interaction with others.

Grapheme–phoneme correspondence (GPC) recognition

This intervention involves deliberate over-learning, re-teaching and repeated exposure. It will support children with English as an additional language, those new to ELS, those with additional needs and those with auditory processing weaknesses or a fluency block.

Before this intervention, you will need to assess the child's grapheme knowledge and be aware of any sound gaps – this should be happening as part of your assessment in every lesson. The intervention is targeted to the day's teaching and can also be used after the Half-termly Assessment to address any gaps that may be apparent.

The intervention follows a similar structure to the whole-class session: reviewing previously taught sounds using grapheme cards, teaching the sound/grapheme that needs reinforcing, and applying this skill by word-building and reading.

Blending for reading

This intervention supports a child who requires additional practice for blending. You will need to be aware of any GPC weaknesses and ensure that these are targeted within the session. There is a strong focus on word-building, listening to the sounds within a word and identifying these. Again, this intervention particularly supports the needs of children with auditory processing weaknesses, those new to English and those who are struggling to apply their understanding of digraphs, trigraphs and quadgraphs as their phonic knowledge builds and their awareness of alternative spellings and pronunciations increases.

Enable intervention plans

Oral blending	
Review	Orally blend up to three words that the child has successfully orally blended before. Using robot arms, model sounding out, and then the child repeats the sounds (if necessary) and says the whole word.
Teach	Model sound-talking and blending a whole word with less familiar GPCs; for example, /r/ /ai/ /n/ – rain. The child repeats this. Do the same with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
Practise	Sound-talk a word – do not blend the whole word, as the child needs to practise blending independently. The child repeats the sounds and says the whole word. Repeat with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
Apply	<p>Oral storytelling: read aloud a pre-planned short extract*. Choose six words within the extract to be sounded out. These words should vary in length and include GPCs children have already learned and ones they have not yet been taught. The focus here is on ensuring that the child can sound-talk the word and blend. Model sounding out the word, and then the child repeats the sounds in the word and says the whole word. Continue with the story.</p> <p>When the child is more confident with their oral blending, they do not need to sound-talk the word first; they can just blend it.</p>

GPC recognition	
Review	Review up to 12 known sounds using grapheme cards. Where appropriate, model reading the sounds using 'Me, then you'.
Teach	<p>Say the new sound for the child to repeat. Repeat the sound multiple times.</p> <p>Show the grapheme for the sound – say the sound, then show the grapheme. Repeat multiple times.</p> <p>Show the picture and mnemonic for the grapheme.</p> <p>Model running your finger over the grapheme whilst saying the sound. The child then repeats this.</p>
Practise	Spot the grapheme in known words from the lesson or from the word list provided (see Week-by-week Progression Appendix i). Use sound tiles or magnetic letters to make the word. Identify the focus grapheme within the word. Point to the grapheme, sound-talk the word and then blend to read the whole word. The child repeats this.
Apply	Use a decodable reader to show the child sentences that have words with the new sound, known sounds and known HRS words. The child reads the sentences (not necessarily the whole book).
Review	<p>Review the focus sound by showing the grapheme and using 'Me, then you' to model saying the sound.</p> <p>Show the focus grapheme throughout the day and ask the child to say the sound.</p>

*Guidance on this is provided in the ELS training.

Blending for reading

Review	Review reading words with known sounds, including those recently taught, to build fluency and accuracy.
Teach	<p>Show the focus grapheme/s, for example <ai>. Say the sound and ask the child to repeat. Do this multiple times.</p> <p>Say a word with the focus sound, for example 'rain'. The child repeats.</p> <p>Sound-talk the word using robot arms and then blend using blending hands.</p> <p>Say the sound and show the grapheme (using a grapheme card or magnetic letters).</p> <p>Make the word using grapheme cards or magnetic letters.</p> <p>Point at each grapheme and read the word.</p> <p>Repeat with up to four other words that include the focus sound.</p>
Practise	<p>Use word cards to read words with the focus grapheme and other known words.</p> <p>First read-through for each grapheme card: spot the grapheme, sound-talk the word, read the word.</p> <p>Second read-through for each grapheme card: model reading the word quickly. The child repeats.</p>
Apply	Use decodable readers that include the focus sound for spotting sounds. Read words from the book, particularly those with the focus sound. Read sentences that contain words with the focus grapheme and other known graphemes.

Execute – How to Lead ELS in Your School

In order to achieve its objectives, ELS must be followed with rigour and fidelity. To ensure this happens in your school, you will need a member of staff who is responsible for ensuring that ELS is taught consistently. It is also important that this member of staff completes the ‘Execute’ training component to ensure the success of the programme.

Steps to success	
<p>Setting up ELS in your school</p>	<p>Ensure all members of staff, including all members of the Senior Leadership Team, have received ELS training.</p> <p>The class teacher teaches ELS lessons. Any additional adults in the room support the children both during the whole-class session and during the Apply section of the lesson.</p> <p>All Reading Teachers need access to the interactive whiteboard presentations.</p> <p>All Reading Teachers need the appropriate physical resources. ELS provides grapheme cards, HRS word cards, activity books, a wall frieze and a spelling poster.</p> <p>Ensure that all children can see the teacher during the lesson and that they can see the resources being used.</p> <p>Encourage all staff, the children and the parents to use the same phonics terminology consistently.</p>
<p>Decodable readers</p>	<p>The Oxford University Press decodable readers are fully aligned to ELS, so these books can be used with confidence to provide decodable reading books suitable for children at each stage of ELS.</p> <p>Ensure all members of staff know how to use these books to support the children, and how to select the correct book for each child.</p> <p>The books should be grouped according to the phase and week of ELS that they relate to, and clearly labelled/stored to make it easy to find them.</p> <p>Each child should be sent home with at least one decodable book each week, alongside any sharing texts or picture books. The decodable books are to be kept for one week and re-read at least four times in this period. Make sure that parents and carers understand how to support the children when reading the books at home.</p> <p>The Apply texts in the activity books can also be sent home for additional reading practice.</p>

<p>Enable interventions</p>	<p>Enable interventions are short and concise, and take place one-to-one between the child and Reading Teacher.</p> <p>These interventions should happen when and where required – assessment will inform this.</p> <p>Daily extra practice should happen throughout the day to help the child ‘overlearn’ the focus of the intervention. For example, teachers and other adults can give the child opportunities to practise a specific GPC throughout the day. For this reason, it is important that the Reading Teacher who leads the Enable intervention communicates with the wider team about the focus for the child.</p>
<p>Coaching and practice sessions</p>	<p>To ensure the success of ELS, Reading Teachers must feel confident to teach every aspect of the programme. Training and practice sessions, as well as coaching and modelling from the ELS Leader, are therefore of key importance.</p> <p>Ensure that the member of staff responsible for ELS has time to fulfil their role. This means that they have sufficient subject release time for coaching and modelling of lessons when needed.</p> <p>Coaching involves the member of staff responsible for ELS supporting Reading Teachers with ongoing professional development. This might include monitoring, dropping into the lesson, jumping in and giving feedback after the lesson, or one-to-one intervention.</p> <p>Set up weekly or fortnightly practice sessions where Reading Teachers can practise sections of the lesson or intervention. Coaching and assessment will help inform what practice sessions should be focused on.</p>
<p>Assessment</p>	<p>Baseline assessment should take place during children’s first week in Reception. After that, assessment takes place on the fifth week of each term.</p> <p>The assessment information will inform you where there are sound and grapheme gaps, and difficulties with blending and decoding, and this will enable you to identify the appropriate interventions.</p> <p>The ELS Leader should set up frequent meetings with the reading team, to analyse the data from assessments, and with the head teacher, to discuss how ELS is working in the school.</p>
<p>Parents and carers</p>	<p>Ensure parents and carers are informed about ELS. You may find it helpful to organize a meeting for parents and carers at the start of the school year, to give everyone a chance to see how ELS works and ask any questions.</p> <p>Set up frequent meetings with parents and carers of any child who needs additional support, so that they know how to help at home.</p>

Evaluate – How to Assess Children’s Progress

It is important that children’s progress is assessed thoroughly, so that any gaps can quickly be identified.

Assessment of the children’s reading skills is key to ensuring that all children make rapid progress through the programme, and that they keep up rather than catch up. Using the assessment cycle alongside your daily in-class assessments will ensure that all the Reading Teachers know where every child is in their early reading journey. ELS is designed to remove the likelihood of ‘gaps’ in children’s knowledge occurring, to avoid children falling behind and to ensure rapid progress where children are transferring their decoding and encoding skills to reading and writing.

Assessment needs to occur in the fifth week of each half term, to allow all members of staff to target and close any gaps that may be present in either sound knowledge or reading skills. By undertaking assessment in the fifth week you will be able to action a direct intervention before any upcoming school holidays. ELS includes specific revision points throughout the programme. Each of these revision points focus on specific skills to support children’s rapid movement through the programme, the consolidation of their understanding and the re-activation of knowledge.

Completing the diagnostic assessment

The Diagnostic Assessment (available on essentiallettersandsounds.org) allows you to identify a gap in children’s knowledge or understanding, or to assess new starters, to ensure that you are able to support them to make rapid progress and consolidate their skills and understanding. There are four parts to the assessment.

- Identifying code knowledge through sound/spelling recognition
Next step: To revisit those sounds and ensure fluency is achieved in both reading and spelling.
- Identifying code knowledge within words
Next step: To revisit the sounds that were not recognized within words.
- Identify segmenting and blending skills
Next step: If one of these skills show a weakness additional practise is needed.
- Recognition of harder to read and spell words
Next steps: Words that were not known to be revisited and revised until fluency is achieved.

Completing the Half-termly Assessments

The Half-termly Assessment (available on essentiallettersandsounds.org) should first be used as a baseline assessment in Reception, before forming your assessment in Week 5 of each half term. It is designed to allow you to identify any gaps in children's developing phonic knowledge and reading skills, further supporting your daily assessment for learning.

Work through the assessment from the beginning, representing Phase 2, up to Phase 5 graphemes and the alternative spellings for known sounds.

Using the grapheme cards that support the programme, test the child's recall of each taught grapheme and its corresponding sound.

Ask children to read the associated words immediately after completing the grapheme recognition. Children will read the same graphemes again within pseudo words to assess their knowledge out of context, and then within real words to assess their ability to decode and pronounce real words.

Repeat these steps until the children have come to the end of their GPC recognition. Don't test them beyond what they have been taught or are capable of recalling with fluency. Ask the child to read the words in the box below their last known GPC to ensure that they are able to apply this GPC to reading. Where children have been given a pseudo word, they can interpret the graphemes in any plausible way. Real words must be pronounced correctly.

Highlight the errors that are made on the assessment sheet. This makes tracking the changes over a period easier, and ensures that any required interventions can be quickly identified.

Completing the Year One Phonics Screening Check practice

The Phonics Screening Check Example assessment (available on essentiallettersandsounds.org) should be completed each half term from Year 1 Autumn 1 Week 5, in addition to the Half-termly Assessment.

As you work through the word list, explain to the children that they will be reading a range of real and pseudo words.

Children can give any phonetically plausible pronunciation for pseudo words. Real words must be pronounced correctly. Children must not be prompted for their answer or asked to repeat themselves. You must accept their final answer, even if this is incorrect and they have previously given a correct answer.

Please score the test out of 40. For the purposes of this test, a score of 32 indicates a pass.

These are the same conditions expected for the Phonics Screening Check, and by introducing children to this style of testing early, we give them the greatest chance to achieve their potential, as it becomes a known and embedded routine.

Assessing Using ELS Assessment Tracker

The ELS Assessment Tracker and ELS training is available through the Essential Letters and Sounds website.

Assessment needs to occur in the fifth week of each half term, to allow all members of staff to target and close any gaps that may be present in either sound knowledge or reading skills. By undertaking assessment in the fifth week, you will be able to action a direct intervention before any upcoming school holidays. ELS includes specific revision points throughout the programme. Each of these revision points focus on specific skills to support children's rapid movement through the programme, the consolidation of their understanding and the reactivation of knowledge.

There are six assessments for each year of the taught programme. These have been named to correlate with the content taught in each half term. Children are allowed to decode and blend when reading words or pseudo words within the assessment. As with the Phonics Screening Check, pseudo words are accepted as any phonetically plausible pronunciation.

Following the assessment, please analyse your data to ensure that children are being given adequate opportunity to review and practise those GPCs which they are least confident with. You can use this data to inform the next steps for each child and decide which interventions, if any, are needed. The Evaluate training sessions delivered to Phonics and Reading Leads will support you as a school in making meaning from the data and implementing any interventions or review which may be needed. The table over the page shows the content covered in each assessment along with an 'intervene if below' percentage at each assessment point for GPCs.

Where additional review of a GPC is required, this can take place both within the ELS lesson and outside of the lesson so that children have sufficient opportunities to see the GPC. It is recommended that you make use of any moment outside of the lesson as part of your normal practice. Reviewing outside of the lesson (8-12 flashcards) will give children additional opportunities to consolidate their GPC knowledge and support those who are struggling to recall a particular GPC.

ELS has high aspirations, it teaches more than is required for the National Curriculum expectations. This allows children to become confident and fluent readers, quickly.

Reception Contents

Assessment Name	GPCs and Words (real and pseudo) Covered	'Intervene if below' Percentage
EY Aut1	GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss Words: at, pat, tip, tin, map, sad, pig, got, cat, kit, sock, den, duck, red	70% GPCs (12/17) <i>There is no 'on track' for words as blending is a new skill.</i>
EY Aut2	GPCs: h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa Words: less, huff, vex, yell, jazz, quiz, chill, wish, bang, honk, nail, teeth, light, foam Pseudo: beff, gock, wint, queem, jaib, vight	78% GPCs (18/23) <i>There is no 'on track' for words as blending is a new skill, as a guide, if children have 'on track' recall for GPCs they should be able to decode and blend approximately 50% of the real words.</i>
EY Spr1	GPCs: oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow Words: cook, charm, curl, scoop, short, frown, join, years, flair, pure, ladder, grow Pseudo: zoch, quair, tarsh, goid, plear, fleebow	75% GPCs (9/12) >66% Real words (8/12)
EY Spr2	Words: fan, egg, miss, cow, pure, snow, burn, wait, torch, coast, chest, point, herbs, books, spark, stairs, sport, scoop, wait, three, clear, Pseudo: thip, niss, mork, surd, sherg, chure	>70% Real words
EY Sum1	cvcc ccvc ccvc cccvc and suffix -ed /ed/ /t/ /d/ Words: painted, bumped, joined, fixes, spotted, dressed, stormed, crushes, blended, stamped, printed, sprained, strapped, scrolled, splashes Pseudo: laig, spown, thurb, zerd, fure, glinked	>70% Real words
EY Sum2	GPCs: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e Words: play, shout, tie, dream, joy, bird, clue, lawn, wheel, dolphin, screw, tiptoe, haunt, donkey, quake, athlete Pseudo: phid, whom, claup, droy, scabe, fleme	68% GPCs (11/16) >68% Real words (11/16)

**'intervene if below' is the percentage point that ELS suggests you address any gaps/support with the development of blending either through additional review, in-class support or 1:1 intervention.*

Year 1 Content

Assessment Name	GPCs and Words (real and pseudo) Covered	'Intervene if below' Percentage for GPCs
K1 Aut1	<p>GPCs: ay, ou, ie, ea, oy, ir, ue, aw</p> <p>Words: spray, proud, dried, treat, enjoy, third, bluebell, awning.</p> <p>Pseudo: flay, frou, zied, cheans, out, hirx, mueg, jawp.</p>	<p>75% GPCs (6/8)</p> <p>75% Real words (6/8)</p>
K1 Aut2	<p>GPCs: wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c, y, al</p> <p>Words: whisper, nephew, goes, launched, chimney, named, extreme, lime, globe, flute, city, walked</p> <p>Pseudo: phape, whoin, shude, plice, cralk, drepe, shroe, voppy</p>	<p>85% GPCs (13/14)</p> <p>75% Real words (9/12)</p>
K1 Spr1	<p>Words: acorn, they, steak, weight, rather, she, blind, flying, photo, wand, awful, music, chemist, chef, feather, working, learn, group, shoulder, field, swerve, gym</p> <p>Pseudo: frew, flawp, zey, phobe, ulf, thazz, hiff, scime</p>	>75% Real words (17/22)
K1 Spr2	<p>Words: share, there, bear, catch, monkey, gem, gentle, fringe edge, squidge, listen, bounce, prince, mouse, horse, sign, gnome, knee, knight, write, wrench, climb, noise, raised, squeeze, breeze, cheer, here, option</p> <p>Pseudo: cax, jash, coid, ter, paip, riss, zeb, chueg</p>	>75% Real words (23/29)
K1 Sum1	<i>This follows the same structure as a PSC (12, 8, 8, 12). We have put real words first to assess the GPCs taught in Week 6 of Spring 2.</i>	Pass mark 32/40 (80%)
K1 Sum2	<i>This is a prepared story extract with questions. Please time how long it takes your children to read the passage. By the end of KS1, we expect children to read at 90 words per minute (0.66 wps). This passage is 90 words long. There are questions to support your understanding of the child's comprehension.</i>	Children reading this is less than 1min and 20 seconds (0.88 wps)

*'intervene if below' is the percentage point that ELS suggests you address any gaps/support with the development of blending either through additional review, in-class support or 1:1 intervention.

When looking at the individual GPC recall for the whole class you can identify next steps using the guidance below – please note this applies to whole class rather than cohort or year group. This ensures that each teacher can target the needs of their children:

Whole class recall of a single GPC %	Next Steps:
90% or above across whole class	Continue to review these GPC grapheme cards within the lesson as the opportunity arises. Children will also see these during lessons and when reading words, captions, phrases and sentences within the apply sheets in their Activity Books.
80% - 90% recall across whole class	These GPCs must be review 2/3 times a week as part of the grapheme card reviews within the lesson. In addition, review these outside the lesson.
Below 80% recall across whole class	These GPCs must be reviewed every day as part of the grapheme card reviews within the lesson. In addition, review these outside the lesson.



Evolve – Optional Bespoke Training

Evolve is an optional bespoke training programme to further evolve the ELS programme in your school with one of our ELS Experts. To ensure your school gets the most out of the day, your ELS Expert will be in contact in advance of the session to find out your aims and to agree a timetable.


Evolve days are intended to be collaborative, supportive and reflect the needs of your school. Your ELS Expert will benefit from observing your ELS lessons in practice, and will provide supportive and practical feedback.

Evolve days could include:

- Observing your Enable interventions
- Modelling Enact lessons
- Modelling Enable interventions
- Leading practice sessions
- Supporting data analysis to inform practice
- Providing advice for organizing your decodable books
- Hosting or supporting the ELS Leader to prepare for a parent talk
- Delivering whole-school training.

If you would like to find out more, or to book an Evolve day, please email: ELS@ks-t.org

Glossary

- Blend (vb)** To draw individual sounds together to pronounce a word: for example, s-n-a-p, blended together, reads 'snap'.
- Blending hands**  Clap your hands (silently) as you blend the sounds together to say the whole word.
- Consonant** A speech sound in which the breath channel is at least partly obstructed and which can be combined with a vowel to form a syllable (i.e. the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).
- Decoding** Extracting meaning from symbols. In the case of reading, the symbols are letters, which are decoded into words.
- Decodable text** A text which is entirely decodable based on the sounds and graphemes that have been taught. A child will not encounter a 'tricky' or HRS word that they have not yet been taught, nor will they be asked to 'guess' what sound a grapheme represents. ELS includes linked decodable readers, to ensure that every child is able to decode independently and re-read the books until they achieve fluency. Children begin using decodable readers from the first days of teaching.
- Digraph** Two letters making one sound: for example, <ch>, <th>, <sh>, <ng>.
- Drum roll** Technique used when introducing a new grapheme/ spelling. This should be a two- to three-second drum roll on the children's laps. It allows the teacher to quickly see that all children are engaged and participating.
- Encoding** Writing involves encoding: communicating meaning by creating symbols (letters to make words) on a page.
- Grapheme** A letter or a group of letters representing one phoneme: for example, <sh>, <ch>, <igh>, <ough> ('though').
- Grapheme–phoneme correspondence (GPC)** The relationship between sounds and the letters which represent those sounds; also known as 'letter–sound correspondence'.

Harder to read and spell (HRS) words

Words that children will find harder to read and spell as they will not have been taught the relevant GPCs.

Me, then you

To ensure that children can apply their understanding independently, we must always give them the information required. First, we show how to do/say something. Then they copy us, before repeating this by themselves. We repeat these steps, reducing our modelling as children's fluency and independence increases.

Phoneme

The smallest single identifiable sound: for example, the letters 'sh' represent just one phoneme (/sh/) but 'sp' represents two (/s/ and /p/).

Phonemic awareness

An ability to identify and make the sounds (phonemes) within words.

Phonics

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

Phonological awareness

An awareness of the sound structure of spoken words: for example, rhyme, syllables, onset and rime, as well as phonemic awareness.

Pseudo words

Words that do not make sense but are made up of decodable sounds.

Reading Teacher

Any member of staff who delivers phonics teaching to children. This can be whole-class teaching, support during the Apply section of the lesson, delivering interventions or hearing children read.

Robot arms



When sound-talking a word (orally segmenting it into the phonemes within the word), Reading Teachers and children use robot arms to physically make the link between the separating of the sounds. This assists children in hearing the separate sounds within the word and ensures that they do not form 'consonant clusters' or 'onset and rime', which are not part of the ELS programme. The word is said in 'robot talk' and then blending hands are used to blend the word.

Segment (vb)



To split up a word into its individual phonemes in order to spell it: for example, the word 'cat' has three phonemes /c/ /a/ /t/. Children are asked to count the individual sounds in the word to help them to spell it.

Schwa

Schwas are the unstressed vowel sounds within a word. These often sound like a short /u/: for example, ladder, elephant, again, author. Pronunciation of these words can vary, and so for some speakers a vowel may have a schwa sound, and for others the vowel may be pronounced as spelled, in which case the words are not harder to read or spell.

Sound-talk

Oral sounding out of a word: for example, c-a-t.

Split digraph

Two vowels that make one sound but are split by one or more consonants: for example, <a-e> as in 'make' or <i-e> as in 'inside'. There are six split digraphs in the English language: <a-e>, <e-e>, <i-e>, <o-e>, <u-e>, <y-e> (as in 'type').

Stretch



Elongate the sounds in a word to allow you to hear each sound clearly: for example, 'caaarr'.

Trigraph

Three letters making one sound: for example, <igh>.

Vowel

Speech sounds in which the breath channel is not blocked and does not cause friction when making vocal sounds (i.e. the letters a, e, i, o, u).

Vowel digraph

Two vowels that together make one sound: for example, <ai>, <ee>, <oa>.

Abbreviations

The following abbreviations are used to describe the order of letters in words:

VC

Vowel-consonant: for example, the word 'am'.

CVC

Consonant-vowel-consonant: for example, the word 'Sam'. (Consonants and vowels in these abbreviations can be digraphs and trigraphs too, for example the words 'ring' or 'feet'.)

CCVC

Consonant-consonant-vowel-consonant: for example, the word 'slam'. (Consonants and vowels in these abbreviations can be digraphs and trigraphs too, for example the word 'bring' or 'fleet'.)

ELS Week-by-week Progression

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5	
Phase 2	Week 1		/s/ <s>	/a/ <a>	/t/ <t> sat, at	/p/ <p> pat, tap, sap	Review	
	Week 2	I, the, no	/i/ <i> it, pit, sit, sip, pip, tip	/n/ <n> an, in, pin, tin, tan, pan, nap, nip	/m/ <m> map, Pam, mat, man, Sam, Tim	/d/ <d> and, dim, did, din, dad, sad, Sid	Review	
	Week 3	put, of, is	/g/ <g> gap, dig, digs, tag, gas, nag, gig, sag	/o/ <o> dog, got, Mog, pop, top, got, on, not, odd	/k/ <c> cat, cot, can, cap, cod, picnic	/k/ <k> kit, kid, Ken, Kim, kip	Review	
	Week 4	to, go, into	/k/ <ck> kick, dock, pack, pick, sock, sack, stick, back	/e/ <e> ten, egg, get, met, pet, men, pocket, peg, neck, pen, net, ticket	/u/ <u> up, mum, mud, sun, tub, cup, sunset, mug, duck, tuck	/r/ <r> rim, rat, rot, rip, rag, rocket, rat, rug, run, *carrot, ram	Review	
	Week 5 Assess	pull	/s/ <ss> mess, moss, miss, ass, mass, kiss, less, hiss, Tess	Review R:1				
	Week 6 Review	as, his	/h/ <h> him, hot, hat, hum, hiss, had, hop, hug, sunhat	/b/ bag, big, bed, back, boss, bat, bun, bus, *rabbit, bang, bong	/f/ <f> <ff> fig, fog, huff, fan, puff, if, off, fun, fuss, cuff, fog, fin	/l/ <l> <ll> lap, Bill, less, lap, lot, fill, sell, dull, let, lit, doll, laptop, lot, bell, leg, hill, bell, tell, Neil, mill, pill, till, will, dill, fell	Review	

RECEPTION/PRIMARY 1 AUTUMN 1

*Words with double letters can be introduced at this point.

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 3	Week 1	he, she, buses	/j/ <j> jam, jog, Jen, jetlag, jet, jacket, just, Jill, Jack	/i/ <v> Vic, vat, van, vet, visit, velvet, Ravi, Kevin	/w/ <w> wig, will, win, web, wag, wig, cobweb, went	/ks/ <x> mix, fix, six, exit, wax, mix, tax, vixen, box, flex, fox	Review -es (where there is no change to the root word covered here)
	Week 2	we, me, be	/y/ <y> yes, yet, yell, yum	/z/ <z> <zz> buzz, jazz, zigzag, zip, Zak	/kw/ qu quit, quick, quack, liquid, quiz	/ch/ <ch> chop, check, chill, chicken, chin, chug, chip, much, such	Review
	Week 3	push	/sh/ <sh> ship, shop, fish, shed, shell, crash, cash, rush, rash, trash, flash, bash, mash, dash, sash, shock, hush, slapdash	voiced /th/ <th> them, with, that, this, then unvoiced /th/ <th> thick, moth, thin	/ng/ <ng> song, long, ring, sing, king, ping, ping-pong, rang, wing, sang, hang, bang, rung, sung, tong, strong, thing	/nk/ <nk> think, thank, drink, sink, link, bank, sank, honk	Review
	Week 4	was, her	/ai/ <ai> wait, rain, pain, tail, sail, plain, drain, grain, brain, train, snail, main, hail, aim, maid, stain, strain, nail, wail, bait, fail, jail, pail, quail	/ee/ <ee> tree, see, deep, meet, jeep, keep, peep, sleep, cheep, creep, creek, cheek, sixteen, free, glee, steel, queen, teen, deepest, street, meeting, fleeting, flee, bee, gleeful, seed, weep, weeping, creeping, feed, feeding, speeding, speed, sweep, sweeping, teeth, teething	/igh/ <igh> right, flight, fight, tight, sigh, thigh, sunlight, midnight, highlight, spotlight, high, light, lightning, flashlight, lightning, alight, slight, plight, sighing, alighting, might	/oa/ <oa> coat, goat, toast, roast, coast, load, coach, raincoat, oak, float, groan, moat, soap, bloat, toad, soak, loan, throat, roam, foam, gloat, poach, encroach, cockroach, loaf, road, roadblock, oat, oats, oatmilk, stoat, foaming, oath, gloating, toads, croak, croaking	Review
Week 5 Assess		-es (where there is no change to the root word)	Review R:2				
Week 6		my, you	Review R:3				

RECEPTION/PRIMARY 1 SPRING 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 3	Week 1			Review R:4			Review
	Week 2	they, all, are	/ar/ <ar> car, park, market, jar, farm, far, charm, star, dark, bar, march, harp, sharp, bark, smart, start, spark, artist, garden, harvest, garlic, target	/ur/ <ur> surf, turf, burn, hurt, surfing, burning, turn, turning, urn, burst, curl, lurch	/ool/ <oo> gloom, peekaboo, spoon, scoop, moon, boot, rooftop, zoo, baboon, troop, cartoon, food, mood, roof, proof	/oor/ <oo> fork, storm, corn, morning, sort, born, sweetcorn, popcorn, order, horn, port, sport, porch, torch, torn, cord, ford, form, forbid, inform, transform, transport	Review
			/ow/ <ow> cow, owl, down, town, frown, clown, brown, now, crowd, crown, gown, scowl, prowl, growl, howl, brow, scowling, prowling, growling	/oi/ <oi> spoil, boil, coin, soil, join, boiling, oink, joint, point, ointment, toilet	/ear/ <ear> hear, dear, gear, fear, clear, spear, near, gear, ear, tear, hearing, clearing, beard	/air/ <air> pair, lair, hair, stair, stairs, funfair, chair, hairbrush, airport, flair	Review
Week 4	ball, tall	/ure/ <ure> cure, sure, pure	/er/ <er> sharper, lighter, runner, swimmer, publisher, anger, butter, shutter, fern, bitter, winter, patter, pitter, litter, sprinter	/oa/ <ow> snow, blow, flow, grow, show, growing, slow, elbow, window, row, mow, low, crow		Review	
Week 5 Assess		when, what					Review R:5
Week 6							Review R:6

RECEPTION/PRIMARY 1 SPRING 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 3	Week 1	said, so, have			Review R:7		
	Week 2	were, out, like			Review R:8		
	Week 3	some, come, there			Review R:9		
	Week 4	little, one, do			Review R:10		
	Week 5	children, love			Review R:11		
	Week 6				Review R:12		

RECEPTION/PRIMARY 1 SUMMER 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 4	Week 1		Build vocabulary and consolidate reading of words with adjacent consonants. Teach compound words.	Phase 4:1 – Teaching of new word structure to include CVCC	–ed /ed/		
	Week 2			Phase 4:2 – Teaching of new word structure to include CCVC	–ed /t/		
	Week 3			Phase 4:3 – Teaching of new word structure to include CCVCC	–ed /d/		
	Week 4			Phase 4:4 – Teaching of new word structure to include CCCVC			
	Week 5 Assess				Review R:13		
	Week 6				Phase 4:5 – Teaching of new word structure to include CCCVCC	–er/–est	

EL5 phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5	
Phase 5	Week 1	oh, their -le	/ai/ <ay> way, day, play, say, tray, sway, spray, clay, may, hay	/ow/ <ou> out, shout, ouch, ground, hound, cloud, proud, found, mound, background, discount, account, count, flout, mound, loud	/igh/ <ie> tie, lie, pie, die, spied, lited, tried, cried, dried, fried, died	/ee/ <ea> teach, reach, cream, dream, stream, streak, cheat, wheat, feast, least, beast, each, treat, team, steam, bream	Review	
	Week 2	people, Mr, Mrs	/oi/ <oy> boy, toy, joy, annoy, ploy, employ, enjoy, ahoy, loyal, royal, oyster, destroy	/ur/ <ir> fir, sir, stir, bird, third, girl, swirl, shirt, dirt, first, thirst, skirt, birthday, mirth, squirm, squirt	/oo/ /yoo/ <ue> blue, clue, true, glue, Sue, untrue, bluebell, avenue, continue, clueless	/or/ <aw> saw, claw, draw, lawn, crawl, prawn, straw, squawk, yawn, fawn, drawn, thaw, raw, dawn, spawn	Review	
	Week 3	your, ask, should	/w/ <wh> wheat, wheel, whip, whisk, whisper, whistle, whiskers, whiff, when, wheelbarrow, wheelchair, whether	/f/ <ph> elephant, alphabet, pamphlet, dolphin	/oo/ /yoo/ <ew> new, few, mew, mildew, threw, newt, stew, nephew, crew, grew, brew, drew, screw, dew, flew, jewel	<oa> oe toe, foe, doe, woe, aloe, tiptoe, mistletoe	Review	
	Week 4	would, could, asked	/or/ <au> launch, taut, daunt, gaunt, haunt, August, fault, Paul	/ee/ <ey> key, donkey, kidney, hockey, chimney, alley, valley, trolley	/ai/ <a-e> came, mate, pale, bane, made, game, cake, state, brake, rake, shave, slave, drake, skate, lake, same, blame, stale, flame	/ee/ <e-e> Pete, Steve, delete, Eve, concrete, these, complete, compete, evening, athlete, extreme	Review	
	Week 5 Assess	house, mouse, water	Review R:14					
	Week 6	want, very	/igh/ <i-e> dine, kite, ride, hive, bike, time, drive, swipe, smile, spine, glide, shine, fine, wife, slime, prize	/oa/ <o-e> mole, dose, rope, stove, rode, robe, globe, note, stole, joke, spoke, bone, stone, nose, drove, envelope, strobe, hope, broke, phone	/oo/ /yoo/ <u-e> rule, rude, flute, June, Luke, brute, plume, include, salute, use, cube, cute, tune, fume, accuse, refuse, amuse, tube	/s/ <c> nice, mice, ice, cell, lace, pace, price, space, race, rice, excite, excited, circle	Review	

YEAR 1/PRIMARY 2 AUTUMN 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1 Assess				Review 1:1		
	Week 2				Review 1:2		
	Week 3		/ai/ <ay> way, day, play, say, tray, sway, spray, clay, may, hay	/ow/ <ou> out, shout, ouch, ground, hound, cloud, proud, found, mound, background, discount, account, count, flout, mount, loud	/igh/ <ie> tie, lie, pie, die, spied, lied, tried, cried, dried, fried, died	/ee/ <ea> teach, reach, cream, dream, stream, streak, cheat, wheat, feast, least, beast, each, treat, team, steam, bream	Review
	Week 4		/oi/ <oy> boy, toy, joy, annoy, play, employ, enjoy, ahoy, loyal, royal, oyster, destroy	/ur/ <ir> fir, sir, stir, bird, third, girl, swirl, shirt, dirt, first, thirst, skirt, birthday, mirth, squirm, squirt	/oo/ /yoo/ <ue> blue, clue, true, glue, Sue, untrue, bluebell, avenue, continue, clueless	/or/ <aw> saw, claw, draw, lawn, crawl, prawn, straw, squawk, yawn, fawn, drawn, thaw, raw, dawn, spawn	Review
	Week 5 Assess				Review 1:3		
	Week 6			/w/ <wh> wheat, wheel, whip, whisk, whisper, whistle, whiskers, whiff, when, wheelbarrow, wheelchair, whether	/f/ <ph> elephant, alphabet, pamphlet	/oo/ /yoo/ <ew> new, few, mew, mildew, threw, newt, nephew, stew, grew, brew, drew, screw, dew, crew, flew, jewel	/oa/ <oe> toe, foe, doe, woe, aloe, tiptoe, mistletoe

ELs phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5	
Phase 5	Week 1	please, once	/or/ <au> launch, taut, daunt, gaunt, haunt, August, fault, Paul Build vocabulary and consolidate reading of words with adjacent consonants.	/ee/ <ej> key, donkey, kidney, hockey, chimney, alley, valley, trolley	/ai/ <a-e> came, mate, pale, bane, made, game, cake, state, brake, rake, shave, slave, drake, skate, lake, same, blame, stale, flame	/ee/ <e-e> Pete, Steve, delete, Eve, concrete, these, complete, compete, evening, athlete, extreme	Review	
	Week 2	any, many, again	/igh/ <i-e> dine, kite, ride, hive, bike, time, drive, swipe, smile, spine, glide, shine, fine, wife, slime, prize	/oa/ <o-e> mole, dose, rope, stove, rode, robe, globe, note, stole, joke, spoke, bone, stone, nose, drove, envelope, strobe, hope, broke, phone	/oo/ /yoo/ <u-e> rule, rude, flute, June, Luke, brute, plume, include, salute, use, cube, cute, tune, fume, accuse, refuse, amuse, tube	/s/ <c> nice, mice, ice, cell, lace, pace, space, race, rice, excite, excited, circle	Review	
	Week 3	who, whole	ee <y> pharmacy, city, mercy, fancy, happy, sunny, funny, spiky, noisy, swirly, dummy, baby, crazy	/or/ <al> walk, chalk, talk, stalk, almost, ball, tall, small, walking, call	Review 1:4			
	Week 4	where, two	Review 1:5					
	Week 5 Assess		Review 1:6					
	Week 6		Review 1:7					

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1		/ai/ <a> (acorn) able, table, ladle, cable, stable, Mavis	/ai/ <ea> (great) great, break, steak	/ar/ <a> (father) father, dance, rather	/igh/ <i> (find) kind, wild, wind, child, blind, behind, find, mind, while, trial, bind	Review
	Week 2		/ai/ <ey> (they) they, hey, prey, convey, obey, grey, survey, whey	/ai/ <eigh> (weight) eight, weight, sleigh, eighteen, eighty, weightless	/ee/ <e> (he) he, she, we, me, be	/igh/ <y> (by) by, cry, shy, sky, my, fly, pry, try	Review
	Week 3	here, sugar, friend	/oa/ <o> (go) oval, hotel, total, yoga, no, ago, gecko, go, photo, photograph	/oo/ <u> (push) push, bush, circus, walrus, full, fulfil, pudding, put, awful, bull	/k/ <ch> (school) school, ache, orchestra, architect, anchor, chemist, chorus, echo, monarch, orchid, scheme, chemistry, mechanic, technical	/e/ <ea> (head) heather, meadow, feather, weather, breakfast, deadly, deadlock, dread, displeasure, head, jealous, leather, sweat, thread, tread, wealth, ahead, sweater, instead, dreadful, already, bread, healthy, breath, stealth	Review
	Week 4	because	/o/ <a> was was, want, wash, wand, swan, swap, wallet, squash, watch, swallow, swat	/y/+/oo/ <u> (music) music, cupid, uniform, unicorn, unit, student, dual, fuel, human, duel	/sh/ <ch> chef chef, brochure, parachute, chute (mainly taken from French origin words)	/i/ <y> (gym) Sydney, cygnet, bicycle, gym	Review
	Week 5 Assess		/ur/ <or> (world) world, work, worm, worth, worst, attorney, artwork, beadwork, buzzword, casework, wordy, worker, worming	/oo/ <ou> (soup) soup, group, youth, youthful, coupon, acoustic, wound, goulash	/ee/ <ie> (brief) brief, relief, yield, shield, wield, thief, chief, shriek		
	Week 6		/ur/ <ear> (team) earth, early, learn, rehearse, pearl, earn, earnings	/oa/ <ou> (shoulder) boulder, shoulder, poultry, smoulder	/v/ <ve> (have) have, solve, dissolve, resolve, serve, curve, swerve, give, forgive, captive, motive, believe		
					Review 1:8		
					Review 1:9		
			/air/ <are> (care) care, share, dare, bare, rare, flare, scare, snare, stare, spare, fare, ware, glare	/air/ <ere> (there) there, where, compere	/air/ <ear> (pear) pear, tear, bear, swear, wear	/ch/ <tch> (catch) latch, catch, patch, match, satchel, matches, patches	Review

YEAR 1/PRIMARY 2 SPRING 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5					
Phase 5	Week 1		/u/ <o> mother, brother, son, honey, money, monkey	Review 1:10								
			/j/ <g> (gem) cage, stage, page, huge, giant, gentle, ginger, gym, technology					/j/ <ge> (fringe) large, merge, barge, fringe, change, strange, challenge, exchange, range, verge, hinge, twinge, plunge, charge	/j/ <dge> (bridge) edge, bridge, ledge, hedge, wedge, judge, fudge, sledge, dodge, partridge, cartridge	/s/ <st> (listen) castle, glisten, listen, bristle, bustle, Christmas, hustle, fasten, mistletoe, moisten, wrestle, whistle	Review	
	Week 2		/s/ <ce> (fence) bounce, chance, pence, dance, fence, France, mince, niece, peace, prince, voice, entrance, distance, commence, glance, choice, Greece					/n/ <gn> (sign) sign, align, resign, design, assign /n/ <kn> (knee) knit, knitting, knowledge, knight, knot, know, knows, knowing, knead, known, knock, knife, kneel, kneecap, knobbly	/r/ <wr> (wrap) write, written, wrong, wren, wriggle, wrench, wreck, wrist, wrestle	/m/ <mb> (lamb) lamb, comb, climb, plumb, plumber, crumb, limb, numb, dumb	Review	
			/s/ <se> (house) mouse, house, louse, dense, geese, glimpse, goose, horse, moose, diverse, decrease, purse, expense					/ear/ <eer> (cheer) cheer, cheerful, deer, sheer, peer, peers, eerie, steer, steering, engineer /ear/ <ere> (here) here, mere, interfere, atmosphere, hemisphere, revere, adhere, severe, sincere, sincerely, cashmere	/sh/ <ti> (patient) option, action, nation, fiction, station, suction, patient, patiently, portion, mention, fraction, function	/sh/ <ti> (station) (-tion) relation, solution, petition, addition, subtraction, invention, collection, creation	Review	
	Week 3											
	Week 4							/z/ <se> (cheese) pause, praise, cruise, raise, amuse, please, realise, noise, ease, choose, browse /z/ <ze> (freeze) breeze, sneeze				

		Review 1:11				
Week 5 Assess	-ous, -ion, -ian	/ar/ <al> (half) half, calf, calm, balm, palm, qualm	/sh/ <ss> (session) session, pressure, expression /zh/ <si> (vision) vision, confusion, decision, illusion, delusion, television, invasion	/sh/ <ti> (scrumptious) (-tious) scrumptious, ambitious, nutritious, cautious, infectious	/sh/ <ci> (delicious) magician, special, official, especially, tenacious, delicious, atrocious, luscious, physician, optician	Review
Week 6		/or/ <augh> (caught) caught, taught, fraught, daughter, naughtily, naught, aught, distraught				

Mnemonics and Rhymes to Support ELS

RECEPTION/PRIMARY 1 AUTUMN 1: PHASE 2

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**

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**

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**

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**

ff – two foxes – **two foxes facing forwards**

l – ladder – **down the long ladder**

ll – two ladders – **ladders in a line**

Plus: words with /s/ at the end (sits, fits, cats, bats)

RECEPTION/PRIMARY 1 AUTUMN 2: PHASE 3

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**

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

th they were thirsty

ng ping pong

nk oooh! a pink sink

ai wait for the train

ee bee on my knee

igh light up the night

oa float on the moat

Plus: words with /z/ at the end (dogs, beds, bees, zigzags)

Words ending in s and –es

RECEPTION/PRIMARY 1 SPRING 1: PHASE 3–4

oo	the book nook
ar	a far star
ur	turn in the surf
oo	scoop with a spoon
or	order some popcorn
ow	prowl and growl
oi	coin in the soil
ear	clear that smear
air	a pair in the lair
ure	sure it's the cure
er	a bitter winter
ow	go slow in the snow

Words containing adjacent consonants can be used as part of this teaching sequence (e.g. green, bright, paint, bloat, clown).

RECEPTION/PRIMARY 1 SPRING 2: PHASE 3–4

Review Spring 1

Plus: review words with double consonants

RECEPTION/PRIMARY 1 SUMMER 1: PHASE 4

Short and long vowels with adjacent consonants, building on previous exposure

CVCC, CCVC, CCVCC, CCCVC, CCCVCC

Words ending in suffixes –ing, –ed /ed/, –ed /t/, –ed /d/, –er, –est

Compound words

RECEPTION/PRIMARY 1 SUMMER 2: PHASE 5 INTRODUCTION

Alternative spellings:

<ay> /ai/	play all day
<ou> /ow/	a proud cloud
<ie> /igh/	pie on your tie
<ea> /ee/	each have a treat
<oy> /oi/	the boy cries 'ahoy!'
<ir> /ur/	a quirky shirt
<ue> /oo/	true, the sky's blue
<aw> /or/	fawn on the lawn
<wh> /w/	whip with a whisk
<ph> /f/	photo on a phone
<ew> /oo/	the crew flew
<oe> /oa/	tiptoe past the doe
<au> /or/	pause the launch
<ey> /ee/	use money to buy honey
<a-e> /ai/	cake by the lake
<e-e> /ee/	the athletes compete
<i-e> /igh/	time to shine
<o-e> /oa/	note in an envelope
<u-e> /(y)oo/	tune on the flute
<c> /s/	cycle in the city

YEAR 1/PRIMARY 2 AUTUMN 1: PHASE 5

Review all previous learning.

Alternative spellings:

<ay> /ai/	play all day
<ou> /ow/	a proud cloud
<ie> /igh/	pie on your tie
<ea> /ee/	each have a treat
<oy> /oi/	the boy cries 'ahoy!'
<ir> /ur/	a quirky shirt
<ue> /oo/	true, the sky's blue
<aw> /or/	fawn on the lawn
<wh> /w/	whip with a whisk
<ph> /f/	photo on a phone
<ew> /oo/	the crew flew
<oe> /oa/	tiptoe past the doe

YEAR 1/PRIMARY 2 AUTUMN 2: PHASE 5

Alternative spellings:

<au> /or/	pause the launch
<ey> /ee/	use money to buy honey
<a-e> /ai/	cake by the lake
<e-e> /ee/	the athletes compete
<i-e> /igh/	time to shine
<o-e> /oa/	note in an envelope
<u-e> /(y)oo/	tune on the flute
<c> /s/	cycle in the city
<y> /ee/	a lovely baby
<al> /or/	walk along the wall

YEAR 1/PRIMARY 2 SPRING 1: PHASE 5

Alternative pronunciations:

/ai/ <a>	apricot on your apron
/ai/ <ey>	they chose grey paint
/ai/ <ea>	a great break!
/ai/ <eigh>	my neighbour has a sleigh
/ar/ <a>	follow after my father
/ee/ <e>	she waved to me
/igh/ <i>	tiger in the wild
/igh/ <y>	fly in the sky
/oa/ <o>	let's both host
/o/ <a>	swallows and swans
/oo/ <u>	a bush full of berries
/y/+/oo/ <u>	a unicorn in uniform
/c/ <ch>	the school orchestra
/sh/ <ch>	the chef has a machine
/e/ <ea>	heather in the meadow
/e/ <ie>	a good friend
/ur/ <or>	the worthy artwork
/ur/ <ear>	search for a pearl
/oo/ <ou>	you make the soup
/o/+/l/ <oul>	boulder on his shoulder
/ee/ <ie>	a shield in the field
/v/ <ve>	move and groove
/i/ <y>	a cygnet under the sycamore
/air/ <are>	share the fare
/air/ <ere>	"Where?" "Over there!"
/air/ <ear>	a bear ate the pear
/ch/ <tch>	catch on the latch

YEAR 1/PRIMARY 2 SPRING 2: PHASE 5

Alternative pronunciations:

/u/ <o>	the monkey and his mother
/j/ <g>	an energetic giraffe
/j/ <ge>	take charge of the barge
/j/ <dge>	squidge on the bridge
/s/ <st>	listen to the whistle
/s/ <ce>	dance on the fence
/s/ <se>	a mouse in the house!
/n/ <gn>	a gnome with a sign
/n/ <kn>	kneel on your knees
/r/ <wr>	wrap it round your wrist
/m/ <mb>	the lamb climbed up
/z/ <se>	pass the cheese, please
/z/ <ze>	freeze in the breeze!
/ear/ <eer>	peer at the deer
/ear/ <ere>	here is the sphere
/sh/ <ti>	waiting patiently at the station
/ar/ <al>	balm on your palm
/or/ <augh>	she taught her daughter
/sh/ <ss>	permission for the mission
/zh/ <si>	the illusion caused confusion
/sh/+/u/+/s/ <tious>	scrumptious and nutritious
/sh/ <ci>	a special and precious relic

YEAR 1/PRIMARY 2 SUMMER 1: ALL PHASES

No new GPCs.

Revise all sounds and spellings taught so far in preparation for Phonics Screening Check.

YEAR 1/PRIMARY 2 SUMMER 2: ALL PHASES

Revisit and revise all previous learning.

Exposure to all previously taught GPCs through longer text extracts to support reading fluency and comprehension.

By continuing to use the decodable readers children will have exposure to these more rarely used GPCs:

/s/ <sc> science

/t/ <bt> doubt

/i/ <u> busy

/n/ <ne> gone

/m/ <mn> column

/g/ <gh> ghastly <gu> guard

/o/ <ou> cough

/u/ <ou> tough <oo> flood

/h/ <wh> whole

/f/ <gh> rough

/w/ <u> penguin

/ai/ <aigh> straight

/ee/ <ei> ceiling <i> police

/igh/ <eye> eyelash <is> island <uy> buy

/oa/ <ough> dough <eau> plateau

/ar/ <ear> heart

/ur/ <our> colour <re> centre

/oo/ <o> move

/oo/ <ui> juice <oe> shoe

/yoo/ <eau> beautiful

/or/ <ar> warm <oar> roar <oor> floor <ore> more

/ow/ <ough> plough

/air/ <ar> scary

Appendix iii

Lesson Plan A: Phase 2 lessons for Weeks 1, 2 and 3 of Reception/Primary 1

Blank Lesson Plans

Review	
Sounds	
HRS words	
Oral blending	
Review known words	

Teach	
New HRS word	
Say the sound	
Show the grapheme and picture	
Teach the mnemonic	

Lesson Plan A: Phase 2 lessons for Weeks 1, 2 and 3 of Reception/Primary 1

Pictures to match the sound	
Write the grapheme	
Children write the grapheme	

Practise	
Read words with new sound in	
Spot the sound	

Apply	
Read captions and/or sentences	
Grapheme sheet and decodable readers	

Review	
Review graphemes, words and HRS words	

Review	
Sounds	
HRS words	
Oral blending	
Review known words	

Teach	
New HRS word	
Say the sound	
Show the grapheme and picture	
Teach the mnemonic	
Pictures to match the sound	

Lesson Plan B: Day 1–4 lessons for Phase 2 (from Week 4), Phase 3 and Phase 5

Write the grapheme	
Children write the grapheme	
Practise	
Read words with the new sound in	
Spot the sound	
Apply	
Read captions and/or sentences	
Apply sheet	
Targeting children who require additional support Please see video exemplification	
Review	
Review sounds, words and HRS words	

Review	
Sounds	
HRS words	
Oral blending	

Teach and practise	
Teach/practise HRS word/s if applicable	
Read words with taught sounds	
Read captions and sentences, or a short paragraph with taught sounds	

Lesson Plan C: Day 5, Phase 4 and Review lessons (for Phase 2, 3 and 5)

Write words with taught sounds	
Write a caption or sentence with taught sounds	
Apply	
Read a matched decodable reader or a story book	
Fluency and expression	

Review	
Sounds	
HRS words	
Oral blending	
Review known words	

Teach	
New HRS word	
Say and show taught graphemes for the sound	
Say and show the new grapheme(s)	
Pictures to match alternative grapheme(s)	
Write the grapheme	
Children write the grapheme	

Lesson Plan D: Day 1–4 lessons for Phase 5 alternatives

Practise	
Read words with new alternative grapheme	
Different pronunciations of the grapheme (where appropriate)	
Apply	
Read captions and/or sentences	
Apply sheet	
Targeting children who require additional support Please see video exemplification	
Review	
Review alternative sounds, words and HRS words	

How ELS Supports the Early Years Foundation Stage (EYFS) Framework (2021)

We want to give all children the best start with their reading journey and ensure that they develop a love of reading. ELS therefore begins with whole-class, daily phonics teaching from the first week of Reception. ELS phonics lessons ensure high-quality first teaching of phonics and give children many opportunities to review and build their sound and grapheme knowledge, word-reading skills and use of rich vocabulary. With a strong start in Reception, all children are given the required skills to read well, quickly.

Although ELS has a focus on phonics, the programme crucially also supports children’s development in the prime area of ‘Communication and Language’ and the specific area of ‘Literacy’ (Comprehension, Word Reading and Writing). ELS also has an emphasis on teaching new vocabulary and using this vocabulary in context.

Specific area: Literacy	Prime area: Communication and Language
<p>‘It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).’ (<i>Early Years Foundation Stage Framework 2021</i>)</p>	<p>‘The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.’ (<i>Early Years Foundation Stage Framework 2021</i>)</p>

Specific area: Literacy

Early Learning Goal: Word Reading Children at the expected level of development will:	How ELS supports this Early Learning Goal	How schools can embed this Early Learning Goal in other areas of the curriculum
Say a sound for each letter in the alphabet and at least ten digraphs.	The ELS progression ensures that by the end of Reception, children will have been taught and had exposure to one sound for each letter in the alphabet and the most common digraphs and trigraphs (37 in total). Refer to the ELS overview and ELS week-by-week progression to see when each sound and grapheme is taught.	Throughout the day, teachers should give children the opportunity to review and practise newly taught sounds. Repetition is key.
Read words consistent with their phonic knowledge by sound-blending.	The rigorous ELS progression ensures that all children continuously revisit their sound and grapheme knowledge and are taught how to blend sounds together to read words. The teacher models how to do this and the children have opportunities to practise reading words throughout the lesson and day. Each lesson has an emphasis on oral blending.	Throughout the day, teachers should give children the opportunity to practise word reading. This can happen in various ways, for example: <ul style="list-style-type: none"> • Shared reading in lessons • Decodable books for individual reading • Ensuring all learning activities give children the opportunity to read across the seven areas of learning • Introducing key vocabulary in all lessons across the curriculum, with an emphasis on children reading the words where possible • Sharing non-fiction, picture books and rhymes linked to understanding the world, PSHE, literacy and other areas of learning.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	By the end of the first week in Reception, children will be able to read words and captions. From Week 4 of Reception, the children will begin to read simple sentences. These sentences are read as part of the Apply section of the lesson and also in the decodable readers.	Throughout the day, teachers should give children the opportunity to practise word reading. This can happen in various ways, for example: <ul style="list-style-type: none"> • Shared reading in lessons • Decodable books for individual reading • Ensuring all learning activities give children the opportunity to read across the seven areas of learning • Introducing key vocabulary in all lessons across the curriculum, with an emphasis on children reading the words where possible • Sharing non-fiction, picture books and rhymes linked to understanding the world, PSHE, literacy and other areas of learning.

<p>Early Learning Goal: Comprehension Children at the expected level of development will:</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>How ELS supports this Early Learning Goal</p>	<p>During all ELS lessons, children develop understanding of the words they are reading. We use the motto of 'Give, give, give' to ensure the children develop vocabulary and know how to use words in the correct context.</p> <ul style="list-style-type: none"> • Give the word – children decode the word. • Give the meaning – teachers explain the new word by showing a visual, using an action, giving a child-friendly definition or using the word in a sentence. • Give the word in context – throughout the day, teachers model using new vocabulary in context. 	<p>How schools can embed this Early Learning Goal in other areas of the curriculum</p>	<p>Alongside ELS, it is important that teachers provide opportunities for stories and books of many different types to be read aloud. These can be linked to work in other areas of the curriculum.</p>
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<p>Early Learning Goal: Writing Children at the expected level of development will:</p>	<p>How ELS supports this Early Learning Goal</p>	<p>How schools can embed this Early Learning Goal in other areas of the curriculum</p>
<p>Write recognizable letters, most of which are correctly formed.</p>	<p>From the first week of Reception, children are taught how to write graphemes correctly. During the Teach section of the lesson, the teacher models how to form the grapheme for the new sound and children practise writing it. The mnemonics and rhymes are used to assist children with correct letter formation.</p>	<p>Throughout the day, teachers should give children the opportunity to practise letter formation.</p>
<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>From the first week of Reception, children are taught how to identify the sounds in a word and how to read and write words. On Day 5 of each week during sound and grapheme teaching weeks, and throughout Review weeks, teachers model how to use sound and grapheme knowledge to write words.</p>	<p>Throughout the day, teachers should give children the opportunity to practise letter formation and write words.</p>
<p>Write simple captions and sentences that can be read by others.</p>	<p>From Autumn 2, Week 3 of Reception, children are taught how to write simple phrases and sentences. On Day 5 of each week during sound and grapheme teaching weeks, and throughout Review weeks, teachers model how to use sound and grapheme knowledge to write phrases and sentences.</p>	<p>Throughout the day, teachers should give children the opportunity to practise letter formation and write simple phrases and sentences.</p>

Prime area: Communication and Language

<p>Early Learning Goal: Speaking Children at the expected level of development will:</p>	<p>How ELS supports this Early Learning Goal</p>	<p>How schools can embed this Early Learning Goal in other areas of the curriculum</p>
<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>During all ELS lessons, children develop understanding of the words they are reading. Teachers model how to use newly taught vocabulary in full, grammatical sentences, and children repeat these to aid understanding of the new word in context and to develop their speaking skills.</p>	<p>Throughout the day, teachers should model and encourage children to use full sentences to explain their ideas and understanding of new learning across the curriculum.</p>

How ELS Supports the National Curriculum (2014)

<p>National Curriculum – Year 1 Reading Children at the expected level of development will:</p>	<p>How ELS supports the National Curriculum in Year 1</p>	<p>How schools can support children outside of the ELS lesson to achieve expected development</p>
<p>Apply phonic knowledge and skills as the route to decode words.</p>	<p>During all ELS lessons, children develop their phoneme-grapheme awareness and understand that the sounds we say can be written as graphemes.</p> <p>ELS teaches children to apply their phonic knowledge and skills by:</p> <ul style="list-style-type: none"> identifying a newly taught grapheme, isolating it within a word, sounding out the word, blending the word practising reading a grapheme in context using their phonic knowledge in all their reading avoiding presenting children with text that is not completely decodable. 	<p>Throughout the day, teachers should give children the opportunity to practise reading the grapheme both in isolation and within words, practising regularly with those children who require additional input to consolidate their learning.</p>
<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p>	<p>Every ELS lesson begins with revision of previously taught GPCs and Reading Teachers ensure that children revise the most recently taught GPCs alongside any others that require revision.</p> <p>Half-termly assessments ensure that all children keep up with the pace of the programme and that any children who require additional practice have targeted interventions to enable them to identify GPCs speedily.</p>	<p>Reading Teachers can use both whole-class teaching and supporting interventions to ensure that all children maintain the pace of the programme. Additional practice of the GPCs for the lowest attainers takes place every day.</p>
<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>In every ELS lesson, children are asked to apply their GPC knowledge to reading. Through whole-class teaching and the Apply activities there are ample opportunities for children to apply their phonic knowledge to reading new words. ELS is a vocabulary-rich programme which introduces new vocabulary to children frequently and ensures that they are able to use it by explaining its meaning and applying it in context. Throughout ELS, children are encountering unknown words and using their GPC knowledge to decode them.</p>	<p>Wherever new vocabulary is introduced across the curriculum – if appropriate – staff should extend the model of identifying the grapheme, sounding out the word and reading. By modelling this practice across the curriculum, children will see that reading and decoding is a transferable skill.</p>
<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>HRS words or ‘tricky’ words are taught throughout ELS from the very first week of teaching. In each instance, the tricky aspect of the spelling is explained.</p>	<p>Wherever HRS words appear throughout the school day (especially if recently taught), teachers identify these for children if necessary, and remind them of the word.</p>
<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p>	<p>These words are introduced throughout the programme, beginning in Phase 4 (Reception).</p>	<p>Suffixes can be revisited and consolidated wherever they crop up in teaching across the curriculum.</p>

<p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Children read multisyllabic words as soon as their phonic knowledge allows them to. These words are both taught within the lessons and provided for teachers in the supplementary word list for each day of teaching.</p>	<p>Children can be encouraged to decode longer words with known GPCs wherever they are encountered, across the curriculum.</p>
<p>Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</p>	<p>Contractions are used in ELS, in the texts children read during the Apply section of the lesson, and in the matched decodable readers. Reading Teachers will highlight the use of these words and explain their meaning, noting the omitted letter(s).</p>	<p>Children can be encouraged to read words with contractions wherever they are encountered, across the curriculum.</p>
<p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.</p>	<p>ELS is supported by Oxford University Press decodable readers, which are matched to the ELS progression. Children re-read each book several times, so that they can concentrate at first on decoding, and then re-read to develop comprehension and fluency. This method also supports children who are learning English as an additional language, ensuring that they achieve fluency.</p> <p>Throughout ELS, children read decodable texts matched to the GPCs that they have learned.</p>	

ELS also supports all the National Curriculum statutory requirements for Reading Comprehension and Spoken Language at Year 1, and provides many opportunities for children to demonstrate their understanding of these curriculum areas.