

Essential Letters and Sounds

At St Thomas C of E, we teach children phonics using Essential Letters and Sounds. Phonics is a systematic method to teach children how to read and write. Children learn new around 4 new sounds each week and Harder to Read words (HRW). There are weeks of consolidation to help your child to apply their phonics skills.

By the end of the Reception year children are assessed against the Early Learning Goals, here are the literacy Early Learning Goals:

Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Key Terms:

Phoneme- the shortest unit of sound

Grapheme- the letter that represents the sound

Digraph- two letters that make one sound

Trigraph- three letters that make one sound

Blending-the process of joining individual sounds together to read a word

Segmenting- the skill of breaking down a spoken word into individual sounds

Home Learning

Children are given a selection of sounds and words to re-cap at home.

Sounds	Decodable Words	Harder to Read Words																								
ELS Essential Letters and Sounds GRAPHEME TILES RECEPTION/PRIMARY 1 AUTUMN 1 <table><tr><td>s</td><td>a</td><td>t</td></tr><tr><td>p</td><td>i</td><td>n</td></tr><tr><td>m</td><td>d</td><td>g</td></tr><tr><td>o</td><td>c</td><td>k</td></tr></table>	s	a	t	p	i	n	m	d	g	o	c	k	ELS Essential Letters and Sounds RECEPTION AUTUMN 1 WEEK 1 <table><tr><td>at</td><td>sat</td></tr><tr><td>pat</td><td>tap</td></tr><tr><td>sap</td><td>at</td></tr></table>	at	sat	pat	tap	sap	at	ELS Essential Letters and Sounds RECEPTION/PRIMARY 1 <table><tr><td>I</td><td>the</td></tr><tr><td>no</td><td>put</td></tr><tr><td>of</td><td>is</td></tr></table>	I	the	no	put	of	is
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p	i	n																								
m	d	g																								
o	c	k																								
at	sat																									
pat	tap																									
sap	at																									
I	the																									
no	put																									
of	is																									

Useful Links:

Phase 2 Sounds <https://www.youtube.com/watch?v=nBFnAcXHOUQ>

Phase 3 Sounds <https://www.youtube.com/watch?v=gDlnVjBUGC0>

Phase 5 Sounds <https://www.youtube.com/watch?v=8BwWD2ZlvBY>

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>	/l/ <l> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /t/ <t>	/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 CCCVCC -er -est

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