

At St. James' we believe reading is the gateway skill that makes all other learning possible, and phonics is crucial to unlocking the reading code. We use **Essential Letters and Sounds (ELS)**, a DfE validated phonics programme, which teaches children to read using a **systematic synthetic approach**.

(Also see Phonics On a Page document for further detail)

ELS has clear expectations which are mapped out term by term from Reception to the beginning of Year 2.

ELS Overview – Phase 1 to Phase 5

Phase 1*	Phase 2	Phase 3**
<p style="text-align: center;">Nursery/Pre-school</p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p style="text-align: center;">Reception Autumn 1</p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPC) • 12 new harder to read and spell (HRS) words 	<p style="text-align: center;">Reception Autumn 2, Spring 1 and 2</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 style="text-align: center;">Reception Summer 1</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 style="text-align: center;">Reception Summer 2</p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p style="text-align: center;">Year 1 Autumn 1 and 2</p> <ul style="list-style-type: none"> • Revision of previously taught Ph 5 GPCs • 2 new GPCs • 9 new HRS <p style="text-align: center;">Year 1 Spring 1 and 2</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, 3 and 4 	<p style="text-align: center;">Year 1 Summer, Year 2 and Key Stage 2</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 – starts 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.**

From September 2021, Year 2 have been using Jane Considine’s ‘The Spelling Book’ in order to continue the children’s phonic journey and support the children in becoming increasingly accurate spellers by building on the fundamentals of teaching spelling through practise, exploration and investigation, with a strong phonics foundation. ‘The Spelling Book’ ensures that the coverage and expectation of the National Curriculum are met and exceeded.

In addition to ELS, phonics is applied throughout the curriculum (Explore reading/use of PoR and Whole Class Reading sessions). Contextualised phonics teaching enables children to develop early phonological awareness, and provides opportunities for children to practise the skills of segmenting and blending and to spell and segment for writing, within a meaningful context; also enabling children to experience a breadth and range of quality literature and to develop a love of reading, and to support well-being and vocabulary development.

ELS Term-by-term Progression

Reception Autumn Term

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 Spring Term

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 Summer Term

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 Autumn Term

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 Spring Term

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> (acom) /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 Summer Term

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).					

Continuing the phonics journey – Beyond Phase 5

With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school. Children identified as having gaps in their phonic knowledge and understanding, including children who did not meet the expected standard in the PSC at the end of Year 1 and 2 are entitled to continued phonics teaching to address gaps and secure learning.

As children move into Key Stage 2, transition information and baselining of children's phonic knowledge in the first few weeks of the Autumn term, will determine what support is required in order to target intervention appropriately. ELS interventions may be organised into small groups or one to one, depending on need, and will support in making links between their GPC knowledge and spelling, revision of all previously taught GPCs for reading and spelling, and also wider reading, spelling and writing curriculum.

Reading books are also closely monitored to ensure that the books the children are accessing are matched to their phonic knowledge and understanding, allowing them to practise skills and embed learning. Teachers and TAs working with these children are aware of phonic ability when hearing readers and provide continued encouragement of use of phonic skills when necessary e.g. decoding longer or unfamiliar words, alongside developing fluency and comprehension skills.

APPENDIX

Consolidating Learning in Year 2 / Primary 3

Essential Letters and Sounds 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. However, we all know that this year has been full of disruptions and for Year 1 children this will have been the first year of using ELS. We have therefore put together some guidance for how to revisit some of the Year 1 content in the first term of Year 2, where you feel it is needed.

At the beginning of Year 2, we advise you start by completing the Half-termly Assessment (Essential Letters and Sounds Handbook: Appendix vii, or Essential Letters and Sounds Assessment Tracker via the KST website) with each child in the class. This will allow you to identify any gaps in children's knowledge or understanding, to ensure that you are able to support them to make rapid progress and consolidate their skills and understanding.

Targeting specific GPCs

Following a Half-termly Assessment, you may decide to revisit some specific lessons from Year 1 that focus on the GPCs children are not yet secure with.

The table below shows which GPCs are covered in which lessons. Using the planning table on page 3 of this document, you can note down any specific lessons you need to cover to help with your planning.

You can use the whiteboard lessons with your whole class. You may find the need for a small group of children to be re-taught a GPC if they have a gap in their knowledge. For this, you can either use the 1:1 GPC and Blending for Reading intervention or, if necessary, teach the GPC again to a small group using the full lesson. This could take place whilst the rest of your class are participating in a phonics review lesson or spelling and grammar lesson. As with the previous year groups, we want to avoid children missing time from the wider curriculum as much as possible.

You could choose to provide each Year 2 child with a new copy of Activity Book 4 to allow them to complete the Apply Sheets, if you feel this is needed. Do not worry that these are sheets children will already have completed in Year 1. The familiarity of the sheets will help to ensure children are focussing on the GPCs and will support the consolidation of their learning.

GPCs	Lesson
ay	Year 1 Autumn 1 Week 3 Day 1
ou	Year 1 Autumn 1 Week 3 Day 2
ie	Year 1 Autumn 1 Week 3 Day 3
ea	Year 1 Autumn 1 Week 3 Day 4
oy	Year 1 Autumn 1 Week 4 Day 1
ir	Year 1 Autumn 1 Week 4 Day 2
ue	Year 1 Autumn 1 Week 4 Day 3
aw	Year 1 Autumn 1 Week 4 Day 4
wh	Year 1 Autumn 1 Week 6 Day 1
ph	Year 1 Autumn 1 Week 6 Day 2

ew	Year 1 Autumn 1 Week 6 Day 3
oe	Year 1 Autumn 1 Week 6 Day 4

GPCs	Lesson
au	Year 1 Autumn 2 Week 1 Day 1
ey	Year 1 Autumn 2 Week 1 Day 2
a-e	Year 1 Autumn 2 Week 1 Day 3
e-e	Year 1 Autumn 2 Week 1 Day 4
i-e	Year 1 Autumn 2 Week 2 Day 1
o-e	Year 1 Autumn 2 Week 2 Day 2
u-e	Year 1 Autumn 2 Week 2 Day 3
/s/ <c>	Year 1 Autumn 2 Week 2 Day 4
/ee/ <y>	Year 1 Autumn 2 Week 3 Day 1
/or/ <al>	Year 1 Autumn 2 Week 3 Day 2
/ai/ <a> <ey>	Year 1 Spring 1 Week 2 Day 1
/ai/ <ea> <eigh>	Year 1 Spring 1 Week 2 Day 2
/ar/ <a>, /ee/ <e>	Year 1 Spring 1 Week 2 Day 3
/igh/ <i> <y>	Year 1 Spring 1 Week 2 Day 4
/oa/ <o>, /o/ <a>	Year 1 Spring 1 Week 3 Day 1
/oo/ <u>, /yoo/ <u>	Year 1 Spring 1 Week 3 Day 2
/k/ /sh/ <ch>	Year 1 Spring 1 Week 3 Day 3
/e/ <ea>	Year 1 Spring 1 Week 3 Day 4
/ur/ <or> <ear>	Year 1 Spring 1 Week 4 Day 1
/oo/ /oa/ <ou>	Year 1 Spring 1 Week 4 Day 2
/ee/ <ie>, /v/ <ve>	Year 1 Spring 1 Week 4 Day 3
/i/ <y>	Year 1 Spring 1 Week 4 Day 4
/air/ <are>	Year 1 Spring 1 Week 6 Day 1
/air/ <ere>	Year 1 Spring 1 Week 6 Day 2
/air/ <ear>	Year 1 Spring 1 Week 6 Day 3
/ch/ <tch>	Year 1 Spring 1 Week 6 Day 4
/u/ <o>	Year 1 Spring 2 Week 1 Day 1
/j/ <g>	Year 1 Spring 2 Week 2 Day 1
/j/ <ge>	Year 1 Spring 2 Week 2 Day 2
/j/ <dge>	Year 1 Spring 2 Week 2 Day 3
/s/ <st>	Year 1 Spring 1 Week 2 Day 4
/s/ <ce> <se>	Year 1 Spring 2 Week 3 Day 1
/n/ <gn> <kn>	Year 1 Spring 2 Week 3 Day 2
/r/ <wr>	Year 1 Spring 2 Week 3 Day 3
/m/ <mb>	Year 1 Spring 2 Week 3 Day 4
/z/ <se> <ze>	Year 1 Spring 2 Week 4 Day 1
/ear/ <eer> <ere>	Year 1 Spring 2 Week 4 Day 2
/sh/ <ti>	Year 1 Spring 2 Week 4 Day 3
/sh/ <ti>	Year 1 Spring 2 Week 4 Day 4
/ar/ <al>, /or/ <augh>	Year 1 Spring 2 Week 6 Day 1
/sh/ <ss>, /zh/ <si>	Year 1 Spring 2 Week 6 Day 2
/sh/ <ti>	Year 1 Spring 2 Week 6 Day 3
/sh/ <ci>	Year 1 Spring 2 Week 6 Day 4

Consolidating existing knowledge

As well as identifying any specific lessons children need to revisit as a result of the Half-termly Assessment (completed at the beginning of Year 2), we suggest it is also good practice to consolidate phonics teaching every day in the first term of Year 2.

We advise revisiting the lessons from Year 1 Summer 1 and Year 1 Summer 2 in the Autumn term of Year 2. Revisiting the whiteboard presentations from the Summer term of Year 1 will help to consolidate children's knowledge and ensure they are ready to step up to the requirements of Year 2. The familiarity of the lessons will also help children to build their confidence and feel ready for the next steps.

If you have selected specific lessons from Year 1 Autumn and Spring terms to cover as a result of the Half-termly Assessment and noted them in the planning table below, you can also add the Summer 1 and Summer 2 lessons to the table. As you will be consolidating knowledge at this stage, it is fine to cover two lessons on the same day. For example, if you need to revisit the GPC /e/<ea>, you might cover **Year 1 Spring 1 Week 3 Day 4** on Day 1 of Year 2 teaching, using the Review, Teach, Practise and Apply from the teaching whiteboards. You could then also use **Year 1 Summer 1 Week 1 Day 1** whiteboards to consolidate learning on the same day.

Teaching plan

Lesson Plan	Consolidate GPC lesson being revisited	Review lesson being revisited
Year 2 Autumn 1 Week 1 Day 1		
Year 2 Autumn 1 Week 1 Day 2		
Year 2 Autumn 1 Week 1 Day 3		
Year 2 Autumn 1 Week 1 Day 4		
Year 2 Autumn 1 Week 1 Day 5		
Year 2 Autumn 1 Week 2 Day 1		
Year 2 Autumn 1 Week 2 Day 2		
Year 2 Autumn 1 Week 2 Day 3		
Year 2 Autumn 1 Week 2 Day 4		
Year 2 Autumn 1 Week 2 Day 5		
Year 2 Autumn 1 Week 3 Day 1		
Year 2 Autumn 1 Week 3 Day 2		
Year 2 Autumn 1 Week 3 Day 3		
Year 2 Autumn 1 Week 3 Day 4		
Year 2 Autumn 1 Week 3 Day 5		
Year 2 Autumn 1 Week 4 Day 1		
Year 2 Autumn 1 Week 4 Day 2		
Year 2 Autumn 1 Week 4 Day 3		
Year 2 Autumn 1 Week 4 Day 4		
Year 2 Autumn 1 Week 4 Day 5		
Year 2 Autumn 1 Week 5 Day 1		
Year 2 Autumn 1 Week 5 Day 2		
Year 2 Autumn 1 Week 5 Day 3		
Year 2 Autumn 1 Week 5 Day 4		
Year 2 Autumn 1 Week 5 Day 5		
Lesson Plan	Consolidate GPC lesson being revisited	Review lesson being revisited

Year 2 Autumn 1 Week 6 Day 1		
Year 2 Autumn 1 Week 6 Day 2		
Year 2 Autumn 1 Week 6 Day 3		
Year 2 Autumn 1 Week 6 Day 4		
Year 2 Autumn 1 Week 6 Day 5		
Year 2 Autumn 2 Week 1 Day 1		
Year 2 Autumn 2 Week 1 Day 2		
Year 2 Autumn 2 Week 1 Day 3		
Year 2 Autumn 2 Week 1 Day 4		
Year 2 Autumn 2 Week 1 Day 5		
Year 2 Autumn 2 Week 2 Day 1		
Year 2 Autumn 2 Week 2 Day 2		
Year 2 Autumn 2 Week 2 Day 3		
Year 2 Autumn 2 Week 2 Day 4		
Year 2 Autumn 2 Week 2 Day 5		
Year 2 Autumn 2 Week 3 Day 1		
Year 2 Autumn 2 Week 3 Day 2		
Year 2 Autumn 2 Week 3 Day 3		
Year 2 Autumn 2 Week 3 Day 4		
Year 2 Autumn 2 Week 3 Day 5		
Year 2 Autumn 2 Week 4 Day 1		
Year 2 Autumn 2 Week 4 Day 2		
Year 2 Autumn 2 Week 4 Day 3		
Year 2 Autumn 2 Week 4 Day 4		
Year 2 Autumn 2 Week 4 Day 5		
Year 2 Autumn 2 Week 5 Day 1		
Year 2 Autumn 2 Week 5 Day 2		
Year 2 Autumn 2 Week 5 Day 3		
Year 2 Autumn 2 Week 5 Day 4		
Year 2 Autumn 2 Week 5 Day 5		
Year 2 Autumn 2 Week 6 Day 1		
Year 2 Autumn 2 Week 6 Day 2		
Year 2 Autumn 2 Week 6 Day 3		
Year 2 Autumn 2 Week 6 Day 4		
Year 2 Autumn 2 Week 6 Day 5		