



ST AIDAN'S CATHOLIC PRIMARY SCHOOL

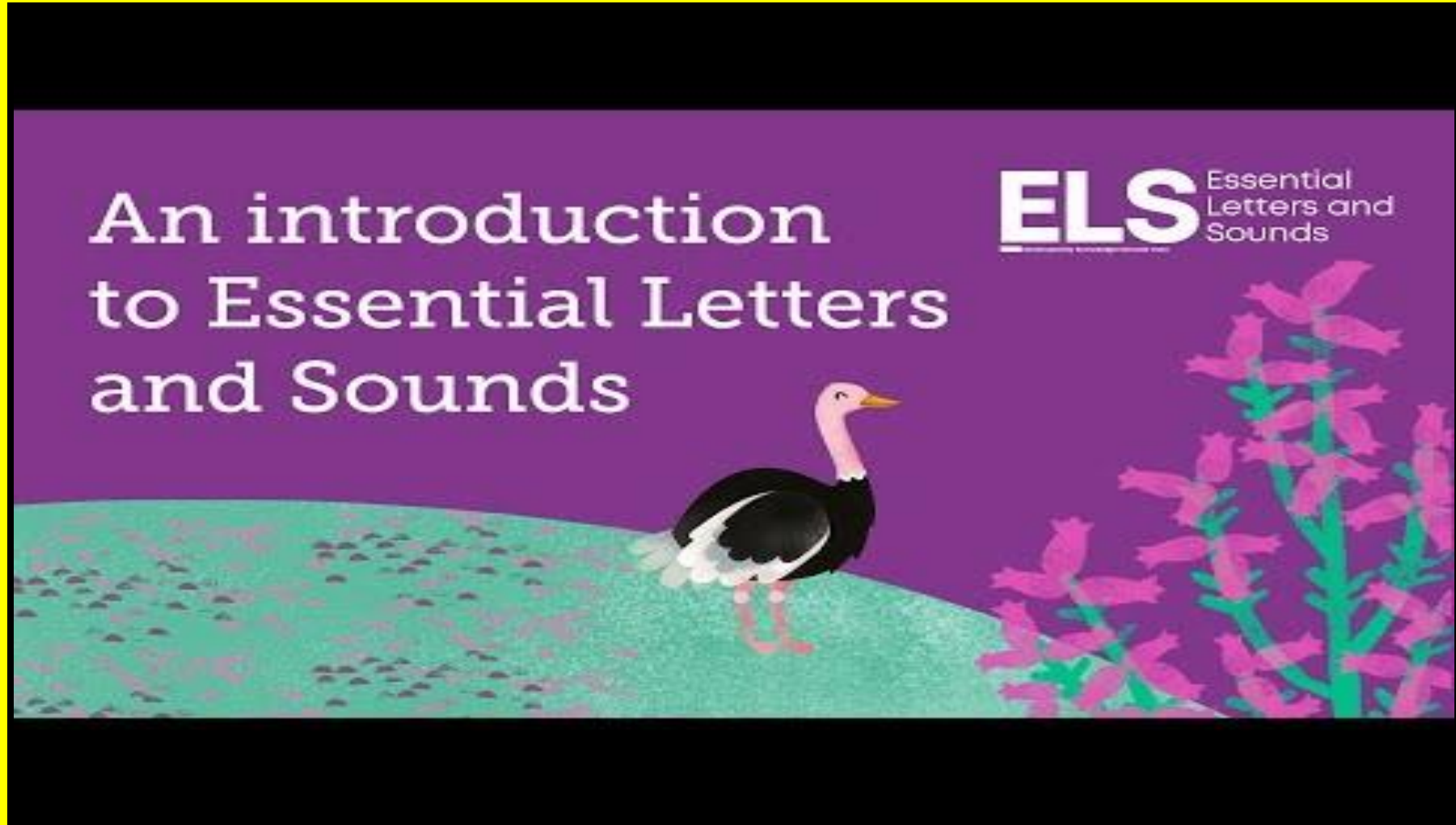
Come in and learn with Jesus; go out and serve with love.

**Learning to read and write with Phonics
Wednesday 15.10.25**

What learning to read looks like for your child

era uoy tahw rednow I woH
rats elttil elkniwt ,elkniwT
yks eht ni **dnomaid** a ekiL
hgiH os dlrow eht evoba pU
era uoy tahw rednow I woH
rats elttil ,elkniwt ,elkniwT

What is Essential Letters and Sounds?



What does learning in Reception look like?

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

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	

©Knowledge Schools Trust Enterprises Ltd 2021. Copying permitted within the purchasing school only

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

A typical Essential Letters and Sounds lesson in Reception

Reception/Primary 1 – Autumn 1

1.	s, a, t, p
2.	i, n, m, d
3.	g, o, c, k
4.	ck, e, u, r
5.	Assessment and Review R:1
6.	h, b, f, ff, l, ll

Independent Practice workbooks Reception

18

Trace the new grapheme.

g	s	p
a	t	g
m	g	t

Write the grapheme.

Trace the word. Write the word.

put

AUTUMN 1 WEEK 3 | DAY 1

ELSA

AUTUMN 1 WEEK 4 | DAY 1

ELSA

Write the grapheme.

ck

Write the word.




to

Read the captions and sentence. Match them to the pictures.

a sock

the sack

Pack it!



24

©Knowledge Schools

Using decodable books in Reception and Year 1



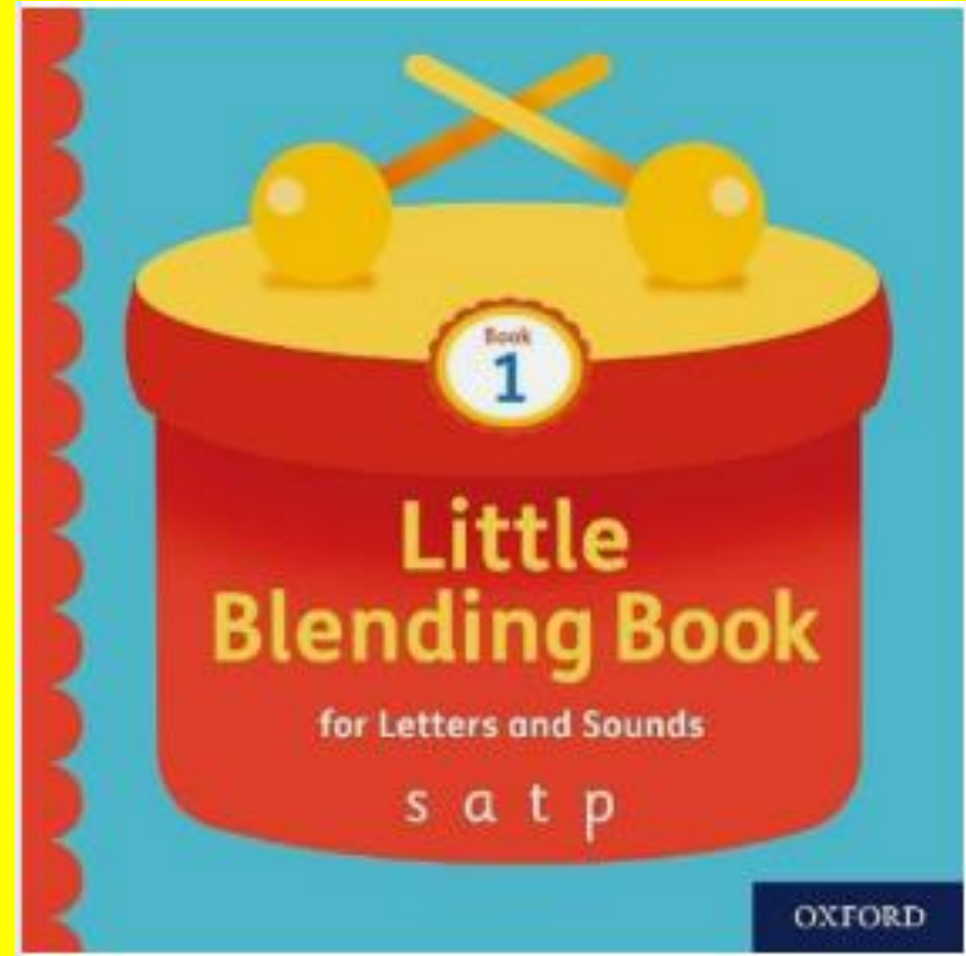
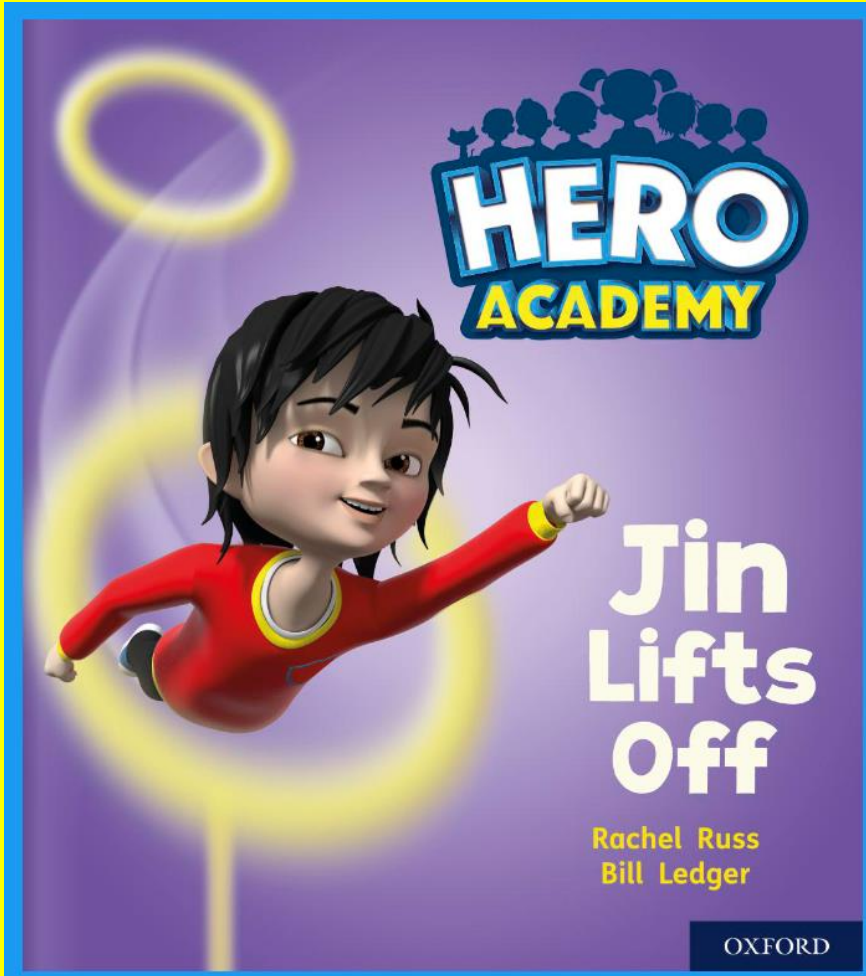
Using decodable readers

Decodable Books

The use of **decodable reading books** from [Oxford University Press](https://www.oup.com/) are integrated into the programme.

Closely-matched decodable books enable children to practise decoding skills **based on their secure phonics knowledge**, in context, whilst building comprehension and fluency, ensuring confidence and success for all children.

How to use a decodable book.....



Intervention

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.



Intervention in Reception and Year 1

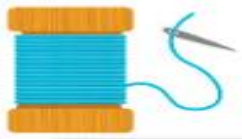
Make the word. Click on the picture to reveal the word.



At home.

Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.



How to help at home.

- To best support your child when they are learning to read, we suggest that you read the decodable text provided by the school 4 times across the week. Spending 10 minutes a day reading with your child will hugely support them in their journey to becoming an independent reader.
- It is a key part of learning to read that children re-read words and sentences that they can decode (sound out) until they are fluent (read with ease and precision). By reading texts several times children have the greatest opportunity to achieve this fluency.
- The texts sent home by your child's school are carefully matched to the teaching taking place. Your child will be practicing what they have been taught in school with you at home. Your child should be able to decode and read their phonics book independently, though they may need some support with blending at the beginning of their reading journey. There will be some words that are not decodable, we call these 'harder to read and spell', you can help your child with these words when they are reading.

Read regular and often, practice, practice practice!





The more that you
READ, the more things
you will **KNOW**.
The more that you
LEARN, the
more places
you'll **GO**.



Dr. Seuss™

I Can Read with My Eyes Shut! by Dr. Seuss

™ & © 1960, 1988 Dr. Seuss Enterprises, L.P. EarlyMoments.com

