

How ELS Supports the National Curriculum (2014)

National Curriculum – Year 1 Reading Children at the expected level of development will:	How ELS supports the National Curriculum in Year 1	How schools can support children outside of the ELS lesson to achieve expected development
Apply phonic knowledge and skills as the route to decode words.	<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. 	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.
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>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>	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.
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	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.	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.
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	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.	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.
Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	These words are introduced throughout the programme, beginning in Phase 4 (Reception).	Suffixes can be revisited and consolidated wherever they crop up in teaching across the curriculum.

Read other words of more than one syllable that contain taught GPCs.	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.	Children can be encouraged to decode longer words with known GPCs wherever they are encountered, across the curriculum.
Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).	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).	Children can be encouraged to read words with contractions wherever they are encountered, across the curriculum.
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>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.