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: • 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.

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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

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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.

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Teaching with ELS	
How to use the lesson plans	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. 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.
How to use the interactive whiteboard (IWB) presentations	ELS provides an IWB presentation for every lesson. These presentations must be used consistently in every ELS lesson. 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.
The Apply section of the lesson	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.
Harder to read and spell (HRS) words For example: I, the, no, of	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. HRS words are common in the English language, and it is important that children can read and spell them. When teaching a new HRS word, teachers must always identify the graphemes within the word that make it tricky.
Capital letters	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.
Handwriting	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.

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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: *Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?*
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: *Drum roll please ...* (everyone drums on their knees). *Today's new sound is ...* Use 'Me, then you' to model how to say the sound.
Show the grapheme and picture	Say: *This is the grapheme.* 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: *Let's read some words with the sound /___/ in.* 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: ___, *there you are!* 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.

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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. Say: *Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?*
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. Say: *Drum roll please ...* (everyone drums on their knees). *Today's new sound is ...* Use 'Me, then you' to model how to say the sound.
Show the grapheme and picture	Say: *This is the grapheme.* 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	Say: *Let's read some words with the sound /___/ in.* 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: ___, *there you are!* Repeat four times, hiding the grapheme again each time it is spotted.

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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**	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 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.

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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: *Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?*
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.

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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. Say: *Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?*
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	Say: *In the words below, the grapheme <__> makes the sound /__/. Let's read them!* 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.

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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.

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