

The National Strategies



Early Literacy Support

Materials for teachers working in partnership with teaching assistants



department for
children, schools and families

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Early Literacy Support
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Introduction

This handbook is for class teachers who will be supporting delivery of the revised Early Literacy Support (ELS) intervention programme. It contains background information and materials vital to the effective implementation of the programme in a close-working partnership between a Year 1 teacher and teaching assistant. It includes Assessment for Learning materials designed for use by teachers in identifying the intervention group and also practical suggestions for linking the work undertaken in the intervention sessions to day-to-day class teaching.

Changes to the ELS programme

Rationale

- The ELS materials have been revised to bring them into line with the objectives in the *Primary Framework for Literacy*, 2006 and with the recommendations of the *Independent Review into the teaching of Early Reading* (Rose 2006). It is aligned with the Primary National Strategy (PNS) publication *Letters and Sounds: Principles and Practice of High Quality Phonics* (00282-2007BKT-EN) and it is compatible with other approaches to, and programmes for, early reading and phonics, which follow similar principles.
- More emphasis has been given to reinforcing the systematic teaching of phonics and applying the 'simple view of reading'.

Structure and scope of the programme

- The ELS programme has been extended from 12 to 16 weeks. There are two additional weeks at the beginning for revision and consolidation of *Letters and Sounds: Phase 2* and two additional weeks at the end to introduce *Letters and Sounds: Phase 5*. The programme is divided into modules to make the focus of each section clear.
- The structure of each week and the time allocated to different activities has changed substantially to place more emphasis on phonic teaching and application (see module and weekly structure below for details).

The 80 literacy support sessions are designed to revisit the key literacy objectives from the Primary Framework and to reinforce the learning involved in Phases 3 and 4 as set out in *Progression and Pace* (03855-2006BKT-EN) and *Letters and Sounds: Principles and Practice of High Quality Phonics* (00282-2007BKT-EN). Introductory sessions provide for

the revisiting of aspects of Phase 2 and the concluding sessions provide an introduction to Phase 5. The aim of the intervention is to ensure that by the third term of Year 1, children are working on the appropriate objectives and are able to participate fully in whole-class sessions with their peers. The sessions are organised into five modules. An overview of objectives for the programme can be found on pages 55-71.

Intervention support for literacy in Year 1

The PNS aims to raise standards for all children and advocates a systematic approach to teaching based on three 'waves' of tailored support. Schools can use the waves approach to plan, design and tailor effective and appropriate provision for all children.

This approach was reviewed as part of the *Independent Review of the Teaching of Early Reading*, Rose 2006:

For many children incipient reading difficulties can be prevented, or nipped in the bud, by thorough, early assessments of their performance, the information from which is then used to adjust and tailor work more closely to their needs. These adjustments can often be made effectively so that the children continue to be taught in their regular settings and classes. Where this is not in their best interests, however, the arrangements for intervention advocated by the Primary National Strategy remain sound advice. That is to say, work should be adapted within the classroom, further support in small groups should be provided for those who need it, and individual programmes should be provided for those with the greatest need, some of whom will have special educational needs.

- **Wave 1 – The effective inclusion of all children in daily Quality First Teaching**

In terms of early literacy, this means the provision of a rich language curriculum that fosters all four interdependent strands of language: speaking, listening, reading and writing. It provides access for all children to high-quality phonic work. Quality First Teaching includes a blend of whole-class, group and individual work.

- **Wave 2 – Wave 1 plus additional, time-limited, tailored intervention support**

Wave 2 provision is designed to increase rates of progress and to secure learning for groups of pupils which will put them back on course to meet, or exceed, age-related expectations. This usually takes the form of a tight, structured programme of small-group support, carefully targeted and delivered by teachers or teaching assistants who have the skills to help pupils to achieve their learning objectives. This can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work. Critically, intervention support needs to help pupils to apply their learning in mainstream lessons and should therefore be fully compatible with mainstream practice.

- **Wave 3 – Wave 1 plus increasingly individualised programmes, based on independent evidence of what works**

Wave 3 interventions are highly personalised to meet the individual needs of small numbers of children experiencing significant literacy difficulties. They include specific, targeted approaches for children identified as requiring special educational needs (SEN) support.

Aims of Early Literacy Support (ELS)

Early Literacy Support (ELS) is a Wave 2 intervention, one of a range produced by the National Strategies and designed to help schools to support children so that they can make progress and, wherever possible, catch up with their peers. These programmes have a number of common features.

- They depend upon a close working partnership between the class teacher and the teaching assistant.
- They operate in the context of dedicated time for the discrete teaching of literacy.
- Their use is dependent on the assessment of progress against key objectives for literacy and mathematics.
- They are designed for children who, with additional support, can work at age-related expectations within the Primary Framework.
- They follow a structured programme.

(See Appendix 3 of Targeting Support: Managing NNS and NLS intervention programmes, DfES 0201/2003.)

- The ELS intervention programme is aimed at children in Year 1 who have already had access to high-quality, systematic teaching of phonics during the Early Years Foundation Stage. They will be secure at Phase 2 of *Progression and Pace*, but have been identified through Foundation Stage Profile data and ongoing Assessment for Learning as needing the additional support of a small-group setting to address the learning involved in Phases 3 and 4 confidently, and to benefit from additional opportunities to practise and apply the skills they have already been taught. In line with the Primary Framework for literacy, these materials reflect the fact that Year 1 is a significant year, during which most children learn to read fluently and automatically by using phonic knowledge of grapheme–phoneme correspondences (GPCs) and the skills of blending as their prime approach for decoding unfamiliar words, and thereby:
 - build up a store of words that are instantly recognised and understood on sight;
 - segment words into their constituent phonemes and understand that spelling is the reverse of blending phonemes into words for reading.

The intended outcome of the intervention programme is to ensure that the children involved are able to keep up with their peers in core learning in literacy in Year 1. The Primary Framework provides an overview of this learning:

At the start of Key Stage 1, most children are enthusiastic beginner readers and writers. Many children are able to read and write one grapheme correspondence for each of the 44 phonemes. They blend and segment CVC (consonant – vowel – consonant), CCVC and CVCC words for reading and spelling and use their phonic knowledge when trying to read and write more complex words. They recognise common digraphs and read a range of familiar and common words and simple sentences independently. They will use their phonic knowledge to write simple, regular words and make phonetically plausible attempts at more complex words. Most children make statements, ask questions, give commands and reasons and explain processes using simple, compound and complex sentences in day-to-day speech. They can identify a sentence in a book by the fact that it begins with a capital letter and ends with a full stop. Most compose a sentence around a single idea with the intention of dictating or writing it and some will insert a capital letter and full stop. Some can compose a series of sentences for writing a narrative or recount.

In Year 1, children develop their understanding of the elements of stories, such as the main character and the sequence of events. Children should be motivated to want to read for pleasure and for information. They understand how information can be found in non-fiction texts to answer questions about where, who, why and how. They retell narratives in the correct sequence, using the language patterns of stories and they will listen with enjoyment to stories, songs, rhymes and poems. Children attempt writing for various purposes using features of different forms such as lists, stories and information. They gather information based on their own experience and compose short non-chronological reports using simple sentences to describe particular aspects of a subject.

Primary Framework, 2006

- Both during and at the end of the ELS programme, children's progress is assessed (see pages 73–78 of this handbook for observation and assessment materials linked to the five modules of the programme). Although the intervention is time-limited, the teacher and teaching assistant will continue to build on what the children have learned during the intervention process:

It is important that the gains made through intervention work should be sustained and built upon after it is no longer deemed necessary for children to have the support of an intervention programme.

Independent Review of the Teaching of Early Reading (2006, p. 43)

Overview of ELS

- Early Literacy Support is an intervention programme for Year 1, planned in five modules for a teacher and trained teaching assistant to work in partnership to raise attainment. The programme runs for 16 weeks, starting during the first term of the year.
- Throughout the year, all children receive Quality First Teaching.
- Before identifying the target children for ELS, the teacher will have identified and addressed any gaps in learning in the class to ensure that the majority are working at age-related objectives.
- Towards the end of the summer term of the Reception Year and during the first half-term of Year 1, the school identifies those children who will benefit from a more intensive programme of support. (Research indicates that currently this may be about 20 per cent of an average class, that is, approximately six children.)
- To identify the target group, schools use the Foundation Stage Profile data, Letters and Sounds phonic phase data and ongoing AfL (see pages 14–34 of this handbook), together with assessment information from the school's procedures for tracking individual children's attainment. Where appropriate, this will include information from assessments for SEN and children learning English as an additional language (EAL).
- In addition to Quality First Teaching the identified group receives a planned programme of support, including the suggested Guided Reading sessions from the teacher and the ELS sessions led by the teaching assistant, independent tasks and the Take Away activities.
- By Term 3, it is expected that most children in the group will no longer need additional support, although some may need either continuing group support to consolidate their progress, or will have been identified as requiring individual support as part of the school's Wave 3 provision.

A summary overview of the ELS programme, showing links to the Primary Framework and *Letters and Sounds*, can be found on pages 55–71 of this handbook.

Quality First Teaching

Good literacy teaching is the most effective way of raising children's achievement. The key features of Quality First Teaching in Year 1 are:

- Systematic teaching of speaking, listening, reading, writing and spelling.
- Daily, discrete phonic teaching for all children (Wave 1 provision).
- Daily discrete literacy teaching for all children (Wave 1 provision) ensuring wide and varied opportunities to develop speaking and listening skills.

- Daily opportunities to apply phonic learning through:
 - Regular Shared Reading to:
 - enrich vocabulary and language comprehension;
 - improve fluency and response;
 - provide models for writing
 - Regular Guided Reading to:
 - practise word recognition skills;
 - develop language comprehension skills;
 - assess and identify learning needs effectively
 - Regular Shared Writing:
 - based on literacy objectives from the Primary Framework;
 - using the Shared Writing model from *Grammar for Writing* (DfEE 0107/2000);
 - supported by guided sessions and opportunities for independent writing.
- Literacy is applied across the curriculum:
 - clear links are made to other areas of the curriculum;
 - regular opportunities to apply literacy skills across the curriculum are planned for over the week;
 - regular opportunities for application, for example independent reading and writing, handwriting, reading extended fiction and non-fiction at home.
- Curriculum and child targets for each term: visible, monitored and assessed and linked to the development needs identified from the Foundation Stage Profile data in the first instance.
- Additional support for children where needed to hold them in alongside their peers, for example additional discrete phonics and Guided Reading sessions, and use of ELS intervention (Wave 2 provision).
- Additional tailored support for children with specific needs in literacy, often on a one-to-one basis (Wave 3 provision).

At the beginning of the year, the class teacher and teaching assistant will have reviewed the Foundation Stage Profile data and will have carried out observations to assess the starting points for the class. The Year 1 learning programme will in part be planned from the missing scale points identified through careful interrogation of Foundation Stage Profile data. Staff will have planned to address any significant areas of missed learning through their target setting and focused teaching. The use of planned work by the teaching assistant will support this. Regular observations and effective AFL will enable the teacher to track the children's progress carefully.

Roles and responsibilities

The successful implementation of the ELS programme requires a working partnership between the class teacher and the teaching assistant.

The class teacher delivers the Guided Reading sessions for the children in the group.

A teaching assistant who has been trained in the key principles of *Letters and Sounds* (or other approaches to and programmes for early reading and phonics that follow similar principles) delivers the intervention sessions.

The class teacher uses the observation and assessment materials provided on pages 54–60 of this handbook and also Guided Reading or Guided Writing sessions to monitor progress overall and to ensure that Guided Reading books are selected at an instructional level of difficulty.

The class teacher uses the weekly teachers' notes provided on pages 36–53 of this handbook to promote the transfer of new learning from the intervention sessions to the whole-class literacy sessions.

Running the programme

When and where

When

The 20 minute sessions can take place at any time during the day. If this involves time being taken from other areas of the curriculum, a careful balance should be sought, so that one area is not affected more than another.

Where

An area should be identified that can be used for all of the sessions. If possible, opportunities should be provided for the teaching assistant to personalise and signal the space as the ELS area.

Using the materials

A range of materials is available to support teachers and teaching assistants as they run the ELS programme.

- *Early Literacy Support Programme: Handbook for Teachers Working in Partnership with Teaching Assistants*. This book is the essential guide for teachers, providing support for AfL, an overview of what is being covered in the sessions each week and suggestions for links with whole-class teaching.
- *Early Literacy Support Programme: Session Materials for Teaching Assistants* (file). This includes a full script for each of the 80 ELS sessions and a sheet for each week listing all the resources needed and the details of the preparation for each session.
- *Letters and Sounds*
- Foundation Stage Profile

- Artwork or PCMs – an appendix to the file. This includes a full range of materials that can be photocopied to support the sessions.
- The original ELS trolley, which contains a range of equipment to support the running of the sessions.
- Web-based materials:
 - all the information in the book and file is available online at www.standards.dcsf.gov.uk/literacy
 - The Primary Framework for literacy can also be found online at www.standards.dcsf.gov.uk/primaryframeworks

Getting to Know You sessions

Once children have been selected, it is suggested that teaching assistants have some time with the group before the programme starts. There are notes for three sessions which will last for about 20 minutes each (see ELS file, pages 8–11). These are intended to help the teaching assistant to become familiar with the group and to introduce various activities and ways of working during the programme.

Links with whole-class teaching

The Early Literacy Support programme provides additional opportunities for children to consolidate key literacy objectives. The session summaries (to be found on pages xx-xx) provide teachers with notes related to each week to support them in making links between their whole-class teaching and the work being done by the intervention group.

Guided Reading and Writing

The teacher retains overall responsibility for Guided Reading for the intervention group by:

- planning and teaching Guided Reading sessions with the group at least once a week (there are suggestions in the teachers' notes about texts to choose that fit the theme of the intervention sessions);
- selecting the Guided Reading text for the teaching assistant to use on alternate weeks of the ELS programme (suggestions are included in the teachers' notes).

Take Away activities

At the end of each session the children are given a Take Away activity. They will need about 10 to 15 minutes a day when they can work on this, either independently or with a partner. They may need some support, but the aim is for them to practise and apply their learning independently. Copies of books previously read by the children in Guided Reading sessions should also be made available so that these can be reread independently.

Partnership with parents

Parents and carers play a vital part in their child's learning. The ELS programme includes some additional materials in the form of Take Home sheets, which can be found in the ELS file.

- There are 16 Take Home sheets, one for each week of the ELS programme. They give parents and carers some information about what their child has been doing during that week and some suggestions for activities to do at home.
- The aim is to involve parents and carers with their children in fun activities that will reinforce learning. This is not homework. Although children may bring things to school that they have done at home, their participation and success in the ELS sessions is not dependent on what they are doing at home.
- You may wish to use the Take Home sheets as they are presented, or adapt them to suit your circumstances.
- One Take Home sheet is to be given out at the end of each week. The children do not need to take materials home from the sessions each day, except for their Guided Reading book and their completed pieces of writing on Fridays. All of the suggested activities can be done with things that families are likely to have at home.

Resources and preparation

Guidance on the resources and preparation required for each session are provided in the ELS file. It is essential that teaching assistants are provided with adequate time for preparation and have been provided with access to appropriate Continuing Professional Development.

Assessment for Learning and the selection of the ELS group

The screening and selection process takes place during the autumn term. Groups of up to six children are identified and parents and carers are informed. Children's progress should be assessed during the intervention by using the observation and assessment materials provided on pages 71–76 of this handbook.

Selection of the target group for ELS

The procedure for selecting children for the ELS programme has been significantly changed to ensure that there is effective use of the statutory Foundation Stage Profile data and current knowledge of the children at the end of Reception Year. Selection is now based on four sources of information:

- Foundation Stage Profile
- *Letters and Sounds* Phonic Phase data
- observational assessments
- Running Records and the Simple View of Reading

Further significant changes include:

- the opportunity to identify children at risk at the end of the Foundation Stage (Reception Year)
- the promotion of effective transition work between the Reception Year and Year 1 teachers to analyse data and the assessments carried out during Reception Year.

It will be essential that the Reception Year and Year 1 teachers work closely together from the summer term to analyse the Foundation Stage Profile, *Letters and Sounds* (or equivalent), Phonic Phase data and observations to identify children who are falling below expectations.

It is anticipated that joint analysis will ensure effective planning for continuity of learning and aid a smooth transition. This will also ensure that those children who are at risk of falling behind can make an earlier start in the autumn term with the ELS programme.

Screening and selection: Section A – Transition

The Early Years Foundation Stage (EYFS) contributes positively to children's early development and learning and builds a secure foundation from which later learning can grow. From the time children enter the Foundation Stage, practitioners aim to nurture the young child's natural desire to learn. This responsibility continues for the teacher in Year 1.

The Year 1 learner is entitled to a curriculum which is relevant and builds on what they already know and understand. Effective transition from Reception Year to Year 1 is a key process in ensuring that the learning journey is tailored to the needs of the individual child.

The Foundation Stage Profile is an important instrument in achieving this because it is a formative assessment tool that allows practitioners to evaluate each child's journey in every area of learning, providing markers of attainment, and it helps Reception Year and Year 1 teachers to consider and provide the most appropriate next steps.

Observational assessment provides additional information for the Year 1 teacher which complements the child's Foundation Stage Profile. This information is gathered from observing children involved in everyday activities. This model of observation-led assessment provides the basis from which to continue the learning journey, building on what is already known about the child, and offering opportunities to learn more about them. It is important to use information from a broad range of sources to support judgements.

Effective transition programmes should be ongoing throughout Reception Year but are particularly important during the summer term. To promote continuity in learning, the Year 1 teacher should be aware of the children's achievements and be able to respond to the next steps. The shared analysis of Foundation Stage Profile data and observational assessments between the Reception Year and Year 1 teachers will enable teachers to identify children who are most at risk of falling behind, particularly in early literacy skills in Year 1.

The ELS programme will enable children to continue their learning journey through a structured programme designed to bring them into line with their Year 1 peers by the end of the spring term.

Children with Special Educational Needs (SEN)

The intervention programme is designed to support accelerated learning to secure significant FSP Early Learning goals and Year 1 objectives so that the children can access the Key Stage 1 curriculum. The inclusion of children with specific learning needs requires careful consideration. The professional judgement of teachers, SENCOs and LA inclusion support services should be used to consider how appropriate the materials are to the needs of the children. It may be appropriate to include all children identified and review progress at the end of week 4. Where teaching assistants or support teachers for SEN are available their involvement in ELS may prove beneficial. Consideration should be given to specific learning needs when analysing the Foundation Stage Profile data. That is, children with low Personal, Social and Emotional Development (PSED) scores may demonstrate their learning more effectively in a one-to-one situation.

Provision beyond ELS will focus on individual needs identified through the individual education plan (IEP)

Children learning English as an additional language (EAL)

It is important to distinguish between literacy difficulties and proficiency in English. Where an assessment of a child's English suggests that they may have an underlying difficulty with language it is vital to cross-check with specialist bilingual teachers and teachers of children with special needs.

ELS is likely to benefit many children learning EAL. The professional judgement of the teacher and, where appropriate, the LA Ethnic Minority Achievement (EMA) service should be used to consider how appropriate the materials are to the learning needs of the children and whether any modification is required.

Where bilingual teachers or support staff are available, their involvement in ELS is likely to prove beneficial. It is important to consider the impact of a child's learning of EAL during the analysis of Foundation Stage Profile data and observations data. For example a newer arrival may be reticent in the whole-class or group sessions, yet their conceptual understanding may well be ahead of their ability to express ideas in English.

Screening and selection: Section B

Identifying children for the ELS programme

There are four sources of information used to identify children for the ELS programme. The Reception Year and Year 1 teachers should work closely from the summer term to identify children who are falling below expectations and to plan the next steps in their learning.

The table below provides an overview of these sources and the processes involved. Each area is examined in more detail in the sections that follow.

	Foundation Stage Profile data	Letter and Sounds Phonic Phase data	Running records	Observational assessment
Time frame for data to be completed	Summer term Reception Year	Summer term Reception Year	September and October Year 1	Ongoing
Data and information analysis	Reception Year and Year 1 teachers jointly	Reception Year and Year 1 teachers jointly	Year 1 teacher	Reception Year, Year 1 teachers and Reception Year, Year 1 TAs jointly

Using the Foundation Stage Profile data

For a summary of the six areas of learning of the Foundation Stage Profile, see page 33 of this handbook.

The outcomes of the Foundation Stage Profile can be used to respond to individual children's needs. Effective use of the data requires that practitioners working in Reception Year and Year 1 are familiar with the Foundation Stage Profile scales and their scale points. The scale booklet available (QCA, 2003) provides a handy reference to these.

The Profile data provide the broadest and richest set of information collected at any time during a child's school career.

Broadly speaking, most children entering Year 1 are likely to be working within the Early Learning Goals and achieving between 78 and 117 scale points across all 13 scales. Children who achieve a scale score of six points or more per scale are deemed to have reached a good level of development. These children reach, broadly, middle-level

attainment and with a score of 78+ points distributed across the 13 scales, they may be regarded as having appropriate preparation for learning in Key Stage 1.

Children who have achieved an average score of between 52 and 65 points (or an average of 4 to 5 points in all 13 scales) are working below the minimum expected range of 78 to 117 points and may find learning in Key Stage 1 challenging.

Where children have achieved fewer than 52 scale points over the 13 scales it is suggested that teachers consider the questions below, especially date of birth, regularity of attendance, and entry levels in Reception Year. Children who have an average score of less than 52 may require further observation, an IEP and school action+ intervention.

Analysing data for ELS: questions to consider when looking at Foundation Stage Profile class data:

- How is the '78+' score made up?
- What is the pattern of attainment in CLLD and PSED like?
- Where are the gaps? Which scale points have children not attained?
- What does this class's pattern of attainment of individual points within these assessment scales indicate about strengths and gaps in their learning?
- What does the pattern of birth dates, attendance and free school meals (FSM) entitlement indicate?
- Are there individuals whose pattern of attainment is different from that of the rest, and indicates special strengths and weaknesses in learning in particular scales?
- What does the attainment of specific points within the scale indicate about where the gaps lie in learning related to that scale?

Selection of children

Using Foundation Stage Profile data

A 'deep drill' analysis will identify the areas for development in early literacy.

What is missing can be as instructive as what has been achieved. This interrogation of the data will help to identify the areas in which the child is still developing. If key scale points are missing in Communication, Language and Literacy Development (CLLD), the ELS may be an appropriate intervention programme to help the child make further progress in key literacy skills.

- Carry out analysis of individual children with low points over the 13 scales.
- Carry out a second analysis of children with average or high points over all 13 scales, but low scores in CLLD.

Individual	Whole class
<p>Step 1</p> <ul style="list-style-type: none"> ● Identify children with fewer than 78 points but more than 50. 	<p>Step 1</p> <p>Interrogate all CLLD scores, PD and CD. Some children with high overall scores, that is 78+, may well have important areas of CLLD and linked areas of learning missing.</p>
<p>Step 2</p> <ul style="list-style-type: none"> ● Drill through the children's data to identify the missing scale points particularly focusing on PSED, CLLD, PD and CD. ● PSED <ul style="list-style-type: none"> – Dispositions and Attitude – Emotional Development – Social Development ● CLLD <ul style="list-style-type: none"> – Language for Communication and Thinking – Linking Sounds and Letters – Reading – Writing ● Physical Development ● Creative Development 	<p>Step 2</p> <ul style="list-style-type: none"> ● Identify children who have not achieved some of the following significant scale points using the grid: ● CLLD <ul style="list-style-type: none"> – Language for Communication and Thinking – Linking Sounds and Letters – Reading – Writing ● Physical Development ● Creative Development
<p>Step 3 Identify where there are significant gaps in each of these areas of learning. Use the summary grid provided on page 34 of this handbook to help to identify where significant points are missing.</p>	
<p>Step 4 Fine tune</p> <ul style="list-style-type: none"> ● Check birthdates and consider whether because the child is a young summer-born child, the gaps are of a developmental nature. Observe the child closely over the autumn term and consider entry in spring if necessary. ● Consider other activities that could be carried out, for example Physical Development SP 5 and CLLD Writing SP 5. These skills could be secured by ensuring that there are specific activities made available for the child such as digging, painting with a large brush, pegging, and using tweezers to build fine and gross motor skills. The 16-week ELS programme would not be appropriate in this case, unless other significant writing scale points and LSL scale points were also missing. 	

Foundation Stage Profile significant missing scale points:

Language for Communication and Thinking	Linking Sounds and Letters	Reading	Writing	Physical Development	Creative Development
<p>Scale point 6 Interacts with others in a variety of contexts, negotiates plans and activities and takes turns in conversations</p>	<p>Scale point 2 Shows an awareness of rhyme and alliteration</p>	<p>Scale point 3 Recognises a few familiar words</p>	<p>Scale point 4 Writes own name and other words from memory</p>	<p>Scale point 5 Demonstrates fine and gross motor control and coordination</p>	<p>Scale point 6 Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music</p>
<p>Scale point 7 Uses talk to organise sequences and to clarify thinking, ideas, feelings, and events exploring the meaning and sounds of new words</p>	<p>Where any scale points between 4 and 8 are missing</p>	<p>Scale point 6 Reads a range of familiar and common words and simple sentences independently</p>	<p>Scale point 5 Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed</p>		

Language for Communication and Thinking	Linking Sounds and Letters	Reading	Writing	Physical Development	Creative Development
<p>Scale point 8 Speaks clearly with confidence and control showing awareness of the listener</p>			<p>Scale point 7 Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p> <p>Scale point 8 Begins to form captions and simple sentences sometimes using punctuation</p>		

Example 1

The example below demonstrates a child with a score of 78 points distributed across the 13 profile scales, but there is significant underachievement in three scales of CLL and two scales of MD. The missing scale points in CLL show that this child has not made the expected progress and will find it difficult to achieve the Year 1 literacy objectives and reach the end of Phase 5 in Letters and Sounds by the end of the year, if not given the opportunity to develop these skills. The child has good PSED and doesn't appear to have behaviour problems. The ELS programme will be ideal for this child.

Example 1

Scale point	9	8	7	6	5	4	3	2	1	Scale	Area of learning
										DA	Personal, social and emotional development
										SD	Communication, language and literacy
										ED	
										LCT	
										LSL	Mathematical development
										R	
										W	
										NLC	KUW
										C	
										SSM	
											PD
											CD

Example 2

The following example demonstrates the case of a child who at first glance would appear to be achieving very well with 92 points. Closer examination of the data shows that this child has several issues with CLLD which will hamper their progress in literacy in Key Stage 1.

Key points

- The points relating to blending and segmenting are missing from the LSL scale.
- Further assessment will be needed regarding reading skills. Carry out a miscue analysis (running record) to observe the strategies the child is using, as points 5 to 8 are missing from LSL but scale point 6 in reading has been achieved.
- The point relating to recognising and exploring sounds is missing from creative development. This will hamper the child in LSL and subsequently in writing and reading too.
- The point relating to fine motor control is missing from the PD scale. This also impacts on the writing scale – holding a pencil and writing for pleasure (points 4 and 6).

Despite scoring 92 points overall, this child will have problems with the Key Stage 1 literacy curriculum.

Example 2

Scale point	9	8	7	6	5	4	3	2	1	Scale	Area of learning	
										DA	Personal, social and emotional development	
										SD		
										ED		
										LCT		Communication, language and literacy
										LSL		
										R		
										W		Mathematical development
										NLC		
										C		
										SSM		
										KUW		
										PD		
										CD		

Phonic phases

Children not yet working on Phase 3, or who have only just begun to work on Phase 3, may benefit from the ELS programme as it will accelerate progress to the end of Phase 4, working within Phase 5 by the spring term. This will help children succeed with the core Year 1 Literacy learning objectives.

However it is not sufficient to assume that these children are automatically suitable for inclusion in the ELS programme. A full analysis of FSP data is essential to ensure the programme is developmentally appropriate for the identified children.

The ELS programme will cover the following phonic phases over 16 weeks, thus ensuring that the children will be on track to continue with Phase 5 over the summer term.

- Module 1 (2 weeks): Review and consolidation of Phase 2
- Modules 2 and 3 (9 weeks): Phase 3
- Module 4 (3 weeks): Phase 4
- Module 5 (2 weeks): Introduction to Phase 5

Further assessment guidance can be found in *Letters and Sounds* pages 199 to 207.

By the end of Phase 2 children should	By the end of Phase 3 children should
<ul style="list-style-type: none"> ● be able to give the sound when shown any Phase 2 letter securing first the starter letters: s, a, t, p, i, n ● find any Phase 2 letter, from a display, when given the sound ● be able to orally blend and segment CVC words ● be able to blend and segment to read and spell (using magnetic letters) CVC words such as: if, am, on, up and silly names such as: ip, ug, ock ● be able to read the five tricky words: the, to, l, no, go 	<ul style="list-style-type: none"> ● give the sound when shown all or most Phase 2 and Phase 3 graphemes ● find all or most Phase 2 and Phase 3 graphemes from a display when given the sound ● be able to blend and read CVC words – that is, single-syllable words consisting of Phase 2 and Phase 3 graphemes ● be able to segment and make a phonemically plausible attempt at spelling CVC words – that is, single-syllable words consisting of Phase 2 and Phase 3 graphemes ● be able to read the tricky words: he, she, we, me, be, was, my, you, her, they, all, are ● be able to spell the tricky words: the, to, l, no, go ● write each letter correctly when following a model

Running records: Reading

Running records are individual reading records that can be taken as a check on able readers or used more regularly with struggling readers.

They are valuable for:

- recording how a child reads independently
- analysing a child's reading in order to identify strengths/weaknesses
- assessing the level of text difficulty for a particular child.

Screening tasks (1–4) Record a correct response with a tick.	✓
Write the child's miscue above a line and the poolword from the text underneath.	pool pond
Record self-correction with 'sc'. If a child inserts a word, write it in above the line.	pool /sc pond the
Record omissions in this way.	— the
Mark repetitions with an 'R' and an arrow showing the point at which the repetition began and the point to which it goes back.	←—R I went to the shops
If the child repeats more than once, write in R2 and a number for the number of times the child repeats.	←—R2 I went to the shops

The teacher should not interact with the child, merely record the child's reading. It is acceptable to:

- give the child the word after thinking time has been allowed and record this with a 'T'
- ask the child to 'Try that again' and record it as 'TTA'.

If you prompt the child in any other way, this should also be recorded.

Administering running records

- After the running record has been taken, look at the child's errors and ask yourself the question, what has led the child to make this error?
 - Was the child using a contextual cue (m), a grammatical cue (s) or a grapho/phoniccue (v)?
 - Was the child over-reliant on any one of these?
- Analyse self-corrections in the same way. Ask what has led the child to self-correct.
- Look for patterns in a child's running record, such as making errors by guessing a word from the initial letter sound. (A correct response is recorded with a tick.)

Assessing text difficulty

A running record can be made for any text the child is reading and should have a total wordcount of approximately 100 words. If the child is reading caption books, two or three may be read consecutively. It is important to note on the running record sheet the category of text:

- Easy text: over 95% of the text is read accurately (fewer than 5 errors in every 100 words).
- Instructional text: 90–95% of the text is read accurately (between 5 and 10 errors).
- Hard text: Less than 90% of the text is read accurately (more than 10 errors).

Also note how much the child is self-correcting. Although self-correcting is a positive behaviour, it could get in the way of phrased and fluent reading.

Analysing the children's running record

Carry out a running record with each of the identified children and observe the reading behaviour demonstrated.

Complete the miscue analysis sheet and consider the strategies used by the children when reading an unknown text and responding orally to comprehension questions. Identify what the child is capable of achieving independently. Check:

- phonic application
- oral language comprehension
- reading comprehension.

Using the information gathered plot the child on the Simple View of Reading grid (see below and Appendix 2).

What do they do well? Where are their strengths? What skills do they need to develop? Is the need mainly decoding or developing language comprehension?

The ELS programme will benefit children for whom analysis places them on the two left-hand sides of the quadrant. It is important to ensure that this information sits alongside the whole picture formed of the child's needs through the full Foundation Stage Profile analysis.

The ELS programme will be less appropriate for a child for whom analysis places them on the bottom right-hand side of the quadrant. Well-planned Guided Reading sessions focusing on improving the child's language comprehension will be most appropriate. Developing the child's vocabulary and critical thinking skills will improve inference and deduction, as well their ability to form structured responses to texts.

Running Record			Date			
Level of difficulty			Easy (over 95% accuracy)			
Running words	error rate	accuracy	Inst. (90-95% accuracy)			
Errors	1:	%	Hard (below 90% accuracy)			
Name	Title		E	SC	Error MSV	SC MSV

Simple View of Reading Grid

Good language comprehension Poor word recognition	Good language comprehension Good word recognition
Poor word recognition Poor language comprehension	Good word recognition Poor language comprehension

Observational assessment

Continue to carry out observational assessments and analyse these observations of the identified children during the first few weeks in child-initiated, whole-class and guided situations across PSED, CLLD and other areas of the curriculum.

Remember:

- The starting point for assessment is the child, not a predetermined list of skills.
- Observations and records show what a child can do, not what they can't do.
- Staff observe children as part of their daily routine.
- Children are observed in play and self-chosen activities, as well as planned, adult-directed activities.
- Observations are analysed to highlight their achievements, their needs for further support and are used for planning 'what next?'
- Parents' contributions to the assessment process are central.
- Children are involved and encouraged to express their views on their achievements.

Observations can be carried out throughout the course of the day using a variety of methods including:

- participant observations
- incidental observations
- conversations with children
- recordings
- work samples
- planned, focused observations.

Screening and selection:

Section C: Getting started

Collate and consider all the evidence gathered from the four sources.

Endeavour to have no more than six children per group.

Plan to start the ELS programme as soon as possible after the October half-term break to maximise the available learning opportunities.

The aim is to bring the children back into line with their peers by the end of the spring term.

Reception Year summer term:

- Analyse Foundation Stage Profile data with Reception Year teacher.
- Review phonic phase data.
- Identify children for ELS.
- Inform parents of child's progress.

Year 1 autumn term pre half-term break:

- Carry out observational assessments and running records.
- Make final decisions about ELS candidates.
- Inform and involve parents.

Year 1 autumn term post half-term break:

- Begin the 16-week ELS programme.
- Carry out regular assessment checks.

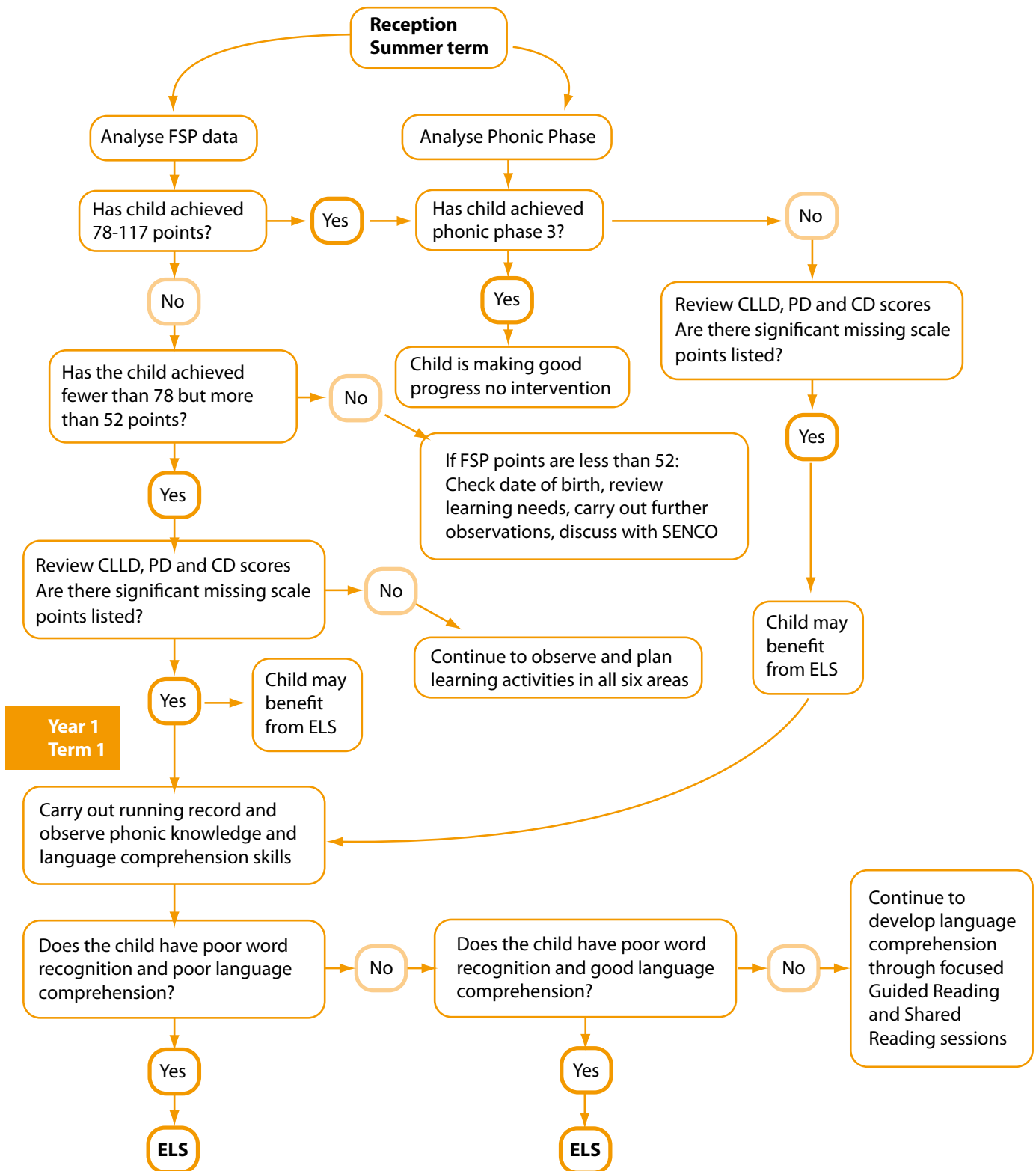
Year 1 end spring term

- Carry out final assessment of:
 - phonic phases
 - writing
 - running record.
- Complete ELS programme.
- Review the programme and evaluate its impact.

Year 1 summer term

- Consolidate learning and practise skills independently across the curriculum and during literacy sessions in a variety of contexts.

Flowchart for selection of ELS target group



Appendix: The Foundation Stage Profile – six areas of learning

Personal Social and Emotional Development (PSED)

- Dispositions and Attitudes DA
- Social Development SD
- Emotional Development ED

Communication Language and Literacy Development (CLLD)

- Language for Communication and Thinking LCT
- Linking Sounds and Letters LSL
- Reading
- Writing

Mathematical Development (MD)

- Numbers as Labels and for Counting NLC
- Calculating
- Shape Space and Measure SSM

Knowledge and Understanding of the World (KUW)

Physical Development (PD)

Creative Development (CD)

ELS screening grid**Missing scale points****FSP data drill**

Names of children	LCT SP6	LCT SP7	LCT SP8	LSL SPs between 4 and 8	Reading SP3	Reading SP6	Writing SP4	Writing SP5	Writing SP7	Writing SP8	PD5	CD5

Early Literacy Support: session summaries for class teachers

Introduction

This part of the handbook has a summary of each week of the ELS programme. This information is provided to:

- give the class teacher a brief overview of the work covered in the sessions that week;
- suggest opportunities for the ELS group to practise and apply what they are learning when they are working in class;
- highlight areas where the class teacher will need to support the teaching assistant that week, for example with selecting a Guided Reading book and discussing the children's progress at the end of a module.

Suggestions for linking with whole-class teaching

The ELS group will be working on different objectives from those of the rest of the class during their additional sessions, but they should be as fully involved as possible in the whole-class teaching.

- **Reinforce learning of letters and sounds** Ensure that there is a consistent approach to teaching sounds and learning actions, letter formation, and correct enunciation of phonemes and so on to avoid confusion for the ELS group. Provide opportunities for the children to use actions they have learned as they are saying sounds to reinforce their learning.
- **Practise blending phonemes to read words** Involve children from the ELS group in applying their phonic knowledge and skills. Draw attention to the grapheme–phoneme correspondences that they are learning that week as these occur in different contexts. Encourage them to hear and say sounds correctly.
- **Practise reading and spelling high-frequency words** Be aware of the words that the group is learning that week. Draw attention to these words when reading text and expect the children to spell them correctly in their independent writing.
- **Make links in Shared Reading or Writing** Involve children from the group through focused questioning, for example *Is this book like one that you have read in your ELS group?*
- **Plan time for Take Away activities** At the end of each session the children are given a Take Away activity. They need about 10 to 15 minutes a day when they can work on this, either independently or with a partner. They may need some support but the aim is for them to practise and apply learning independently.

- **Plan opportunities to share work** The children will be producing a piece of writing each week. They could be given the chance to share their work with the class, for example by making a display or reading out what they have written.
- **Plan regular Guided Reading sessions** Plan a Guided Reading session with the ELS group every week (in addition to the Guided Reading sessions they have in the group every two weeks). The children need plenty of opportunities to apply what they are learning when they are reading text at an appropriate level.
- **Provide opportunities for children to develop their confidence as independent readers** Have a box of 'Books We Know' for the children to read independently throughout the week. This would include the Guided Reading texts used in the ELS sessions, as well as other texts that they have read in the classroom.

Module 1: Week 1

Sessions 1–5

Text focus: Hide and Seek game

Example text: Simple written clues (phonically decodable text)

Outcome: A simple sentence (to use as a clue)

Focus for letters and sounds: Phase 2

Letter progression: Set 4: ck, e, u, r

Decodable HF words: get, up, mum

Tricky HF words (reading): and, to, the

Tricky HF word (spelling): and

Summary of the week

- Reviewing Letters and Sounds Sets 1–3 letters and learning Set 4 letters; reading and spelling
- Reading and writing simple sentences using phonically decodable words and familiar high-frequency words around the theme of clues to find a hidden object
- Guided Reading focusing on the application of phonic skills to decode words

Preparation

- Ensure that the teaching assistant has had time to: prepare resources for the programme, run the Getting to Know You sessions, and familiarise themselves with the session scripts.
- Talk to the teaching assistant about the way that letters and sounds are taught in your class, for example actions to use while learning the sounds.
- Select a Guided Reading text at an appropriate level for the group to read on Friday.

Links to class teaching

- Draw attention to the words 'and', 'to' and 'the' as they occur around the classroom and in different contexts. Involve the group in recognising them and reading them.

Module 1: Week 2

Sessions 6–10

Text focus: Familiar action song or rhyme (no written text necessary), for example Wind the Bobbin Up; action game, for example Simon Says

Example text: Simple instruction (phonically decodable text)

Outcome: Simple sentence (an instruction), for example 'Go and get a cup / doll / bag / hat.'

Focus for letters and sounds: Phase 2

Letter progression: Set 5: h, b, f, ff, l, ll, ss

Decodable HF words: had, him, his, but, big, back, of, if, off

Tricky HF words (reading): no, go

Tricky HF words (spelling): to, the

Summary of the week

- The focus this week is on learning more letters and sounds (Set 5) and using these in the context of blending and segmenting phonemes to read and spell words.
- The children will sing an action song that they know well and make up new lines for it. They will compose a simple sentence to give an instruction.
- This is the last week of Module 1. You need to work with the class teacher to assess the children's progress so far using the Observation and assessment: Module 1 sheet on page 71.(Add later)

Preparation

- Talk to the teaching assistant about an action song that the children are familiar with, for example Wind the Bobbin Up.

Links to class teaching

- Children could sing the action song to the class and teach them the new lines that they have composed.
- Help develop oral blending skills by playing a game with the whole class where you sound-talk a word in an instruction for the children to follow, for example *Tuck your chairs i-n*.

Draw attention to examples of simple instructions in day-to-day classwork.

Module 2: Week 3

Sessions 11–15

Text focus: Children's names

Example text: Children make an enlarged text with sentence *I can see...*

Outcome: Photo frame with label

Focus for letters and sounds: Phase 3

Letter progression: Set 6: j, v, w, x

Decodable HF words: will

Tricky HF words (reading): we, me

Tricky HF words (spelling): no, go, I

Summary of the week

- This is the beginning of Module 2 and the focus for letters and sounds moves to Phase 3 throughout this four-week module. The children will learn further graphemes and keep practising blending and segmenting phonemes to read and spell CVC words.
- The focus for reading and writing is the children's names. They will compose and write a label for a photo of themselves.

Preparation

- Select a Guided Reading text at an appropriate level for the group to read on Friday.

Links to class teaching

- You could play a simple I Spy game with the class, using the initial letters of the children's first names or surnames.
- At the end of the week, go and visit the group's working area and ask them to talk about their display of pictures.

Module 2: Week 4

Sessions 16–20

Text focus: Personal recount

Example text: *It's the Weekend* by Jenny Lachlan, Rigby, ISBN 0433037229

Outcome: Lift-the-flap sentence describing their experiences, for example *I am at the...*

Focus for letters and sounds: Phase 3

Letter progression: Set 7: y, z, zz, qu

Tricky HF words (reading): he, she, be

Tricky HF words (spelling): we, me

Summary of the week

- The children will learn the letters and sounds from Set 7 this week and use them to read and spell further CVC words.
- The focus for reading and writing is on things that they like doing at the weekend. They will write a simple sentence, for example *'I am at the...'*, using high-frequency words that they have learned, and applying their phonic knowledge to spell an unfamiliar word.

Preparation

- Help the teaching assistant to select an appropriate text for Shared Reading – a simple recount based on the children's experiences, for example *It's the Weekend* by Jenny Lachlan.

Links to class teaching

- At the end of the week, invite the children from the group to share the sentences they have written. Involve all the children in a discussion about things that they enjoy doing when they are not at school.

Module 2: Week 5

Sessions 21–25

Text focus: Traditional story

Example text: *Goldilocks and the Three Bears* by Janet Hillman, Kingscourt,
ISBN 0732722888

Outcome: Speech bubble with a simple sentence – ‘*This is a big bed.*’

Focus for letters and sounds: Phase 3

Letter names: Alphabet song

Consonant digraphs: sh, th

Decodable HF words: this, then, with, that, them

Tricky HF words (reading): was, her

Tricky HF words (spelling): he, she, be

Summary of the week

- This week the children will learn the consonant digraphs ‘sh’ and ‘th’ and apply this knowledge to reading and writing CVC words.
- They will read the story of *Goldilocks and the Three Bears* and retell it in their own words. They will use their knowledge of letters and sounds and high-frequency words to write a simple sentence in a speech bubble for Goldilocks.

Preparation

- Help the teaching assistant to select a big book version of Goldilocks for Shared Reading. This could be a book that the children have read before in class.
- Select a Guided Reading book at the appropriate level for the group to read on Friday. Ideally this will be a book based on *Goldilocks*, or it will have the same repeated phrase *This is a...*

Links to class teaching

- Have a set of pictures, puppets or props available in class for the children in the group (and others) to retell the story of Goldilocks in their own words.

Module 2: Week 6

Sessions 26–30

Text focus: Rhymes or patterned text

Example text: Action rhyme: *One, two, three, four, five, once I caught a fish alive* (poster included)

Outcome: A rhyming sentence

Focus for letters and sounds: Phase 3

Letter names: Alphabet song

Consonant digraphs: ch, ng

Tricky HF words (reading): you, my, so

Tricky HF words (spelling): her, so

Summary of the week

- The children will learn two more consonant digraphs this week, 'ch' and 'ng' and apply this knowledge to reading and spelling CVC words.
- The children will sing counting rhymes that they know well and focus on finding rhyming words in *One, two, three, four, five, once I caught a fish alive*. They will play with rhyme and write a simple rhyming sentence.
- This is the last week of Module 2. In the next module the focus for learning will be key objectives from Year 1 rather than Foundation stage. You need to work with the class teacher to assess the children's progress so far using the Observation and assessment: Module 2 sheet on page 74.

Preparation

- Talk to the teaching assistant about counting songs and rhymes that the children know well. You could sing *One, two, three, four, five, once I caught a fish alive* with the whole class to help the children remember the words and actions.

Links to class teaching

- Display a copy of the poster for *One, two, three, four, five, once I caught a fish alive* in the classroom and encourage the group to reread it themselves.
- Draw attention to rhyming text in Shared Reading sessions and involve members of the group in identifying pairs of rhyming words and extending rhyming strings.

Module 3: Week 7

Sessions 31–35

Text focus: Environmental print

Example text: Examples of print from around the classroom and school

Outcome: Caption to use on a display

Focus for letters and sounds: Phase 3

Letter names: Practise letter names and sounds

Vowel digraphs: ai, ee, igh

Decodable HF words: see

Tricky HF words (reading): are, they

Tricky HF words (spelling): my, you, so

Summary of the week

- This is the beginning of Module 3 and the focus for teaching is now on key objectives from Year 1.
- This week the children are learning vowel digraphs. They will start by learning one way of spelling each of the long vowel sounds and using these to read and spell CVC words.
- They will be looking at examples of writing all around them, for example on labels, captions and signs (environmental print). They will write a sentence to use as a caption for a display.

Preparation

- Help the teaching assistant to identify good examples of environmental print around the classroom and school in preparation for a print walk.
- Select a Guided Reading book at the appropriate level for the group to read on Friday. Ideally this will be a non-fiction text that has captions.

Links to class teaching

- Draw attention to environmental print in and around the classroom. Involve children from the group in reading simple captions, for example in Shared Reading texts.

Module 3: Week 8

Sessions 36–40

Text focus: Instructions

Example text: Poster *How to Make a Jam Sandwich* (included as PCM)

Outcome: Children will make jam sandwiches

Focus for letters and sounds: Phase 3

Letter names: Practise writing letters in response to letter names

Vowel digraphs: oa, oo, ow

Decodable HF words: too, look, now, down

Tricky HF words (reading): said, all

Tricky HF words (spelling): they, are

Summary of the week

- The children are practising the grapheme–phoneme correspondences that they have learned already and learning three new vowel digraphs. They are applying this knowledge as they read and spell CVC words and read and write simple sentences.
- They will be reading a set of instructions for making a sandwich and learning how to write a simple instruction. At the end of the week they will follow the instructions to make and eat their sandwich.

Preparation

- On Friday the children will be making their sandwiches. Talk to the teaching assistant about any allergies and check on regulations about food handling.

Links to class teaching

- Draw the children's attention to different types of instructions, for example those for playing a maths game or carrying out a science investigation. Involve them in identifying features that they recognise from the jam sandwich instructions, for example a title that explains what the instructions are for; a list of the things you will need.

Module 3: Week 9

Sessions 41–45

Text focus: Patterned language text

Example text: *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle, Puffin, ISBN 0140545190 (big book version ISBN 0582362881)

Outcome: Innovation on a patterned language text: question and answer card

Focus for letters and sounds: Phase 3

Vowel digraphs: ar, or, ear

Decodable HF words: for

Tricky HF words (reading): have, like

Tricky HF words (spelling): was, all

Summary of the week

- The children are continuing to practise the grapheme–phoneme correspondences that they have already learned and they will learn three new vowel digraphs. They will apply this knowledge as they read and write sentences.
- The focus for reading is on a patterned language text. The children will use a pattern from the text as a model for their writing in the form of a simple question and answer.

Preparation

- Help the teaching assistant to select a book for Shared Reading which has patterned language and a simple repeated phrase used throughout the book, for example *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle.
- Select a Guided Reading book at the appropriate level for the group to use on Friday. Ideally this will be a patterned text with repeated words or phrases.

Links to class teaching

- Draw attention to examples of questions and answers in different texts and in other curriculum areas. Involve the children in identifying question marks and talking about where they are used. Model the writing of a question and answer.
- Provide opportunities for the children to reread the shared text either with another child or as part of a group. Encourage them to share ideas for innovating on the text using children's names.

Module 3: Week 10

Sessions 46–50

Text focus: Story with a familiar setting

Example text: *Suddenly!* by Colin McNaughton, Anderson Press ISBN 1842706213 (big book version Collins Educational, ISBN 0003015130)

Outcome: Zigzag book (based on the story and the children's experiences)

Focus for letters and sounds: Phase 3

Vowel digraphs: ur, oi, air

Tricky HF words (reading): some, come

Tricky HF words (spelling): said

Summary of the week

- The children will be learning three more vowel digraphs this week. They are continuing to practise the grapheme–phoneme correspondences that they have learned already. They will have opportunities to apply this knowledge as they read and spell CVC words, two-syllable words and read and write sentences.
- The focus for reading is a story with a familiar setting. They will respond to the story, identifying the characters, setting and the main events, and then retelling it in their own words. They will use their ideas from the story to compose and write two sentences each to recount an event.

Preparation

- Help the teaching assistant to select a story with a familiar setting for Shared Reading, for example *Suddenly!* by Colin McNaughton. It would be helpful if this was a story that the children have already heard in class.

Links to class teaching

- When reading stories to the class, involve the group in identifying who the story is about, where it takes place and what happens. Encourage members of the group to talk about the story they have read and provide other stories by the same author for them to read.
- Encourage the children to plan and write two sentences linked with the word 'then' to recount an event, for example writing about an activity in another curriculum area.

Module 3: Week 11

Sessions 51–55

Text focus: Information text

Example text: *Whose Baby?* by Jason Amber, Rigby, ISBN 0433037237

Outcome: New page for the information book with simple factual sentences

Focus for letters and sounds: Phase 3

Vowel digraphs: ure, er

Tricky HF words (reading): there, were

Tricky HF words (spelling): come, some

Summary of the week

- The children will learn two more vowel digraphs this week. They will continue to practise the grapheme–phoneme correspondences they have already learned, with the emphasis on quick recognition and application to read and spell words correctly.
- The focus for reading and writing is on an information text this week. The children will read a non-fiction text, learn about its key features and practise finding information. They will each use this text as a model for writing a simple information page.
- This is the last week of Module 3. At the end of the week you need to work with the teaching assistant to assess the children’s progress so far using the Observation and assessment: Module 3 sheet on page 75 of this handbook.

Preparation

- Help the teaching assistant to select a book for Shared Reading – a simple information book that has a clear layout, for example *Whose Baby?* by Jason Amber.
- Select a Guided Reading book at the appropriate level for the group (ideally a non-fiction book with a clear layout repeated on each page, for example heading, picture, facts).

Links to class teaching

- Involve the group in making predictions about whether a book will be an information or story book and in identifying specific features of non-fiction books such as contents, index, headings, use of photos, factual information and so on.

Module 4: Week 12

Sessions 56–60

Text focus: Patterned language text

Example text: *This is the Bear* by Sarah Hayes and Helen Craig, Walker Books, ISBN 0744594812 (big book version ISBN 0744536219)

Outcome: Simple retelling of a story in two or three sentences

Focus for letters and sounds: Phase 4

Adjacent consonants: CVCC words

Decodable HF words: went, it's, just, help

Tricky HF words (reading): little, one, do

Tricky HF words (spelling): were, there

Summary of the week

- This is the first week of Module 4 and the focus for the next three weeks is on Phase 4 of Letters and Sounds: reading and spelling words with adjacent consonants. During this week the children will learn about CVCC words and how to blend phonemes at the end of a word. They will practise writing graphemes that they have already learned when they hear the phoneme being spoken.
- The focus for reading is a story with patterned language that the children retell in their words. They use this as a model for writing a simple chronological narrative in a sequence of sentences based on their experiences.

Preparation

- Help the teaching assistant to select a text for Shared Reading. This should be a story with a clear sequence of events that includes patterned language such as rhymes or repeated words or phrases.

Links to class teaching

- Involve the children in identifying CVCC words in different contexts throughout the week and using their phonic knowledge as they blend the phonemes to read the word.
- Draw attention to patterns in other texts that you are reading with the class or within a Guided Reading session.

Module 4: Week 13

Sessions 61–65

Text focus: Non-fiction: simple dictionary

Example text: *Look For Me in this ABC* by Monica Hughes, Rigby Red Giant, ISBN 0433037245

Outcome: Dictionary of people in the class: a two- or three-sentence description of themselves

Focus for letters and sounds: Phase 4

Adjacent consonants: CCVC words

Decodable HF words: from

Tricky HF words (reading): when, what, out

Tricky HF words (spelling): like, have

Summary of the week

- The children will continue to focus on words with adjacent consonants and will learn to blend and segment phonemes to read and spell CCVC words. They will continue practising the grapheme–phoneme correspondences they have already learned by writing graphemes when they hear the phoneme being spoken.
- The focus for reading and writing this week is making a simple dictionary of names (people in the group, their class and the school) with pictures and captions. They will learn about alphabetically ordered texts and how to use them. They will write a description of themselves using two or three sentences and this will form their entry for the class dictionary.

Preparation

- Help to prepare the big book dictionary for the group. Provide an entry about yourself and support the teaching assistant in taking photos of the people who will have an entry in the book.
- Help the teaching assistant select a big book dictionary for Shared Reading. It needs to be simple, have a theme, and have blurb on the back cover, for example *Look For Me in this ABC* by Monica Hughes.
- Select a Guided Reading book at the appropriate level for the group to use on Friday. Ideally this would be a simple themed dictionary.

Links to class teaching

- Demonstrate the use of a simple dictionary as part of a Shared Reading session, for example to check the meaning of a particular word. Involve the group by asking how you will find the word you need and the features of the text that would help with this.
- Look for a range of examples of alphabetically ordered texts and give the children time to browse. Talk about the features that they have in common and how these can help you to find information quickly.

Module 4: Week 14

Sessions 66–70

Text focus: Fairy story

Example text: *Cinderella* by Stan Cullimore and Wendy Body, Pelican Big Books, Longman ISBN 0582333652

Outcome: Retelling of Cinderella, zigzag book

Focus for letters and sounds: Phase 4

Adjacent consonants: CCVCC words and two-syllable words

Decodable HF words: children

Tricky HF words (reading): called, asked, looked

Tricky HF words (spelling): little, one, do

Summary of the week

- The children will focus on reading and spelling words with adjacent consonants, including CCVCC words and two-syllable words. They will practise quick identification of graphemes and phonemes and saying the phoneme correctly.
- The focus for reading and writing is a well-known fairy tale. The children will read the story and retell it in their own words, putting the events into the correct order. They will each write their version in a series of complete sentences.
- This is the last week in Module 4. At the end of the week you need to work with the teaching assistant to assess the children's progress so far using the Observation and assessment: Module 4 sheet on page 77.

Preparation

- Help the teaching assistant to select a big book version of Cinderella for Shared Reading. It should be a fairly simple and traditional retelling, for example *Cinderella* by Stan Cullimore and Wendy Body

Links to class teaching

- Invite the group to retell the story of Cinderella in their own words, using picture cards as prompts.

- When you are reading traditional tales and fairy stories encourage the children to talk about common features such as the beginning and ending and good and bad characters.
- Demonstrate how to use story language in Shared Writing and encourage the children to do this in their stories.

Module 5: Week 15

Sessions 71–75

Text focus: Rhyming words

Example text: *Hairy Maclary from Donaldson's Dairy* by Lynley Dodd, Puffin ISBN 0140505313 (big book version ISBN 0141807261)

Outcome: Book of rhyming sentences based on children's names

Focus for letters and sounds: Phase 5

GPCs: ay, ou, ie, ea, wh

Decodable HF words: day, out, about

Tricky HF words (reading): oh, people, their

Tricky HF words (spelling): when, what, out

Summary of the week

- This is the first of a two-week module to finish the ELS programme. It introduces work from Letters and Sounds: Phase 5 to enable the children in the group to keep up with the work being done in the classroom. This week they will be learning some alternative graphemes for vowel phonemes. They will practise blending and segmenting phonemes to read and spell words and apply what they are learning as they read and write sentences.
- The children will read a rhyming text and they will each make up rhyming sentences based on the pattern in the text.

Preparation

- Help the teaching assistant to select a Shared Reading text with a strong rhyming pattern, for example *Hairy Maclary from Donaldson's Dairy* by Lynley Dodd.
- Select a Guided Reading book at the appropriate level for the group to read on Friday, ideally a simple story with a repeated rhyme or phrase.

Links to class teaching

- Draw attention to the vowel phonemes that the children are learning this week. Involve them in sound-talking and blending the phonemes to read words.

Module 5: Week 16

Sessions 76–80

Text focus: Writing a letter

Example text: Letter from penfriend (text provided)

Outcome: Letter to child's own penfriend in another school

Focus for letters and sounds: Phase 5

GPCs: oy, ir, ue, aw

Tricky HF words (reading): Mr, Mrs

Tricky HF words (spelling): called, asked, looked

Summary and preparation for the final week

- **Arranging penfriends:** The aim this week is to provide the children with a genuine purpose and audience for their writing. At the end of the week, the children will be writing letters to a penfriend (see Session 80: Friday in binder). This could be arranged with another school, so that children in different schools can send and receive letters. If this is not possible, they could send the letters to children in another class in your school. Although this week marks the end of the programme, the children could continue to exchange letters, motivating them to use and develop their reading and writing skills.
- **Reviewing learning:** This is the final ELS week and at the end of the week there is a chance for the children to have feedback on the progress they have made and to reflect on their learning. Discuss each child's progress with the teaching assistant so that, as part of this session, they are prepared to tell each child at least one thing that they have learned or an area for improvement.
- **Assessment and exit strategy:** At the end of the week you need to work with the teaching assistant to assess the children's progress using the Observation and assessment: Module 5 sheet on page 78 of this handbook. Use the Exit Strategy flowchart on page 80 of this handbook to decide what action to take for each child in the group. The additional work that the children have done in the ELS group should help them to work at the same level as the rest of the class. Some may need ongoing support to help them to keep up and others may need to be considered for Wave 3 support.

Revised Early Literacy Support: overview of programme

Module 1: Weeks 1 and 2 (new material to revise and consolidate Phase 2)

Wk	Key strand objectives: Foundation Stage	Letters and Sounds: Phase 2 Work on using common consonants and vowels; blending for reading and segmenting for spelling simple CVC words.	Focus for reading and writing
1	<p>1. Speaking</p> <ul style="list-style-type: none"> ● Enjoy listening to and using spoken and written language and readily turn to it in play and learning. ● Speak clearly and audibly with confidence and control and show awareness of the listener. ● Extend their vocabulary; exploring the meanings and sounds of new words. <p>2. Listening and responding</p> <ul style="list-style-type: none"> ● Listen with enjoyment and respond to stories, songs, rhymes and poems; make up stories, songs... rhymes and poems. ● Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions. <p>5. Word recognition</p> <ul style="list-style-type: none"> ● Explore and experiment with sounds, words and texts. ● Link sounds to letters; naming and sounding the letters of the alphabet. ● Recognise letter shapes and say a sound for each. ● Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. 	<p>Letter progression: Set 4: ck, e, u, r</p> <p>Decodable HF words: get, up, mum, Tricky HF words (reading): and, to, the Tricky HF words (spelling): and</p>	<p>Play a hide and seek game. Read and write simple clues (phonically decodable text). Guided Reading</p>

Wk	Key strand objectives: Foundation Stage	Letters and Sounds: Phase 2 Work on using common consonants and vowels; blending for reading and segmenting for spelling simple CVC words.	Focus for reading and writing
	<ul style="list-style-type: none"> ● Hear and say sounds in the order in which they occur in the word. ● Read simple words by sounding out and blending the phonemes all through the word from left to right. ● Recognise common digraphs. ● Read some high-frequency words. ● Read a range of familiar and common words and simple sentences independently. ● Read texts compatible with their phonic knowledge and skills. ● Read and write one grapheme for each of the 44 phonemes. <p>6. Word structure and spelling</p> <ul style="list-style-type: none"> ● Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. <p>11. Sentence structure and punctuation</p> <ul style="list-style-type: none"> ● Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation. 		
2	As above	<p>Letter progression: Set 5: h, b, f, ff, l, ll, ss</p> <p>Decodable HF words: had, him, his, but, big, back, of, if, off</p> <p>Tricky HF words (reading): no, go, I</p> <p>Tricky HF words (spelling): to, the</p>	<p>Sing a familiar action song or rhyme, for example 'Wind the Bobbin Up'; play a 'Simon Says' game.</p> <p>Read and write a simple instruction (phonically decodable text).</p> <p>Guided Writing</p>

Module 2: Weeks 3 – 6 (updated version of former ELS weeks 1 – 4)

Wk	Key strand objectives: Foundation Stage	Letters and Sounds: Phase 3 (a) Working on reading and spelling CVC words using letters and short vowels. Sets 6 and 7 letters and consonant digraphs: ch, th, sh, ng	Focus for reading and writing
3	<p>3. Group discussion and interaction</p> <ul style="list-style-type: none"> ● Interact with others, negotiating plans and activities and taking turns in conversation. <p>5. Word recognition</p> <ul style="list-style-type: none"> ● Explore and experiment with sounds, words and texts. ● Link sounds to letters, naming and sounding the letters of the alphabet. ● Recognise letter shapes and say a sound for each. ● Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. ● Hear and say sounds in the order in which they occur in the word. ● Read simple words by sounding out and blending the phonemes all through the word from left to right. ● Recognise common digraphs. ● Read some high-frequency words. ● Read a range of familiar and common words and simple sentences independently. ● Read texts compatible with their phonic knowledge and skills. ● Read and write one grapheme for each of the 44 phonemes. 	<p>Letter progression: Set 6: j, v, w, x</p> <p>Decodable HF words: will</p> <p>Tricky HF words (reading): we, me</p> <p>Tricky HF words (spelling): no, go, l</p>	<p>Reading and writing their own names. Write a label for a photo (simple sentence): I can see... Guided Reading</p>

Wk	Key strand objectives: Foundation Stage	Letters and Sounds: Phase 3 (a) Working on reading and spelling CVC words using letters and short vowels. Sets 6 and 7 letters and consonant digraphs: ch, th, sh, ng	Focus for reading and writing
	<p>6. Word structure and spelling</p> <ul style="list-style-type: none"> ● Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. <p>11. Sentence structure and punctuation</p> <ul style="list-style-type: none"> ● Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation. 		
4	<p>1. Speaking</p> <ul style="list-style-type: none"> ● Use language to imagine and recreate roles and experiences. <p>5. Word recognition and 6. Word structure and spelling As above</p> <p>9. Creating and shaping texts and 10. Text structure and organisation</p> <ul style="list-style-type: none"> ● Attempt writing for different purposes using features of different forms such as lists, stories and instructions. <p>11. Sentence structure and punctuation As above</p>	<p>Letter progression: Set 7: y, z, zz, qu</p>	<p>Decodable HF words: --</p> <p>Tricky HF words (reading): he, she, be</p> <p>Tricky HF words (spelling): we, me</p> <p>Read a simple recount. Write a sentence recounting their own experience: <i>I am at the.../on the.../in the...</i> Guided Writing</p>

Wk	Key strand objectives: Foundation Stage	Letters and Sounds: Phase 3(a) Working on reading and spelling CVC words using letters and short vowels. Sets 6 and 7 letters and consonant digraphs: ch, th, sh, ng	Focus for reading and writing
5	<p>2. Listening and responding and 8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> ● Listen with enjoyment and respond to stories... <p>5. Word recognition and 6. Word structure and spelling As above</p> <p>9. Creating and shaping texts and 10. Text structure and organisation As above</p> <p>11. Sentence structure and punctuation As above</p>	<p>Consonant digraphs: sh, th,</p> <p>Decodable HF words: this, then, with, that, them</p> <p>Tricky HF words (reading): was, her</p> <p>Tricky HF words (spelling): he, she</p>	<p>Read a simple retelling of a traditional tale, for example 'Goldilocks' or 'The Gingerbread Man'</p> <p>Write a speech bubble with a simple sentence: This is a big bed.</p> <p>Guided Reading</p>

Wk	Key strand objectives: Foundation Stage	Letters and Sounds: Phase 3(a) Working on reading and spelling CVC words using letters and short vowels. Sets 6 and 7 letters and consonant digraphs: ch, th, sh, ng	Focus for reading and writing	
6	<p>1. Speaking</p> <ul style="list-style-type: none"> ● Enjoy listening to and using spoken and written language, and readily turn it to play and learning. <p>2. Listening and responding and 8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> ● Listen with enjoyment and respond to ...songs,...rhymes...and make up their own... <p>5. Word recognition and 6. Word structure and spelling</p> <p>As above plus</p> <ul style="list-style-type: none"> ● Read and spell phonically decodable two-syllable and three-syllable words. <p>9. Creating and shaping texts and 10. Text structure and organisation</p> <p>As above</p> <p>11. Sentence structure and punctuation</p> <p>As above</p>	<p>Consonant digraphs: ch, ng</p> <p>Read two-syllable words</p>	<p>Decodable HF words:--</p> <p>Tricky HF words (reading): you, my, so</p> <p>Tricky HF words (spelling): her, so</p>	<p>Read and say action and counting rhymes.</p> <p>Complete a simple rhyming sentence using words containing the GPCs they have been learning.</p> <p>Guided Writing</p>

Module 3: Weeks 7– 11 (updated version of former ELS weeks 5 – 9)

Wk	Key strand objectives: Year 1	Letters and Sounds Phase 3 (b) Working on reading and spelling CVC words using Set 1–7 letters, consonant digraphs and Phase 3 vowel graphemes	Focus for reading and writing
7	<p>1. Speaking</p> <ul style="list-style-type: none"> ● Experiment with and build new stores of words to communicate in different contexts. <p>5. Word recognition</p> <ul style="list-style-type: none"> ● Identify the constituent parts of two-syllable ... words to support the application of phonic knowledge and skills. ● Recognise automatically an increasing number of familiar high-frequency words. ● Apply phonic knowledge as the prime approach to reading and spelling unfamiliar words that are not completely decodable. <p>6. Word structure and spelling</p> <ul style="list-style-type: none"> ● Spell new words using phonics as the prime approach. ● Segment sounds into their constituent phonemes in order to spell them correctly. ● Read and spell phonically decodable two-syllable ... words. <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> ● Use syntax and context when reading for meaning. <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> ● Distinguish fiction and non-fiction texts and the different purposes for reading them. <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> ● Convey information and ideas in simple non-narrative forms. 	<p>Letter names: Practise Vowel digraphs: ai, ee, igh Read two-syllable words</p> <p>Decodable HF words: see Tricky HF words (reading): are, they Tricky HF words (spelling): my, you</p>	<p>Read environmental print. Write a caption for a display (simple sentence). Guided Reading</p>

Wk	Key strand objectives: Year 1	Letters and Sounds Phase 3 (b) Working on reading and spelling CVC words using Set 1-7 letters, consonant digraphs and Phase 3 vowel graphemes	Focus for reading and writing
	<p>11. Sentence structure and punctuation</p> <ul style="list-style-type: none"> ● Compose and write simple sentences independently to communicate meaning. ● Use capital letters and full stops when punctuating simple sentences. 		
8	<p>2. Listening and responding</p> <ul style="list-style-type: none"> ● Listen to and follow instructions accurately.... <p>5. Word recognition</p> <p>As above</p> <p>6. Word structure and spelling</p> <p>As above</p> <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> ● Use syntax and context when reading for meaning. ● Recognise the main elements that shape different texts. <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> ● Convey information and ideas in simple non-narrative forms. <p>10. Text structure and organisation</p> <ul style="list-style-type: none"> ● Write...non-chronological texts using simple structures. <p>11. Sentence structure and punctuation</p> <p>As above</p>	<p>Letter names: Practise</p> <p>Vowel digraphs: oa, oo, ow</p> <p>Spell two-syllable words</p> <p>Decodable HF words: too, look, now, down</p> <p>Tricky HF words (reading): said, all</p> <p>Tricky HF words (spelling): they, are</p>	<p>Read 'How to Make a Jam Sandwich'.</p> <p>Write an instruction: <i>Now you can eat it.</i></p> <p>Guided Writing</p>

Wk	Key strand objectives: Year 1	Letters and Sounds Phase 3 (b) Working on reading and spelling CVC words using Set 1-7 letters, consonant digraphs and Phase 3 vowel graphemes	Focus for reading and writing
9	<p>3. Group discussion and interaction</p> <ul style="list-style-type: none"> ● Ask and answer questions, make relevant contributions, offer suggestions and take turns. <p>5. Word recognition</p> <p>As above</p> <p>6. Word structure and spelling</p> <p>As above</p> <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> ● Use syntax and context when reading for meaning. ● Explore the effect of patterns of language and repeated words and phrases. <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> ● Find and use new and interesting words and phrases.... <p>11. Sentence structure and punctuation</p> <p>As above</p>	<p>Practise GPCs</p> <p>Vowel digraphs: ar, or, ear</p> <p>Spell two-syllable words</p> <p>Decodable HF words: for</p> <p>Tricky HF words (reading): have, like,</p> <p>Tricky HF words (spelling): was, all</p>	<p>Read a patterned language text. (Repeated words or phrases, or a rhyming text.)</p> <p>Write an answer to a question (innovation on the text) <i>_r_ what do you hear?</i> <i>I can hear a _r_ in my ear.</i></p> <p>Guided Reading</p>
10	<p>1. Speaking</p> <ul style="list-style-type: none"> ● Tell stories and describe incidents from their own experience in an audible voice. <p>5. Word recognition</p> <p>As above</p> <p>6. Word structure and spelling</p> <p>As above</p>	<p>Practise GPCs</p> <p>Vowel digraphs: ur, oi, air</p> <p>Spell two-syllable words</p> <p>Decodable HF words:--</p> <p>Tricky HF words (reading): some, come</p> <p>Tricky HF words (spelling): said</p>	<p>Read a story with a familiar setting.</p> <p>Write two sentences in a simple recount: <i>I was going to... Then I met...</i></p> <p>Guided Writing</p>

Wk	Key strand objectives: Year 1	Letters and Sounds Phase 3 (b) Working on reading and spelling CVC words using Set 1-7 letters, consonant digraphs and Phase 3 vowel graphemes	Focus for reading and writing
	<p>7. Understanding and interpreting texts As above plus</p> <ul style="list-style-type: none"> ● Identify the main events and characters in stories.... <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> ● Visualise and comment on events, characters and ideas, making imaginative links to their own experiences. <p>10. Text structure and organisation Write chronological...texts using simple structures.</p> <p>11. Sentence structure and punctuation As above</p>		
11	<p>1. Speaking</p> <ul style="list-style-type: none"> ● Experiment with and build new stores of words to communicate in different contexts. <p>5. Word recognition As above, plus:</p> <ul style="list-style-type: none"> ● Read more challenging texts, which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high-frequency words. <p>6. Word structure and spelling As above</p> <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> ● Use syntax and context when reading for meaning ● ...find specific information in simple texts... 	<p>Practise GPCs</p> <p>Vowel digraphs: ure, er</p> <p>Spell two-syllable words</p>	<p>Read a non-fiction text, for example a non-chronological report.</p> <p>Write simple, factual sentences: <i>This is a... It can... it feeds on...</i></p> <p>Guided Reading</p>

Wk	Key strand objectives: Year 1	Letters and Sounds Phase 3 (b) Working on reading and spelling CVC words using Set 1-7 letters, consonant digraphs and Phase 3 vowel graphemes	Focus for reading and writing
	<p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> ● Distinguish fiction and non-fiction texts and the different purposes for reading them. <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> ● Convey information and ideas in simple non-narrative forms. <p>10. Text structure and organisation</p> <ul style="list-style-type: none"> ● Write... non-chronological texts using simple structures. <p>11. Sentence structure and punctuation</p> <p>As above</p>		

Module 4: Weeks 12 – 14 (updated version of former ELS weeks 9 – 12)

Wk	Key strand objectives: Year 1	Letters and Sounds: Phase 4 Working on blending and segmenting adjacent consonants in words and applying this when reading and spelling.	Focus for reading and writing
12	<p>1. Speaking</p> <ul style="list-style-type: none"> ● Retell stories, ordering events using story language. <p>5. Word recognition</p> <p>As above</p> <p>6. Word structure and spelling</p> <p>As above</p> <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> ● Use syntax and context when reading for meaning. <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> ● Visualise and comment on events, characters and ideas making imaginative links to their own experiences. <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> ● Use key features of narrative in their own writing. <p>10. Text structure and organisation</p> <ul style="list-style-type: none"> ● Write chronological texts using simple structures. <p>11. Sentence structure and punctuation</p> <p>As above</p>	<p>Practise and recall Phase 2 and 3 graphemes</p> <p>CVCC words</p> <p>Decodable HF words: went, it's, just, help</p> <p>Tricky HF words (reading): little, one, do</p> <p>Tricky HF words (spelling): were, there</p>	<p>Read a story which uses patterned language</p> <p>Write two or three sentences to retell a simple story independently. For example, <i>I got lost at the... I felt... Then... found me.</i></p> <p>Guided Writing</p>

Wk	Key strand objectives: Year 1	Letters and Sounds: Phase 4 Working on blending and segmenting adjacent consonants in words and applying this when reading and spelling.	Focus for reading and writing
13	<p>3. Group discussion and interaction</p> <ul style="list-style-type: none"> ● Take turns to speak, listen to others' suggestions and talk about what they are going to do. <p>5. Word recognition</p> <p>As above</p> <p>6. Word structure and spelling</p> <p>As above</p> <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> ● ...find specific information in simple texts... <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> ● Convey information and ideas in simple non-narrative forms. <p>10. Text structure and organisation</p> <ul style="list-style-type: none"> ● Write ...non-chronological texts using simple structures. ● Group written sentences together in chunks of meaning or subject. <p>11. Sentence structure and punctuation</p> <p>As above</p>	<p>Practise and recall Phases 2 and 3 graphemes CCVC words</p> <p>Decodable HF words: from Tricky HF words (reading): when, what, out Tricky HF words (spelling): like, have</p>	<p>Read an information text, for example a simple themed dictionary. Write an entry for a dictionary to describe self in at least two sentences. <i>My name is... / have.../like...</i> Guided Reading</p>
14	<p>1. Speaking</p> <ul style="list-style-type: none"> ● Retell stories, ordering events using story language. <p>2. Listening and responding</p> <ul style="list-style-type: none"> ● Listen with sustained concentration, building new stores of words in different contexts. <p>5. Word recognition</p> <p>As above</p>	<p>Practise and recall Phase 2 and 3 graphemes Words with adjacent consonants</p> <p>Decodable HF words: children Tricky HF words (reading): called, asked, looked Tricky HF words (spelling): little, one, do</p>	<p>Read a well-known traditional tale, for example 'Cinderella'. Retell it in their own words using a sequence of three or four simple sentences. Guided Writing</p>

Wk	Key strand objectives: Year 1	Letters and Sounds: Phase 4 Working on blending and segmenting adjacent consonants in words and applying this when reading and spelling.	Focus for reading and writing
	<p>6. Word structure and spelling As above</p> <p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> ● Identify the main events and characters in stories... <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> ● Select books for personal reading and give reasons for their choices. <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> ● Use key features of narrative in their own writing. ● Find and use new and interesting words and phrases, including story language. <p>10. Text structure and organisation</p> <ul style="list-style-type: none"> ● Write chronological...texts using simple structures. ● Group written sentences together in chunks of meaning or subject. <p>11. Sentence structure and punctuation As above</p>		

Module 5: Weeks 15 and 16 (new material to introduce Phase 5)

Wk	Key strand objectives: Year 1	Letters and Sounds: Phase 4 Working on blending and segmenting adjacent consonants in words and applying this when reading and spelling.	Focus for reading and writing
15	<p>1. Speaking</p> <ul style="list-style-type: none"> ● Interpret a text by reading aloud with some variety in pace and emphasis. <p>2. Listening and responding</p> <ul style="list-style-type: none"> ● Listen with sustained concentration, building new stores of words in different contexts. <p>5. Word recognition</p> <ul style="list-style-type: none"> ● Recognise and use alternative ways of spelling the graphemes already taught... ● Identify the constituent parts of two-syllable ... words to support the application of phonic knowledge and skills. ● Recognise automatically an increasing number of familiar high-frequency words. ● Apply phonic knowledge as the prime approach to reading and spelling unfamiliar words that are not completely decodable. ● Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high-frequency words. <p>6. Word structure and spelling</p> <ul style="list-style-type: none"> ● Spell new words using phonics as the prime approach. ● Segment sounds into their constituent phonemes in order to spell them correctly. ● Read and spell phonically decodable two-syllable ... words. 	<p>GPCs: ay, ou, ie, ea, wh</p> <p>Decodable HF words: day, out, about</p> <p>Tricky HF words (reading): oh, people, their</p> <p>Tricky HF words (spelling): when, what, out</p>	<p>Read a rhyming or patterned text.</p> <p>Write four simple sentences innovating on the pattern used in the shared text.</p> <p>Guided Reading</p>

Wk	Key strand objectives: Year 1	Letters and Sounds: Phase 4 Working on blending and segmenting adjacent consonants in words and applying this when reading and spelling.	Focus for reading and writing
	<p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> ● Use syntax and context when reading for meaning. ● Explore the effect of patterns of language and repeated words and phrases. <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> ● Visualise and comment on events, characters and ideas making imaginative links to their own experiences. <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> ● Find and use new and interesting words and phrases, including story language. <p>11. Sentence structure and punctuation</p> <ul style="list-style-type: none"> ● Compose and write simple sentences independently to communicate meaning. ● Use capital letters and full stops when punctuating simple sentences. 		

<p>Wk Key strand objectives: Year 1</p>	<p>Letters and Sounds: Phase 4 Working on blending and segmenting adjacent consonants in words and applying this when reading and spelling.</p>	<p>Focus for reading and writing</p>
<p>16</p>	<p>2. Listening and responding</p> <ul style="list-style-type: none"> ● Listen with sustained concentration; build new stores of words in different contexts. <p>3. Group discussion and interaction</p> <ul style="list-style-type: none"> ● Ask and answer questions, make relevant contributions, offer suggestions and take turns. <p>5. Word recognition</p> <p>As above</p> <p>6. Word structure and spelling</p> <p>As above</p>	<p>Decodable HF words: --</p> <p>Tricky HF words (reading): Mr, Mrs</p> <p>Tricky HF words (spelling): called, asked, looked</p>
<p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> ● Use syntax and context when reading for meaning. ● Recognise the main elements that shape different texts. <p>9. Creating and shaping texts</p> <p>Convey information and ideas in simple non-narrative forms.</p> <p>10. Text structure and organisation</p> <ul style="list-style-type: none"> ● Write chronological...texts using simple structures. ● Group written sentences together in chunks of meaning or subject. <p>11. Sentence structure and punctuation</p> <p>As above</p>	<p>GPCs: oy, ir, ue, aw</p>	<p>Read a text that includes a letter or letters. Write their own letter using four or more simple sentences. Guided Writing</p>

ELS intervention: materials to support observation and assessment

The intervention sessions are organised into five modules. Each module focuses on key literacy objectives and a particular phase of the Letters and Sounds programme (see ELS overview on pages 55–71 of this handbook).

At the end of each ELS module, the class teacher and teaching assistant should review the progress of individual children. To support this review, a set of observation and assessment sheets is included in the intervention materials. The class teacher will use this checklist to assess individuals during Guided Reading and Guided Writing sessions with the ELS group. The teacher and teaching assistant should also discuss their observations, based on the children's ability to recall and apply what they have learned within the intervention sessions and in work in the classroom. The purpose is to check progress, not only in terms of the acquisition of key skills covered in the intervention sessions, but most importantly in the ability of the children to apply these skills in context.

Observation and assessment: Module 1

To be used by the class teacher in discussion with the teaching assistant at the end of Week 2

Key knowledge and skills	Comments
<p>Letters and Sounds: Phase 2</p> <ul style="list-style-type: none"> ● Give the sound when shown any letter from Sets 1–5 ● Find any Set 1–5 letter, from a display, when given the sound ● Orally blend and segment CVC words ● Blend and segment to read and spell VC words such as it, is, in, on and CVC words such as can, get, big ● Read the tricky words: and, to, the, no, go, I ● Spell the tricky words: and, to, the 	
<p>Reading, writing and talk</p> <ul style="list-style-type: none"> ● Join in with a familiar action song ● Talk to a partner to share ideas ● Read a simple sentence by sounding out and blending the phonemes in each word ● Say a simple sentence ahead of writing ● Know where to start writing on a page ● Leave a space between each word when writing 	

Observation and assessment: Module 2

To be used by the class teacher in discussion with the teaching assistant at the end of Week 6

Key knowledge and skills	
<p>Letters and Sounds: Phase 3(a)</p> <ul style="list-style-type: none"> ● Name each letter of the alphabet ● Give the sound when shown any letter from Sets 1–7 and the consonant digraphs: sh, th, ch, ng ● Find any Set 1–7 letter and the consonant digraphs: sh, th, ch, ng, from a display, when given the sound ● Be able to blend and read CVC words consisting of the Sets 1–7 graphemes and the consonant digraphs: sh, th, ch, ng ● Be able to segment and make a plausible, phonemic attempt at spelling CVC words consisting of the Sets 1–7 graphemes and the consonant digraphs: sh, th, ch, ng ● Read the tricky words: we, me, he, she, be, was, her, you, my so ● Spell the tricky words: no, go, I, we, me, he, she, her, so 	
<p>Reading, writing and talk</p> <ul style="list-style-type: none"> ● Listen to a story and retell it simply in their own words ● Talk about something they have done, speaking clearly and audibly ● Take turns to speak and listen to others within the group ● Read and write their name ● Put a cut-up sentence together and reread it ● Make up a sentence and rehearse it orally before writing it ● Write a simple sentence ● Reread a sentence to check it for sense 	

Observation and assessment: Module 3

To be used by the class teacher in discussion with the teaching assistant at the end of Week 11

Key knowledge and skills	Comments
<p>Letters and Sounds: Phase 3(b)</p> <ul style="list-style-type: none"> ● Give the sound when shown any letter from Sets 1–7, the consonant digraphs: sh, th, ch, ng and the vowel digraphs: ai, ee, igh, oa, oo, ow, or, ear, ur, oi, air, ure, er ● Find any Set 1–7 letter, the consonant digraphs: sh, th, ch, ng, and the vowel digraphs: ai, ee, igh, oa, oo, ow, or, ear, ur, oi, air, ure, er from a display, when given the sound ● Be able to blend and read CVC words consisting of the Set 1–7 graphemes, the consonant digraphs: sh, th, ch, ng and the vowel digraphs: ai, ee, igh, oa, oo, ow, or, ear, ur, oi, air, ure, er ● Be able to segment and make a plausible, phonemic attempt at spelling CVC words consisting of the Set 1–7 graphemes, the consonant digraphs: sh, th, ch, ng and the vowel digraphs: ai, ee, igh, oa, oo, ow, or, ear, ur, oi, air, ure, er ● Be able to blend and read, and segment and spell two-syllable words consisting of the GPCs they have learned ● Read the tricky words: are, they, said, all, have, like, some, come, were, there ● Spell the tricky words: my, you, they, are, was, all, said, some, come 	

Key knowledge and skills	Comments
<p>Reading, writing and talk</p> <ul style="list-style-type: none">● Ask and answer questions within the group● Describe an incident from their experiences in an audible voice● Listen to and follow a simple sequence of instructions● Identify the main character and talk about the main events in a story● Know the difference between a fiction and a non-fiction book● Write two simple sentences on the same subject● Use a capital letter and full stop when writing a sentence	

Observation and assessment: Module 4

To be used by the class teacher in discussion with the teaching assistant at the end of Week 14

Key knowledge and skills	Comments
<p>Letters and Sounds: Phase 4</p> <ul style="list-style-type: none"> ● Give the sound when shown any Phase 2 and Phase 3 grapheme ● Find any Phase 2 and Phase 3 grapheme, from a display, when given the sound ● Be able to blend and read words containing adjacent consonants ● Be able to segment and blend words containing adjacent consonants ● Be able to blend and read, and segment and spell two-syllable words consisting of the GPCs they have learned and words with adjacent consonants ● Read the tricky words: little, one, do, when, what, out, called, asked, looked ● Spell the tricky words: were, there, like, have, little, one, do 	
<p>Reading, writing and talk</p> <ul style="list-style-type: none"> ● Take turns to speak in the group and listen to others' suggestions ● Retell a fairy story, order the main events and use story language ● Predict what a book is about by looking at the title, cover and blurb ● Find information in an alphabetically ordered text ● Write three sentences on the same subject and use a capital letter and full stop for each sentence ● Write a simple narrative in a sequence of sentences 	

Observation and assessment: Module 5

To be used by the class teacher in discussion with the teaching assistant at the end of Week 16

Key knowledge and skills	Comments
<p>Letters and sounds: beginning Phase 5</p> <ul style="list-style-type: none"> ● Give the sound when shown any Phase 2 and Phase 3 grapheme and the graphemes: ay, ou, ie, ea, wh, oy, ir, ue, aw ● Be able to blend and read words consisting of the graphemes they have learned including: ay, ou, ie, ea, wh, oy, ir, ue, aw ● Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable ● Be able to blend and read, and segment and spell two-syllable words consisting of the GPCs they have learned and words with adjacent consonants ● Read the tricky words: oh, people, their, Mr, Mrs ● Spell the tricky words: when, what, out, called, asked, looked 	
<p>Reading, writing and talk</p> <ul style="list-style-type: none"> ● Recognise patterns in text, for example rhyme and repeated words or phrases ● Make up own rhymes orally, following patterns in the text read ● Compose their sentences and rehearse them orally before writing ● Write two or three simple sentences independently ● Read their writing and check for sense and accuracy 	

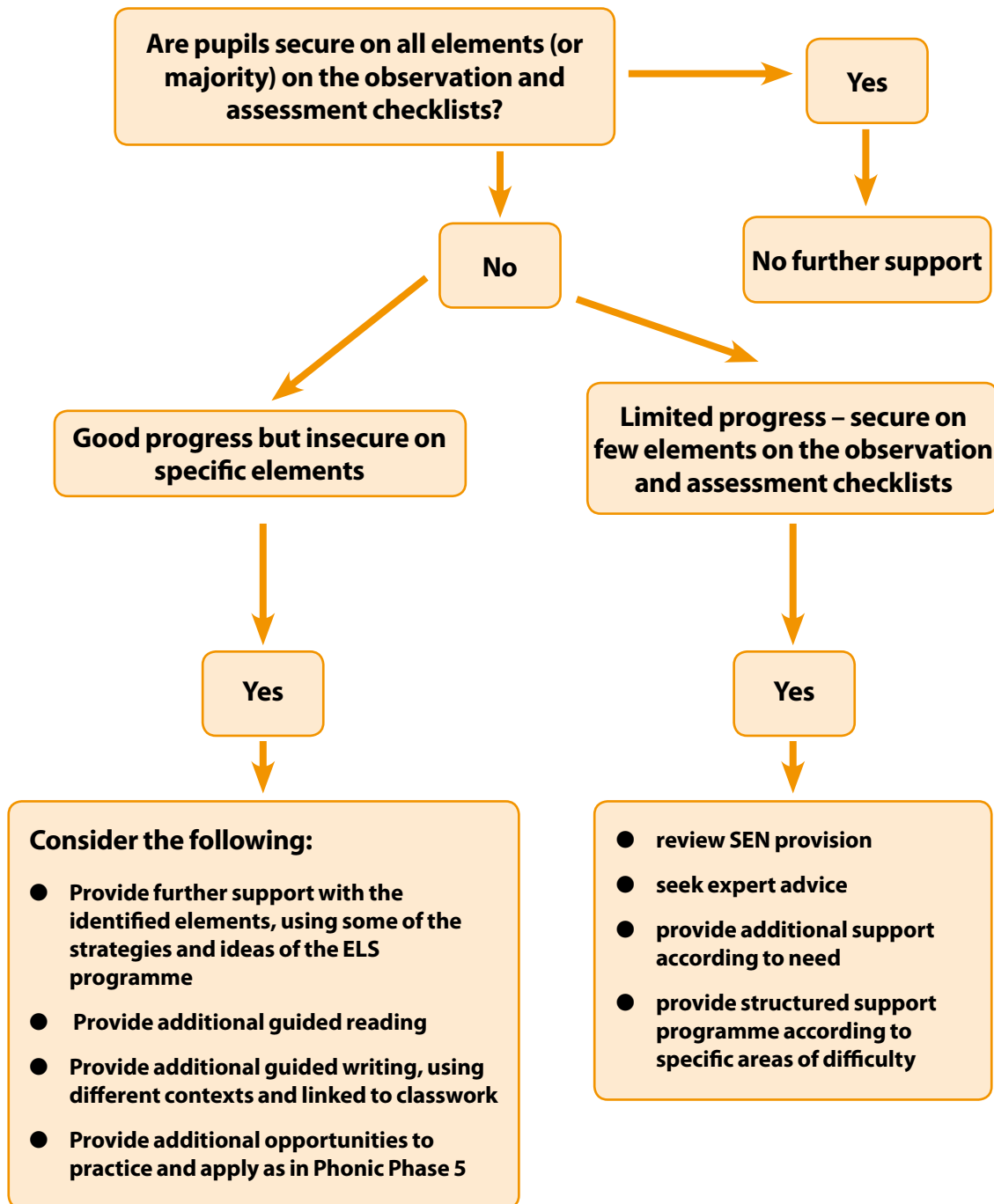
Establishing an exit strategy at the end of the group intervention

The use of the ELS observation and assessment materials, together with your professional judgement and the views of the teaching assistant will inform your overall view. The flowchart is designed to establish an exit strategy at the end of the group intervention and to support the process of deciding the appropriate future direction for individual children to follow.

The following points should be borne in mind when working through the exit strategy:

- the exit strategy for each child should be established in consultation with the member of the leadership team responsible for overall intervention for the school;
- exit strategies will vary and need to be tailored to meet individual needs;
- the exit strategy flowchart describes the three broad groups of children and possible exit paths;
- where children have not made the expected progress, it may be necessary to seek further advice and to implement procedures in keeping with the SEN Code of Practice.

Flowchart to support an exit strategy from the ELS programme (continued)



Glossary

alphabet strip

A strip of card on which is written each letter of the alphabet (in the case of ELS, in lower-case script).

blending (see segmenting and blending)

digraph

A digraph is a two-letter grapheme where two letters represent one sound such as 'ea' in seat and 'sh' in ship.

environmental print

Print displayed in 'everyday' settings in order to give information in a very direct and concise manner. The ELS Programme for Week 7 includes notes on environmental print.

grapheme

A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

grapheme–phoneme correspondences (GPCs) and phoneme–grapheme correspondences

We convert graphemes to phonemes when we are reading aloud (decoding written words). We convert phonemes to graphemes when we are spelling (encoding words for writing). To do this, children need to learn which graphemes correspond to which phonemes and vice versa. In order to read an unfamiliar word, a child must recognise ('sound out') each grapheme, not each letter (e.g. sounding out ship as /sh/-/i/-/p/ not /s/- /h/ - /i/ - /p/), and then merge (blend) the phonemes together to make a word.

Guided Reading

The adult works with the group on a text carefully selected to offer an appropriate level of challenge. The ELS programme offers guidance for text selection based on Bookbands for Guided Reading, and the detailed session notes describe the structure of the session.

Guided Writing

The adult works with the group on a task carefully selected to offer an appropriate level of challenge. The ELS programme offers guidance on the content and structure of sessions for the selected group.

high-frequency words

Words occurring in common usage for children at various stages. The NLS Framework for teaching provides guidance on the words relevant to the ELS programme (Reception Year and Year 1).

human sentence

An activity in which the individual words and punctuation of a sentence are written on cards and held by children, who can then arrange themselves in the correct order.

instructional text

A text that tells you how to do something, using a series of sequenced steps.

mnemonic

A device to aid memory, for instance to learn particular spelling patterns or spellings (e.g. big elephants can always upset small elephants – the initial letter of each word supports the memorising of the spelling of because).

non-chronological report

Writing organised without reference to a time sequence. The purpose is to describe the way things are.

phoneme

A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words *bed* and *led*). It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabetic writing systems (such as English) phonemes are represented by graphemes.

phoneme frame

A pre-printed card that supports children in discriminating the number of phonemes in a word. Examples are included in the ELS resources trolley and can also be found in the books for the ALS programme.

segmenting and blending

Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read. Both skills are important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; it is very important to make sure that children secure blending skills.

Shared Reading

The adult, as an expert reader, models the reading process by reading the text to and with the children. This includes demonstrating the use of reading strategies and giving the children opportunities to join in the reading.

talk for writing

Discussion that helps children to capture and rehearse the content, sequence and style of what they are going to write before they attempt to write it. It is particularly helpful to young children if the adult models this process by 'thinking out loud' about their own writing.

text at instructional level

A text selected for Guided Reading which a child will be able to read and readily comprehend at or above 90% accuracy.

trigraphs (and four-letter graphemes)

A trigraph is a three-letter grapheme where three letters represent one phoneme (e.g. 'eau' in *bureau*, and 'igh' in *night*). And by definition a four-letter grapheme uses four letters to represent one phoneme (e.g. 'eigh' representing the /ai/ phoneme in *eight* and in *weight*).

A split digraph has a letter that splits, i.e. comes between, the two letters in the digraph, as in *make* and *take*, where 'k' separates the digraph 'ae' which in both words represents the phoneme /ai/. There are six split digraphs in English spelling: 'a-e', 'e-e', 'i-e', 'o-e', 'u-e', 'y-e', as in *make*, *scene*, *like*, *bone*, *cube*, *type*.

A very few words have more than one letter in the middle of a split digraph (e.g. *ache*, *blithe*, *cologne*, *scythe*).

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