

How ELS Supports the Early Years Foundation Stage (EYFS) Framework (2021)

We want to give all children the best start with their reading journey and ensure that they develop a love of reading. ELS therefore begins with whole-class, daily phonics teaching from the first week of Reception. ELS phonics lessons ensure high-quality first teaching of phonics and give children many opportunities to review and build their sound and grapheme knowledge, word-reading skills and use of rich vocabulary. With a strong start in Reception, all children are given the required skills to read well, quickly.

Although ELS has a focus on phonics, the programme crucially also supports children's development in the prime area of 'Communication and Language' and the specific area of 'Literacy' (Comprehension, Word Reading and Writing). ELS also has an emphasis on teaching new vocabulary and using this vocabulary in context.

Specific area: Literacy	Prime area: Communication and Language
<p>'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).'</p> <p><i>(Early Years Foundation Stage Framework 2021)</i></p>	<p>'The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.'</p> <p><i>(Early Years Foundation Stage Framework 2021)</i></p>

Specific area: Literacy

Early Learning Goal: Word Reading Children at the expected level of development will:	How ELS supports this Early Learning Goal	How schools can embed this Early Learning Goal in other areas of the curriculum
Say a sound for each letter in the alphabet and at least ten digraphs.	The ELS progression ensures that by the end of Reception, children will have been taught and had exposure to one sound for each letter in the alphabet and the most common digraphs and trigraphs (37 in total). Refer to the ELS overview and ELS week-by-week progression to see when each sound and grapheme is taught.	Throughout the day, teachers should give children the opportunity to review and practise newly taught sounds. Repetition is key.
Read words consistent with their phonic knowledge by sound-blending.	The rigorous ELS progression ensures that all children continuously revisit their sound and grapheme knowledge and are taught how to blend sounds together to read words. The teacher models how to do this and the children have opportunities to practise reading words throughout the lesson and day. Each lesson has an emphasis on oral blending.	Throughout the day, teachers should give children the opportunity to practise word reading. This can happen in various ways, for example: <ul style="list-style-type: none"> • Shared reading in lessons • Decodable books for individual reading • Ensuring all learning activities give children the opportunity to read across the seven areas of learning • Introducing key vocabulary in all lessons across the curriculum, with an emphasis on children reading the words where possible • Sharing non-fiction, picture books and rhymes linked to understanding the world, PSHE, literacy and other areas of learning.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	By the end of the first week in Reception, children will be able to read words and captions. From Week 4 of Reception, the children will begin to read simple sentences. These sentences are read as part of the Apply section of the lesson and also in the decodable readers.	Throughout the day, teachers should give children the opportunity to practise word reading. This can happen in various ways, for example: <ul style="list-style-type: none"> • Shared reading in lessons • Decodable books for individual reading • Ensuring all learning activities give children the opportunity to read across the seven areas of learning • Introducing key vocabulary in all lessons across the curriculum, with an emphasis on children reading the words where possible • Sharing non-fiction, picture books and rhymes linked to understanding the world, PSHE, literacy and other areas of learning.

Early Learning Goal: Comprehension Children at the expected level of development will:	How ELS supports this Early Learning Goal	How schools can embed this Early Learning Goal in other areas of the curriculum
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	During all ELS lessons, children develop understanding of the words they are reading. We use the motto of 'Give, give, give' to ensure the children develop vocabulary and know how to use words in the correct context. <ul style="list-style-type: none"> • Give the word – children decode the word. • Give the meaning – teachers explain the new word by showing a visual, using an action, giving a child-friendly definition or using the word in a sentence. • Give the word in context – throughout the day, teachers model using new vocabulary in context. 	Alongside ELS, it is important that teachers provide opportunities for stories and books of many different types to be read aloud. These can be linked to work in other areas of the curriculum.

Early Learning Goal: Writing Children at the expected level of development will:	How ELS supports this Early Learning Goal	How schools can embed this Early Learning Goal in other areas of the curriculum
Write recognizable letters, most of which are correctly formed.	From the first week of Reception, children are taught how to write graphemes correctly. During the Teach section of the lesson, the teacher models how to form the grapheme for the new sound and children practise writing it. The mnemonics and rhymes are used to assist children with correct letter formation.	Throughout the day, teachers should give children the opportunity to practise letter formation.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.	From the first week of Reception, children are taught how to identify the sounds in a word and how to read and write words. On Day 5 of each week during sound and grapheme teaching weeks, and throughout Review weeks, teachers model how to use sound and grapheme knowledge to write words.	Throughout the day, teachers should give children the opportunity to practise letter formation and write words.
Write simple captions and sentences that can be read by others.	From Autumn 2, Week 3 of Reception, children are taught how to write simple phrases and sentences. On Day 5 of each week during sound and grapheme teaching weeks, and throughout Review weeks, teachers model how to use sound and grapheme knowledge to write phrases and sentences.	Throughout the day, teachers should give children the opportunity to practise letter formation and write simple phrases and sentences.

Prime area: Communication and Language

Early Learning Goal: Speaking Children at the expected level of development will:	How ELS supports this Early Learning Goal	How schools can embed this Early Learning Goal in other areas of the curriculum
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	During all ELS lessons, children develop understanding of the words they are reading. Teachers model how to use newly taught vocabulary in full, grammatical sentences, and children repeat these to aid understanding of the new word in context and to develop their speaking skills.	Throughout the day, teachers should model and encourage children to use full sentences to explain their ideas and understanding of new learning across the curriculum.