

ELSA Overview – Phase 1 to Phase 5

Phase 1*	Phase 2	Phase 3**
<i>Early Years</i> Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	<i>Foundation</i> • Oral blending • Segmenting and blending with 23 new GPCs • 12 new harder to read and spell (HRS) words	<i>Foundation</i> • Oral blending • Segmenting and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<i>Foundation</i> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	<i>Foundation</i> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <i>Year 1</i> • Revision of previously taught Phase 5 GPCs • 51 new GPCs • 13 new HRS words • Alternative spellings for previously taught sounds • Oral blending • Revision of Phase 2, Phase 3 and Phase 4	<i>Year 1 & Year 2</i> • With ELSA, phonics teaching does not stop at the end of Year 1, but continues as students move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

**Phase 1 of Letters and Sounds (2007) can be used in Early Years settings before starting ELSA in Foundation and can still be used throughout the school day in Foundation. However, direct phonics teaching – the teaching of phonemes, graphemes, word reading and vocabulary – must start from the very beginning of Foundation.*

***Phase 3 of ELSA covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend students' sounding out and blending skills.*

Check Oxford Owl for these additional resources and more:



Video

Embed: Pronunciation



Video

Enact: Progression and Overview



ELSA Week-by-Week Progression

This progression outlines what is covered in each day and week of the ELSA program. ELSA is taught over 36 weeks in Foundation and in Year 1. ELSA should be started in the first few weeks of Term 1. It is up to the school's discretion when this starting date will fit in best with their school term. The letters in solidus (e.g. /s/) represent the phoneme (sound) and the letters in angle brackets (e.g. <s>) represent the grapheme (letter/s).

Foundation: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /k/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week F:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Foundation: Phase 3*					
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk> -ing	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week F:2	Review week F:3
he, she, buses	we, me, be	push	was, her		my, you

* Phase 3 of ELSA covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend students' sounding out and blending skills.

Foundation: Phase 3–4					
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Review week F:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week F:5	Review week F:6
	they, all, are		ball, tall	when, what	

Foundation: Phase 3–4

Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Review week F:7	Review week F:8	Review week F:9	Review week F:10	Assess and review week F:11	Review week F:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Foundation: Phase 4

Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Phase 4:1 CVCC –ed /ed/	Phase 4:2 CCVC –ed /t/	Phase 4:3 CCVCC –ed /d/	Phase 4:4 CCCVC	Assess and review week F:13	Phase 4:5 CCCVC –er –est

Foundation: Phase 5 introduction

Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> –le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>	Assess and review week F:14	/igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1: Phase 5

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Revise: /or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>	Revise: /igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1: Phase 5

Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /k/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (bicycle)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1: Phase 5

Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Year 1 : All phases

Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

Year 1 : All phases

Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

ELSA Year 2 Week-by-Week Progression

Year 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Vowels and consonants	Spellings of /igh/	/j/ <g>	/n/ <kn>	/ee/ <ey>	/or/ <oor>
Spellings of /ai/	Spellings of /oa/	/j/ <ge>	/n/ <gn>	/s/ <c>	Common words
Spellings of /ee/	Spellings of / (y)oo/	/j/ <dge>	/r/ <wr>	/l/ <il>	/igh/ <i>

Year 2					
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
/u/ <o>	/zh/ <s>	/ur/ <or>	/oo/ <o>	/l/ <el>	Suffixes
/o/ <a>	/zh/ <si>	/or/ <ar>	/h/ <wh>	/l/ <le>	Doubling consonants of CVC words when adding a suffix
/or/ <a> <al>	Homophones	Homophones	/ai/ <ea>	/l/ <al>	-ed /ed/ -ed /t/ -ed /d/

Year 2					
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -y -est -ing	Homophones	/oa/ <o> /e/ /ee/ <e> /oa/ <or>	Prefixes un- re- dis-	Prefixes pre- in- non-

Year 2					
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Prefixes mis- sub- de-	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /d/ -ed /t/ -ed /d/	Drop <e> and add suffix -er	Drop <e> and add suffix -y -est <a> /ar/ Common words	-tion endings Common words

Year 2					
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
How suffixes affect the verb Suffix -ment with no change to root word	Suffix -ly with no change to root word	Suffix -ful with no change to root word	Suffix -less with no change to root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness after adding -ful/-less Suffix -ness with no change to root word

Year 2					
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Apostrophes for contraction Apostrophes for possession	/igh/ /ee/ <y> Drop <y> add <i> add -es (where <y> is spelling /igh/) Drop <y> add <i> add -es (where <y> is spelling /ee/)	Plurals where dropping <y> add <i> add -es Drop <y> add <i> add -es (where <y> is spelling /igh/) Drop <y> add <i> add -es (where <y> is spelling /ee/)	Comparatives vs superlatives Drop <y> add <i> add -er Drop <y> add <i> add -est	Doubling consonants of CVC words when adding suffix -y Where root word has a doubled consonant and added <y>, drop the <y> add <i> add -er Where root word has a doubled consonant and added <y>, drop the <y> add <i> add -est	Suffix -able Common words