



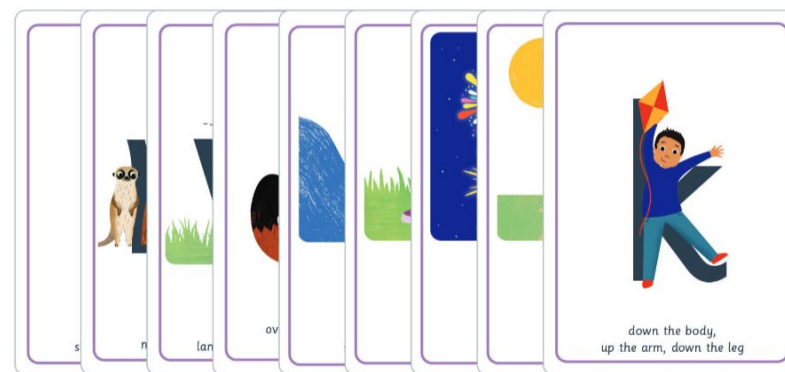
Knowledge and memory

ELSA lessons are based upon repetition and reinforcement of learning, ensuring that knowledge is continually reviewed and retained. Each lesson begins and ends with a fast-paced grapheme review. Additionally, every Friday is dedicated to revisiting the week's learning, offering students an opportunity to process new information in their working memory. The program also incorporates spaced practice through regular review weeks, allowing students to consolidate their knowledge and strengthen their memory of key concepts over time. By drawing connections between past and present lessons, students can see the cumulative nature of their learning, making it easier to build mental models that integrate and organise knowledge.

Spaced practice and review allows students to connect concepts with existing knowledge in their long-term memory.

Review

Let's say the sounds made by the graphemes.





Retention and recall

Every ELSA lesson has been designed to ensure that the minimum cognitive load is placed on the learner. The structure of the lessons allows students to predict what is coming next, what they need to do, and how to achieve success. Students will get the same high-quality Tier 1 teaching every lesson, every day throughout the ELSA program. The ELSA progression, and the pace of the program, were designed in consultation with pilot schools where all students learnt to read at a similar fast pace.

The structure of ELSA lessons ensures student's working memory is not overloaded.





Mastery and application

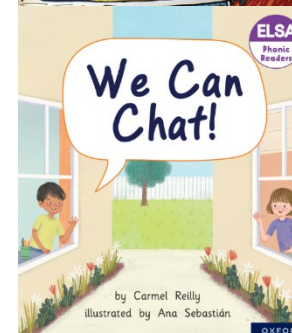
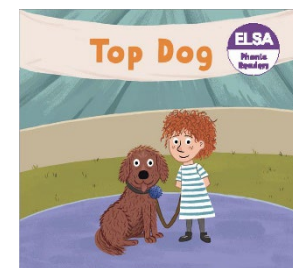
ELSA ensures that students actively practice and apply their skills in every lesson, a key component of building mastery.

Activity Books provide focused opportunities for students to apply their newly acquired knowledge at the point of learning, reinforcing their understanding with hands-on tasks.

Additionally, during review lesson and review weeks, students consolidate their understanding and GPC knowledge by reading decodable books. This practical application builds confidence in their reading abilities and fosters mastery over time, ensuring steady progress towards becoming proficient readers.

ELSA further provides frequent progress monitoring assessments which have been designed to help students practice and retrieve their GPC knowledge at regular intervals. ELSA's structured review and assessment cycle allows educators to know exactly where every student is in their early reading journey and to target and close any gaps that may be present in their GPC knowledge or reading skills.

Weekly paired reading sessions allow students to apply and demonstrate mastery of acquired knowledge.





Elements of teaching

Planning

Every ELSA lesson is planned, prepared and ready for your class. ELSA provides everything needed to deliver whole-class, high-quality explicit daily phonics lessons. The ELSA progression, alongside the frequent progress monitoring assessments break down and sequence the knowledge to be taught and assessed to ensure all students keep up, rather than catch up. Key planning resources include the 360 front-of-class presentations, detailed curriculum alignment documents and comprehensive implementation support. ELSA further provides a multi-tiered system of support with Tier 1 whole-class lessons and targeted Tier 2 and Tier 3 interventions. Additionally, the program provides a suite of on-demand training modules, offering educators all the necessary professional development to confidently deliver lessons.

The ELSA progression and assessment cycle support planning and sequencing learning.

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> /t/ <t>	/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> /x/ <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) /oi/ <oi>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oi/ <oi>	Assess and review week F:5	Review week F:6
	they, all, are		ball, tall	when, what	



Enabling learning

ELSA recognises students as curious and creative learners and offers phonics lessons which spark interest and encourage active participation. The program sets high aspirations for all students, promoting a culture of learning and achievement.

ELSA's structured teaching methods and routines are designed to support positive behaviour, encourage self-regulation and nurture a learning-focused classroom environment.

Paired reading and apply activities encourage students to work together and foster a shared responsibility for learning.

In addition, educators use in-lesson (Tier 2) and one-on-one (Tier 3) interventions to provide targeted, high-quality feedback throughout the learning process. This personalised support helps students identify and understand their mistakes, build confidence in their reading abilities, and develop self-efficacy.

Targeted intervention fosters self-efficacy in a learning-focused environment.



Apply

Now let's make and read some words.





Explicit teaching

ELSA has been designed using insights from cognitive science that unpack the intricate process of how students learn. Evidence-based practises including managing cognitive load, scaffolding learning and modelling practice have been embedded in all teaching and learning activities. ELSA lessons follow an explicit teaching sequence:

- reviewing and activating prior knowledge
- teaching new learning, such as a new GPC (“I Do” part of the lesson)
- practising new learning with adult support (“We Do” part of the lesson)
- applying new learning independently (“You Do” part of the lesson).

Each lesson provides clear and explicit instruction to enable gradual release where students can practice, apply and then master GPC knowledge and reading.



ELSA lessons provide explicit explanations, scaffolding and modelling of GPC knowledge.



Supported application

During each ELSA lesson, students use their Activity Books to engage in structured, modelled tasks designed to gradually increase in complexity. These tasks allow students to apply their learning independently while benefiting from educator guidance and support as needed.

The program also incorporates frequent review lessons, providing students with opportunities to revisit, consolidate, and apply their GPC knowledge. By using varied and spaced practice, students strengthen their understanding and retention of key concepts over time. This approach ensures that students build a strong foundation in GPC knowledge and become confident readers.

During review lessons, students read decodable books that align with the week's teaching and reinforce previously taught sounds. This practice supports the development of fluency and strengthens their ability to build a wide and comprehensive orthographic map. These reading sessions follow a carefully designed structure, providing students with clear guidance and consistent support to build their skills effectively. The educator models how to read the decodable books first, and then students work in pairs to practise. Each decodable book is read three times: the first reading focuses on decoding, the second on building fluency, and the third on adding expression and intonation.

Apply activities allow students to practice and organise their knowledge in a supported learning environment.

