

ELS Foundation Stage Progression

We recommend that children in nursery and pre-school settings in the academic year before they enter Reception should explore the graphemes associated with the single letter pure sounds. You can begin introducing this in the Spring Term, focusing on one GPC per week. If you choose to delay the introduction of the GPCs, and therefore amend the timeline below, you may wish to cover more than one GPC per week.

The main emphasis of introducing these GPCs week by week is to develop children’s auditory awareness of the phonemes for the single letter sounds, readying them to use and apply these as they formally begin their phonics teaching in Reception/P1.

Autumn 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phase 1 activities						

Autumn 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phase 1 activities						

Spring 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
s	a	t	p	i	n

Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
m	d	g	o	c	k

Summer 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
e	u	r	h	b	f	l

Summer 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
j	v	w	x	y	z	qu

The ELS Foundation Stage ‘Elements’

These elements link to the *Letters and Sounds 2007* aspects and cover the range of skills that children will explore. These are linked to and included within the weekly planning.

The elements will make up the majority of your literacy and language provision for Phase 1 during the Autumn Term. Where we have directed you within the planning to specific elements or activities, you should also choose other activities to ensure that you are creating a rich and diverse environment to ensure that you cover the full range of the Early Years Curriculum and Development Matters Guidance.

Element	Content and coverage
1	Environmental sounds: <ul style="list-style-type: none">• To develop children’s listening skills and awareness of sounds within the environment.• Further development of vocabulary and children’s identification and recollection of differences between sounds.• To make up simple sentences and talk in greater detail about sounds.
2	Instrumental sounds: <ul style="list-style-type: none">• To experience and develop awareness of sounds made with instruments and noise makers.• To listen to and appreciate the difference between sounds made with instruments.• To use a wide vocabulary to talk about the sounds instruments make.
3	Body percussion sounds: <ul style="list-style-type: none">• To develop awareness of sounds and rhythms.• To distinguish between sounds and to remember patterns of sound.• To talk about sounds we make with our bodies and what the sounds mean.
4	Rhythm and rhyme: <ul style="list-style-type: none">• To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.• To increase awareness of words that rhyme and to develop knowledge about rhyme.• To talk about words that rhyme and to produce rhyming words.
5	Alliteration: <ul style="list-style-type: none">• To develop understanding of alliteration.• To listen to sounds at the beginning of words and hear the differences between them.• To explore how different sounds are articulated and extend understanding of alliteration.
6	Voice sounds: <ul style="list-style-type: none">• To distinguish between the differences in vocal sounds, including oral blending and segmenting.• To explore speech sounds.• To talk about the different sounds that we can make with our voices.
7	Oral blending: <ul style="list-style-type: none">• To develop oral blending and segmenting of sounds and words.• To listen to phonemes within words and to remember them in the order in which they occur.• To talk about the different phonemes that make up words.