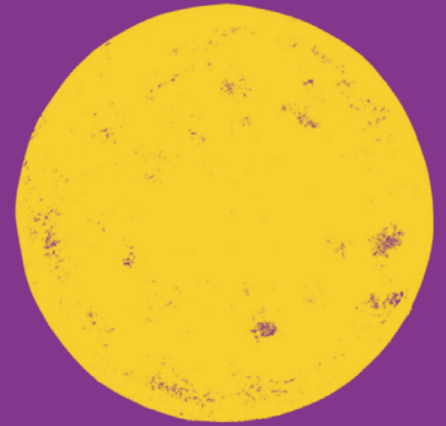


ELSA

Essential
Letters and
Sounds
Australia

An easy to implement,
evidence-based phonics
program built for
Australian schools.



EVALUATION PACK

What's inside:

- ▶ Program overview
- ▶ Program components
- ▶ Program implementation



OXFORD
UNIVERSITY PRESS

Program overview

Essential Letters and Sounds Australia (ELSA) is a systematic synthetic phonics program for Foundation and Year 1. Phonic progression within the program is aligned to *Letters and Sounds*. ELSA is a 5 day a week program that is used for 36 weeks in both Foundation and Year 1. Daily lessons should take between 35-45 minutes.

The principles of ELSA are based on:

- ▶ The delivery of whole-class, high-quality **explicit** teaching with **highly-structured** daily lesson plans
- ▶ The use of **consistent terminology** by teachers, students and parents
- ▶ The use of **consistent resources** that support effective teaching
- ▶ Repetition and **reinforcement** of learning
- ▶ Regular and manageable **assessment** to ensure that all students “keep up” rather than “catch up”
- ▶ The “E” model.

The consistent structure, use of terminology and resources in ELSA reduce students’ cognitive load during learning, allowing focus on new content and maximising reading success.

ELSA is based on a highly researched, evidence-based program with proven impact. We have adapted this series to support the needs of Australian schools and teachers and with complete alignment to all state curriculums.

The “E” model

“E” model components	Description
Embed	The theory and pedagogy behind ELSA
Enact	How to deliver ELSA lessons in your school
Enable	How to ensure all students “keep up” rather than “catch up”
Evaluate	How to assess students’ progress
Execute	How to implement ELSA in your school

The ELSA “E” model supports every teacher to:

- ▶ have a thorough understanding of the program (Embed)
- ▶ deliver explicit phonics teaching with confidence and rigour (Enact)
- ▶ support students to keep up with phonics teaching and learning – rather than continually catching up (Enable)
- ▶ assess their students progress (Evaluate).

Schools are supported to effectively implement ELSA, this includes support for training, coaching and communication on your phonics program to parents and carers (Execute).



Meet our experts



Expert Contributor

Karina Stocker

Karina is an experienced classroom teacher, school leader, and literacy consultant. She is currently working as an instructional coach at a Victorian primary school. Karina is passionate about the use of evidence-based literacy instruction and positive behaviour support practices in Australian schools. She has a particular interest in implementing Multi-Tiered Systems of Support (MTSS) to ensure equitable access to effective instruction and intervention, so *all* students can succeed. Karina is currently a PhD candidate at Monash University, researching the implementation of learning sciences within an MTSS framework to support improved reading outcomes in Australian schools.



Literacy and Instructional Expert

Dr Nathaniel Swain

Dr Nathaniel Swain is a Teacher, Instructional Coach, and Researcher. With expertise in language, literacy, instructional practices and cognitive science, Dr Swain is dedicated to empowering teachers to develop “life-changing” language and literacy skills in every student, through effective and engaging teaching. He works as a Senior Lecturer in Learning Sciences and Director of Undergraduate Academic Programs at La Trobe University School of Education and SOLAR LAB. Nathaniel has taught a range of learners in schools and universities, and founded a community of teachers committed to the Science of Learning: THINK FORWARD EDUCATORS, now 24,000 members and growing. Dr Swain is a sought after speaker on educational circuits, and has a new book soon to be released in 2024 entitled “Harnessing the Science of Learning: Success stories to kickstart your school improvement”.



Expert Author

Tara Dodson

Tara Dodson has many years experience in supporting schools across London as Reading Lead and developing CPD programmes for phonics and early reading. Tara runs the live training for *Essential Letters and Sounds* in the UK.



Expert Author

Katie Press

Katie Press is a specialist English teacher, supporting schools in developing their phonics practice and modelling high-quality phonics and early reading teaching. She is the Director of English for the Knowledge Schools Trust Primaries.

ELSA week-by-week progression

ELSA Overview – Phase 1 to Phase 5

Phase 1*	Phase 2	Phase 3**
<p><i>Early Years</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Foundation</i></p> <ul style="list-style-type: none"> • Oral blending • Segmenting and blending with 23 new GPCs • 12 new harder to read and spell (HRS) words 	<p><i>Foundation</i></p> <ul style="list-style-type: none"> • 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
<p><i>Foundation</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, cvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Foundation</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Year 1 & Year 2</i></p> <ul style="list-style-type: none"> • 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 sounds, 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.



ELSA Week-by-Week Progression

This progression outlines what is covered in each day and week of the ELSA program. The letters in solidus (e.g. /s/) represent the phoneme (sound) and the letters in angle brackets (e.g. <s>) represent the grapheme (spelling).

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> /c/ <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>	/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	

ELSA week-by-week progression

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
Assess and 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/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	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).					

Program components

ELSA Online Teaching Subscription

The ELSA Teaching Subscription provides teachers with everything they need to implement the program in their classroom. This includes planned and prepared content for every lesson, 5 days a week for 36 weeks of Foundation and Year 1. Every teacher at your school using ELSA will each need a 12-month license to the Teaching Subscription.

Training

Key to the successful implementation of ELSA is supportive and detailed training on the program.

Oxford knows how challenging it can be to organise in-depth training and coaching in phonics teaching and program use. For that reason, ELSA provides comprehensive and engaging training and support for ongoing coaching on demand, every day of the year via the ELSA Teaching Subscription. This allows maximum flexibility for schools and teachers and provides the highest level of support at an affordable price.

The training is delivered via easy to digest videos:

- ▶ Over 35 training videos that cover every single aspect of the program.
- ▶ Presenters with extensive classroom and coaching experience.
- ▶ Categorised according to the E-model.
- ▶ Designed with key learning design principles in mind.



The ELSA training is designed to act like an online short course, giving every teacher at your school all the information they need to successfully implement the program.

The ELSA program has been designed to reduce the cognitive load on students, and the ELSA training videos have been designed to do the same for teachers. The videos are completely comprehensive. There is nothing that a teacher needs to do in the program that they can't watch in the training videos – this includes demonstrations of all teaching strategies, lessons, interventions and assessments.

Every teacher using ELSA will need to watch the full suite of videos before beginning to use the program with students.

Once this initial training has been completed, the videos are available for teachers to review at any time. They can also be used as part of coaching sessions – to support confidence and for each teacher to deliver the program with fidelity.



TEACHER HANDBOOK

ELSA Essential Letters and Sounds Australia



TRAINING HANDBOOK

ELSA Essential Letters and Sounds Australia



Teacher Handbook and Training Handbook

The Teacher Handbook introduces the program and pedagogy and contains all essential information for using the ELSA program successfully.

The Teacher Handbook:

- ▶ Introduces ELSA and the “E” model
- ▶ Gives an overview of the *Letters and Sounds* phonic progression
- ▶ Explains the theory and pedagogy behind ELSA
- ▶ Includes ELSA’s clear week-by-week progression charts showing phonemes, graphemes and words
- ▶ Outlines the 4 ELSA lesson plans, explaining the step-by-step approach to each lesson to ensure repetition and ease in teaching and learning
- ▶ Covers all assessment and intervention support to ensure all students “keep up” rather than “catch up”.

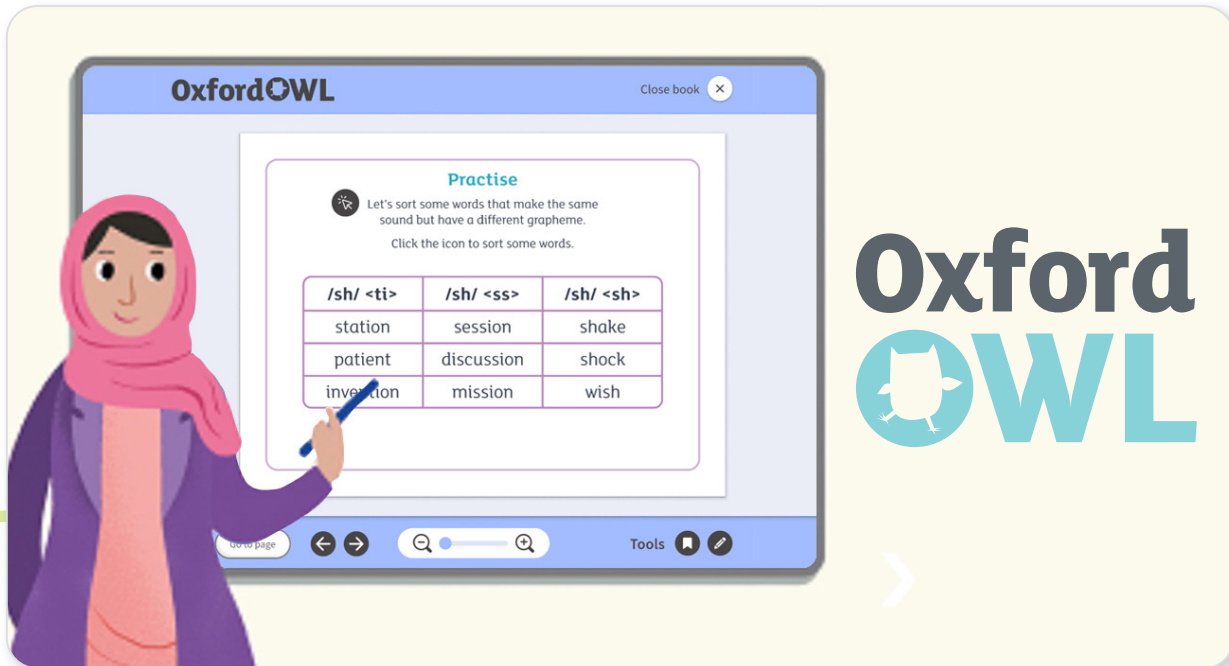
The Training Handbook is a condensed version of the Teacher Handbook which teachers can use alongside the online teacher training videos.

Front of class presentations

Included in the ELSA Teaching subscription is a front-of-class presentation for every day of teaching Foundation and Year 1. Each presentation is labelled with the year, week and day of use.

The front-of-class presentations:

- ▶ Provide all content for the teaching of every lesson (all planning and preparation is done for every lesson)
- ▶ Guide teachers and students through the whole lesson step-by-step
- ▶ Use a consistent structure and illustrations so both teachers and the students know what to expect
- ▶ Include interactive elements, keeping every lesson engaging and fast-paced.



The screenshot shows a digital presentation interface for 'Oxford Owl'. The title bar says 'OxfordOWL' and 'Close book'. The main content area is titled 'Practise' and contains the instruction: 'Let's sort some words that make the same sound but have a different grapheme. Click the icon to sort some words.' Below this is a table with three columns: '/sh/ <ti>', '/sh/ <ss>', and '/sh/ <sh>'. The words listed are: station, session, shake; patient, discussion, shock; invention, mission, wish. The interface also includes navigation arrows, a search icon, and a 'Tools' button.

/sh/ <ti>	/sh/ <ss>	/sh/ <sh>
station	session	shake
patient	discussion	shock
invention	mission	wish

**Oxford
OWL**

“ Essential Letters and Sounds Australia not only provides teachers and students with a consistent lesson structure and highly effective daily routines, but it also provides schools with on-demand professional learning videos and coaching supports to ensure implementation is successful and sustained. ”

Karina Stocker, Expert Contributor - ELSA



Assessment

ELSA supplies all materials for frequent assessment to quickly target and close any gaps in sound knowledge or reading skills. This includes each assessment for Foundation and Year 1, clear explanations of how to run assessments and guidance on how to analyse and use your assessment data.

ELSA has three types of formal assessments.

- ▶ Progress Monitoring Assessments
 - Non-verbal Progress Monitoring Assessments
- ▶ Diagnostic Assessment
- ▶ Year 1 Phonics Screening Check Practice Assessment

Progress Monitoring Assessments occur in Week 5 of Foundation and Year 1 and then every 6 weeks for the rest of the year. They assess students' GPC knowledge, Harder to Read and Spell words and the reading of both decodable and pseudo words.

Interventions

ELSA is designed on the principle that students should “keep up” rather than “catch up”. If a teacher notices that there is a student or students who are struggling with the day's lesson, an intervention activity is built into each day's front-of-class presentation and those students are immediately targeted for appropriate support. This happens during the Apply section of the lesson.

If students require more support ELSA has three interventions that are to be delivered on a one-to-one basis. These are:

- ▶ GPC recognition
- ▶ Oral Blending
- ▶ Blending for Reading



Additional Learning Needs

ELSA has further support available if the standard teaching progression alongside the interventions are not supporting the individual needs of students – this includes a slowed progression.

Printable classroom resources

There are many printable classroom resources available through the Teaching Subscription.

These include:

- ▶ Harder to Read and Spell Word Cards
- ▶ Grapheme Tiles
- ▶ Sound Mats
- ▶ Word Cards

They are used during lessons as well as in assessment and interventions. These can also be used for review outside of the ELSA lessons.

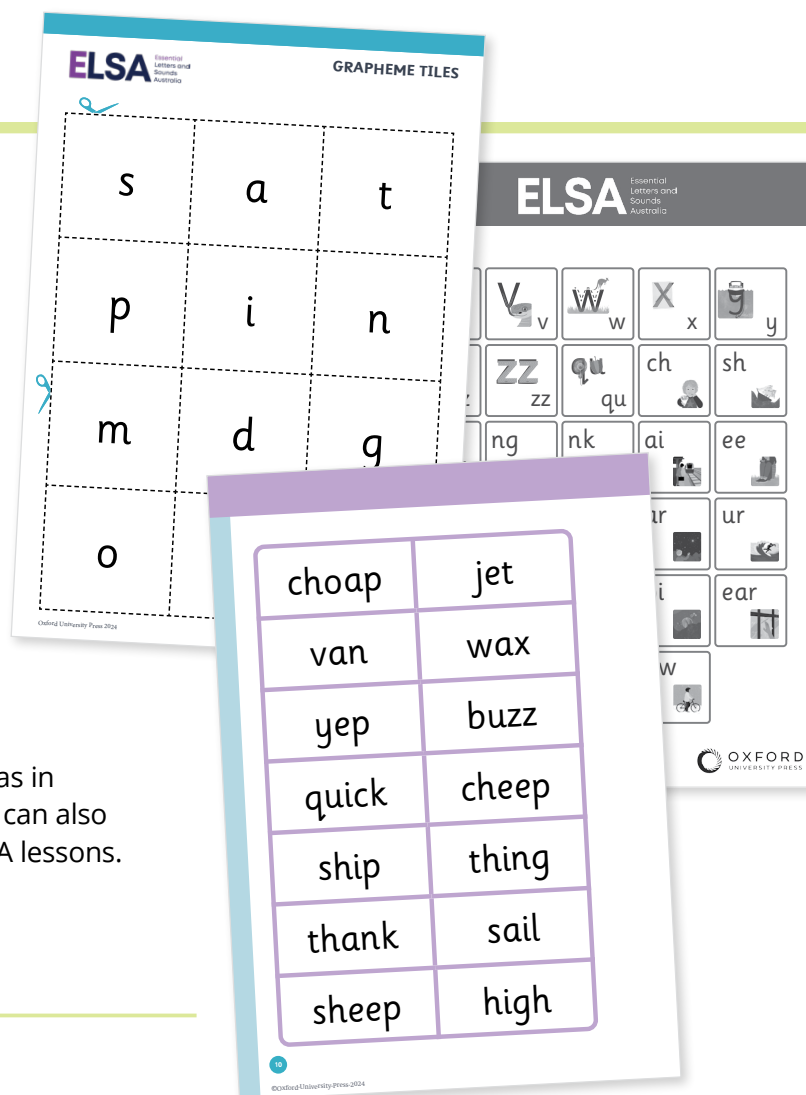
Support documents

The ELSA Teaching Subscription includes a wealth of support documents that provide further guidance and support in understanding the program and for ease of implementation.

Additional support documents include:

- ▶ Curriculum alignment charts
- ▶ Decodable readers chart (matched OUP titles for reading for each week of the ELSA program)
- ▶ Answers
- ▶ Spelling lists
- ▶ Top tips sheet
- ▶ Book labels
- ▶ Reading guidance
- ▶ Consolidated learning support
- ▶ Information for parents

Parents and carers are a key part of successful ELSA program implementation and we have provided documents and presentations that help explain the program as well as how to support the best learning outcomes for students.





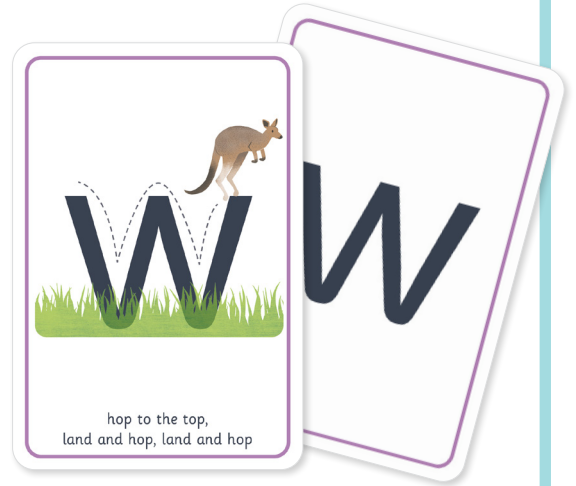
Classroom resources

Grapheme Cards

There is one set of Grapheme Cards for Foundation teaching and one for Year 1 teaching. Each teacher/classroom needs their own set of Grapheme Card as they are used in every lesson as well as in Assessments and Interventions.

ELSA uses these Grapheme cards to support students in remembering how to write, sound and spell using mnemonics and rhymes.

For example, /w/ is for Wallaby, to write a <w> - hop to the top, land and hop, land and hop.



Poster Pack

Each poster pack includes one Foundation spelling poster and one Year 1 spelling poster. Each classroom should have the relevant poster displayed to support students to use the GPCs to spell words and as a quick visual reference throughout the day.



Activity Books

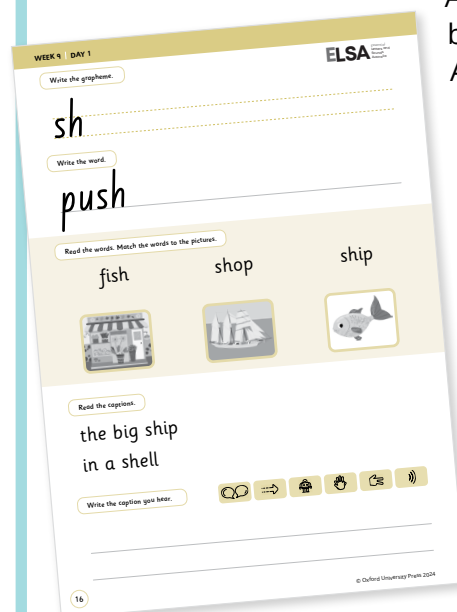
The Activity Books are used in the Apply section of each lesson in days 1-4 of teaching and contain activities that support writing, spelling, reading and dictation. They are available for purchase in state handwriting fonts.

Activity Book 1 is used by students during the Apply section of lessons in Foundation Weeks 1-6.

Activity Book 2 is used by students during the Apply section of lessons in Foundation Weeks 7-10, 13-17, 19-23.

Activity Book 3 is used by students during the Apply section of lessons in Foundation Weeks 31-36.

Activity Book 4 is used by students during the Apply section of lessons in Year 1 Weeks 3-9, 14-16, 18-22, 24.



ELSA eLibrary

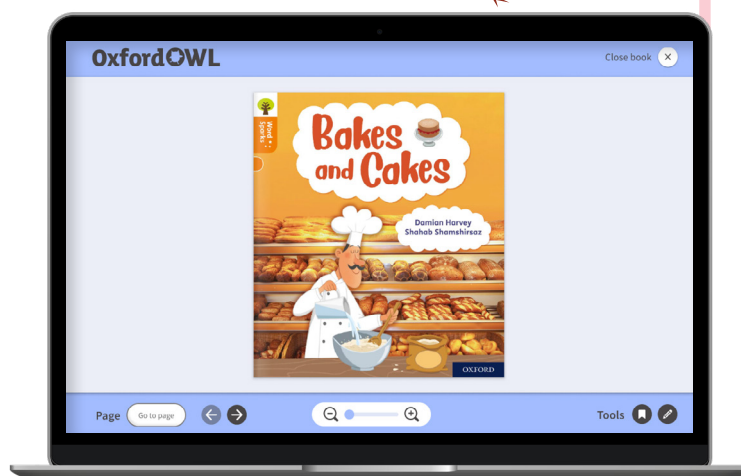
The ELSA eLibrary, available on Oxford Owl, is a school subscription with 213 fully decodable titles matched to each week of the ELSA program. There is at least one book for every week of the program.

Teachers can assign all books from the eLibrary to students, groups and classes.

The ELSA eLibrary contains titles from:

- ▶ Oxford Reading for Comprehension Decodables
- ▶ Oxford Reading for Comprehension Discover
- ▶ Essential Blending Books
- ▶ Little Blending Books
- ▶ Project X Hero Academy
- ▶ Project X Alien Adventures
- ▶ Oxford Reading Tree Word Sparks
- ▶ ELSA Phonic Readers

The eLibrary is an ideal resource for in class and at home application of phonics teaching, essential for the consolidation of phonics knowledge and skills.



Matched fully decodable books

Titles from Oxford's decodable range align to the *Letters and Sounds* ELSA progression and can be used alongside the program.

Closely-matched decodable books enable children to practise decoding skills based on their secure phonics knowledge, in context, whilst building comprehension and fluency, ensuring confidence and success for all children.

The matched books are from existing series:

- ▶ ORFC Discover
- ▶ ORFC Decodables
- ▶ Project X: Hero Academy
- ▶ Project X: Alien Adventures
- ▶ Traditional Tales
- ▶ Little Blending Books





Program implementation

ELSA has been designed to make implementation of the program simple, clear and supportive for every teacher and school.

ELSA's "E model" ensures all teachers are trained and confident in the program, that lessons are consistent, engaging and fast-paced, that teachers can easily address any gaps in learning in the moment so that all students "keep up" rather than "catch up", that student progress is regularly assessed, and use of the assessment data is used effectively.

Embed

ELSA provides all the materials needed to support teachers and schools in the implementation of the program. In the "Embed" phase, the theory and pedagogy behind ELSA is explained clearly and concisely.

There are 4 training videos that support "Embed" (available via the ELSA Teaching Subscription).

They cover:

- ▶ Theory and pedagogy
- ▶ Pronunciation
- ▶ ELSA glossary
- ▶ Developing reading fluency using ELSA

ELSA resources that support Embed phase of implementation:

- ▶ ELSA Teaching Subscription – Training videos, Teacher Handbook, Training Handbook

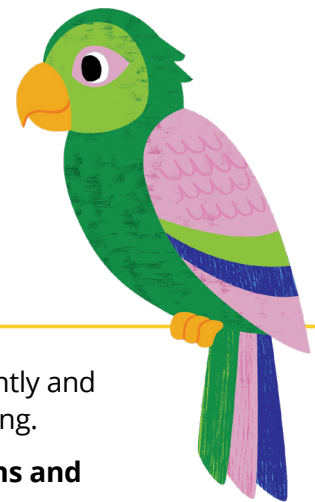
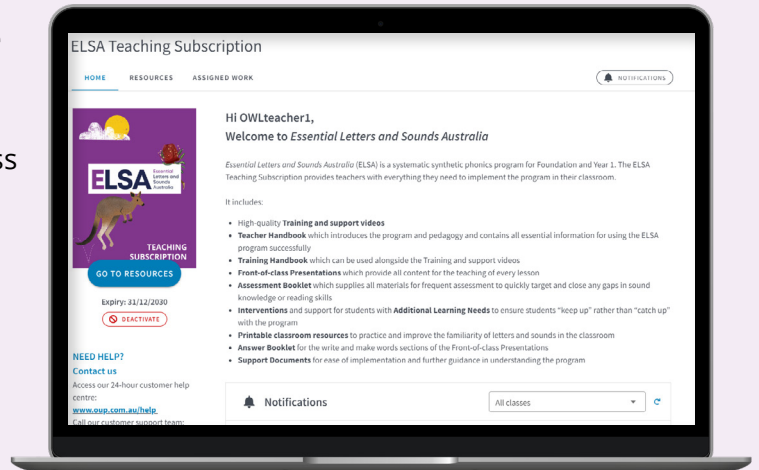


Enact

Teachers are supported to deliver explicit teaching of phonics through the use of simple, consistent lesson structures. Each lesson should take 35–45 minutes.

ELSA resources that support Enact phase of implementation:

- ▶ ELSA Teaching Subscription – Training videos, Teacher Handbook, Front-of-class presentations
- ▶ Grapheme cards
- ▶ Poster
- ▶ Activity Books
- ▶ eLibrary
- ▶ Matched fully-decodable books



Teaching strategies

ELSA employs the use of a number of teaching strategies, that are used consistently and at certain points in each lesson. These strategies keep learning active and engaging.

These are outlined in the Teacher Handbook, sign-posted in the Lesson Plans and demonstrated in the training.

- ▶ Air writing (practise writing letters)
- ▶ Drum roll (for new content)
- ▶ Give, give, give (give the GPC, give the word to put into context, give the meaning to ensure students can use the vocabulary)
- ▶ My turn, your turn (the teacher models something and the students repeat it exactly)
- ▶ Modelling (every single aspect of the lesson is modelled for students)
- ▶ Track with me (students use eye contact to track the teacher as they move around the classroom).



Lesson plans

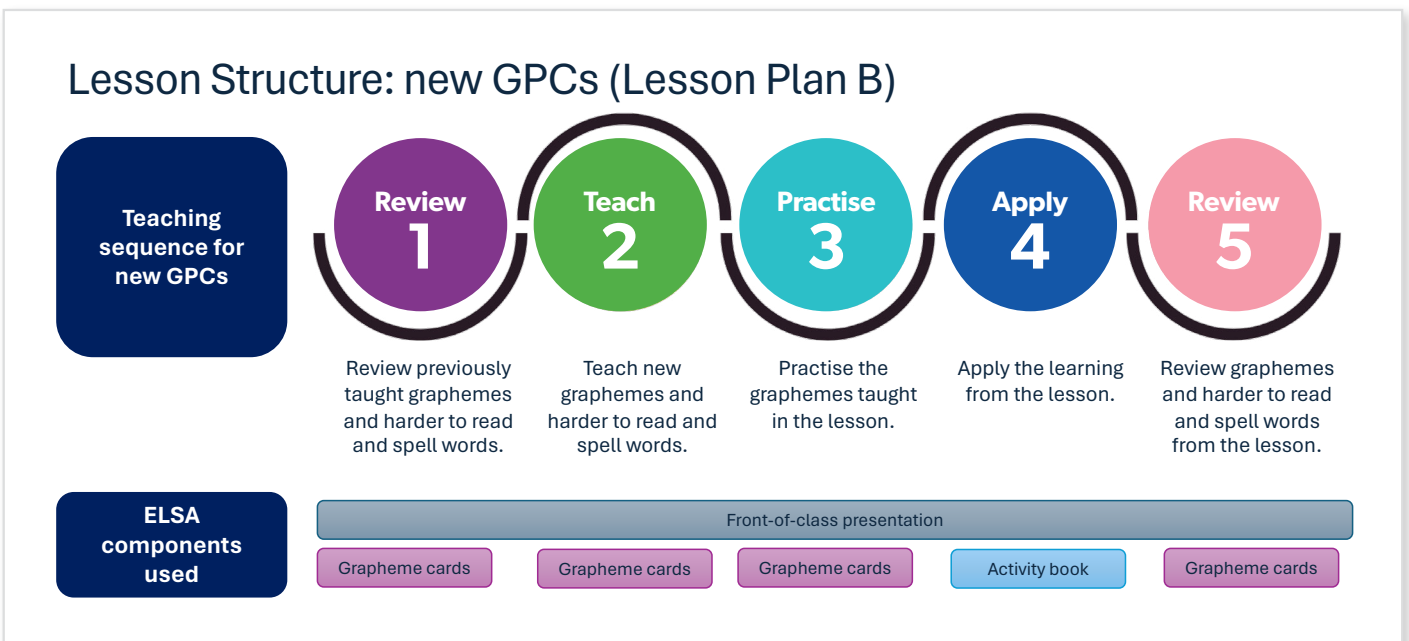
There are just 4 lesson plans across the 2-year program. Every lesson is supported by a front-of-class presentation, guiding teachers and students through the consistent lesson structures.

The 4 lesson plans are:

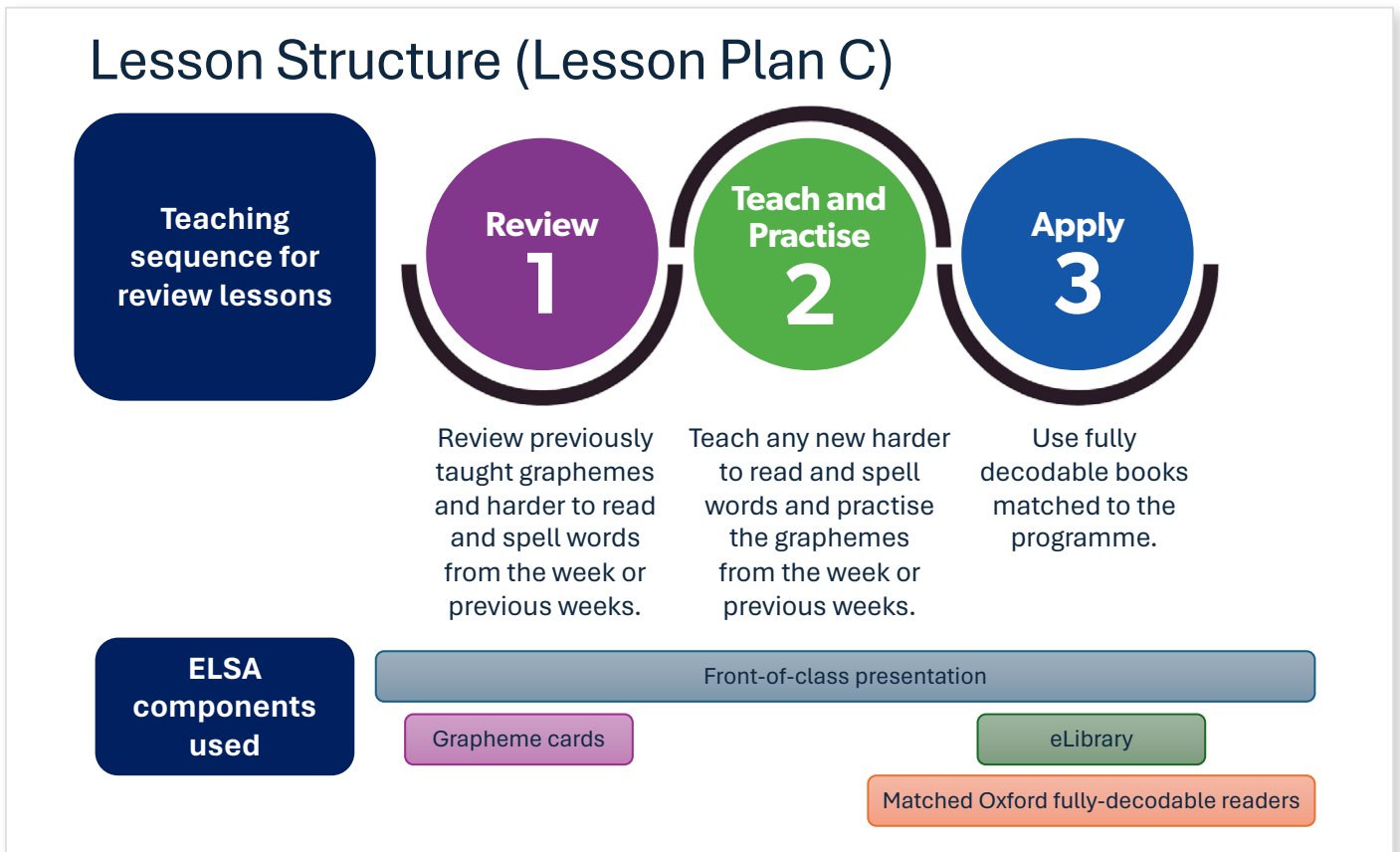
- ▶ Lesson Plan A: Weeks 1, 2 and 3 of Foundation (Phase 2 of *Letters and Sounds*)
- ▶ Lesson Plan B: Days 1–4 from week 4 of Foundation, and across Year 1 (Phase 2, Phase 3 and Phase 5 of *Letters and Sounds*)
- ▶ Lesson Plan C: Day 5 (Phase 4 of *Letters and Sounds*), Assessment and Review lessons (Phase 2, 3, and 5 of *Letters and Sounds*)
- ▶ Lesson Plan D: Day 1–4 (Phase 5 alternatives of *Letters and Sounds*)

ELSA lessons follow a structured, evidence-based approach of Review, Teach, Practise, Apply and Review – supporting every student to succeed in reading.

Lesson Plan B: lesson structure for introducing new GPCs



Lesson Plan C: lesson structure for review



Enable

ELSA is designed on the principle that students should “keep up” rather than “catch up”. A whole-class approach ensures that all students benefit from the full curriculum. Students who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELSA has three one-on-one interventions to ensure that any learning gaps are quickly filled. Adaptions can also be made to ELSA for students additional learning needs.

The in-lesson and one-on-one interventions are explained in the Teacher Handbook and covered in the training so teachers know exactly when and how to deliver.

ELSA resources that support Enable phase of implementation:

- ▶ ELSA Teaching Subscription – Training videos, Teacher Handbook, Additional Learning Needs, front-of-class-presentations, printable classroom resources



Evaluate

ELSA recognises that it is important that students' progress is assessed thoroughly, so that any gaps can be quickly identified. Using the ELSA evaluation cycle, alongside teachers' ongoing evaluations in class, eliminates the likelihood of "gaps" in students' knowledge occurring.

Assessment occurs in Week 5 and then every 6 weeks. These progress monitoring assessments are provided as part of the Teaching Subscription, and assessment is thoroughly covered in the training.

ELSA also provides materials to support students undertaking a Phonics Screening Check in Year 1, Term 3.

Assessment guidance, tracking documents (templates), along with information on entering the data and guidance on what action should be taken based on the results are all provided. The comprehensive assessment materials included as part of the ELSA Teaching Subscription support teachers to make informed decisions around interventions and managing student progress.

ELSA resources that support Evaluate phase of implementation:

- ▶ ELSA Teaching Subscription – Training videos, Teacher Handbook, Assessment Booklet, Assessment tracking documents



Execute

In order to achieve its objectives of every student reading well and quickly, ELSA must be followed with rigour and fidelity. To ensure this happens in your school, it is highly recommended that a member of staff is made responsible for ensuring that ELSA is taught consistently (an ELSA leader).

There is a specific group of ELSA training videos (included in the Teaching Subscription) that support both full school implementation and the role of the ELSA leader.

The ELSA Teaching Subscription also includes documents that you might like to share with parents and carers, explaining the program and how they can support student reading success.

ELSA resources that support Execute phase of implementation:

- ▶ ELSA Teaching Subscription – Training videos, Teacher Handbook, Practice map (for coaching), documentation for Parents and Carers

ELSA Phonic Readers

ELSA Essential
Letters and
Sounds
Australia
Phonic Readers

ELSA Phonic Readers are a series of brand new, fully-decodable books providing a new book for every week of Foundation and Year 1, with an additional book for every review week.

These brand new fully decodable texts are matched exactly to the ELSA progression:

- ▶ 91 brand new titles
- ▶ Fiction and non-fiction
- ▶ Engaging cross-curricular topics and exciting stories
- ▶ A diverse range of content that students will love!

**Coming
August
2025**



Request a trial

Complete the form to request a free 14-day trial of Essential Letters and Sounds Australia in Term 4.

PHONE 1300 650 616

Contact your local Oxford Education Consultant
oup.com.au/contact



OXFORD
UNIVERSITY PRESS