

-ng
gong



Say "/ng/ as in gong". Trace the grapheme 'ng' as you say /ng/.

A gong is a percussion instrument. Who might use a gong and why?

b a n g

r i n g

w i n g s

s t r i n g s

Finger track. At first, let the learner say the sounds and blend them.

Write 'ng' whilst saying /ng/. Together, spell 'long', 'sing' and 'bring'.

-nk

ink



Say "/ngk/ as in ink". Trace the letters 'nk' as you say /ngk/.

Historically, we simply dipped pens into bottles of ink to write.

l i nk

s u nk

p l a nk

t i nk le

Finger track. At first, let the learner say the sounds and blend them.

Write 'nk' whilst saying /ngk/. Spell 'pink', 'drink' and 'blanket'.

V

violin



Say "/v/ violin". Finger trace the grapheme 'v' as you say /v/.

A violin is a stringed instrument played with a bow.

v a n

v e s t

v e l v e t

e v e n t

Finger track. At first, let the learner say the sounds and blend them.

Write 'v' whilst saying /v/. Together, spell 'vet', 'vast' and 'invent'.

-ve

dove



Say "/v/ as in dove". Finger trace the grapheme 've' as you say /v/.

A dove is regarded by many people as a symbol of 'peace'.

g i v e

l e a v e

l o v e

a c t i v e

Finger track. Words ending with the /v/ sound are spelt with 've'.

Write 've' whilst saying /v/. Together, spell 'live', 'have' and 'solve'.

oo

book



Say "short /oo/ as in book". Trace the grapheme 'oo' as you say /oo/.

Talk briefly about favourite books.

look

took

hood

cook

Finger track. At first, let the learner say the sounds and blend them.

Write 'oo' whilst saying short /oo/. Spell 'good', 'cook' and 'wood'.

oo

moon



Say “/oo/ as in moon”. Trace the grapheme ‘oo’ as you say long /oo/.

What actual 3D shape is the moon? Why do we see it as a crescent?

r oo m

z oo

s oo n

broom

Finger track. At first, let the learner say the sounds and blend them.

Write ‘oo’ whilst saying long /oo/. Spell ‘food’, ‘roof’ and ‘spoon’.

-y

sunny



Say "/i-ee/" as in sunny". Trace the grapheme 'y' as you say /i-ee/.

People say the end-sound slightly differently - between /i/ and /ee/.

b a b y

l a d y

gloomy

stormy

Finger track. At first, let the learner say the sounds and blend them.

Write 'y' whilst saying /i-ee/. Spell 'funny', 'rainy' and 'lazy'.

X

fox



Say "/ks/ as in fox". Finger trace the grapheme 'x' as you say /ks/.

Foxes scavenge and hunt and eat a wide range of food.

s i x t y

e x t r a

t a x i

b o x e s

Finger track. At first, let the learner say the sounds and blend them.

Write 'x' whilst saying /ks/.

Spell 'mix', 'wax' and 'sixteen'.

ch

chairs



Say "/ch/ as in chairs". Trace the grapheme 'ch' as you say /ch/.

Talk about different designs of chairs and their purposes.

ch i n

r i ch

wh i ch

m u ch

Finger track. At first, let the learner say the sounds and blend them.

Write 'ch' whilst saying /ch/. Spell 'chat', 'chips' and 'chunk'.

sh
sheep



Say "/sh/ sheep". Finger trace the grapheme 'sh' as you say /sh/.

Sheep are mammals. We use their fleeces to provide us with wool.

sh e

sh u t

sh a ll

r u sh

Finger track. At first, let the learner say the sounds and blend them.

Write 'sh' whilst saying /sh/. Together, spell 'shell', 'ship' and 'wish'.

th

thistle



Say "/th/ thistle". Finger trace the grapheme 'th' as you say /th/.

Thistles have prickly-edged leaves and feathery hairs on their seeds.

th i n

b o th

m o th s

th r e a d

Finger track. At first, let the learner say the sounds and blend them.

Write 'th' whilst saying /th/. Together, spell 'path', 'cloth' and 'tooth'.

th
there



Say "(voiced) /**th**/ there". Trace the grapheme 'th' as you say /**th**/.

There is more 'voice' to how we pronounce (say) 'th' in various words.

the then

th o se

th eir

w i th

Finger track. Talk about the different spellings for 'there' and 'their'.

Write 'th' whilst saying voiced /**th**/. Spell 'this', 'that' and 'smooth'.