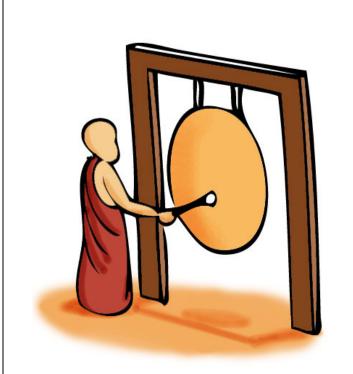
-ng gong

Trace the grapheme 'ng' as you say /ng/

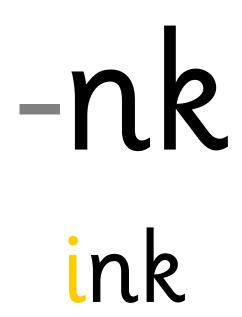


A gong is a percussion instrument. Who might use a gong and why?

bang
ring
wings
strings

Finger track. At first, let the learner say the sounds and blend them.
Write 'ng' whilst saying /ng/. Together, spell 'long', sing' and 'bring'.

Say "/ng/ as in gong".



Trace the letters 'nk' as you say /ngk/



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

link
sunk
plank
tink le

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

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

Say "/ngk/ as in ink".



Finger trace the grapheme 'v' as you say /v/.



A violin is a stringed instrument played with a bow.

van
vest
velvet
event

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

Write 'y' whilst saying /v/. Together, spell 'yer, 'yast' and 'invent'.

Say "/v/ violin".

-Ve



give leave love singer trace the grapheme 've' as you say IvI. A dove is regarded by many people as a symbol of 'peace'.

Finger track. Words ending with the /v/ sound are spelt with 've'. Write 've' whilst saying /v/. Together, spell 'live', 'have' and 'solve'

00 00k

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



Talk briefly about favourite books.

look
took
hood
crook

Spell 'good', 'cook' and 'wood'

Finger track. At first, let the learner say the sounds and blend them. Write 'oo' whilst saying short /oo/.

00

moon



r oo m

z oo

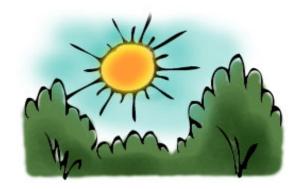
s oo n

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

Trace the grapheme 'y' as you say /i-ee/.



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

baby
lady
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'.

Say "/i-ee/ as in sunny".

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.

sixty	
extra	
taxi	
•	
boxes	
Finger track. At first, let the learner say the sounds and blend them.	Write 'x' whilst saying /ks/. Spell 'mix', 'wax' and 'sixteen'.

chairs



Spell 'chat', 'chips' and 'chunk'

ch i n

ri ch

which as in chairs. Trace the grapheme 'ch' as you say /ch/. Talk about different designs of chairs and their purposes.

Ch i n

ri ch

which i ch

which i ch

mu ch

Finger track. At first, let the learner say the sounds and blend them. Write 'ch' whilst saying /ch/.

Sh sheep

Finger trace the grapheme 'sh' as you say /sh/.

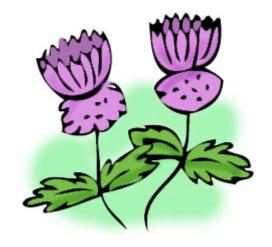


Sheep are mammals. We use their fleeces to provide us with wool.

sh e
sh u t
sh a ll
r u sh

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 ea 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'