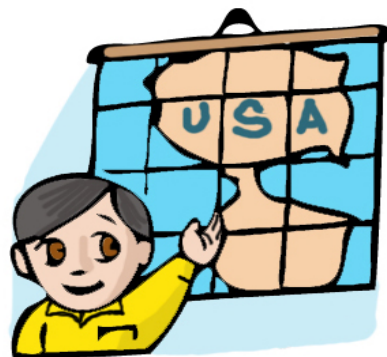
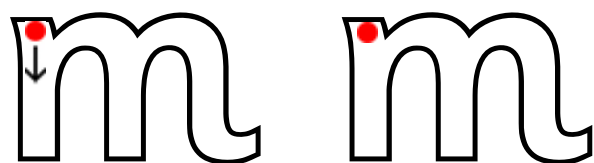


m



Say, "This grapheme is code for the sound /m/ as in the word 'map'".
Cut out this grapheme tile and **keep** it for games and activities.

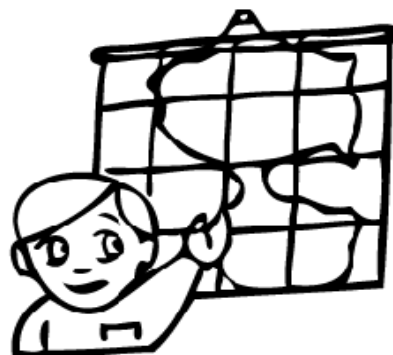
Ask, "Where can you hear the sound /m/ in the word 'map'?" Cut out
this picture tile and **keep** it for matching with the grapheme 'm'.



"Finger trace the letter shapes from the dots and say the sound /m/."
"Use your pointing finger to 'write' the letter shape in the air."

"Try writing the letter shape here. Can you remember where to start
writing from?" Ask, "This letter is code for which sound?"

m u g
c a m e r a
f r o m



Finger-track under each word from left to right whilst saying the word
slowly. Ask, "When can you hear the sound /m/ in these words?"

"Pinch the crayon with your pointing finger and thumb. Put your next
[middle] finger beneath the crayon and grip it. Colour the map."

h i m m e t
m a n r i p
h a t m a t

Point under the graphemes in each word from left to right.
Ask the learner to, "Say the sounds. Can you hear a word?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a map to find the treasure."

1 Early Years introduction

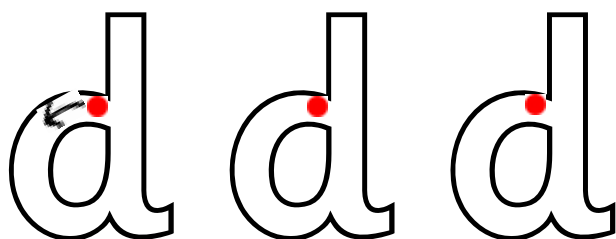
unit 2 letters and sounds

d



Say, "This grapheme is code for the sound /d/ as in the word 'dig'".
Cut out this grapheme tile and **keep** it for games and activities.

Ask, "Where can you hear the sound /d/ in the word 'dig'?" Cut out this picture tile and **keep** it for matching with the grapheme 'd'.



"Finger trace the letter shapes from the dots and say the sound /d/."
"Use your pointing finger to 'write' the letter shape in the air."

"Try writing the letter shape here. Can you remember where to start writing from?" Ask, "This letter is code for which sound?"

d oor
d a dd y
b e d



Finger-track under each word from left to right whilst saying the word slowly. Ask, "When can you hear the sound /d/ in these words?"

"Pinch the crayon with your pointing finger and thumb. Put your next finger beneath the crayon and grip it. Colour the man digging."

d i m h a d
s a d h i d
d i p h a n d

Point under the graphemes in each word from left to right.
Ask the learner to, "Say the sounds. Can you hear a word?"

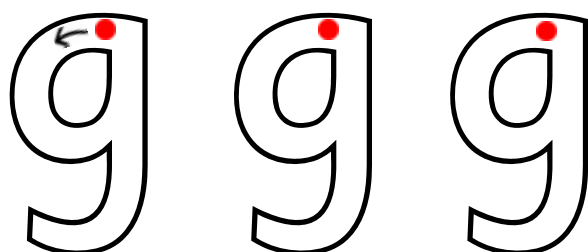
"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a pirate digging for treasure."

g



Say, "This grapheme is code for the sound /g/ as in the word 'girl'".
Cut out this grapheme tile and **keep** it for games and activities.

Ask, "Where can you hear the sound /g/ in the word 'girl'?" Cut out
this picture tile and **keep** it for matching with the grapheme 'g'.



"Finger trace the letter shapes from the dots and say the sound /g/."
"Use your pointing finger to 'write' the letter shape in the air."

"Try writing the letter shape here. Can you remember where to start
writing from?" Ask, "This letter is code for which sound?"

g a te
b i gg er
m u g



Finger-track under each word from left to right whilst saying the word
slowly. Ask, "When can you hear the sound /g/ in these words?"

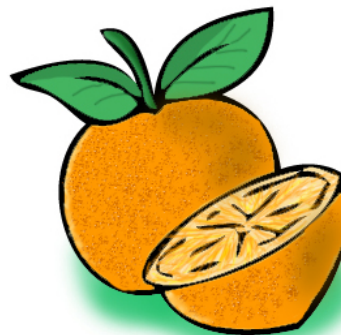
"Pinch the crayon with your pointing finger and thumb. Put your next
finger beneath the crayon and grip it. Colour the girl."

d i g g e t
r a g h a t
p e g s a n d

Point under the graphemes in each word from left to right.
Ask the learner to, "Say the sounds. Can you hear a word?"

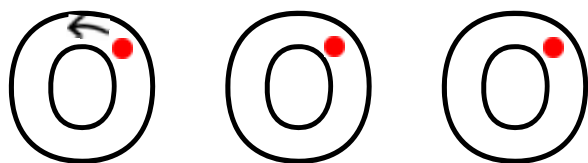
"Remember to hold your pencil with 'froggy legs and a log under'.
Draw two girls throwing a ball to one another."

O



Say, "This grapheme is code for the sound /o/ as in the word 'orange'. Cut out this grapheme tile and **keep** it for various activities.

Ask, "Where can you hear the sound /o/ in the word 'orange'?" Cut out this picture tile and **keep** it for matching with the grapheme 'o'.



"Finger trace the letter shapes from the dots and say the sound /o/." "Use your pointing finger to 'write' the letter shape in the air."

"Try writing the letter shape here. Can you remember where to start writing from?" Ask, "This letter is code for which sound?"

o c t o p u s
s o c k s
o l i v e



Finger-track under each word from left to right whilst saying the word slowly. Ask, "When can you hear the sound /o/ in these words?"

"Pinch the crayon with your pointing finger and thumb. Put your next finger beneath the crayon and grip it. Colour the orange."

t o p g o t
d o g p o t
l o g h i n t

Point under the graphemes in each word from left to right. Ask the learner to, "Say the sounds. Can you hear a word?"

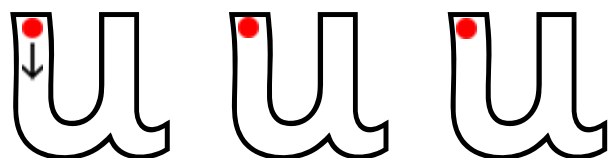
"Remember to hold your pencil with 'froggy legs and a log under'. Draw a glass of freshly squeezed orange juice."

u



Say, "This grapheme is code for the sound /u/ as in the word 'umbrella'". Cut out this grapheme tile and **keep** it for activities.

Ask, "Where can you hear the sound /u/ in the word 'umbrella'?" Cut out this picture tile and **keep** it for matching with the grapheme 'u'.



"Finger trace the letter shapes from the dots and say the sound /u/."
"Use your pointing finger to 'write' the letter shape in the air."

"Try writing the letter shape here. Can you remember where to start writing from?" Ask, "This letter is code for which sound?"

u p
s u pp er
u n d er



Finger-track under each word from left to right whilst saying the word slowly. Ask, "When can you hear the sound /u/ in these words?"

"Pinch the crayon with your pointing finger and thumb. Put your next finger beneath the crayon and grip it. Colour the umbrella."

c u p p e g
m u d c u t
s u n t u g

Point under the graphemes in each word from left to right.
Ask the learner to, "Say the sounds. Can you hear a word?"

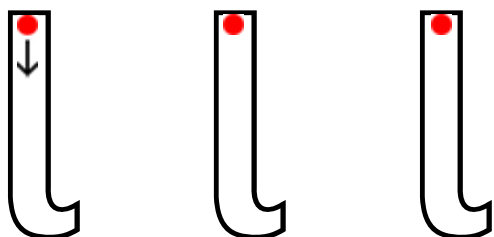
"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a lady holding an umbrella in the rain."

l



Say, "This grapheme is code for the sound /l/ as in the word 'ladder'".
Cut out this grapheme tile and **keep** it for activities.

Ask, "Where can you hear the sound /l/ in the word 'ladder'?" Cut
out this picture tile and **keep** it for matching with the grapheme 'l'.



"Finger trace the letter shapes from the dots and say the sound /l/."
"Use your pointing finger to 'write' the letter shape in the air."

"Try writing the letter shape here. Can you remember where to start
writing from?" Ask, "This letter is code for which sound?"

l e g
h e l l o
p a l



Finger-track under each word from left to right whilst saying the word
slowly. Ask, "When can you hear the sound /l/ in these words?"

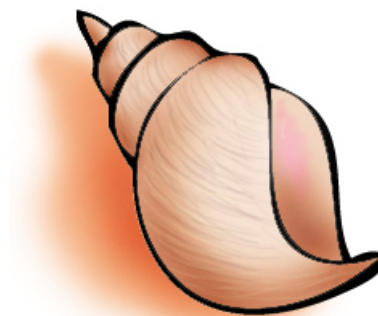
"Pinch the crayon with your pointing finger and thumb. Put your next
finger beneath the crayon and grip it. Colour the ladder."

l i p s l o g
s l i p l e t
l i d s l u g

Point under the graphemes in each word from left to right.
Ask the learner to, "Say the sounds. Can you hear a word?"

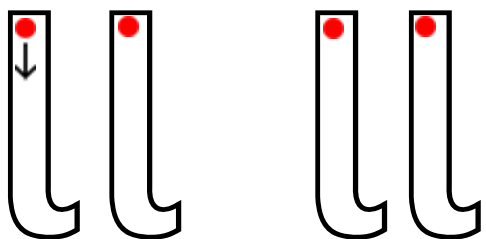
"Remember to hold your pencil with '**froggy legs and a log under**'.
Draw a person climbing a ladder to clean a window."

-ll



Say, "This grapheme is code for the sound /l/ as in the word 'shell'".
Cut out this grapheme tile and **keep** it for various activities.

Ask, "Where can you hear the sound /l/ in the word 'shell'?" Cut out
this picture tile and **keep** it for matching with the grapheme 'll'.



"Finger trace the letter shapes from the dots and say the sound /l/."
"Use your pointing finger to 'write' the letter shapes in the air."

"Try writing the letter shapes here. Can you remember where to start
writing from?" Ask, "These letters are code for which sound?"

b e ll
y e ll ow
s i ll y



Finger-track under each word from left to right whilst saying the word
slowly. Ask, "When can you hear the sound /l/ in these words?"

"Pinch the crayon with your pointing finger and thumb. Put your next
[middle] finger beneath the crayon and grip it. Colour the shell."

p i ll d o ll
t e ll h i ll
g u ll s p i ll

Point under the graphemes in each word from left to right.
Ask the learner to, "Say the sounds. Can you hear a word?"

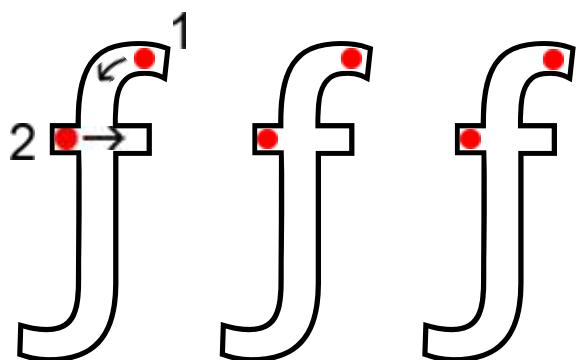
"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a shell on the seashore."

f



Say, "This grapheme is code for the sound /f/ as in the word 'feathers'". Cut out this tile and **keep** it for various activities.

Ask, "Where can you hear the sound /f/ in the word 'feathers'?" Cut out this picture tile and **keep** it for matching with the grapheme 'f'.



"Finger trace the letter shapes from the dots and say the sound /f/."
"Use your pointing finger to 'write' the letter shapes in the air."

"Try writing the letter shape here. Can you remember where to start writing from?" Ask, "This letter is code for which sound?"

f i sh
s w i f t
f l a sh



Finger-track under each word from left to right whilst saying the word slowly. Ask, "When can you hear the sound /f/ in these words?"

"Pinch the crayon with your pointing finger and thumb. Put your next [middle] finger beneath the crayon and grip it. Colour the feathers."

f e ll f a t
s e ll f i ll
s o f t l i f t

Point under the graphemes in each word from left to right.
Ask the learner to, "Say the sounds. Can you hear a word?"

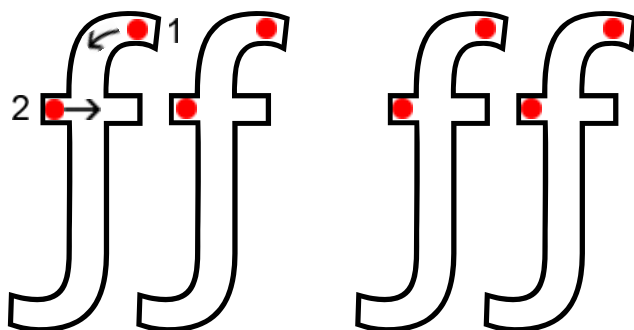
"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a fluffy feather."

ff



Say, "This grapheme is code for the sound /f/ as in the word 'cliff'". Cut out this grapheme tile and **keep** it for games and activities.

Ask, "Where can you hear the sound /f/ in the word 'cliff'?" Cut out this picture tile and **keep** it for matching with the grapheme 'ff'.



"Finger trace the letter shapes from the dots and say the sound /f/." "Use your pointing finger to 'write' the letter shapes in the air."

"Try writing the letter shapes here. Can you remember where to start writing from?" Ask, "These letters are code for which sound?"

c l i ff
s t u ff y
t r a ff i c



Finger-track under each word from left to right whilst saying the word slowly. Ask, "When can you hear the sound /f/ in these words?"

"Pinch the crayon with your pointing finger and thumb. Put your next [middle] finger beneath the crayon and grip it. Colour the cliff."

p u ff c u ff
s t a ff l i f t
f i t p u ff i n

Point under the graphemes in each word from left to right. Ask the learner to, "Say the sounds. Can you hear a word?"

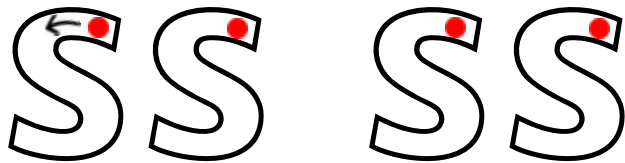
"Remember to hold your pencil with 'froggy legs and a log under'. Draw a cliff and some puffins (with stripy beaks) flying nearby."

-SS



Say, "This grapheme is code for the sound /s/ as in the word 'glass'". Cut out this grapheme tile and **keep** it for games and activities.

Ask, "Where can you hear the sound /s/ in the word 'glass'?" Cut out this picture tile and **keep** it for matching with the grapheme 'ss'.



"Finger trace the letter shapes from the dots and say the sound /s/."
"Use your pointing finger to 'write' the letter shapes in the air."

"Try writing the letter shapes here. Can you remember where to start writing from?" Ask, "This grapheme is code for which sound?"

f l o ss
g l a ss e s
b o ss y



Finger-track under each word from left to right whilst saying the word slowly. Ask, "When can you hear the sound /s/ in these words?"

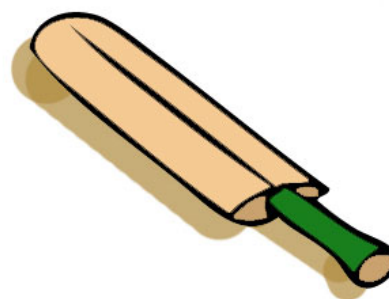
"Pinch the crayon with your pointing finger and thumb. Put your next finger beneath the crayon and grip it. Colour the man with the glass."

p a ss m i ss
f u ss m e ss
l o ss g l a ss

Point under the graphemes in each word from left to right.
Ask the learner to, "Say the sounds. Can you hear a word?"

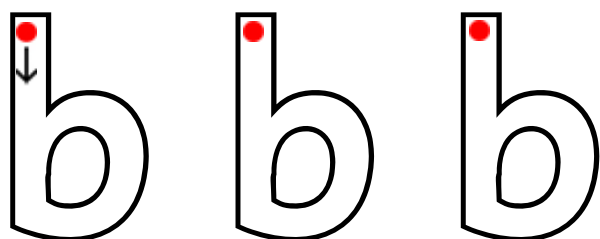
"Remember to hold your pencil with 'froggy legs and a log under'.
Draw the man carrying a pane of glass."

b



Say, "This grapheme is code for the sound /b/ as in the word 'bat'".
Cut out this grapheme tile and **keep** it for games and activities.

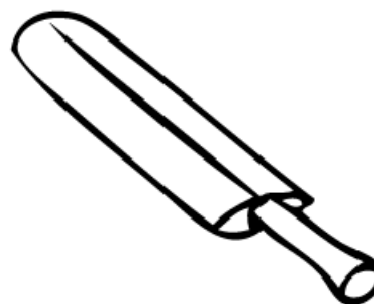
Ask, "Where can you hear the sound /b/ in the word 'bat'?" Cut out
this picture tile and **keep** it for matching with the grapheme 'b'.



"Finger trace the letter shapes from the dots and say the sound /b/."
"Use your pointing finger to 'write' the letter shapes in the air."

"Try writing the letter shape here. Can you remember where to start
writing from?" Ask, "This grapheme is code for which sound?"

b a l l o o n
t a b l e
c l u b



Finger-track under each word from left to right whilst saying the word
slowly. Ask, "When can you hear the sound /b/ in these words?"

"Pinch the crayon with your pointing finger and thumb. Put your next
[middle] finger beneath the crayon and grip it. Colour the bat."

b i g r i b s
c u b b o s s
b e d b e s t

Point under the graphemes in each word from left to right.
Ask the learner to, "Say the sounds. Can you hear a word?"

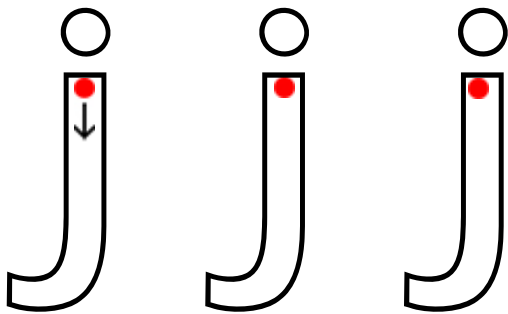
"Remember to hold your pencil with 'froggy legs and a log under'.
Draw two children playing cricket with a bat and ball."

j



Say, "This grapheme is code for the sound /j/ as in the word 'jug'".
Cut out this grapheme tile and **keep** it for games and activities.

Ask, "Where can you hear the sound /j/ in the word 'jug'?" Cut out
this picture tile and **keep** it for matching with the grapheme 'j'.



"Finger trace the letter shapes from the dots and say the sound /j/."
"Use your pointing finger to 'write' the letter shapes in the air."

"Try writing the letter shape here. Can you remember where to start
writing from?" Ask, "This grapheme is code for which sound?"

j a z z
a j a r
j a c k e t



Finger-track under each word from left to right whilst saying the word
slowly. Ask, "When can you hear the sound /j/ in these words?"

"Pinch the crayon with your pointing finger and thumb. Put your next
[middle] finger beneath the crayon and grip it. Colour the jug."

j e t r o b
j u g j a m
b i n j u s t

Point under the graphemes in each word from left to right.
Ask the learner to, "Say the sounds. Can you hear a word?"

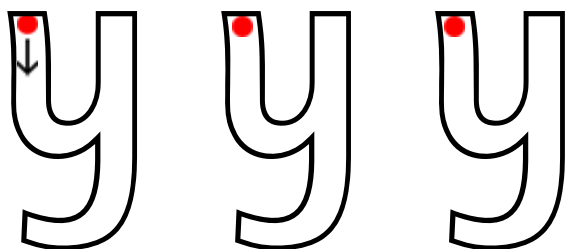
"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a lady pouring a jug of cream."

y



Say, "This grapheme is code for the sound /y/ as in the word 'yawn'". Cut out this grapheme tile and **keep** it for games and activities.

Ask, "Where can you hear the sound /y/ in the word 'yawn'?" Cut out this picture tile and **keep** it for matching with the grapheme 'y'.



"Finger trace the letter shapes from the dots and say the sound /y/." "Use your pointing finger to 'write' the letter shapes in the air."

"Try writing the letter shape here. Can you remember where to start writing from?" Ask, "This grapheme is code for which sound?"

y ear
y aw n
y e s t e r d a y



Finger-track under each word from left to right whilst saying the word slowly. Ask, "When can you hear the sound /y/ in these words?"

"Pinch the crayon with your pointing finger and thumb. Put your next finger beneath the crayon and grip it. Colour the boy yawning."

y e t y e s
j o t j u m p
y a p y e ll

Point under the graphemes in each word from left to right. Ask the learner to, "Say the sounds. Can you hear a word?"

"Remember to hold your pencil with 'froggy legs and a log under'. Draw yourself yawning in bed in the morning as the sun rises."