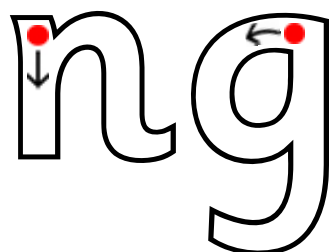


-ng



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

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



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

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

th i ng  
s t i ng i ng  
s t r o ng

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

"Remember to hold your pencil with 'froggy legs and a log under'. Draw someone banging on a gong."

l o ng      b r i ng  
Tom bangs on a  
big kettle drum.  
He sings a song.

"Sound out and blend the words and sentences. Where are the capital letters? Can you think of more 'ng' words?"

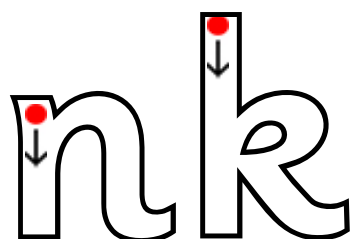
"Listen for the sounds from beginning to end of some 'ng' words. Use your grapheme tiles to spell the words and then write them down."

-nk



Say, "This grapheme is code for the sound /nk/ as in the word 'ink'".  
[It is really **two** sounds /ng/+k/ but treat it as **one**.] Cut out this tile.

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



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

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

th i nk  
th a nk s  
wr i nk le s

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

"Remember to hold your pencil with 'froggy legs and a log under'.  
Draw a pen and ink bottle."

p i nk p l a nk  
Dad has a tank  
full of petrol. He is  
going to the bank.

Give help with the sounds /th/ and /u/ in 'the'; and the /oo/ sound in 'to'.  
"Sound out and blend the words and sentences."

"Listen for the sounds from beginning to end of some 'nk' words. Use your grapheme tiles to spell the words and then write them down."

2 Early Years introduction

unit 4 letters and sounds

v



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

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



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

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

v e r y  
a d v e n t u r e  
v e r s e

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

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

v e t v a n v e s t  
Vic is at the vet's.  
He went in his van  
with his sick cat.

Give help with saying 'the' and the sound /th/ as in 'with'.  
"Sound out and blend the words and sentences."

"Listen for the sounds from beginning to end of some 'v' words. Use  
your grapheme tiles to spell the words and then write them down."

3 Early Years introduction

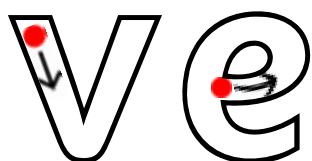
unit 4 letters and sounds

-ve



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

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



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

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

h a ve

c ar ve

s er ve d

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

"Remember to hold your pencil with 'froggy legs and a log under'.  
Draw a dove flying in the sky."

h a ve l o ve g i ve

I have some pet

doves. I love to

feed my doves.

Give help with 'my' and the letter 'o' in 'dove', 'some' and 'to' if  
needed. "Sound out and blend the words and sentences."

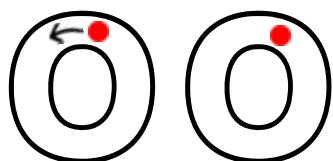
"Listen for the sounds from beginning to end of some 've' words. Use  
your grapheme tiles to spell the words and then write them down."

oo



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

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



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

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

h oo k  
c oo k i ng  
c r oo k e d

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

"Remember to hold your pencil with 'froggy legs and a log under'. Draw a book lying open ready to read."

l oo k c oo k h oo k  
I read my best  
book **to** my little  
dog. Spot loved it!

Give help with 'my' and the 'o' in 'loved' and 'to' if needed.  
"Sound out and blend the words and sentences."

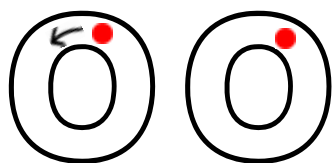
"Listen for the sounds from beginning to end of some 'oo' words. Use your grapheme tiles to spell the words and then write them down."

oo



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

Ask, "Where can you hear the long /oo/ sound in the word 'moon'?" Keep this picture tile for matching with the grapheme 'oo'.



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

"Try writing the grapheme here. Can you remember where to start writing from?" Ask, "This grapheme is code for which **two** sounds?"

oo d le s  
n oo d le s  
b a ll oo n

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

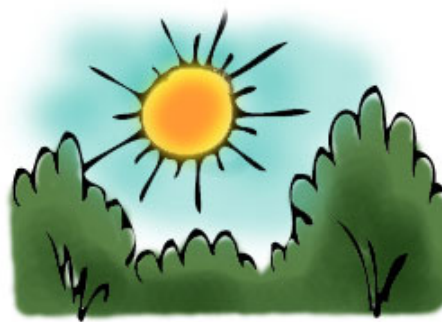
"Remember to hold your pencil with 'froggy legs and a log under'. Draw the moon in a night sky."

soon tool spoon  
A bright moon  
shone on the wet  
roof - tops.

The 'ne' in 'shone' is simply pronounced as /n/. End 'e's in words are rarely sounded out. "Sound out and blend the words and sentences."

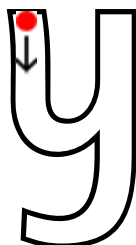
"Listen for the sounds from beginning to end of some 'oo' words. Use your grapheme tiles to spell the words and then write them down."

-y



Say, "This grapheme is code for a sound close to /ee/ as in the word 'sunny'. Cut out this grapheme tile and keep it for various activities.

Ask, "Where can you hear the sound /ee/ in the word 'sunny'?" Keep this picture tile for matching with the grapheme 'y'.



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

"Try writing the grapheme here." "This grapheme is code for which three sounds?" [key words: yawn fly sunny or yes my mummy]

b a b y

l a d y

(and) d o n k **ey**

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

"Remember to hold your pencil with 'froggy legs and a log under'. Draw a sunny day." [Include a donkey for the 'ey' grapheme.]

funny rainy windy

It is a sunny day

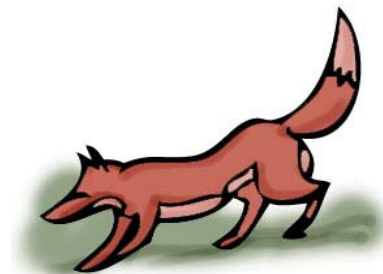
but it looks as if

a storm is coming.

Give help with 'coming' if needed. "Sound out and blend the words and sentences."

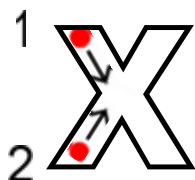
"Listen for the sounds from beginning to end of some '-y' words. Use your grapheme tiles to spell the words and then write them down."

X



This grapheme is code for the sound /ks/ as in the word 'fox'. This is **two** sounds and is spelt in some words with 'ks', 'cks' or 'kes'. Cut out.

**Ask**, "Where can you hear the sound /ks/ in the word 'fox'?"  
Keep this picture tile for matching with the grapheme 'x'.



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

"Try writing the grapheme here." "This grapheme is code for which sound?" **Point out** that other spellings can be code for the /ks/ sound.

w a x b o x

b oo ks d u cks

c a kes

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

"Remember to hold your pencil with '**froggy legs and a log under**'."  
Draw a fox and two fox cubs playing in some boxes."

Max is in his taxi  
cab. He sees a fox  
looking in some  
boxes. It is hungry.

Give help with 'some' and 'hungry' if needed.  
"Sound out and blend the words and sentences."

"Listen for the sounds from beginning to end of some 'x' words. Use your grapheme tiles to spell the words and then write them down."

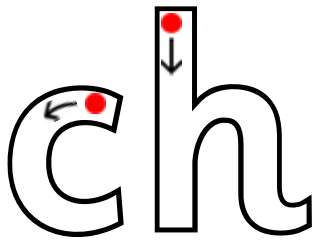


ch



"This grapheme is code for the sound /ch/ as in the word 'chairs'."  
Cut out and keep this grapheme tile for games and activities.

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



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

"Try writing the grapheme here. Where do the letter shapes start?"  
"This grapheme is code for which sound?"

ch a tt er  
s u ch  
m u n ch i ng

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

"Remember to hold your pencil with 'froggy legs and a log under'.  
Draw some different types of chairs."

Open up the chest.  
Which object can I  
choose to cheer  
me up ? **Thanks !**

Give some help if needed. Underline the 'ch' graphemes.  
"Sound out and blend the words and sentences."

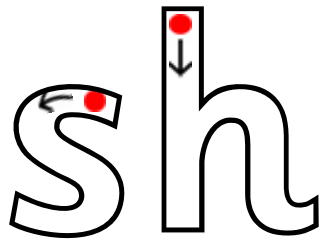
"Listen for the sounds from beginning to end of some 'ch' words. Use  
your grapheme tiles to spell the words and then write them down."

sh



"This grapheme is code for the sound /sh/ as in the word 'sheep'."  
Cut out and keep this grapheme tile for games and activities.

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



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

"Try writing the grapheme here. Where do the letter shapes start?"  
"This grapheme is code for which sound?"

sh o p  
r u sh i ng  
b r u sh

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

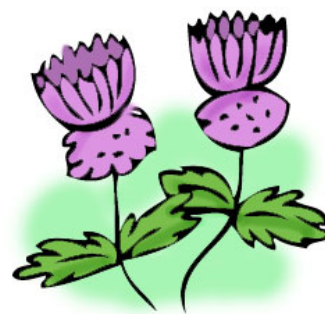
"Remember to hold your pencil with 'froggy legs and a log under'.  
Draw a small flock of sheep and a sheepdog."

Shall I rush to  
help Shep bring up  
the sheep? I wish  
we had a shelter.

Give some help if needed. Underline the 'sh' graphemes.  
"Sound out and blend the words and sentences."

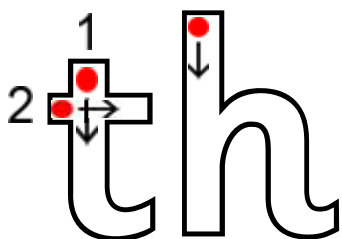
"Listen for the sounds from beginning to end of some 'sh' words. Use  
your grapheme tiles to spell the words and then write them down."

# th



"This grapheme is code for the **unvoiced** sound /th/ as in the word 'thistle'." Cut out this grapheme tile for games and activities.

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



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

"Try writing the grapheme here. Where do the letter shapes start?"  
"This grapheme is code for which sound?"

th i nk  
m o th  
th r ea d

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

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

I need a thimble,  
a thin needle and  
some pink thread  
for that silk cloth.

Give some help if needed. Note the **voiced** /th/ in 'that'.  
"Sound out and blend the words and sentences."

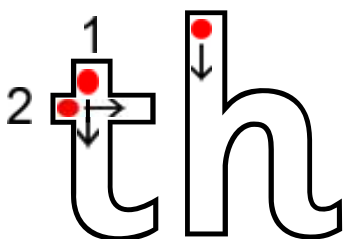
"Listen for the sounds from beginning to end of some 'th' words. Use your grapheme tiles to spell the words and then write them down."

# th



"This grapheme is code for the **voiced** sound /th/ as in 'over **there**'."  
Cut out and keep this grapheme tile for games and activities.

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



"Finger trace the letter shapes from the dots and say the 'voiced' sound /th/."  
"Write the letter shapes in the air"

"Try writing the grapheme here. Where do the letter shapes start?"  
"This grapheme is code for which **two** similar sounds?"

th i s      th a t  
f ea th er  
b a the

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

"Remember to hold your pencil with '**froggy legs and a log under**'."  
Draw a boy pointing 'over there'."

Can I bathe in  
the sea? No. It is  
too cold and the  
weath**er** is stormy.

Give some help if needed.  
"Sound out and blend the words and sentences."

"Listen for the sounds from beginning to end of some 'th' words. Use your grapheme tiles to spell the words and then write them down."