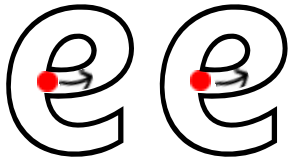


ee



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

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



"Finger trace the letter shapes from the dots and say the sound /ee/."  
"Use your pointing finger to 'write' the letter shape 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 ee l  
f r ee  
g r ee n

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 an eel swimming in the water."

ee l s ee b ee  
I can see a  
bumble bee.

"Sound out and blend the words and the sentence. Written sentences  
always start with a special capital letter and end with a full stop."

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

1 Early Years introduction

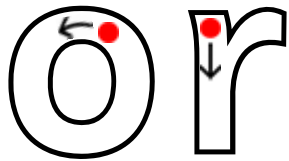
unit 3 letters and sounds

or



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

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



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

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

f or  
or d i n ar y  
s t or k

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

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

p or t h or n

I can hold a  
yellow corn cob.

"Sound out and blend the words and the sentence. Written sentences  
always start with a special capital letter and end with a full stop."

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

2 Early Years introduction

unit 3 letters and sounds

Z



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

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



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

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

z i g - z a g  
f r e e z i n g  
s n e e z e

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

"Remember to hold your pencil with 'froggy legs and a log under'.  
Draw a zebra running around."

z i p z e b r a  
I can hold a  
black crayon.

"Sound out and blend the words and the sentence. Written sentences  
always start with a special capital letter and end with a full stop."

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

3 Early Years introduction

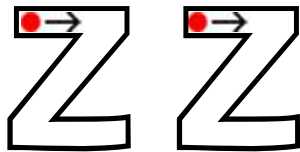
unit 3 letters and sounds

-ZZ



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

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



"Finger trace the letter shapes from the dots and say the sound /z/."  
"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?"

b u zz  
p u zz le  
f r i zz y

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

"Remember to hold your pencil with '**froggy legs and a log under**'.  
Draw a jazz band with three people in it."

j a zz p u zz le  
Jim can play  
a brass trumpet.

"Sound out and blend the words and the sentence. Written sentences  
always start with a special capital letter and end with a full stop."

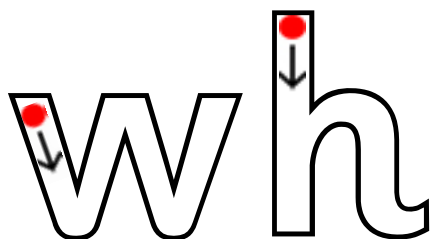
"Listen for the sounds from beginning to end of some 'zz' words. Use  
your grapheme tiles to spell the words and then write them down."

wh



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

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



"Finger trace the letter shapes from the dots and say the sound /w/.  
"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?"

wh a t  
wh ere  
wh i st le

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

"Remember to hold your pencil with 'froggy legs and a log under'. Draw a ship's wheel and a wagon wheel."

wheel whisk

Has Ann got a  
metal whisk ?

"Sound out and blend the words and the sentence. The question mark at the end of the sentence shows that a question is being asked."

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

# ea



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

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



"Finger trace the letter shapes from the dots and say the sound /ee/."  
"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?"

ea s y  
s ea sh ore  
t ea

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 yourself eating your favourite food."

p ea s b ea n s  
Jack eats apple -  
pie and cream for  
tea. It is a treat.

"Sound out and blend the words and the sentences. Lots of words to  
do with 'food' are spelt with 'ea'." Make a list of 'ea' food words.

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

# ea



Say, "This grapheme is code for the sound /e/ in some words such as 'head'". Cut out this grapheme tile and **keep** it for various activities.

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



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

"Try writing the grapheme here. Where do the letters start?"  
Ask, "This grapheme is code for which two sounds?" /ee/ and /e/

w ea th er  
b r ea d  
r ea d y

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

"Remember to hold your pencil with 'froggy legs and a log under'.  
Draw a head with some interesting headgear."

h ea d b r ea d  
Imran has a big,  
red turban. See  
it on his head.

Give help with pronouncing 'ur' as /er/. "Sound out and blend the words and sentences." The comma is new punctuation - pause briefly.

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

-se -ze



Say, "These graphemes are code for the sound /z/ in some words such as 'cheese' and 'breeze'". Keep this grapheme tile for various activities.

Ask, "Where can you hear the sound /z/ in 'cheese' and 'breeze'?" Keep this picture tile for matching with the graphemes 'se' and 'ze'.

se ze

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

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

p l ea se

ea se

b r ee ze

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

"Remember to hold your pencil with 'froggy legs and a log under'. Draw a child eating a cheese sandwich on a breezy day."

t ea se s n ee ze

Please may I  
freeze my lemon  
fizz<sup>y</sup> lollipop?

Give help with pronouncing 'y' in 'fizzy' as a sound close to /ee/.  
"Sound out and blend the words and sentence."

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