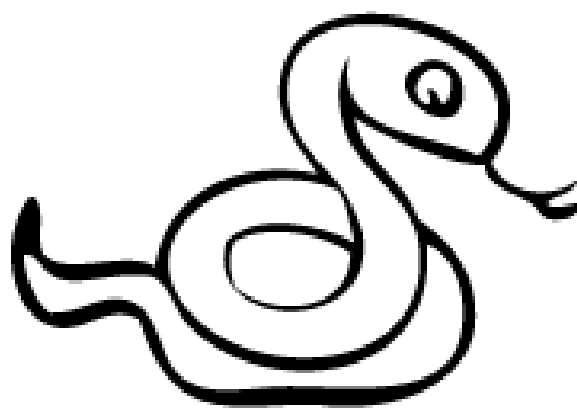


S

snake



Say "/s/ snake". Finger trace the letter 's' as you say the sound /s/.

Talk briefly about the features of slithery snakes. Colour the snake.

sun

nest

nuts

See the letter 's' and say /s/. Notice what happens to your tongue, teeth and lips. Make a slithery snake movement with your 'writing hand' – like the 's' shape.

Please note: Say "s" and not "suh". The /s/ sound is high-pitched and quiet. It is a consonant sound. When saying the consonant sounds, try hard not to add the '-uh' (schwa) on the end of the sounds.

'Finger track under' whilst saying each word. Listen for the /s/ sound.

Optional actions when first learning the sounds.

a

apple



Say "/a/ apple". Finger trace the letter 'a' as you say the sound /a/.

Talk briefly about varieties of apples and how they compare.

ant

bag

man

See the letter ' **a** ' and say /**a**/.  
Mime the eating of an apple held in your hand. Say /**a**/ as your mouth opens wide to take a bite of the apple. Notice the shape your mouth makes and how your jaw moves.

Please note: This is a vowel sound. It is a loud and low-pitched (deep) sound. Vowel sounds provide the volume in words. Avoid saying the letter name "ay" at this stage.

'Finger track under' whilst saying each word. Listen for the /a/ sound.

Optional actions when first learning the sounds.

t

teddy



Say "/t/ teddy". Finger trace the letter 't' as you say the sound /t/.

Talk briefly about teddy bears. Mention some famous bears in stories.

top

sat

tent

See the letter 't' and say /t/ quietly - not "tuh".

Hold your arms open wide at first and then fold them to hug an imaginary teddy.

Please note: When learning to say the sounds, always think about the position and movement of lips, tongue, teeth and jaw. One sound, or 'phoneme', generally involves just one mouth movement.

'Finger track under' whilst saying each word. Listen for the /t/ sound.

Optional actions when first learning the sounds.

i

insect



Say "/i/ insect". Finger trace the letter 'i' as you say the sound /i/.

Teach that insects always have six legs. Name some examples.

it

igloo

mist

See the letter 'i' and say /i/.

'Walk' the fingers of your hand from your ankle up towards your knee as if an insect is crawling up your leg.

Please note: This is another vowel sound. All words include vowels. Later on, you will learn that some letters, such as 'i', can also be code for other sounds - but, for now, focus on the sound /i/ as in insect.

'Finger track under' whilst saying each word. Listen for the /i/ sound.

Optional actions when first learning the sounds.

p  
pan



Say "/p/ pan". Finger trace the letter 'p' as you say the sound /p/.

Talk briefly about pans and what they are usually made from.

p i t  
t a p  
s i p

See letter ' p ' and say /p/.  
Pretend that you are holding a frying pan in your hand and say the quiet sound /p/ as you toss a pancake up in the air.

Please note: To decode (read) the words, point under each letter shape from left to right as you say its sound. Return to the beginning of the word and run your finger under the whole word from left to right as you say the blended word.

Point under each letter from left to right. Say the pure sounds.

Optional actions when first learning the sounds.

n

net



Say "/n/ net". Finger trace the letter 'n' as you say the sound /n/.

Talk briefly about different types of nets.

n i p

p a n

a n t

See letter ' **n** ' and say /**n**/.  
Pretend that you are holding a big ball in your hands. Throw it in the net as you say the quiet sound /**n**/ with the effort of the throw.

Please note: Some learners find it easy to discern (hear) the target word as the sounds are said 'all through the word'. Other learners find it difficult. Keep practising 'saying the sounds' discretely as well as modelling the blending process.

Point under each letter from left to right. Say the pure sounds.

Optional actions when first learning the sounds.

C  
cat



Say "/k/ cat". Finger trace the letter 'c' as you say the sound /k/.

Talk together about the common features of cats.

c a n

c a p

a c t

See the letter 'c' and say /k/.

With your left hand, pretend to stroke the head of the cat from ear to chin. This can make a 'c' letter shape in the air.

Please note: In many words, the letter 'c' is code for the sound /s/ as in 'city' (this is taught later). This is why the letter 'k' (and not 'c') is used within the slash marks (/k/) to denote the sound.

Point under each letter from left to right. Say the pure sounds.

Optional actions when first learning the sounds.

k

kit



Say "/k/ kit". Finger trace the letter 'k' as you say the sound /k/.

Talk about types of kits (e.g. sewing, cricket, first aid, toolkit).

k i p

k i ss

s k i n

See the letter 'k' and say /k/. Place the palm of one hand over the top of your other hand which is in a fist shape. This is representing a kit box with a lid. Move your top hand to represent the lid of the box being opened and say /k/.

Please note: The letter 'k' is code for the sound /k/ as well as the letter 'c'. This teaches that *different* letters can be the code for the *same* sound.

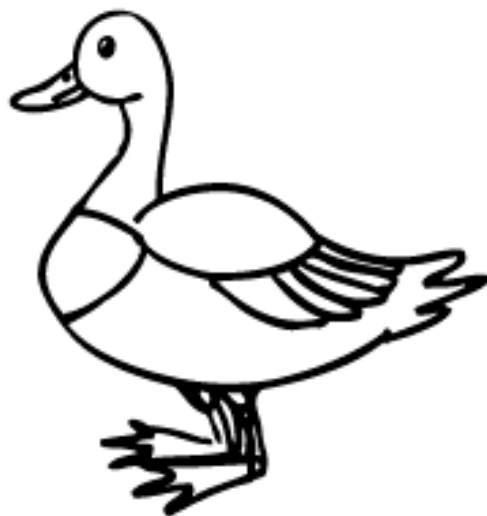
Say the sound /s/ once only when you sound out the grapheme 'ss'.

Optional actions when first learning the sounds.



-ck

duck



Say "/k/ as in duck". Finger trace the letters 'ck' and say /k/ once.

Mention that this is a drake (male). Letters 'ck' never begin a word.

p a ck

t i ck

s i ck

When you see the letter group 'ck', say /**k**/.

Put your hands on your hips, stick out your elbows and mime waddling like a duck (wriggle your hips).

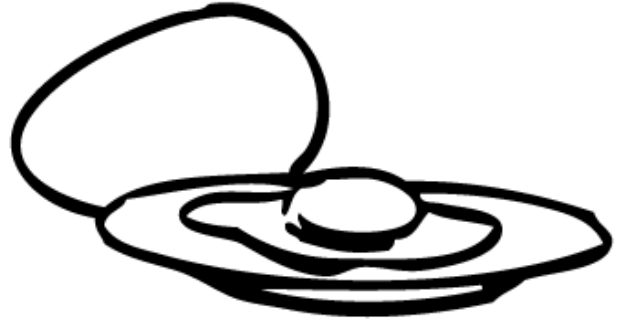
Please note: This is yet more code for the sound /**k**/ - but 'ck' shows how a 'letter group' can be code for a single sound. The hyphen indicates that we do not use this code (**ck**) at the beginning of a word.

Finger track and model how to say the sounds and blend them.

Optional actions when first learning the sounds.

e

e egg



Say "/e/ egg". Finger trace the letter 'e' as you say the sound /e/.

Talk briefly about birds laying eggs and not 'baby' birds.

p e t

p e ck

t e n

See letter 'e' and say /e/.  
Pretend to crack an egg. Tap it once on the side of an imaginary bowl and then split the shell open to let the egg plop out.

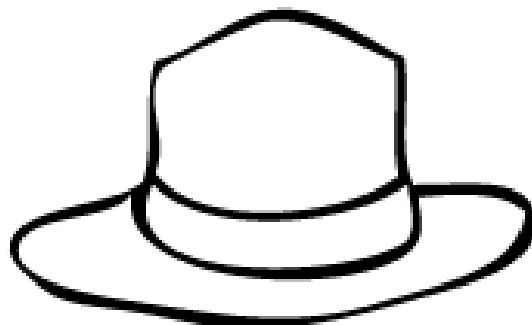
Please note: This is another vowel sound. At this stage, we are teaching the letter 'e' as code for the sound /e/ as in 'egg'. We are not yet teaching the /ee/ sound, or the letter name, for 'e'.

Finger track and model how to say the sounds and blend them.

Optional actions when first learning the sounds.

h

hat



Say "/h/ hat". Finger trace the letter 'h' as you say the sound /h/.

Talk briefly about why and when we sometimes wear hats.

hit

hen

hip

See the letter ' **h** ' and say /**h**/.

Pretend to pull on a hat firmly around your ears.

Please note: This letter sound is little more than a breath.

Finger track and model how to say the sounds and blend them.

Optional actions when first learning the sounds.

r  
rat



Say "/r/ rat". Finger trace the letter 'r' as you say the sound /r/.

Teach that rats are rodents and unwelcome 'vermin'.

r a n

r e s t

t r i p

See the letter ' r ' and say /r/.

Wrinkle up your nose and wriggle it whilst looking around for food.

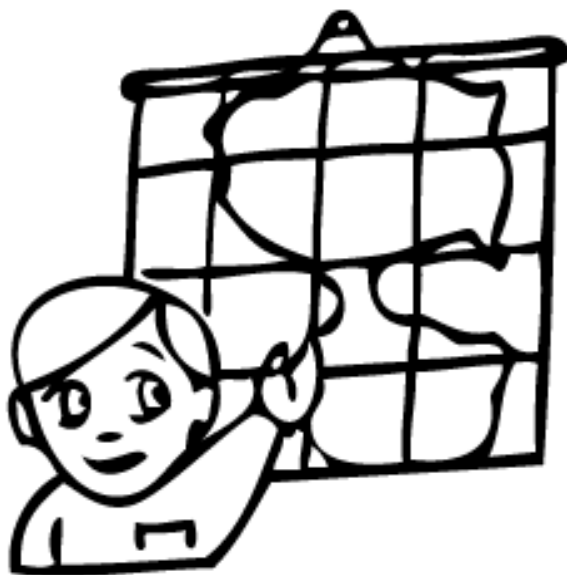
Please note: The sound /r/ is closer to "er" rather than "ruh".

Finger track and model how to say the sounds and blend them.

Optional actions when first learning the sounds.

m

map



Say "/m/ map". Finger trace the letter 'm' as you say the sound /m/.

Discuss briefly how maps help us to learn about places.

m a t

m e n

h i m

m i n t

See the letter '**m**' and say /**m**/. Pretend to study a map. Look as if you are deep in thought whilst saying "m".

Please note: For a *sub-skill* of spelling, say a short simple word very slowly and the sounds will 'pop out'. Use your **left** fist, palm facing, to tally the identified sounds starting with thumb then fingers (left to right). This *sub-skill* is 'oral segmenting' and it does not require letter shapes to practise it.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

d

dig



Say "/d/ dig". Finger trace the letter 'd' as you say the sound /d/.

Which simple tool do we use to dig with? (spade)

d a d

d i p

d e n

h a d

See the letter ' **d** ' and say /**d**/.  
Pretend to dig a hole with a spade.

Please note: For early spelling activities, choose very simple words to 'say' which have already been taught. Say the chosen word very slowly so the individual sounds can 'pop out' and be identified. Provide letter tiles or magnetic letters in 'lower case' to spell the word.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

g  
girl



Say "/g/ girl". Finger trace the letter 'g' as you say the sound /g/.

What do you think this girl might be feeling? (e.g. cross, mad, angry)

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

See the letter 'g' and say /g/.

Choose an action with the hands to indicate a hairstyle such as plaiting a long side plait.

Please note: For spelling-with-writing, orally segment the spoken word and tally the sounds to the left hand's thumb and fingers. Write a sound dash for every sound identified. Write the graphemes (letters or letter groups) on the dashes.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

O

orange



Say "/o/ orange". Finger trace the letter 'o' as you say the sound /o/.

Talk about peeling an orange, dividing the segments, and vitamin C.

o n

g o t

t o p

s o ck

See the letter 'o' and say /o/.

Curve the palm of your hand as if holding an orange and use your other hand to peel the orange.

Please note: The letter 'o' is code for a vowel sound. This letter can be code for four sounds commonly, but just teach it as code for /o/ at first. Note the different sounds for 'o' in these common words:

hot, come, to, old.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.



u

umbrella



Say "/u/ umbrella". Finger trace the letter 'u' as you say /u/.

When do we put umbrellas up? What materials are they made from?

u p

m u g

c u p

d u ck

See the letter 'u' and say /**u**/.

Pretend that you are holding an umbrella. Hold the handle with one hand and 'push up' the umbrella with the other.

Please note: The letter 'u' is code for another vowel sound. This letter can be code for further vowel sounds, but just teach it as /**u**/ at first.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

l

ladder



Say "/l/ ladder". Finger trace the letter 'l' as you say the sound /l/.

What do you call the steps of the ladder? (rungs)

l o g

l i d

l u m p

l e g

See the letter 'l' and say /l/. This sound is closer to "ul" than "luh".

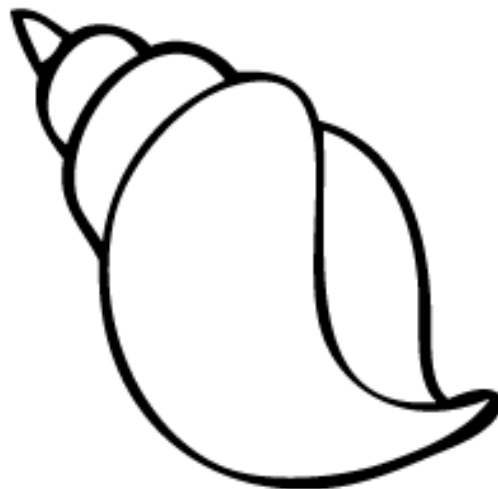
Pretend to climb up the rungs of the ladder using arms and legs.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

-ll

shell



Say "/l/ as in shell". Finger trace the letters 'll' as you say /l/.

What is a shell? Where can you find shells?

d o ll

s e ll

h i ll s

t e ll

See the letter group 'll' and say /l/. This sound is closer to "ul" than "luh".

Cup your two hands together to make a shell shape. Listen to the sounds you can hear by holding the 'shell' (both hands together) up to your ear.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

f  
feathers



Say "/f/ feathers". Finger trace the letter 'f' as you say the sound /f/.

Talk about birds and the importance of their feathers.

f a n

f l i p

f i t

l e f t

See the letter 'f' and say /f/.

Pretend to hold a feather gently with your fingers. Flap the feather below your chin as if you are tickling your chin with the soft feather.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

-ff  
cliff



Say "/f/ as in cliff". Finger trace the letters 'ff' as you say /f/.

Talk about cliffs and how the ocean's waves break down the cliffs.

o ff

c u ff s

s t u ff

p u ff i n

See the letter group 'ff' and say /f/.

Hold the palm of one hand upright - wrist at the bottom, fingertips pointing upwards (representing the cliff face).

Hold your other hand horizontally and wiggle your fingertips against the 'face' of the cliff (representing the sea's waves crashing on the cliff face).

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

-SS

glass



Say "/s/ as in glass". Finger trace the letters 'ss' as you say /s/.

Why is the man wearing gloves to hold the pane of glass?

f u ss

d r e ss

c l a ss

m i ss

See the letter group ' **ss** ' and say /**s**/.

Pretend to hold a pane of glass very carefully with two hands.

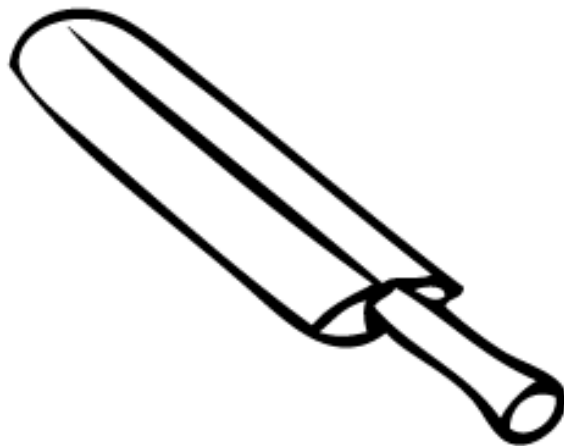
Please note: When two identical consonant letters appear together in a printed word, only say the sound 'once'.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

b

bat



Say "/b/ bat". Finger trace the letter 'b' as you say the sound /b/.

What type of bat is this? Describe other types of bats we play with.

b u g

b i t

b e n t

c u b

See the letter ' **b** ' and say /**b**/.

Pretend to swing a bat as you hit an imaginary ball.

Please note: To recall the 'b' shape for writing, think of 'bat and ball' – the bat coming first (on the left) as a straight stick shape followed by the 'ball' shape bouncing up and round (to the right of the 'bat').

Practise writing this in the air and on paper whilst saying /**b**/.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

j  
jug



Say "/j/ jug". Finger trace the letter 'j' as you say the sound /j/.

What materials can jugs be made from? (e.g. clay, plastic, metal)

j o g  
j a m  
j u s t  
j e t

See the letter 'j' and say /j/.

Pretend to pick up a jug by its handle and pour out some juice.

Please note: It is helpful to use a writing line to show the letter 'i' alongside the letter 'j'. Many learners show confusion between these two letter shapes. Practise writing them and say each sound carefully to learn them both well. i j

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.



y  
yawn



Say "/y/ yawn". Finger trace the letter 'y' as you say the sound /y/.

When and why do people usually yawn?

y e t  
y e s  
y e ll  
y a k

See the letter 'y' at the beginning of a word, and say /y/.

Stretch your arms and yawn.

Please note: The letter 'y' is commonly found at the end of words as code for /igh/ or /ee/. You may need to talk about this because words like 'my' and 'sunny' are very common. In end positions, the letter 'y' is acting like a vowel. In the first position, 'y' is a consonant.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

ai

first aid



Say "/ai/ aid". Finger trace the letters 'ai' as you say the sound /ai/.

Talk about the meaning of 'first aid' and the 'red cross' symbol.

p ai n

ai m

s ai l

t r ai n

See the letter group ' **ai** ' and say /**ai**/.

Use your index fingers to make a 'cross' shape to represent the first aid Red Cross symbol.

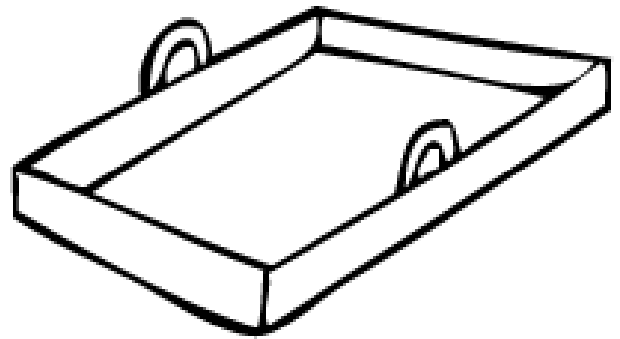
Please note: The '**ai**' letter group is code for a vowel sound. Some people call /**ai**/ a 'long vowel' sound to distinguish it from the /**a**/ 'short vowel' sound. This '**ai**' *spelling* never appears at the end of a written word.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

-ay

tray



Say "/ai/ as in tray". Finger trace the letters 'ay' as you say /ai/.

The sound /ai/ at the **end** of a word is **not** spelt with the letters 'ai'.

d ay

m ay

p l ay s

s t ay

See the grapheme (letter or letter group) 'ay' and say /ai/.

Pretend to hold a tray in your hands.

Words ending with the /ai/ sound are most commonly spelt with the grapheme 'ay'.

Please note: A very common word not spelt this way is 'they' where 'ey' is the code for the /ai/ sound.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

W

w**eb**



Say "/w/ web". Finger trace the letter 'w' as you say the sound /w/.

Spiders have eight legs. Why do they usually spin webs?

w i n

w i l l

w e n t

a w a y

See the letter '**w**' and say /w/.

Move your hands and arms alternately as if you are walking through a spider's web and trying to get it away from your face.

Please note: Try saying the sound /**w**/ closer to an "oo" sound than "wuh".

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

oa

oak



Say "/oa/ as in oak". Finger trace the letters 'oa' and say /oa/.

Acorns grow into oak trees.

c oa t

r oa d

s oa p

t oa d

See the grapheme 'oa' and say /**oa**/.

Pretend to hold an acorn in your fingers, pop it into the ground and then move your arms and hands to indicate a great oak growing upwards.

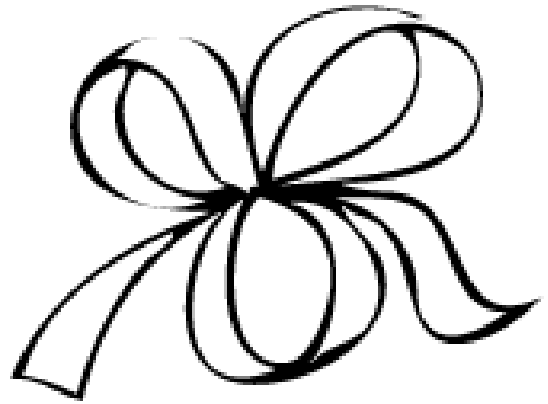
Please note: When /**oa**/ is the last sound in a word, it is never spelt with the 'oa' grapheme.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

-OW

bow



Say "/oa/ as in bow". Finger trace the letters 'ow' as you say /oa/.

Words ending with the /oa/ sound are **not** spelt with the letters 'oa'.

low

rows

grow

flow

See the grapheme 'ow' and say the sound /**oa**/.

Pretend to tie a big bow using both your hands.

Please note: The grapheme 'ow' can also be code for the sound /**ou**/ as in the word '**ouch**'. This is taught later (in unit 5) - but can be mentioned any time as necessary.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

-ie

tie



Say "/igh/ as in tie". Finger trace the letters 'ie' as you say /igh/.

When are ties usually worn?

p ie

t ie d

t r ie s

d r ie d

See the grapheme 'ie' and say /**igh**/.

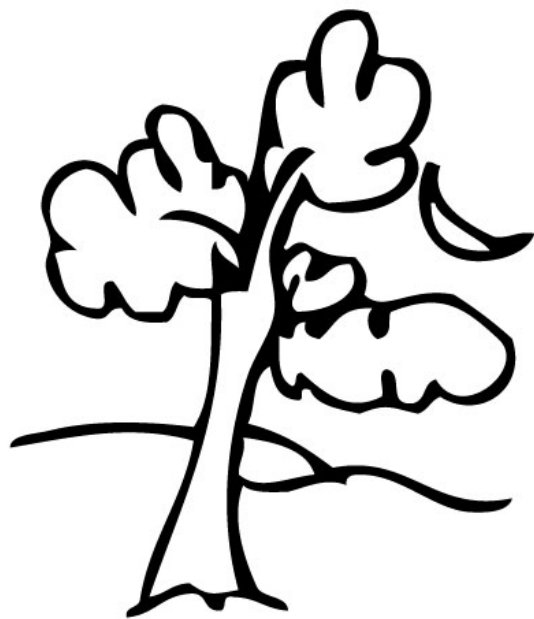
Pretend to put a tie around your neck and tie it.

Please note: Many names are commonly spelt with the grapheme 'ie' at the end. This is often code for a sound between /i/ and /ee/ (may be shown as /i-ee/) as in 'Char**lie**'. This is taught later – but can be mentioned any time as necessary.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

-igh  
night



Say "/igh/ as in night". Trace the letters 'igh' as you say /igh/.

Talk about the difference between night and day.

s igh  
h igh  
l igh t  
m igh t

See the grapheme '**igh**' and say /**igh**/.

Raise two hands in the air, finger tips touching, to indicate a crescent moon. Bring your two hands down, palms touching, towards one side of your face to indicate being asleep.

Please note: There are very few words spelt with '**igh**'. Begin to recall spelling 'word banks'.

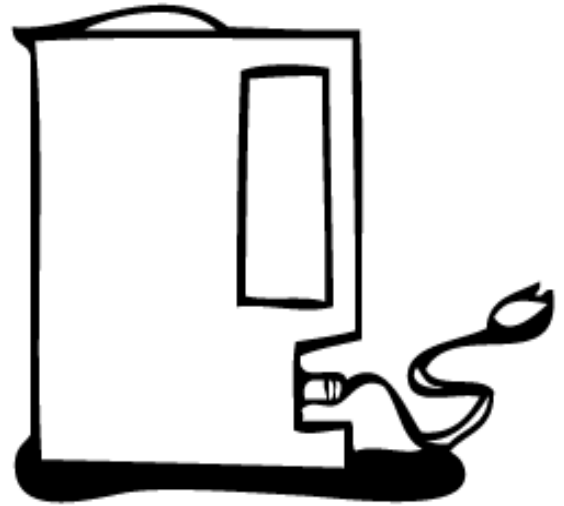
Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.



-le

kettle



Say "/ul/" as in kettle". Finger trace the letters 'le' as you say /ul/.

What is a kettle used for? Are kettles always heated by electricity?

b o t t l e

p i c k l e

r i d d l e

l i t t l e

See the grapheme '**le**' and say /**ul**/.

Pretend to plug in a kettle and pour water from the kettle.

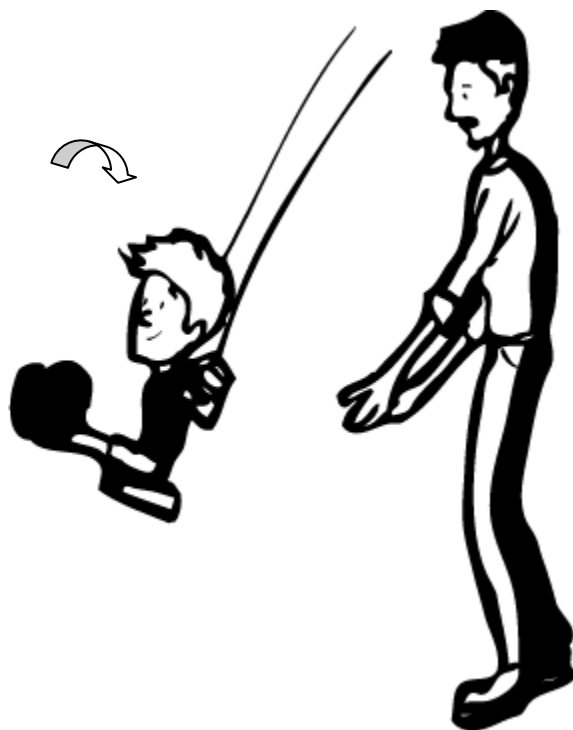
Please note: The grapheme '**le**' is found at the end of words - sometimes followed by letter '**s**' for plural words (nouns) and '**s**' or '**d**' for verb endings (puddl**e****s**, trickl**e****s**, muddl**e****d**).

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

-o-

son



Say "/u/ as in son". Finger trace the letter 'o' as you say /u/.

Draw attention to the spelling of the 'sun' and the parents' 'son'.

t o n

w o n

f r o n t

London

In these words, see letter 'o' and say /u/.

Use both hands and pretend to be a 'dad' pushing his 'son' on a swing.

Please note: Learners can see 'o' and say /o/ at first, then tweak (modify) the pronunciation until the new word makes sense.

Learners will need to become familiar with the common words in which the letter 'o' is code for the sound /u/.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

a

table



Say "/ai/ as in table". Finger trace the letter 'a' as you say /ai/.

How many types of table can you think of?

a b le

f a b le

s t a b le

A p r i l

In these words, see letter 'a' and say /ai/.

Pretend to drape a tablecloth over a table.

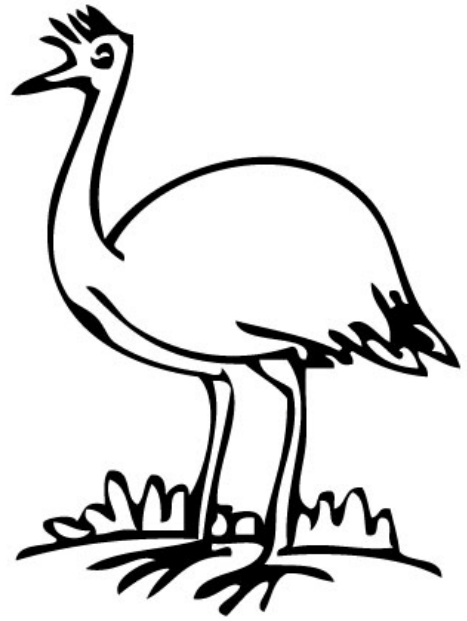
Please note: In new words, learners see 'a' and can say the short vowel sound /a/ at first. If this does not make a real word, tweak (modify) the pronunciation to the long vowel sound /ai/ and try again.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

e

emu



Say "/ee/ as in emu". Finger trace the letter 'e' as you say /ee/.

The emu is a large Australian flightless bird similar to the ostrich.

h e

m e

b e

w e

In these words, see the letter 'e' and say /ee/.

Pretend to be an emu – tuck up your arms to be the wings, thrust your neck backwards and forwards.

Please note: In new words, learners see 'e' and can say the short vowel sound /e/ at first. If this does not make a real word, tweak the pronunciation to the long vowel sound /ee/ and try again.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

i

behind



Say "/igh/ as in behind". Finger trace the letter 'i' as you say /igh/.

Talk about the positions of 'behind' and 'in front of'.

f i n d

w i l d

m i l d

b l i n d

In these words, see the letter 'i' and say /**igh**/.

Pretend to put your hands around a tree trunk and peek out from behind the tree.

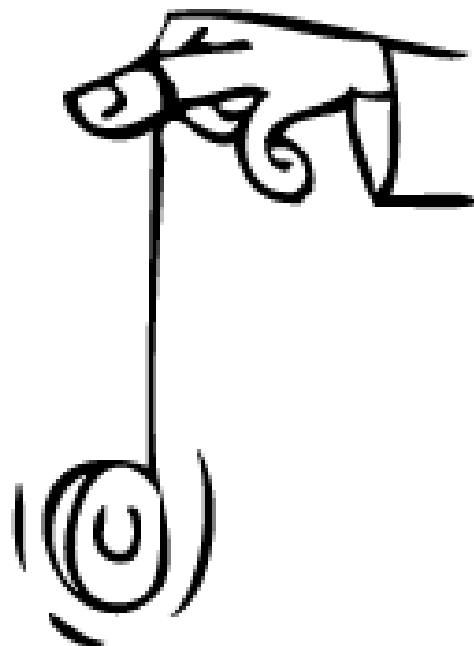
Please note: In new words, learners see 'i' and can say the short vowel sound /i/ at first. If this does not make a real word, tweak the pronunciation to the long vowel sound /**igh**/ and try again.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

O

yo - yo



Say "/oa/ as in yo-yo". Finger trace the letter 'o' as you say /oa/.

Revise that letter 'o' can be code for /o/, /u/, /oa/; (and /oo/ in 'to').

go so  
no old  
m o s t  
g o l d

In these words, see the letter 'o' and say /**oa**/.

Flick your hand up and down as if you are playing with a yo-yo.

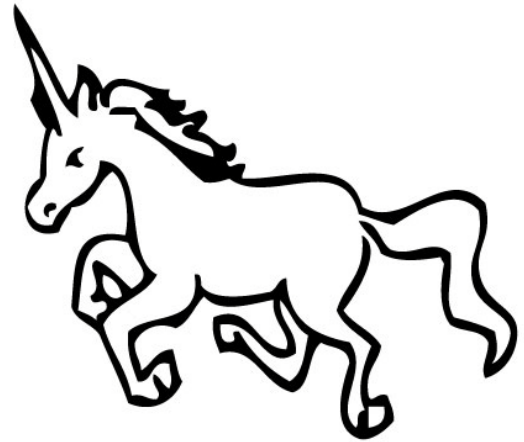
Please note: In new words, learners see 'o' and can say the short vowel sound /**o**/ at first. If this does not make a real word, tweak the pronunciation to the long vowel sound /**oa**/ and try again. Then try /**u**/.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

u

unicorn



Say "/yoo/" as in unicorn". Finger trace the letter 'u' as you say /yoo/.

Unicorns are imaginary creatures in fairy tales.

u n i t

uniform

c u be

t u be

In these words, see the letter /u/ and say /yoo/.

Pretend to be a unicorn. Shake your 'mane' and move your arms as if 'galloping'.

Please note: In new words, learners see 'u' and can say the short vowel sound /u/ at first. If this does not make a real word, tweak the pronunciation to the long vowel sound /yoo/ and try again.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

-y  
fly



Say "/igh/ as in fly". Finger trace the letter 'y' as you say /igh/.

The Wright brothers flew the first aeroplane in 1903.

by my  
fry  
try  
cry

In very short words ending with letter 'y', try saying the sound /**igh**/ at first.

Put your arms out straight and pretend to be an aeroplane.

Please note: In many common words, letter 'y' at the end of the word can be code for a sound between /**i**/ and /**ee**/ as in 'sun**ny**' or 'mum**my**'. This can be mentioned at any time including now!

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.



ee

eel



Say "/ee/ eel". Finger trace the grapheme 'ee' as you say /ee/.

An eel is a fish with a snake-like body and reduced fins.

b ee

n ee d

t r ee

I see ...

See the grapheme 'ee' and say /ee/.

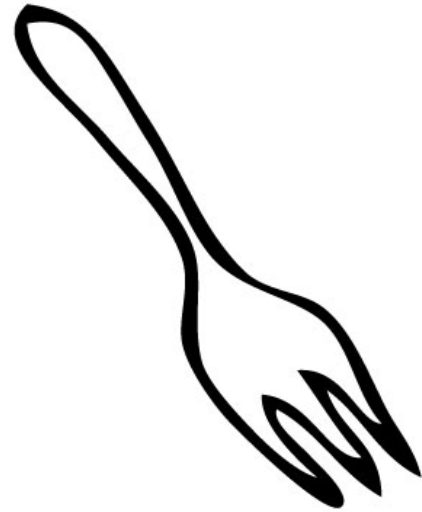
Make two letter 'e' shapes in the air and imagine this as an eel curling around seaweed.

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

Optional actions when first learning the sounds.

or

fork



Say "/or/ as in fork". Trace the grapheme 'or' as you say /or/.

People in some places pronounce (say) the 'r' more than others.

c or n

c or k

b or n

s p or t

See the grapheme 'or' and say /**or**/.

Pretend to stab a baby **corn** on the cob (sweet corn or maize) with a fork and eat it.

Please note: There are several spelling alternatives for the /**or**/ sound. Over time, when sharing books, you can point to these alternative spellings and say, "In that word, those letters are code for the /**or**/ sound".

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

Optional actions when first learning the sounds.

Z

zebra



Say "/z/ zebra". Finger trace the grapheme 'z' as you say /z/.

zebras - black and white mammals of the horse family found in Africa

z i p

z e s t

z oo

zig-zag

See the letter 'z' and say /z/.

Write a 'z' shape in the air to indicate a zebra making a zig-zag trail as it runs back and forth. Draw attention to the initial left-to-right movement which makes the top horizontal line of the letter 'z'.

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

Optional actions when first learning the sounds.

-zz

jazz



Say "/z/ as in jazz". Finger trace the grapheme 'zz' as you say /z/.

Jazz bands play a type of music called 'jazz' which started in America.

f i zz

b u zz

dazzle

puzzle

See the grapheme 'zz' and say /z/.

Pretend to play a saxophone or double bass as if in a jazz band. (In a class or group, children can mime a jazz band by playing different instruments.)

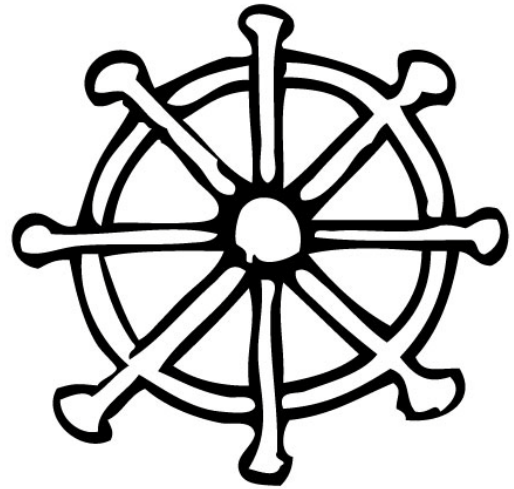
Or, use the writing hand to create a music beat of three by 'writing' a 'z' shape in the air. Do this twice to make 'zz'.

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

Optional actions when first learning the sounds.

wh

wheel



Say "/w/ wheel". Finger trace the grapheme 'wh' as you say /w/.

What kind of wheel is this? Talk about other types of wheels.

wh e n

wh y

wh a t

wh ere

See the grapheme '**wh**' and say /**w**/.

Pretend to hold a ship's wheel and to steer it.

Please note: Some people say the /**w**/ in response to the grapheme '**wh**' with extra breathiness.

Help with the common words 'what' and 'where' which are tricky at this point.

Finger track. These words are often at the beginning of questions.

Optional actions when first learning the sounds.

ea

eat



Say "/ee/ eat". Finger trace the grapheme 'ea' as you say /ee/.

Many 'food' words are spelt with 'ea' (e.g. peas, beans, tea, feast).

t ea

p ea s

t ea m

t r ea t

See the grapheme '**ea**' and say /**ee**/.

Imagine a delicious meal in front of you and start to eat it.

Please note: There are many words associated with 'food' which are spelt with the grapheme '**ea**' and the sound /**ee**/. This food link becomes helpful in remembering the word bank for this particular spelling/pronunciation combination.

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

Optional actions when first learning the sounds.

ea

head



Say "/e/ as in head". Finger trace the grapheme 'ea' as you say /e/.

Talk briefly about traditional headgear worn in different countries.

r ea d

b r ea d

instead

breathh

In these words, see the grapheme 'ea' and say /e/.

Imagine yourself in a magnificent headdress of your own design.

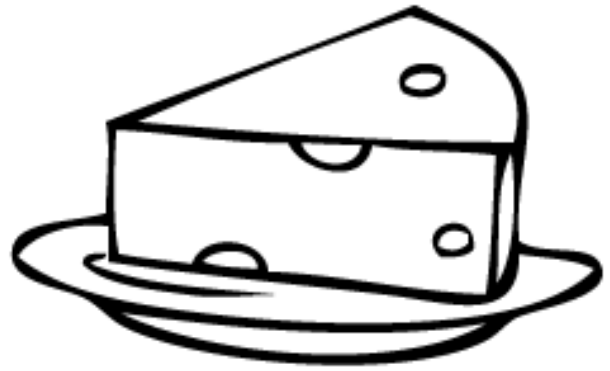
Please note: Learners might sound out /ee/ in new words with the 'ea' grapheme at first. If that does not result in a sensible real word, they can then try the short /e/ sound.

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

Optional actions when first learning the sounds.

-se

cheese



Say "/z/ as in cheese". Trace the grapheme 'se' as you say /z/.

Cheese is a dairy product made from milk (good for teeth and bones).

please

rose

tease

praise

In these words, see the grapheme 'se' and say /z/.

When reading, see an end grapheme of 'se' and, at first, try the /s/ sound. If that doesn't work, try the /z/ sound. Instead of an action, just focus on saying, "/s/ or /z/".

Please note: Many words are spelt with 's' or 'se' at the end but are pronounced with /z/. It is easy to tweak the /s/ to /z/ to make the real word.

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

Optional actions when first learning the sounds.



-ze

breeze



Say "/z/ as in breeze". Finger trace the grapheme 'ze' as you say /z/.

Describe how kites are dependent on a light wind, or breeze, to fly.

wheeze

sneeze

maize

snooze

See the grapheme 'ze' at the end of a word and say /z/.

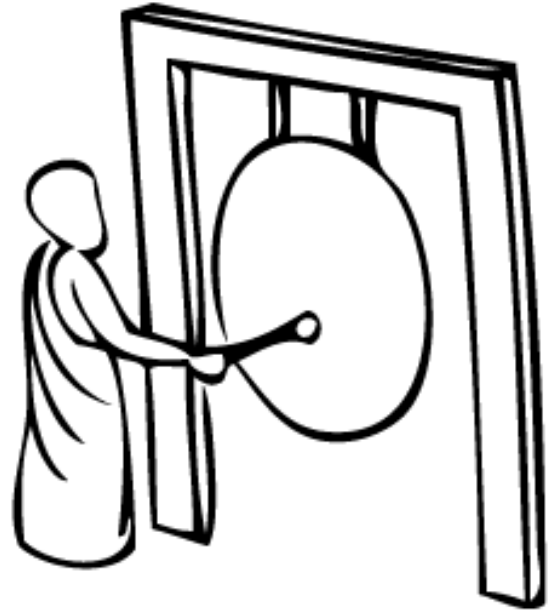
Pretend to fly a kite in the breeze (a light wind).

Please note: Words ending with the /z/ sound but with short vowel sounds are spelt with 'zz': buzz, fizz, jazz.

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

Optional actions when first learning the sounds.

-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?

r i n g  
s o n g  
b a n g  
w i n g s

See the grapheme 'ng' and say /ng/.

Pretend to bang the gong and make a sustained ringing /ng/ sound.

Please note: There are some common words with these letters together which may need some special attention. Point these out when you need to such as 'danger' and 'jungle'.

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

Optional actions when first learning the sounds.

-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.

p i nk

b a nk

s u nk

blanket

See the letters '**nk**' and say /**ngk**/.

Pretend to hold a pen and dip it into a bottle of ink and then write the letters '**nk**' in the air.

Please note: Saying /**ngk**/ is really two sounds /**ng**/ + /**k**/ already blended together. This is a practical tip which works well for both reading and spelling words with the letters '**nk**' grouped together.

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

Optional actions when first learning the sounds.

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 e t

v a n

v e s t

e v e n t

See the letter 'v' and say /v/.

Pretend to hold a violin and draw the bow across the strings. Feel the vibrations on your bottom lip when you say the /v/ sound. Vibrations are also made when a violin is played.

Please note: The sound /v/ is like a 'voiced' version of the sound /f/.

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

Optional actions when first learning the sounds.

-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'.

h a ve

g i ve

l o ve

a c t i ve

See the end grapheme '**ve**' and say /**v**/.

Put your hands up, palms facing away from you to make 'dove wings'. Link your thumbs together to make the dove's body. Flap your 'wings'.

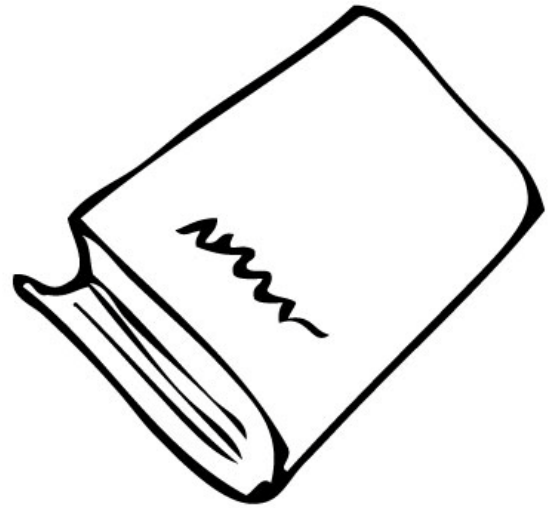
Please note: Words ending with the /**v**/ sound are spelt with the '**ve**' grapheme – and not single letter '**v**'.

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

Optional actions when first learning the sounds.

oo

book



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

Talk briefly about favourite books.

look

hook

good

brook

In these words, see the grapheme 'oo' and say the short sound /oo/ as in book.

Hold out your hands, palms together, to represent a book. Open your hands as if opening the book.

Please note: When reading new words, learners can say the short /oo/ sound at first. If that doesn't make a real word, they can try the long /oo/ sound.

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

Optional actions when first learning the sounds.

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?

z oo

r oo m

r oo f

s p oo n

In these words, see the grapheme ‘oo’ and say the long /oo/ sound as in moon.

Use two hands, fingertips touching at first, to draw a moon in the sky. Use two hands to remember there are two letters in the focus grapheme.

Please note: When reading new words, learners can say the short /oo/ sound at first. If that doesn’t make a real word, they can try the long /oo/ sound.

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

Optional actions when first learning the sounds.

-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/.

d a d d y

b a b y

r a i n y

h a p p y

See the letter 'y' on the end of a word and say /**ee**/.

Draw the sun in the sky and wriggle your fingertips downwards to indicate the sun's rays shining.

Please note: The letter 'y' on the end of words plays the role of a vowel sound and will be code for either /**igh**/ as in **fly** or an /**i-ee**/ sound as in **sunny**.

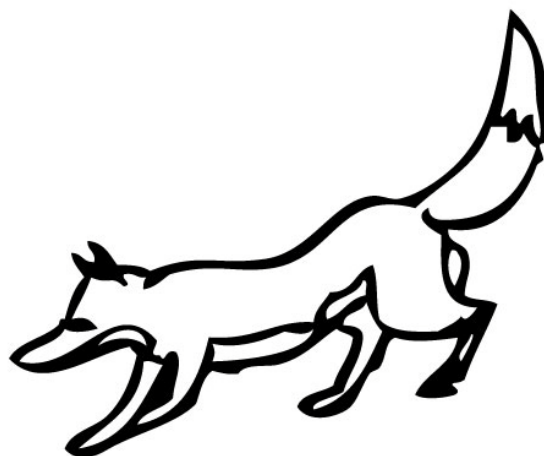
Finger track. At first, let the learner say the sounds and blend them.

Optional actions when first learning the sounds.



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.

mix

box

wax

next

See the letter 'x' and say /ks/.

Cross your straight hands to make an 'x' shape. Place this shape on your head to make the fox's ears.

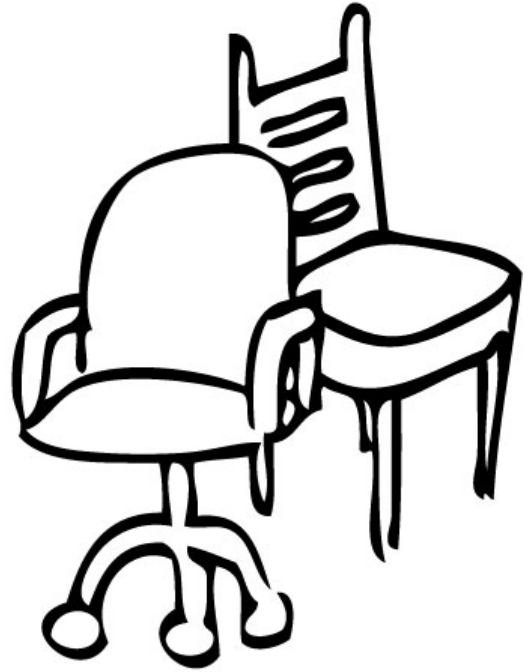
Please note: This sound /ks/ is really two sounds /k/ + /s/ blended together. This is no problem for reading, but it is much trickier for spelling.

Compare the words 'box', 'books', 'bikes' and 'bucks'.

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

Optional actions when first learning the sounds.

ch  
chairs



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

Talk about different designs of chairs and their purposes.

ch a t  
wh i ch  
ch i l d  
s u ch

See the grapheme '**ch**' and say /**ch**/.

Pretend to sit on a chair by bending your knees and dipping a little.

Please note: We see the grapheme '**ch**' in the common word '**school**' where it is code for the /**k**/ sound. Simply explain that '**ch**' can be code for more than one sound as in '**school**' and '**chair**'.

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

Optional actions when first learning the sounds.

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 o p

sh e ll

w i sh

See the grapheme '**sh**' and say /**sh**/.

Hold your right hand in front of you like a gate. Use the fingers of your left hand to indicate sheep after sheep jumping over the gate.

Please note: In England, we often suggest 'counting sheep' jumping over a gate to send us to sleep! We also say "sh" when babies need to sleep.

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

Optional actions when first learning the sounds.

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

th i nk

p a th

b o th

See the grapheme '**th**' and say /**th**/.

Pretend to pick a thistle which then pricks your thumb.

Please note: Young learners often confuse /f/ with /**th**/. They need you to draw attention to the differences in mouth, tongue and teeth positions. With /**th**/, the tongue sticks out between the teeth.

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

Optional actions when first learning the sounds.

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 a t

th i s

w i th

See '**th**' in these words and say the voiced /**th**/.

Point at something 'over there' like the character in the picture.

Please note: Unvoiced /**th**/ as in '**th**istle' and voiced /**th**/ as in '**th**ere' are very similar. For reading and spelling, the difference is unlikely to cause confusion. It is more likely that learners will confuse /**f**/ and /**v**/ with /**th**/.

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

Optional actions when first learning the sounds.

qu  
queen



Say "/kw/ queen". Trace the letters 'qu' as you say /kw/.

A queen is the wife of a king or the official royal ruler of a country.

qu i ck

qu i l t

qu i te

s qu i d

qu i e t

See the grapheme 'qu' and say /kw/.

Pretend to place your crown on your head and look very regal.

Please note: The sound /kw/ is really two sounds /k/ + /w/ blended together. This tip works well for the 'qu' words young learners are likely to find in story books. In the English language, the letter 'q' is always followed by letter 'u'.

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

Optional actions when first learning the sounds.

ou  
ouch



Say "/ou/ ouch". Finger trace the grapheme 'ou' as you say /ou/.

When /ou/ is the **end** sound of a word, this grapheme is **not** used.

ou t

l ou d

c l ou d

m ou th

s ou th

See the grapheme 'ou' and say /ou/.

Pretend to hit your thumb with a hammer and say /ou/.

Please note: The grapheme 'ou' is commonly code for the /ou/ sound but it is also code for the long /oo/ sound in the common word 'you' (and words such as 'soup', 'group' and 'coupon').

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

Optional actions when first learning the sounds.

OW

owl



Say "/ou/ owl". Finger trace the grapheme 'ow' as you say /ou/.

An owl is a nocturnal bird of prey with large front - facing eyes.

h ow

n ow

t ow n

c l ow n

f r ow n

In these words, see the grapheme '**ow**' and say /**ou**/.

Move your head from side to side like a 'wise owl' looking around to observe everything.

Please note: In new words, learners may see '**ow**' and say /**oa**/ as in '**bow**' at first. If the /**oa**/ sound doesn't make a real word, they can then try blending the word again with the /**ou**/ sound.

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

Optional actions when first learning the sounds.



oi

ointment



Say "/oi/ ointment". Finger trace the grapheme 'oi' as you say /oi/.

Ointment is medication applied to the skin to heal or protect it.

oi l

s oi l

j oi n

c oi n

p oi n t

See the grapheme 'oi' and say /oi/.

Pretend to squeeze some ointment from an imaginary tube onto your fingertip.

Please note: When /oi/ is the last sound of a spoken word, it will not be spelt with the 'oi' grapheme.

(The exception is 'coi carp'.)

When /oi/ is the end sound, the grapheme 'oi' is **not** used (except 'coi').

Optional actions when first learning the sounds.

oy

toy



Say "/oi/ as in toy". Finger trace the grapheme 'oy' as you say /oi/.

How do you know that this is a clockwork toy?

j oy

b oy

e n j oy

r oy al

t oy s

See the grapheme 'oy' and say /oi/.

Pretend to turn a key a few times, then clash your 'cymbals' like the clockwork toy in the picture.

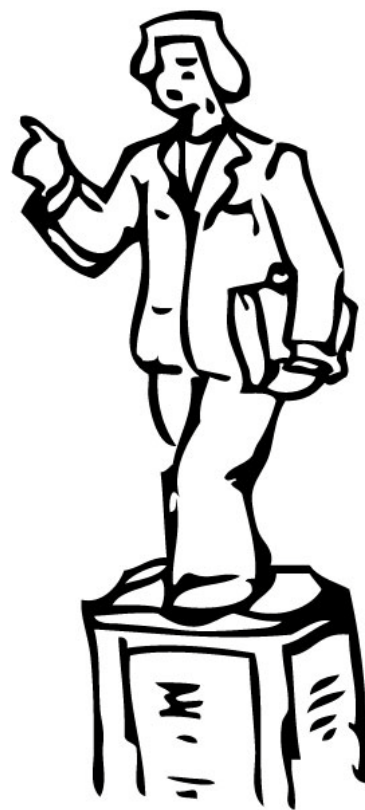
Please note: The grapheme 'oy' can be used in all positions of the written word including the final position.

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

Optional actions when first learning the sounds.

-ue

statue



Say "/yoo/" as in statue". Trace the grapheme 'ue' as you say /yoo/.

Some people say 'sta-choo'. Readers can 'tweak' the pronunciation.

Tue s d ay

r e s c ue

v a l ue

v e n ue

overdue

See the grapheme 'ue' and say /yoo/.

Stand very still and tall – like a statue.

Please note: Some people pronounce 'statue' closer to 'statchoo'. For reading, it is still possible to sound out 'ue' as /yoo/ and tweak the pronunciation to the local accent. The sound unit /yoo/ is really two sounds /y+oo/.

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

Optional actions when first learning the sounds.

-ue

blue



Say "long /oo/ as in blue". Trace the grapheme 'ue' as you say /oo/.

Blue can describe the colour blue or an unhappy mood.

g l ue

t r ue

b l ue

glued

gruesome

See the grapheme 'ue' and say "/yoo/ or /oo/". In these words, say /oo/ to blend the sounds to make the words.

Pretend to dab your paintbrush in the can of paint then 'paint' an imaginary wall.

Please note: In new words, the learner can try the /oo/ sound and the /yoo/ sound to see which makes the real word.

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

Optional actions when first learning the sounds.

-er

mermaid



Say "/er/ as in mermaid". Trace the grapheme 'er' as you say /er/.

This is a female imaginary sea creature. The male is a 'merman'.

h er

See the grapheme 'er' and say /er/.

h er d (of cattle)

Put your hands together and pretend to dive off a rock into the sea.

s er ve

Please note: The grapheme 'er' can be pronounced /er/ as in 'her' but in other words, like 'mother', this grapheme is closer to the schwa /uh/ effect. Tweak the pronunciation as necessary for the real word.

n er ve

p er f e c t

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

Optional actions when first learning the sounds.

ar  
artist



Say "/ar/ artist". Finger trace the grapheme 'ar' as you say /ar/.

This artist works with an easel, canvas, palette, paints and brushes.

ar t

ar m

c ar

sh ar k

f ar m er

See the grapheme 'ar' and say /ar/.

Pretend to hold a palette, dab your thin paintbrush in the paint and paint the canvas which is propped up on the easel.

Please note: In some words, letter 'a' is code for /ar/ as in the word 'father'.

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

Optional actions when first learning the sounds.

-ce

palace



Say "/s/ as in palace". Finger trace the grapheme 'ce' as you say /s/.

Palaces are homes of high-ranking people such as ruling monarchs.

d a n c e

p r i n c e

v o i c e

ch o i c e

f o r c e

See the grapheme 'ce' and say /s/.

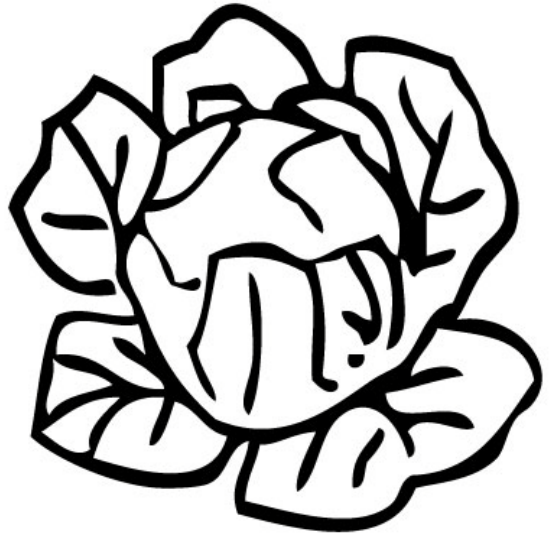
Touch your fingertips together to make a triangle shape with your raised arms, elbows bent, to represent the turrets of the palace.

Please note: When the letter 'c' is followed by letters 'e', 'i' or 'y', it is always pronounced as /s/. This is referred to as 'soft c' (see).

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

Optional actions when first learning the sounds.

-ge  
cabbage



Say "/j/" as in cabbage". Trace the grapheme 'ge' as you say /j/.

A cabbage is a healthy vegetable for you to eat raw or cooked.

l a r g e  
r a n g e  
v i l l a g e  
m a n a g e  
d u n g e o n

See the grapheme 'ge' at the end of a word and say /j/.

Pretend to slice a cabbage and put it in a pan (or salad bowl).

Please note: The occasional word ending of 'ge' may be pronounced /zh/ as in 'collage' but generally try /j/ at first.

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

Optional actions when first learning the sounds.



-se

house



Say "/s/ as in house". Finger trace the grapheme 'se' as you say /s/.

What is the difference between a 'house' and a 'home'?

m ou se ( mice )

l ou se ( lice )

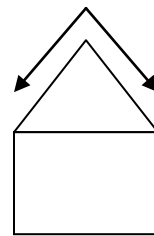
l oo se

h or se

expense

See the grapheme 'se' at the end of a word and say /s/.

Starting with the index fingers of both hands touching, indicate/draw the traditional shape of a house starting from the roof:



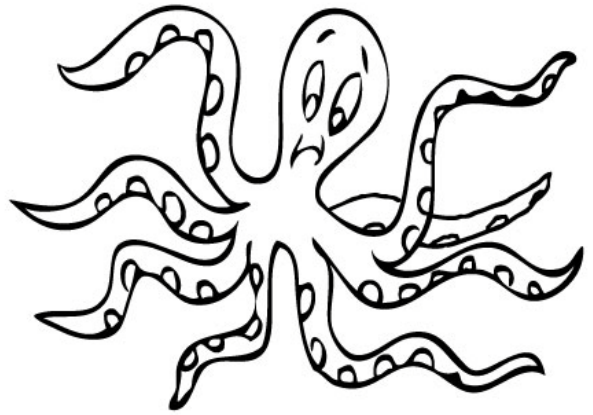
Please note: End 'se' can be code for /z/ as in 'please'.

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

Optional actions when first learning the sounds.

O

o c t o p u s



Say "/o/ octopus". Finger trace the letter 'o' as you say the sound /o/.

Count the tentacles of the octopus. Where do octopuses live?

o n

g o t

t o p

s o c k

See the letter 'o' and say /o/.

Wave your arms around and about and up and down as if you have many arms like an octopus.

Please note: The letter 'o' is code for a vowel sound. This letter can be code for four sounds commonly, but just teach it as code for /o/ at first. Note the different sounds for 'o' in these common words:

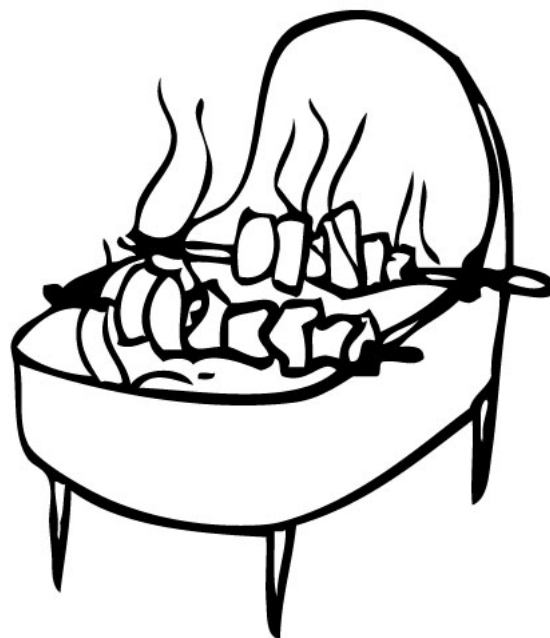
h o t, c o m e, t o, o l d.

Finger track and, together, say the sounds and blend them.

Optional actions when first learning the sounds.

-ue

barbecue



Say "/yoo/" as in barbecue". Trace the grapheme 'ue' as you say /yoo/.

A barbecue is a meal cooked outdoors on an open fire.

Tue s d ay

r e s c ue

v a l ue

v e n ue

s t a t ue

See the grapheme 'ue' and say /yoo/.

Pretend to rotate the barbecue skewers over the hot charcoal.

Please note: Some people pronounce 'statue' closer to 'statchoo'. For reading, it is still possible to sound out 'ue' as /yoo/ and tweak the pronunciation to the local accent. The sound unit /yoo/ is really two sounds /y+oo/.

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

Optional actions when first learning the sounds.