

# ee

eel see bee meet seed leek

feet feel bees heel seeds

leeks tree green bleed freed

street streets indeed freedom

Model how to say the sound /ee/. The grapheme 'ee' representing the /ee/ sound can appear at the beginning, middle or end of words. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words? The learner now knows two graphemes for the sound /ee/ - 'e' as in **he**, **me**, **be**; and 'ee' as in the example words above. Tweak the pronunciation of the letter 'o' in 'freedom' to the schwa 'u' sound - 'freedom'.

The learner holds the pencil with 'froggy legs and log under' and writes the letters 'ee' as he/she says the sound /ee/.

## ee

Blend these words with the letter 'e' representing the long vowel sound /ee/:

he

me

be

Draw pictures from the word samples above with the /ee/ phoneme and 'ee' grapheme:

Fold this page up to the bottom of the first 'ee' box to hide the words but to reveal the 'ee'. Use the back of the folded-up part to practise spelling and writing. At first beginners may only manage the shortest words and they will have greater difficulty with identifying the sounds in clusters of consonant letters. Say the words slowly and put a dash for each sound in the words. Write the grapheme 'ee' on one dash. Edit the words whilst finger-tracking beneath.

# or

for form fork fort horn

corn port torn born cork

or sort forks forms storm

stork snort orbit sorted

Model how to say the sound /or/. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words? There are many spelling variations to represent the sound /or/ which will be taught later (in unit 7). Tweak the pronunciation of the letter 'e' in 'sorted' to the schwa 'u' sound - 'sortud'. Some people might pronounce this closer to 'sortid'.

The learner holds the pencil with 'froggy legs and log under' and writes the letters 'or' as he/she says the sound /or/.

or

or

Draw pictures from the word samples above with the /or/ phoneme and 'or' grapheme:

Fold this page up to the bottom of the first 'or' box to hide the words but to reveal the 'or'. Use the back of the folded-up part to practise spelling and writing. At first beginners may only manage the shortest words and they will have greater difficulty with identifying the sounds in clusters of consonant letters. Say the words slowly and put a dash for each sound in the words. Write the grapheme 'or' on one dash. Edit the words whilst finger-tracking beneath.

# Z

zed zip zaps zips

zig-zag zed-bed (camp bed)

zest zebra zebras

Model how to say the sound /z/. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words? Tweak the pronunciation of the letter 'a' in 'zebra' to the schwa 'u' sound - 'zebru'. The pronunciation of 'as' in 'zebras' is closer to 'zebruz'.

The learner holds the pencil with 'froggy legs and log under' and writes the letter 'z' as he/she says the sound /z/.

Z

Z

Draw pictures from the word samples above with the /z/ phoneme and 'z' grapheme and label:

Fold this page up to the bottom of the first 'z' box to hide the words but to reveal the 'z'. Use the back of the folded-up part to practise spelling and writing. At first beginners may only manage the shortest words and they will have greater difficulty with identifying the sounds in clusters of consonant letters. Say the words slowly and put a dash for each sound in the words. Draw attention to the use of the **hyphen** in 'zig-zag' and 'zed-bed'. Edit the words whilst finger-tracking beneath.

# Z

# -ZZ

zed zip zips

fizz jazz

zig-zag zest

buzz tizz

zaps zebra

frizz fizzes

Ask the learner to say all the sounds all-through-the-words in all the lines but say /z/ once for 'zz'. Can he/she then 'hear' the target words independently? Short words with 'short' medial vowel sounds ending with the sound /z/ are usually spelt with the grapheme 'zz'. This is similar to 'ff', 'll' and 'ss'. Then add 'es' for verb endings as in 'fizzes'. Tweak 'zebra' to sound like 'zebru' and 'fizzes' to sound like 'fizzuz' because of the schwa effect.

The learner holds the pencil with 'froggy legs and log under' and writes the letter 'z', or letters 'zz', as he/she says the sound /z/.

# Z

# ZZ

Draw pictures of objects and animals that **begin or end** with the /z/ sound and label:

Fold this page up to the bottom of the first 'z-zz' box to hide the words but to reveal the 'z-zz'. Use the back of the folded-up part to practise spelling and writing words in the list above. Start with saying the three sound words above very slowly. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes. Write 'zz' on one dash. Edit the words whilst finger-tracking underneath. At first beginners may only manage the shortest words.

# W

wet web wag wig

week went wind

wags swig swims

Model how to say the sound /w/. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?

The learner holds the pencil with 'froggy legs and log under' and writes the letter 'w' as he/she says the sound /w/.

## W

## W

Draw pictures from the word samples above with the /w/ phoneme and 'w' grapheme:

Fold this page up to the bottom of the first 'w' box to hide the words but to reveal the 'w'. Use the back of the folded-up part to practise spelling and writing. At first beginners may only manage the shortest words and they will have greater difficulty with identifying the sounds in clusters of consonant letters. Say the words slowly and put a dash for each sound in the words. Edit the words whilst finger-tracking.

# wh

whip wheel whisk

when whack wheelk

wheels whisks whiff

Model how to say the sound /w/. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words? Traditionally, 'wh' is pronounced with a slight blowing effect. Many people would now pronounce 'wh' the same as /w/. The learner holds the pencil with 'froggy legs and log under' and writes the letter 'w' as he/she says the sound /w/.

wh

wh

Draw pictures from the word samples above with the /w/ phoneme and 'wh' grapheme and label:

Fold this page up to the bottom of the first 'wh' box to hide the words but to reveal the 'wh'. Use the back of the folded-up part to practise spelling and writing. At first beginners may only manage the shortest words and they will have greater difficulty with identifying the sounds in clusters of consonant letters. Say the words slowly and put a dash for each sound in the words. Edit the words whilst finger-tracking beneath.

w

wh

wet web wig

whip when

went wind

wheel whisk

will wilt sweep

whelk whiff

Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? The learner holds the pencil with 'froggy legs and log under' and writes the letter 'w', or letters 'wh', as he/she says the sound /w/.

w

wh

Blend these words with the long vowel sounds:

I no go so me he be we

Draw pictures of words with the /w/ sound and label:

Fold this page up to the bottom of the first 'w-wh' box to hide the words but to reveal the 'w-wh'. Use the back of the folded-up part to practise spelling and writing words in the lists above. Start with saying the three sound words above very slowly. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes. Write 'w' or 'wh' on one dash. Edit the words whilst finger-tracking underneath. At first beginners may only manage the shortest words.

# ea

eat sea tea meat team heat

seat peas mean beam feat

leaf leaves leak beans steam

cream treat stream scream

Model how to say the sound /ee/. The grapheme 'ea' representing the /ee/ sound can appear at the beginning, middle or end of words. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words? The learner now knows **three** graphemes for the sound /ee/ - 'e' as in **he, me, be**; 'ee' as in **see, meet, tree, green**; and 'ea' as in the example words above. (Note the singular word 'leaf' and its plural word 'leaves'. In English writing, the end-letter 'f' can be replaced by '-ves' [pronounced 'vs'] in words denoting plurals.) The learner holds the pencil with 'froggy legs and log under' and writes the letters 'ea' as he/she says the sound /ee/.

## ea

Blend these words with the letter 'e' representing the long vowel sound /ee/:

he me be we

Draw pictures from the word samples above with the /ee/ phoneme and 'ea' grapheme:

Fold this page up to the bottom of the first 'ea' box to hide the words but to reveal the 'ea'. Use the back of the folded-up part to practise spelling and writing. At first beginners may only manage the shortest words and they will have greater difficulty with identifying the sounds in clusters of consonant letters. Say the words slowly and put a dash for each sound in the words. Write the grapheme 'ea' on one dash. Edit the words whilst finger-tracking beneath.



ee

ea

see bee tree sea eat tea

meet green meat steam

seeds streets peas stream

Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? The grapheme 'ea' can represent the /ee/ sound as in the 'ea' word examples above, but in other words the grapheme 'ea' can represent the /e/ sound like 'head'. [See the 'e - ea' as /e/ sheet.]

The learner holds the pencil with 'froggy legs and log under' and writes the letters 'ee', or letters 'ea', as he/she says the sound /ee/.

ee

ea

Draw pictures of some of the words above. Note that some words sound the same when read but have different meanings; for example: 'see' and 'sea', 'meet' and 'meat'. The different spellings help the reader to gain the correct meaning of these words. This is common in the English writing system. **Homophone**: words pronounced in the same way but differing in meaning or spelling or both.

Fold this page up to the bottom of the first 'ee - ea' box to hide the words but to reveal the 'ee - ea'. Use the back of the folded-up part to practise spelling and writing some words in the list above. Start with saying the simpler words above very slowly. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes. Write 'ee' or 'ea' on one dash. Edit the words whilst finger-tracking underneath. At first beginners may only manage the shortest words.

e

ea

egg bed pen

head instead

hen pets tent

bread spread

went spend

dead dreadful

Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? The sound (phoneme) /e/ can be represented by the graphemes 'e' and 'ea' as in the word examples above. [Note: The graphemes 'e' and 'ea' can also represent the /ee/ sound as in *he, me, be, we* and *eat, seat, team*. See the 'ee - ea' as /ee/ sheet.] When 'ful' is the end part of words, it is spelt with only one 'l' and not 'll' as in the complete word 'full'.  
The learner holds the pencil with 'froggy legs and log under' and writes the letter 'e', or letters 'ea', as he/she says the sound /e/.

e

ea

Draw pictures of some of the words above and label:

Fold this page up to the bottom of the first 'e - ea' box to hide the words but to reveal the 'e - ea'. Use the back of the folded-up part to practise spelling and writing some words in the list above. Start with saying the simpler words above very slowly. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes. Write 'ea' on one dash. Edit the words whilst finger-tracking underneath. At first beginners may only manage the shortest words.

# /z/

zip buzz is his was

bees sees trees peas

fleas flies skies tries

please tease cheese

sneeze breeze wheeze

size prize surprise

The purpose of *introducing* the several graphemes which can represent the /z/ sound at this stage is to help the beginner in two ways:

1) to be a *flexible* reader - able to apply the process of 'tweaking pronunciations' to achieve the target words

2) to raise awareness of the need to *pay attention* to alternative spellings to help with spelling correctly over time.

Revise how to say the sound /z/ and the sound /s/. Note that the /s/ and /z/ phonemes are very similar. Tell the learner that there are many words with a letter 'e' at the end where the 'e' does not need to be sounded out separately if it forms a grapheme with the preceding letter. As the concept of 'split digraphs' (or 'magic e') has not yet been taught, the beginner can decode words such as 'size', 'prize' and 'surprise' by pronouncing the *long vowel sound* for the letter 'i'. Pronounce 'ur' as the /u/ phoneme in 'surprise'.

Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' and say the target words?

The learner holds the pencil with 'froggy legs and log under' and traces over the words below as he/she blends the sounds.

was is his please breeze

Fold this page up to the bottom of the first /z/ box to hide the words but to reveal the /z/. Use the back of the folded-up part to practise spelling and writing. At first beginners may only manage the shortest words and they will have greater difficulty with identifying the sounds in clusters of consonant letters. Say the words slowly and put a dash for each sound in the words. Write the 'zz', 'se' and 'ze' graphemes on one dash. Edit the words whilst finger-tracking beneath.