

C



Say, "This grapheme is code for the sound /s/ (as in the word 'city') when the letter 'c' is followed by the letters e, i or y." Cut out.

Ask, "Where can you hear the sound /s/ in the words 'city' or 'cents' or 'bicycle'?" Cut out this tile for matching with the grapheme 'c'.



"Finger trace the letter shape from the dot and say the sound /s/."
"Write the letter shape in the air."

"Try writing the grapheme here. Where does the letter shape start?"
"This grapheme is code for which two sounds?" /k/ and /s/

c i r c l e
c e r t a i n
l a c 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?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a picture from above where the grapheme 'c' is code for /s/."

I have found an old ten cent coin in the soil.

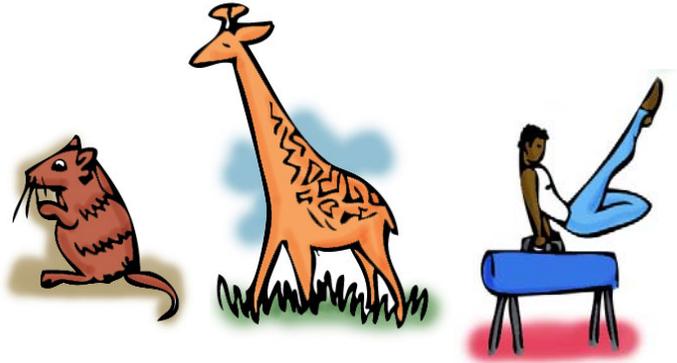
Are you certain of that?

Can I keep it please?

"Look for the 'c' graphemes and think which are code for /s/ and which are code for /k/. Read the words and sentences."

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

g



Say, "This grapheme is sometimes code for the sound /j/ (as in the word 'g@rbil') when the letter 'g' is followed by the letters e, i or y."

Ask, "Where can you hear the sound /j/ in the words 'g@rbil' or 'g@rraffe' or 'g@mnast'?" Cut out this tile for matching with the 'g'.

g

"Finger trace the letter shape from the dot and say the sound /j/."
"Write the letter shape in the air."

"Try writing the grapheme here. Where does the letter shape start?"
"This grapheme is code for which two sounds?" /g/ and /j/

g e n t l e
m a g i c a l
g i a n 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?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a picture from above where the grapheme 'g' is code for /j/."

Gill tries a magic trick.
I am certain it will fail.
Gill gently taps the top hat.
Out jumps a black rabbit.
I am shocked!

"Look for the 'g' graphemes which are code for /j/.
Read the words and sentences."

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

2 Early Years introduction

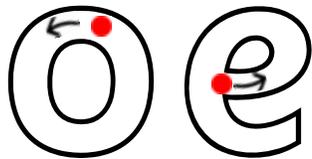
unit 6 letters and sounds

oe



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

Ask, "Where can you hear the sound /oa/ in the word 'oboe'?"
Cut out this picture tile for matching with the 'oe'.



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

h oe

t oe s

d oe

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

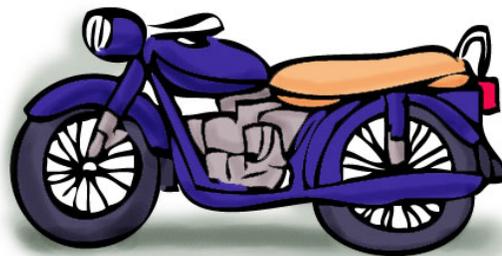
"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a picture of someone playing an oboe."

Joe stubs his toe on a rock. When he goes to play his oboe, he cannot stand. Joe has to sit down to play his oboe!

"Look for the 'oe' graphemes which are code for the sound /oa/.
Read the words and sentences."

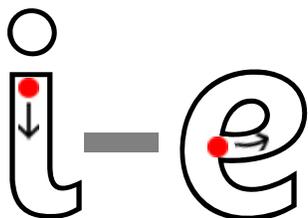
"Listen for the sounds from beginning to end of some 'oe' words. Use your grapheme tiles to spell the words and then write them down."

i-e



Say, "This split digraph is code for the sound /igh/ as in the word 'bike'". Cut out and keep this grapheme tile for various activities.

Ask, "Where can you hear the sound /igh/ in the word 'bike'?" [In the middle as /b/ /igh/ /k/.] Cut out this tile for matching with the 'i-e'.



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

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

l i ke
i ce
p i pe s

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

"Remember to hold your pencil with 'froggy legs and a log under'. Draw a picture of a motor bike."

Mike likes to ride on his bike. Bonny hides his helmet. Mike spies it inside a box. Now Mike can ride his bike again!

"Look for the 'i-e' split digraphs which are code for the sound /igh/. Read the words and sentences."

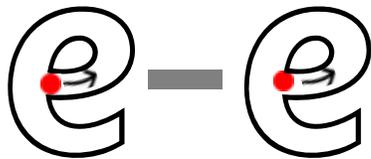
"Listen for the sounds from beginning to end of some 'i-e' words. Use your grapheme tiles to spell the words and then write them down."

e-e



Say, "This split digraph is code for the sound /ee/ as in the word 'concrete'". Cut out and keep this grapheme tile for various activities.

Ask, "Where can you hear the sound /ee/ in the word 'concrete'?" Cut out this picture tile for matching with the 'e-e'.



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

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

s w e de
sc e ne
th e me

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 picture of a workman laying concrete."

Pete lays concrete on the drive. It is a hard job. He can park the car when the concrete has dried. Pete is tired.

"Look for the 'e-e' split digraphs which are code for the sound /ee/. Read the words and sentences."

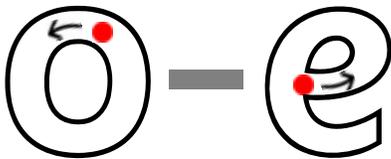
"Listen for the sounds from beginning to end of some 'e-e' words. Use your grapheme tiles to spell the words and then write them down."

o-e



Say, "This split digraph is code for the sound /oa/ as in the word 'rope'". Cut out and keep this grapheme tile for various activities.

Ask, "Where can you hear the sound /oa/ in the word 'rope'?" Cut out this picture tile for matching with the 'o-e'.



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

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

h o m e
p h o n e
s t o v e

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

"Remember to hold your pencil with 'froggy legs and a log under'. Draw a picture of a coiled rope."

Rover stole a bone. He dug a hole for the bone. Mum drove home and parked the car over the hole! Poor old Rover. He whined and moaned... no more bone!

"Look for the 'o-e' split digraphs which are code for the sound /oa/. Read the words and sentences."

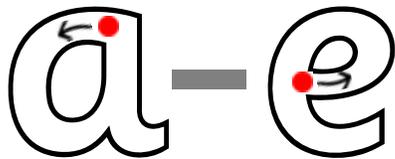
"Listen for the sounds from beginning to end of some 'o-e' words. Use your grapheme tiles to spell the words and then write them down."

a-e



Say, "This split digraph is code for the sound /ai/ as in the word 'cakes'". Cut out and keep this grapheme tile for various activities.

Ask, "Where can you hear the sound /ai/ in the word 'cakes'?"
Cut out this picture tile for matching with the 'a-e'.



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

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

s a me

a pe

b a ke

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

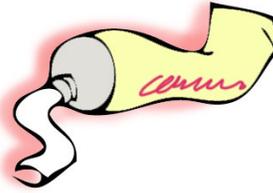
"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a picture of your favourite cake."

Jake made a big fort with his bucket and spade.
Dale made a grand flag. He came and stuck it into the main tower. Then, Jake and Dale made a sand dragon!

"Look for the 'a-e' split digraphs which are code for the sound /ai/.
Read the words and sentences."

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

u-e



Say, "This split digraph is code for the two sounds: /yoo/ as in 'tube' and long /oo/ as in 'flute'".

Ask, "Where can you hear the sounds /yoo/ and /oo/ in the words 'tube' and 'flute'?" Cut out this tile for matching with the 'u-e'.

u-e

"Finger trace the letter shapes from the dots and say the sounds /yoo/ - /oo/." "Write the letter shapes in the air."

"Try writing the split digraph here. Where do the letter shapes start?" "This grapheme is code for which two sounds?" /yoo/ - /oo/

c u b e c u t e
m u l e
f l u t e r u l e

Finger-track under each word from left to right whilst saying the word slowly. "When can you hear the sounds /yoo/ or /oo/?"

"Remember to hold your pencil with 'froggy legs and a log under'. Draw a picture of a flute which, funnily enough, is also a tube!"

Duke thinks he is a cool dude. His mates think so too. His mum is not so fooled! Duke's gran rules the house. She thinks Duke is cute when he plays his flute.

"Look for the 'u-e' split digraphs which are code for the sounds /yoo/ and /oo/. Read the words and sentences."

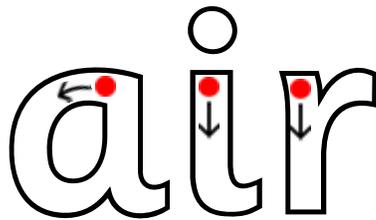
"Listen for the sounds from beginning to end of some 'u-e' words. Use your grapheme tiles to spell the words and then write them down."

air



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

Ask, "Where can you hear the sound /air/ in the word 'hair'?"
Cut out this picture tile for matching with the 'air'.



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

air

s t air s

ch air

Finger-track under each word from left to right whilst saying the word slowly.
"When can you hear the sound /air/?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a picture of a fashionable or funny hairstyle."

Blair went up the stairs. He planned to go to the fair. He brushed his hair and packed his bag. Dad said, "No, you cannot go". "But that's not fair!" cried Blair.

"Look for the 'air' grapheme which is code for the sound /air/.
Read the words and sentences."

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

-are



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

Ask, "Where can you hear the sound /air/ in the word 'hare'?"
Cut out this picture tile for matching with the 'are'.

are

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

c are

s t are s

s p are

Finger-track under each word from left to right whilst saying the word slowly.
"When can you hear the sound /air/?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a picture of a hare racing across the countryside."

Clare was barely three years old when mum gave her a pet cat. Clare really cared for Bobble. She gave him the spare scraps from her tea plate. He ate very well!

"Look for the 'are' grapheme which is code for the sound /air/.
Read the words and sentences."

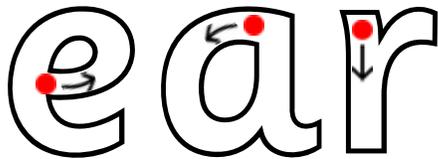
"Listen for the sounds from beginning to end of some 'are' words.
Use your grapheme tiles to spell the words and then write them."

-ear



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

Ask, "Where can you hear the sound /air/ in the word 'bear'?"
Cut out this picture tile for matching with the 'ear'.



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

b ear

p ear s

w ear i ng

Finger-track under each word from left to right whilst saying the word slowly.
"When can you hear the sound /air/?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a picture of a bear or different kinds of bear."

The big brown bear was wearing a pair of braces. These held up his trousers. Ben was mad. A bear in trousers! This is not right! He needs to be in the wild.

"Look for the 'ear' grapheme which in these words is code for the sound /air/.
Read the words and sentences."

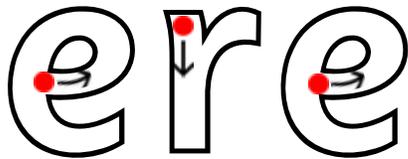
"Listen for the sounds from beginning to end of some 'ear' words.
Use your grapheme tiles to spell the words and then write them."

-ere



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

Ask, "Where can you hear the sound /air/ in the word 'where'?" Cut out this picture tile for matching with the grapheme 'ere'.



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

wh ere
n o wh ere
th ere

Finger-track under each word from left to right whilst saying the word slowly. "When can you hear the sound /air/?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a picture of a signpost pointing to different places."

Where is that man going?
That man - over there.
He seems to be going
nowhere. Anywhere is better
than nowhere! Perhaps he is
travelling somewhere.

"Look for the 'ere' grapheme which in these words is code for the sound /air/.
Read the words and sentences."

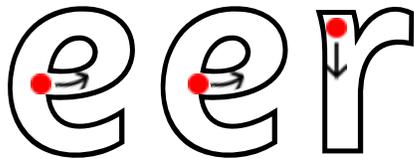
"Listen for the sounds from beginning to end of some 'ere' words. Use your grapheme tiles to spell the words and then write them."

eer



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

Ask, "Where can you hear the sound /eer/ in the word 'deer'?"
Cut out this picture tile for matching with the grapheme 'eer'.



"Finger trace the letter shapes from the dots and say the sound /eer/."
"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 eer f u l
s t eer i ng
d eer

Finger-track under each word from left to right whilst saying the word slowly.
"When can you hear the sound /eer/?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a picture of a deer in a wood."

My dad has a career as a mountaineer. Men cheer when he volunteers to save people that get lost in the mountains. My dad can climb like a mountain deer!

"Look for the 'eer' grapheme which is code for the sound /eer/.
Read the words and sentences."

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

ear



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

Ask, "Where can you hear the sound /eer/ in the word 'ears'?"
Cut out this picture tile for matching with the grapheme 'ear'.



"Finger trace the letter shapes from the dots and say the sound /eer/."
"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** sounds?" /air/ and /eer/

ear
sh ear s
t ear f u l

Finger-track under each word from left to right whilst saying the word slowly.
"When can you hear the sound /eer/?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw an animal with long or large ears."

Dear Gran,
I nearly came to visit you
yesterday. You clearly need
to hear me sing my songs.
Never fear as next year I
shall appear on the stage.

"Look for the 'ear' grapheme which is code for the sound /eer/.
Read the words and sentences."

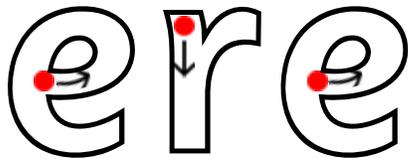
"Listen for the sounds from beginning to end of some 'ear' words.
Use your grapheme tiles to spell the words and then write them."

-ere



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

Ask, "Where can you hear the sound /eer/ in the word 'adhere'?" Cut out this picture tile for matching with the grapheme 'ere'.



"Finger trace the letter shapes from the dots and say the sound /eer/."
"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** sounds?" /air/ and /eer/

h ere
atmos ph ere
s i n c ere l y

Finger-track under each word from left to right whilst saying the word slowly. "When can you hear the sound /eer/?"

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

Dear Mrs. Clere,
Please may I perform for
you when you come here to
choose children for your
Spring Concert.
Yours sincerely, Tamara

"Look for the 'ere' grapheme which is code for the sound /eer/ in the words above. Read the words and sentences."

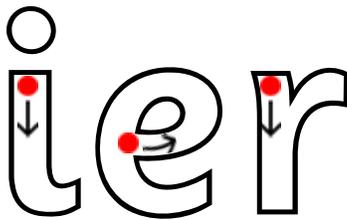
"Listen for the sounds from beginning to end of some 'ere' words. Use your grapheme tiles to spell the words and then write them."

-ier



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

Ask, "Where can you hear the sound /eer/ in the word 'cashier'?" Cut out this picture tile for matching with the grapheme 'ier'.



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

f ier ce
s k ier
p ier

Finger-track under each word from left to right whilst saying the word slowly. "When can you hear the sound /eer/?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a cashier at the checkout of a foodstore."

My mum is a cashier at the local shop. She has saved up to take us on the pier at the seaside. My big brother is a keen skier. He is going skiing instead.

"Look for the 'ier' grapheme which is code for the sound /eer/.
Read the words and sentences."

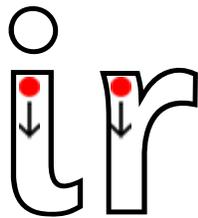
"Listen for the sounds from beginning to end of some 'ier' words. Use your grapheme tiles to spell the words and then write them."

-ir



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

Ask, "Where can you hear the sound /er/ in the word 'birthday'?" Cut out this picture tile for matching with the grapheme 'ir'.



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

s ir
th ir s t y
b ir d s

Finger-track under each word from left to right whilst saying the word slowly. "When can you hear the sound /er/?"

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

It is Kirk's third birthday.
His mum scrubs the dirt off him and he puts on his red birthday shirt. Thirteen little boys and girls will soon arrive for his party. Oh no!

"Look for the 'ir' grapheme which is code for the sound /er/.
Read the words and sentences."

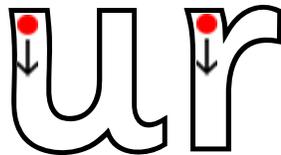
"Listen for the sounds from beginning to end of some 'ir' words. Use your grapheme tiles to spell the words and then write them."

ur



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

Ask, "Where can you hear the sound /er/ in the word 'nurse'?"
Cut out this picture tile for matching with the grapheme 'ur'.



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

p ur se
b ur s t
b ur g er

Finger-track under each word from left to right whilst saying the word slowly.
"When can you hear the sound /er/?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a nurse in her uniform."

The sea waves curled and crashed. Karim surfed until he felt as if his lungs might burst. His back burnt in the hot sun. His tired legs hurt. Karim had a fantastic time!

"Look for the 'ur' grapheme which is code for the sound /er/.
Read the words and sentences."

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

ear



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

Ask, "Where can you hear the sound /er/ in the word 'earth'?"
Cut out this picture tile for matching with the grapheme 'ear'.



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

"Try writing the grapheme here. Where do the letter shapes start?"
"This grapheme is code for which **three** sounds?" /air/ /eer/ /er/

ear th
h ear d
l ear n

Finger-track under each word from left to right whilst saying the word slowly.
"When can you hear the sound /er/?"

"Remember to hold your pencil with 'froggy legs and a log under'.
Draw a digger shifting piles of earth."

Sue learned lots from books.
She searched on the internet
to learn about the planet
Earth. Sue heard more still
from her mother. Then she
did her own research.

"Look for the 'ear' grapheme which is code for the sound /er/.
Read the words and sentences."

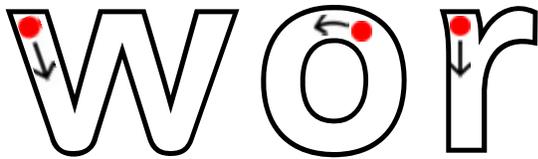
"Listen for the sounds from beginning to end of some 'ear' words.
Use your grapheme tiles to spell the words and then write them."

wor



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

Ask, "Where can you hear the sound /er/ in the word 'world'?" Cut out this picture tile for matching with the grapheme 'wor'.



"Finger trace the letter shapes from the dots and say the sounds /w/+/er/ together." "Write **all** the letter shapes in the air."

"Try writing the **three** letters here. Where do the letter shapes start?" "These letters **together** are code for which sounds?"

w or m
w or k i n g
w or d s

Finger-track under each word from left to right whilst saying the word slowly. "When can you hear the sound /er/?"

"Remember to hold your pencil with '**froggy legs and a log under**'. Draw a view of the world from outer space."

This is the worst trip I have ever had. Words cannot describe how bad I feel about it. My dad's car did not work. He felt even worse than me about it.

"Look for the 'wor' letters which are code for the sounds /w/+/er/. Read the words and sentences."

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