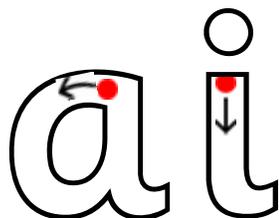


ai



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

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



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

ai d  
r ai n i ng  
g r ai n



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?"

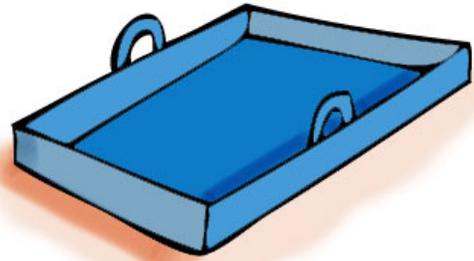
"Pinch the crayon with your pointing finger and thumb. Put your next finger beneath the crayon and grip it. Colour the first aid kit."

ai m      n ai l  
r ai n      p ai n  
s ai l      s n ai l

Point under the graphemes in each word from left to right.  
Ask the learner to, "Say the sounds. Can you hear a word?"

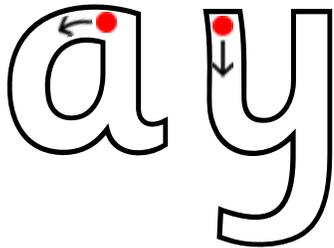
"Remember to hold your pencil with 'froggy legs and a log under'.  
Draw a first aid kit and what you might keep in it."

-ay



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

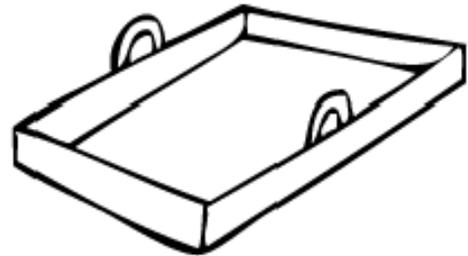
Ask, "Where can you hear the sound /ai/ in the word 'tray'?" Cut out  
this picture tile and **keep** it for matching with the grapheme 'ay'.



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

s ay  
a w ay  
p l ay i ng



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?"

"Pinch the crayon with your pointing finger and thumb. Put your next  
[middle] finger beneath the crayon and grip it. Colour the tray."

d ay            m ay  
s ay            p ay  
p ai d         s t ay

Point under the graphemes in each word from left to right.  
Ask the learner to, "Say the sounds. Can you hear a word?"

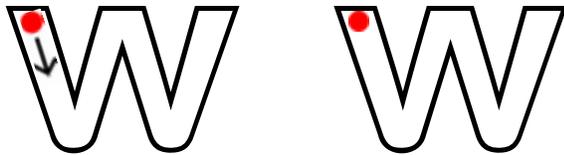
"Remember to hold your pencil with 'froggy legs and a log under'.  
Draw a tray with your supper on it."

W



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

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



"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?"

w i n d  
a w a r d  
w i s h



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?"

"Pinch the crayon with your pointing finger and thumb. Put your next  
finger beneath the crayon and grip it. Colour the web picture."

w i l l      w a i t  
w a g      w a y  
p a i d      w e s t

Point under the graphemes in each word from left to right.  
Ask the learner to, "Say the sounds. Can you hear a word?"

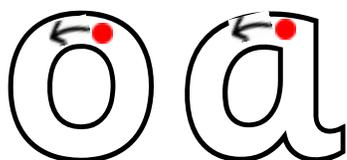
"Remember to hold your pencil with '**froggy legs and a log under**'.  
Draw a web and its 8-legged spider. Can you write 'web'?"

oa



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

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



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

oa t s  
s oa p  
th r oa t



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?"

"Pinch the crayon with your pointing finger and thumb. Put your next  
finger beneath the crayon and grip it. Colour the oak tree."

t oa d r oa d  
b oa t c oa t  
oa k f l oa t

Point under the graphemes in each word from left to right.  
Ask the learner to, "Say the sounds. Can you hear a word?"

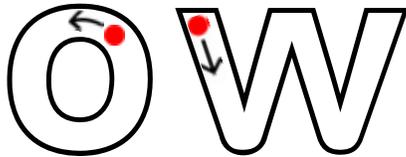
"Remember to hold your pencil with 'froggy legs and a log under'.  
Draw an oak tree with some acorns. Can you write 'oak'?"

-OW



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

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



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

s l ow  
ow n  
th r ow i ng



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?"

"Pinch the crayon with your pointing finger and thumb. Put your next [middle] finger beneath the crayon and grip it. Colour the bow."

s ow s oa p  
g l ow t ow  
s oa k g r ow

Point under the graphemes in each word from left to right. Ask the learner to, "Say the sounds. Can you hear a word?"

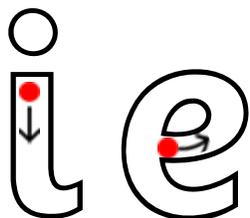
"Remember to hold your pencil with 'froggy legs and a log under'. Draw a bow on a gift. Can you write 'bow'?"

-ie



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

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



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

t ie  
c r ie d  
p ie 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?"

"Pinch the crayon with your pointing finger and thumb. Put your next  
finger beneath the crayon and grip it. Colour the shirt and tie."

b ow t ie  
l ow c r ie s  
t ie d f l ie s

Point under the graphemes in each word from left to right.  
Ask the learner to, "Say the sounds. Can you hear a word?"

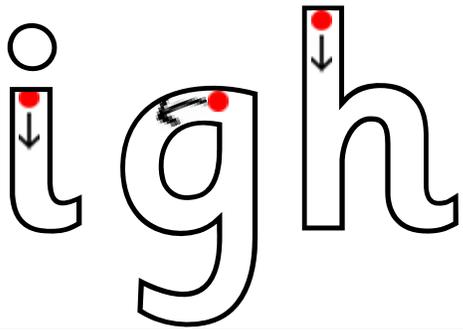
"Remember to hold your pencil with '**froggy legs and a log under**'.  
Draw a boy in a plain shirt and jazzy tie. Can you write 'tie'?"

# -igh



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

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



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

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

th igh  
l igh t  
f r igh t



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?"

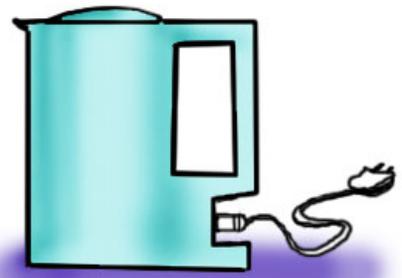
"Pinch the crayon with your pointing finger and thumb. Put your next finger beneath the crayon and grip it. Colour the night sky."

s igh      n igh t  
m ow      l oa d  
h igh      l igh t

Point under the graphemes in each word from left to right.  
Ask the learner to, "Say the sounds. Can you hear a word?"

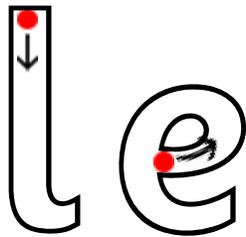
"Remember to hold your pencil with 'froggy legs and a log under'.  
Draw a night scene. Can you write 'night'?"

-le



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

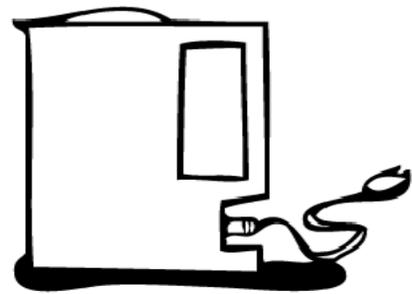
Ask, "Where can you hear the sound /ul/ in the word 'kettle'?" Cut out this picture tile and **keep** it for matching with the grapheme 'le'.



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

s e tt le  
n e tt le s  
p i ck le



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

"Pinch the crayon with your pointing finger and thumb. Put your next [middle] finger beneath the crayon and grip it. Colour the kettle."

l i tt le a pp le  
m u dd le l ie  
t i ck le s igh t

Point under the graphemes in each word from left to right. Sound out the double consonant letters like 'tt' once only. Can you hear a word?

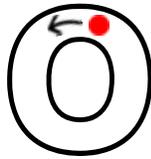
"Remember to hold your pencil with 'froggy legs and a log under'. Draw a kettle with steam rising out. Can you write 'kettle'?"

— 0 —



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

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



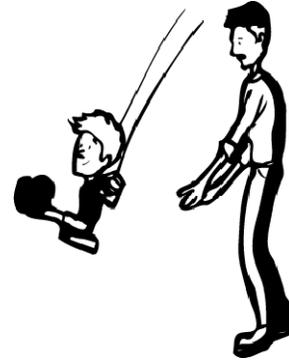
"Finger trace the letter shape from the dot and say the sound /u/."  
"Use your pointing finger to 'write' the letter shape in the air."

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

s o n

M o n d a y

L o n d o n



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

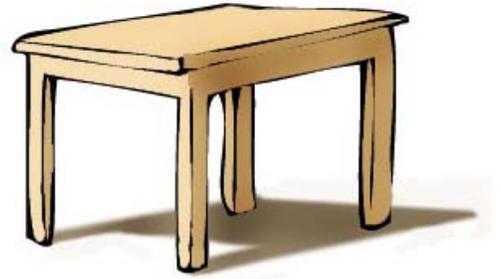
"Pinch the crayon with your pointing finger and thumb. Put your next finger beneath the crayon and grip it. Colour the boy who is the son."

s o n      w o n  
t o n s      s o m e  
c o m e      f r o n t

Point under the graphemes in each word from left to right. "Don't sound out the end 'e' in 'come' and 'some'. Can you hear the words?"

"Remember to hold your pencil with '**froggy legs and a log under**'. Draw a boy with his father. Can you write 'son'?"

a



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

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



"Finger trace the letter shape from the dot and say the sound /ai/."  
"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 **two** sounds?"

a b le  
a p r o n  
A p r il



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?"

"Pinch the crayon with your pointing finger and thumb. Put your next [middle] finger beneath the crayon and grip it. Colour the table."

w o n c o m e  
a b l e t a b l e  
s t a b l e s o n

Point under the graphemes in each word from left to right. "Don't sound out the end 'e' in 'come'." Can you hear the words?"

"Remember to hold your pencil with 'froggy legs and a log under'. Draw a table which is set for tea. Can you write 'table'?"

e



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

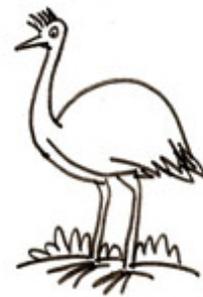
Ask, "Where can you hear the sound /ee/ in the word 'emu'?" Cut out this picture tile and **keep** it for matching with the grapheme 'e'.



"Finger trace the letter shape from the dot 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 **two** sounds?"

h e  
e m u  
sh e



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?"

"Pinch the crayon with your pointing finger and thumb. Put your next [middle] finger beneath the crayon and grip it. Colour the emu."

m e                      w e  
b e                      h e  
come                    some

Point under the graphemes in each word from left to right. "Don't sound out the end 'e' in 'come' and 'some'. Can you hear the words?"

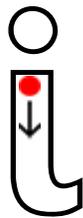
"Remember to hold your pencil with 'froggy legs and a log under'. Draw an emu. Can you write 'he is big'?"

i



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

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



"Finger trace the letter shape from the dot and say the sound /igh/."  
"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 **two** sounds?"

k i n d  
i d l e  
c h i l d



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?"

"Pinch the crayon with your pointing finger and thumb. Put your next finger beneath the crayon and grip it. Colour the tree and child."

I f i n d  
m i l d t i e  
h i g h w i l d

Point under the graphemes in each word from left to right. "Look at the special capital letter for the word 'I'. Can you read the words?"

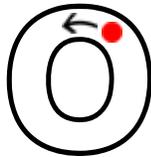
"Remember to hold your pencil with '**froggy legs and a log under**'. Draw a tree with a child playing hide and seek behind the trunk."

O



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

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



"Finger trace the letter shape from the dot and say the sound /oa/."  
"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 **three** sounds?"

o l d  
f o l d  
m o s t



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?"

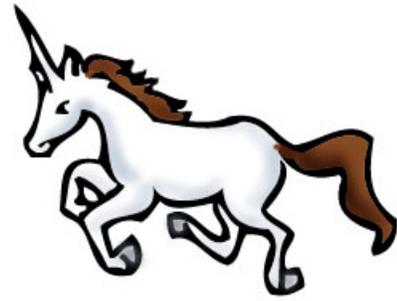
"Pinch the crayon with your pointing finger and thumb. Put your next finger beneath the crayon and grip it. Colour the yo-yo."

n o g o s o  
o l d c o l d  
c o a t s n o w

Point under the graphemes in each word from left to right. "Look at the three types of code for the sound /oa/. Can you read the words?"

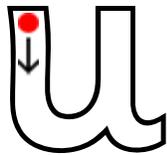
"Remember to hold your pencil with '**froggy legs and a log under**'. Draw two children playing with yo-yos. Can you write 'yo-yo'?"

u



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

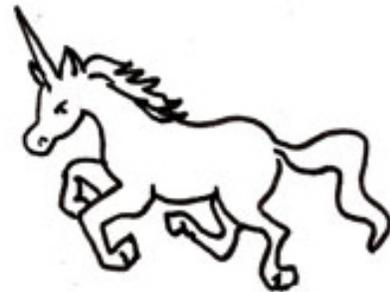
Ask, "Where can you hear the sound /yoo/ in the word 'unicorn'?" Cut out this tile and **keep** it for matching with the grapheme 'u'.



"Finger trace the letter shape from the dot and say the sound /yoo/."  
"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 **two** sounds?"

u n i c o r n  
u n i t s  
u n i v e r s e



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

"Pinch the crayon with your pointing finger and thumb. Put your next [middle] finger beneath the crayon and grip it. Colour the unicorn."

u n i t      f u n  
I cut it up.  
I am big.

Point under the graphemes in each word from left to right. "Notice the two ways of sounding out the letter u. Can you read the words?"

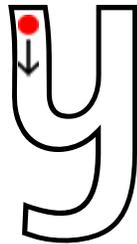
"Remember to hold your pencil with 'froggy legs and a log under'. Draw a unicorn galloping."

y



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

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



"Finger trace the letter shape from the dot and say the sound /igh/."  
"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 **two** sounds?"

sh y  
f l y i ng  
d r y



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?"

"Pinch the crayon with your pointing finger and thumb. Put your next finger beneath the crayon and grip it. Colour the man in the plane."

f l y h igh  
I can fly high  
in **the** sky.

Point under the graphemes in each word from left to right. Point to the word 'the' and say what it is. "Can you read the sentence?"

"Remember to hold your pencil with 'froggy legs and a log under'. Draw an aeroplane flying through the clouds."