

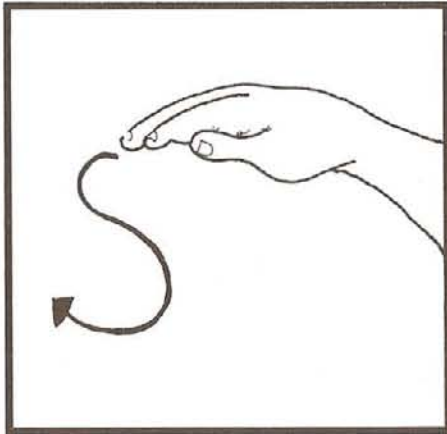
**Suggested Storyline for the 's' sound:** A child takes a dog for a walk in the country. The dog starts to bark. There is a *sssssssss* sound and a snake slithers away.

**Flash Card:** Teacher shows the letter 's'.

**Action:** Children weave their arms like a snake while making the *sssssssssss* sound.

**Letter Formation:** Teacher shows how to form the letter 's'. Children form the letter in the air.

S s

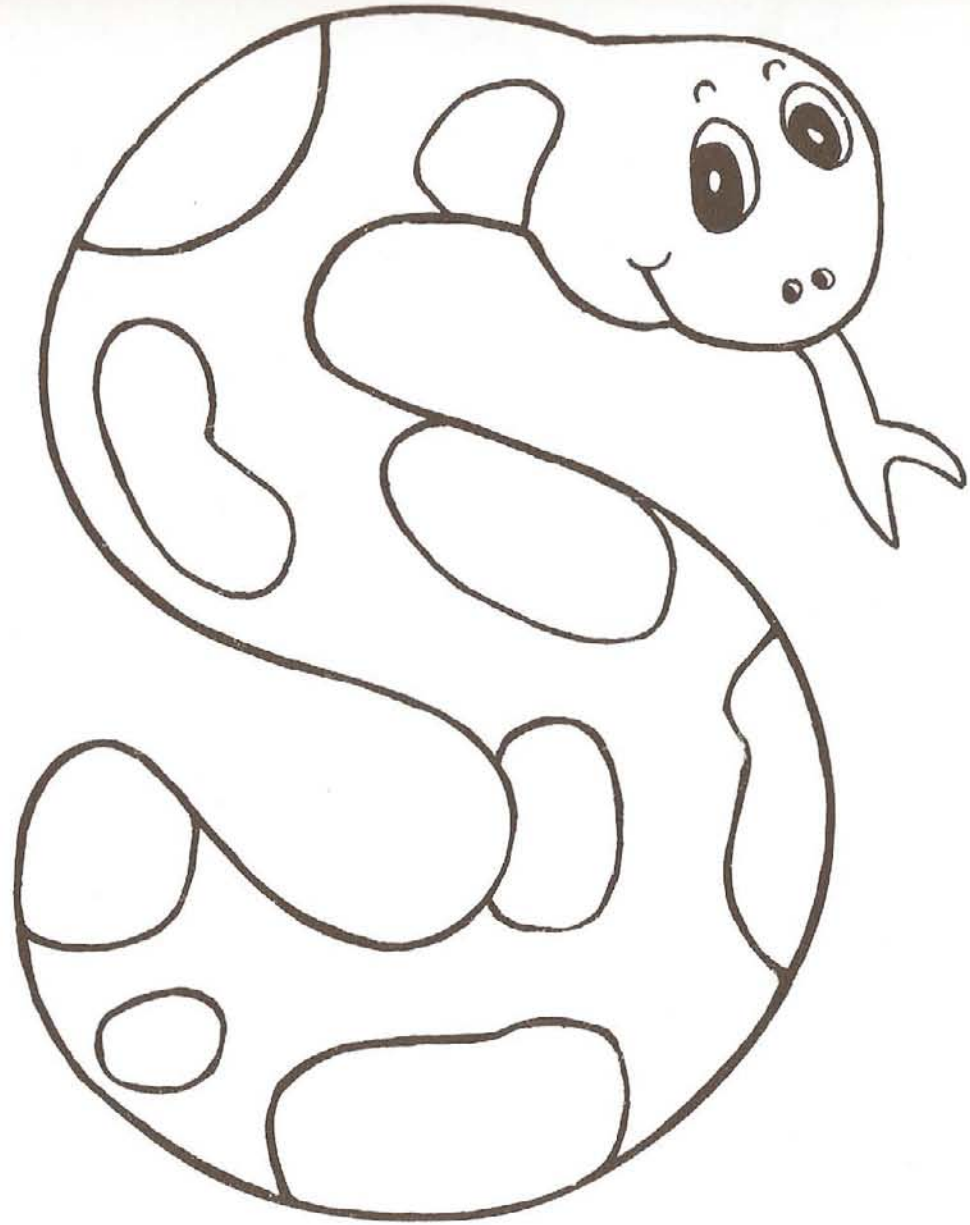


**ACTION**

Weave like a snake, making s shapes, saying sssss.

snake  
spotty  
sun  
sit  
sand

Draw the  
letters  
dotted here:



**Suggested Storyline for the short 'a' sound:** A family are going on a picnic. The children suggest food to be taken. They sit down and spread out the lunch. They start eating. One of the children feels a tickling on their arm and says *a a a a a ants*. They jump up and leave the ants.

**Flash Card:** Teacher shows the letter 'a'.

**Action:** Children pretend the ants are going up their arms and say *a a a a a*.

**Letter Formation:** Teacher shows how to form the letter 'a'. Children form the letter in the air.

**Further Phonics:** The teacher tells the children that 'a' is a special letter called a vowel.

# A a

short a



### ACTION

Wiggle fingers above elbow as if ants crawling on you, and say *a, a!*

**ants**

angry

apple

jam

hat

Draw the letters dotted here:



a a a a a a a a a a



**Suggested Storyline for the 't' sound:** Some children go to a tennis match between two famous people. They have great fun watching the match. They watch the people opposite them turning their heads from side to side. The children join in turning their heads every time they hear the 't' sound of the racket hitting the ball.

**Flash Card:** Teacher shows the letter 't'.

**Action:** Children imitate watching tennis turning head from side to side and saying *t t t t*.

**Letter Formation:** Teacher tells the children that 't' is a tall letter, and shows them how to form it. Children form the letter in the air.

# T t

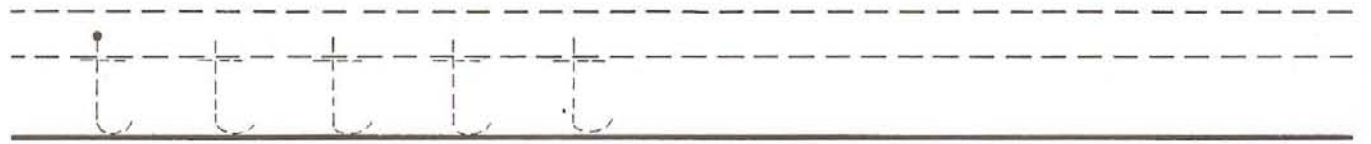
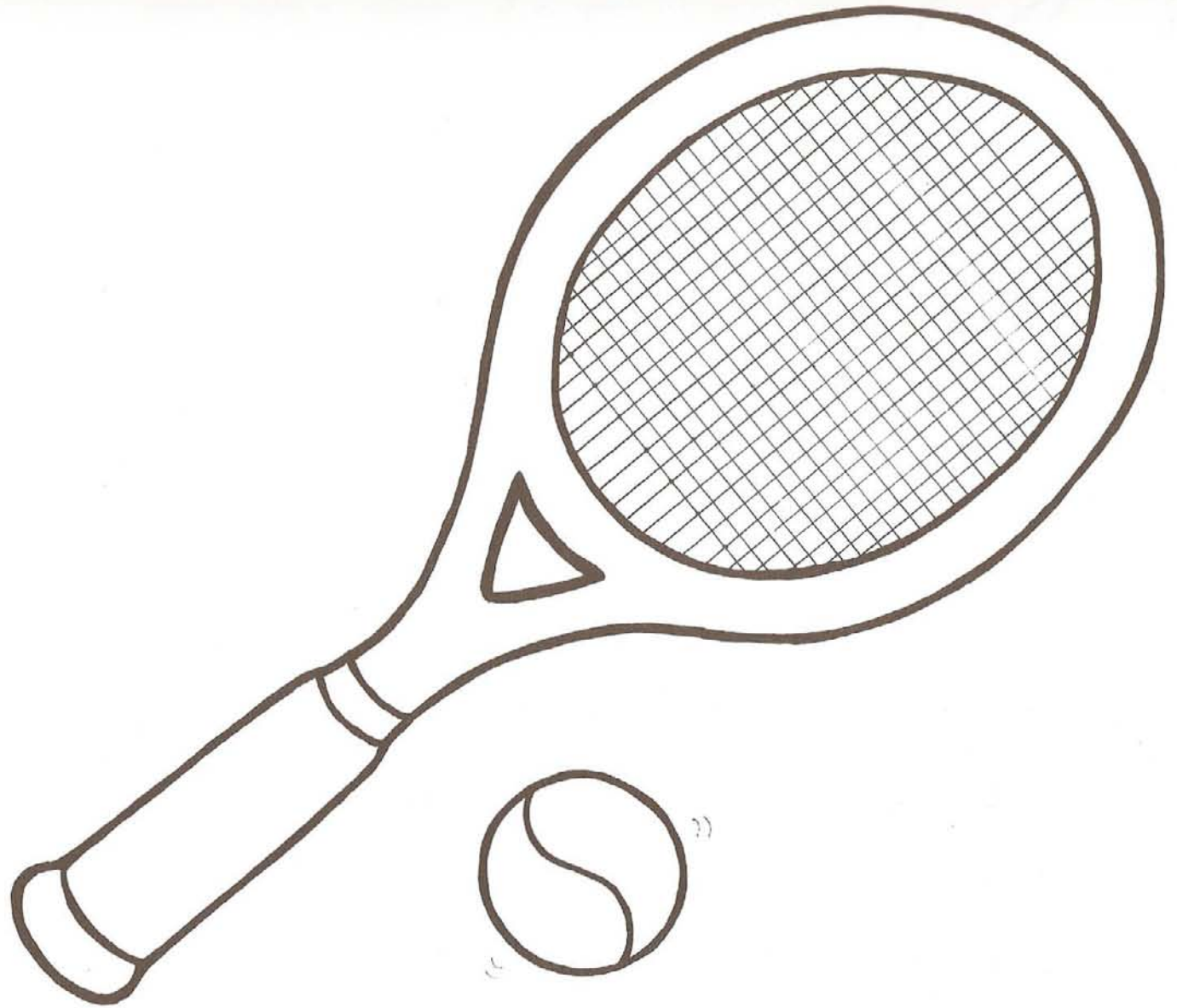


### ACTION

Children imitate watching tennis, turning head from side to side and saying *t t t*.

tennis  
teddy  
top  
hit  
cat

Draw the  
letters  
dotted here:



**Suggested Storyline for the 'i' sound:** The family gets a new pet white mouse. That night the mouse gets out. It jumps on the desk and knocks over the ink bottle. Ink splashes over the mouse. After that the mouse is named 'Inky'.

**Flash Card:** Teacher shows the letter 'i'.

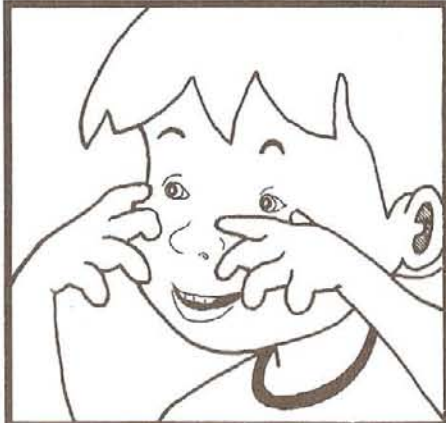
**Action:** Children pretend to be Inky Mouse and wiggle their fingers on the end of their nose saying *i i i i i*.

**Letter Formation:** Teacher shows how to form the letter 'i'. Children form the letter in the air.

**Further Phonics:** The teacher tells the children that 'i' is another vowel. When children have a better knowledge of the sounds, they can be told that words do not like to end in 'i' (shy 'i'), so 'y' (toughy 'y') takes its place in words such as 'sunny, mummy, silly, happy', etc.

# I i

short i

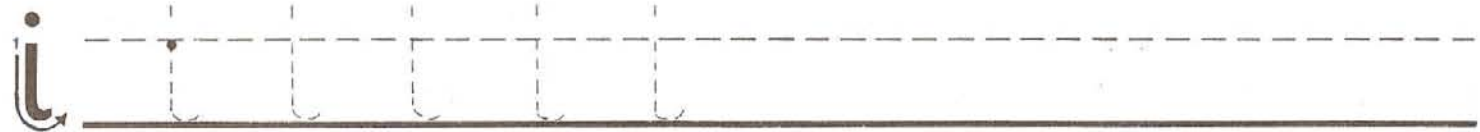


### ACTION

Pretend to be a mouse, by wiggling fingers on end of your nose (whiskers), and squeak *i, i, i*.

ink  
indian  
imp  
pin  
sit

Draw the  
letters  
dotted here:





**Suggested Storyline for the 'p' sound:** It is a child's birthday. Their mother has made a cake in the shape of a pig and has put five trick candles that relight when blown out. The child puffs the candles out, but every time the candles appear to have gone out, they light up again.

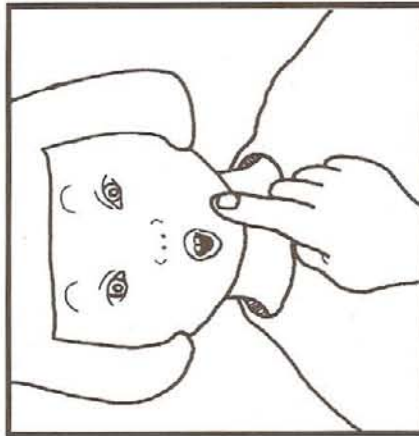
**Flash Card:** Teacher shows the letter 'p'.

**Action:** Children imagine their finger is a candle and try to puff the trick candle out saying *p p p p p p*.

**Letter Formation:** Teacher shows how to form the letter 'p', and tells the children that 'p' has a down stroke which goes under the line. Children form the letter in the air.



# P p

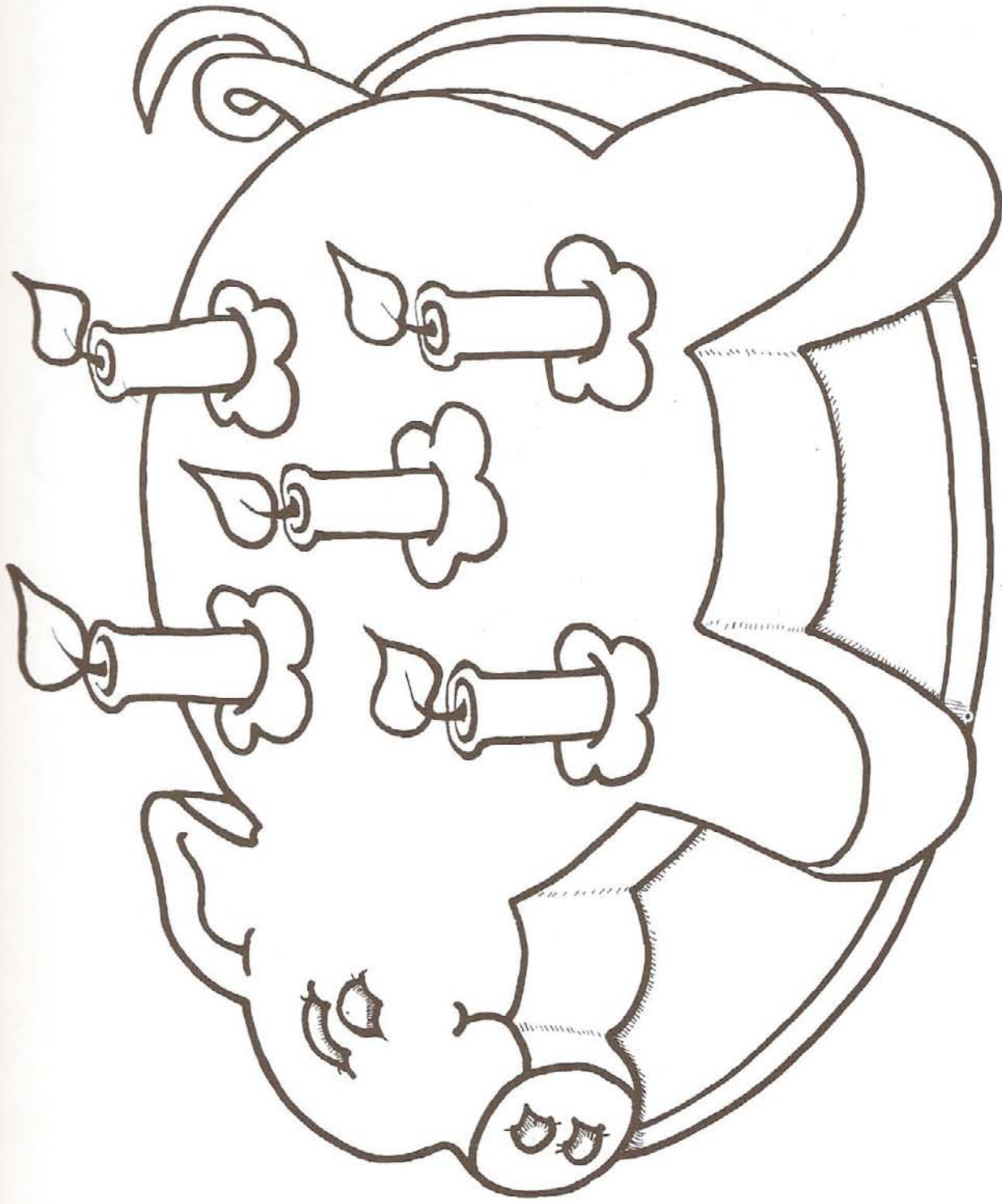
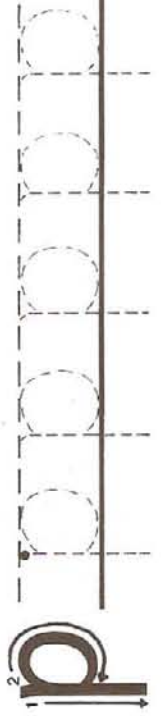


### ACTION

Hold up index finger, as if it is a lit candle, and imagine puffing it out, saying *p*.

- puff**
- pig**
- pant**
- spot**
- top**

Draw the letters dotted here:



**Suggested Storyline for the 'n' sound:** The child has a model aeroplane and goes out to fly it. There is a lot of noise as it takes off. It goes round and round making a *nnnnnnnnnn* sound, but then it goes out of control and nosedives, making a louder *nnnnnnnnnnnnnnnnnn* sound. The aeroplane then pulls out of the nosedive and lands safely.

**Flash Card:** Teacher shows the letter 'n'.

**Action:** Children put their arms out and pretend to be the aeroplane making a continuous *nnnnnnnnnnnn* sound.

**Letter Formation:** Teacher shows how to form the letter 'n'. Children form the letter in the air.

# N n



**ACTION**

Hold out arms as if an aeroplane nose diving, and say *nnnnn*.

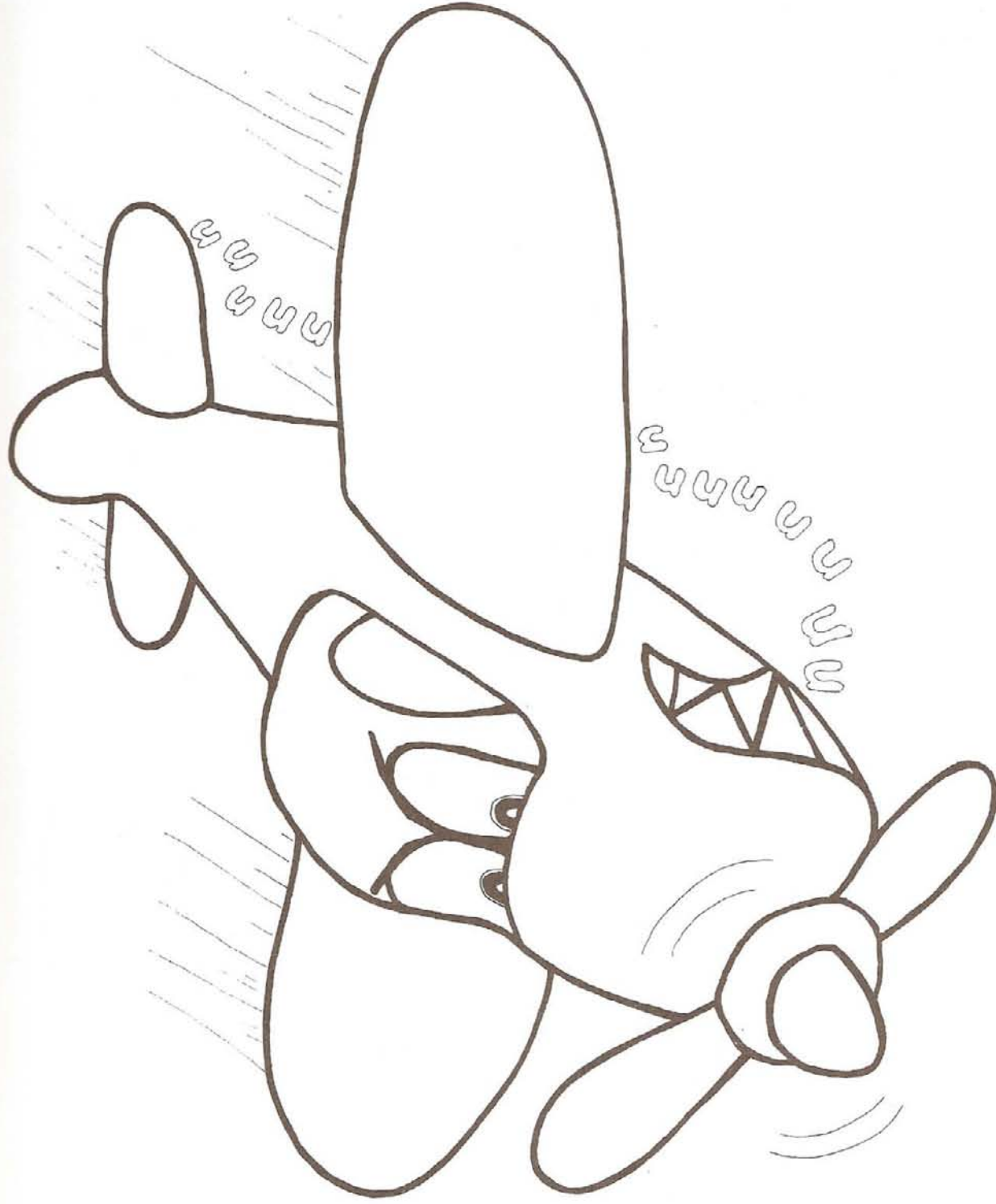
**noise**

nosedive

nasty

snap

man



n

Draw the letters dotted here:



**Suggested Storyline for the 'c' and 'k' sound:** A family goes on holiday to Spain. They go in an aeroplane (show 'n' letter again and make *nnnn* noise). It is lovely and hot in Spain. They spend the day on the beach and come back in the evening for dinner. After dinner, Spanish dancers perform in the hotel. The ladies wear bright coloured dresses and have castanets which make a *c c c c* sound.

**Flash Card:** Teacher shows the letters 'c' and 'k'.

**Action:** Children pretend to be a Spanish dancer and click fingers above head saying *c c c c c c*.

**Letter Formation:** Teacher shows how to form the letters 'c' and 'k'. Children form the letters in the air.

**Further Phonics:** Children should be told that the 'c' and 'k' both make the same sound and that sometimes they go together in a word. Later, it can be pointed out to the children that 'ck' usually go together at the end of small words with a short vowel.

They also need to know that when 'e', 'i' or 'y' come after a 'c' the sound usually changes to a 's' sound, as in ice, circus, cycle, etc.

**C c**  
**K k**

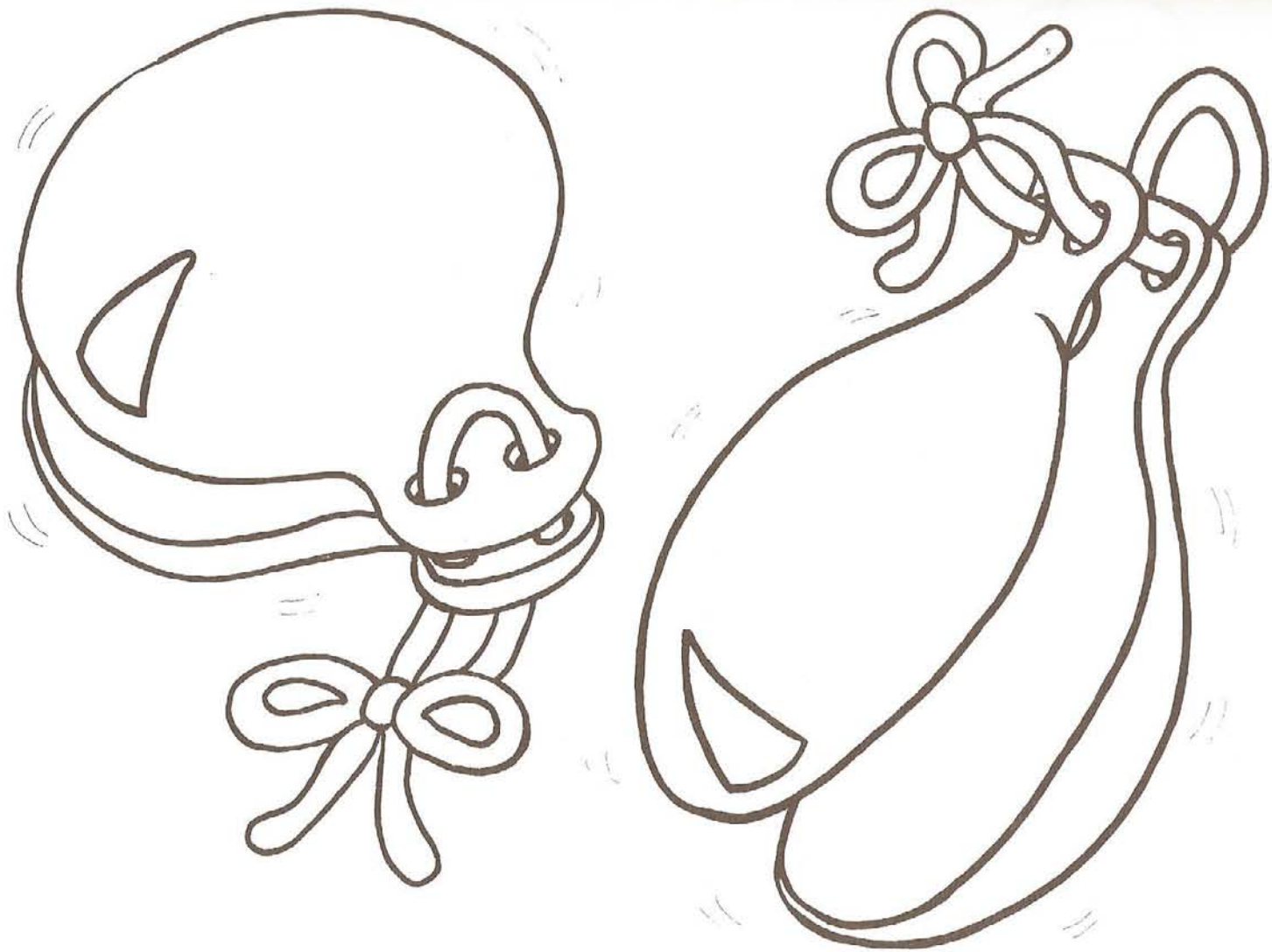


**ACTION**

Raise hands and snap fingers together as if playing castanets, and say *k, k, k*.

**castanets**

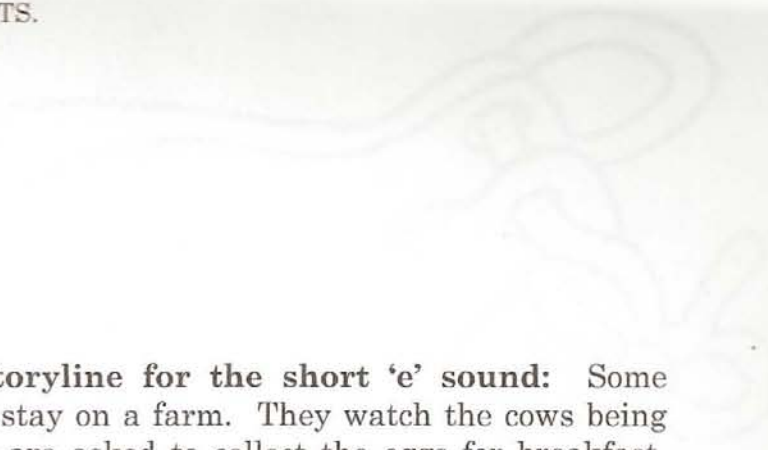
**cat**      **kitten**  
**clog**     **king**  
**tractor** **kite**  
**clock**    **skip**



**C** C C C C C

**k** k k k k k





**Suggested Storyline for the short 'e' sound:** Some children go to stay on a farm. They watch the cows being milked. They are asked to collect the eggs for breakfast. Everybody comes in to eat the eggs. The children crack the eggs open on side of pan saying *e e e e e egg*.

**Flash Card:** Teacher shows the letter 'e'.

**Action:** Children pretend to hold egg in one hand and tap it against the pan saying *e e e*, then use both hands to open egg shell and say *e*.

**Letter Formation:** Teacher shows how to form the letter 'e'. Children form the letter in the air.

**Further Phonics:** The teacher tells the children that 'e' is another vowel.

# E e

short e

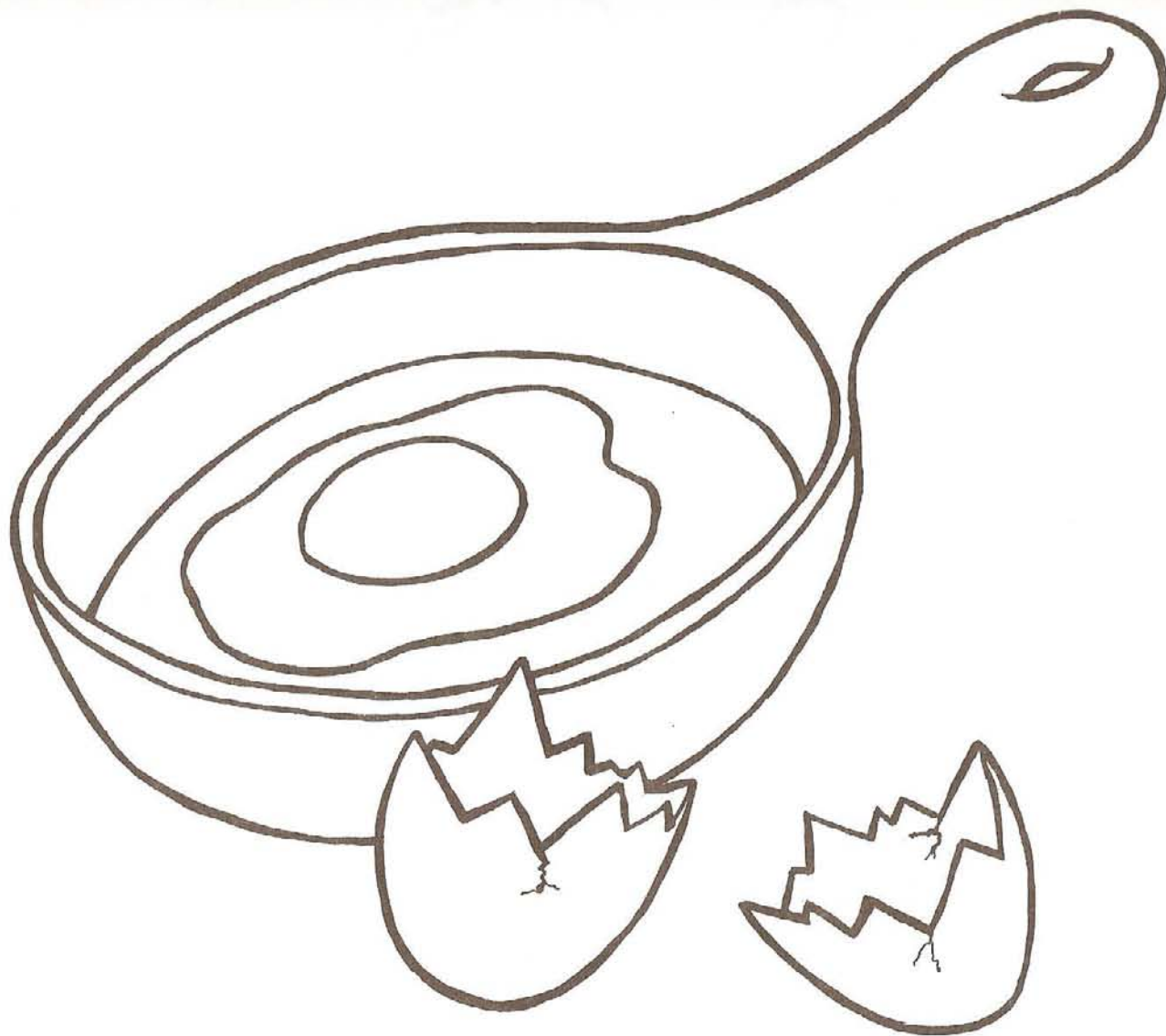


### ACTION

Pretend to hold egg with one hand, as if cracking it against the side of a bowl or pan. Use both hands to open shell, saying *eh eh*.

egg  
empty  
end  
shed  
tent

Draw the  
letters  
dotted here:



e

e e e e e e

**Suggested Storyline for the 'h' sound:** The school has a sports day. Some children are in the hopping race. By the time they get to the end they are panting and saying *h h h*.

**Flash Card:** Teacher shows the letter 'h'.

**Action:** Children pretend they are panting, and say *h h h*  
*h h h*.

**Letter Formation:** Teacher shows how to form the letter 'h', telling the children that it is a tall letter. Children form the letter in the air.

# H h

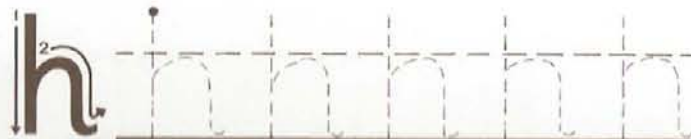


## ACTION

Act as if panting after a race, holding hand up to mouth, and saying *h, h, h*.

hop  
hot  
huff  
house  
hill

Draw the  
letters  
dotted here:





**Suggested Storyline for the 'r' sound:** The family has a playful puppy. It has a favourite piece of ragged blanket. They want to wash the blanket and try to take it away. The puppy grips the blanket in its teeth and shakes its head making a *rrrrrrrrrrrrrrrr* sound.

**Flash Card:** Teacher shows the letter 'r'.

**Action:** Children pretend to be the puppy holding the blanket, shaking their heads and making a *rrrrrrrrrrrrrrrr* sound.

**Letter Formation:** Teacher shows how to form the letter 'r'. Children form the letter in the air.



# R r



### ACTION

Pretend to be a puppy pulling a rag, with teeth clenched and shaking head, saying *rrrrr*.

rag  
run  
rabbit  
forest  
carrot

Draw the  
letters  
dotted here:



r



**Suggested Storyline for the 'm' sound:** The children tell the class what their favourite meal is. Each time a child describes their favourite meal, they rub their tummies and say *mmmmmmm*.

**Flash Card:** Teacher shows the letter 'm'.

**Action:** Children rub tummy and say *mmmmmmm*.

**Letter Formation:** Teacher shows how to form the letter 'm'. Children form the letter in the air.



**Suggested Storyline for the 'd' sound:** A child helps their older brother to clear out his old toys. At the back of the cupboard they find a drum. They start playing it, making a *d d d d d* sound.

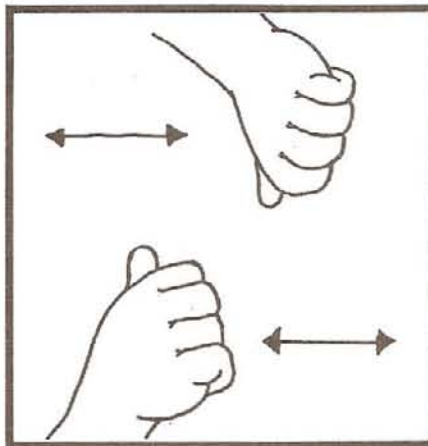
**Flash Card:** Teacher shows the letter 'd'.

**Action:** Children pretend to be playing a drum, moving hands up and down saying *d d d d d*.

**Letter Formation:** Teacher shows how to form the letter 'd'. Teacher tells the children that it is one of the letters that does not start at the top. It starts with a caterpillar 'c' and is a tall letter. Children form the letter in the air.



**D d**



**ACTION**

Pretend to hold drum sticks and beat up and down on a drum and say *d d d d*.

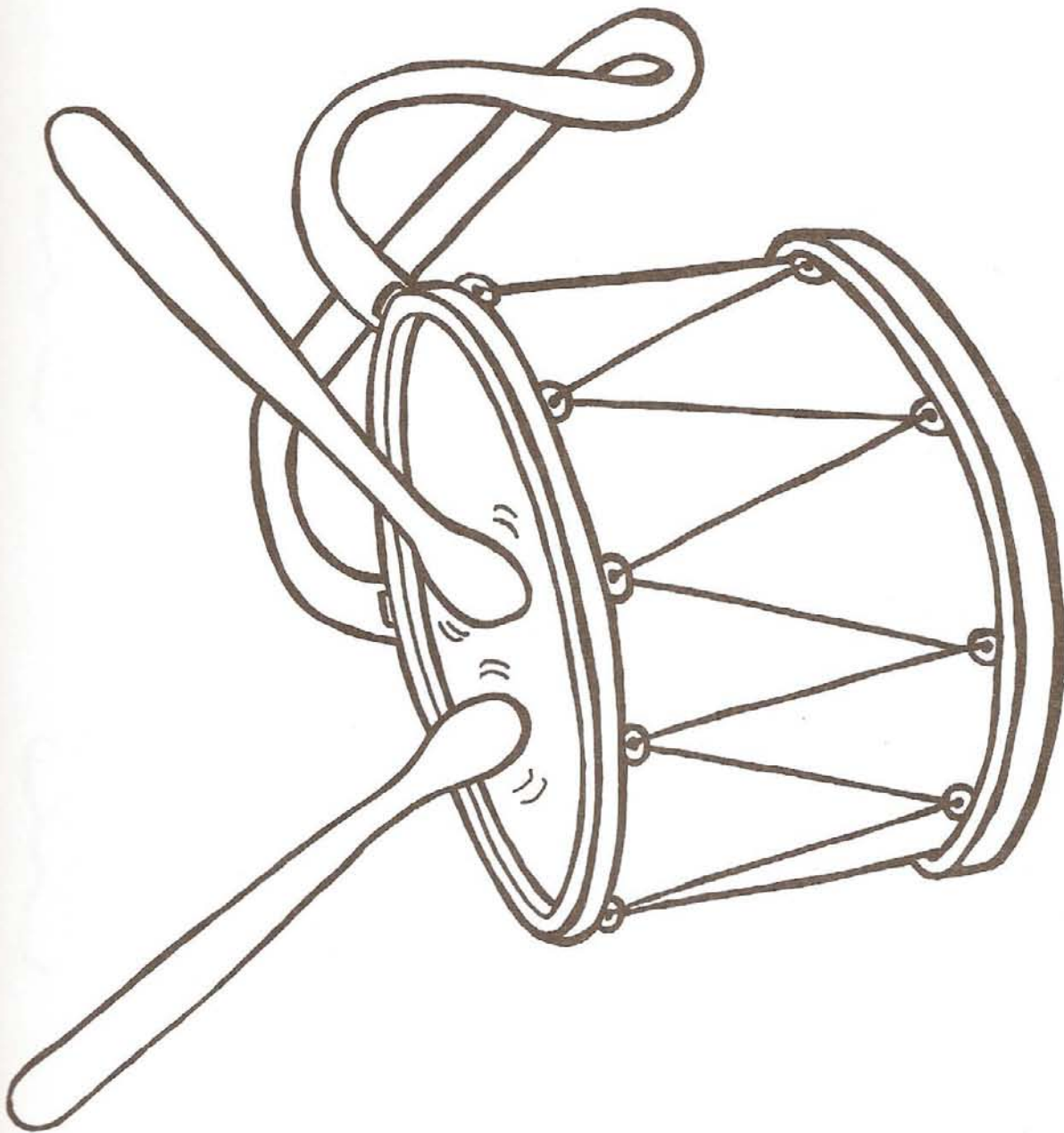
**drum**

**band**

**dog**

**sad**

**puddle**



**d** *d d d d d*

Draw the letters dotted here:



**Suggested Storyline for the 'g' sound:** A sink is blocked and full of water. A plumber is called. The sink is unblocked and as the water goes down it makes a gurgling sound *g g g g g g g*.

**Flash Card:** Teacher shows the letter 'g'.

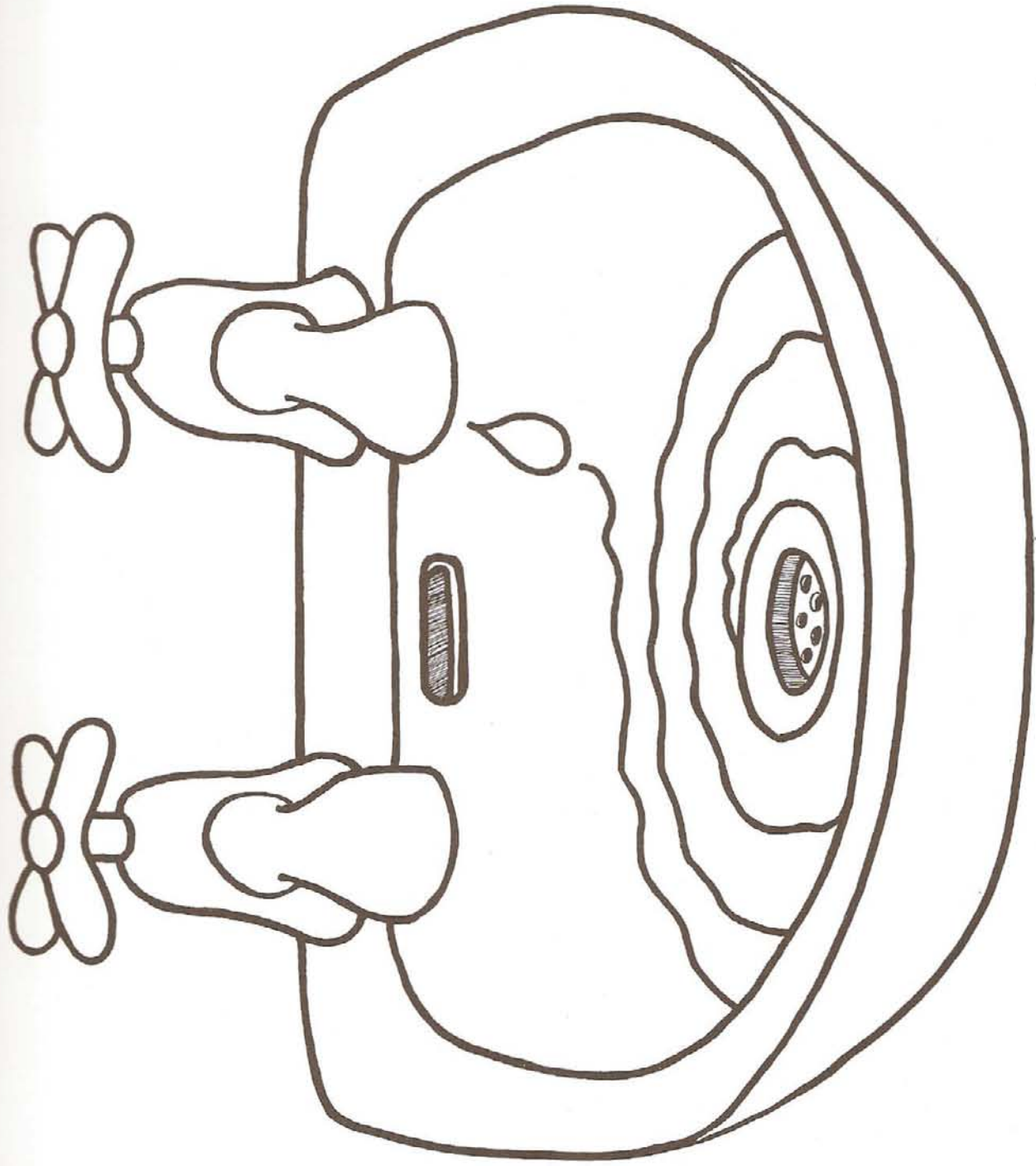
**Action:** Children pretend their hand is the water going round and round down the drain saying *g g g g g g g*.

**Letter Formation:** Teacher shows how to form the letter 'g' and tells the children it starts with a caterpillar 'c' and has a tail that goes under the line. Children form the letter in the air.

# G g



glug  
gurgle  
goose  
girl  
leg



Draw the  
letters  
dotted here:

g g g g g g g g g g

**Suggested Storyline for the short 'o' sound:** A family moves into a new house. In the new bedroom the children can reach the light switch from the bed. They play turning the light on and off saying *o o, o o, o o* - until they are stopped.

**Flash Card:** Teacher shows the letter 'o'.

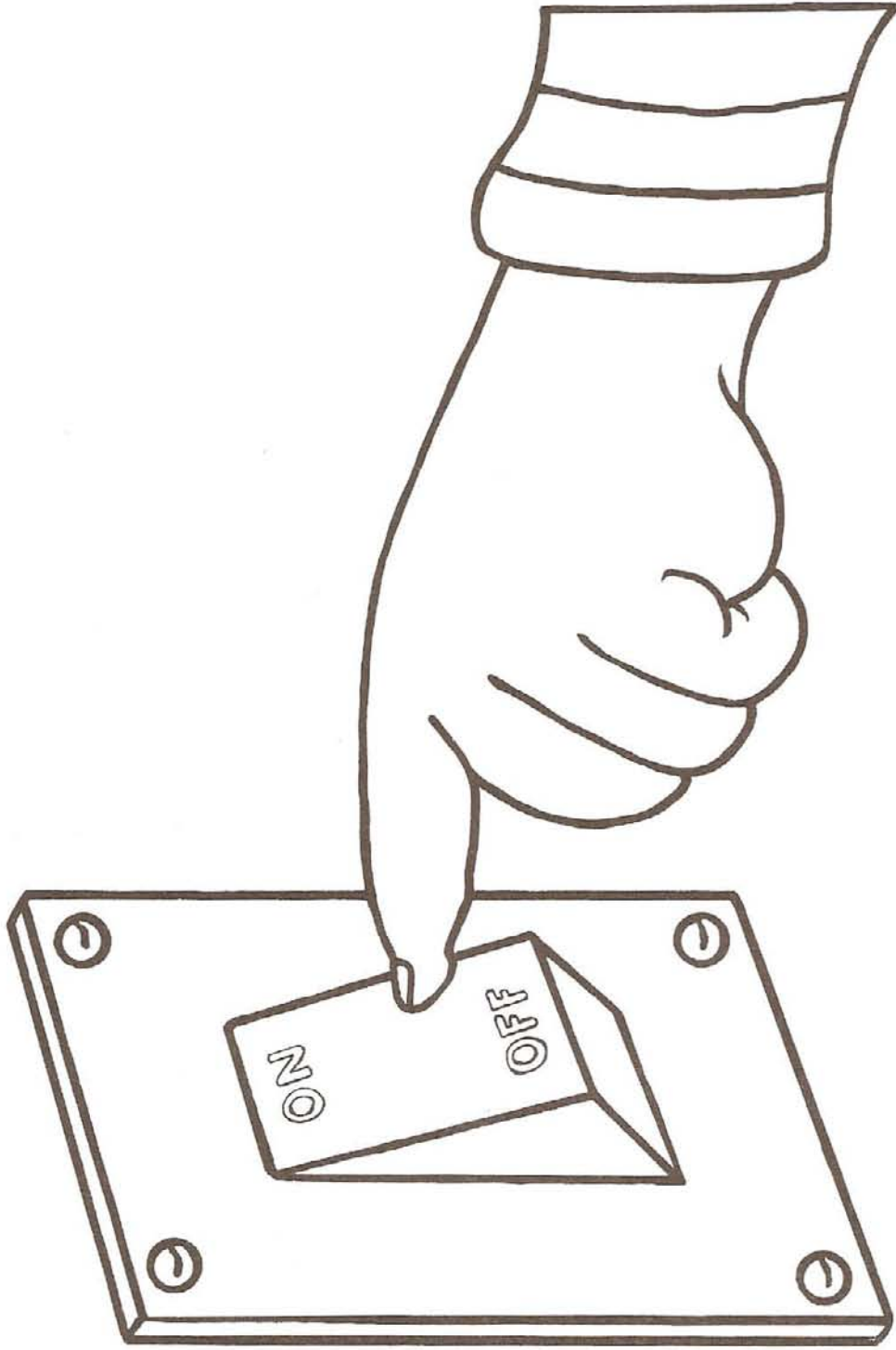
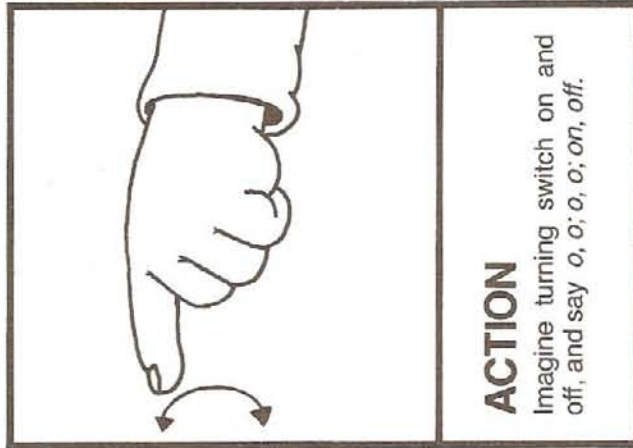
**Action:** Children point finger, as if pushing the switch on and off saying *o o, o o, o o, o o*.

**Letter Formation:** Teacher shows how to form the letter 'o' and tells them it is another caterpillar 'c' letter. Children form the letter in the air.

**Further Phonics:** The teacher tells the children that 'o' is another vowel.

O o

short o



**on off**  
octopus  
ostrich  
pond  
shop

Draw the letters dotted here:





**Suggested Storyline for the short 'u' sound:** The family goes out for a walk on a very sunny day. One child insists on taking a new umbrella. Everybody laughs at the child, BUT during the day it does begin to rain. Up goes the umbrella. The child says *u up...u up...umbrella*. The child keeps dry - everybody else gets wet!

**Flash Card:** Teacher shows the letter 'u'.

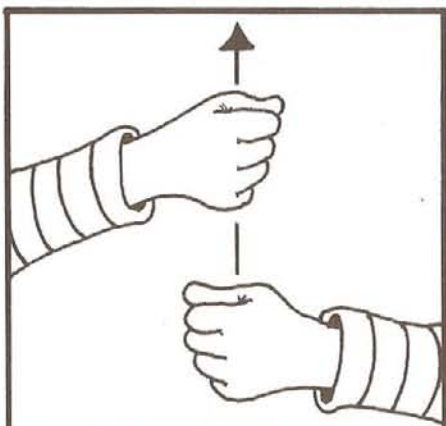
**Action:** Children make upward motion with hand, as if putting up an umbrella saying *u u u u u u*.

**Letter Formation:** Teacher shows how to form the letter 'u'. Children form the letter in the air.

**Further Phonics:** The teacher tells the children that 'u' is a vowel. Revise the five vowels - a, e, i, o, u.

U u

short u



**ACTION**

Keep one hand steady and raise the other, as if raising an umbrella, and say *u...u...u...up.*

up  
umbrella  
under  
sun  
jump

Draw the letters dotted here:



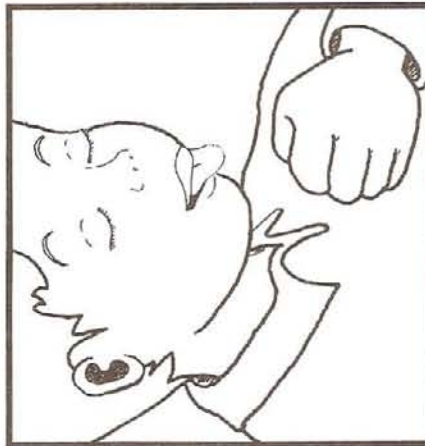
**Suggested Storyline for the 'l' sound:** It is a sunny day. Some children are playing in the park. They get hot and thirsty. They go and buy an iced lolly. They lick the lollies saying *l l l l lick, l l l l lolly.*

**Flash Cards:** Teacher shows the letter 'l'.

**Action:** Children put out their tongues, pretending to be licking a lolly saying *l l l l l l l l.*

**Letter Formation:** Teacher shows how to form the letter 'l' and tells the children it is a tall letter. Children form the letter in the air.

**L**

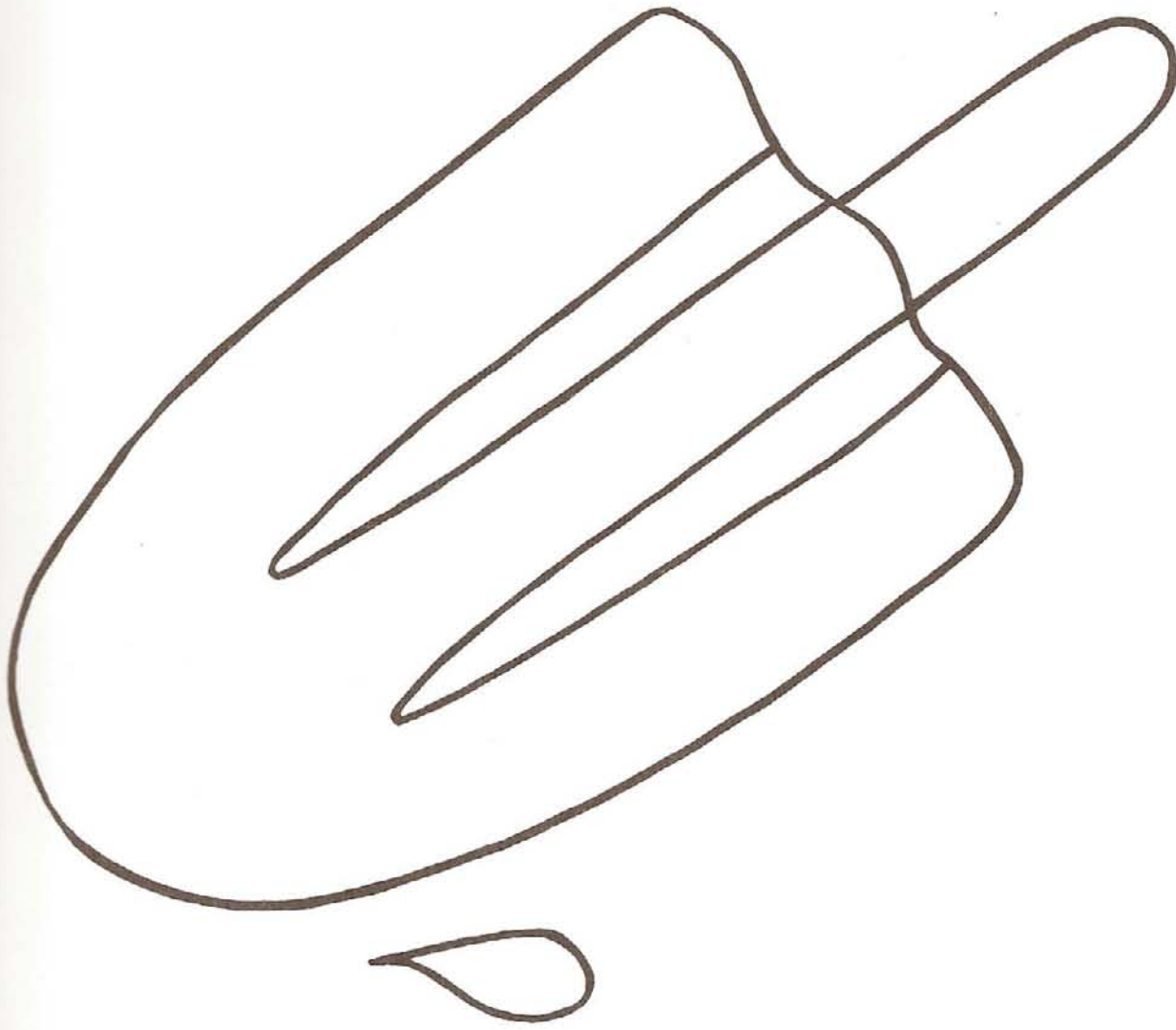


**ACTION**

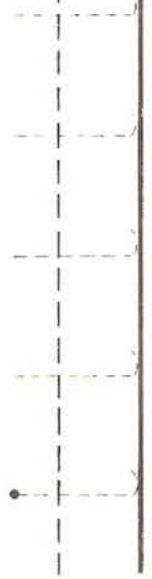
Pretend to lick a lolly, saying  
*lilli.*

- lolly**
- lick**
- lemon**
- spell**
- slug**

Draw the  
letters  
dotted here:



**L**





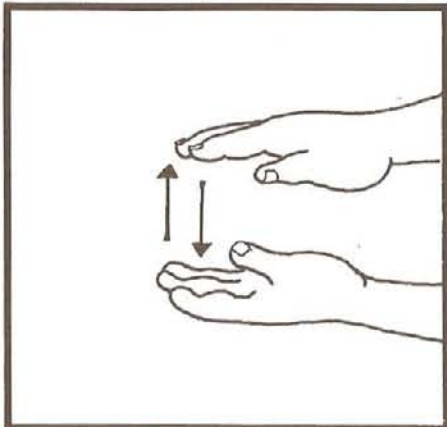
**Suggested Storyline for the 'f' sound:** Some children are given a big inflatable fish that floats on water. They take it to the beach. Their father holds onto the fish while the children play on it. Suddenly they hear a *fffffff* sound and the fish begins to deflate.

**Flash Card:** Teacher shows the letter 'f'.

**Action:** Children bring their hands together as if the fish is deflating making a *fffffff* sound.

**Letter Formation:** Teacher shows how to form the letter 'f' and tells the children it is a tall letter that also goes under the line. Children form the letter in the air.

# F f

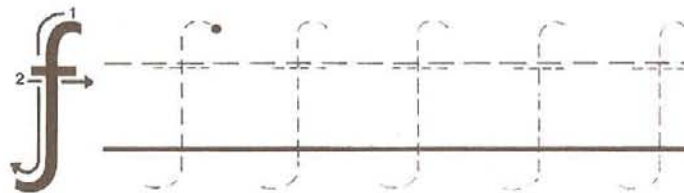
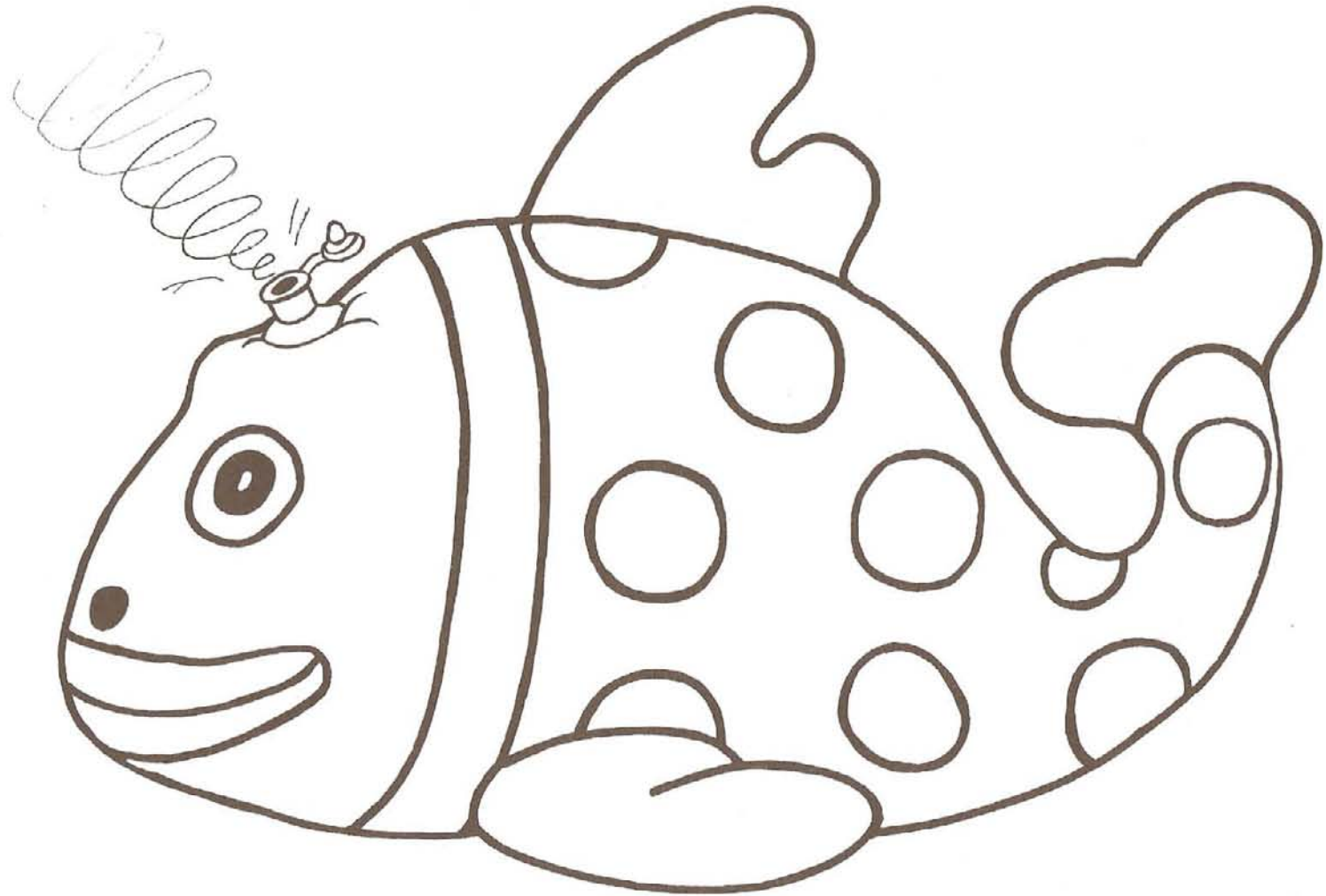


### ACTION

Place one hand above the other, lower the top hand as if inflatable fish is deflating, and say *ffffff*.

**fish**  
flat  
fun  
soft  
sniff

Draw the letters dotted here:



**Suggested Storyline for the 'b' sound:** Some children go to the park and play ball. As the bat hits the ball it makes a *b* sound.

**Flash Card:** Teacher shows the letter 'b'.

**Action:** Children pretend to hold a bat and hit a ball saying *b b b*. Show them the correct formation of the letter by thinking of the downstroke of the *b* as the bat and the round part of the *b* as the ball. They hit the ball along the line, with the bat, when writing.

**Letter Formation:** Teacher shows how to form the letter 'b' and tells them it is another tall letter. Children form the letter in the air.

# B b



**ACTION**

Place hands together as if batting a ball, and say *b, b, b.*

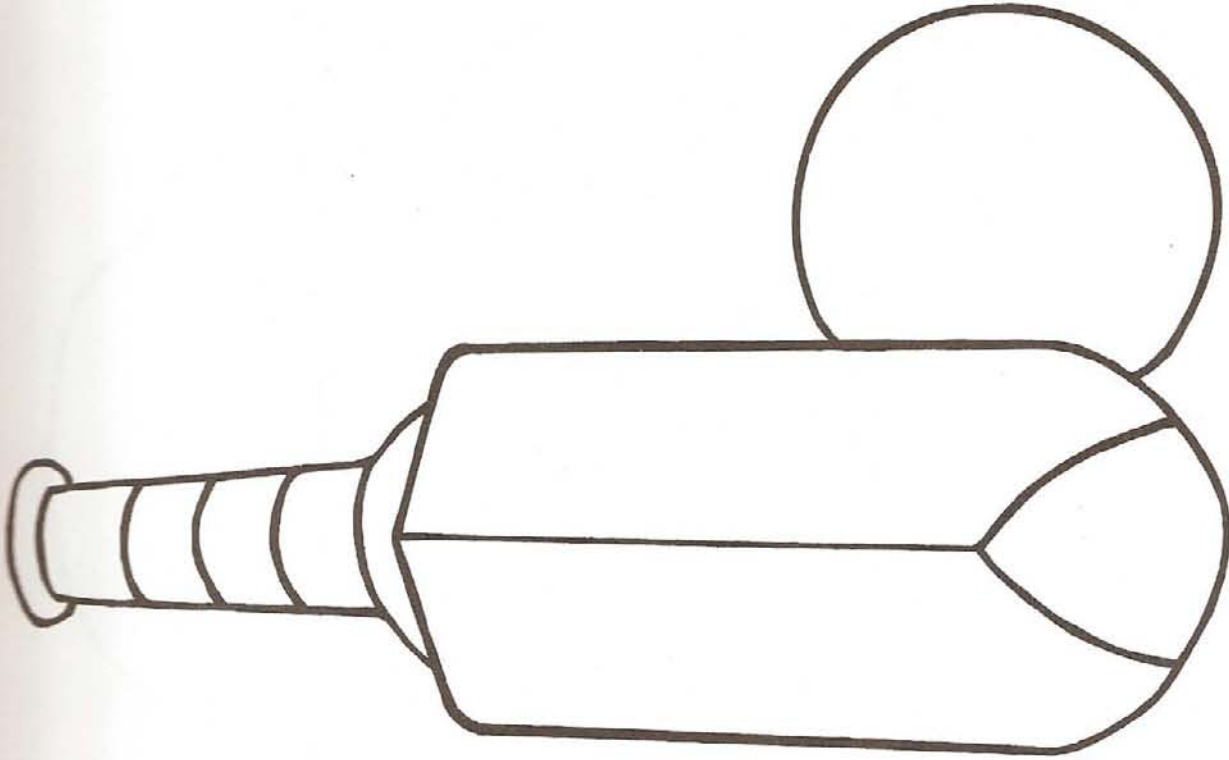
**bat**

**ball**

**belt**

**tubby**

**crab**



**b**

b b b b b b b b

Draw the letters dotted here:



**Suggested Storyline for the 'ai' sound:** A child cannot hear well. She keeps saying 'ai'. Her mother takes her to the doctor. The wax in her ears is removed, so there are no more *ai's!*

**Flash Cards:** Teacher shows the letters 'ai'.

**Action:** The children cup their hand over their ear and say *ai*.

**Letter Formation:** This is a good time to introduce joined up writing. This and the other digraphs can be joined to reinforce the idea that although there are two letters there is only one sound.

**Further Phonics:** The alphabet can be used to introduce letter names. The children are told that vowels can use their names as a sound. This generally happens when there are two vowels. The teacher can use the phrase 'when two vowels go walking the first does the talking' (as described on page 21).

The long 'a' vowel has two other main ways of being written:

a-e .... as in cake, late, fame, same, shape, etc.

ay .... as in day, play, stay, way, etc. This is really the 'ai' but because it usually comes at the end, the 'i' changes to a 'y'.

# ai

long a



### ACTION

Cup hand over ear, as if hard of hearing, and say *ay*?

**aim**

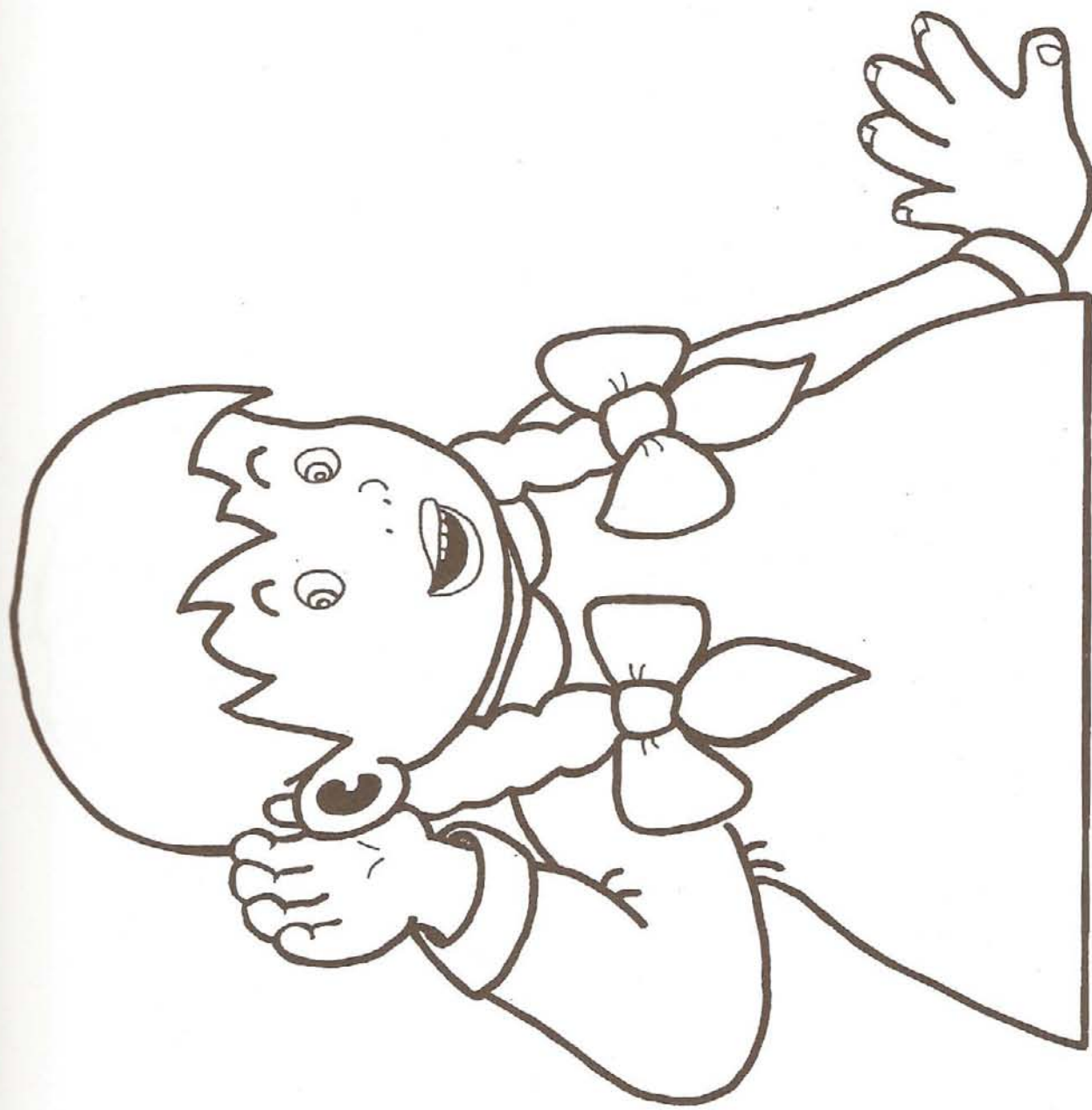
**snail**

**rain**

**pain**

**train**

Draw the letters dotted here:



ai ai ai ai ai

**Suggested Storyline for the 'j' sound:** Mum has made some jelly for tea. When it is ready she tips it on to a plate. Bee and Snake wobble like the jelly saying *jjjjj jelly*.

**Flash Card:** Teacher shows the letter 'j'.

**Action:** The children pretend to be the jelly. They wrap arms round their body saying *jjjjjjjjj*.

**Letter Formation:** Teacher shows how to form the letter 'j' and tells the children that it is not a tall letter, but has a tail under the line. Children form the letter in the air.





**Suggested Storyline for the 'oa' sound:** It is a windy day. An oak tree falls on a goat. Some passing children say *oa, oa* poor goat. The farmer frees the goat.

**Flash Card:** Teacher shows the letters 'oa'.

**Action:** Children see the goat. They put their hand over their mouth and say *oa, oa*.

**Further Phonics:** The long 'o' vowel has three other main ways of being written:

o-e .... bone, stone, home, phone, etc.

oe .... toe, hoe, doe, foe, etc.

ow .... pillow, follow, snow, slow, marrow, etc.

# oa

long o



### ACTION

Bring hand up to mouth as if seeing something go wrong, and say *oh!*

**oak**

goat

coat

soak

toast

Draw the letters dotted here:

oa oa oa oa oa



**Suggested Storyline for the 'ie' sound:** A child goes to a fancy dress party in a sailor suit. The child stands to attention and salutes saying: *ie ie*.

**Flash Card:** Teacher shows the letters 'ie'.

**Action:** Children pretend to be the sailor and salute saying: *ie ie*.

**Further Phonics:** The long 'i' vowel has three other main ways of being written:

i-e .... like, bike, size, wipe, etc.

y .... my, try, fry, cycle, etc.

igh .... right, night, bright, sight, etc.

**ie**

long i



**ACTION**

Stand to attention and salute,  
saying *aye aye*.

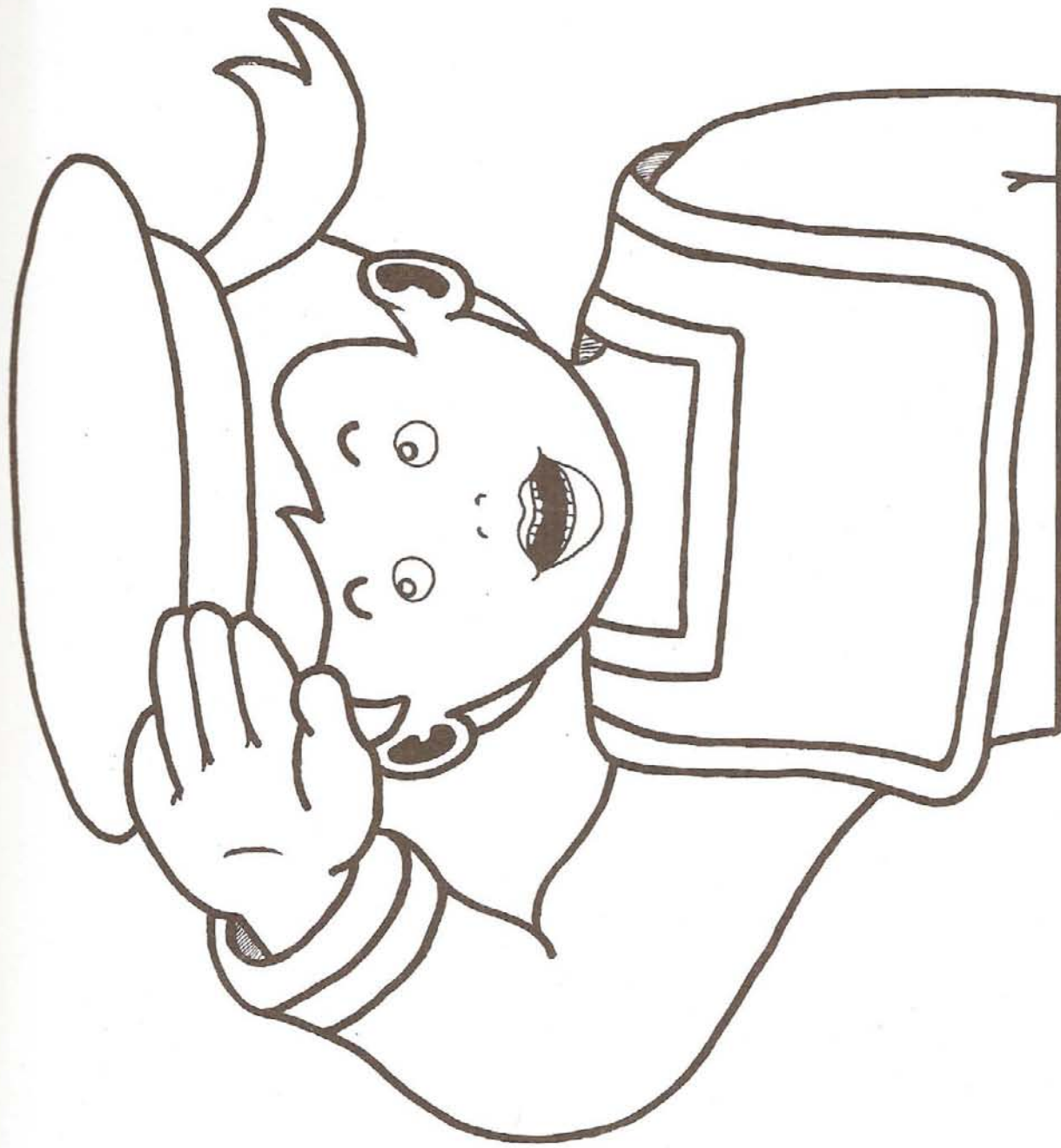
**tie**

**pie**

**die**

**lie**

Draw the  
letters  
dotted here:



**ie** *ie ie ie ie ie*



**Suggested Storyline for the sounds 'ee' and 'or':** A donkey lives in a field. Some children take him carrots. The donkey greets them by saying *ee or*.

**Flash Card:** Teacher shows the letters 'ee' and 'or'.

**Action:** Ensure that the children recognise these as separate sounds. Children pretend their hands are the donkey's ears, their hands are straight up for the *ee* and bent down for the *or*, saying *ee or, ee or*.

**Further Phonics:** The long 'e' vowel has one other main way of being written:

ea ... peas, dream, cream, stream, etc.

The 'or' sound has three other main ways of being written:

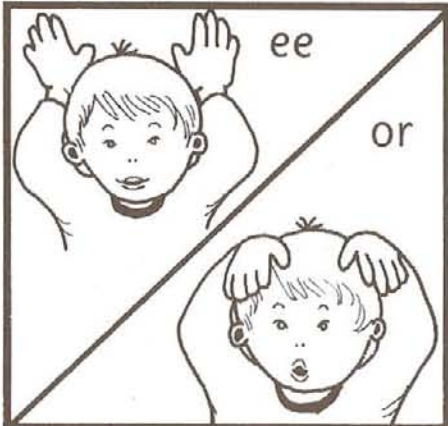
au ... August, Autumn, sauce, haul, etc

aw ... jaw, yawn, shawl, raw, etc.

al ... talk, walk, chalk, ball, etc.

# ee or

long e and the 'or' sound



## ACTION

Pretend to be a donkey braying, and saying *eeyore, eeyore*.

bee

see

sheep

feet

tree

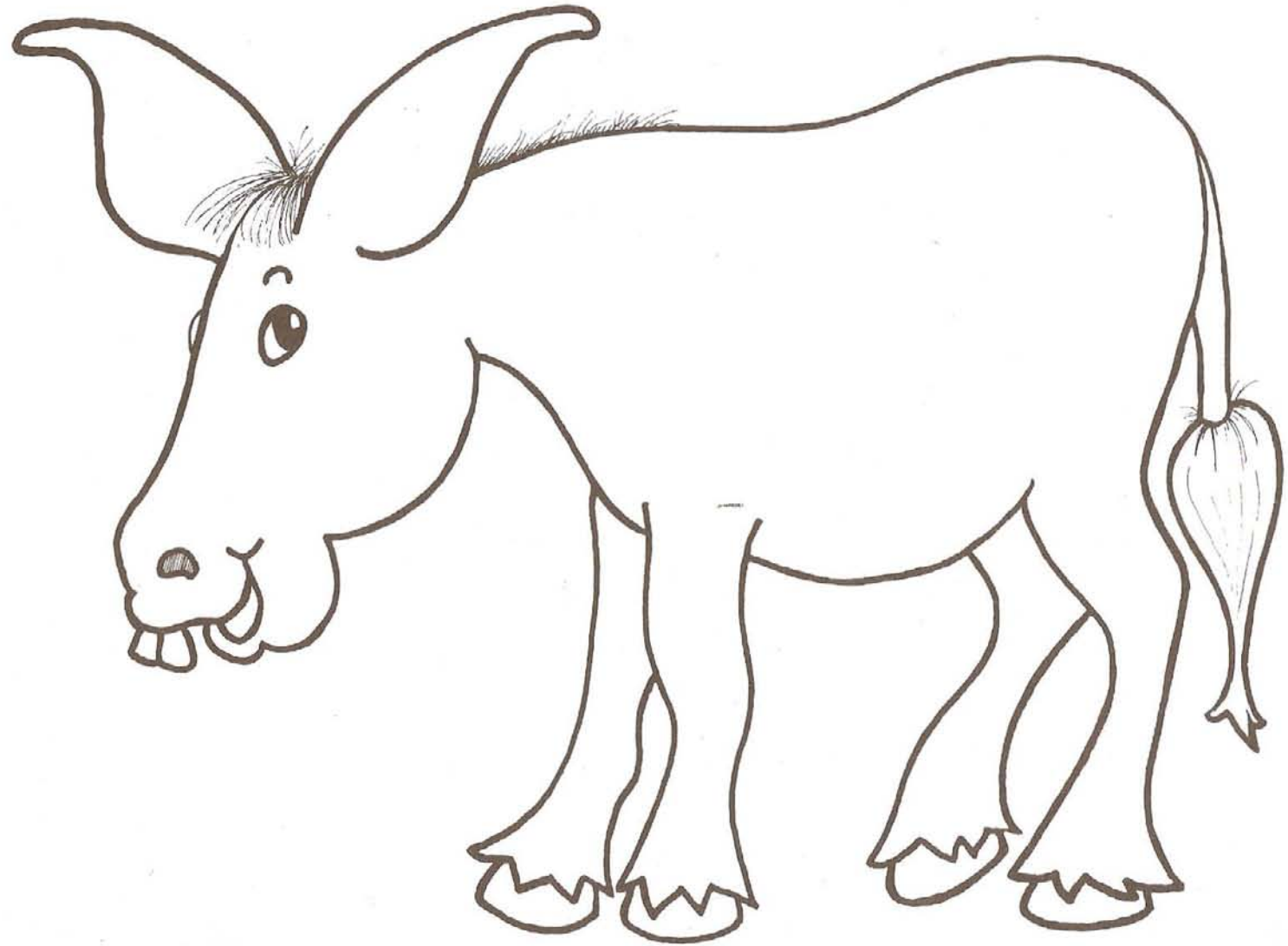
fork

short

torch

corn

storm



ee ee ee ee ee

or or or or

**Suggested Storyline for the 'z' sound:** Bees fly around in the garden. They go from flower to flower. Every time they fly they make a *zzzzzzzzzzzz* sound.

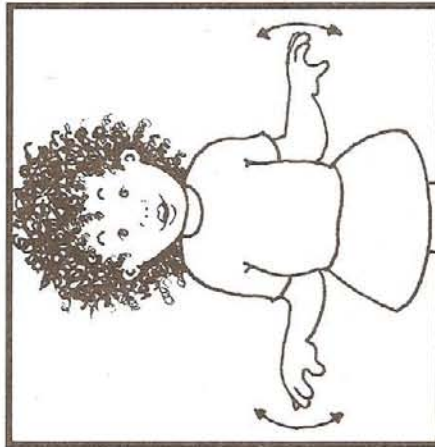
**Flash Card:** Teacher shows the letter 'z'.

**Action:** Children pretend to be bees by keeping their elbows in and flapping their arms up and down saying *zzzz zzzzzz*.

**Letter Formation:** Teacher shows how to form the letter 'z'. Children form the letter in the air.



Z Z



**ACTION**

Pretend to be a bee, with elbows in, and hands flapping, saying zzzzzzzzzzzzzzzzzzzzzz.

zebra

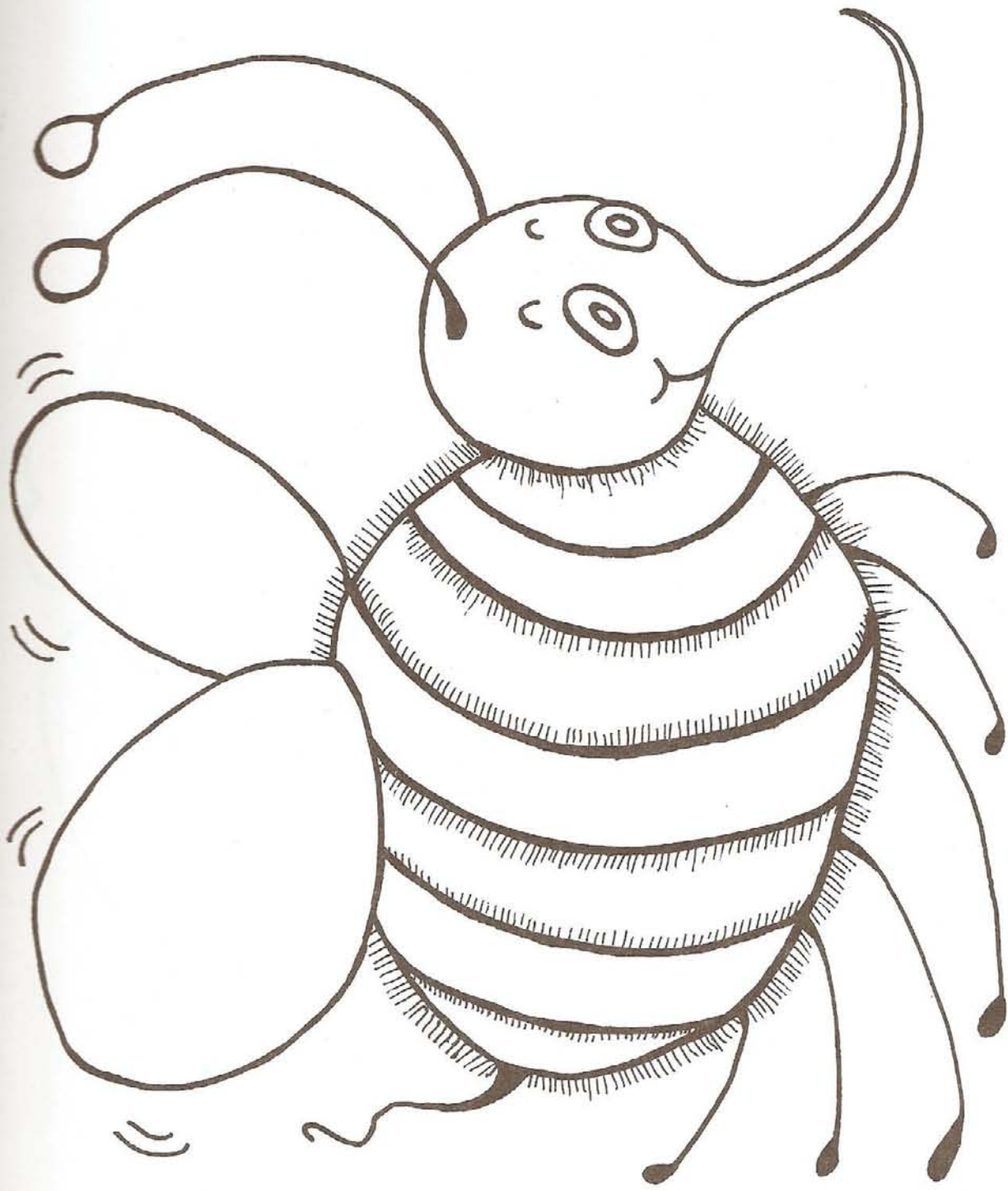
buzz

zoo

zip

fizzy

Draw the letters dotted here:





**Suggested Storyline for the 'w' sound:** Tell Aesop's Fable of 'The Wind and the Sun'. The West wind said "I will get the man to take his coat off" and blew and blew. The man held onto his coat. Then the Sun shone brighter and hotter, until the man took off his coat.

**Flash Card:** Teacher shows the letter 'w'.

**Action:** Children cup hands and blow on to them saying *wwwwww*.

**Letter Formation:** Teacher shows how to form the letter 'w'. Children form the letter in the air.

**Further Phonics:** The 'w' sound has another way of being written:

wh .... white, whale, whip, wheel, etc., plus the six question words:

wh .... when, where, what, why, who (silent 'w') and which.

# Ww



**ACTION**

Blow onto open hand like the wind, repeating *wh, wh, wh*.

**wind**

wet

west

windmill

swift

Draw the letters dotted here:



**Suggested storyline for the 'ng' sound:** Some children are watching weightlifting on television. They laugh at the strange faces and noises. Then they pretend they are weightlifters, using brooms and pulling a face, and say *ngngngng*.

**Flash Card:** Teacher shows the letters 'ng'.

**Action:** Children pretend to be lifting a heavy weight and say *ngngngng*.

**Further Phonics:** Where there is a 'k' sound after an 'ng' sound, it is written as 'nk', as in 'bank, sunk, blink', etc.

# ng



### ACTION

Pretend to be a weightlifter, bringing arms above head, and say *ng*...

**strong**

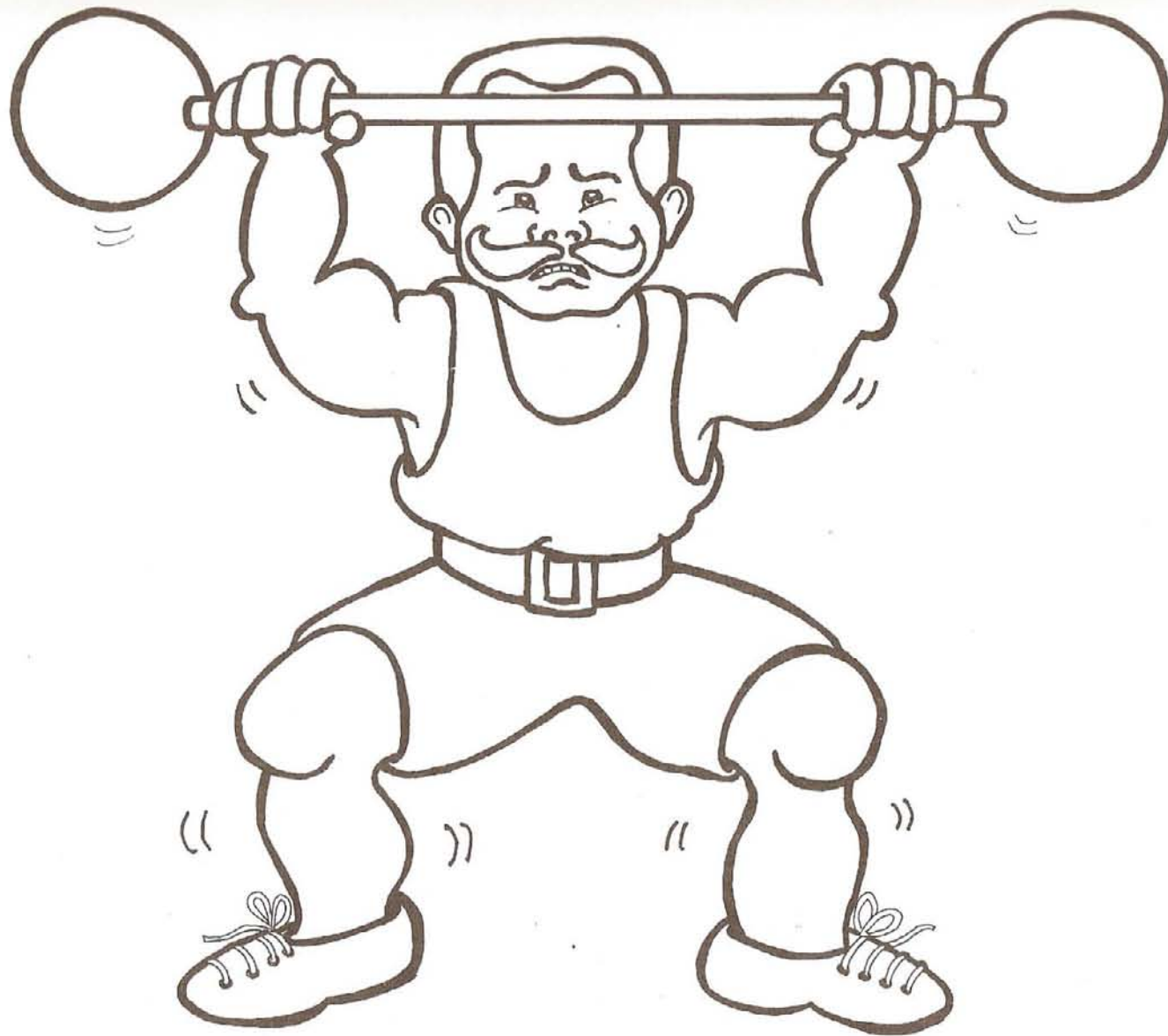
ring

song

string

bang

Draw the letters dotted here:



**ng**

ng ng ng ng



**Suggested Storyline for the 'v' sound:** Uncle Vic arrives in a van and asks if the children would like to come with him to pick up some people from the station. He drives around dropping people off at their houses. As he drives, the children make a *vvvvvvvv* sound.

**Flash Card:** Teacher shows the letter 'v'.

**Action:** Children pretend to be driving, holding the steering wheel and saying *vvvvvvvvvvvvvvvv*.

**Letter Formation:** Teacher shows how to form the letter 'v'. Children form the letter in the air.

# V V



**ACTION**

Pretend to be driving along in a van, saying vvvvv.

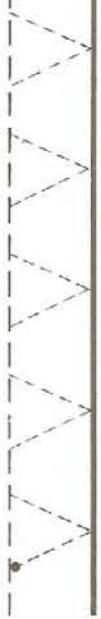
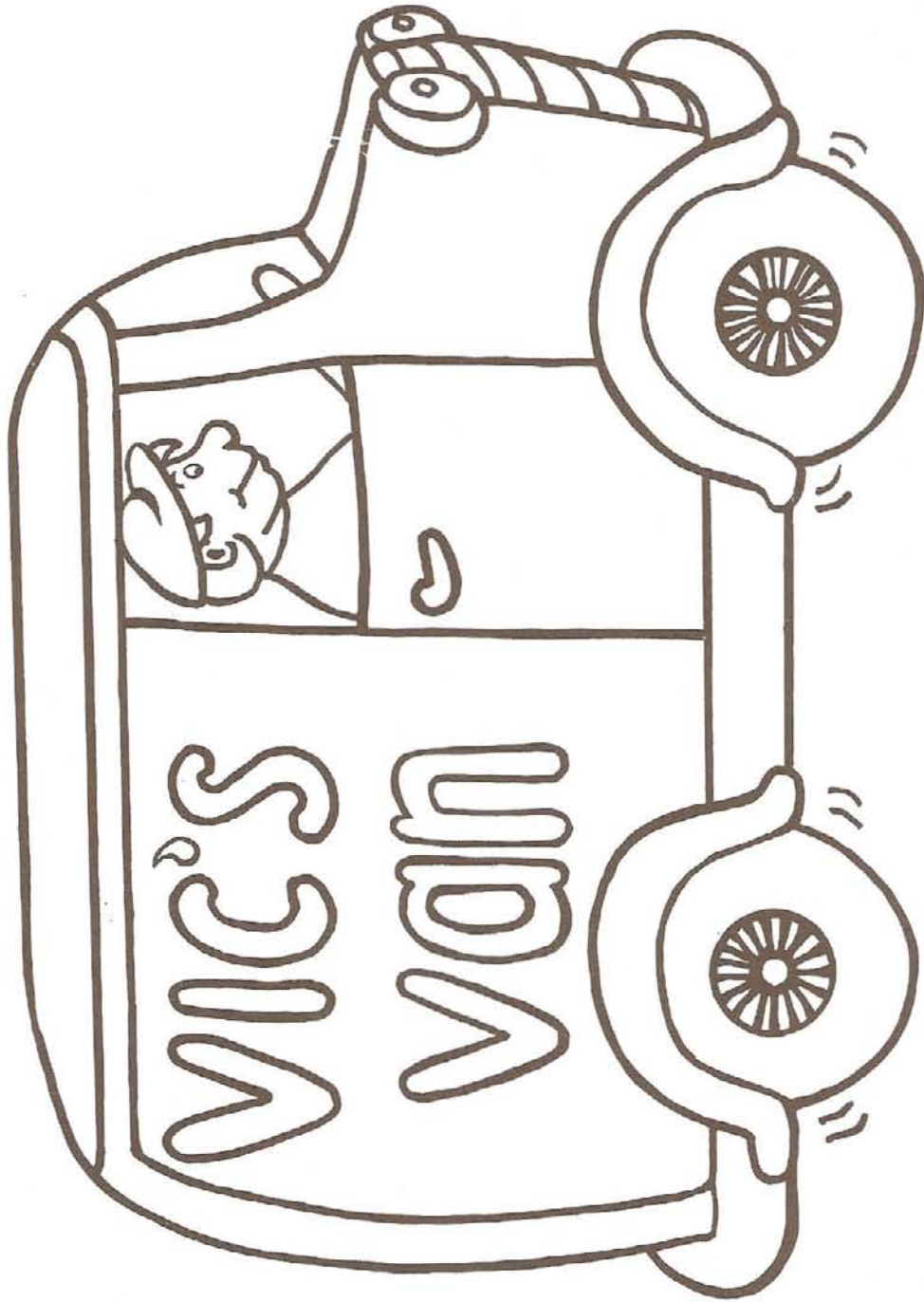
van

vest

vet

very

drive



Draw the letters dotted here:

**Suggested Storyline for the little 'oo' and long 'oo' sounds:** Some children are visiting a house. They see a cuckoo clock on the wall. It is nearly 3 o'clock. They wait to see what happens. As it strikes three the cuckoo pops in and out of the clock saying oo oo, oo oo.

**Flash Card:** Teacher shows the little 'oo' and long 'oo' letters.

**Action:** Children pretend to be the cuckoo poking its head in and out of the clock saying oo oo, oo oo.

**Further Phonics:** Initially these two sounds are written slightly differently. The little 'oo', as in 'foot', has been compressed, so that children can tell the difference. The children can be told that in books the two 'oo's are the same size. They simply have to try blending both sounds to see which one gives them the word.

The little 'oo' sound has another main way of being written:

u .... cuckoo, put, pull, pudding, etc.

The long 'oo' sound has three other ways of being written:

u-e .... rude, June, flute, rule, etc.

ue .... blue, clue, glue, true, etc.

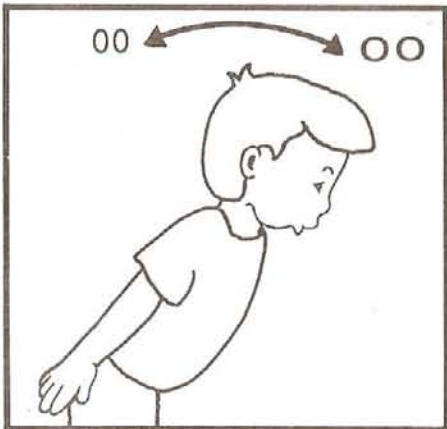
ew .... blew, yew, flew, screw, etc.



oo

oo

Little and long oo



**ACTION**

Imagine being the cuckoo in a cuckoo clock, jutting head forward and back, saying the call of the cuckoo: u, oo; u, oo.

cook

coo

book

moon

look

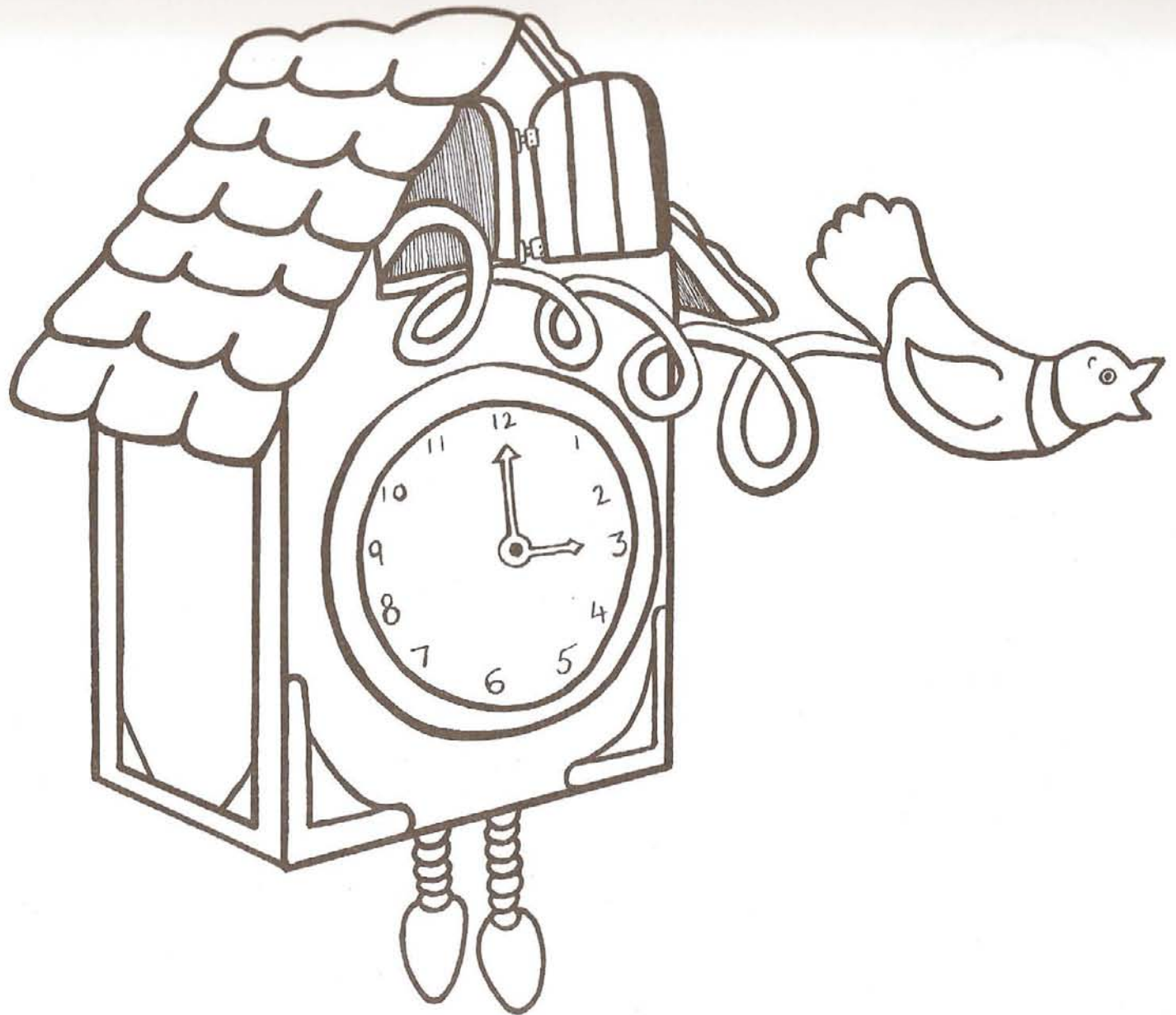
soon

hook

shoot

took

tooth





**Suggested Storyline for the 'y' sound:** A family goes shopping. The children choose a yellow yogurt to have after dinner. They eat the yogurts saying *yyyyyyummy*, *yyyyyyellow*, *yyyyyyogurt*.

**Flash Card:** Teacher shows the letter 'y'.

**Action:** Children pretend to eat yogurt. With each spoonful they say *y y y y y*.

**Letter Formation:** Teacher shows how to form the letter 'y' and tells the children that it has a tail that goes under the line. Children form the letter in the air.

**Further Phonics:** The letter 'y' is a consonant as in yellow, you, yell, yap, etc. It can also be a short or long 'i' vowel:

short i .... baby, funny, pyramid, etc.

long i .... fly, my, sly, scythe, etc.

Y y

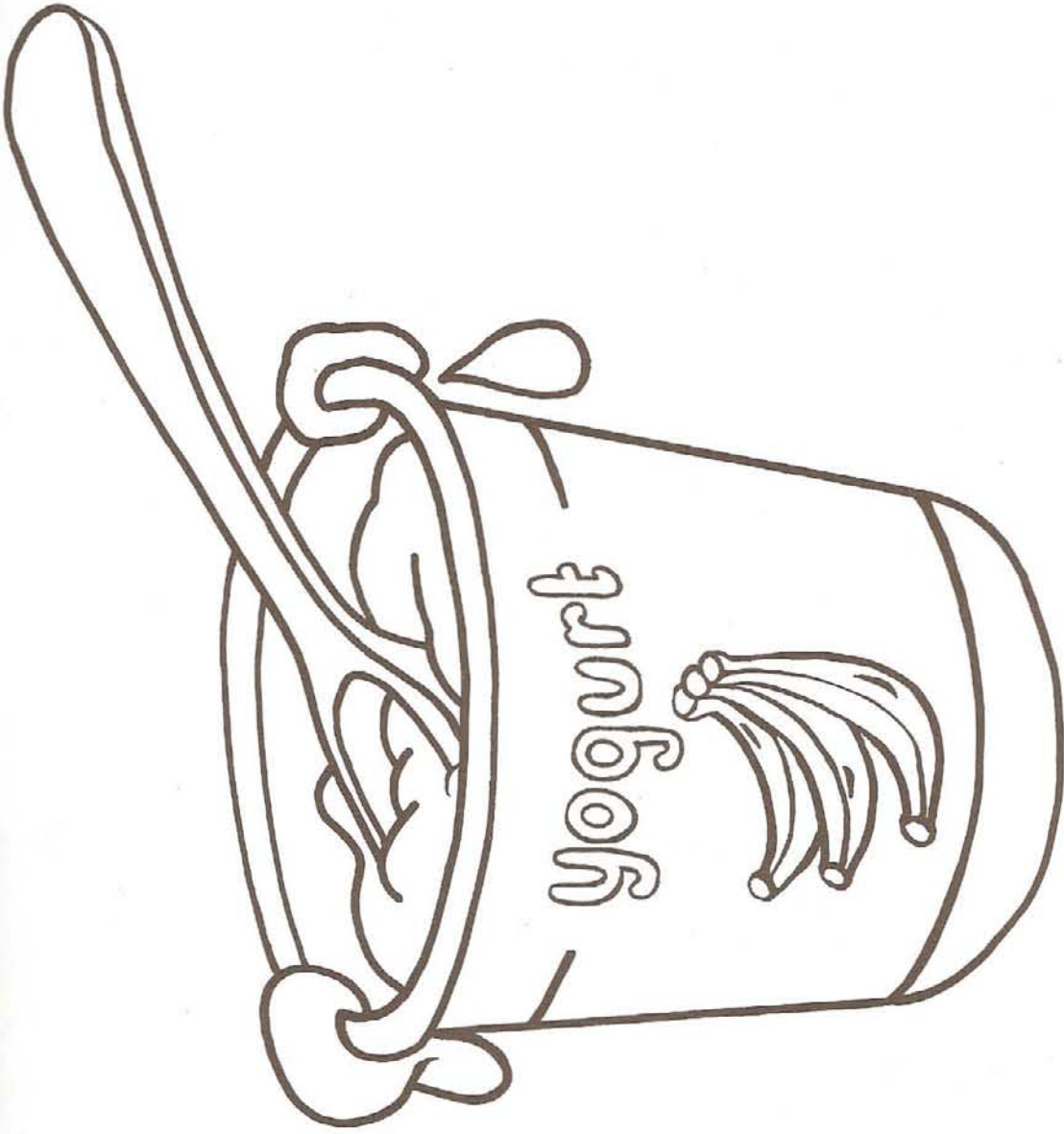


**ACTION**

Pretend to eat yogurt from a spoon, saying y, Y, yogurt, with each spoonful.

- yogurt
- yellow
- yo-yo
- yes
- yard

Draw the letters dotted here:



y y y y y y y y

**Suggested Storyline for the 'x' sound:** A child has fallen and hurt their hand. They have an x-ray taken to see if a bone has been broken.

**Flash Card:** Teacher shows the letter 'x'.

**Action:** The children pretend to take an x-ray picture, pointing the camera and saying *ks, ks*. The children can be told that the letter 'x' makes two sounds, *k-s*.

**Letter Formation:** Teacher shows how to form the letter 'x'. Children form the letter in the air.

X X



**ACTION**

Pretend to take an x-ray with an x-ray camera, saying ks, ks, ks.

**x-ray**

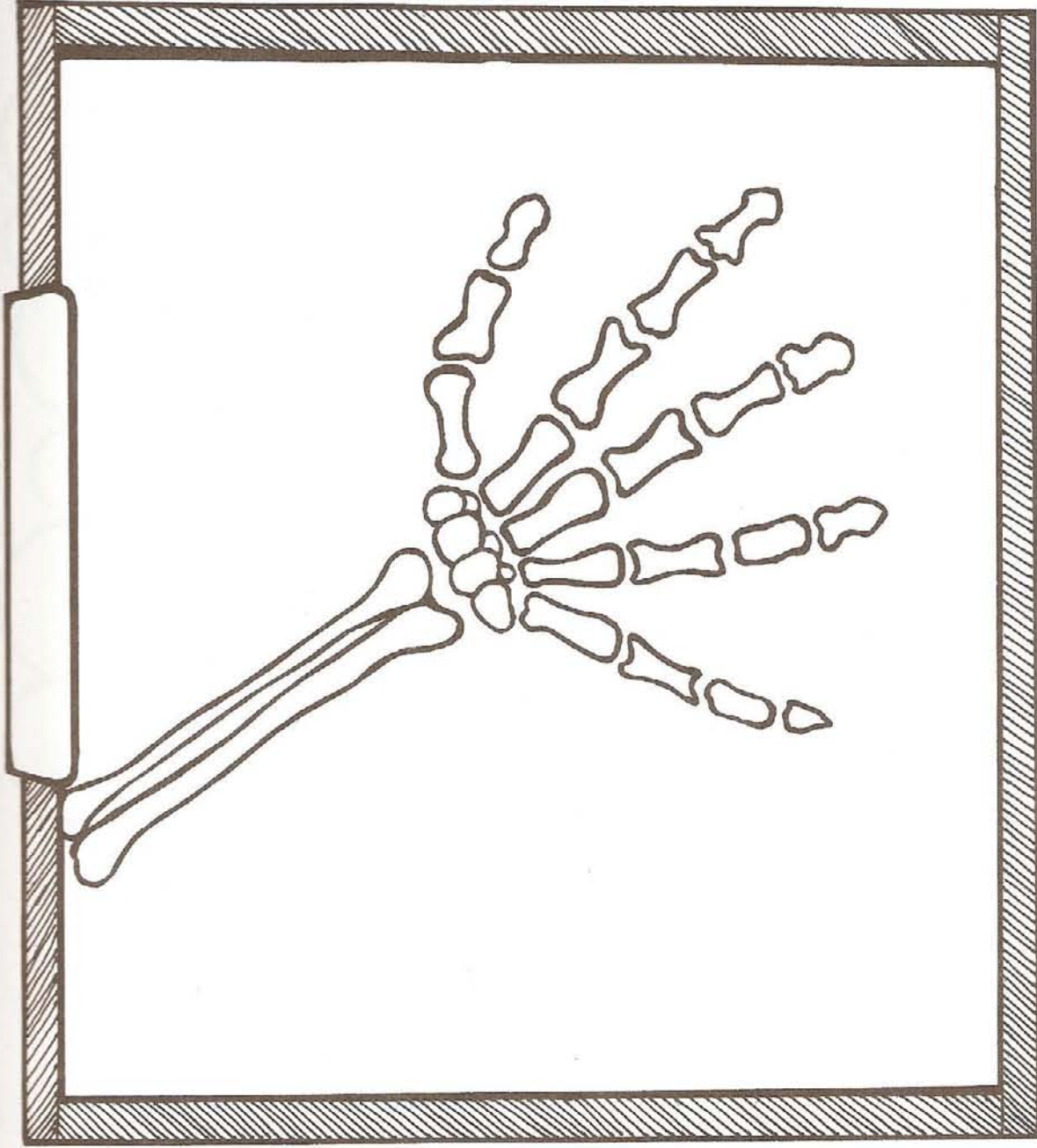
fox

six

box

mix

Draw the letters dotted here:



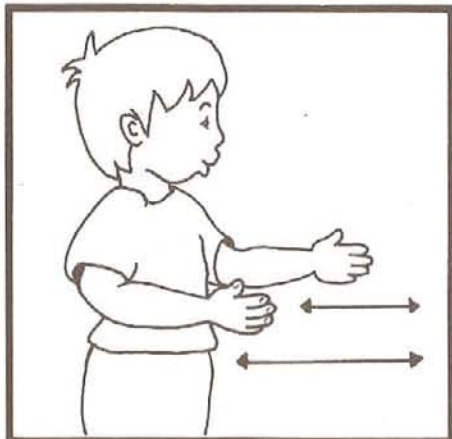


**Suggested Storyline for the 'ch' sound:** Some children see pictures of old steam trains in a book. They play trains in the garden going along saying *ch ch ch ch ch*.

**Flash Card:** Teacher shows the letters 'ch'.

**Action:** Children pretend to be a steam train and move bent arms backwards and forwards saying *ch ch ch ch ch*.

# ch



## ACTION

Pretend to be a steam train, moving the arms like piston rods, and saying *ch...ch...ch*.

**choo-choo**

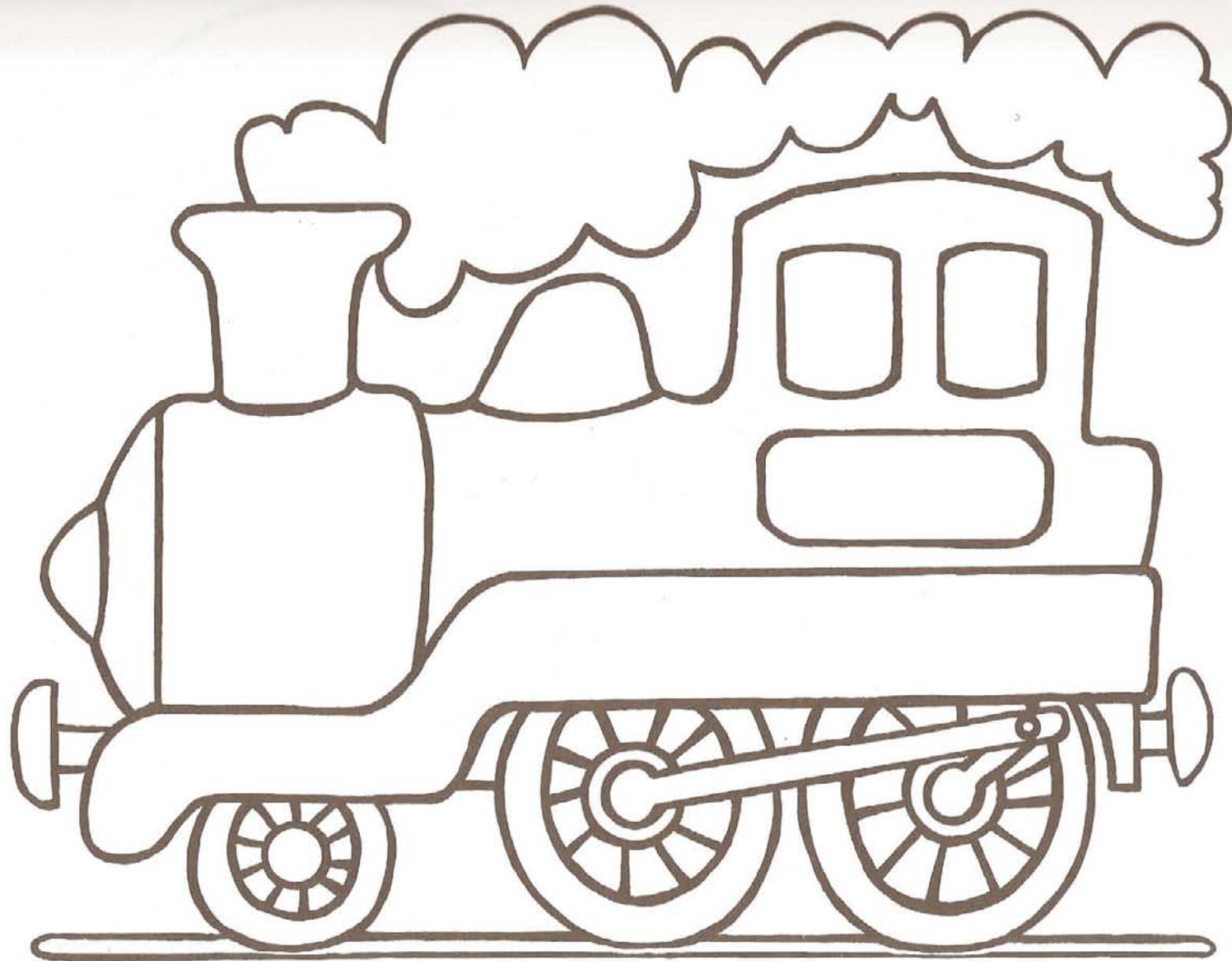
chick

church

chop

chips

*Draw the letters dotted here:*



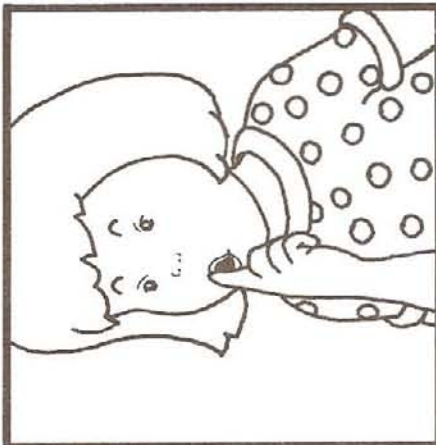
**ch** ch ch ch ch

**Suggested Storyline for the 'sh' sound:** There is a new baby in the family. She keeps crying. She goes to sleep at last. Her brother comes along and mother puts her finger to his lips and says *shshshshsh*.

**Flash Card:** Teacher shows the letters 'sh'.

**Action:** Children pretend to be the mother and say *shshshshsh*.

# sh



**ACTION**

Place index finger over lips, and say *sh*.

- ship
- shell
- shout
- dish
- crash

Draw the letters dotted here:



sh sh sh sh sh



**Suggested Storyline for the voiced 'th' and unvoiced 'th' sounds:** A family goes to the circus. One clown is a bit rude, and puts out the tip of his tongue making the sound *th* (voiced, as in *this*). The other clown is very rude - he sticks out his tongue a long way, saying *ththth* (unvoiced, as in *thin*).

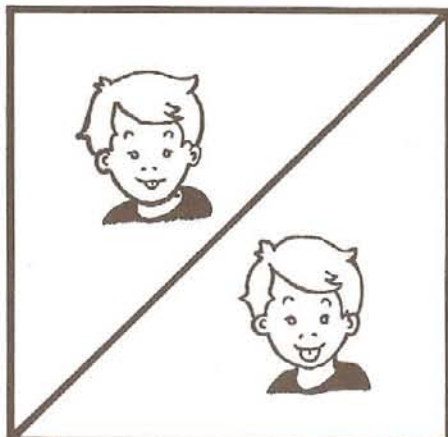
**Flash Card:** Teacher shows the letters 'th' and 'th'.

**Action:** The children pretend to be the two clowns, saying the two 'th' sounds. They pretend to be the less rude clown by sticking out their tongue a little and say *thth* (voiced as in *this*) and the very rude clown by sticking their tongue far out and say *thth* (whispered as in *thin*).

**Further Phonics:** Initially, as with the 'oo', the two sounds have been written slightly differently. The shorter, voiced 'th' has been compressed, so that the children can not only hear the difference but see it as well. They can be told that in books there is no difference. They simply have to try both sounds to see which one goes with the word.

# th th

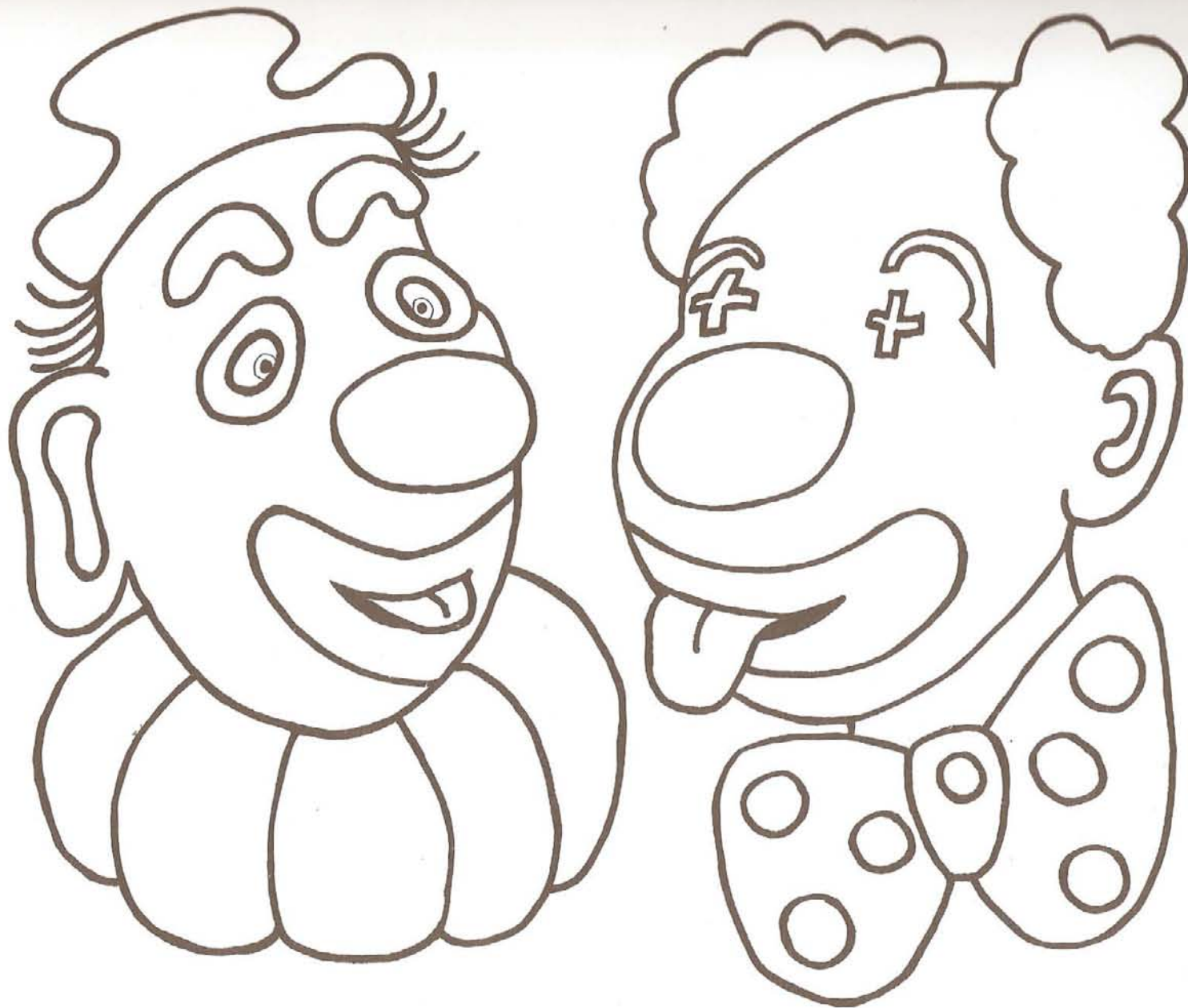
voiced and unvoiced th



## ACTION

Child pretends to be a little rude by sticking out tongue a little and saying *th* (as in them), and very rude by sticking tongue further out and saying *th* (as in thumb).

that thin  
then thumb  
this thick  
feather thunder  
with moth



th

th th th th

**Suggested Storyline for the 'qu' sound:** A family goes to the park to feed the ducks. They pretend to be ducks and say *qu qu qu qu quack*.

**Flash Card:** Teacher shows the letters 'qu'.

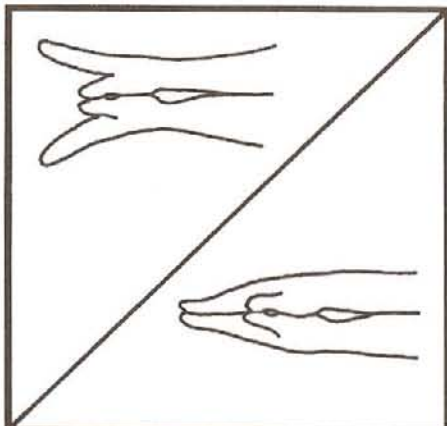
**Action:** Children make their hands into a duck's bill while saying *qu qu qu*. The children can be told that the two letters 'qu' make two sounds 'k-w'. When the children hear the sounds 'kw' in a word, it is generally written as 'qu'.

**Letter Formation:** Teacher shows how to form the letter 'q' and tells the children that it has a tail that goes under the line. Children form the letter in the air.



# QU

# qu



### ACTION

Make a duck's beak with hinged hands, and say *qu, qu, qu, quack.*

**quack**

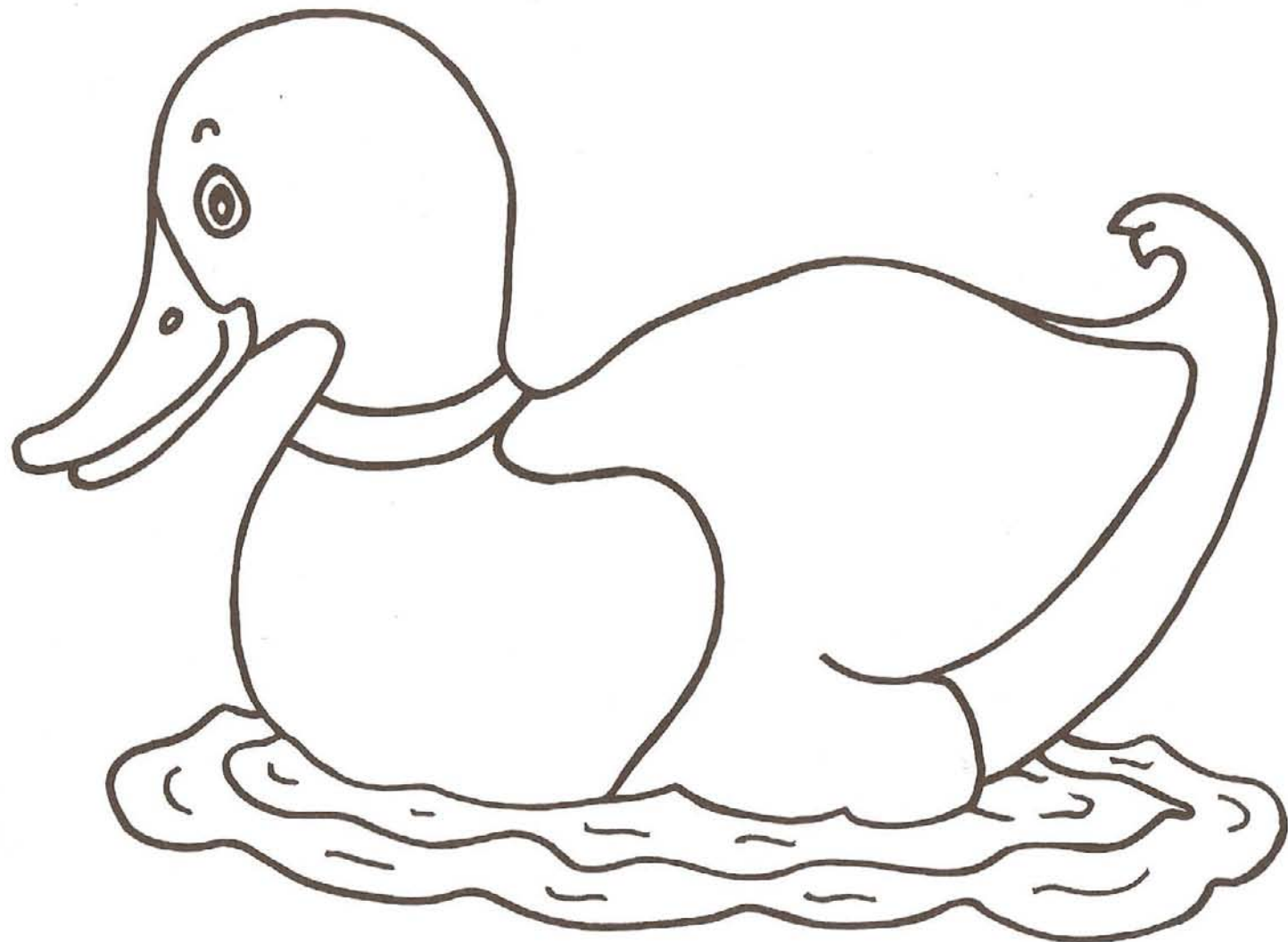
queen

quick

quiet

squirrel

Draw the letters dotted here:





**Suggested Storyline for the 'ou' sound:** A girl is learning to sew. She threads a needle and makes a few stitches. She brings the needle up and accidentally pricks her thumb and says *ou*.

**Flash Card:** Teacher shows the letters 'ou'.

**Action:** Children pretend their finger is a needle and stab their thumb on the other hand saying *ou*.

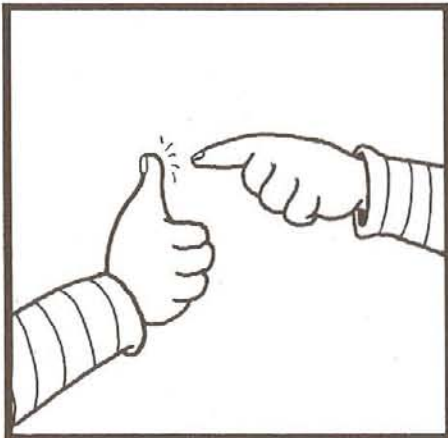
**Further Phonics:** The 'ou' sound has another main way of being written:

ow .... cow, crown, brown, etc.

60

# ou

the 'ou' sound



### ACTION

Pretend your finger is a needle, and prick thumb, saying *ow!*

## ouch!

out

loud

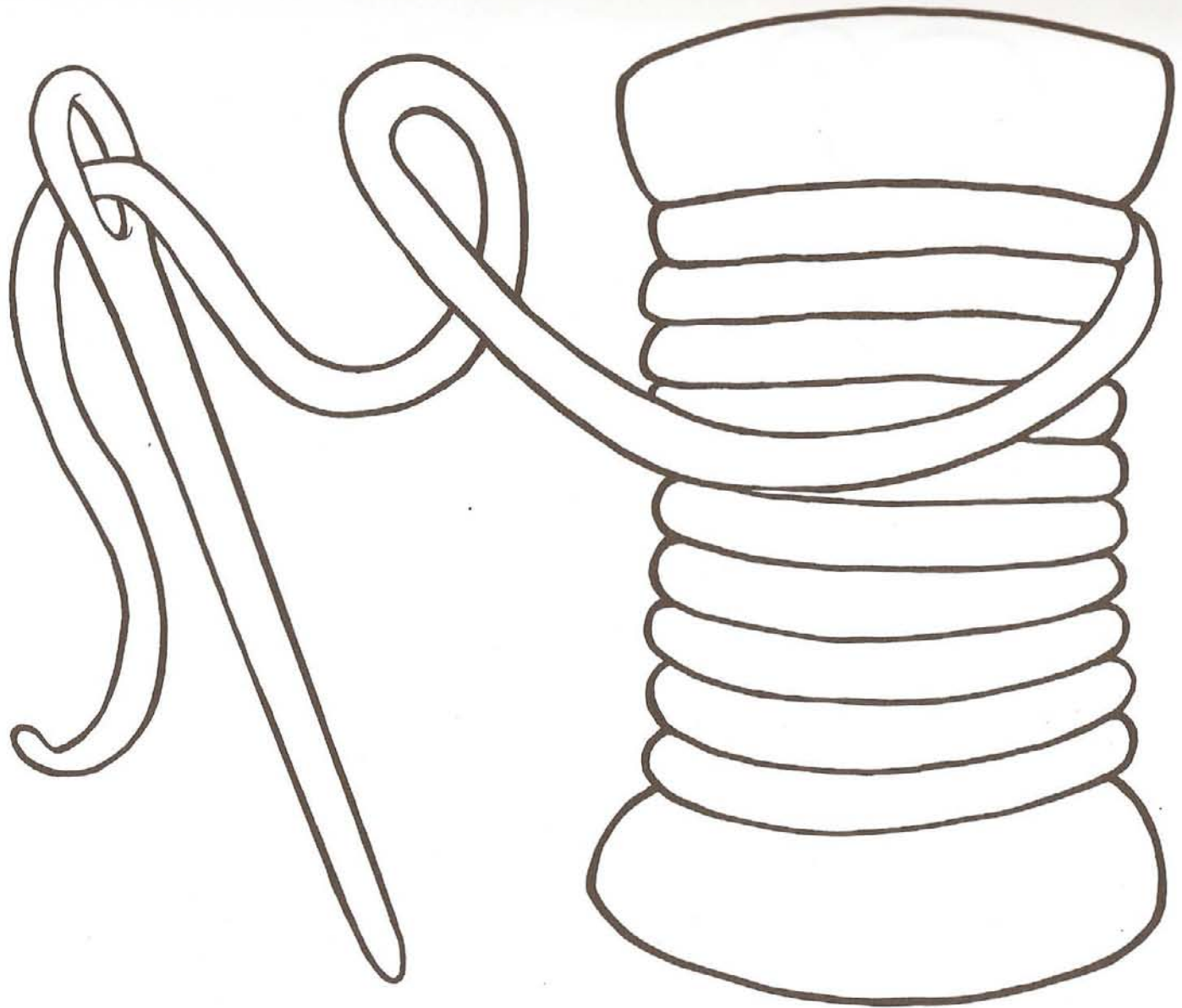
cloud

sound

Draw the  
letters  
dotted here:

**ou**

ou ou ou ou



**Suggested Storyline for the 'oi' sound:** Some sailors are on their ship. The ship develops engine trouble and they need help. They look out for another ship. They see one at last and shout *oi - ship ahoy*.

**Flash Card:** Teacher shows the letters 'oi'.

**Action:** Children cup hands round mouth, as if hailing the other ship, and say *oi*.

**Further Phonics:** The 'oi' sound has another main way of being written:

oy .... joy, boy, toy, etc., usually at the end because words do not like to end in 'i', and change it to 'y'.





**Suggested Storyline for the 'ue' sound:** At a birthday party the children play a game. A child is in the middle of a circle of children. The other children pass the ring behind their backs. The one in the middle has to guess who has got the ring. The child points and says "I think it is *ue*."

**Flash Card:** Teacher shows the letters 'ue'.

**Action:** Children point finger and say *ue*.

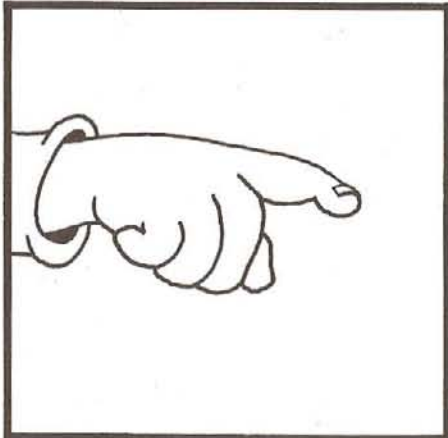
**Further Phonics:** There are two other main ways of writing the long 'u' sound:

u-e .... cube, tube, duke, etc.

ew .... dew, stew, ewe, etc.

# ue

long u



### ACTION

Point to different people around you, and say *you...you...you*

**argue**

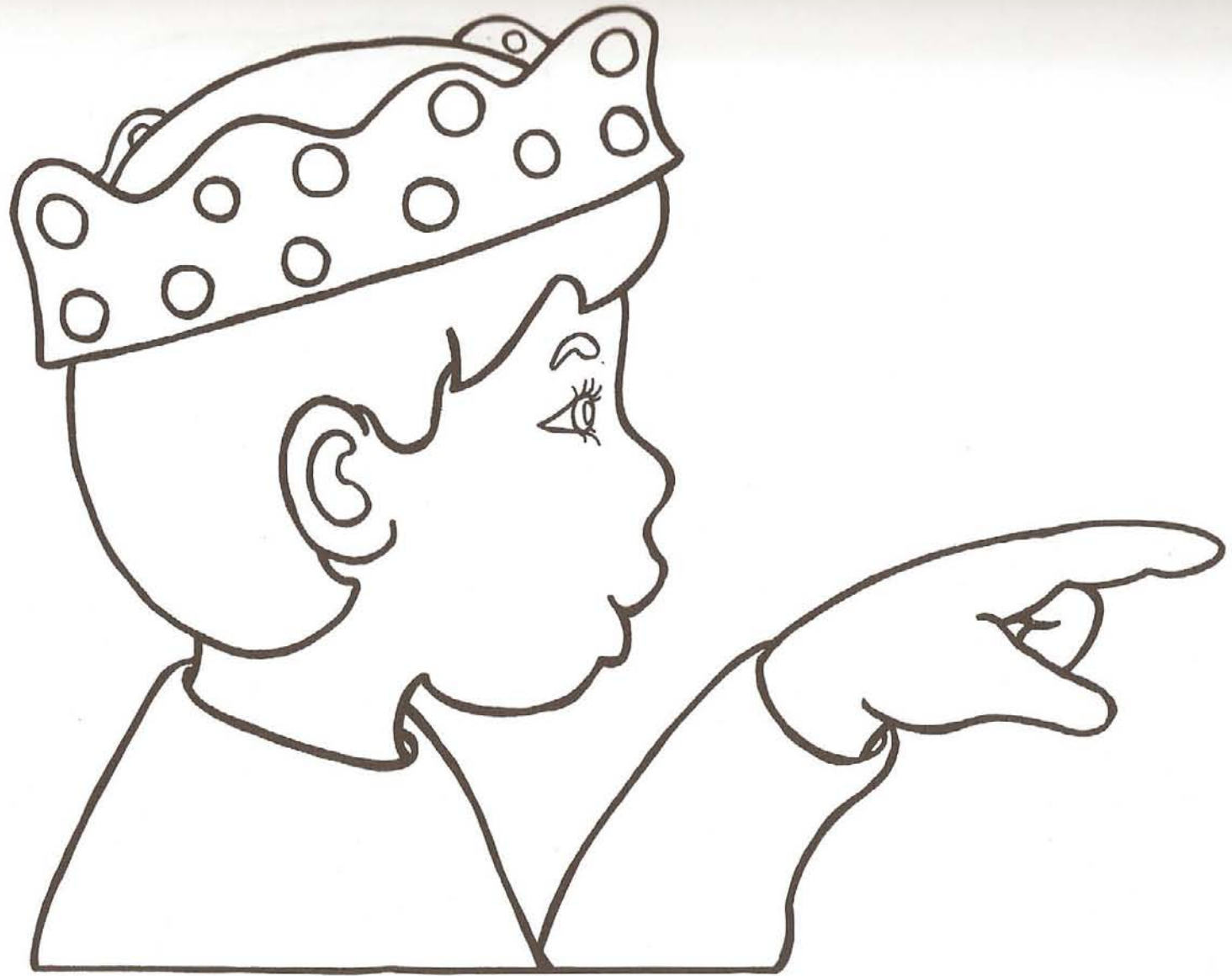
cue

rescue

barbecue

statue

Draw the letters dotted here:



ue ue ue ue ue

**Suggested Storyline for the 'er' sound:** Some children bake gingerbread people and animals. They mix all the ingredients with a mixer making the 'errrr' sound.

**Flash Card:** Teacher shows the letters 'er'.

**Action:** Children pretend to be mixer and roll their hands over and over saying *errrrrrrrr*.

**Further Phonics:** There are three other main ways of writing the 'er' sound. The last of them does not have the 'r' in the spelling, is always sounded without any 'r' sound:

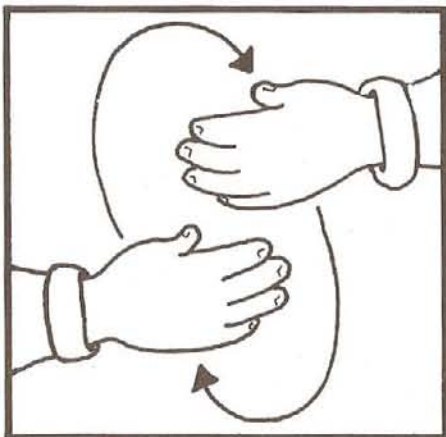
ir .... girl, bird, shirt, etc.

ur .... burn, turn, curl, etc.

e .... tunnel, squirrel, garden, etc.

# er

the 'er' sound



## ACTION

Roll hands over and over each other, and say *er, er* (as in *the* or *her*).

**mixer**

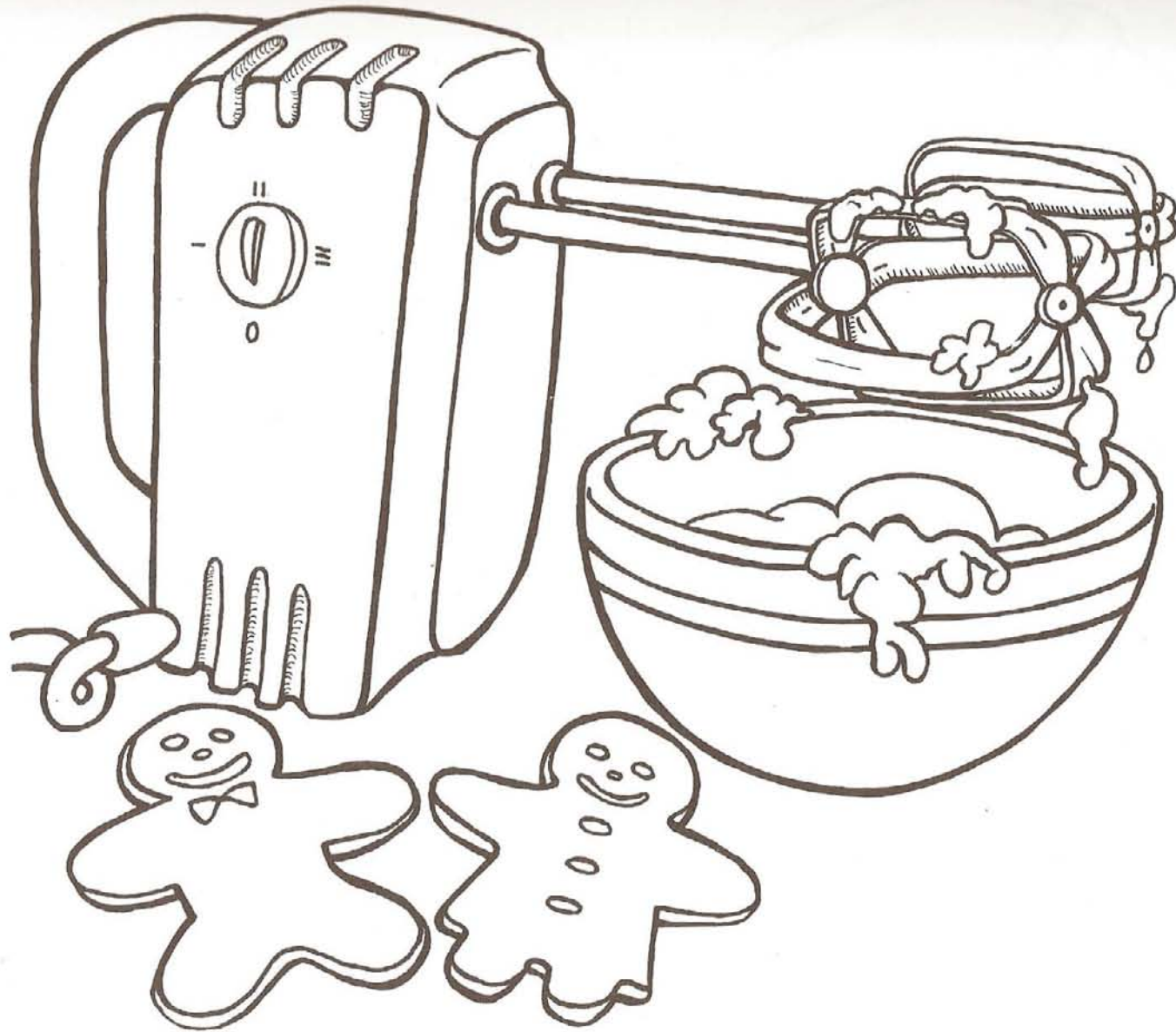
term

her

sister

dinner

Draw the  
letters  
dotted here:



er er er er er



**Suggested Storyline for the 'ar' sound:** A child has a sore throat. She goes to see the doctor who looks into her throat while the child says *ahahahah*.

**Flash Card:** Teacher shows the letters 'ar'.

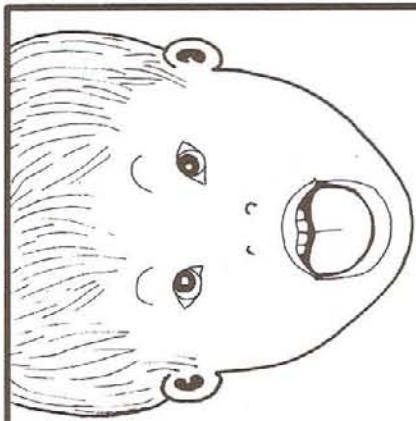
**Action:** Children pretend their throat is sore and open their mouths and say *ahahahah*.

**Further Phonics:** The 'ar' sound has another main way of being written:

a .... path, bath, father. (However, this does not apply to people with a North American, or North of England accent. They will pronounce the first two of these examples with a short 'a' as in ant.)

# ar

the 'ar' sound



### ACTION

Open mouth wide and say *ah*.

arm

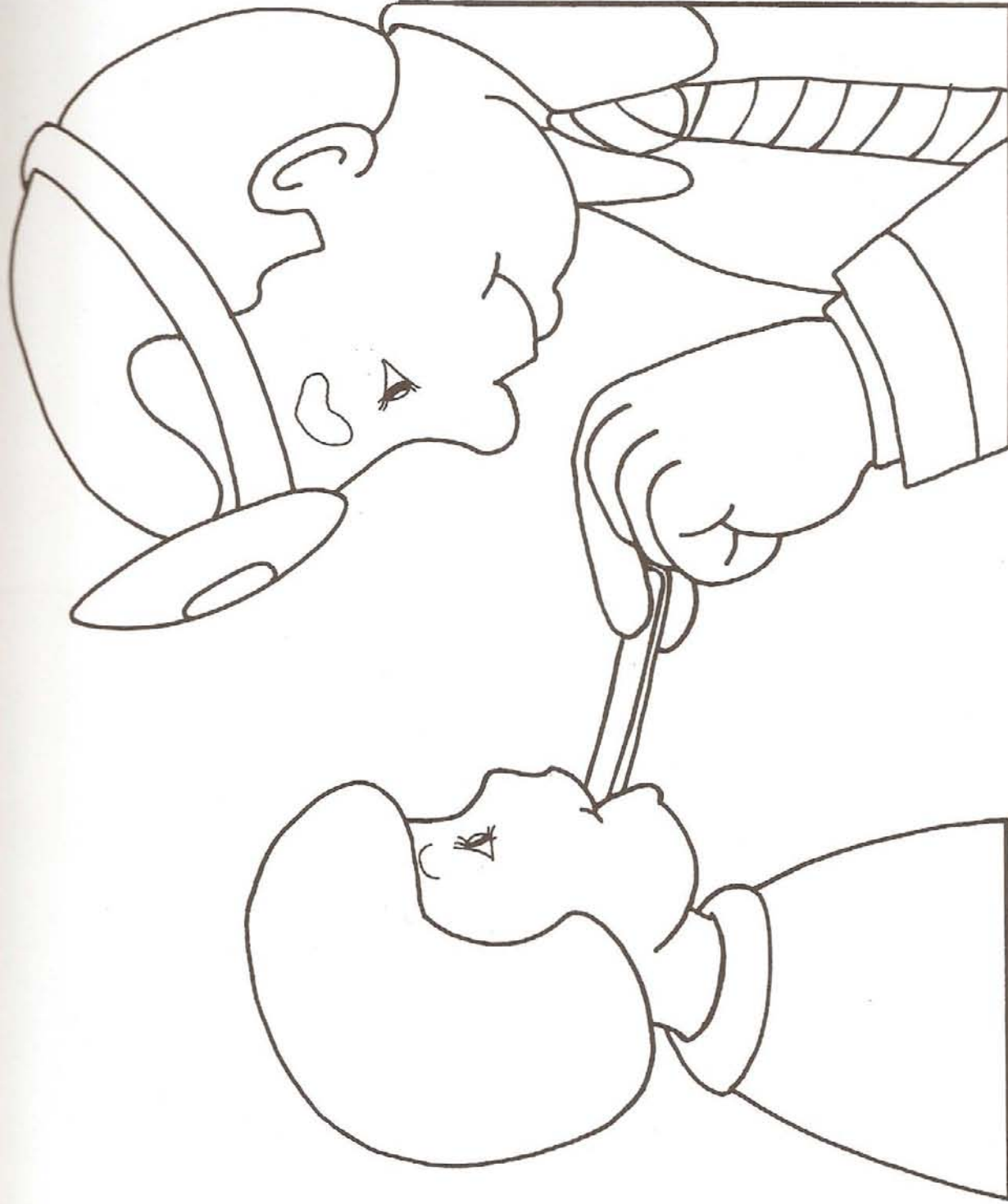
car

park

dark

star

Draw the  
letters  
dotted here:



ar ar ar ar