



### Review and Revisit

- **Say the sounds.** Use the flashcards. Model pure sounds, actions and the chant - /s/ as in sun.
- **Hear the sounds.** Use the frieze or 'Say the Sounds' poster. Teacher to say the sounds previously taught in a jumbled order and children to point to the correct graphemes. Check for understanding and re-focus on any sounds that the children do not seem secure with.



### Practise

- **Speaking, listening and comprehension.** Look at the main illustration. Ask the children to talk to their partners – can they see the words explored illustrated in the picture? Ask them to talk about the characters and describe how they feel / where they are. Interact with the children to develop oral language.
- **Song.** Sing the song that accompanies the focus sound altogether. Model the action and encourage the children to copy. Repeat as necessary, until the children can confidently say the sound, as well as the associated word, action and song.



### Teach

- **Teach the new focus sound and grapheme.** Use the flashcards. Model saying the pure sound and encourage children to repeat. Say the picture-word and discuss where the new sound is in that word. Discuss how remembering the key picture can help them remember to focus sound.
- **Model spelling.** Say the picture-word very slowly so all sounds can be heard. Model how to tally the sounds to the thumb and fingers on your left hand, palm facing. Encourage the children to copy.

#### Using the Online Book

- Point to the focus grapheme and say the sound. Point to the capital letter and remind the children that this is **code** for that same sound. Watch the animation model the letter formation for the focus grapheme then support the children in air writing that grapheme.
- **Model blending.** Use the word list – teacher to say each individual sound for the graphemes shown. Model blending them together. Show the picture to reinforce understanding. Check for understanding (do the children know this word? Do they have prior knowledge linked to it?) Move onto guided and independent blending of the remaining words.
- **Phonetic awareness.** Together, look for 2 or 3 words in the picture with the focus sound, e.g. can anyone see 'a pan / a picture / a pull?'
- **Spelling.** Select 'Chip' at the bottom of the screen. Model listening to the word spoken, saying it slowly to segment, and selecting the right graphemes to spell. Model how to tally the sounds on the thumb and fingers of your left hand, palm facing. If confident, this could turn into guided practise, with the children suggesting the next graphemes needs to represent the sounds heard / recording spellings on a whiteboard by drawing the sound dashes before writing.