





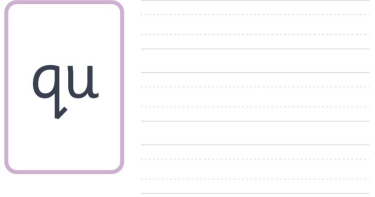

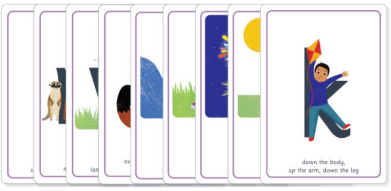



## Essential Letters and Sounds Teaching Sequence

<p><b>Review</b> up to 12 grapheme cards</p> 	<p>Move cards front to back</p> <p>Children to say pure sounds, say each sound once</p> <p>‘Me then you’ for any sounds children are not saying correctly</p>
<p><b>Review</b> Harder to Read and Spell words</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid purple; padding: 5px; margin: 5px;">we</div> <div style="border: 1px solid purple; padding: 5px; margin: 5px;">me</div> <div style="border: 1px solid purple; padding: 5px; margin: 5px;">a</div> <div style="border: 1px solid purple; padding: 5px; margin: 5px;">she</div> </div>	<p>‘Me then you’ each word individually and then all 4 in different orders</p> <p>‘Me then you’ using one of the words in a sentence</p> <p>Children create a sentence in pairs, teacher to check sense and scaffold as needed</p>
<p><b>Review</b> oral blending</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Robot arms and blending hands</p> <p>‘Me then you’ with amount of support/scaffolding gradually reduced where appropriate</p>
<p><b>Review</b> known words</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid purple; padding: 5px; margin: 5px;">yum</div> <div style="border: 1px solid purple; padding: 5px; margin: 5px;">zip</div> <div style="border: 1px solid purple; padding: 5px; margin: 5px;">bell</div> <div style="border: 1px solid purple; padding: 5px; margin: 5px;">went</div> </div>	<p>Reading finger</p> <p>Teacher to point at each grapheme silently</p> <p>Children to sound out in head as much as possible and blend aloud to read</p> <p>Use word in sentence or clarify meaning</p> <p>‘Me then you’ each word individually with increasing speed</p>
<p><b>Teach</b> new Harder to Read and Spell word</p> <div style="border: 1px solid purple; padding: 10px; text-align: center; margin: 10px auto; width: 100px;">be</div>	<p>‘Me then you’ the new word</p> <p>Clarify meaning of word</p> <p>Model why the word is a HRS word and identify the part of the word that makes it HRS</p> <p>‘Me then you’ using the HRS word in a sentence</p> <p>Children create a sentence in pairs, teacher to check sense and scaffold as needed</p>
<p><b>Teach</b> new GPC</p> 	<p>‘Drum roll’ ... “Today’s new sound is...”</p> <p>‘Me then you’ the new sound</p> <p>Say new sound to the ceiling, floor, window, door</p>
<p><b>Teach</b> new GPC</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid purple; padding: 10px; text-align: center; margin: 10px auto; width: 80px;">qu</div> <div style="border: 1px solid purple; padding: 10px; text-align: center; margin: 10px auto; width: 80px;">  </div> </div>	<p>‘Me then you’ the new sound whilst pointing to the grapheme and describe as needed (e.g. it’s a digraph; it’s another way of writing ...)</p> <p>‘Me then you’ the mnemonic or rhyme</p>

<p><b>Teach</b> new GPC</p> 	<p>'Me then you' the new sound and the words they are in whilst pointing to each picture</p>
<p><b>Teach</b> how to write new GPC</p> 	<p>Model on whiteboard using mnemonic to practise letter formation where appropriate</p> <p>Children practise writing new GPC</p>
<p><b>Practise</b> reading words containing new GPC</p> 	<p>Reading finger</p> <p>'My turn your turn' find new GPC the word, sound out and blend, gradually remove scaffold so children read independently</p> <p>Reveal picture and clarify meaning as needed</p>
<p><b>Practise</b> identifying the new GPC in the pack of review cards</p> 	<p>Move cards front to back</p> <p>Children to say pure sounds, say each sound once</p> <p>'Me then you' for any sounds children are not saying correctly</p> <p>"There you are" when children spot the new GPC, re-hide and continue</p>
<p><b>Apply</b> reading phrases, captions, sentences</p> <p>The duck <b>qu</b>acks.</p> 	<p>Model identifying HRS words and words with new GPC in the sentence</p> <p>Reading finger</p> <p>Shared sounding out and blending including re-reading whole sentence, adding expression. Use picture to check understanding</p>
<p><b>Apply</b> using workbook or follow-up activity</p>	<p>Use spelling sequence when supporting children with writing words</p> <ul style="list-style-type: none"> <li>• Say the word </li> <li>• Stretch the word </li> <li>• Segment the word </li> <li>• Blend the word </li> <li>• Count the sounds within the word </li> <li>• Say the whole word </li> </ul>