



Your child's reading journey

Reception Autumn term

Welcome to the beginning of the most wonderful journey in which your child, whatever their starting point, will become a fluent, confident reader who loves books!

For many children at the start of Reception, letters look like squiggles on the page and have no connection to sounds. Learning that letters and sounds are linked – phonics – is the key to reading.

In Reception this term, we will teach children the sounds of the first set of letters in the *Little Wandle Letters and Sounds Revised* programme (Phase 2) so they can begin to use phonics to read.

All for the love of reading

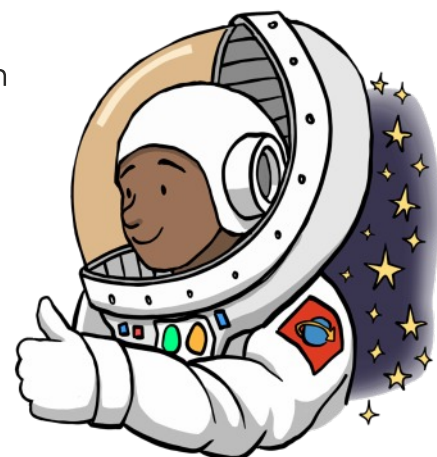
Reading enables children to function successfully in our increasingly text-filled world. But research also tells us that:

- Reading develops children's vocabulary, understanding of the world and empathy.
- A love of reading is the biggest indicator of future academic success!

Little Wandle Letters and Sounds Revised teaches children to read *and* to love reading.

What will my child be taught in school this term?

- This term, your child will be taught phonics for 10-15 minutes every day.
- They will learn to say and read all the single letter sounds (for example, s and m) and some consonant digraphs. A digraph is where two letters make one sound (for example qu and sh).
- We will work really hard to teach your child to blend sounds together to read words.
- They will start reading wordless books and, when they can blend sounds into words, will read Phase 2 books.
- We will provide your child with daily additional practice if they need it.



How can I read a wordless book?!

- Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not yet blending.
- Talk to your child about what they can see in the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their own experiences.

What about words that can't be read easily with phonics?

- Some common words are unusual and do not make sense with phonics until much later in your child's reading journey, for example, 'was' and 'the'.
- We call these words 'tricky words' and we teach these words differently. We help children to identify the bit that does make sense and the part that is tricky.
- The 'Phase 2 tricky words' document provides more information. You will find this in the 'For parents' area of the Little Wandle website.

What can I do to support my child at home?

- Ask them what sounds they have learned each day and point out objects in the environment or in books that start with that sound.
- Read to your child daily – choose books that you can enjoy together. The love of reading books we send home are a great place to start!
- Listen to them practise reading their phonics book to develop their fluency.
- Ask your child's teacher if you need extra help with supporting your child – that's what we're here for!

Grown-up homework!

Here are some quick activities and links to give you the confidence to support your child with phonics.

1. Match the words to the definitions

- | | |
|-------------|--|
| 1. phoneme | a. putting sounds together to read a word |
| 2. grapheme | b. another word for a sound |
| 3. blend | c. another word for a letter or group of letters |

2. Watch the videos for parents

Go to the 'For parents' area of the Little Wandle website (see link, right) and watch the following videos:









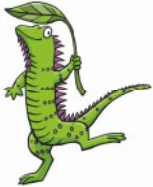




- Phase 2 sounds taught in Reception Autumn 1
- Phase 2 sounds taught in Reception Autumn 2
- How we teach blending
- Books coming home















3. Help your child to develop a love of reading












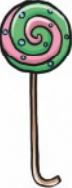
Try to do one or more of the following with your child this term:

- Visit your local library.
- Find a book to buy in your local charity shop.
- Learn a nursery rhyme together.
- Make a special time every day for sharing books.

Find further resources and information for parents and carers at:
www.littlewandlelettersandsounds.org.uk/resources/for-parents

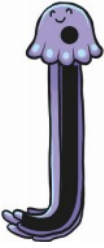

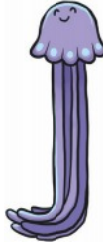















Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Down the snake from head to tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.




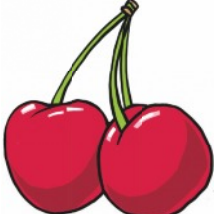








Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Round the goat's face and curl under its chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up to the top corner and down to the bottom corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c k c	c Curl around the heel of the sock. k Down the sock, up and back down to the toe. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and curl down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, and back to the ground.
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter.
 b	 bear	Put your lips together and say b as you open them b b b	Down the bear's back, up and round its tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fffff fffff	Down the flamingo to its foot and across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll lllll	Down the lollipop stick.

Phase 2 grapheme information sheet





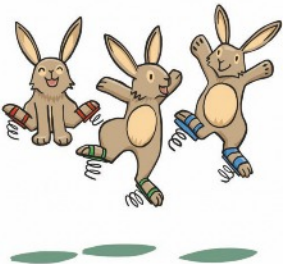

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>jellyfish</p>	Pucker your lips and show your teeth use your tongue as you say j j j	Down the jellyfish and dot its head.
 	 <p>volcano</p>	Put your teeth against your bottom lip and make a buzzing v v v v v v v v v v	Down to the bottom of the volcano and back up to the top.
 	 <p>wave</p>	Pucker your lips and keep them small as you say w w w w	Down and up and down and up the waves.
 	 <p>box</p>	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	From the top, across the box to the bottom. From the top again across the box to the bottom.
 	 <p>yoyo</p>	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl round the string.
 	 <p>zebra</p>	Show me your teeth and buzz the z sound zzzzz zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase / Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	q Round the queen's face, down her robe and a flick at the end. qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 shells	Pucker your lips and show your teeth; push the air out shshshshsh shshshshsh	sh Share the shells.
 th th	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

How to say the Phase 3 sounds

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

Phase 2 tricky words: Reception Autumn term

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table below shows the tricky words that your child will learn in Phase 2 in the Autumn term of Reception and explains why each word is tricky. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
is as has his	s	The 's' makes the sound z . Learning so far: For 's', your child has learned the sound s as in 'sat'. They will learn that 's' can make the sound z later in the Autumn term.
I	i	The 'i' makes the sound igh . Learning so far: For 'i', your child has learned the sound i as in 'pin'.
the	th e	Your child has not yet learned the digraph 'th' or the schwa sound made by the 'e'.
put* pull full push	u	The 'u' makes the sound oo (as in 'book'). Learning so far: For 'u', your child has learned the sound u as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'.
go no	o	The 'o' makes the sound oa . Learning so far: For 'o', your child has learned the sound o as in 'dog'.
to into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. Learning so far: For 'o', your child has learned the sound o as in 'dog'.
she he we me be	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
of	f	The 'f' makes the sound v . This is a rare spelling for this sound. Learning so far: Your child has learned the sound f as in 'fish'.

*Depending on regional pronunciations, not all children will be taught the words 'put', 'pull', 'full' and 'push' as tricky words.

Terminology

Phoneme: The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.

Grapheme: A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.

Decode: To break down ('sound out') a written word into sounds then blend the sounds together to read the word.

Digraph: A grapheme made of two letters that represent one sound. An example is the 'sh' in 'shop'.

Schwa: This is the name for the most common sound in English. It is the unstressed sound that we find in many words and can be spelled in many ways. It makes an 'uh' sound, which varies according to accent. Examples include: the, better, carrot, balloon.

Phase 3 tricky words: Reception Spring term

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table below lists the tricky words that your child will learn in Phase 3 in the Spring term of Reception and explains why each word is tricky. The second table lists the Phase 2 tricky words that remain tricky at this stage of learning. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound o . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
you	ou	Your child has not yet learned the different sounds made by the digraph 'ou'. Here, it makes the sound oo (as in 'food').
they	ey	Your child has not yet learned the different sounds made by the digraph 'ey'. Here, it makes the sound ai .
my by	y	The 'y' makes the sound igh . Learning so far: For 'y', child has learned the sound y as in 'yap'.
all	a	The 'a' makes the sound or . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
are	whole word	This is a rare spelling of the sound ar .
sure	whole word	The 's' makes the sound sh . The 'ure' makes two sounds (yoo plus the schwa sound). <i>These are rare spellings for these sounds.</i>
pure	ure	The 'ure' makes two sounds (yoo plus the schwa sound). <i>This is a rare spelling for these sounds.</i>

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
I	i	The 'i' makes the sound igh . Learning so far: For 'i', your child has learned the sound i as in 'pin'.
the	e	It is rare for 'e' to make the schwa sound at the end of a word.
put* pull full push	u	The 'u' makes the sound oo (as in 'book'). Learning so far: For 'u', your child has learned the sound u as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'. Note: They will learn this digraph later in the Spring term.
go no	o	The 'o' makes the sound oa . Learning so far: For 'o', your child has learned the sound o as in 'dog'.
to into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. Learning so far: For 'o', your child has learned the sound o as in 'dog'.
she he we me be	e	The 'e' makes the sound ee . Learning so far: For 'e', your child has learned the sound e as in 'egg'.
of	f	The 'f' makes the sound v . <i>This is a rare spelling for this sound.</i>

*Depending on regional pronunciations, not all children will be taught the words 'put', 'pull', 'full' and 'push' as tricky words.

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Phase 4 tricky words: Reception Summer term

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

The table shows the tricky words that your child will learn in Phase 4 in the Summer term of Reception and explains why each word is tricky. Phase 2 and 3 tricky words that remain tricky at this stage of learning are also shown. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Phase 4 tricky word	Tricky part(s)	Why is it tricky?
said	ai	The 'ai' makes the sound e . <i>This is a rare spelling for this sound.</i>
so	o	The 'o' makes the sound oa . Learning so far: For 'o', your child has learned the sound o as in 'top'.
have	ve	Your child has not yet learned the digraph 've', which makes the sound v .
like	i-e	Your child has not yet learned the split digraph 'i-e', which makes the sound igh .
some come love	o-e	Your child has not yet learned the digraph 'o-e'. Here, it makes the sound u .
do	o	The 'o' makes the sound oo (as in 'food'). <i>This is a rare spelling for this sound.</i>
were	ere	The trigraph 'ere' makes the sound ur . <i>This is a rare spelling for this sound.</i>
here	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound ear .
little	le	Your child has not yet learned the digraph 'le', which makes the sound l .
says	ay	The digraph 'ay' makes the sound e . <i>This is a rare spelling for this sound.</i>
there	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound air .
when	wh	Your child has not yet learned the digraph 'wh'. Here, it makes the sound w .
what	wh a	Your child has not yet learned the digraph 'wh'. Here, it makes the sound w . The grapheme 'a' makes the sound o . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
one	whole word	The grapheme 'o' makes the sounds w-u* . The digraph 'ne' makes the sound n . <i>*This is a rare spelling.</i>
out	ou	Your child has not yet learned the different sounds made by the digraph 'ou'.
today	<u>to</u> day	The word 'today' has two tricky parts: the 'o' is an unstressed oo (as in 'food') that makes the schwa sound*; the digraph 'ay' is not yet decodable. <i>*This is a rare spelling for this sound.</i>

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound o . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
you	ou	Your child has not yet learned the different sounds made by the digraph 'ou'. Here, it makes the sound oo (as in 'food').
they	ey	Your child has not yet learned the different sounds made by the digraph 'ey'. Here, it makes the sound ai .
my by	y	The 'y' makes the sound igh . Learning so far: For 'y', child has learned the sound y as in 'yap'.

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
all	a	The 'a' makes the sound or . Learning so far: For 'a', your child has learned the sound a as in 'cat'.
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Trigraph: A grapheme made of three letters to represent one sound. An example is the 'igh' in 'sight'. Your child may use the mantra 'three letters, one sound' when they spot a trigraph.

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe


























How to write capital letters






Use this document to ensure correct letter formation when you are teaching children to form capital letters.


Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

Grapheme mat

Phases 2 and 3



 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Grapheme mat

Phase 2

S  s	T  t	P  p	N  n	M  m
D  d	G  g	C  c	K  k	ck  ck
R  r	H  h	B  b	F  f	L  l
J  j	V  v	W  w	X  x	Y  y
Z  z	qu  qu	th  th	sh  sh	ch  ch
ng  ng	nk  nk			
A  a	E  e	I  i	O  o	U  u