

SEND: Grapheme-by-grapheme planning

Focus GPC: ea



Review GPCs Use grapheme cards.	Review phoneme Teach orally.	Teach new grapheme and catchphrase Use the grapheme card.	Oral blending Use images.
<p>i-e o-e u-e e-e ew ie aw y</p> <p>Reinforce the recently learned GPCs in black. Use copy me at each step:</p> <ul style="list-style-type: none"> Say the sound. Show the image side. Say the name of the object/animal. Show the grapheme side. Trace over the letters as you say the sound. 	<p>e</p> <ul style="list-style-type: none"> Say: <i>e. Copy me: e.</i> Say: <i>Open your mouth wide and say e.</i> Say the sound together. 	<p>ea (bread)</p> <p>Step 1</p> <ul style="list-style-type: none"> Show the image side of the grapheme card. Say: <i>ea bread.</i> Use copy me and repeat. Say: <i>Your turn.</i> Prompt the child to say: 'ea bread'. <p>Step 2</p> <ul style="list-style-type: none"> Show the grapheme side. Draw over the letters. Say: <i>ea.</i> Use copy me and repeat. Say: <i>Your turn.</i> Prompt the child to say: 'ea'. Encourage the child to trace over the letters as they say the sound. <p>Step 3</p> <p>Play the Grapheme game:</p> <ul style="list-style-type: none"> Use copy me. Show the grapheme side; say: <i>ea.</i> Show the mnemonic side; say: <i>ea bread.</i> Say: <i>Your turn.</i> Show alternate sides of the card as the child calls out: 'ea' (grapheme side); 'ea bread' (mnemonic side). 	<p>bread breakfast head</p> <ul style="list-style-type: none"> Sound out each word and blend. Point to the matching picture. b-r-ea-d bread b-r-ea-k-f-a-s-t breakfast h-ea-d head Use copy me and repeat. Use these sentences to explain the meaning of the words: We have butter and jam on our bread. You eat breakfast in the morning. I wear a hat on my head.

Notes

- Review GPCs:** Use your Assessment for Learning and your regular summative assessments to add any GPCs that need additional practice to the review pack.
- Oral blending:** Images for oral blending are available in the SEND area of the website in Programme content and resources.
- Teach new grapheme:** With children whose communication method is not verbal, use two copies of the grapheme card. Display the grapheme next to the mnemonic and ask them to point to the correct one as you say 'ea' (grapheme side) and 'bread' (mnemonic side), alternating between the two.



SEND: Grapheme-by-grapheme planning

Focus GPC: wh



Review GPCs Use grapheme cards.	Review phoneme Teach orally.	Teach new grapheme and catchphrase Use the grapheme card.	Oral blending Use images.
<p>o-e u-e e-e ew ie aw y ea w</p> <p>Reinforce the recently learned GPCs in black. Use copy me at each step:</p> <ul style="list-style-type: none"> Say the sound. Show the image side. Say the name of the object/animal. Show the grapheme side. Trace over the letters as you say the sound. 	<p>w</p> <ul style="list-style-type: none"> Say: <i>w. Copy me: w.</i> Say: <i>Pucker your lips and keep them small as you sa w.</i> Say the sound together. 	<p>wh (wheel)</p> <p>Step 1</p> <ul style="list-style-type: none"> Show the image side of the grapheme card. Say: <i>wh wheel.</i> Use copy me and repeat. Say: <i>Your turn.</i> Prompt the child to say: 'wh wheel'. <p>Step 2</p> <ul style="list-style-type: none"> Show the grapheme side. Draw over the letters. Say: <i>wh.</i> Use copy me and repeat. Say: <i>Your turn.</i> Prompt the child to say: 'wh'. Encourage the child to trace over the letters as they say the sound. <p>Step 3</p> <p>Play the Grapheme game:</p> <ul style="list-style-type: none"> Use copy me. Show the grapheme side; say: <i>wh.</i> Show the mnemonic side; say: <i>wh wheel.</i> Say: <i>Your turn.</i> Show alternate sides of the card as the child calls out: 'wh' (grapheme side); 'wh wheel' (mnemonic side). 	<p>whale wheel white</p> <ul style="list-style-type: none"> Sound out each word and blend. Point to the matching picture. wh-a-l-e whale wh-ee-l wheel wh-i-t-e white Use copy me and repeat. Use these sentences to explain the meaning of the words: The blue whale is the largest sea animal. You can find a wheel on a car or a bus or a bike. The snow is white.

Notes

- Review GPCs:** Use your Assessment for Learning and your regular summative assessments to add any GPCs that need additional practice to the review pack.
- Oral blending:** Images for oral blending are available in the SEND area of the website in Programme content and resources.
- Teach new grapheme:** With children whose communication method is not verbal, use two copies of the grapheme card. Display the grapheme next to the mnemonic and ask them to point to the correct one as you say 'wh' (grapheme side) and 'wheel' (mnemonic side), alternating between the two.



SEND: Grapheme-by-grapheme planning

Focus GPC: y



Review GPCs Use grapheme cards.	Review phoneme Teach orally.	Teach new grapheme and catchphrase Use the grapheme card.	Oral blending Use images.
u-e e-e ew ie aw y ea wh	igh	y (butterfly)	butterfly fly fry
<p>Reinforce the recently learned GPCs in black. Use copy me at each step:</p> <ul style="list-style-type: none"> Say the sound. Show the image side. Say the name of the object/animal. Show the grapheme side. Trace over the letters as you say the sound. 	<ul style="list-style-type: none"> Say: <i>igh. Copy me: igh.</i> Say: <i>Open your mouth in a relaxed way and say igh.</i> Say the sound together. 	<p>Step 1</p> <ul style="list-style-type: none"> Show the image side of the grapheme card. Say: <i>y butterfly.</i> Use copy me and repeat. Say: <i>Your turn.</i> Prompt the child to say: 'y butterfly'. <p>Step 2</p> <ul style="list-style-type: none"> Show the grapheme side. Draw over the letters. Say: <i>y.</i> Use copy me and repeat. Say: <i>Your turn.</i> Prompt the child to say: 'y'. Encourage the child to trace over the letters as they say the sound. <p>Step 3</p> <p>Play the Grapheme game:</p> <ul style="list-style-type: none"> Use copy me. Show the grapheme side; say: <i>y.</i> Show the mnemonic side; say: <i>y butterfly.</i> Say: <i>Your turn.</i> Show alternate sides of the card as the child calls out: 'y' (grapheme side); 'y butterfly' (mnemonic side). 	<ul style="list-style-type: none"> Sound out each word and blend. Point to the matching picture. b-u-tt-er-f-l-y butterfly f-l-y fly f-r-y fry Use copy me and repeat. Use these sentences to explain the meaning of the words: The very hungry caterpillar turned into a beautiful butterfly. A bird can fly if it flaps its wings. You use a pan to fry food.

Notes

- Review GPCs:** Use your Assessment for Learning and your regular summative assessments to add any GPCs that need additional practice to the review pack.
- Oral blending:** Images for oral blending are available in the SEND area of the website in Programme content and resources.
- Teach new grapheme:** With children whose communication method is not verbal, use two copies of the grapheme card. Display the grapheme next to the mnemonic and ask them to point to the correct one as you say 'y' (grapheme side) and 'butterfly' (mnemonic side), alternating between the two.

