

# EARLY YEARS

# AUTUMN TERM

Literacy	Lullaby Lane	Nursery Children	Reception Children	ELG
Writing	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>· Begins to understand the cause and effect of their actions in mark making</li> <li>· Knows that the marks they make are of value</li> <li>· Enjoys the sensory experience of making marks</li> <li>· Encourage different mark-making movements - big, small, hard, soft, quick and slow, and different shapes, circles, lines and dots.</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>· Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>· Sometimes gives meaning to their drawings and paintings</li> <li>· Ascribes meanings to signs, symbols, and words that they see in different places, including those they make themselves</li> <li>· Includes mark making and early writing in their play.</li> <li>· Uses one handed tools and equipment.</li> <li>· Draw a straight line vertically and horizontally (pre-writing shapes).</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>· Begins to break the flow of speech into words</li> <li>· To hear and say the initial sound in words</li> <li>· May start to segment the sounds in words and blend them together</li> <li>· Write their own name.</li> <li>· To be able to link the sound (phoneme) to letters (grapheme), form and write the following initial sounds (phonemes) to label e.g. pictures: <b>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h and sh.</b></li> <li>· To spell the common exception words I and to.</li> <li>· Draw a diagonal left and a diagonal right lines (pre-writing shapes).</li> </ul>	<p>Statutory ELG: Writing Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul> <p>PD ELG</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases).</li> </ul>
Reading	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>· Is interested in books and rhymes and is beginning to join in with words and actions.</li> <li>· Has some favourite stories, rhymes, songs, poems or jingles</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>· Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>· Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>· Begins to be aware of the way stories are structured, and to tell own stories</li> <li>· Recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>· Talks about events and principal characters in stories then suggests how the story might end.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>· Enjoys an increasing range of print and digital books, both fiction and non-fiction and knows that information can be retrieved from books</li> <li>· Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>· Describes main story settings, events, and principal characters in increasing detail.</li> <li>· Predict what might happen next in a story read to them.</li> <li>· Re-enacts and reinvents stories they have heard in their play.</li> <li>· Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> <li>- Hears and says the initial sound in words</li> <li>- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>· To be able to read the following sounds: <b>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h and sh.</b></li> <li>· To be able to read RWI 1.1-1.4 green word cards.</li> </ul>	<p>Statutory ELG: Children at the expected level of development will:</p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>· Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>· Anticipate - where appropriate - key events in stories;</li> <li>· Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>· Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>· Read words consistent with their phonic knowledge by sound-blending;</li> <li>· Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• Phonics - Phase 1: Aspect 1</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics - Phase 1: Aspect 4 &amp; begin Aspect 5</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics sounds - <b>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h and sh.</b></li> <li>• Phonics reading - 1.5-1.7 green word cards</li> </ul>	

<p>Book of the week</p>	<p>Squirrel snowman Foxes socks Rabbits nap Door mouse has a cold Dear Zoo Wow said the Owl That's not my witch Brown bear what do you see Just for me That's me loving you Very First You The Snowy Day Open very carefully 3x plan your own</p>	<p>My School Unicorn The Postman Five Minutes Peace Peace At Last Stickman Where the wild things are Mr Big Rainbow Fish Daisy eat your peas The Day the crayons quit The story of Ferdinand Gruffalo Three Little Pigs Little Red Hen</p>	<p><u>Other Books:</u></p> <ul style="list-style-type: none"> <li>• Our Class as A Family</li> <li>• Enormous Turnip</li> <li>• Zog</li> <li>• Funny Bones</li> <li>• The Koala Who Could</li> <li>• Julian is a mermaid</li> <li>• What Lou can't do</li> <li>• Runaway pig</li> </ul> <p><u>Linking to Drawing Club (alternate weeks)</u></p> <ul style="list-style-type: none"> <li>• Tales - Three Little Pigs, Little Red Hen</li> <li>• Animation - Roadrunner</li> <li>• Books - Christmas Pine, Colour Monster, Christopher Pumpkin</li> <li>• One week of own planning to follow the children's interests.</li> </ul>
<p>Rhyme of the week</p>	<p>Wind the Bobbin Up Incy, Wincy Spider Wheels on the bus Mousy Brown Miss Polly Round and round the garden Humpty Dumpty Repeat sequence again for Autumn 2</p>	<p>I am the music man Heads, shoulders, knees and toes Brush your teeth Tiny Turtle 5 little ducks Recap rhymes from throughout the half term- children pick the Rhyme of the week B-I-N-G-O Old Macdonald Row, row, row your boat Teddy Bear, Teddy Bear Green Bottles Recap rhymes from throughout the half term- children pick the Rhyme of the week</p>	<p>Down in the jungle Old Macdonald A sailor went to sea There were ten in the bed Hickory dickory dock Recap rhymes from throughout the half term- children pick the Rhyme of the week</p> <p>This old man Zoom, Zoom, Zoom London bridge is falling down. Jingle Bells Rain, rain, go away Recap rhymes from throughout the half term- children pick the Rhyme of the week</p>
<p>Terminology</p>	<ul style="list-style-type: none"> <li>• <b>Mark making</b> - the term mark making in early years describes the improvised marks that early years children make. These marks can take the form of lines, dots, shapes, or patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ascribes meanings</b> - give meanings to marks (they didn't make) e.g. looking at a sign that says 'fire exit'. Children will know the letters represent a meaning. They may say the sign says e.g. wet area. It does not have to be the right meaning.</li> <li>• <b>Repeated refrain</b> - a refrain is a line or group of lines that regularly repeat, usually at the end of a stanza in a poem or at the end of a verse in a song.</li> <li>• <b>Mark making</b> - The term mark making in early years describes the improvised marks that early years children make. These marks can take the form of lines, dots, shapes, or patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phoneme</b> - Phonemes are the smallest unit of sounds in the English language.</li> <li>• <b>Grapheme</b> - A grapheme is a kind of symbol that represents a sound (phoneme) in writing. A grapheme can consist of just one letter or a group of letters, and these have specific names. A grapheme that consists of two letters is called a digraph, while one with three is called a trigraph. Some graphemes can carry the sound of a variety of different phonemes, and the same is true vice versa. For instance, the phoneme /ear/ has four different graphemes to represent it: 'ear', 'eer', 'ier' and 'ere'.</li> <li>• <b>Segment</b> - Segmenting words involves breaking down a word into each its phonemes and graphemes.</li> <li>• <b>Blend</b> - Blending means to put all the sounds together to read or say a word.</li> <li>• <b>Common exception words</b> - words where the usual spelling rule doesn't apply. As children come across unfamiliar spelling and sound patterns in tricky words, their phonics knowledge won't always help them to sound out and read the word; such as the common exception words "sugar", "improve", "climb" and "because".</li> </ul>

# EARLY YEARS

# SPRING TERM

<p>Writing</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Tell children about the marks you are making and encourage them to talk to you about theirs.</li> <li>• Value these early mark making activities by sharing them with others including parents and carers.</li> <li>• Write down (scribe) children's words and read them back to children.</li> <li>• Introduce a range of appropriate implements including large brushes, chalk, and crayons, sticks and sponges for children to trace patterns and shapes (Offer children a range of different surfaces to make marks on, inside and out, e.g., chalkboards, light boxes, sand, and pathways).</li> <li>• Draw a straight line vertically (pre-writing shapes).</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>• Begins to give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>• Shows a preference for a dominant hand.</li> <li>• Draw a circle (pre-writing shapes).</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to write beginning, middle and end sounds in words.</li> <li>• To write labels and captions using the next set of sounds: <b>r, j, v, y, w, z, th, ch, qu, x, ng and nk.</b></li> <li>• To form the above sounds correctly.</li> <li>• To use the tripod grip when writing.</li> <li>• To spell the common exception words the and no.</li> <li>• Draw an x shape (pre-writing shapes).</li> </ul>	<p>Statutory ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul> <p>PD ELG</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases).</li> </ul>
<p>Reading</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Asks questions about books and make comments / shares their own ideas.</li> <li>• Begins to recognise words which start with the same initial sound e.g. money and mother.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Recall and discuss stories or information that has been read to them, or they have read themselves.</li> <li>• Begins to recognise some written names e.g. of peers, siblings or "Mummy"/"Daddy"</li> <li>• Children to read the sounds in a simple word and blend together independently.</li> <li>• To recognise the following sounds including some digraphs: <b>r, j, v, y, w, z, th, ch, qu, x,, ng and nk.</b></li> <li>• To be able to read RWI 1.5-1.7 green word cards.</li> <li>• To begin to read simple phrases.</li> </ul>	<p>Statutory ELG: Children at the expected level of development will:</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate - where appropriate - key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with</li> </ul>

			their phonic knowledge, including some common exception words.
Phonics	<ul style="list-style-type: none"> <li>Phonics - Phase 1 : Aspect 2</li> </ul>	<ul style="list-style-type: none"> <li>Phonics - Phase 1 : Aspect 5 &amp; 6</li> </ul>	<ul style="list-style-type: none"> <li>Phonics sounds - m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h sh, r, j, v, y, w, z, th, ch, qu, x, ng and nk</li> <li>Phonics reading - 1.5-1.7 green word cards</li> </ul>
Book of the week	<p>Frog's day out Hide and seek pig Post man bear Hungry Caterpillar Counting Kisses Guess How Much I Love You You can't take an elephant on a bus Whistle for willie That's not my bus Finger wiggly octopus Little Planets 2x plan your own</p>	<p>Goldilocks, Chicken Licken Three Billy Goats Gruff Rapunzel Rama and Sita The Dot How Do I Say I Love You? Monkey Puzzle Tango Makes Three Lost &amp; Found Owl Babies The Journey Tiger who came to tea</p>	<p><u>Linking to Drawing Club (weekly sessions)</u></p> <ul style="list-style-type: none"> <li>Tales - Goldilocks, Chicken Licken, Three Billy Goats Gruff, Rama and Sita</li> <li>Animation - Trapdoor, Magic Roundabout</li> <li>Books - Beegu, Rosie's Walk, Night Pirates, Are the dinosaurs dead, dad?</li> <li>Two weeks of own planning to follow the children's interests.</li> </ul>
Rhyme of the week	<p>Twinkle, twinkle little star Ring a ring a roses Humpty Dumpty Baa, Baa, black sheep 1, 2, 3, 4, 5 once I caught a fish alive Head, shoulders knees and toes I'm a little tea pot</p> <p><u>Repeat sequence for Spring 2</u></p>	<p>Hey diddle, diddle Farmers in his den 5 little Monkeys A princess long ago A very hungry caterpillar Recap rhymes from throughout the half term- children pick the Rhyme of the week</p> <p>The Muffin Man 5 current buns Teddy plays on the swing Here we go round the mulberry bush Little girl, Little girl Recap rhymes from throughout the half term- children pick the Rhyme of the week</p>	<p>Frere Jacques Sing a song of six pence One, two, buckle my shoe Teddy bear, teddy bear Little Miss Muffet Recap rhymes from throughout the half term- children pick the Rhyme of the week</p> <p>Grand old duke of York Alice the camel 5 little men in a flying saucer Old King Cole There's a worm at the bottom of the garden</p> <p>Recap rhymes from throughout the half term- children pick the Rhyme of the week</p>
Terminology			<ul style="list-style-type: none"> <li>Diagraph = A grapheme (written form of a sound) consist of more than one letter e.g. sh is made up of s and h but we say them together as sh. Some graphemes can carry the sound of a variety of different phonemes (sounds), and the same is true vice versa. For instance, the phoneme /ee/ has four different graphemes to represent it: 'ee' (deep), 'ea' (dream), 'e-e' (cheese) and 'e' (he).</li> <li>Phrase - A phrase is a group of words, but it doesn't contain a subject and a verb e.g. 'it is red'</li> </ul>

# EARLY YEARS

# SUMMER TERM

<p>Writing</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>· Provide a broad range of opportunities for early writing experiences through sensory and symbolic play.</li> <li>· Distinguishes between the different marks they make</li> <li>· Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li> <li>· Draw a straight line horizontally (pre-writing shapes).</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>· Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> <li>· Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations</li> <li>· Gives meaning to the marks they make as they draw, write, paint</li> <li>· Begins to write their own name.</li> <li>· Draw a square (pre-writing shapes).</li> </ul>	<p><u>Writing.</u></p> <ul style="list-style-type: none"> <li>· Begin to create my own stories and books with images and sometimes with words, in print and digital formats.</li> <li>· Compose the phrase / sentence orally before writing.</li> <li>· Writes simple phrases e.g. it is red.</li> <li>· Writes simple sentences e.g. a red cat on the mat, using the next block of sounds: <b>ay, ee, igh oo, oo, ar, or, air, ir and ou.</b></li> <li>· Attempts to use finger spaces and capital letters.</li> <li>· Writes some common exception words (red words) within sentences - <b>I, to, the, no, my, you, said and we.</b></li> <li>· Continues to use tripod grip when writing.</li> <li>· Continues to form letters correctly.</li> <li>· Beginning to reread what they have written to check it makes sense.</li> <li>· Draw all of the <u>pre-writing shapes.</u></li> </ul>	<p>Statutory ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul> <p>PD ELG</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases).</li> </ul>
<p>Reading</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>· Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>· Enjoys rhythmic and musical activity e.g. with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>· Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>· Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>· Begins to develop phonological and phonemic awareness</li> <li>- Shows awareness of rhyme and alliteration</li> <li>- Recognises rhythm in spoken words, songs, poems and rhymes</li> <li>- Claps or taps the syllables in words during sound play</li> <li>- Hears and says the initial sound in words</li> <li>- Begins to orally segment the sounds in simple, familiar words and blend them together and knows which letters represent some of them.</li> <li>· Begin to predict what might happen next in a story read to them.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>· Engages with books and other reading materials at an increasingly deeper level (sometimes drawing on their phonic knowledge to decode words, and illustrations to interpret the text).</li> <li>· Further develop phonic knowledge by blending the sounds in simple words to read simple sentences.</li> <li>· Reads <i>cvc, cvcc</i> and <i>ccvc</i> words.</li> <li>· Read some common exception words (I, to, the, no, my and you).</li> <li>· To recognise the following sounds including some digraphs: <b>ay, ee, igh oo, oo, ar, or, air, ir and ou.</b></li> <li>· To begin to read set 2 green word cards.</li> </ul>	<p>Statutory ELG: Children at the expected level of development will:</p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>· Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>· Anticipate - where appropriate - key events in stories;</li> <li>· Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>· Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>· Read words consistent with their phonic knowledge by sound-blending;</li> <li>· Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>

Phonics	Phonics - Phase 1: Aspect 3	<ul style="list-style-type: none"> <li>Phonics - Phase 1: Aspect 7</li> <li>Read, Write, Inc Set 1.1 sounds - m, a, s, d &amp; t</li> </ul>	<ul style="list-style-type: none"> <li>Phonics sounds - m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h sh, r, j, v, y, w, z, th, ch, qu, x, ng, nk, ay, ee, igh oo, oo, ar, or, air, ir and ou.</li> </ul> Phonics reading - 1.7 & set 2 green word cards
Book of the week / Drawing Club Texts	Cats cook book Mole spectacles Badgers band A little stuck - Oliver Jeffers Baby loves aerospace engineering Have you seen my elephant? Roar, I'm a dinosaur Up, up, down Bee 2x plan your own	Magic Porridge Pot Rapunzel Little Red Riding Hood How to catch a star Ada Twist Scientist Whatever Next  <u>Drawing Club from Summer 2 (for Reception Starters &amp; alternate weeks):</u> <ul style="list-style-type: none"> <li>Room on the broom</li> <li>Bear Hunt</li> <li>Gingerbread Man</li> <li>Jack &amp; The Beanstalk</li> <li>One week of own planning to follow the children's interests.</li> </ul>	<u>Linking to Drawing Club (weekly sessions)</u> <ul style="list-style-type: none"> <li>Magic Porridge Pot, Rapunzel, Little Red Riding Hood,</li> <li>Animation - Mr Benn, Popeye</li> <li>Hairy Toe, Not Now Bernard, Tiddler, Meg and Mog, Aliens Wear Underpants</li> <li>Two weeks of own planning to follow the children's interests.</li> </ul>
Rhyme/song of the week	3 Blind Mice Hey diddle diddle If you're happy and you know it Ring a ring a roses 5 green bottles  Recap rhymes from throughout the year- children pick the Rhyme of the week	A sailor went to sea Jack and Jill Dingle Dangle Scarecrow There was ten in the bed Clap your hands, just like me  Recap rhymes from throughout the year- children pick the Rhyme of the week	Twinkle Twinkle chocolate bar One, Two, buckle my shoe Going on a bear hunt Peter Piper La Cucaracha  Recap rhymes from throughout the year
Terminology		<ul style="list-style-type: none"> <li><b>Segment</b> - Segmenting words involves breaking down a word into each its phonemes and graphemes.</li> <li><b>Blend</b> - Blending means to put all the sounds together to read or say a word.</li> </ul>	<ul style="list-style-type: none"> <li><b>Phrase</b> - A phrase is a group of words, but it doesn't contain a subject and a verb e.g. 'it is red'</li> <li><b>Sentence</b> - A sentence includes a <b>subject</b> and a <b>verb</b> e.g. the <b>cat</b> is <b>sleeping</b>.</li> <li><b>Diagraph</b> - A grapheme (written form of a sound) consist of more than one letter e.g. sh is made up of s and h but we say them together as sh. Some graphemes can carry the sound of a variety of different phonemes (sounds), and the same is true vice versa. For instance, the phoneme /ee/ has four different graphemes to represent it: 'ee' (deep), 'ea' (dream), 'e-e' (cheese) and 'e' (he).</li> <li><b>CVC</b>- CVC words are single syllable three-phoneme (sound) words that follow the pattern of consonant sound, vowel sound, consonant sound.</li> <li><b>CVCC</b> - CVCC words include: 'p-i-n-k', 'm-u-s-t' and 'h-e-l-p'. The 4 sounds don't have to be made by just one letter, they can also be digraphs and trigraphs. For example, 'b-e-n-ch', 'l-ea-n-t', p-oi-n-t and 'ch-o-m-p'.</li> <li><b>CCVC</b> - CCVC words include: 's-t-o-p', 'f-l-i-p' and 'p-l-a-n'. The 4 sounds don't have to be made by one letter, they can also be digraphs and trigraphs. For example, 't-r-a-ck', 'th-r-i-ll', 's-c-ar-f' and 'sh-r-e-d'.</li> </ul>