

# Curriculum grid

Title	Teaching suggestions	Assessment outcome (EYFS assessment scales)
One	<b>Phonics:</b> When reading the book, encourage the children to use their knowledge of letter–sound correspondences to tell you the first sound in words like ‘carrot’, ‘apple’, ‘carton’ and ‘biscuit’. On the first page, ask them to read ‘bag’ by sounding out and blending the sounds all through the word. ( <b>Letters and Sounds, Phase 2</b> )	<b>Linking sounds and letters 4:</b> Links sounds to letters, naming and sounding letters of the alphabet.
	<b>Language comprehension:</b> On the first page, ask: <i>What do you think might be in the bag?</i> Read on to check if the children were right. On the last page, ask: <i>How can you tell that the boy thought the lunch was delicious?</i> (He has eaten it all up.)	<b>Reading 5:</b> Shows an understanding of the elements of stories, such as main character, sequence of events and openings.
	<b>Speaking, listening &amp; drama:</b> Give the children a paper bag each and a selection of play food items or pictures of food cut from magazines. Ask them to work in pairs to choose items for a delicious lunch and put them in their bags. Encourage them to explain to their partners why they are choosing each item.	<b>Language for communication and thinking 3:</b> Talks activities through, reflecting on and modifying actions.
Two	<b>Phonics:</b> Ask the children to flip through the book and find you a word that begins with a specific letter or sound that they know, eg: <i>Can you find a word that starts with the sound /f/?</i> (‘frogs’) or: <i>Can you spot a word that begins with the letter ‘b’?</i> (‘books’) ( <b>Letters and Sounds, Phase 2</b> )	<b>Linking sounds and letters 4:</b> Links sounds to letters, naming and sounding letters of the alphabet.
	<b>Language comprehension:</b> Check that the children understand that this story is about a boy packing things into his school bag. Ask: <i>Why do you think the boy says, ‘Too full!’ at the end? Do you think he will be able to carry his bag? What do you put in your bag for school?</i>	<b>Reading 5:</b> Shows an understanding of the elements of stories, such as main character, sequence of events and openings.
	<b>Speaking, listening &amp; drama:</b> Play a memory game. Start by saying: <i>In my school bag I put two pens.</i> Ask the children to take turns to add two more items, eg, <i>In my school bag I put two pens and two teddies.</i> Each child has to repeat the items that have already been mentioned, and add their own. See how long you can make the list!	<b>Language for communication and thinking 1:</b> Listens and responds.
Three	<b>Phonics:</b> Read the book out loud and encourage the children to join in where they can. Ask them to listen out for the rhyming words and put up their hand when they hear a rhyme. ( <b>Letters and Sounds, Phase 1</b> ) Ask: <i>Can you find a word that starts with the sound /d/?</i> (‘dogs’) ( <b>Letters and Sounds, Phase 2</b> )	<b>Linking sounds and letters 1:</b> Joins in with rhyming and rhythmic activities. <b>Linking sounds and letters 3:</b> Links some sounds to letters.
	<b>Language comprehension:</b> Using the version of the story on the CD-ROM, encourage the children to join in with the reading, stressing the rhyme and rhythm. Then, as a group, think up some more rhyming things that could be added to the book, eg, ‘three cats miaow, three children chatter, three birds tweet, three raindrops patter.’	<b>Reading 1:</b> Is developing an interest in books.
	<b>Speaking, listening &amp; drama:</b> Look together at the last page and read some of the sound words, eg, ‘vroom’, ‘beep’, ‘honk’. In groups of three, encourage the children to role play being on a busy street. They can act out being people walking along, vehicles in the road, animals and so on, and make the appropriate noises.	<b>Language for communication and thinking 5:</b> Uses language to imagine and recreate roles and experiences.
Four	<b>Phonics:</b> Encourage the children to use their knowledge of letter–sound correspondences to read as many of the words as possible by sounding out and blending all through the word. Words which children at Phase 2 of <i>Letters and Sounds</i> may be able to read include ‘legs’, ‘hop’ and ‘run’. ( <b>Letters and Sounds, Phase 2</b> )	<b>Linking sounds and letters 6:</b> Blends sounds in words.
	<b>Language comprehension:</b> Using the version of the story on the CD-ROM, let the children listen to and enjoy the rhyme several times. Then ask them to stand up and sit down again quickly, every time they hear a rhyming word. Ask: <i>Can you think of another word that rhymes with ‘hop’?</i> (eg ‘flop’) <i>Would that word make sense if you used it in the story?</i>	<b>Linking sounds and letters 1:</b> Joins in with rhyming and rhythmic activities.
	<b>Speaking, listening &amp; drama:</b> In a group, talk about other animals that children may know which have four legs. Do any of the children have pets with four legs, (eg, cats or dogs)? Share ideas within the group and encourage all the children to contribute.	<b>Language for communication and thinking 1:</b> Listens and responds.

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Five	<p><b>Phonics:</b> Write the letter 'h' on the board and ask: <i>What sound does this letter make? Can you find a word which starts with a /h/ sound in this book?</i> ('hats') Encourage the children to sound out and blend all through this word to read it, and to use their letter/sound knowledge to work out the initial sounds of some of the other words in the book. (<b>Letters and Sounds, Phase 2</b>)</p>	<p><b>Linking sounds and letters 6:</b> Blends sounds in words.</p>
	<p><b>Language comprehension:</b> Ask: <i>What clues do we get in the book that it is about a birthday party?</i> (the pictures of candles, balloons, cakes and so on) Ask: <i>What else might you have at a birthday party?</i></p>	<p><b>Reading 1:</b> Is developing an interest in books.</p>
	<p><b>Speaking, listening &amp; drama:</b> In pairs, ask the children to talk about a party they have been to and tell each other what was the best thing about the party. Encourage the partners to listen carefully and ask each other questions.</p>	<p><b>Language for communication and thinking 2:</b> Initiates communication with others, displaying greater confidence in more informal contexts.</p>
Six	<p><b>Phonics:</b> Play an <i>I Spy</i> game: <i>I spy with my little eye, a colour word beginning with /p/!</i> Challenge the children to see who can be first to find the appropriate colour word ('pink' or 'purple'). More confident children could have a go at making up an <i>I Spy</i> clue for others to work out. (<b>Letters and Sounds, Phase 2</b>)</p>	<p><b>Linking sounds and letters 3:</b> Links some sounds to letters.</p>
	<p><b>Language comprehension:</b> Ask: <i>How did you work out that this book was about a clown? What clues are there?</i> (eg, the spotty clothes, braces and outsize shoes)</p>	<p><b>Reading 5:</b> Shows an understanding of the elements of stories, such as main character, sequence of events and openings.</p>
	<p><b>Speaking, listening &amp; drama:</b> The children could make their own clown's spotty hat from a cone of paper and use it to role play being a clown in a circus. They could take turns to perform their clown act in front of the rest of the group.</p>	<p><b>Language for communication and thinking 5:</b> Uses language to imagine and recreate roles and experiences.</p>
Seven	<p><b>Phonics:</b> Ask: <i>Can you find two words that start with a /b/ sound in this book?</i> ('blueberries', 'bananas') Read the words out loud, pointing under them from left to right as you sound out and blend the sounds. Encourage the children to join in. (<b>Letters and Sounds, Phase 2</b>)</p>	<p><b>Linking sounds and letters 6:</b> Blends sounds in words.</p>
	<p><b>Language comprehension:</b> Read the book several times or listen and follow the reading on the CD-ROM. Then ask the children to recall all the different fruits that went into the fruit salad. Can they remember the order they were mentioned in?</p>	<p><b>Reading 7:</b> Retells narratives in the correct sequence, drawing on language patterns of stories.</p>
	<p><b>Speaking, listening &amp; drama:</b> As a group, discuss favourite fruits. Invite the children to name their favourite fruit and say what they like about it. Encourage them to describe what the fruit is like, eg, 'I like bananas because they are soft and sweet' or 'I like apples because they are crisp and crunchy.'</p>	<p><b>Language for communication and thinking 2:</b> Initiates communication with others, displaying greater confidence in more informal contexts.</p>
Eight	<p><b>Phonics:</b> Encourage the children to use their knowledge of letter-sound correspondences to tell you the first sound in each word. (<b>Letters and Sounds, Phase 2</b>) Write 'sh' on the board and ask the children to remind you what sound it makes. Then ask them to find a 'sh' word in the book ('shell'). Encourage them to sound out and blend the sounds all through the word to read it. (<b>Letters and Sounds, Phase 3</b>)</p>	<p><b>Linking sounds and letters 3:</b> Links some sounds to letters.</p> <p><b>Linking sounds and letters 6:</b> Blends sounds in words.</p>
	<p><b>Language comprehension:</b> On the first page, ask the children to predict where they think this book is set. (at the seaside). Encourage them to look out for other clues to the seaside setting throughout the book.</p>	<p><b>Reading 5:</b> Shows an understanding of the elements of stories, such as main character, sequence of events and openings.</p>
	<p><b>Speaking, listening &amp; drama:</b> Set up the home corner as a seaside role-play area with towels, a beach umbrella, etc and let the children role play a day at the seaside. Encourage them to talk about different seaside activities as they act them out.</p>	<p><b>Language for communication and thinking 6:</b> Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.</p>
Nine	<p><b>Phonics:</b> Ask the children to find the word 'tins' in the book. Ask: <i>How did you know it was this word?</i> Talk about the letter sounds in the word and ask the children to show you how they can blend the sounds to read the word. (<b>Letters and Sounds, Phase 2</b>) Ask the children to find a word with 'sh' in it ('brushes') and to sound out and blend all through the word to read it. (<b>Letters and Sounds, Phases 3 and 4</b>)</p>	<p><b>Linking sounds and letters 6:</b> Blends sounds in words.</p>
	<p><b>Language comprehension:</b> At the start of the story, ask: <i>Where do you think this book might be set? Where would you find all these tools?</i> Share the children's predictions and read on to see if they were right. At the end of the story, talk about DIY stores and the kind of things you might see there.</p>	<p><b>Reading 5:</b> Shows an understanding of the elements of stories, such as main character, sequence of events and openings.</p>
<p><b>Speaking, listening &amp; drama:</b> In pairs, ask the children to mime building or making something using a range of pretend tools such as hammers and saws. Invite them to show their mime to the group. Can the others guess which tools they are using?</p>	<p><b>Language for communication and thinking 4:</b> Listens with enjoyment to stories, songs, rhymes and poems; sustains attentive listening and responds with relevant comments, questions or actions.</p>	

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Ten	<p><b>Phonics:</b> Encourage the children to use their knowledge of letter–sound correspondences to read the word ‘bugs’, sounding out and blending the sounds all through the word to read it. (<b>Letters and Sounds, Phase 2</b>)</p>	<p><b>Linking sounds and letters 6:</b> Blends sounds in words.</p>
	<p><b>Language comprehension:</b> Ask: <i>How many different bugs can you find in this book?</i> (There are six types.) <i>Where might you find all these different sorts of bugs?</i> Can the children guess the garden setting?</p>	<p><b>Reading 5:</b> Shows an understanding of the elements of stories, such as main character, sequence of events and openings.</p>
	<p><b>Speaking, listening &amp; drama:</b> In pairs, ask the children to take it in turns to draw a bug. They should then look at their partner’s bug and think of a good word to describe it (eg ‘a fat bug’, ‘a creepy bug’, ‘a thin bug’, ‘a flying bug’). The pairs can decide on a good description for each bug and then write a caption for each picture.</p>	<p><b>Language for communication and thinking 6:</b> Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.</p>
Full or empty	<p><b>Phonics:</b> Before reading the book, look at the two words ‘full’ and ‘empty’, both on the cover and on the inside pages. Ask for the children’s help to read them, using the letter/sound correspondences that they know. If necessary, model how to sound out and blend both words, tracking the letters from left to right. Encourage the children to join in with reading the story, pointing below each word from left to right as they read. (<b>Letters and Sounds, Phases 2–4</b>)</p>	<p><b>Linking sounds and letters 6:</b> Blends sounds in words</p>
	<p><b>Language comprehension:</b> Read and listen to the story in the book or on the CD-ROM a few times. Encourage the children to pause after each page and talk about what is happening in the pictures, especially in the last scene in the book. When they are familiar with the book, challenge them to retell the story in pairs, using the pictures as prompts if necessary.</p>	<p><b>Reading 7:</b> Retells narratives in the correct sequence, drawing on language patterns of stories.</p>
	<p><b>Speaking, listening &amp; drama:</b> Give the children a container each and a range of small items to fill the container, (eg, blocks or crayons). Ask them to work in pairs and role play being the two dinosaurs. They can take turns to be the one who has a full container. Ask them to think about what the dinosaurs would say to each other. Ask: <i>How does the one with the empty container feel? What would the one with the full container say?</i></p>	<p><b>Language for communication and thinking 4:</b> Listens with enjoyment to stories, songs, rhymes and poems; sustains attentive listening and responds with relevant comments, questions or actions.</p>
Heavy or light	<p><b>Phonics:</b> Before reading the book, look at the two words ‘heavy’ and ‘light’, both on the cover and on the inside pages. Ask for the children’s help to read them, using the letter–sound correspondences that they know. Encourage the children to join in with reading the story, pointing below each word from left to right as they read. For children at Phase 3 of Letters and Sounds, you can use the book to reinforce the grapheme ‘igh’. (<b>Letters and Sounds, Phases 2–4</b>)</p>	<p><b>Linking sounds and letters 6:</b> Blends sounds in words.</p>
	<p><b>Language comprehension:</b> Talk about what is happening in the pictures on each page as you read the book together. Ask: <i>Which dinosaur looks happiest here – the one with the heavy thing or the one with the light thing?</i> At the end of the story, ask: <i>Do you think the dinosaurs will be able to make the see-saw work? Why not? Can you think of a way to help them make it work?</i> (eg, getting some more dinosaurs to weigh down the light end)</p>	<p><b>Reading 5:</b> Shows an understanding of the elements of stories, such as main character, sequence of events and openings.</p>
	<p><b>Speaking, listening &amp; drama:</b> Ask the children to look through the book in pairs and choose a scene that they like. They can try acting out the scene, each taking the part of one of the dinosaurs. Can the rest of the group guess which scene they were acting out?</p>	<p><b>Language for communication and thinking 6:</b> Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.</p>
Short or long	<p><b>Phonics:</b> Before reading the book, look at the two words ‘short’ and ‘long’, both on the cover and on the inside pages. Look at the word ‘same’ on the end page. Ask for the children’s help to read these words, using the letter–sound correspondences that they know. Encourage the children to join in with reading the story, pointing below each word from left to right as they blend the sounds all through each word. Children working at Phase 3 of Letters and Sounds may well be able to decode or recognise all the words in this book except ‘same’. (<b>Letters and Sounds, Phases 2–4</b>)</p>	<p><b>Linking sounds and letters 6:</b> Blends sounds in words.</p>
	<p><b>Language comprehension:</b> Ask: <i>Which dinosaur always has the short things?</i> (the blue one) <i>Do you think the blue dinosaur is unlucky? Why, or why not? What do the two dinosaurs have that are the same length?</i> (their tongues)</p>	<p><b>Reading 5:</b> Shows an understanding of the elements of stories, such as main character, sequence of events and openings.</p>
	<p><b>Speaking, listening &amp; drama:</b> Look at the picture of the dinosaurs holding balloons. In a group, talk about how the dinosaur with the long-stringed balloon is feeling and how the one with the short-stringed balloon is feeling. Ask: <i>Which dinosaur is happier? What do you think the dinosaurs might say to each other?</i> Encourage the children to contribute ideas, listen to each other and take turns to speak.</p>	<p><b>Language for communication and thinking 2:</b> Initiates communication with others, displaying greater confidence in more informal contexts.</p>

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Spot the circle	<p><b>Phonics:</b> Ask the children to spot a word that begins with an initial letter/sound that they know, eg: <i>Can you find a word that starts with the sound /b/?</i> ('buttons') (<b>Letters and Sounds, Phase 2</b>) Children who are working at Phases 3 and 4 of Letters and Sounds may be able to use their phonic knowledge to sound out 'spot', 'hoop', 'frisbee' and 'pool'. (<b>Letters and Sounds, Phases 3 and 4</b>)</p>	<p><b>Linking sounds and letters 3:</b> Links some sounds to letters.</p> <p><b>Linking sounds and letters 6:</b> Blends sounds in words</p>
	<p><b>Language comprehension:</b> Ask: <i>What do all the things in this book have in common?</i> (They all contain circle shapes.) Look around the classroom or in other books and ask the children to suggest some more circle-shaped things that could be added to the book. Draw simple pictures of some of the things they suggest and work together to add a label to their pictures.</p>	<p><b>Reading 1:</b> Is developing an interest in books.</p>
	<p><b>Speaking, listening &amp; drama:</b> Ask the children to work in small groups, and give them a range of small objects in different shapes, including some circles (eg, a mixture of buttons, small blocks, beads, dice, counters). Ask the groups to sort the objects and separate out the things that have circle shapes. Encourage the children to talk about what they are doing and explain to each other the choices that they make.</p>	<p><b>Language for communication and thinking 2:</b> Initiates communication with others, displaying greater confidence in more informal contexts.</p>
Spot the rectangle	<p><b>Phonics:</b> Ask the children to look for a word that begins with an initial letter/sound that they know, eg: <i>Can you find a word that starts with the sound /f/?</i> ('frame') (<b>Letters and Sounds, Phase 2</b>) Children who are working at Phases 3 and 4 of Letters and Sounds may be able to use their phonic knowledge to sound out 'spot', 'door', 'bricks', 'towel' and 'book'. (<b>Letters and Sounds, Phases 3 and 4</b>)</p>	<p><b>Linking sounds and letters 3:</b> Links some sounds to letters.</p> <p><b>Linking sounds and letters 6:</b> Blends sounds in words.</p>
	<p><b>Language comprehension:</b> Ask the children to spot some more rectangular things around the classroom or playground. Encourage them to draw one of the rectangles they spot and write a simple caption for it, with help if necessary.</p>	<p><b>Reading 2:</b> Knows that print conveys meaning.</p>
	<p><b>Speaking, listening &amp; drama:</b> In pairs, children can play a guessing game. One child thinks of a rectangular object and tries to describe it, without saying what it is, while the other has to guess the object. eg: <i>I'm thinking of a rectangle that is big enough to walk through. It has a round handle and a little see-through rectangle in it.</i> (A door with a window.)</p>	<p><b>Language for communication and thinking 5:</b> Uses language to imagine and recreate roles and experiences.</p>
Spot the square	<p><b>Phonics:</b> With children working at <i>Letters and Sounds</i> Phase 2, encourage them to sound out and blend the word 'net', pointing under each letter from left to right as they read the word. (<b>Letters and Sounds, Phase 2</b>) Children who are working at Phases 3 and 4 of Letters and Sounds may be able to use their phonic knowledge to sound out 'spot', 'hopsotch', 'window' and 'crackers'. (<b>Letters and Sounds, Phases 3 and 4</b>)</p>	<p><b>Linking sounds and letters 6:</b> Blends sounds in words</p> <p><b>Linking sounds and letters 7:</b> Uses phonic knowledge to read simple regular words.</p>
	<p><b>Language comprehension:</b> Give the children old magazines or catalogues and ask them to look through and find a picture that could have been used in this book (ie a picture of an object with a square shape). They can cut out their picture and stick it in a class 'Spot the Square' book. Encourage them to write a caption for their picture, with support as necessary.</p>	<p><b>Reading 1:</b> Is developing an interest in books.</p>
	<p><b>Speaking, listening &amp; drama:</b> In pairs or small groups, ask the children to walk around the playground and look for as many square shapes as possible. They should decide together where to look and what to record. Ask them to draw a picture or keep a note of the squares that they find and compare findings with the rest of the class.</p>	<p><b>Language for communication and thinking 3:</b> Talks activities through, reflecting on and modifying actions.</p>
Spot the triangle	<p><b>Phonics:</b> Encourage the children to look for words that contain particular letters and sounds that they know, eg: <i>Can you find a word that has a /d/ sound in it?</i> ('dart' or 'board'). (<b>Letters and Sounds, Phase 2</b>) Children who are working at Phases 3 and 4 of Letters and Sounds may be able to use their phonic knowledge to sound out 'spot', 'dart' and 'roof'. (<b>Letters and Sounds, Phases 3 and 4</b>)</p>	<p><b>Linking sounds and letters 6:</b> Blends sounds in words.</p>
	<p><b>Language comprehension:</b> Ask: <i>Which page in the book do you think has the most triangles on? Which page has the clearest triangles?</i> Encourage the children to share their ideas and together decide which page in the book would be best to use if you had to explain to someone what a triangle was.</p>	<p><b>Reading 1:</b> Is developing an interest in books.</p>
	<p><b>Speaking, listening &amp; drama:</b> Working in pairs, the children can practise what they would say if they had to explain to someone else what a triangle was. Encourage them to listen to each other and contribute ideas and agree on what they would say. Then, encourage them to explain about triangles to the rest of the group or class.</p>	<p><b>Language for communication and thinking 7:</b> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.</p>

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What a mess!	<p><b>Phonics:</b> Children who are confident readers (at <i>Letters and Sounds</i>, Phase 4 and above) can join in with reading this book. You could pause in the reading to let them contribute a word, phrase or sentence. Children working at <i>Letters and Sounds</i>, Phase 2, and other less confident or less experienced readers, will benefit from hearing this story read aloud with fluency and expression. On a second or subsequent re-reading you could ask them to spot or listen out for words with a particular letter/sound that they know. (<b>Letters and Sounds, Phases 2–4</b>)</p>	<p><b>Linking sounds and letters 5:</b> Hears and says sounds in words.</p>
	<p><b>Language comprehension:</b> Read the story aloud or listen to it on the CD-ROM. Pause frequently to discuss what is going on in the story, eg, on pages 7 and 8, ask: <i>How do you think mum is feeling? Why might she feel like that? What do you think the boys will do next?</i> Talk about the ending of the story. Ask: <i>Do you think that it is a funny ending? What do you think mum will say when she sees the boys' room?</i></p>	<p><b>Reading 5:</b> Shows an understanding of the elements of stories, such as main character, sequence of events and openings.</p>
	<p><b>Speaking, listening &amp; drama:</b> Ask: <i>What do you think the boys said when mum asked them to tidy up?</i> In groups of three, ask the children to role play this scene (or you could take the role of mum while a pair of children play the boys).</p>	<p><b>Language for communication and thinking 4:</b> Listens with enjoyment to stories, songs, rhymes and poems; sustains attentive listening and responds with relevant comments, questions or actions.</p>
What comes next?	<p><b>Phonics:</b> Model how to read the title and ask the children to join in as you sound out and blend the sounds all through each word. Encourage the children to join in with the title refrain as it crops up throughout the book. Ask the children to use their decoding skills to read other words in the book – eg, children at <i>Letters and Sounds</i>, Phase 2 should be able to tackle 'big' and 'up'; children at Phase 3 can read 'short' and 'down'. (<b>Letters and Sounds, Phases 2–4</b>)</p>	<p><b>Linking sounds and letters 7:</b> Uses phonic knowledge to read simple regular words.</p>
	<p><b>Language comprehension:</b> Encourage the children to talk about the pattern on the last page and work out what would come next. They can look back in the book for examples of other patterns to help them think what would fit.</p>	<p><b>Reading 8:</b> Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.</p>
	<p><b>Speaking, listening &amp; drama:</b> In pairs, the children can use small classroom objects to devise a pattern of their own like the ones in the book. Encourage the pairs to discuss their ideas and agree on a pattern. Then different pairs can swap the patterns they have made. Can each pair work out what would come next in the pattern?</p>	<p><b>Language for communication and thinking 7:</b> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.</p>
Which does not belong?	<p><b>Phonics:</b> Ask the children to join in as you read the title, sounding out and blending the sounds all through each word. Focus on the words that are decodable for the group you are working with – eg, children at <i>Letters and Sounds</i>, Phase 2 should be able to tackle 'not' independently; children at <i>Phase 3</i> may be able to read 'belong'. Encourage the children to join in with the repeating refrain throughout the book and to help you work out the slightly different text on the last page using their phonic knowledge. (<b>Letters and Sounds, Phases 2–4</b>)</p>	<p><b>Linking sounds and letters 6:</b> Blends sounds in words.</p>
	<p><b>Language comprehension:</b> Talk about the idea of belonging or being the 'odd one out'. Flip through the book and ask the children on which page they thought it was easiest to work out the one that did not belong. Ask: <i>Do you think it helps if the odd one out is a very different colour?</i></p>	<p><b>Reading 1:</b> Is developing an interest in books.</p>
	<p><b>Speaking, listening &amp; drama:</b> Using blocks or other small classroom objects, the children can work in pairs to create their own grouping that includes an 'odd one out'. They can then challenge another pair to spot the one that does not belong.</p>	<p><b>Language for communication and thinking 2:</b> Initiates communication with others, displaying greater confidence in more informal contexts.</p>