**What do I spy with my little eye?**

<table>
<thead>
<tr>
<th>Ant on a leaf</th>
<th>Handbag</th>
<th>Belt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>Coffee</td>
<td>Egg</td>
</tr>
</tbody>
</table>

*Say only the separate sounds of each picture-word (e.g. “/æ/ /n/ /t/”) to develop the ability to ‘hear’, or discern, the word. This is oral blending and it is a sub-skill of reading.*

*To model oral segmenting, a sub-skill of spelling, say the whole picture-word aloud slowly and then break it up into its separate component sounds (e.g. “ant, /æ/ /n/ /t/”).*

*To read, or decode, the printed words, see the letters from left to right, say the sounds and blend them to discover the words. After that, match the printed words with their pictures.*
What do I spy with my little eye?

*Say only the separate sounds of the picture-word (e.g. “/f/ /a/ /n/”) to develop the ability to 'hear', or discern, the word. This is oral blending and it is a sub-skill of reading.

*To model oral segmenting, a sub-skill of spelling, say the whole picture-word aloud slowly and then break it up into its separate component sounds (e.g. “fan, /f/ /a/ /n/”).

*To read, or decode, the printed words, see the letters from left to right, say the sounds and blend them to discover the words. After that, match the printed words with their pictures.
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<table>
<thead>
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<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Milk" /></td>
<td><img src="image2.png" alt="Bird Nest" /></td>
<td><img src="image3.png" alt="Basket" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Almonds" /></td>
<td><img src="image5.png" alt="Pan" /></td>
<td><img src="image6.png" alt="Pen" /></td>
</tr>
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</table>

*Say **only** the separate sounds of the picture-word (e.g. “/m/ /i/ /l/ /k/”) to develop the ability to ‘hear’, or discern, the word. This is **oral blending** and it is a sub-skill of reading.*

*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and **then** break it up into its separate component sounds (e.g. “*milk, /m/ /i/ /l/ /k/*”).

*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.*
What do I spy with my little eye?

*Say only the separate sounds of the picture-word (e.g. " /p/ /i/ /n/ /s/ ") to develop the ability to 'hear', or discern, the word. This is **oral blending** and it is a sub-skill of reading.

*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and **then** break it up into its separate component sounds (e.g. "**pins**, /p/ /i/ /n/ /s/.

*To read, or **decode**, the printed words, see the letters from left to right, say the sounds and **blend** them to discover the words. After that, match the printed words with their pictures.
What do I spy with my little eye?

*Say only* the separate sounds of the picture-word (e.g. “/k/ /r/ /a/ /b/”) to develop the ability to ‘hear’, or discern, the word. This is *oral blending* and it is a sub-skill of reading.

*To model oral segmenting*, a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g. “crab, /k/ /r/ /a/ /b/”).

*To read, or decode*, the printed words, see the letters from left to right, say the sounds and blend them to discover the words. After that, match the printed words with their pictures.
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<td><img src="image3" alt="Dress" /></td>
</tr>
<tr>
<td>Image 4</td>
<td>Image 5</td>
<td>Image 6</td>
</tr>
<tr>
<td><img src="image4" alt="Jelly" /></td>
<td><img src="image5" alt="Plane" /></td>
<td><img src="image6" alt="Tea" /></td>
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*Say only the separate sounds of the picture-word (e.g. "/g/ /o/ /l/ /f/ ") to develop the ability to ‘hear’, or discern, the word. This is oral blending and it is a sub-skill of reading.
*To model oral segmenting, a sub-skill of spelling, say the whole picture-word aloud slowly and then break it up into its separate component sounds (e.g."golf, /g/ /o/ /l/ /f/ ").
*To read, or decode, the printed words, see the letters from left to right, say the sounds and blend them to discover the words. After that, match the printed words with their pictures.
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*Say only* the separate sounds of the picture-word (e.g. “/l/a/m/p/”) to develop the ability to ‘hear’, or discern, the word. This is oral blending and it is a sub-skill of reading.

*To model oral segmenting,* a sub-skill of spelling, say the whole picture-word aloud slowly and *then* break it up into its separate component sounds (e.g. “lamp, /l/a/m/p/”).

*To read, or decode,* the printed words, see the letters from left to right, say the sounds and *blend* them to discover the words. After that, match the printed words with their pictures.
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<tr>
<td><img src="image4.png" alt="Yarn" /></td>
<td><img src="image5.png" alt="Fox" /></td>
<td><img src="image6.png" alt="Spider" /></td>
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*Say only the separate sounds of the picture-word (e.g. “/ɪə/ /lk/”) to develop the ability to ‘hear’, or discern, the word. This is **oral blending** and it is a sub-skill of reading.*

*To model **oral segmenting**, a sub-skill of spelling, say the whole picture-word aloud slowly and then break it up into its separate component sounds (e.g. “yak, /ɪə/ /lk/”).*

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*Say only the separate sounds of the picture-word (e.g. “/kw/ /i/ /l/ /t/”) to develop the ability to ‘hear’, or discern, the word. This is oral blending and it is a sub-skill of reading.

*To model oral segmenting, a sub-skill of spelling, say the whole picture-word aloud slowly and then break it up into its separate component sounds (e.g. “quilt, /kw/ /i/ /l/ /t/”).

*To read, or decode, the printed words, see the letters from left to right, say the sounds and blend them to discover the words. After that, match the printed words with their pictures.
What do I spy with my little eye?

*Say only the separate sounds of the picture-word (e.g. “/r/ /a/ /b/ /i/ /t/”) to develop the ability to ‘hear’, or discern, the word. This is oral blending and it is a sub-skill of reading.

*To model oral segmenting, a sub-skill of spelling, say the whole picture-word aloud slowly and then break it up into its separate component sounds (e.g. ”rabbit, /r/ /a/ /b/ /i/ /t/ ”).

*To read, or decode, the printed words, see the letters from left to right, say the sounds and blend them to discover the words. After that, match the printed words with their pictures.