

# AAT EYFS Phonics, Early Reading and Early Writing including Spelling



Much of our curriculum structure has been created using the following government documents:

- Development Matters in the EYFS (2021)
- Statutory framework for the EYFS (DFE, 2021)

It has also been supplemented and supported by other educational resources and research, including:

- Read, Write, Inc.
- EYFS Literacy Summit 2019
- Improving Literacy in Key Stage 1: Guidance Report (EEF, 2017)
- Active English – basic principles
- Active Spelling – basic principles

## Why do we teach phonics in this order?

As a school, we teach phonics using Read, Write, Inc. (RWI) resources which refers to phonics in sets of 1, 2 and 3.

### Set 1 Sounds

m	a	s	d	t	i	n
p	g	o	c	k	ck	u
b	f	e	l	h	sh	r
j	v	y	w	th	z	ch
qu	x	ng	nk			

### Set 2 Sounds

ay	ee	igh	ow	oo	oo
or	ar	air	ir	ou	oy

### Set 3 Sounds

ea	oi	a-e	i-e	o-e
u-e	aw	are	ur	er
ow	ai	oa	ew	ire
ear	ure	tion	tion	

In Reception, children learn their Set 1 and Set 2 (Special Friends) sounds by sight and also learn how to blend them together to read real and nonsense words.

## Phonics in EYFS – How and why?

### Summer Term in Abbey Ark

In the Summer Term in Abbey Ark, Phase 1 sounds are introduced across the 7 aspects to support children to be able to ‘tune in’ to sounds, boost confidence in hearing familiar sounds from their play and prepare them for higher level vocabulary to become effective communicators.

Aspect 1: Environmental sounds
Aspect 2: Instrumental sounds
Aspect 3: Body Percussion
Aspect 4: Rhythm and rhyme
Aspect 5: Alliteration
Aspect 6: Voice sounds
Aspect 7: Oral blending and segmenting

### Autumn Term in Reception

From the Autumn term in Reception children learn 3-4 Set 1 sounds a week (depending on regular assessment) with a review day on the Friday in 15 minute sessions. These sessions then continue with a teacher focussed writing activity and child-initiated mark making activities across the 7 areas of the Curriculum to reinforce the new learning, whilst allowing children time to embed and extend their learning further through play. The review day allows children time to reinforce the sounds whilst learning how to read the sounds within words by segmenting and begin to write simple CVC words with magnetic letters and then with pencil/mixed media. Following this pattern will allow the majority of the children to confidently be able to read and write simple CVCs independently using Set 1 sounds. For children that need more support, ‘Pinny time’ is used effectively for children to see the sound multiple times to support their long-term retainment of the sounds. **‘To learn something new, review, review, review’**. 1:1 phonics intervention is delivered by the class TA daily focussing on flashcards, Fred talk skills (segmenting) and blending so that our pupils, **‘Keep up, not catch up’**.

### Spring Term in Reception

During the Spring Term we stream into 3 sets to allow children to progress at their rate of learning. Whilst the ability levels in the sets overlap due to our, ‘Keep up, not catch up’ approach, streaming allows for the higher ability pupils to be challenged and the middle ability who are more able within the set to be exposed to higher level phonics to support them further in Year 1. In the middle set, pupils learn how to confidently and independently read and write words containing Set 1 special friends, whilst learning Set 2 sounds. This allows the pupils to embed their Autumn term learning whilst learning new sounds in preparation for the Summer Term. Our support group set is managed by a highly skilled Nursery-Reception teacher who ensures all children receive specifically what they need to make their next small steps e.g Phase 1 group, Set 1 magnetic letters and blending group and a Set 1 Ditty level group. At BEPPA and CSW, streaming is managed across phase where necessary and group work with teachers and Tas allow for the above process to happen similarly.

### Summer Term in Reception

Using the regular RWI assessments, groups are reviewed and are very fluid across the Spring and Summer term to allow for individual children's different rates of learning. Our challenge group are exposed to Set 3 and review Set 2 reading and writing. After being exposed to Set 2 sounds in the Spring, the middle set can continue to embed reading and writing words with Set 2 sounds in. The support set groups move on to their next step either learning Set 2 vowel sounds of ay, ee, igh, ow and oo, ditties and continued magnetic letters/blending/mark making as appropriate for individual children's needs. Regular intervention happens throughout the day to ensure all children make their next steps, regardless of their level of ability. Intervention is used to ensure that all children who are reaching the Expected level of development can recall at speed 10 digraphs. In the RWI order this would be: sh,qu,th,ch,ng,nk,ay,ee,igh,ow. The set going at the fastest pace may learn some Set 3 digraphs: ea, oa, er, ur, aw

### Early Reading in EYFS – How and why?

The highly stimulating word rich environments in the EYFS exposes children to print, labels, signs, sounds and words. Books are at the core of our Curriculum design where we focus on a book weekly/fortnightly that link with our topics. Vocabulary is enhanced and explored through stories, songs and rhymes, reading, phonics, maths, physical development so that our children can articulate themselves clearly and are equipped for the next stage in their learning across the 7 areas of learning.

Children receive two books a week, a matched RWI Phonics Book Bag book to their assessment and a shared book that they choose from their Book Corner. At the beginning of the year we hold a Curriculum Evening for parents where we demonstrate good tips to share a book and discuss the importance of reading real books. The children are heard at least twice a week, once by the teacher and once by the TA. The first read is on a Monday where we would expect children to use their Fred talk. The reads in between would happen at home, although we do keep track of this and hear extra readers if this is necessary to support the children. We then hear them read towards the end of the week, aiming for a minimum of 80% fluency. We also use the 'Reading Dogs' to support specific reading skills. All Vulnerable children/groups, children who are 'not on track' and anyone not being heard regularly at home are offered extra daily reading with the teacher or TA.

### Early Writing and Spelling in EYFS – How and why?

Children are exposed to mark making in many different forms both in natural and classroom environments from Abbey Ark – Reception. Print in the environment, labels and signs, teacher modelling, scribing and talk for writing and are all utilised for children to see different forms of writing to encourage them to use talk and writing to extend their learning through play. We also use, 'Squiggle while you Wiggle' in Abbey Ark to support children's gross and fine motor moving to Reception. We use 'Dough Disco' to support fine motor during the Autumn term for all children and then as an intervention tool in the Spring-Summer terms.

Following the Phonics pattern, early writing and spelling is carefully planned to ensure maximised progress and readiness for their next stage.

**Autumn Term** – Within the extended phonics session children are taught to write the sound with a phase to support their long-term memory of how to form the sound. CVC word writing is introduced to all children and encouraged with the more able. Hold a sentence is introduced as is basic Talk for Writing approaches including Story Mountain.

**Spring Term** – During streaming, red (irregular) words that have already been introduced in our Early Reading scheme, 'Read a word well, before you learnt to spell, are used to begin to support children with spelling words correctly. These build on to a red word wall, 'Spread the red and stack the green' so that children can visibly see them and use them across their learning. Hold a sentence and writing their own simple sentences are modelled and encouraged using red words they have learnt. Talk for Writing skills of Story Mountain and Story Mapping continue for certain books chosen with a focus on adjectives and time conjunctions.

**Summer Term** – During streaming, key topic words are used for spellings as well as continuing to practise and embed simple high frequency red words. This can enable the children to spell time conjunctions and adjectives within their writing independently.

### How do we support pupils who are struggling with their literacy?

As well as following the guidance from Read Write Inc, children learn new sounds when they are ready. Assessments take place at regular intervals to ensure children are using and applying sounds they are familiar with and increasing their knowledge and use of new sounds. Grouping in phonics allows the children to receive differentiated phonics learning that best suits their ability.

Using high-quality structured interventions is another key recommendation from the aforementioned report. It states that:

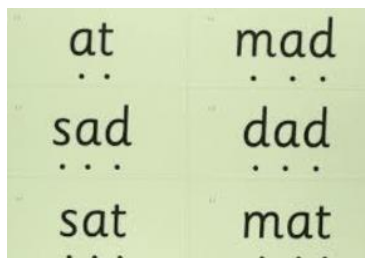
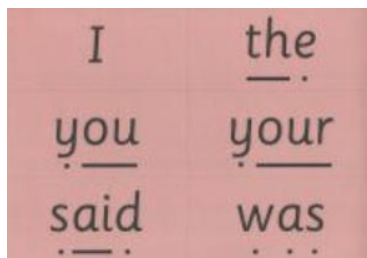
*'Even when excellent classroom teaching is occurring, it is likely that a small number of children will also require more focused literacy instruction to make expected progress... There is a strong and consistent body of evidence demonstrating the benefit of one-to-one or small-group tutoring using structured interventions for children who are struggling with literacy.'*

At AAT, information is shared across EYFS and Key Stage One about children's literacy levels. Where necessary, children receive additional support through small group or 1:1 intervention programmes tailored to their needs. Progress is tracked over six weeks to ensure intervention is having an impact. We use the 'Fast Track Tutoring' Programme to support children who are, 'Not on track' daily.

### **Strategies used as part of our phonics, spelling and grammar curriculum that support ALL pupils, including those with special education needs:**

- **Using concrete and pictorial representations**

Most of our materials are a part of the RWI scheme, including speed sound cards with accompanying rhymes, classroom displays and books matching to children's phonological awareness. These are further supported by additional resources, including magnetic letters for children to physically build sounds and words and phonic games.



- **Use of technology**









Our use of interactive whiteboards is very useful both in providing visual stimuli (supporting the concrete and pictorial approach discussed

above) and allowing pupils to directly interact with the material whilst learning new sounds. iPads also play an important role in allowing children to independently practise skills at their own level, with some allowing them access in the home environment too.

Reception Medium Term Plan: Below is a guide based on the 'What to Teach When RWI document' and the Red Words listed through books. Below is a guide for the Speed Sound Sessions. Reading focus based on their RWI colour book from assessments.

	Sounds	Word Time/Fred Fingers	High Frequency Words	
<b>Term 1</b>	Phase 1 during RBA m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h,	1.1-1.4	In addition to their RWI phonics children will begin to learn 'red' words in class sessions and child-initiated activities. The below is a guide:	
<b>Term 2</b>	sh r, j, v, y, w, th, z, ch, qu, x, ng, nk	1.4-1.7	Mum, Dad, it, in, on, up, to, love, from, big	
	Set 1	Set 2	Set 3	Spellings
<b>Term 3</b>	Begin Set 2 – ay, ee, igh, ow, oo, oo Review Set 1 diagrams and 1.7 Spellings Hold a sentence <b>Red/Green</b>	Review Set 1 diagrams 1.1-1.7 word reviews Spellings Hold a sentence Ditty	<b>Group 1:</b> Set 1 gaps and ditties <b>Group two:</b> Phase 1 sounds First Move First Call Dough Disco	Red words related to RWI books  CVCs, CVCCs, Set 2 spellings – ay, ee, igh, ow, oo, oo
<b>Term 4</b>	Begin – or, ar, air, ir, ou, oy Review Set 2, Set 1 diagrams Spellings to reflect sounds and topic work Hold a sentence <b>Green/Purple</b>	Begin Set 2 – ay, ee, igh, ow, oo, oo Review Set 1 diagrams and 1.7 Spellings Hold a sentence <b>Red</b>	<b>Group 1:</b> Ditties and set 1 digraphs <b>Group 2:</b> Initial, middle and end sound games and 1:1 blending	Red words related to RWI books  CVCs, CVCCs, Set 2 spellings – ay, ee, igh, ow, oo, oo, or, ar, air, ir, ou, oy
<b>Term 5</b>	Set 3 – begin if ready and confident in Set 2 or, ar, air, ir, ou, oy, er, ea Spellings to reflect sounds and topic work Hold a sentence <b>Pink</b>	Begin – or, ar, air, ir, ou, oy Review Set 2, Set 1 diagrams Spellings to reflect topic work Hold a sentence <b>Green</b>	<b>Group 1:</b> Begin Set 2 – ay, ee, igh, ow, oo, oo Review Set 1 diagrams and 1.7 Spellings Hold a sentence <b>Red</b> <b>Group 2:</b> Set 1 gaps and ditties reading and writing 1.1-1.7 words Hold a sentence	Red words related to RWI books  CVCs, CVCCs, Set 2 spellings – ay, ee, igh, ow, oo, oo, or, ar, air, ir, ou, oy  More able – Time conjunctions
<b>Term 6</b>	Continue learning new Set 3 if children are confident reading and writing with sounds so far  If beginning Set 3 start with: ea, er, ai, ur, ow, oa, aw <b>Orange</b>	Review Set 2 trickier digraphs for consistency - or, ar, air, ir, ou, oy <b>Purple</b>	<b>Group 1:</b> Continue with Set 2 if children are confident with reading and writing words with ay, ee, igh, ow, oo Hold a sentence <b>Green</b> <b>Group 2:</b> Set 1 gaps and ditties, reading and writing 1.1-1.7 words Hold a sentence	Red words related to RWI books  CVCs, CVCCs, Set 2 spellings – ay, ee, igh, ow, oo, oo, or, ar, air, ir, ou, oy, ea, er, ai, ur, ow, oa, aw  More able – Story narratives, number names, days of the week



Group		In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 26+ sounds Blend sounds into words orally
Set 1 Sounds Group C	 	Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM		Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily

Pink		Read Set 2 Sounds and matching Phonics Green Words Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily
Orange		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension

RWI Red Words - Reading							
To be taught within RWI Phonics sessions alongside the appropriate sounds, based on the RWI Assessments/order; they will also be revisited and reviewed throughout the year and within other lessons, i.e. English, history etc.							
Set 1 & Ditties	Green	Purple	Pink	Orange	Yellow	Blue	Grey
I	the	the	all	what	one	any	should
of	your	of	my	they	saw	other	were
my	said	to	the	do	her	two	there
to	you	I	like	said	to	one	call
the	my	my	I've	you	go	all	want
no	I	me	want	the	the	her	come
	he	go	you	me	all	there	one
	are	he	call	be	was	said	through
	of	baby	we	want	some	could	many
	no	said	be	my	she	they	could
		are	no	go	be	would	are
		you	her	he	he	want	other

Appendix:

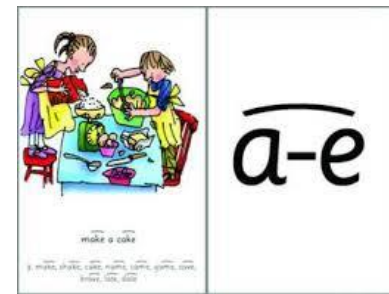
Phase 1 Abbey Ark

Phase 1 : Letters and Sounds	
Aspect 1: Environmental sounds	<ul style="list-style-type: none"> <li>Join children in their play to extend their talk and enrich their vocabulary.</li> <li>Explore with children the sounds different animals make, including imaginary ones such as dragons.</li> <li>Encourage children to use language for thinking by asking open questions such as <i>'What does it feel like to be in the tunnel?'</i></li> <li>Children enjoy experimenting with sounds different objects can make.</li> <li>Making large movements with swirling ribbons helps to develop physical skills necessary for writing.</li> <li>Using a more unusual role-play area inspires children to use language for a range of purposes.</li> </ul>
Aspect 2: Instrumental sounds	<ul style="list-style-type: none"> <li>Children use home-made shakers to explore and learn how sounds can be changed.</li> <li>Playing with musical instruments outdoors encourages children to experiment with the sounds they can hear.</li> <li>Note which children can make up simple rhythms.</li> </ul>

	<ul style="list-style-type: none"> <li>In their free play, children enjoy revisiting an adult-led activity.</li> <li>Observe how well the children listen to each other as they play in the band.</li> </ul>
Aspect 3: Body Percussion	<ul style="list-style-type: none"> <li>Using the outdoor area as much as possible encourages children to explore different ways of making sounds with their bodies.</li> <li>Talk with children as they paint and comment on the movements and shapes they are making.</li> <li>Observe how well the children <i>stamp, march and splash</i> to the beat.</li> <li>Stress simple sound patterns to accompany children's mark-making.</li> <li>Listen to the children as they re-enact familiar stories.</li> </ul>
Aspect 4: Rhythm and rhyme	<ul style="list-style-type: none"> <li>Children need to build a stock of rhymes through hearing them repeated over and over again.</li> <li>For children learning English as an additional language (EAL), songs and rhymes help them to tune into the rhythm and sound of English.</li> <li>Enjoying and sharing books leads to children seeing them as a source of pleasure and interest.</li> <li>Encourage children's word play by inventing new rhymes with them such as <i>Hickory, Dickory Dable, the mouse ran up the .....</i></li> <li>Children enjoy listening to rhymes and inventing their own.</li> <li>Remind children of rhymes they know when you join them in the role play area <i>Miss Polly had a dolly....!</i></li> </ul>
Aspect 5: Alliteration	<ul style="list-style-type: none"> <li>Play alongside children in a cafe and place an order: <i>'Please may I have some juicy jelly' or 'sizzling sausages' or 'chunky chips'.</i></li> <li>After children have enjoyed their singing games, make the resources freely available for them to explore for themselves and to act out <i>'being the teacher.'</i></li> <li>Join children at the water tray and introduce alliterative tongue twisters such as <i>She sells seashells.</i></li> <li>Make sure the book collection includes books with lots of alliterative rhymes and jingles.</li> </ul>
Aspect 6: Voice sounds	<ul style="list-style-type: none"> <li>As you watch children on the climbing frame, encourage them to vocalise <i>'Weeeeeee!'</i></li> <li>As children explore the texture of shaving foam, pasta shapes or foamy water, introduce words that may be new to them such as <i>smooth, crunchy, frothy.</i></li> <li>When children act out familiar stories, encourage them to use sound effects like <i>swish, swish through the grass, squelch squelch in the mud, splashy splashy through the rain.</i></li> <li>Encourage children to replicate water noises with sounds such as <i>drip, bubble, bubble, swoosh.</i></li> </ul>
Aspect 7: Oral blending and segmenting	<ul style="list-style-type: none"> <li>Encourage the children to vocalise as they play on the hoppers <i>'h', 'h', 'h', 'h'.</i></li> <li>When children choose to play with the sound talk toys, listen out to how well they are trying to segment words into phonemes.</li> <li>When children are in the writing area, note whether they are beginning to say their messages aloud as they write, as they have seen adults do.</li> <li>As children play with the balls, bounce a ball alongside them making the sound <i>'b', 'b', 'b'.</i></li> </ul>

## PHONICS AND SPELLING

### BREAKDOWN



### PROPOSED PHONICS TEACHING

#### **Revisit / Review. (5 minutes)**

Use Ruth Miskins RML flashcards with rhymes in each session starter. Keep adding new sounds that have been taught.

Recently and previously learned phoneme-grapheme correspondences, blending and segmenting skills as appropriate. Fill gaps.

#### **Teach (5 minutes)**

Introduce new sound. New phoneme-grapheme correspondences; skills of blending and segmenting; tricky words.

#### **Practice (8 -10 minutes)**

New phoneme – grapheme correspondences; skills of blending and segmenting. Opportunity for games with all children involved, fun activities, phoneme and grapheme fingers.

#### **Apply (5 minutes)**

New knowledge and skills while reading/writing, can be differentiated with different words or captions.

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#### **USE:**

##### **phoneme fingers**

Focus on the sounds eg 3 fingers for the word chat: ch-a-t

##### **grapheme fingers**

Focus on letters that make the sounds eg 4 fingers for the word

c-h-a-t

##### **RML set 1 sounds**

m a s d t i n p g o c  
k u b f e l h sh r j

**RML set 2 sounds**

ay: <u>ma</u> y I <u>pl</u> ay
ee: what can you <u>se</u> e
igh: fly <u>hi</u> gh
ow: <u>bl</u> ow the <u>sn</u> ow
oo: <u>po</u> o at the <u>zo</u> o
oo: <u>lo</u> ok at a <u>bo</u> ok
ar: <u>st</u> art the <u>ca</u> r
or: shut the <u>do</u> or
air: that's not <u>fa</u> ir
ir: <u>wh</u> irl and <u>tw</u> irl
ou: <u>sh</u> out it <u>ou</u> t
oy: <u>to</u> y for a <u>bo</u> y

**RML set 3 sounds – alternative spelling of set 2 sounds**

ea: cup of <u>tea</u>
oi: <u>spoi</u> l the boy
a-e: make a <u>ca</u> ke
l-e: nice <u>smi</u> le
o-e: <u>pho</u> ne <u>ho</u> me
u-e: <u>hu</u> ge <u>bru</u> te
aw: <u>yawn</u> at <u>dawn</u>
are: <u>share</u> and <u>care</u>
ur: <u>pur</u> se for a <u>nur</u> se
er: a <u>better</u> <u>letter</u>
ow: <u>brown</u> <u>cow</u>
ai: <u>snail</u> in the <u>rain</u>
oa: <u>goat</u> in a <u>boat</u>
ew: <u>chew</u> the <u>stew</u>
ire: <u>fire</u> <u>fire</u> !
ear: <u>hear</u> with your <u>ear</u>
ure: <u>sure</u> it's <u>pure</u> ?
tion: ( <u>celebration</u> )
tious / clous: ( <u>scrumptious</u> / <u>delicious</u> )
e: <u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u>