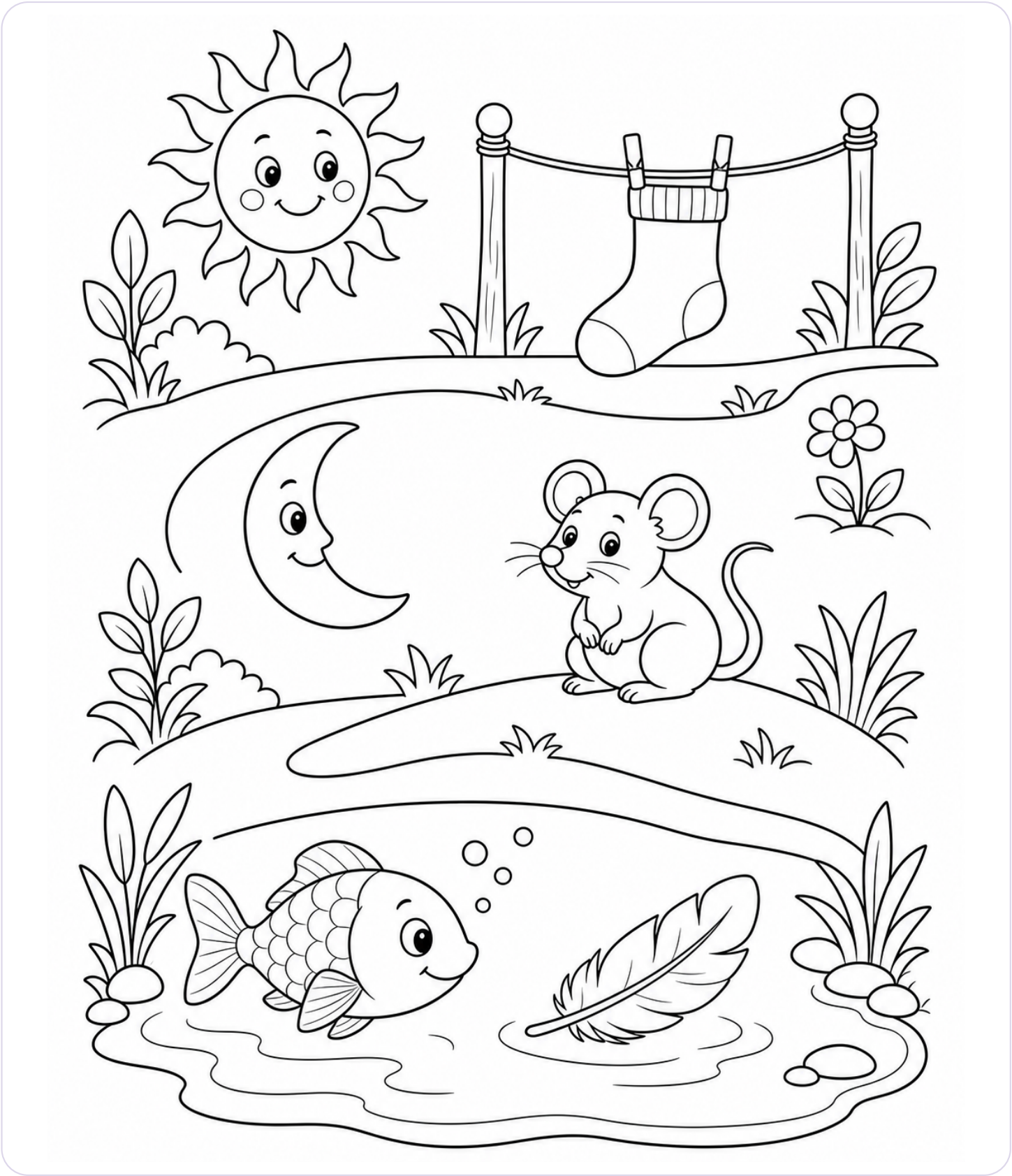
Initial sounds Vocabulary And Facts Colouring Page

EYFS / Reception - Literacy

Colour the picture pairs, then match sun with sock, moon with mouse and fish with feather by their initial sounds.



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Parent & Teacher Guidance

Curriculum focus

Topic: Initial sounds. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: EYFS learning and development: purposeful play, communication, physical development and expressive learning.

Before you begin

Review the picture together and ask the learner what they already notice about Initial sounds. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Initial sounds. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Initial sounds can you explain using the picture?

Answers and checking

The initial-sound pairs are sun-sock (s), moon-mouse (m) and fish-feather (f).

Learning record and next steps

- ☐ Completed the colouring
- ☐ Explained key vocabulary
- ☐ Completed the activity
- ☐ Used visible evidence

Evidence noticed / vocabulary used

_____

_____

_____

_____

_____

_____

Next step: _____

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