

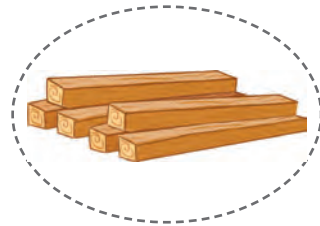
# The digraph oo (short)

These two letters make one sound. Say the sound.

oo



1. Ring the things that have the short /oo/ sound in them.



2. Use sound-talk to read these words.  
Ring the words that have the short /oo/ sound in them.

good  
● — ●

woof  
● — ●

hoop  
● — ●

foot  
● — ●

zoom  
● — ●

shook  
— — ●

hook  
● — ●

wood  
● — ●

loop  
● — ●

wool  
● — ●

cool  
● — ●

look  
● — ●

3. Tick (✓) the sentence that goes with the picture.

He has a good book.

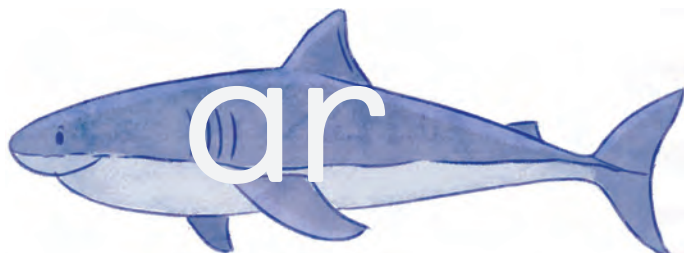
She has a lot of wool.



# The digraph ar

These two letters make one sound. Say the sound.

ar



1. Tick (✓) the things that have the /ar/ sound in them.



2. Say the names of the pictures in sound-talk. Point to the boxes as you say each sound. Fill in the letters needed to complete each word.



c	ar	d
---	----	---

ar oa t d



c		
---	--	--

ar oa t d



c		
---	--	--

ar oa t d



b		
---	--	--

ar oa t d



ch		
----	--	--

ar oa t d

## Reading the tricky word **my**

Read the tricky word. Touch the sound buttons as you say the sounds. Look out for the tricky part.

**my**  
● ●

### 1. Match.

**My** fish Pari

Mark with **my** boat

Noor with **my** chain

**My** dad had a torch.



### 2. Read the sentences. Tick (✓) one sentence. Then draw a picture to go with the sentence.

This is me.

This is my mum and me.

This is me in the park.

This is me with my pet.

**Tricky word** A word that contains a letter or letters that are pronounced differently than usual. For example, in the word 'my' the letter 'y' is not pronounced in the usual way.

**Sound button** A sound shown by a dot below a letter or a line below two or more letters. Children can touch these as they say the sound.

# Spelling two-syllable words 1

This word has two parts. Say each part of the word in sound-talk.



moon | light  
•    •    •    •

1. Say each two-part word in sound-talk. Write the letters needed to complete each word.



p \_ o \_ p \_ c \_ o \_ r \_ n



m \_ \_ \_ r \_ \_ \_ m



b \_ \_ \_ t \_ \_ o o \_ \_

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s \_ \_ \_ t \_ \_ \_ n

2. Write the letters needed to complete each two-part word.



good m \_ o r \_ n \_ \_ \_



my r \_ \_ \_ \_ s \_ \_ \_ \_ c \_ \_ \_ \_



my b \_ \_ \_ \_ r \_ \_ \_ \_

**Syllable** A part of a word that is pronounced as a unit. Each such part has a vowel sound.

# The trigraph ear

These three letters make one sound. Say the sound.

ear



1. Ring the things that have the /ear/ sound in them.



2. Read each question. Write **yes** or **no**.

Can you hear owls?

\_\_\_\_\_

Can you feel fear?

\_\_\_\_\_

Is the moon near us?

\_\_\_\_\_

Can a beard be thick?

\_\_\_\_\_

Is a tear wet?

\_\_\_\_\_

Can you run for a year?

\_\_\_\_\_

**Trigraph** A combination of three letters representing one sound (for example, 'ear' in 'hear' and 'air' in 'hair')

## Reading the tricky word they

Read the tricky word. Touch the sound buttons as you say the sounds. Look out for the tricky part.

they

1. Join each clue to the correct picture.

**They** go in my ear.



**They** hoot at night.



**They** can cut hair.



**They** go on a letter.



**They** go in the soil.



2. Read the three clues. Then draw a picture to show what it might be.

They go up in the air.

They go higher than a roof.

You see them at an airport.

The letters in red are not pronounced in the usual way. Therefore, this word is tricky.

# Spelling words ending with **k**, **l** and **f**

A /k/ sound is only spelt **ck** after a short vowel (/a/, /e/, /i/, /o/ and /u/). A single letter **k** is used after anything else.

lock



hook



1. Say the names of the pictures in sound-talk. Point to the boxes as you say each sound. Fill in the letters needed to complete each word.



oa	k
----	---

i oo oa or ck k



f		
---	--	--

i oo oa or ck k



b		
---	--	--

i oo oa or ck k



ch		
----	--	--

i oo oa or ck k



qu		
----	--	--

i oo oa or ck k

**Short vowel** The short vowel sounds are /a/, /e/, /i/, /o/ and /u/ as in 'can', 'pen', 'pin', 'dog' and 'cut'.

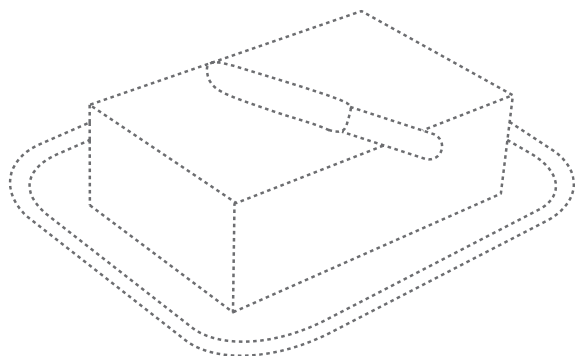
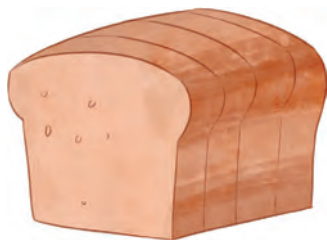
## Vowel graphemes in words

1. Read the words. Tick (✓) the things you might find in a kitchen.

chain	<input type="checkbox"/>	coffee	<input type="checkbox"/>	foil	<input type="checkbox"/>
light	<input type="checkbox"/>	soap	<input type="checkbox"/>	cooker	<input type="checkbox"/>
loaf	<input type="checkbox"/>	food	<input type="checkbox"/>	turnip	<input type="checkbox"/>
jar	<input type="checkbox"/>	horn	<input type="checkbox"/>	armchair	<input type="checkbox"/>
fork	<input type="checkbox"/>	mixer	<input type="checkbox"/>	shower	<input type="checkbox"/>

2. Read the sentences. Finish the picture to go with each sentence.

The butter was with the loaf.



The jug was near the food mixer.



**Phoneme** It is the smallest unit of sound in speech. A phoneme makes one word sound different from another. For example, the words 'bat' and 'mat' have different phonemes at the beginning.

**Grapheme** In writing, a letter or sequence of letters that represent a sound (phoneme). For example, the letter **c** in cat represents the /c/ sound. And the letter **e** in peg represents the /e/ sound.



## Reading words ending with **-ing** and **-er**

Use sound-talk to read the short words **look** with **-ing** and **thick** with **-er**. Blend the /ing/ and /er/ sound on to the end.

looking

● \_\_\_\_\_ ● ● \_\_\_\_\_

thicker

\_\_\_\_\_ ● \_\_\_\_\_

1. Read the two words on each line. Ring the word that goes with the picture.



barking

● \_\_\_\_\_ ● ● \_\_\_\_\_

burning

● \_\_\_\_\_ ● ● \_\_\_\_\_

cooling

● \_\_\_\_\_ ● ● \_\_\_\_\_

cooking

● \_\_\_\_\_ ● ● \_\_\_\_\_



marching

● \_\_\_\_\_ ● \_\_\_\_\_

marking

● \_\_\_\_\_ ● ● \_\_\_\_\_

2. Read each question. Write **yes** or **no**.

Is a coin lighter than air?

\_\_\_\_\_

Is winter cooler than summer?

\_\_\_\_\_

Is morning darker than night?

\_\_\_\_\_

Is an owl quicker than a jet?

\_\_\_\_\_

Is a roof higher than a moon?

\_\_\_\_\_

## Introducing CVCC words

1. Use sound-talk to read the words in colour. Write over the grey letters at the end of the words. Now use sound-talk to read the new words.

tent	part	bent
mend	band	wind
hump	bank	pinch
ramp	bench	damp

2. Use sound-talk to read each set of words. Ring the word that goes with the picture.



bell

• • —

bent

• • • •

belt

• • • •



nest

• • • •

net

• • •

next

• • • •



silk

• • • •

sick

• • —

sink

• • • •



deck

• • —

desk

• • • •

disk

• • • •

CVCC Here, C = a consonant sound and V = a vowel sound. Read these words: jump hills chips  
CVCC CVCC CVCC

# Reading CCVC words

1. Use sound-talk to read each set of words. Tick (✓) the word that goes with the picture.



spill

spell



flat

flag



grip

grin



black

brick

2. Read each question. Write **yes** or **no**.

Can a bee sting you? \_\_\_\_\_

Can you see glass? \_\_\_\_\_

Can a crab clap? \_\_\_\_\_

Can you beat a drum? \_\_\_\_\_

Can cows jump high? \_\_\_\_\_

Are all clocks black? \_\_\_\_\_

# Glossary

<b>adjacent consonants</b>	two or three consonants that come next to each other in a word and each represent a different sound (for example, 'st', 'scr')
<b>blend</b>	to say the separate sounds in a word and merge them together to make the whole word; <b>blending</b> is the reverse of <b>segmenting</b> and is an important skill to acquire when learning to read.
<b>CCVC word</b>	a word consisting entirely of two <b>adjacent consonants</b> (CC), then a vowel (V) and then a third consonant (C) (for example, 'clap', 'creep') <i>Note: A vowel sound can be represented by two letters, as in 'creep'.</i>
<b>CCVCC word</b>	a word consisting entirely of two <b>adjacent consonants</b> (CC), then a vowel (V) and then two more <b>adjacent consonants</b> (CC) (for example, 'plant', 'drink')
<b>CCCVC word</b>	a word consisting entirely of three <b>adjacent consonants</b> (CCC), then a vowel (V) and then a fourth consonant (C) (for example, 'strip', 'scrap')
<b>CVCC word</b>	a word consisting entirely of a consonant (C), then a vowel (V) and then two <b>adjacent consonants</b> (CC) (for example, 'lamp', 'toast')
<b>digraph</b>	a combination of two letters representing one sound (for example, 'ar', 'sh', 'ee', 'oi')
<b>grapheme</b>	a letter or sequence of letters representing a <b>phoneme</b>
<b>phoneme</b>	the smallest unit of sound in speech
<b>segment</b>	to break a word into separate sounds in order to spell it; <b>segmenting</b> is the reverse of <b>blending</b> and is a skill that is vital to the process of learning to spell.
<b>short vowel</b>	the short vowel sounds are /a/, /e/, /i/, /o/ and /u/ as found in the words 'cat', 'peg', 'bin', 'dog' and 'cup'. They are all said with a short sound.
<b>sound button</b>	a mark appearing below each letter, <b>digraph</b> or <b>trigraph</b> , which the child can touch as they say the sound. A dot is used when one letter represents one sound; a line is used when two or more letters represent one sound. <b>Sound buttons</b> encourage children to say the sounds for each letter, in order, so they can <b>blend</b> them to read words.
<b>sound-talk</b>	the process of saying, in the correct order, each separate sound in a word
<b>tricky word</b>	a word that contains a letter or a group of letters that make an unusual or unfamiliar sound. For example, the words 'my' and 'you' are <b>tricky words</b> because the letter 'y' in 'my' and the digraph 'ou' in 'you' do not correspond to the sounds that the children know for these letters. Children need to learn to read <b>tricky words</b> so they do not get stuck on them when reading texts and sentences.
<b>trigraph</b>	a combination of three letters representing one sound (for example, 'ear')