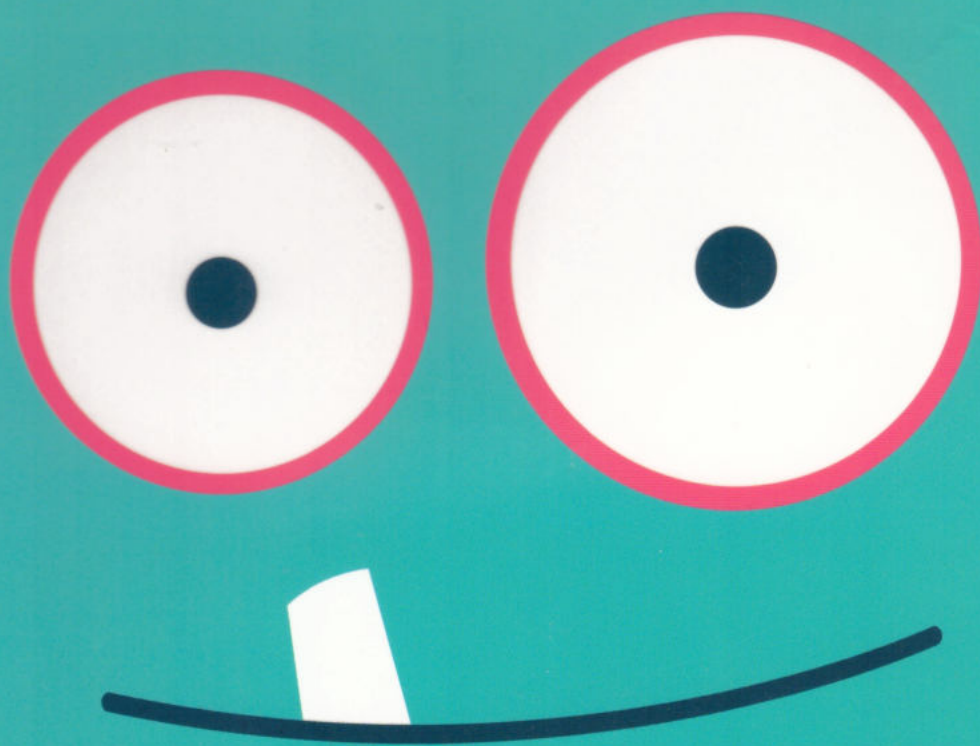


*Letts*  
gets you through

# PHONICS SUCCESS WORKBOOK



Ages 4–5

**PHONICS**

**WORKBOOK**

FOR THE PHONICS  
SCREENING  
CHECK!

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# Introduction

## Phonics in the Foundation Stage (Ages 3 to 5)

Phonics is the relationship between sounds (phonemes) and letters or groups of letters (graphemes). Learning phonics involves listening to sounds, recognising sounds and discriminating between sounds as well as learning how sounds are represented by letters.

When first learning phonics, children should have many opportunities to enjoy listening to and reading stories, poems, songs and rhymes, as well as information books about topics that interest them.

### How this book is organised

**Letters of the alphabet** (p. 6–13) introduces upper- and lower-case letters, in order, by name. You could use these terms with your child or 'capital letters' and 'lower-case letters' (as there is no other simple term for 'lower-case'). The letters are introduced in a way that helps children learn letter formation as well as position in the alphabet.

There are further activities on the letters of the alphabet at later stages of the book (p. 28–29, 58–59).

**Initial letters of words** introduces the sounds the letters represent in very short words in a similar order to that used in most schools. The most common sound is introduced for each letter. Most children notice the first sound of a word more easily than the others. Alternative sounds for each letter come later.

**Middle sounds** focuses on the middle vowel sound (a, e, i, o, u) of three-letter words that begin and end with a consonant. The activities use the most common sound for each vowel, i.e. the short vowel sounds 'a' as in cat, 'e' as in get, 'i' as in pin, 'o' as in hot and 'u' as in cup. Alternative sounds for these letters come later.

**Two consonants - one sound** introduces pairs of consonants that together stand for a single sound: 'ck' as in sock, 'ff' as in cuff, 'll' as in tell, 'ch' as in chop, 'sh' as in ship or fish, 'th' as in the, moth, path and with, and 'ng' at the end of words like sing. (Note that ng is not separated into n-g.) Other ch sounds come later. It is helpful to use the term 'two letters one sound' with children, so that they know that they should sound the two letters as one, rather than separately.

**Consonant beginnings and endings** introduces the more difficult and less commonly used consonants, some of which do not occur at the beginning of words: j, v, w, x, y, z. It also introduces zz and qu, since zz is more common than z at the ends of words and q is not used alone in English words.

**Two vowels - one sound** introduces some vowel sounds that are represented by two letters: ee, ai, oo, oa, ar, or, ur, ow, oi, er. Only one vowel sound (the simplest or most common) is used for each. Other vowel sounds for these pairs of letters come later, as do other ways of spelling the same vowel sounds.

**Three vowels - one sound** introduces vowel sounds represented by three letters: ear, ure, igh. Only one vowel sound (the simplest or most common) is used for each. Other vowel sounds for these sets of letters come later, as do other ways of spelling the same vowel sounds.

**Consonant blends** are groups of consonants that are sounded separately in a word and then blended to spell or say the word. The consonant *s* is used in this way in many words: for example, *st, sn, sw, sk, sp, sn, sl*. Other blended consonants introduced here are *bl, fl, pl, cl, pr, br, tr, gr dr, cr, and, at* the ends of words *lt, lk, lm, lb, lf, lk, lp, nd, nt, nk*.

### What have I learned?

This section provides activities to help you and your child assess what has been learned. There are no pictures to use as clues – your child will use phonic knowledge only to read the words.

### What the words mean

blend	Where two or more letters are sounded individually and then blended to read or spell a word.
consonant	The letters of the alphabet that are not <b>vowels</b> . Y can be used as either a vowel or a consonant. In English, <b>consonant phonemes</b> can be represented by more than one letter, for example: <i>ch, th, sh, ng</i> .
grapheme	The letter(s) that represents a <b>phoneme</b> . For example, the following graphemes can all represent the same phoneme: <i>i</i> ( <i>ibex, silent</i> ), <i>y</i> ( <i>cry, deny</i> ), <i>igh</i> ( <i>high, night</i> ), <i>ie</i> ( <i>cries, tried</i> ), <i>i-e</i> ( <i>bite, rice</i> ).
phoneme	The smallest unit of sound in a word. For example, 'cat' has three phonemes, represented by the letters <i>c, a</i> and <i>t</i> . A phoneme can be represented by two or more letters: <b>fort, high, neigh</b> .
vowel	The letters <i>a, e, i, o</i> and <i>u</i> . Y can also be used as a vowel, e.g. <i>gym, rely</i> . In English, some vowel <b>phonemes</b> are represented by groups of letters: <i>or, ar, oo, igh, eigh</i> .

**Regional pronunciation will affect how your child pronounces some words. For example, the 'u' sound (as in 'cup', 'but' and 'sun') is often pronounced differently in different regions. This regional difference is not wrong.**

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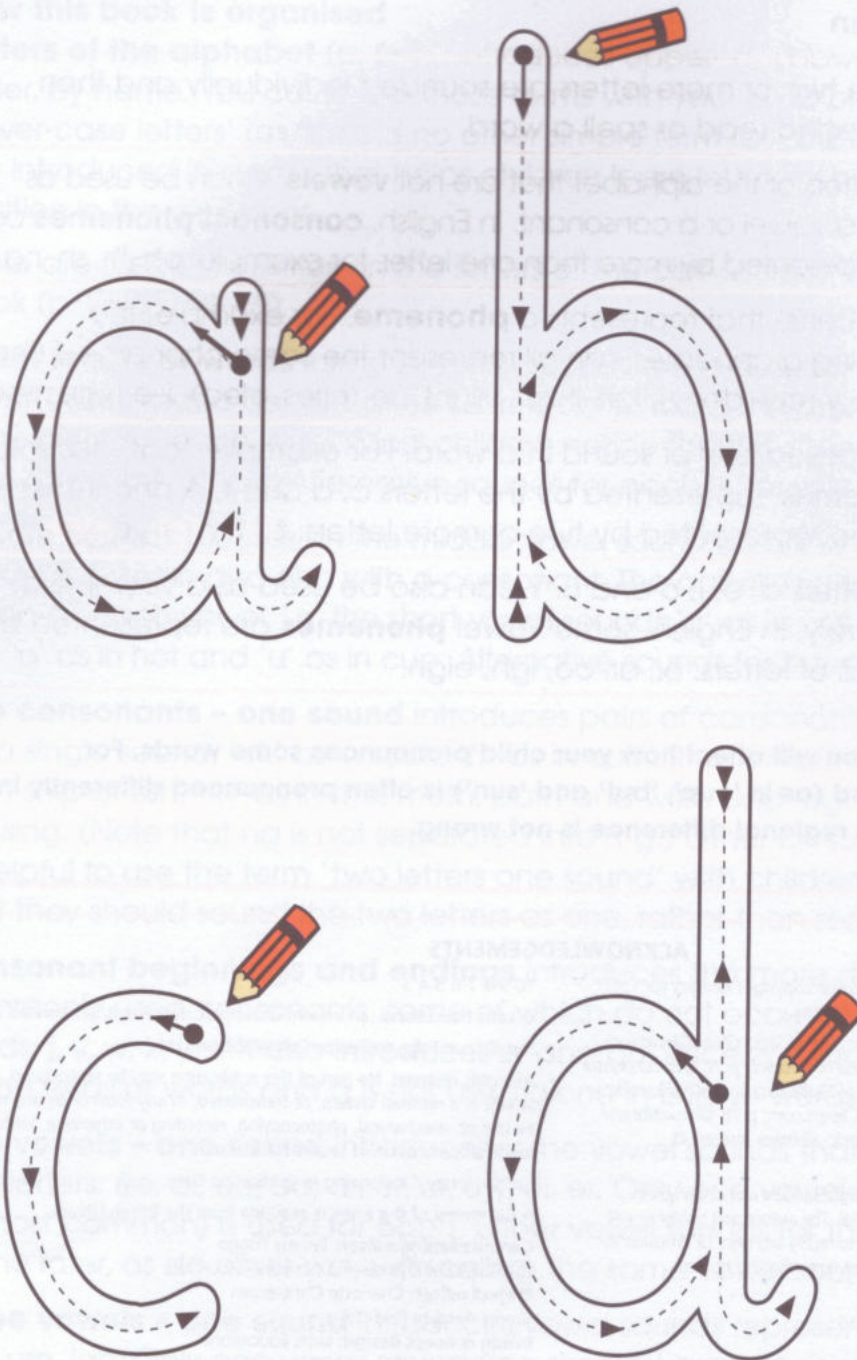
# The alphabet a-d

## Letters a-d

Write the letters.

Say the names of the letters.

Colour them on the alphabet ladder.



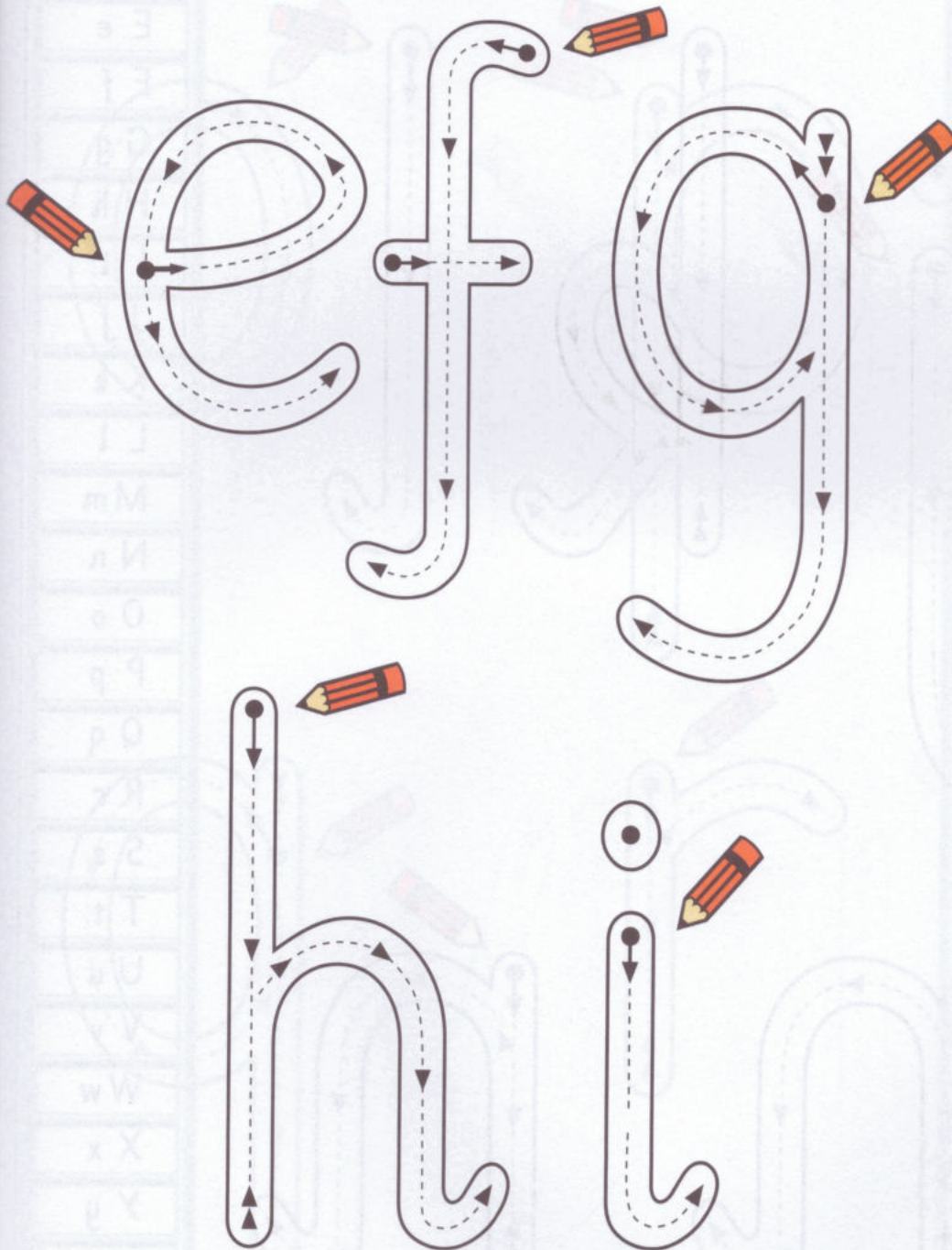
A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

## Letters e-i

Write the letters.

Say the names of the letters.

Colour them on the alphabet ladder.



A	a
B	b
C	c
D	d
E	e
F	f
G	g
H	h
I	i
J	j
K	k
L	l
M	m
N	n
O	o
P	p
Q	q
R	r
S	s
T	t
U	u
V	v
W	w
X	x
Y	y
Z	z

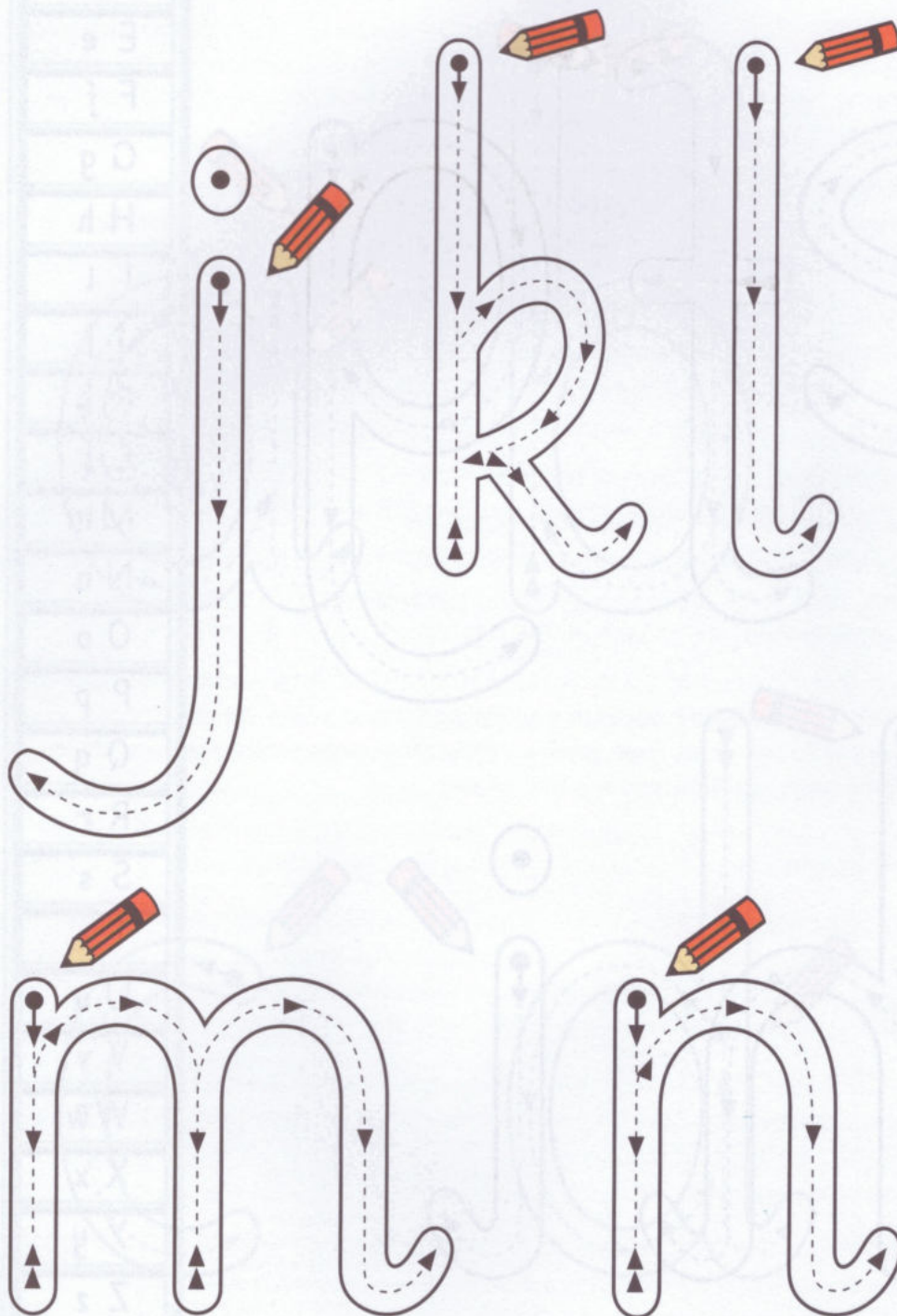
# The alphabet j-n

## Letters j-n

Write the letters.

Say the names of the letters.

Colour them on the alphabet ladder.



A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

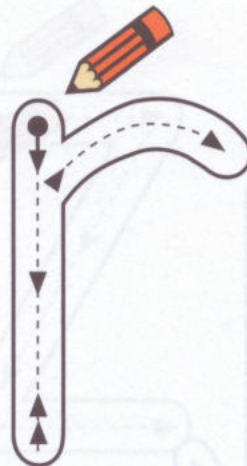
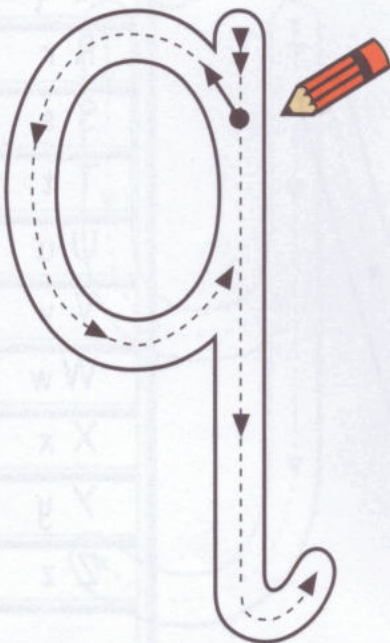
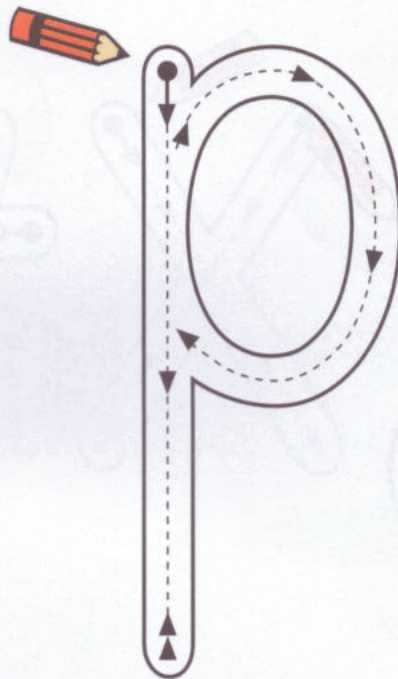
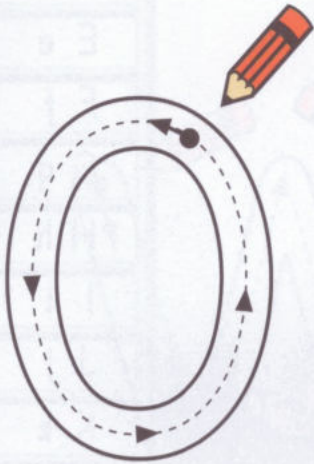


## Letters o-r

Write the letters.

Say the names of the letters.

Colour them on the alphabet ladder.



A	a
B	b
C	c
D	d
E	e
F	f
G	g
H	h
I	i
J	j
K	k
L	l
M	m
N	n
O	o
P	p
Q	q
R	r
S	s
T	t
U	u
V	v
W	w
X	x
Y	y
Z	z

# The alphabet s-v

## Letters s-v

Write the letters.

Say the names of the letters.

Colour them on the alphabet ladder.



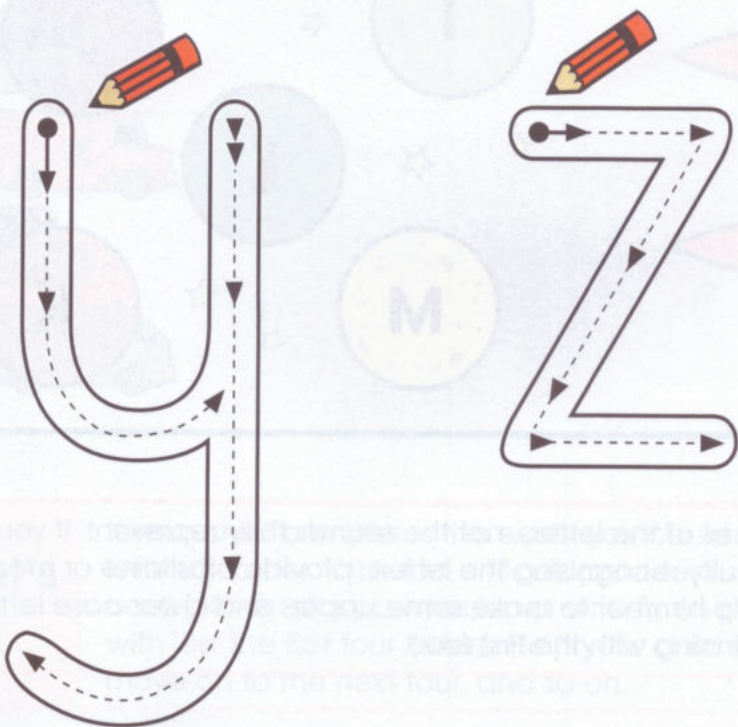
A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

## Letters w-z

Write the letters.

Say the names of the letters.

Colour them on the alphabet ladder.

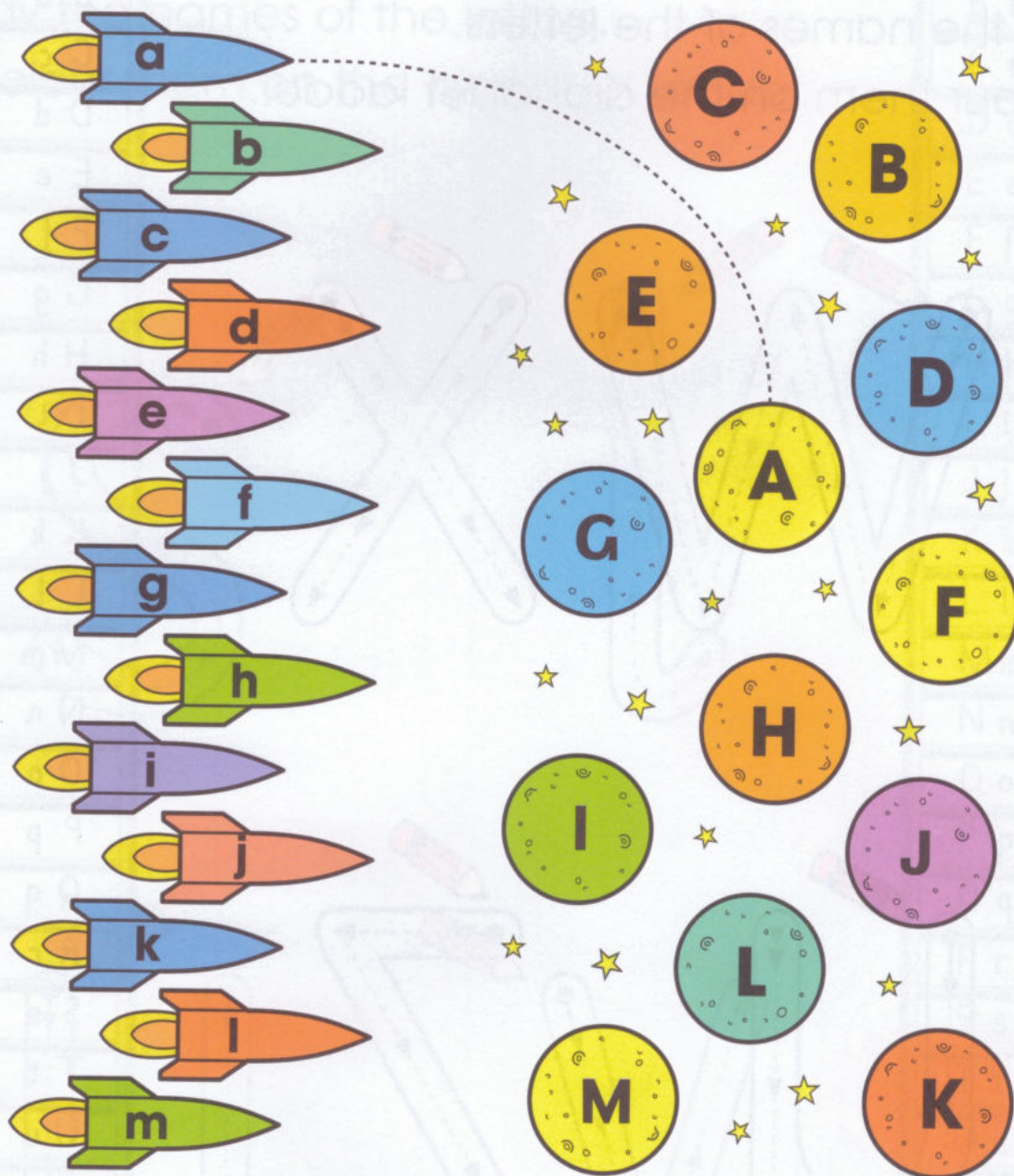


A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

# Upper- and lower-case letter matching

## Matching letters a-m

Match each rocket to its planet.



**Parent's tip**

Use the names of the letters, not the sounds they represent. If your child still has difficulty recognising the letters, provide plasticine or modelling clay and help him/her to make some upper- and lower-case letters to match (beginning with the first four).

# Upper- and lower-case letter matching

## Matching letters n-z

Park each van in its correct place.



O
R
Q
S
N
T
W
P
Z
U
X
V
Y

### Parent's tip

If your child completes this easily you could ask him/her to write the letters in order. If it is too difficult, provide a set of upper- and lower-case letters (plastic, wooden or written on pieces of paper). Begin with just the first four letters. Help your child to pair them up, then move on to the next four, and so on.

## Letters and sounds s, t, p, n

## Letters and sounds

What's in the box?

Say the words.

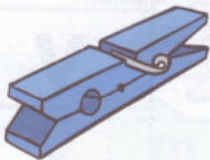
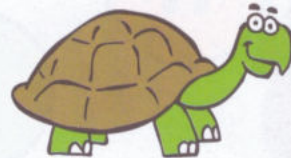
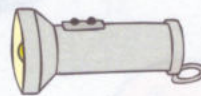
Write the first letter  
of each word.

s

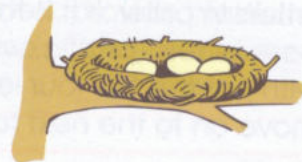
t

p

n

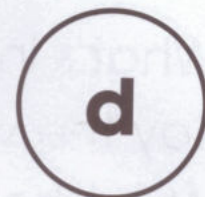


9



## Letters and sounds

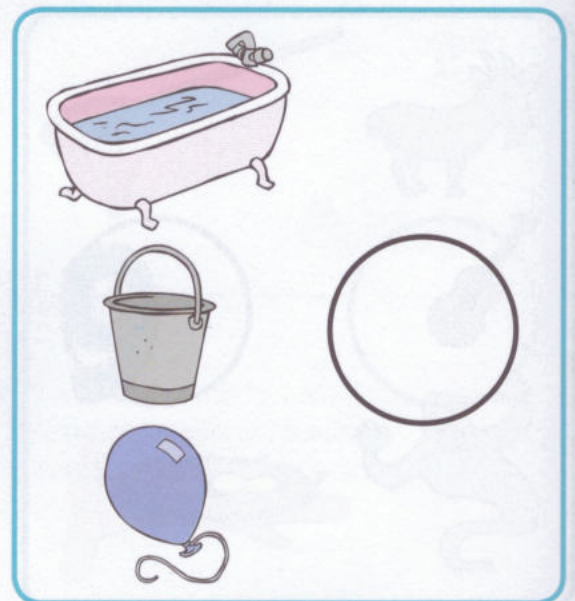
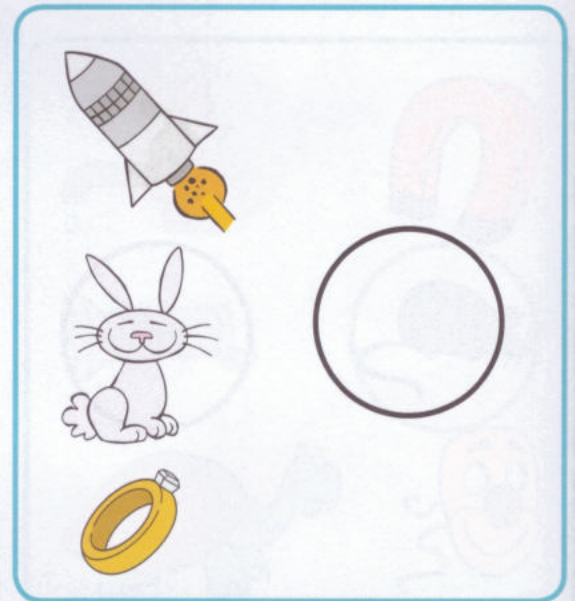
What's in the box?  
Say the words.  
Write the first letter  
of each word.



## Letters and sounds k, r, h, b

## Letters and sounds

What's in the box?  
Say the words.  
Write the first letter  
of each word.



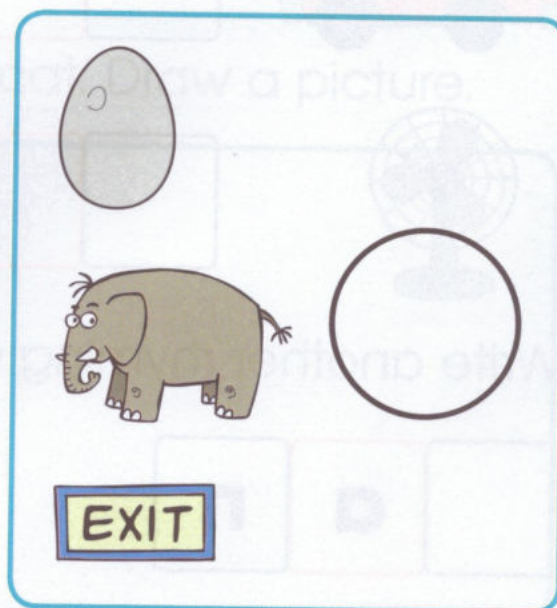
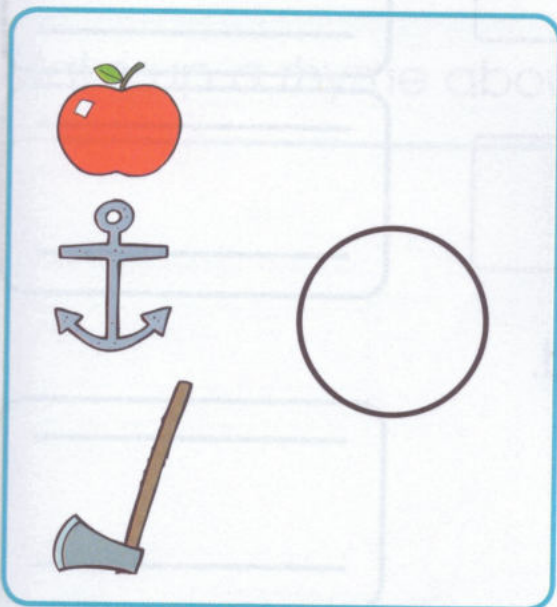
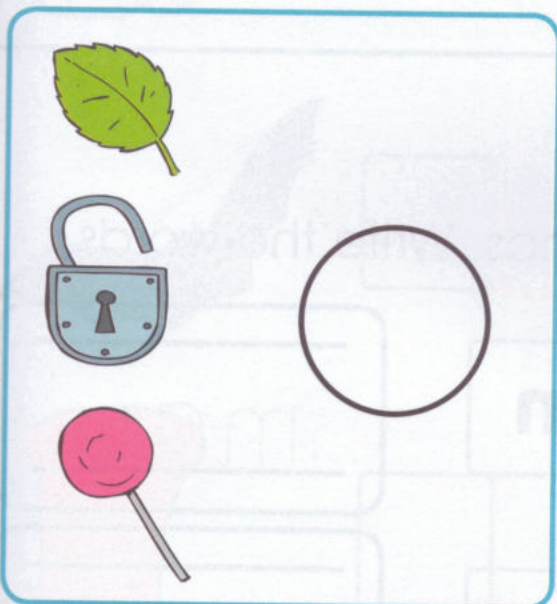


## Letters and sounds

What's in the box?

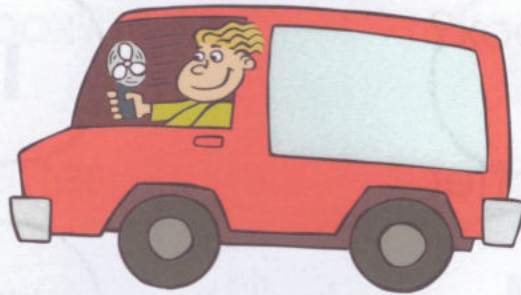
Say the words.

Write the first letter of each word.



a in the middle

Read the rhyme



a **man** in a **van** with a **fan**

a words

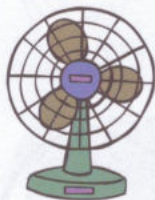
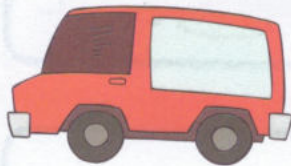
Say the words.

Write the letters for the sounds. Write the words.



**m** **a** **n**

man



Write another rhyming word.

**a** **n**

Rhyming words

Say some words that rhyme with **cat**.

Write the letters for the sounds. Write the words.



c a t

cat



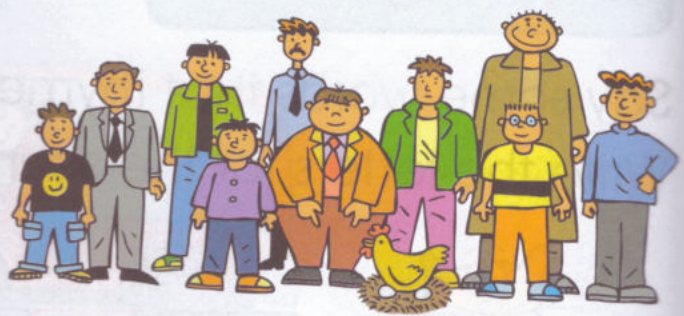
Make up a rhyme about a cat. Draw a picture.

Blank area for writing a rhyme and drawing a picture.

# e in the middle

## Read the rhyme

ten men and a hen



## e words

Say the words.

Write the letters for the sounds. Write the words.



m e n

men

10

[ ] [ ] [ ]

[ ] [ ] [ ]



[ ] [ ] [ ]

[ ] [ ] [ ]

Write another rhyming word.

[ ] e n

[ ] [ ] [ ]

Rhyming words

Say some words that rhyme with **wet**.

Write the letters for the sounds. Write the words.

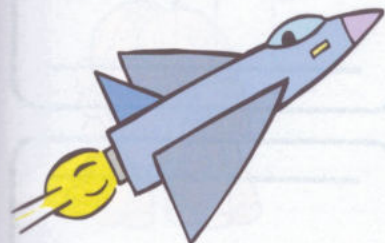


w	e	t
---	---	---

wet



--	--	--



--	--	--

Make up a rhyme about a jet. Draw a picture.


i in the middle

Read the rhymes



a pin in a tin

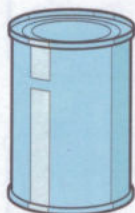


a tin in a bin

i words

Say the words.

Write the letters for the sounds. Write the words.



t i n

tin



Write another rhyming word.

   i n

Rhyming words

Say some words that rhyme with **big**.  
Write the letters for the sounds. Write the words.

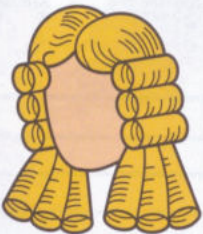


b i g

big



\_\_\_\_\_



\_\_\_\_\_

Make up a rhyme about something big.  
Draw a picture.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

o in the middle

Read the rhyme

a dog on a log in a fog



o words

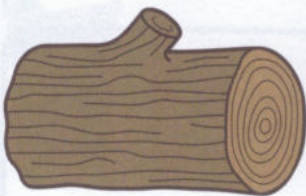
Say the words.

Write the letters for the sounds. Write the words.



f o g

fog



Write another rhyming word.

   o   g



## Rhyming words

Say some words that rhyme with **hop**.

Write the letters for the sounds. Write the words.



h	o	p
---	---	---

hop
-----



--	--	--

--



--	--	--

--

Make up a rhyme about something that goes pop. Draw a picture.


u in the middle

Read the rhymes



a bug in a mug



a bug in a jug

u words

Say the words.

Write the letters for the sounds. Write the words.



b u g

bug



□ u □

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



□ u □

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write another rhyming word.

□ u g

\_\_\_\_\_

\_\_\_\_\_

Rhyming words

Say some words that rhyme with **rub**.

Write the letters for the sounds. Write the words.



r u b

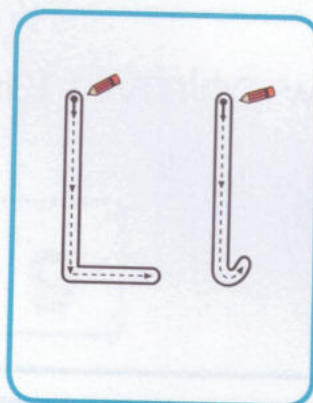
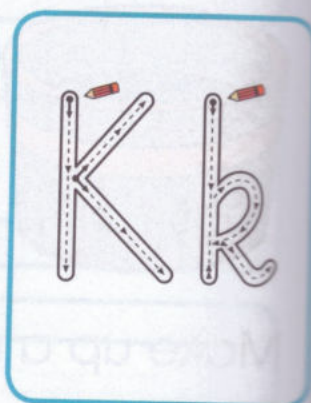
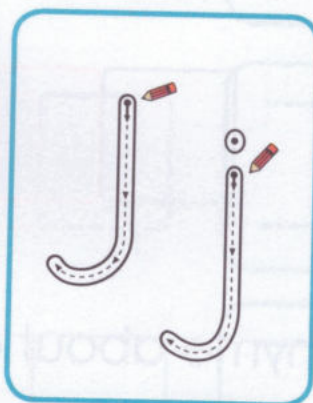
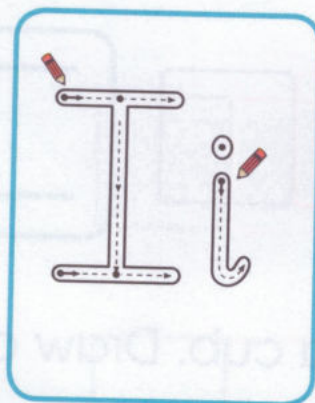
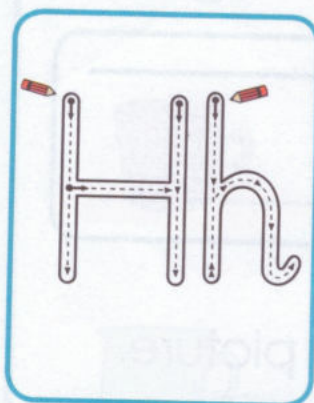
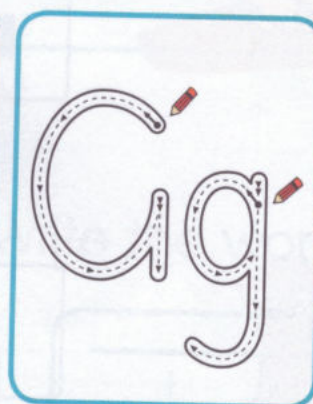
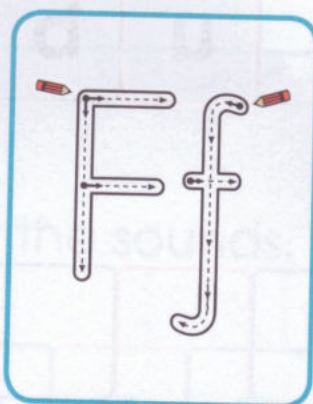
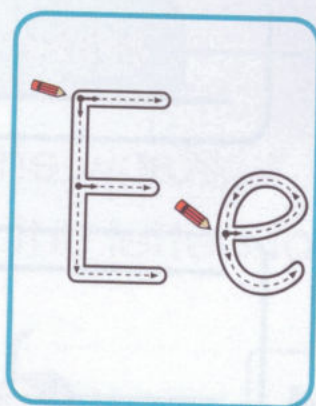
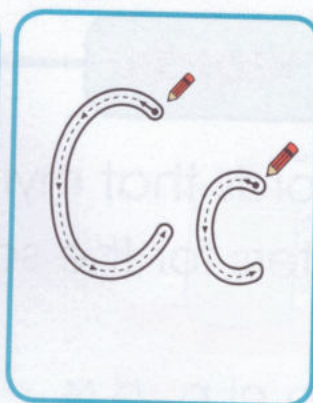
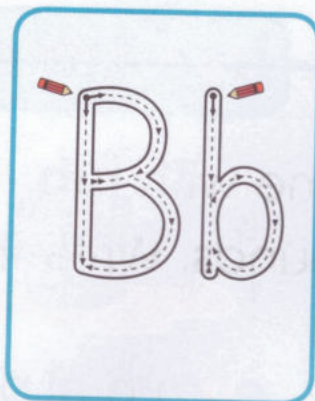
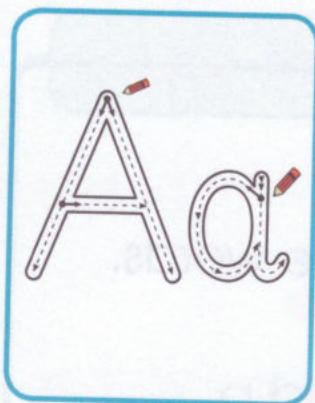
rub

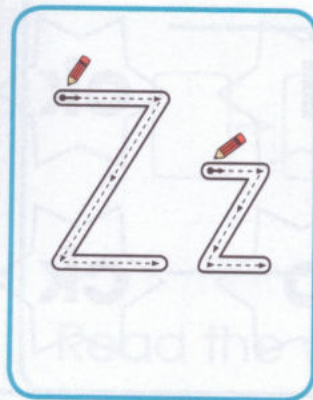
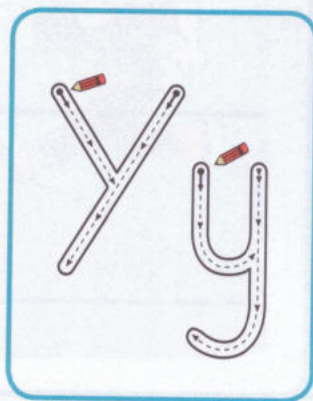
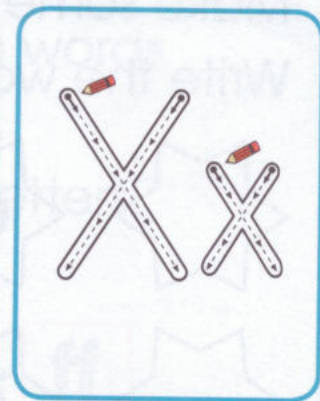
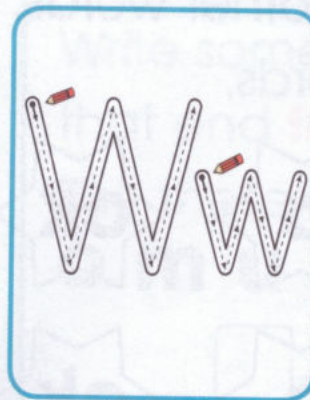
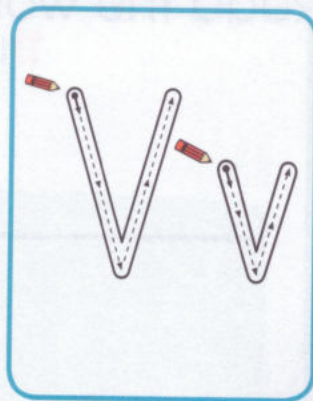
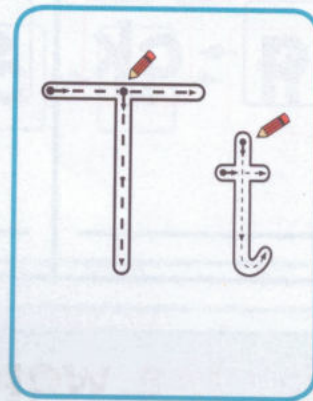
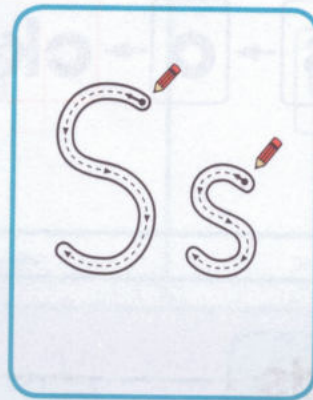
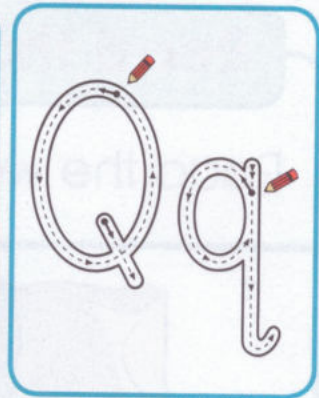
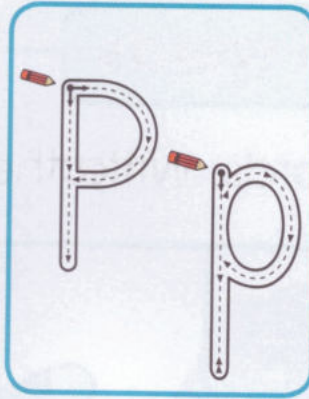
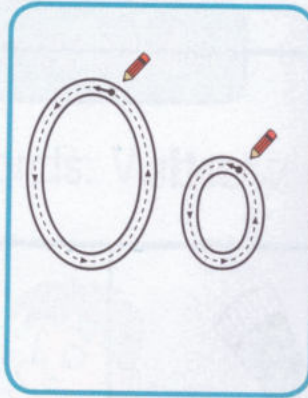
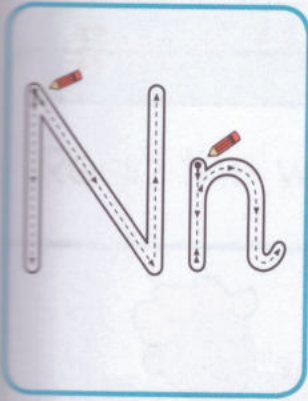


Make up a rhyme about a cub. Draw a picture.

Large empty box for drawing a picture and writing a rhyme.

# The alphabet





# Words ending -ck

## Read the words

Read the words. Write the words.



s → a → ck

\_\_\_\_\_



s → o → ck

\_\_\_\_\_



s → u → ck

\_\_\_\_\_

## Make the words

Make some other words. Read the words.  
Write the words.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Read the words

Read the words. Write the words.



**p** → **u** → **ff**



**c** → **u** → **ff**

## Read the rhyme

Hu**ff** and puff

Danny Du**ff**



## Write the words

Write some words that end **ff**.

Use these letters:

**o m u**

→ **ff**

→  → **ff**

Read the words.

# Words ending -ll

## Read the rhymes

Circle **ll** in the rhymes.



Jack and Jill  
went up the hill.



Ding, dong, dell,  
Pussy's in the well.

## Make the words

Make the words. Read the words. Write the words.



→  → **ll**

\_\_\_\_\_



**p** →  → **ll**

\_\_\_\_\_



**y** →  →

\_\_\_\_\_



**m** →  →

\_\_\_\_\_



Read the words

Read the words. Write the words.



h → i → ss

\_\_\_\_\_



m → e → ss

\_\_\_\_\_

Read the rhyme

Hug and ki**ss**  
Little Mi**ss** Bl**iss**



Write the words

Write some words that end **ss**.

Use these letters:

**o b l e**

□ → □ → **ss**

\_\_\_\_\_

□ → □ → **ss**

\_\_\_\_\_

Read the words.

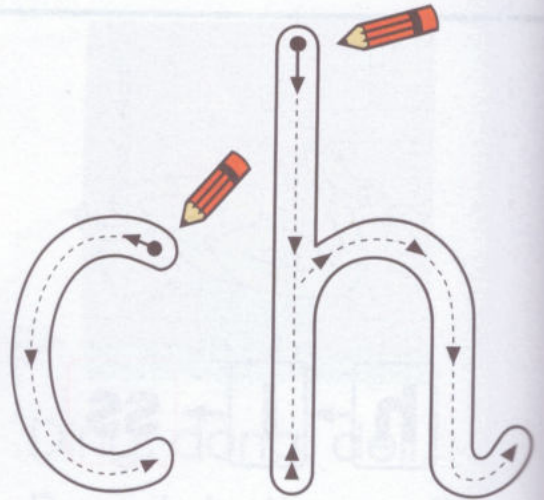
# Words beginning ch-

Say the word.  
Hear the sound.



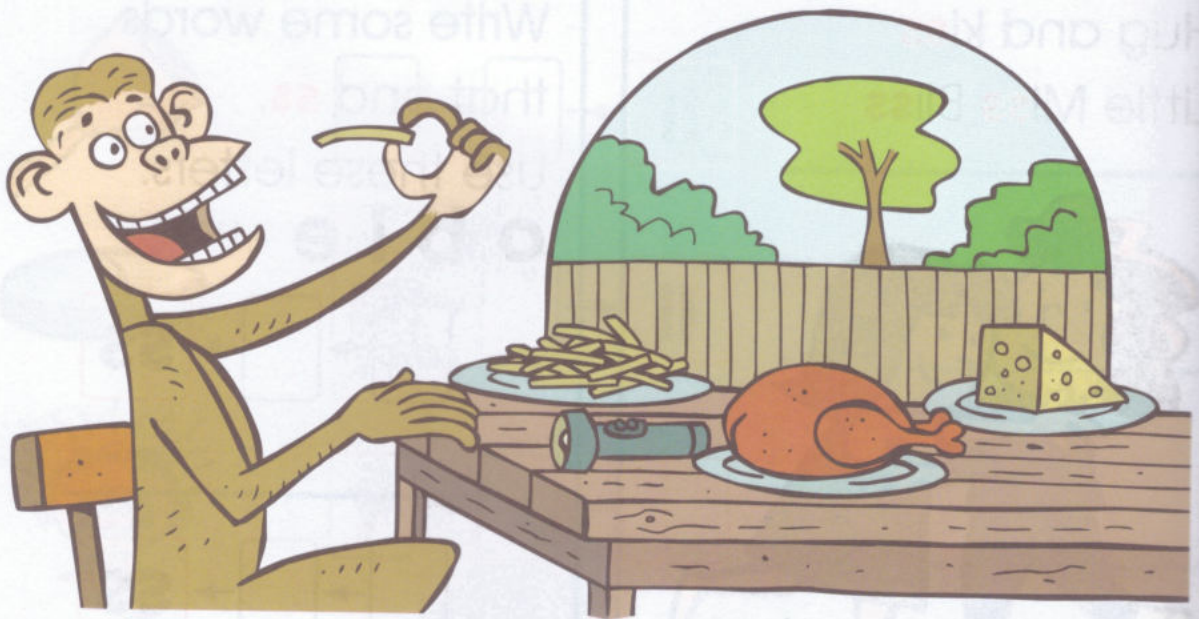
chop

Write the letters.



## Circle the ch- words

Circle the things that start **ch**. Say the words.



### Parent's tip

You could play a game in which you make up (but do not write) sentences with 'ch'. For example: Chuck the chimp chooses cheese, Charlie chased a chicken, Cheryl chooses cherries.

## Make the words

Make some words. Read the words. Write the words.

Diagram showing the 'ch' sound box branching to four word-building boxes: **at**, **in**, **op**, and **ip**. Below the first box, the word *chat* is written on a line.

## Choose the words

Choose the correct word for each picture.

Write the word.

**ch**at or **ch**in?

**ch**op or **ch**ip?



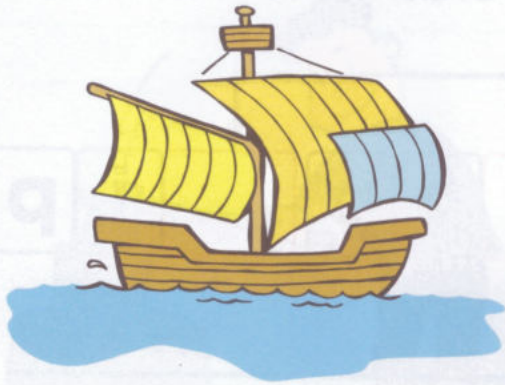
## Make the words

Make some more words. Read the words. Write the words.

Diagram showing the 'ch' sound box branching to three word-building boxes: **ap**, **uck**, and **e ck**. Below each box is a blank line for writing.

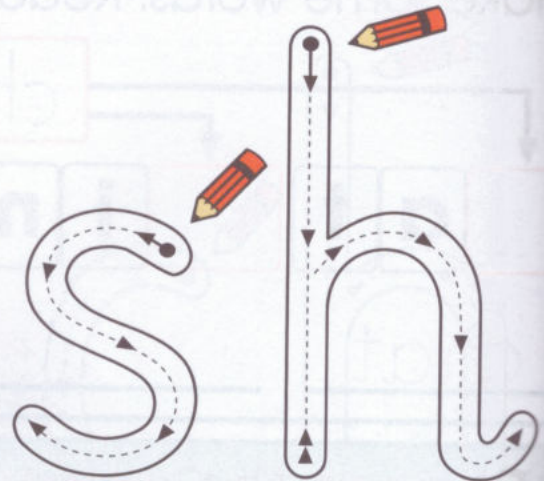
# Words beginning sh-

Say the word.  
Hear the sound.



ship

Write the letters.



## Circle the sh- words

Circle the things that start **sh**. Say the words.



### Parent's tip

You could play a game in which you take turns to say what is in the sheep's shed. All words must begin with 'sh'. For example: in the sheep's shed is a ship, in the sheep's shed is a shoe...a shell... a sheet (and so on). To make it harder, try to repeat everything that has already been said.

## Read the words

Read the words. Write the words.

sh → i → p

ship

sh → o → p

\_\_\_\_\_

sh → e → d

\_\_\_\_\_

## Write the words

Write the word for each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Make the words

Make some more words that start **sh**.

Read the words. Write the words.

□ → u → t → \_\_\_\_\_

□ → i → n → \_\_\_\_\_

□ → e → ll → \_\_\_\_\_

## Words ending -sh

## Read the words

Read the words. Write the words.

m → a → sh

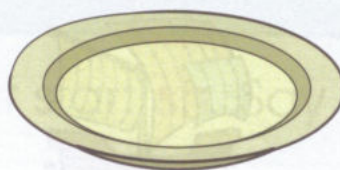
mash

h → u → sh

d → i → sh

## Write the words

Write the word for each picture.



## Make the words

Make some more words that end **sh**.

Read the words. Write the words.

w → i → 

→

b → a → 

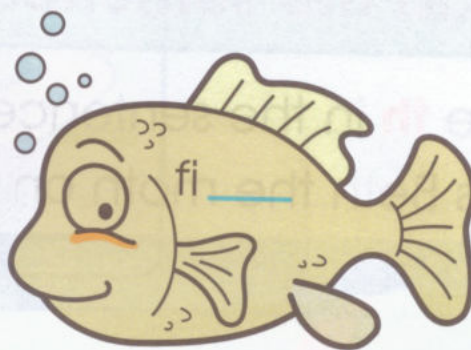
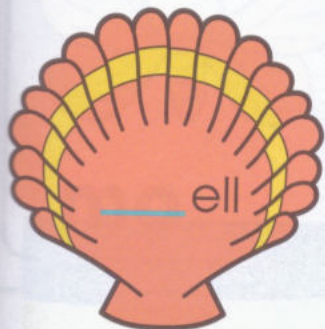
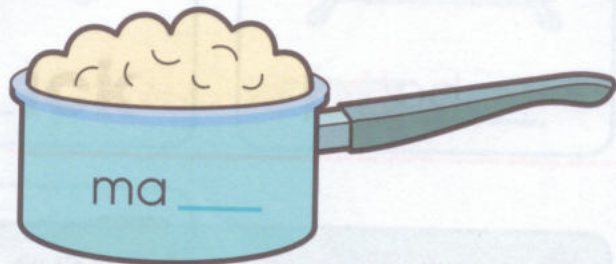
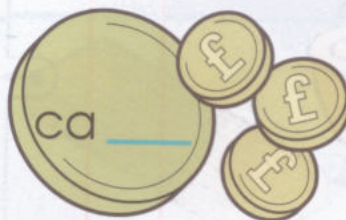
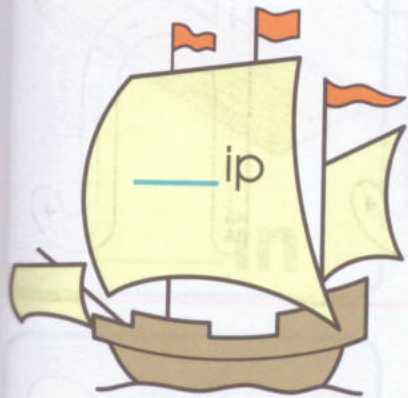
→

p → o → 

→

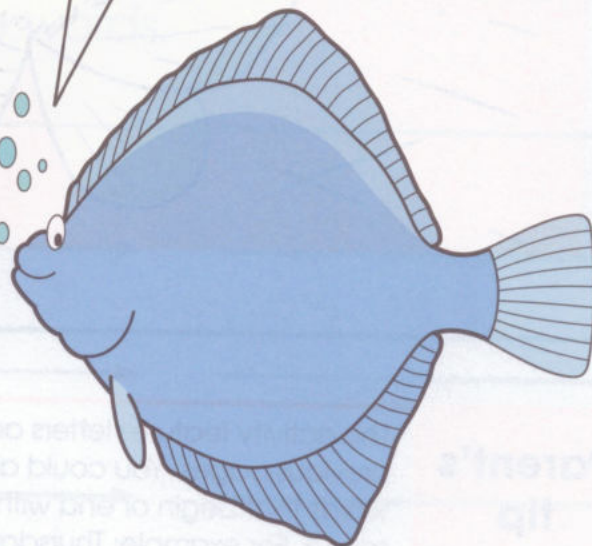
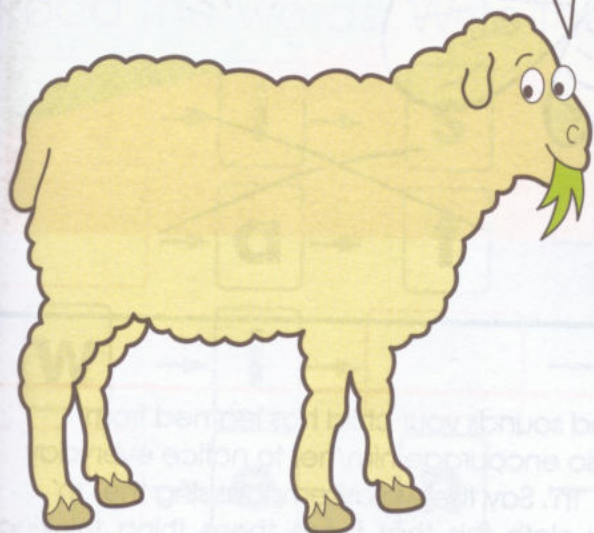
Make the words

Add **sh** to complete each word.  
Read the words.



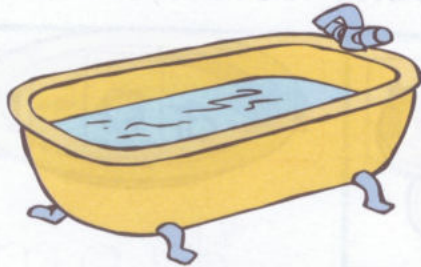
Write the words that begin **sh** in me.

Write the words that end **sh** in me.



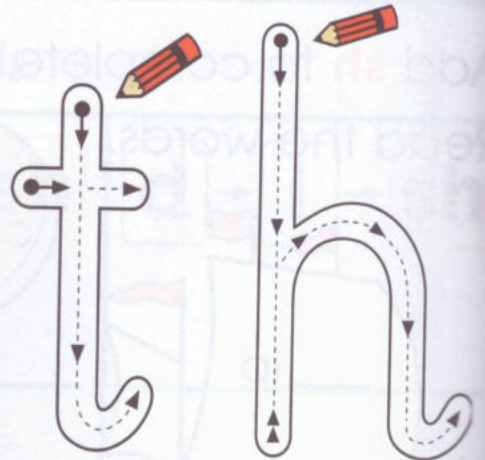
## Words with th

Say the word.  
Hear the sound.



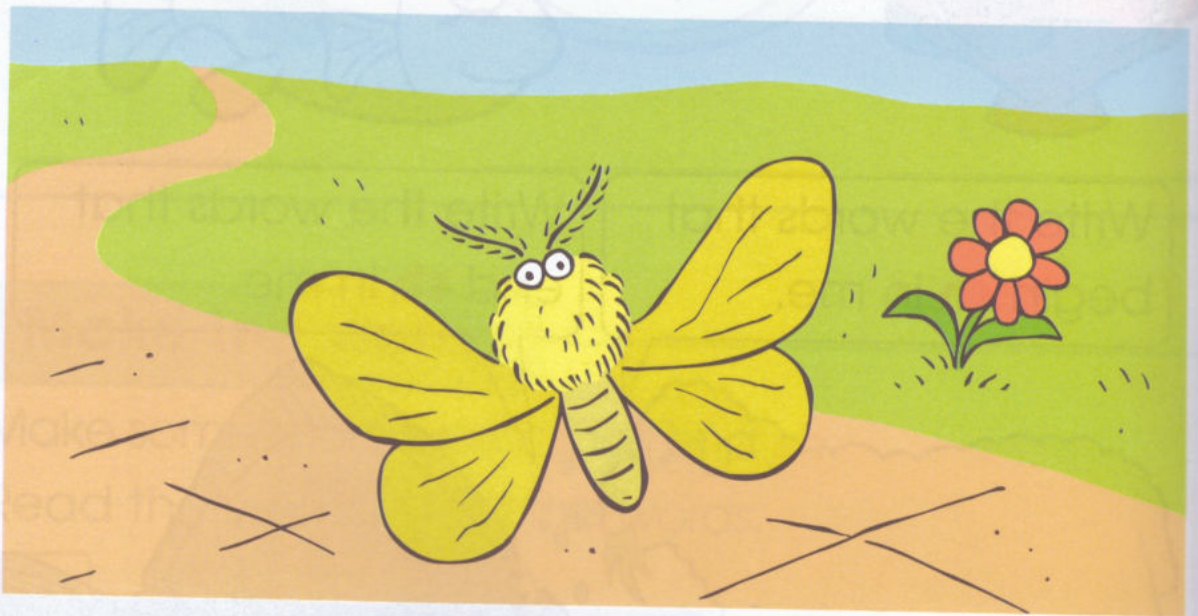
bath

Write the letters.



### Read the sentence

Circle **th** in the sentence.  
This is Beth the moth on the path.



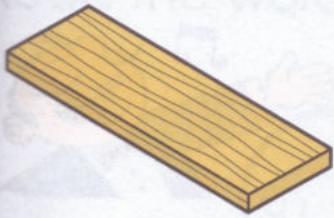
#### Parent's tip

This activity features letters and sounds your child has learned from previous pages. You could also encourage him/her to notice everyday words that begin or end with 'th'. Say the words, emphasising the 'th' sound. For example: Thursday, cloth, this, that, those, these, thing, thinking.

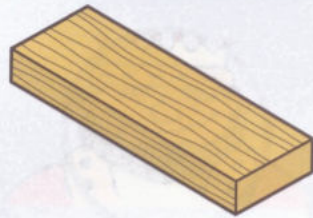


Make the words

Add **th** to complete each word. Read the words.



\_\_\_in



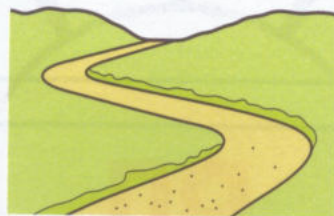
\_\_\_ick



ba\_\_\_



mo\_\_\_



pa\_\_\_

Make the words

Make some more words with **th**.

Read the words. Write the words.

→ **i** → **s** → \_\_\_\_\_

→ **a** → **t** → \_\_\_\_\_

**w** → **i** →  → \_\_\_\_\_

→ **e** → **n** → \_\_\_\_\_

# Words ending -ng

## Read the words

Read the words. Write the words



r → i → ng



k → i → ng

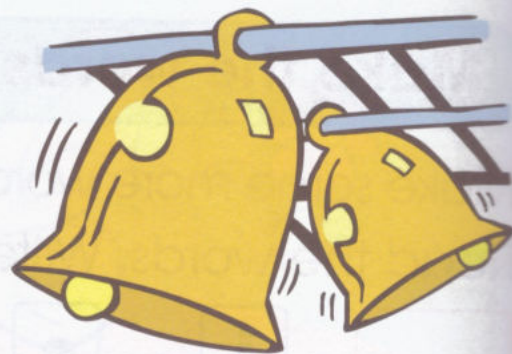


s → i → ng

## Read the rhyme

Circle **ng** in the rhyme.

Ding! Dong! Ding!  
Ring, bells, ring.



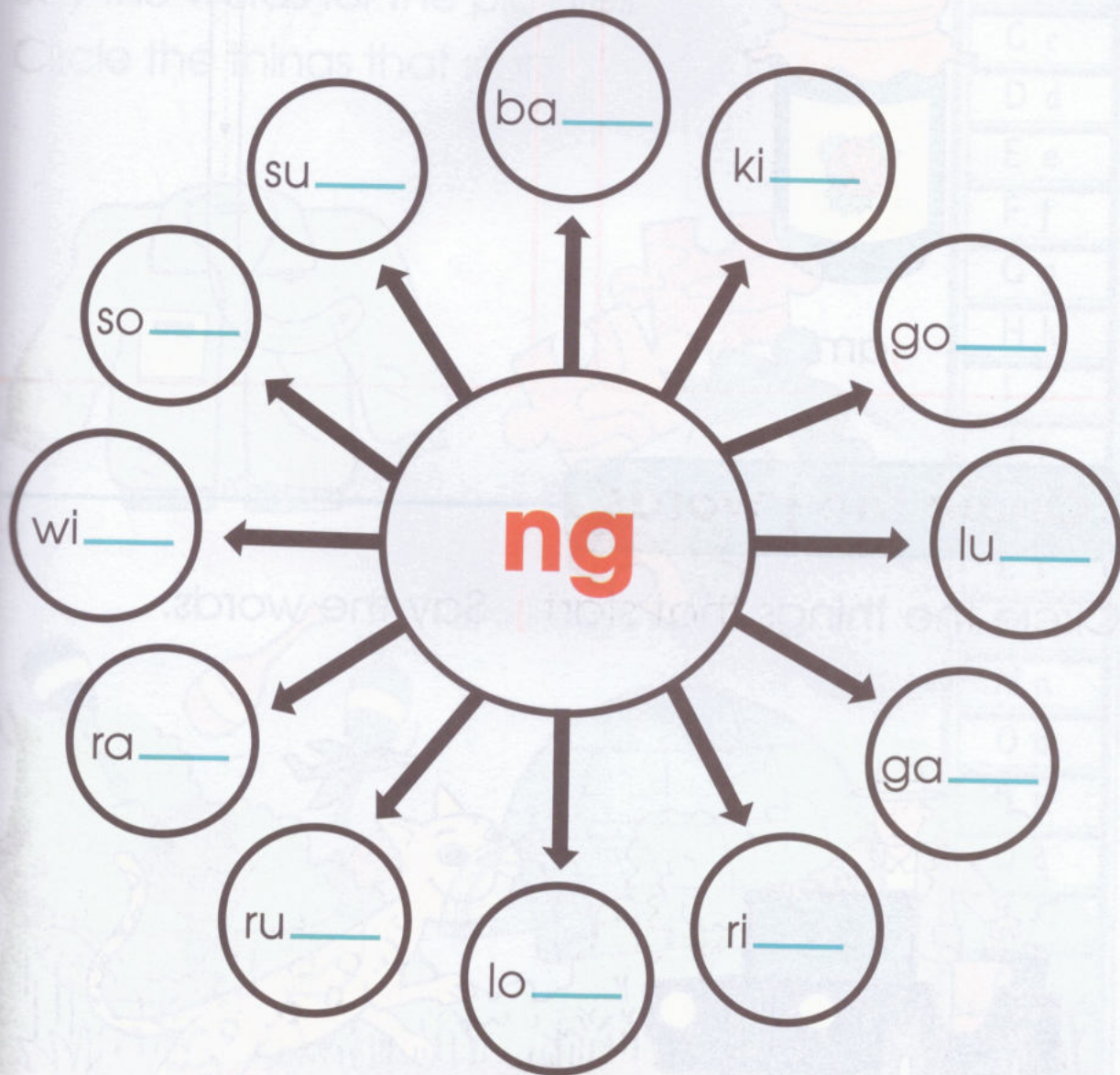
Dong! Ding! Dong!  
Sing a song.



## Make the words

Add **ng** to complete each word.

Read the words.



### Parent's tip

The letters 'ng' represent a single sound and should not be 'sounded' separately. You could practise the sound with your child by making up silly songs (like the ones on p. 42). You could make up some 'ng' words, too!. For example:

Sing a song, it won't be long  
 Jango, Jango, do the tango  
 Ring bell ring; Ring for the king.

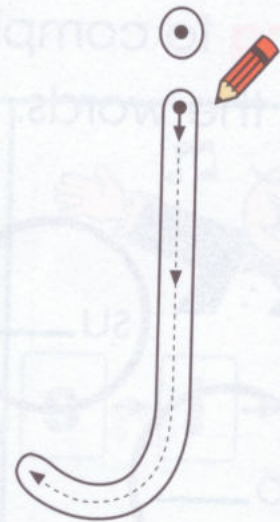
# Letter j

Say the word.  
Hear the sound.



jam

Write the letter.



## Circle the j words

Circle the things that start **j**. Say the words.

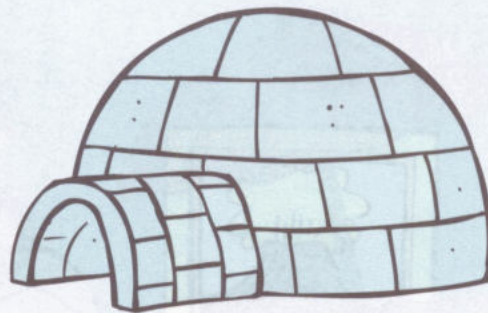


Words starting j

Colour **j** on the ladder.

Say the words for the pictures.

Circle the things that start **j**.



A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

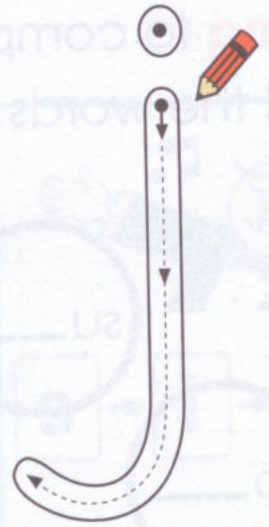
# Letter j

Say the word.  
Hear the sound.



jam

Write the letter.



## Circle the j words

Circle the things that start **j**. Say the words.

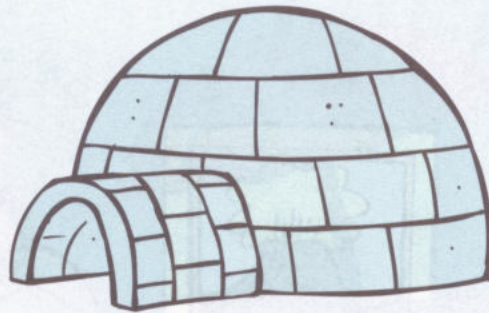
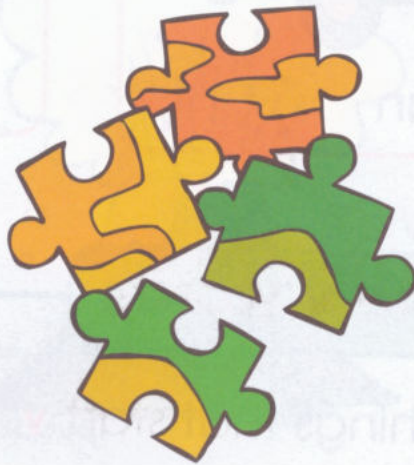


Words starting j

Colour **j** on the ladder.

Say the words for the pictures.

Circle the things that start **j**.



A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

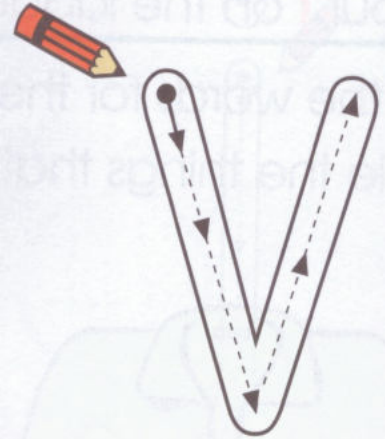
# Letter v

Say the word.  
Hear the sound.



van

Write the letter.



## Circle the v words

Circle the things that start **v**. Say the words.



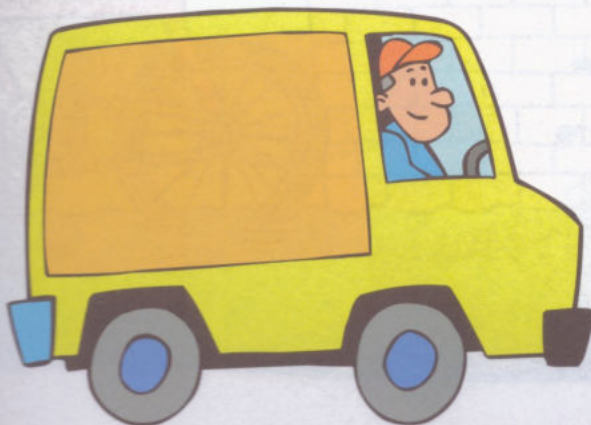
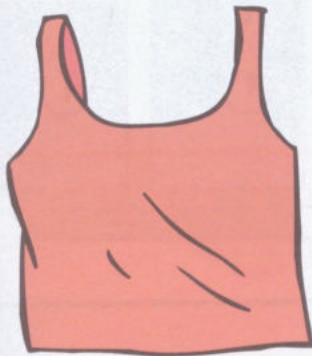


Words starting v

Colour **v** on the ladder.

Say the words for the pictures.

Circle the things that start **v**.



A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

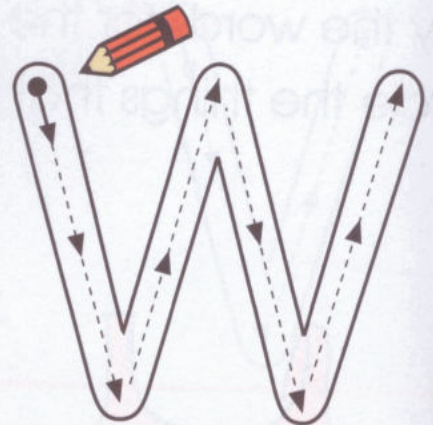
# Letter w

Say the word.  
Hear the sound.



web

Write the letter.



## Circle the w words

Circle the things that start **w**. Say the words.

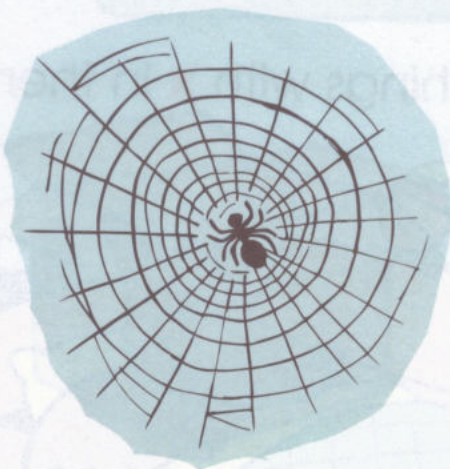


Words starting w

Colour **w** on the ladder.

Say the words for the pictures.

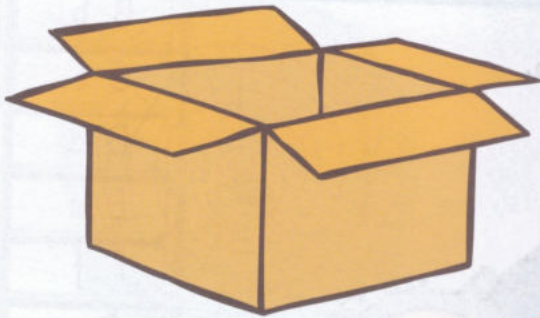
Circle the things that start **w**.



A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

# Letter x

Say the word.  
Hear the sound.



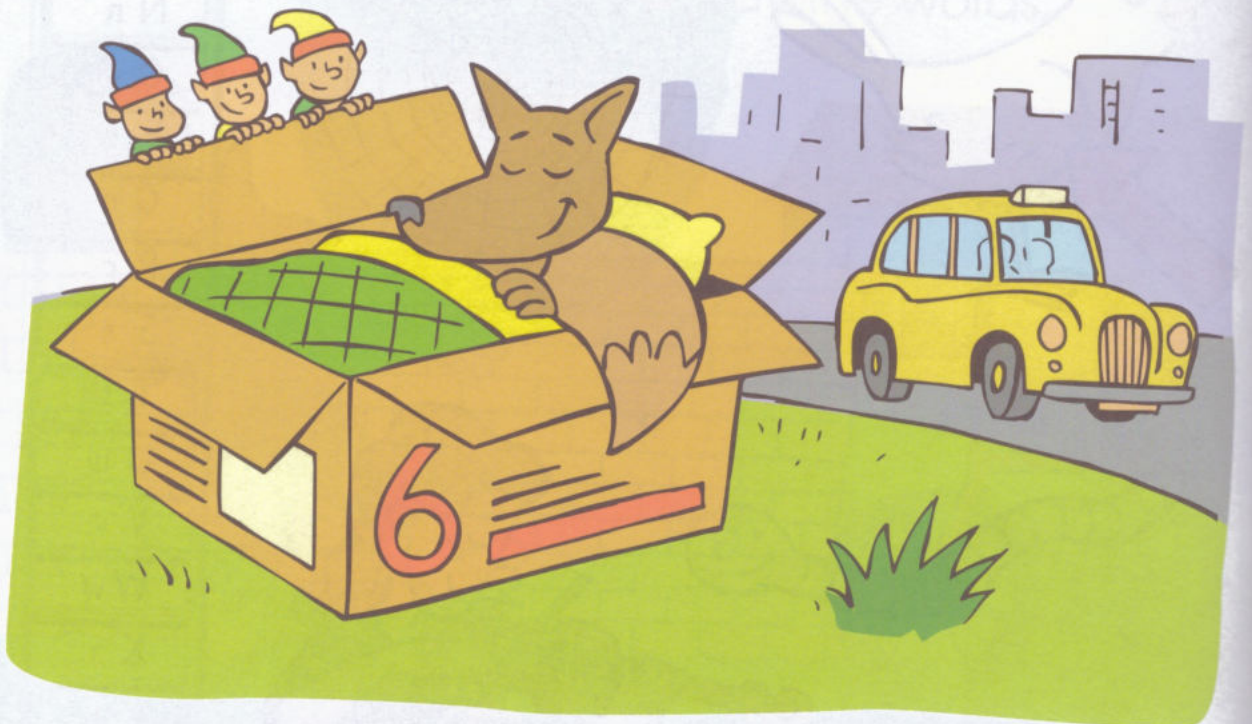
box

Write the letter.



## Circle the x words

Circle the things with **x** in them. Say the words.

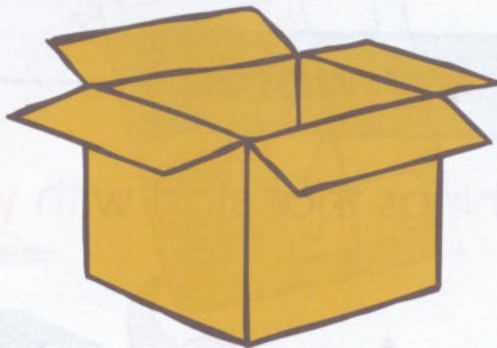
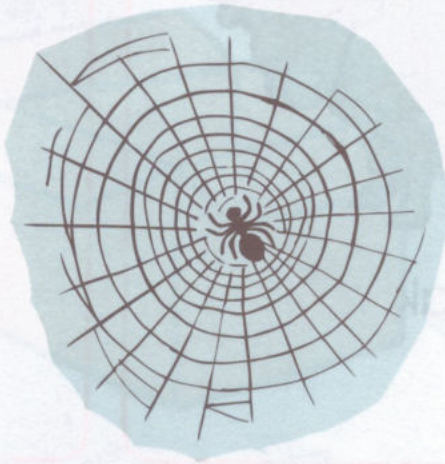


Words with the letter x

Colour **x** on the ladder.

Say the words for the pictures.

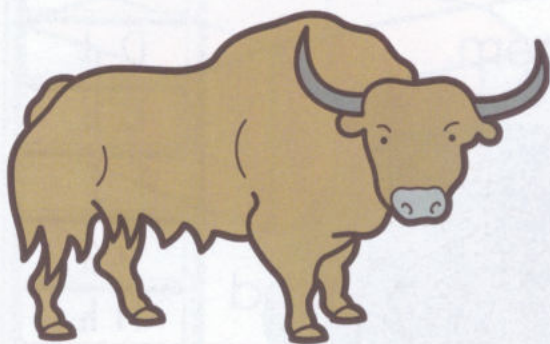
Circle the things with **x** in them.



A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

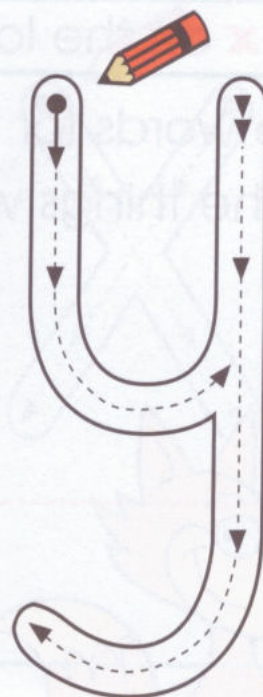
# Letter y

Say the word.  
Hear the sound.



yak

Write the letter.



## Circle the y words

Circle the things that start with **y**. Say the words.

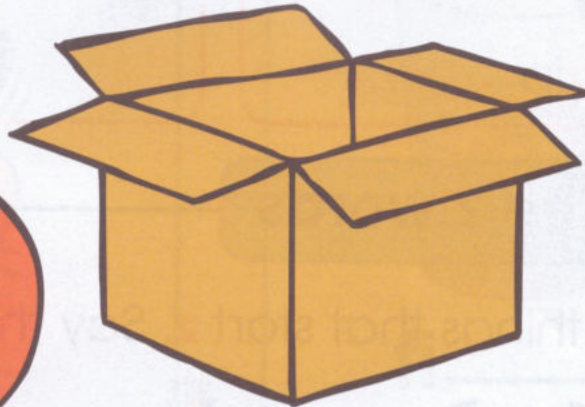


Words starting y

Colour **y** on the ladder.

Circle the things that start **y**.

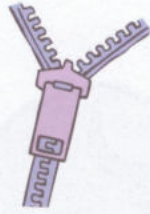
Say the words for the pictures.



A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

# Words beginning z

Say the word.  
Hear the sound.



zip

Write the letter.



## Circle the z words

Circle the things that start **z**. Say the words.



## Make the words

Make some words that start **z**.

Read the words. Write the words.

→ **i** → **p** → \_\_\_\_\_

→ **a** → **p** → \_\_\_\_\_

→ **e** → **d** → \_\_\_\_\_



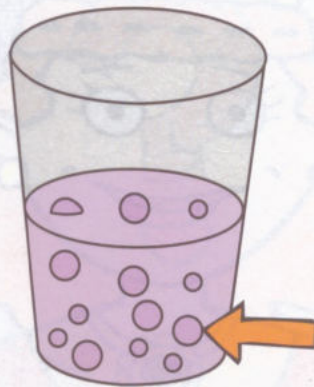
## Words ending zz

Make words that end **zz**.

Read the words.



**bu** \_\_\_\_\_



**fi** \_\_\_\_\_



**ja** \_\_\_\_\_



**fu** \_\_\_\_\_

### Parent's tip

Before starting this page, practise the 'zz' sound with your child by saying 'buzz' with an emphasis on the 'zz'. You could use 'zz' words in 'silly' questions. For example: Do bees fizz? No, bees buzz; Do bees play jazz? No, bees just buzz; Do bees have fuzz? Yes, bees have fuzz, and they buzz.

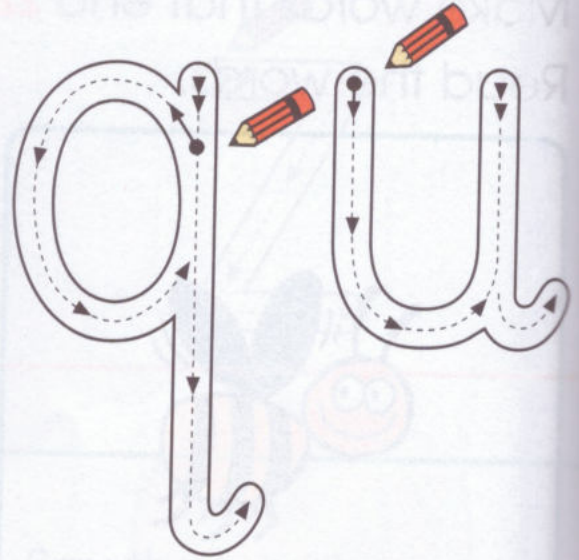
# Words beginning qu

Say the word.  
Hear the sound.



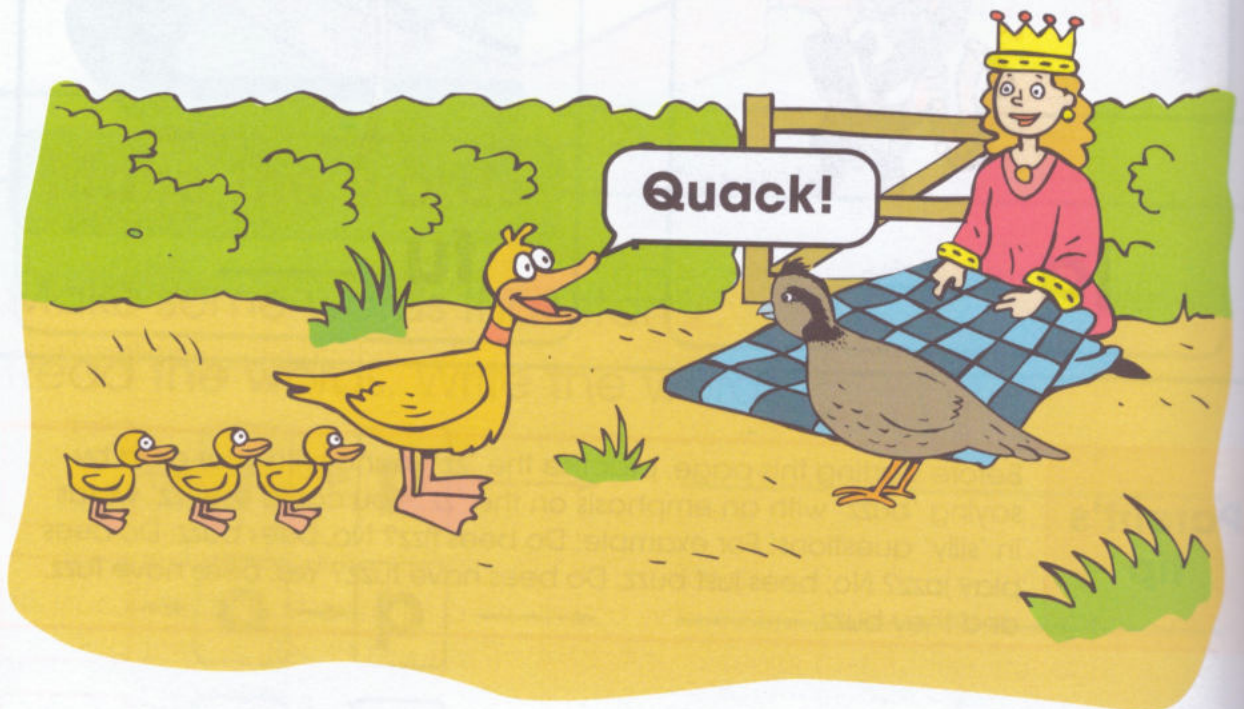
queen

Write the letters.



## Circle the qu words

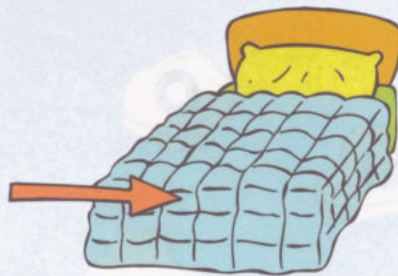
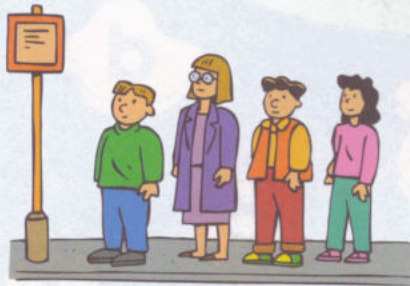
Circle the things that start **qu**. Say the words.



## Qu words

Say the words for the pictures.

Circle the things that start **qu**.



## Make the words

Make some words that start **qu**.

Read the words. Write the words.

→ **i** → **z** → \_\_\_\_\_

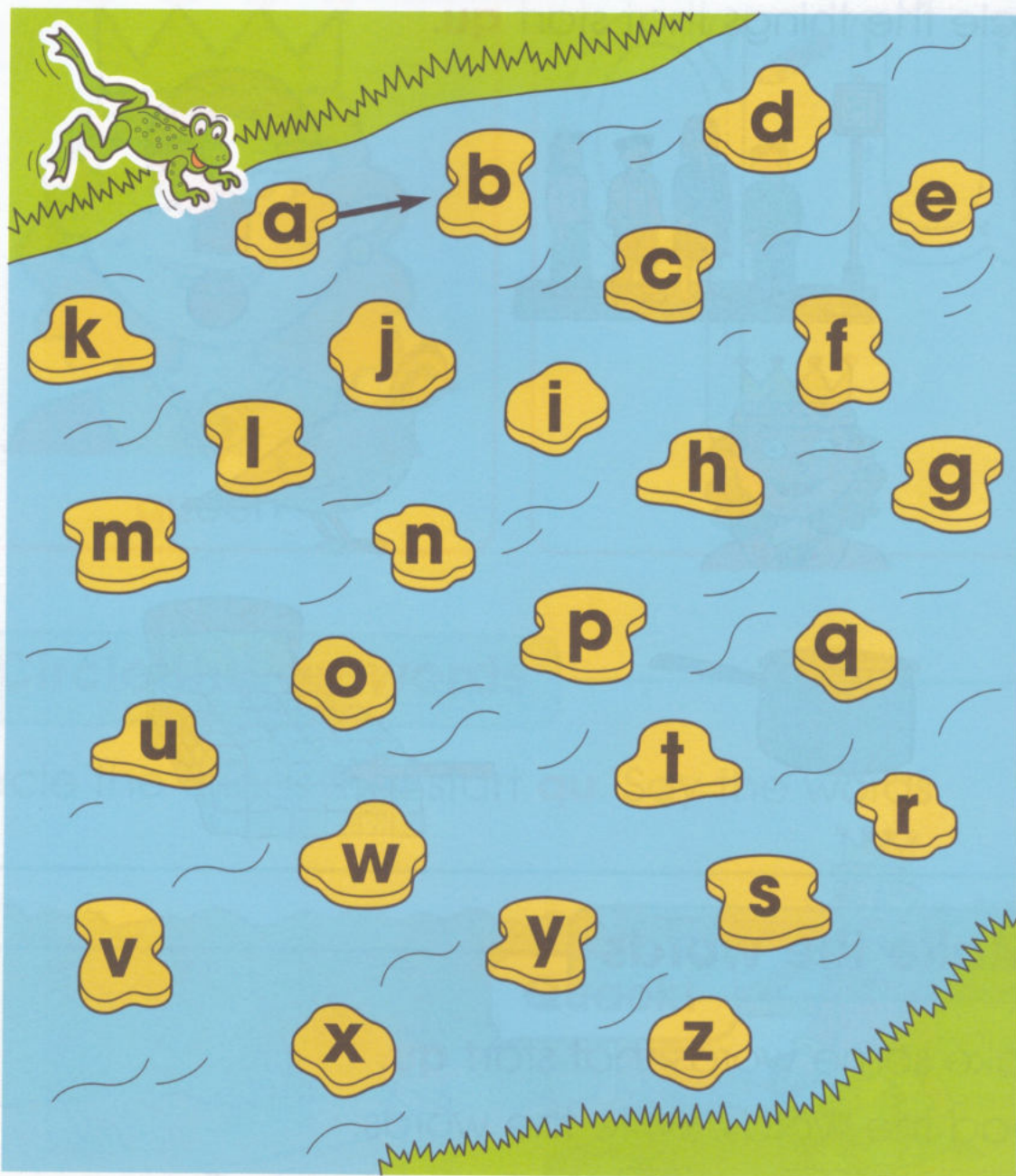
→ **i** → **ck** → \_\_\_\_\_

→ **i** → **t** → \_\_\_\_\_

# Alphabetical order

## Activity 1

Join the letters to take the frog across the river.

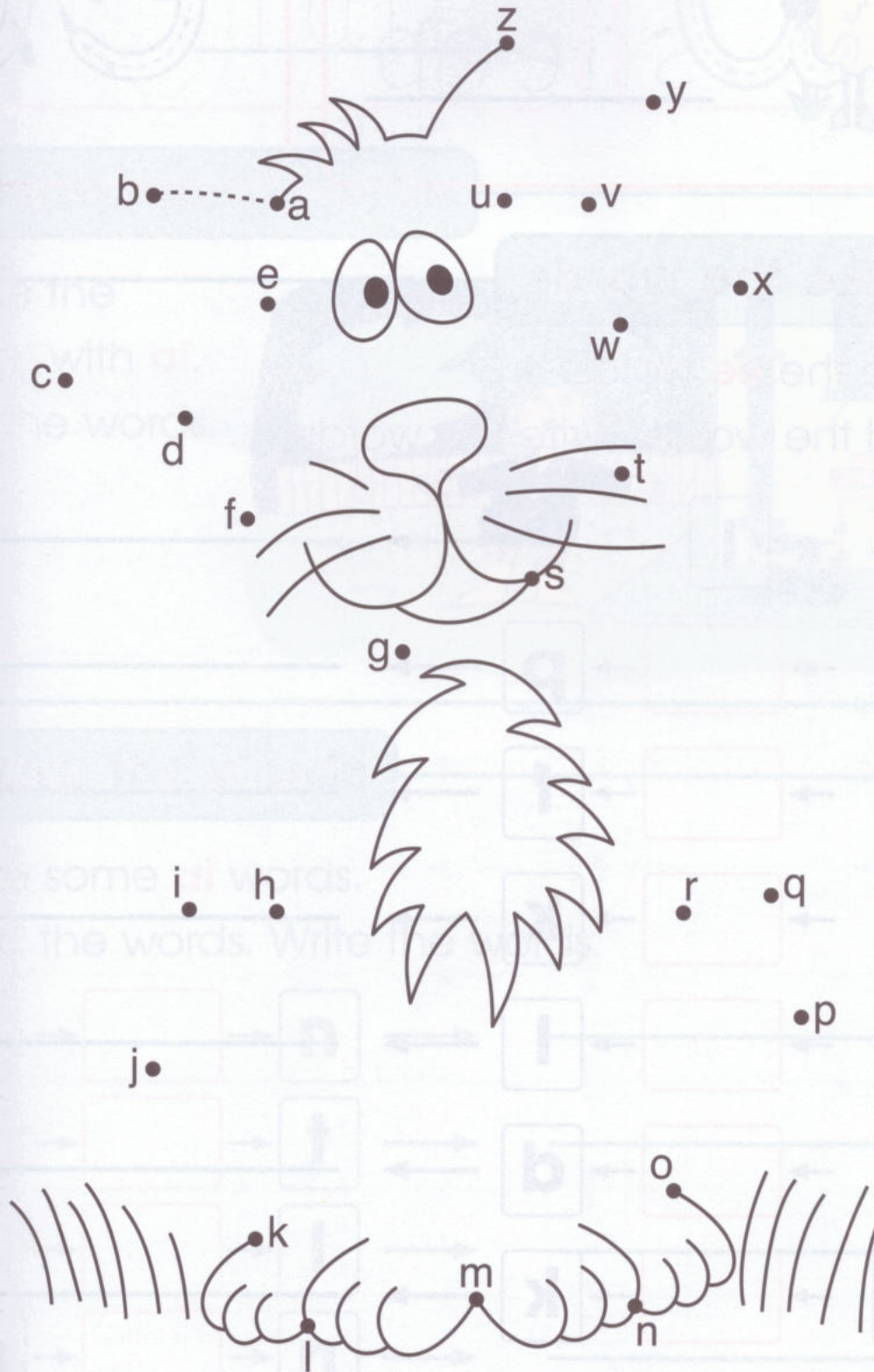


### Parent's tip

If your child has difficulty with this exercise, provide a copy of the alphabet in lower-case letters so that he/she can check what comes next after 'landing' on each letter. After completing the page you could ask him/her to follow the frog's route and say the names of the letters. Children who find this easy might enjoy saying them in reverse order, or finding the letters before and after given letters. For example, 'Which letter comes after j?', 'Which letter comes before p?'

## Activity 2

Join the letters to draw an animal.  
Colour the animal.



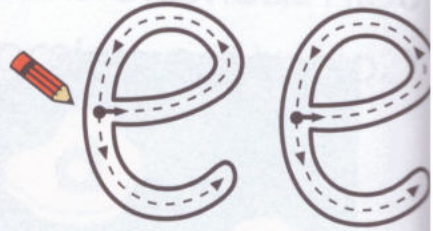
# Words with ee



sh → ee → p

sheep

Write the letters.



## Make the words

Make the **ee** words.

Read the words. Write the words.

→ l → \_\_\_\_\_

k →  → p → \_\_\_\_\_

b →  → f → \_\_\_\_\_

s →  → k → \_\_\_\_\_

f →  → l → \_\_\_\_\_

n →  → d → \_\_\_\_\_


ch →  → k → \_\_\_\_\_



r → ai → n

rain

Write the letters.



Circle the ai words

Circle the things with ai.  
Say the words.




Make the words

Make some ai words.  
Read the words. Write the words.

p	→	<input type="text"/>	→	n	→	<hr/>
w	→	<input type="text"/>	→	t	→	<hr/>
n	→	<input type="text"/>	→	l	→	<hr/>
ch	→	<input type="text"/>	→	n	→	<hr/>

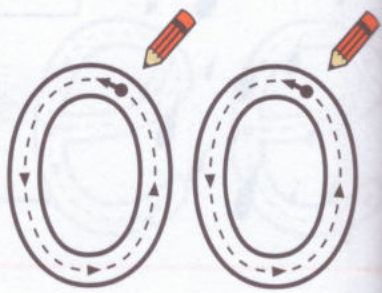
# Words with oo



m → oo → n

moon

Write the letters.



## Make the words

Make the **oo** words.

Read the words. Write the words.

<b>z</b>	→	<input type="text"/>	→	<hr/>		
<b>s</b>	→	<input type="text"/>	→	<b>n</b>	→	<hr/>
<b>f</b>	→	<input type="text"/>	→	<b>d</b>	→	<hr/>
<b>b</b>	→	<input type="text"/>	→	<b>t</b>	→	<hr/>
<b>p</b>	→	<input type="text"/>	→	<b>l</b>	→	<hr/>
<b>c</b>	→	<input type="text"/>	→	<b>l</b>	→	<hr/>
<b>h</b>	→	<input type="text"/>	→	<b>p</b>	→	<hr/>

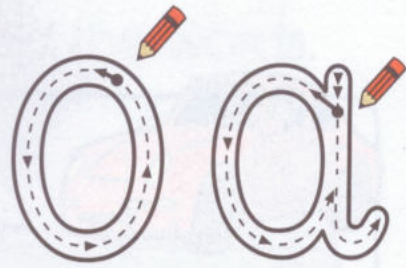




c → oa → t

coat

Write the letters.



Make the words


Make the **oa** words.

Read the words. Write the words.

<b>b</b>	→	<input type="text"/>	→	<b>t</b>	→	_____
<b>l</b>	→	<input type="text"/>	→	<b>f</b>	→	_____
<b>m</b>	→	<input type="text"/>	→	<b>n</b>	→	_____
<b>s</b>	→	<input type="text"/>	→	<b>p</b>	→	_____
<b>r</b>	→	<input type="text"/>	→	<b>d</b>	→	_____
<b>g</b>	→	<input type="text"/>	→	<b>t</b>	→	_____
<b>g</b>	→	<input type="text"/>	→	<b>l</b>	→	_____

# Words with ar

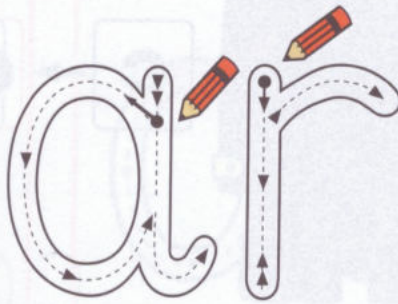
Write the letters.



**c** → **ar**

car

Write the letters.



## Make the words



The dogs b  k

in the p  k.



The dogs b  k at the

c  in the d  k.

Make the **ar** words.

Read the words. Write the words.

**f** →  → \_\_\_\_\_

**y** →  → **d** → \_\_\_\_\_

**t** →  → \_\_\_\_\_

Make the words

Add **ar** to complete the words. Read the words.



d \_ \_ t



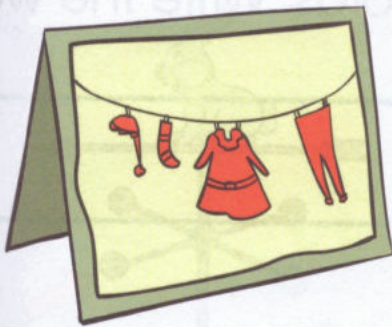
f \_ \_ m



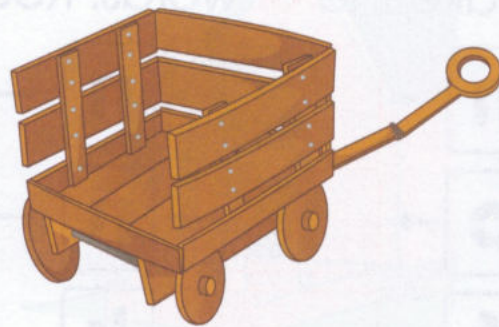
\_ \_ k



\_ \_ m

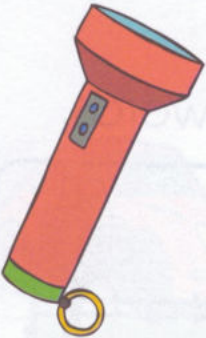


c \_ \_ d



c \_ \_ t

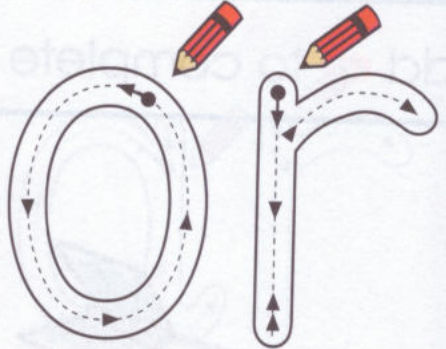
# Words with or



**t** → **or** → **ch**

torch

Write the letters.



## Circle the or words



Circle the things with **or**.  
Say the words.

## Make the words

Make the **or** words. Read the words. Write the words.

<b>h</b>	→	<input type="text"/>	→	<b>n</b>	→
<b>c</b>	→	<input type="text"/>	→	<b>n</b>	→
<b>f</b>	→	<input type="text"/>	→	<b>k</b>	→
<b>s</b>	→	<input type="text"/>	→	<b>t</b>	→

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Make the words

Add **or** to complete the words. Read the words.



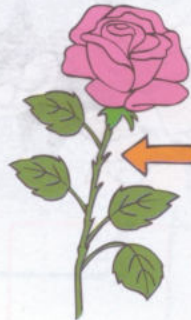
f \_ \_ t



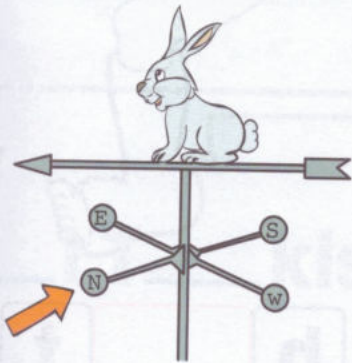
c \_ \_ k



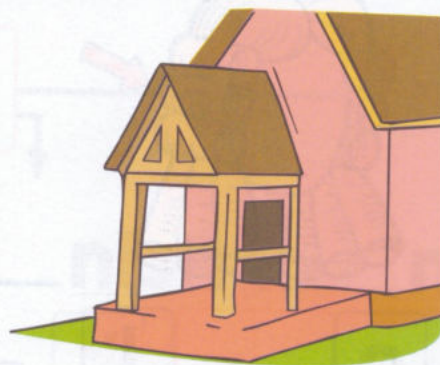
t \_ \_ n



th \_ \_ n




n \_ \_ th



p \_ \_ ch

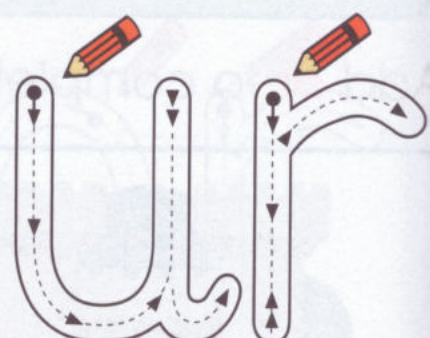
# Words with ur



ch → ur → ch


church

Write the letters.




## Make the words

Make the **ur** words. Read the words. Write the words.



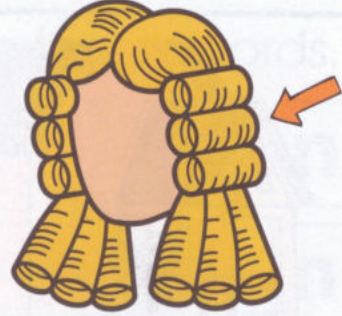
f

---




b  n

---



c  l

---

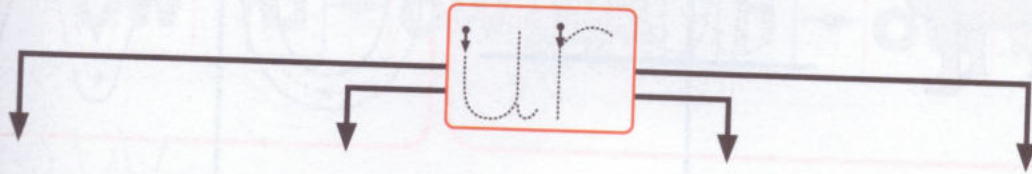


h  t

---

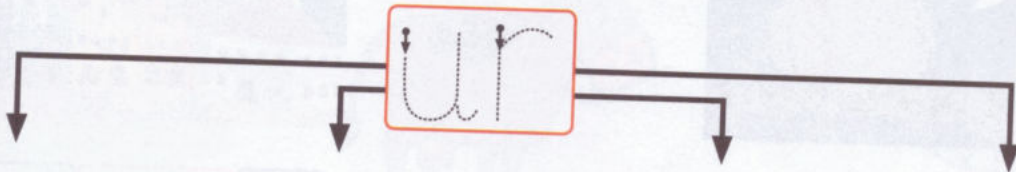
Make the words

Make the words with **ur**. Read the words.  
Write the words.

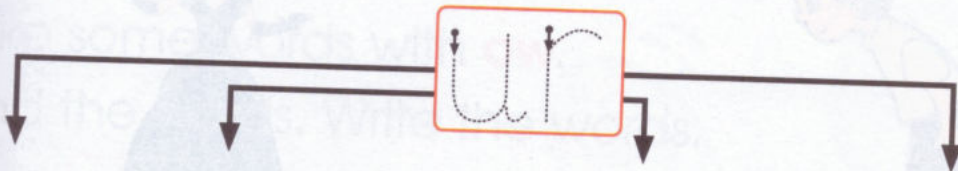


**f** \_\_\_ **b** \_\_\_ **n** **t** \_\_\_ **n** **h** \_\_\_ **t**

fur

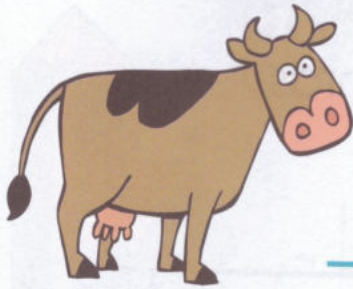


**ch** \_\_\_ **n** **ch** \_\_\_ **ch** **s** \_\_\_ **f** **t** \_\_\_ **f**



**c** \_\_\_ **l** **t** \_\_\_ **kish** **f** \_\_\_ **nish** **t** \_\_\_ **nip**

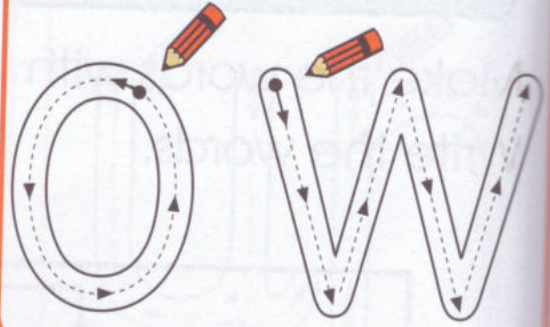
# Words with ow



**C** → **ow**

cow

Write the letters.



## Make the words

Make the **ow** words. Read the words. Write the words.



**l**

\_\_\_\_\_



**t**  **n**

\_\_\_\_\_



**b**

\_\_\_\_\_



**g**  **n**

\_\_\_\_\_



Read the words

Read the words. Write the words.

c → ow

cow

d → ow → n

\_\_\_\_\_

h → ow → l

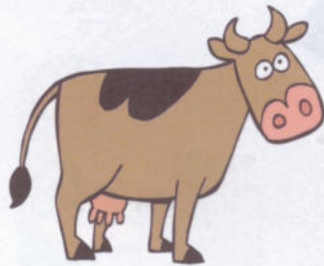
\_\_\_\_\_

Write the words

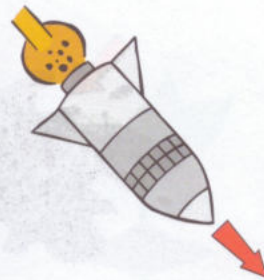
Write the word for each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Make the words

Make some words with **ow**.


Read the words. Write the words.

n →  → \_\_\_\_\_

h →  → \_\_\_\_\_

w →  → \_\_\_\_\_

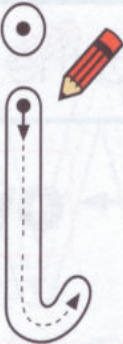
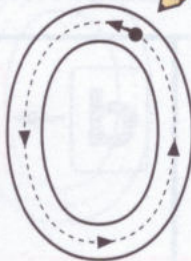
# Words with oi



**c** → **oi** → **l**

coil

Write the letters.



## Make the words

Make the **oi** words. Read the words. Write the words.



**l**

\_\_\_\_\_



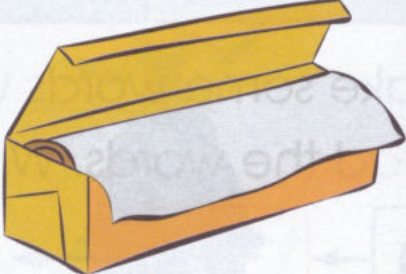
**b**  **l**

\_\_\_\_\_



**c**  **n**

\_\_\_\_\_



**f**  **l**

\_\_\_\_\_

Read the words

Read the words. Write the words.

j → oi → n

Join

s → oi → l

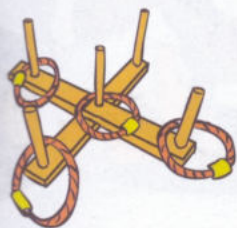
\_\_\_\_\_

qu → oi → t

\_\_\_\_\_

Write the words

Write the word for each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Make the words

Make some words with oi.


Read the words. Write the words.

□ → l → \_\_\_\_\_

c → □ → l → \_\_\_\_\_

b → □ → l → \_\_\_\_\_

Words with er



h → a → ng → er

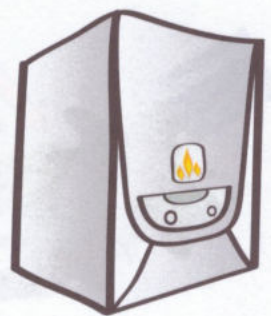
hanger

Write the letters.

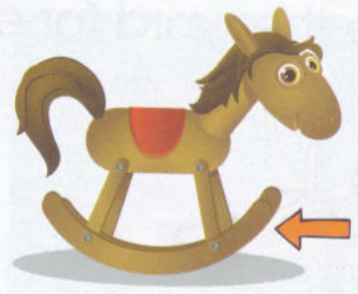


Make the words

Make the **er** words. Read the words. Write the words.



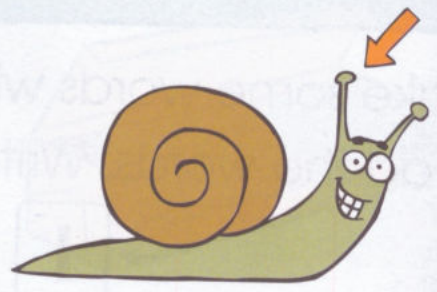
b o i l



r o c k



p e e l



f e e l

Read the words

Read the words. Write the words.

b → o → x → er    m → a → sh → er    b → u → zz → er

boxer

Write the words

Write the word for each picture.



Make the words

Make some words with er.

Read the words. Write the words.

sh → ow →  → \_\_\_\_\_

b → a → ng →  → \_\_\_\_\_

s → u → ff →  → \_\_\_\_\_

# Words with ear



**h** → **ear**

hear

Write the letters.



## Make the words

Make the **ear** words.

Read the words. Write the words.



**t** →



**f** →



**d** →



**g** →

Make the words

Make some words with **ear**. Read the words.  
Write the words.

ear

n \_\_\_\_\_ h \_\_\_\_\_ r \_\_\_\_\_ d \_\_\_\_\_

\_\_\_\_\_

ear

f \_\_\_\_\_ t \_\_\_\_\_ g \_\_\_\_\_ y \_\_\_\_\_

\_\_\_\_\_

ear


g **box** \_\_\_\_\_ **wig** \_\_\_\_\_ **muff** \_\_\_\_\_

\_\_\_\_\_

Parent's tip

Say some sentences and ask your child to spot the words with 'ear'.  
For example:  
Clear your ears so you'll hear the gears.  
The gears in the gearbox go clunk I fear.  
This year I'm nearly thirty.  
Oh dear, the rear of my ear is sore.

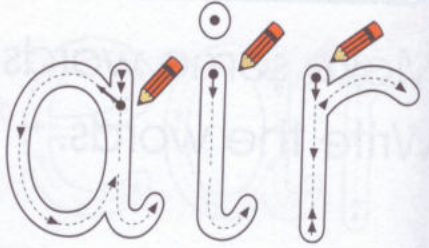
# Words with air



**ch** → **air**

chair

Write the letters.



## Make the words

Make the **air** words. Read the words.  
Write the words.



**f** →

\_\_\_\_\_



**h** →

\_\_\_\_\_



**p** →

\_\_\_\_\_



**ch** →

\_\_\_\_\_



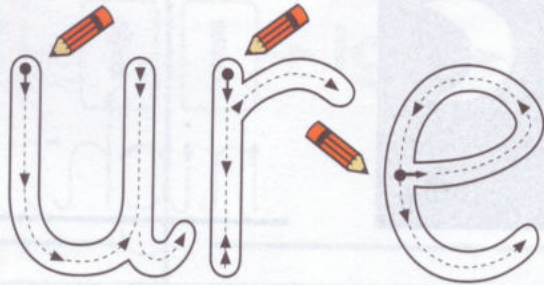
**c** → **ure**



cure

Dr Dure and his cure.

Write the letters.



**Make the words**

Make **ure** words.

Read the words. Write the words.

**p** →

→ \_\_\_\_\_

**c** →

→ \_\_\_\_\_

**s** →

→ \_\_\_\_\_

**i** → **n** → **s** →


→ \_\_\_\_\_

**m** → **a** → **n** →

→ \_\_\_\_\_

# Words with igh

n → igh → t



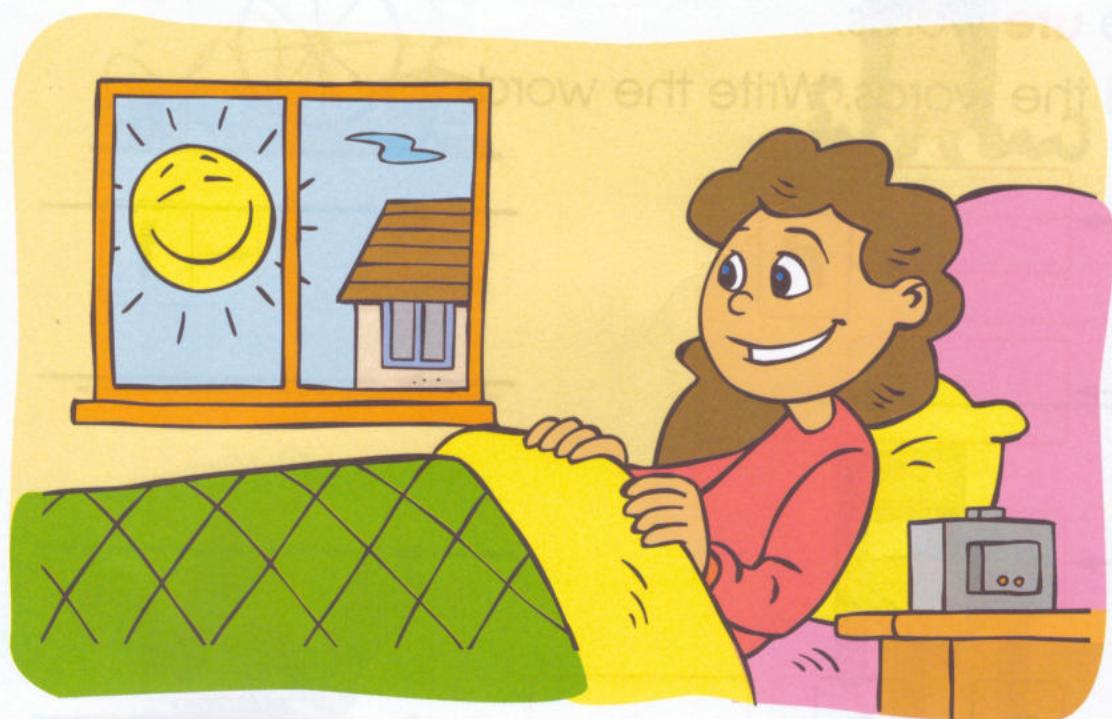
night

Write the letters.



## Read the rhyme

Circle **igh** in the rhyme.



Good night, sleep tight.  
Wake up in the morning light  
To do what is right with all your might.

## Read the words

Read the words. Write the words.

**h** → **igh**

high

**r** → **igh** → **t**

\_\_\_\_\_

**l** → **igh** → **t**

\_\_\_\_\_

**n** → **igh** → **t**

\_\_\_\_\_

**f** → **igh** → **t**

\_\_\_\_\_

**t** → **igh** → **t**

\_\_\_\_\_

## Write the words

Write the correct word under each picture.



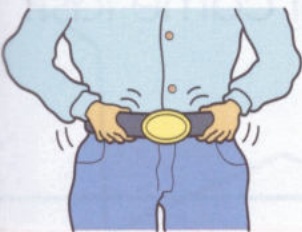
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Words with s + consonant t

## Read the words

Read the words with **st**. Write the words.



s → t → i → ck

\_\_\_\_\_



n → e → s → t

\_\_\_\_\_

## Read the sentences

Circle the words with **st**.

I did my best in the test.



I ran fast but still came last!

### Parent's tip

Ask your child to write words that rhyme with best: nest, west, test, chest, pest, rest, quest. Do the same for words that rhyme with fast: cast, last, mast, past, vast. Together, you could make up other rhyming sentences like the ones on this page.

## Write the words

Make some words. Read the words.

st

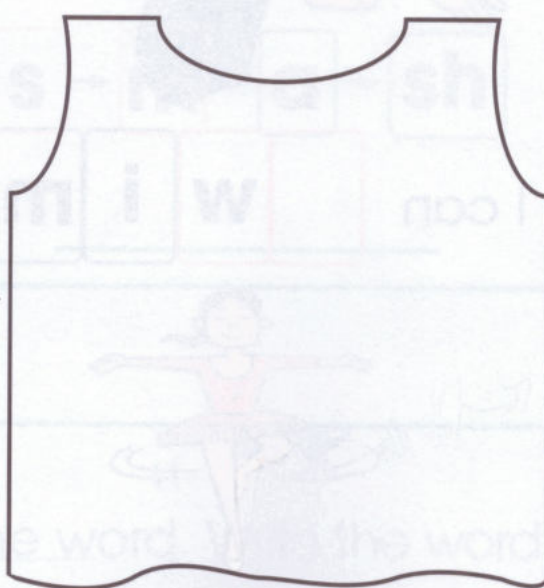
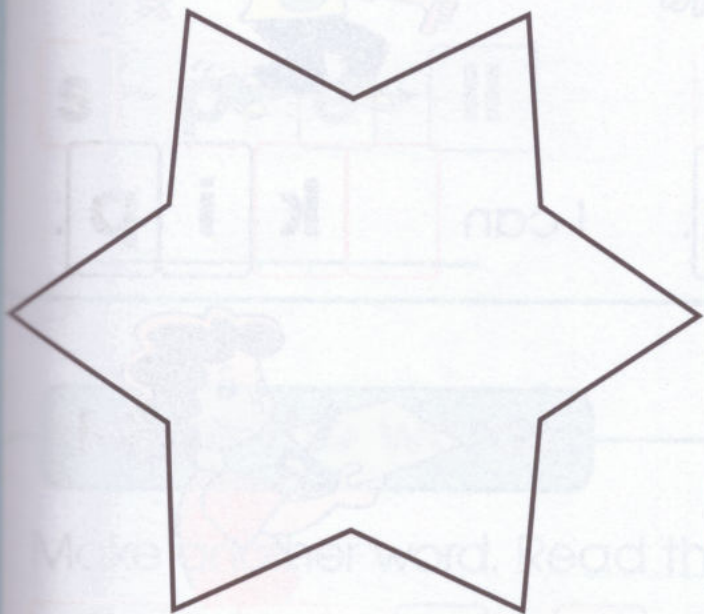
op    ing    iff    ep

pa    re    li    co    mu

st

Write the words that begin **st** in the **star**.

Write the words that end **st** in the **vest**.



# Words beginning s + consonant

## Read the words

Read the words. Write the words.



s → n → i → ff



s → w → i → ng

## Write the letters

Write the missing letters. Read the words.



I can  w i m .



I can  k i p .



I can  p i n .



I can  n i p .

# Words beginning s + consonant

## Read the words

Read the words. Write the words.



s → l → i → p

\_\_\_\_\_



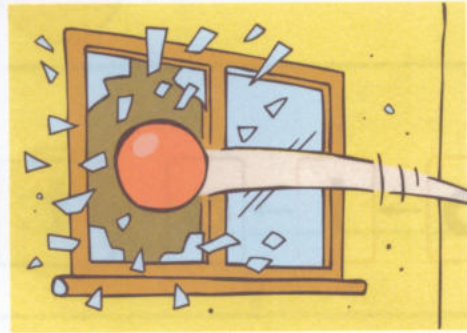
s → t → i → ck

\_\_\_\_\_



s → p → e → ll

\_\_\_\_\_



s → m → a → sh

\_\_\_\_\_

## Make the words

Make another word. Read the word. Write the word.

□ → k → i → n → \_\_\_\_\_

Words beginning consonant + l

Read the words

Read the words. Write the words.



**b** → **l** → **a** → **ck**

---



**f** → **l** → **a** → **g** → **s**

---

**b** → **l** → **o** → **t**

---

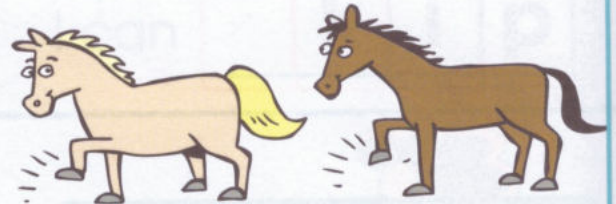
**f** → **l** → **a** → **p**

---



**p** → **l** → **o** → **p**

---



**c** → **l** → **o** → **p**

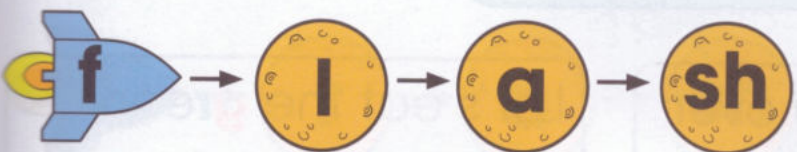
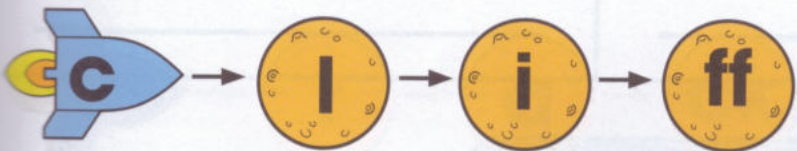
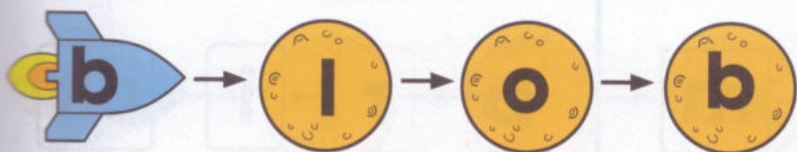
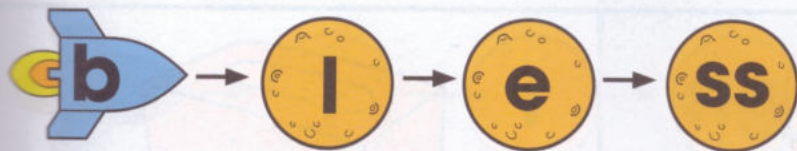
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# Words beginning consonant + l

## Read the words

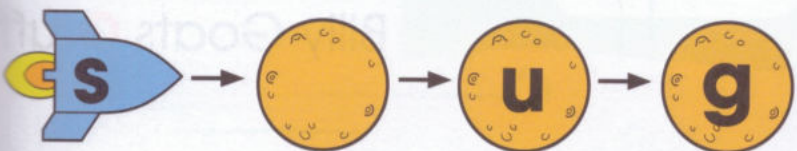
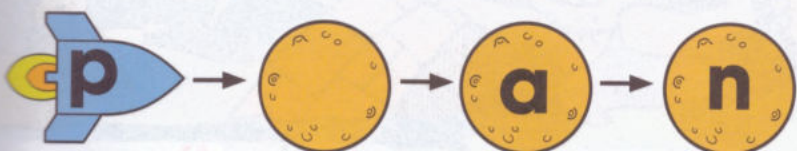
Read the words. Write the words.



## Make the words

Complete the words. Read the words.

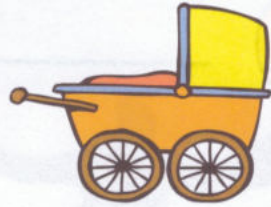
Write the words.



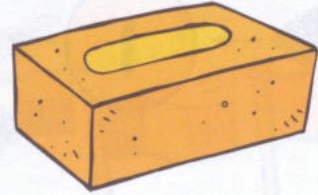
# Words beginning consonant + r

## Read the words

Read the words. Write the words.



**p** → **r** → **a** → **m**



**b** → **r** → **i** → **ck**

## Talk about the picture

Who is **t**ramping over my **b**ridge?

Let's eat the **g**reen **g**rass.

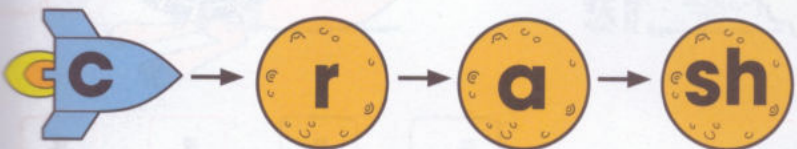
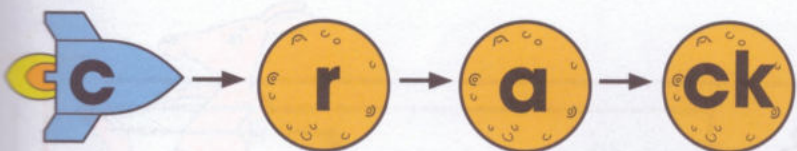
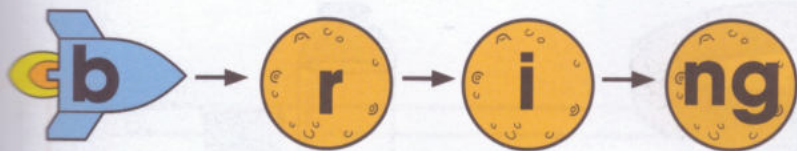


the **t**roll

the **th**ree  
Billy Goats **G**ruff

## Read the words

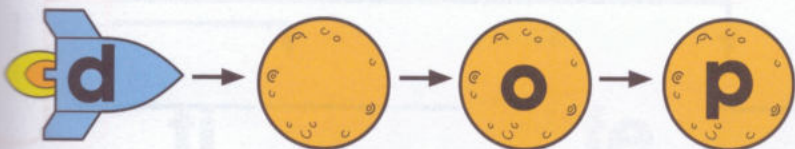
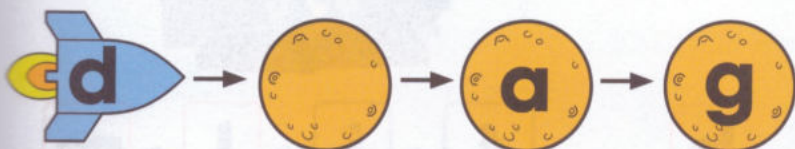
Read the words. Write the words.



## Make the words

Complete the words. Read the words.

Write the words.



Words ending l + consonant

Read the words

Read the words. Write the words.



b → e → l → t

\_\_\_\_\_



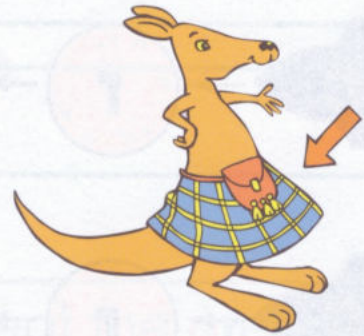
m → i → l → k

\_\_\_\_\_



e → l → m

\_\_\_\_\_



k → i → l → t

\_\_\_\_\_



b → u → l → b

\_\_\_\_\_



f → i → l → m

\_\_\_\_\_

## Make the words

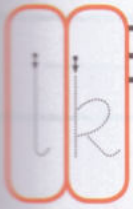
Make the words. Read the words.



e \_\_\_\_\_

she \_\_\_\_\_

go \_\_\_\_\_



mi \_\_\_\_\_

si \_\_\_\_\_

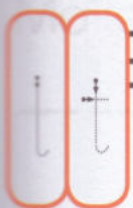
su \_\_\_\_\_



he \_\_\_\_\_

ye \_\_\_\_\_

gu \_\_\_\_\_



ti \_\_\_\_\_

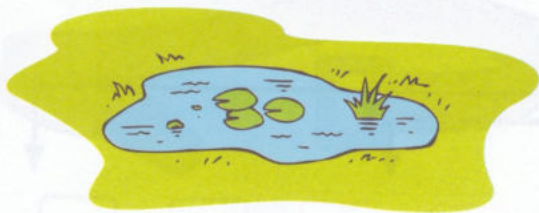
fe \_\_\_\_\_

me \_\_\_\_\_

## Words ending n + consonant

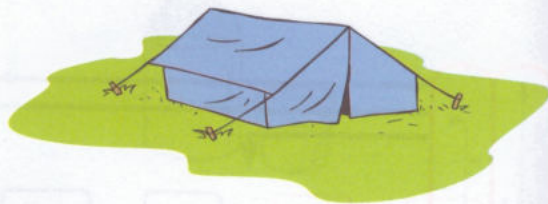
## Read the words

Read the words. Write the words.



p → o → n → d

\_\_\_\_\_



t → e → n → t

\_\_\_\_\_

## Read the rhyme



The **band** is on the **sand**.

The **sand** is on the **land**.

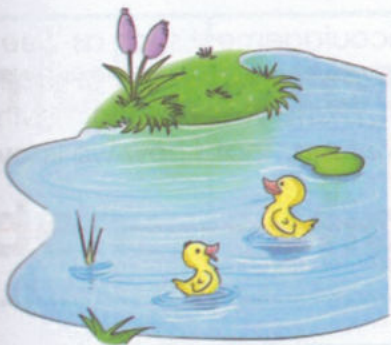
Wave a **hand** to the **band** on the **sand** –  
on the **land**.

Isn't that **grand**? – A **band** on the **sand**.

# Words ending n + consonant

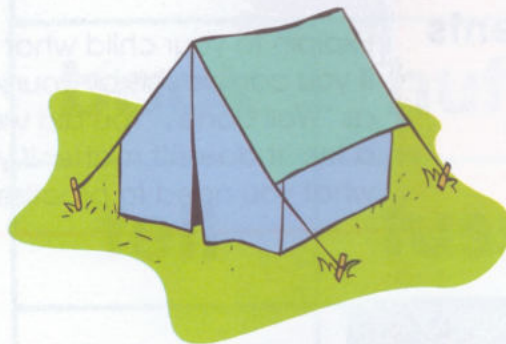
## Read the words

Read the words. Write the words.



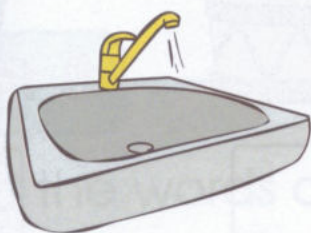
p → o → n → d

---



t → e → n → t

---



s → i → n → k

---



h → a → n → d

---

## Make the words

Make another word. Read the word. Write the word.

→ u → n → k →

---

# What have I learned?

## Note to parents

Present the tests one at a time. Explain that they will show what your child has learned. Some of the words have not appeared in the book but your child should be able to use what he/she has learned in order to complete them, i.e. to transfer learning from one example to another.

Explain to your child what to do. Use encouragement such as 'See if you can do this by yourself.' For correct answers, give praise such as 'Well done', 'You did well.' If incorrect, praise your child for having a try: 'It doesn't matter if you get things wrong. That's how we know what you need to practise.'

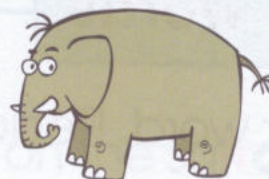
## Test 1

Say the word for each picture.  
Write the letter it starts with.



## Test 2

Say the word for each picture.  
Write the letter it starts with.





# What have I learned?

What have I learned?

## Test 3

Read the words.

**mat**

**ran**

**den**

**fig**

**pot**

**rug**

## Test 4

Read the words.

**back**

**huff**

**fell**

**fuss**

**buzz**

**rag**

## Test 5

Read the words and names.

**chess**

**shell**

**chip**

**bush**

**than**

**Beth**

## Test 6

Read the words and names.

**fang**

**Jack**

**vet**

**web**

**fix**

**yap**

## What have I learned?

### Test 7

Read the words.

<b>quiz</b>	<b>peel</b>
<b>zoom</b>	<b>toad</b>
<b>hard</b>	<b>fork</b>

### Test 8

Read the words.

<b>charm</b>	<b>turn</b>
<b>vow</b>	<b>join</b>
<b>farmer</b>	<b>fear</b>

### Test 9

Read the words.

<b>hair</b>	<b>pure</b>
<b>light</b>	<b>staff</b>
<b>vest</b>	<b>spear</b>

### Test 10

Read the words.

<b>quill</b>	<b>blend</b>
<b>slush</b>	<b>clang</b>
<b>orbit</b>	<b>shelter</b>