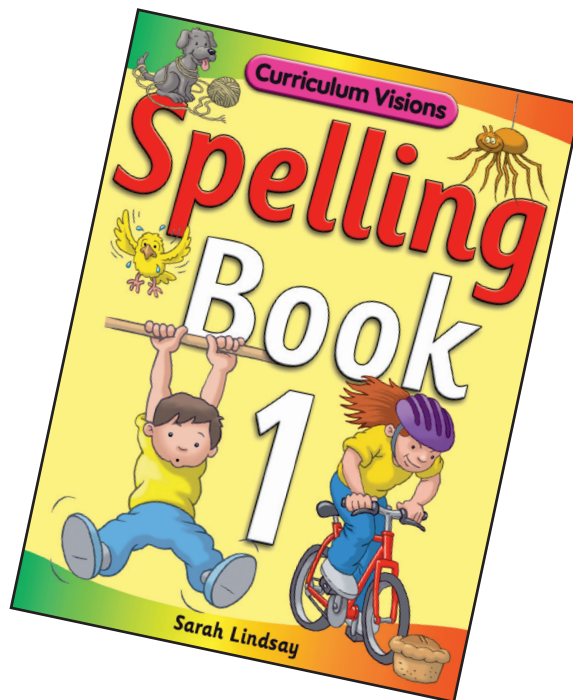


Curriculum Visions

Spelling



Teacher's Resource Book

1

Sarah Lindsay

Curriculum Visions

Spelling

Atlantic Europe Publishing Company Ltd

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Curriculum Visions Spelling

Teacher's Resource Book 1

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An Introduction to *Curriculum Visions Spelling*

Why should we teach spelling?

Effective spelling is central to a child's self-confidence. Being able to spell competently means confident writing. This is a motivating factor in the learning and enjoyment of all writing tasks across the curriculum, and in having the confidence to become better spellers. So, teaching the basic foundations for good spelling can trigger a virtuous cycle.

Spelling competence is also perceived within society as indicative of a level of literacy, educational attainment and intellect. Critically, a competent speller is less likely to be judged negatively in these respects as he or she moves through schooling and eventually into further education and employment.

Despite this, national test results continue to suggest that overall there is still an inadequate knowledge among some pupils of spelling rules and conventions. However, an organised and systematic approach to the teaching of spelling, as contained within the heart of the National Literacy Strategy, has been shown to raise levels of achievement significantly in those schools making a real commitment to the improvement of spelling.

The NLS

The NLS Framework for Teaching posits that pupils become successful readers by learning to use a range of strategies to get to the meaning of a text: phonic; grammatical knowledge; word recognition and graphic knowledge; context cues. It states that although teachers know about these strategies they are often 'over cautious about the teaching of phonics – sound and spelling'. It says that:

It is vital that pupils are taught to use these word level strategies effectively. Research evidence shows that pupils do not learn to distinguish between the different sounds of words simply by being exposed to books.

They need to be taught to do this. When they begin to read, most pupils tend to see words as images with a particular shape and pattern. They tend not to understand that words are made up of letters used in particular combinations that correspond with spoken sounds. It is essential that pupils are taught these basic decoding and spelling skills from the outset.

(NLS Framework for Teaching, page 4)

Curriculum Visions Spelling – An effective word level strategy

The Framework makes it clear that there should be a 'strong and systematic emphasis' on the teaching of spelling. So how does *Curriculum Visions Spelling* support the objectives of the Framework? The word level skill objectives in the NLS Framework include:

- ▶ the ability to discriminate between the separate sounds in words;
- ▶ the learning of the letters and letter combinations most commonly used to spell these sounds;
- ▶ the ability to write words by combining the spelling patterns of their sounds.

Curriculum Visions Spelling is absolutely focused on meeting these objectives, and does so in a clear, easy-to-follow and systematic fashion. It maps closely to the spelling and vocabulary objectives of the word level strand in the Framework at Key Stages 1 and 2 and helps you, the teacher, achieve both balance and coverage of the spelling-related objectives specified for each term.

Curriculum Visions Spelling also complements programmes based on synthetic phonics.

Word Level

Reception year

- Phonological awareness, phonics and spelling
- Word recognition, graphic knowledge and spelling
- Vocabulary extension

Key Stage 1

- Phonological awareness, phonics and spelling
- Word recognition, graphic knowledge and spelling
- Vocabulary extension

Key Stage 2

- Revision and consolidation from Key Stage 1 (to the end of Y3)
- Spelling strategies
- Spelling conventions and rules
- Vocabulary extension



How does *Curriculum Visions Spelling* deliver an effective spelling programme?

Curriculum Visions Spelling is designed to be easy for you to use by being structured in a way that children will find accessible, with clear targets and differentiated tasks.

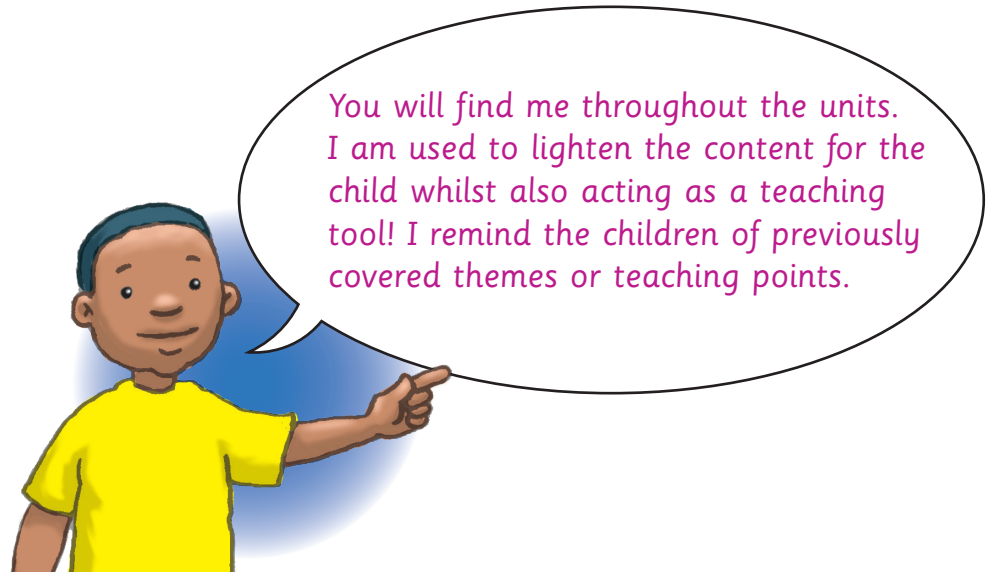
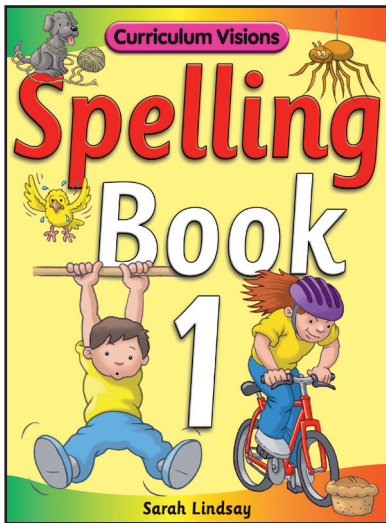
The instructional language is clear, direct and carefully tailored to the needs of pupils at each level and age group. The activities are gently differentiated in difficulty and will help build pupils' confidence and reinforce their spelling knowledge, skills and competence.

We have thought long and hard about the layout and content of each unit. Our intention has been to provide you, the teacher, with a progressive and useful scheme for delivering the word level work in the NLS. The scheme has also been structured and devised to accommodate the requirements of teachers delivering the curricula of Scotland, Wales and Northern Ireland.



The main features of both the *Pupil Book* and *Teacher's Resource Book* are shown below.

Pupil Book



Spelling focus

Each unit has a particular spelling as its main focus. The labelled picture helps the child recognise the focus of the unit immediately.

Word list

There follows four columns of words that relate to the *Spelling focus* of the unit. The *Word list* is intended as an aid to children working through the unit, particularly in the *Finding words* section. These words, where possible, increase in difficulty. They can be found listed in the *Look Cover Say Write Check* photocopiable tables (pages 87–93 of this book), ideal to be used as daily/weekly spellings. You, as the teacher, will need to decide which child should receive which spelling lists – one particular child might be given the first column to learn whilst the next child is challenged with the first three columns to learn.

Unit 1

a

man

hat

dad **fan** **cat** **band**
pad **man** **hat** **hand**
sad **pan** **mat** **sand**

Making words
 Finish the labels for the picture.

1 h_t
 2 d_d
 3 f_n
 4 c_t
 5 m_t
 6 p_n

Can you find one more **a** word in the picture? Write the word.

A little help... You can keep notes in it!

Using words
 Use the words to help you write the sentences.

bag tap ham Pam rat rag bat cap

1 cat rhymes with _____ and _____

2 map rhymes with _____ and _____

3 jam rhymes with _____ and _____

4 tag rhymes with _____ and _____

Puzzle corner
 Look at the first letter of each of the words. Write the words in the order the first letters come in the alphabet.

abcde

dog bat ant egg cat

This is called putting the words in alphabetical order.

Finding words

This is a gentle introduction to the words within the unit *Spelling focus*. It encourages the children to make words with related spellings.

Using words

This section extends the child's knowledge of the *Spelling focus*. He or she will have to search beyond the words found in the *Word list* for answers.

Puzzle corner

The *Puzzle corner* is a more light-hearted exercise that often focuses on vocabulary work. Where possible it is linked to the *Spelling focus* of the unit.

Teacher's Resource Book

Targets

These are the targets specifically covered in this unit, both in the *Spelling focus* and the *Puzzle corner* exercise.

Word list

A quick reference for the teacher. It is particularly useful when planning either different group work or spelling homework for individual children.

Some other relevant words

This list covers further words using the spelling patterns found in the *Word list*. In addition, other words are provided that might be useful for extension work or classroom discussions.

Relevant high-frequency words

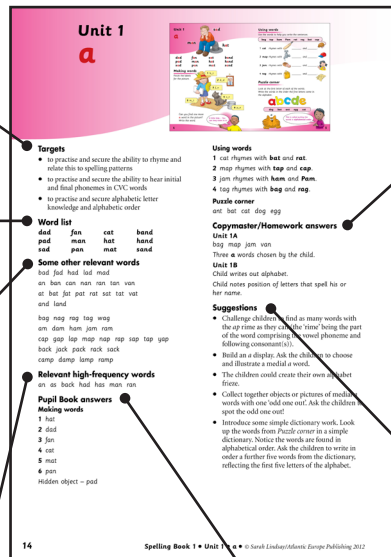
High-frequency words that can be linked to the spelling focus of the unit.

Copymaster/ Homework answers

These are the answers to the photocopiable pages that link with the *Spelling focus* (Copymaster A) and the activity encompassed within the *Puzzle corner* (Copymaster B) of each unit. The work covered in the unit is reinforced and sometimes taken on a step further. Both activity sheets are ideal as homework or as further work in the classroom.

Suggestions

A few extension activities have been suggested and/or background information provided.



Assessments

There are two assessments found on pages 82–83 and 84–85, each one covering either the first 11 units or the second 11 units. Notes and Answers to the Assessments can be found on page 81.

Word lists

The *Word lists* (copies of the *Word list* found in each unit) on pages 88–93 are designed to be photocopied and used as the spelling homework for the week. If required they can be used in conjunction with the *Look Cover Say Write Check* table found on page 96. The words can be split according to the ability of the child.

There are then further *Word lists* on pages 93–95 that cover (in groups of six words) the high-frequency words with which the children should become familiar as quickly as possible.

Scheme summary

	Book 1		Book 2		Book 3	
Unit 1	a	alphabetical order	ea ee	plurals (+s)	a-e ai ay	verb + ing
Unit 2	e	equipment labels	ay a-e ai	vowel / consonant	ee ea	syllables
Unit 3	i	high-frequency words	y i-e igh	common irregular words	ie i-e y igh	misspelt words
Unit 4	o	common spelling patterns	o-e oa ow	past tense (+ed)	o-e oa ow	categorising words
Unit 5	u	alphabetical order	ew ue u-e oo	high-frequency words	oo ew u-e ue	inferring meaning
Unit 6	sh	words within words	ck	present tense (+ing)	le	synonyms
Unit 7	ch	colour words	u oo	collections of words	un dis	thesaurus work
Unit 8	th	topic words	ar	antonyms	air are ear ere	dictionary work
Unit 9	ll	high-frequency words	oy oi	high-frequency words	or ore aw au	root words
Unit 10	ss ff	classroom captions	ow ou	syllables	er ir ur	dialogue words
Unit 11	ng	days of the week	tch nch	same sound, different spelling pattern	de re pre	opposites
Unit 12	cl fl sl	words within words	air	un prefix	+ y	compound words
Unit 13	dr gr tr	plurals (+s)	are ear	compound words	+ er + est	singular and plural
Unit 14	nd	word collections	or ore	dis prefix	n't	definitions
Unit 15	st sp	high-frequency words	aw au	syllables	silent k and w	verb + ing
Unit 16	str	ed endings	er	synonyms	+ ly	alphabetical order (second place)
Unit 17	nk	vowel letters	ir	same spelling pattern, different sound	+ ful + less	inferring meaning
Unit 18	ee	months of the year	ur	common irregular words	plurals	homonyms
Unit 19	ai	common spelling patterns	wh ph ch	ful suffix	mis	short words in longer words
Unit 20	ie i-e	consonant letters	wa	high-frequency words	qu	expressions
Unit 21	oa	ing endings	ear	ly suffix	apostrophe	synonyms
Unit 22	oo	numbers to twenty	ea	shades of meaning	non ex anti	dictionary work


	Book 4		Book 5		Book 6	
Unit 1	less ness	misspelt words	ch	plurals (es)	soft c and g	connectives
Unit 2	er	homophones	ent ence	misspelt words	silent letters	misspelt words
Unit 3	al	definitions	ant ance	expressions	able ible	unstressed vowels
Unit 4	ment	high-frequency words	auto bi	words ending in a, i, o and u	aero auto aqua	spelling similar words
Unit 5	verb + s ed ing	irregular tense changes	ly	plurals (ies)	bi con co	words changing over time
Unit 6	hood ship	alphabetical order (third place)	tele trans circum	synonyms	graph scope	origins of proper names
Unit 7	on en	making verbs	words to watch	plurals (ves)	cc	new words
Unit 8	double letters	changing vocabulary	silent letters b g c	onomatopoeia	tele tri oct	etymological dictionary
Unit 9	ic	alternative words	ful	double consonants (+ ed + ing)	dge age	mnemonics
Unit 10	un re non dis	gender words	letter strings	technical words	gue	unstressed vowels
Unit 11	words ending in f	definitions	soft c	antonyms	ex sub	word origins
Unit 12	ight	alphabetical order (fourth place)	soft g	homophones	ic	proverbs
Unit 13	ory ery ary	making adjectives	ure	possessive pronouns	ous	words changing over time
Unit 14	ough	medium-frequency words	al	expressions	inter micro	argument words
Unit 15	able	compound words	el	acronyms	dd	spelling rules
Unit 16	ible	diminutives	un im il	omission of letters	ist ian	mnemonics
Unit 17	ive	prefixes	er est ish	personally written definitions	or ar	misspelt words
Unit 18	ie ei	misspelt words	ion	thesaurus work	ary ery ory	dictionary work
Unit 19	tion	its and it's	en ify ise	modifying e	words to watch	spelling rules
Unit 20	sion	homophones	tt	changing tenses	nn	similes and metaphors
Unit 21	wa	suffixes	aw au	unstressed vowels	ise	word games
Unit 22	ss	root words	ph	dialect variations	ive	inventing words

Book 1 targets

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 1	a	<ul style="list-style-type: none"> to practise and secure the ability to rhyme and relate this to spelling patterns to practise and secure the ability to hear initial and final phonemes in CVC words 	alphabetical order	<ul style="list-style-type: none"> to practise and secure alphabetic letter knowledge and alphabetic order
Unit 2	e	<ul style="list-style-type: none"> to practise and secure the ability to rhyme and relate this to spelling patterns to practise and secure the ability to hear initial and final phonemes in CVC words 	equipment labels	<ul style="list-style-type: none"> to explore new words from shared experiences/significant words to read on sight (and use) familiar words
Unit 3	i	<ul style="list-style-type: none"> to practise and secure the ability to rhyme and relate this to spelling patterns to practise and secure the ability to hear initial and final phonemes in CVC words 	high-frequency words	<ul style="list-style-type: none"> to read on sight (and use) high-frequency words
Unit 4	o	<ul style="list-style-type: none"> to practise and secure the ability to rhyme and relate this to spelling patterns to practise and secure the ability to hear initial and final phonemes in CVC words 	common spelling patterns	<ul style="list-style-type: none"> to recognise the critical features of words
Unit 5	u	<ul style="list-style-type: none"> to practise and secure the ability to rhyme and relate this to spelling patterns to practise and secure the ability to hear initial and final phonemes in CVC words 	alphabetical order	<ul style="list-style-type: none"> to practise and secure alphabetic letter knowledge and alphabetic order
Unit 6	sh	<ul style="list-style-type: none"> to revise the knowledge of grapheme/phoneme correspondences through: reading letters that represent the sound <i>sh</i> writing each letter in response to the sound identifying and writing initial and dominant phonemes in spoken words 	words within words	<ul style="list-style-type: none"> to recognise the critical features of words, e.g. words within words
Unit 7	ch	<ul style="list-style-type: none"> to revise the knowledge of grapheme/phoneme correspondences through: reading letters that represent the sound <i>ch</i> writing each letter in response to the sound identifying and writing initial and dominant phonemes in spoken words 	colour words	<ul style="list-style-type: none"> to read on sight (and use) high-frequency/familiar words
Unit 8	th	<ul style="list-style-type: none"> to revise the knowledge of grapheme/phoneme correspondences through: reading letters that represent the sound <i>th</i> writing each letter in response to the sound identifying and writing initial and dominant phonemes in spoken words 	topic words	<ul style="list-style-type: none"> to make collections of words linked to particular topics

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 9	ll	<ul style="list-style-type: none"> to secure identification, spelling and reading of final letter sounds in simple words to investigate, read and spell words ending in <i>ll</i> 	high-frequency words	<ul style="list-style-type: none"> to read on sight high-frequency words to spell common irregular words
Unit 10	ss ff	<ul style="list-style-type: none"> to secure identification, spelling and reading of final letter sounds in simple words to investigate, read and spell words ending in <i>ff</i> and <i>ss</i> 	classroom captions	<ul style="list-style-type: none"> to read on sight (and use) familiar words, e.g. classroom captions
Unit 11	ng	<ul style="list-style-type: none"> to secure identification, spelling and reading of final letter sounds in simple words to investigate, read and spell words ending in <i>ng</i> 	days of the week	<ul style="list-style-type: none"> to read on sight (and use) high-frequency words to explore new words from reading and shared experiences
Unit 12	cl fl sl	<ul style="list-style-type: none"> to discriminate, read and spell words with the initial consonant clusters <i>cl</i>, <i>fl</i> and <i>sl</i> to identify separate phonemes within words containing clusters in speech and writing to segment clusters into phonemes for spelling 	words within words	<ul style="list-style-type: none"> to recognise the critical features of words, e.g. words within words
Unit 13	dr gr tr	<ul style="list-style-type: none"> to discriminate, read and spell words with the initial consonant clusters <i>dr</i>, <i>gr</i> and <i>tr</i> to identify separate phonemes within words containing clusters in speech and writing to segment clusters into phonemes for spelling 	plurals (+s)	<ul style="list-style-type: none"> to investigate and learn spellings of words with <i>s</i> for plurals
Unit 14	nd	<ul style="list-style-type: none"> to discriminate, read and spell words with the final consonant cluster <i>nd</i> to identify separate phonemes within words containing clusters in speech and writing to segment clusters into phonemes for spelling 	word collections	<ul style="list-style-type: none"> to explore new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics
Unit 15	st sp	<ul style="list-style-type: none"> to discriminate, read and spell words with initial and final consonant clusters <i>st</i> and <i>sp</i> to identify separate phonemes within words containing clusters in speech and writing to segment clusters into phonemes for spelling 	high-frequency words	<ul style="list-style-type: none"> to spell common irregular words

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 16	str	<ul style="list-style-type: none"> to discriminate, read and spell words with the initial consonant cluster <i>str</i> to identify separate phonemes within words containing clusters in speech and writing to segment clusters into phonemes for spelling 	ed endings	<ul style="list-style-type: none"> to investigate and learn spellings of verbs with <i>ed</i> (past tense) endings
Unit 17	nk	<ul style="list-style-type: none"> to discriminate, read and spell words with the final consonant cluster <i>nk</i> to identify separate phonemes within words containing clusters in speech and writing to segment clusters into phonemes for spelling 	vowel letters	<ul style="list-style-type: none"> to understand the term 'vowel'
Unit 18	ee	<ul style="list-style-type: none"> to recognise the common spelling patterns for the long vowel phoneme <i>ee</i>; to identify the phoneme in speech and writing; to segment words into phonemes for spelling 	months of the year	<ul style="list-style-type: none"> to read on sight (and use) high-frequency words to read on sight (and use) familiar words
Unit 19	ai	<ul style="list-style-type: none"> to recognise the common spelling patterns for the long vowel phoneme <i>ai</i>; to identify the phoneme in speech and writing; to segment words into phonemes for spelling 	common spelling patterns	<ul style="list-style-type: none"> to recognise words by common spelling patterns
Unit 20	ie i-e	<ul style="list-style-type: none"> to recognise the common spelling patterns for the long vowel phoneme <i>ie</i>; to identify the phoneme in speech and writing; to segment words into phonemes for spelling 	consonant letters	<ul style="list-style-type: none"> to understand the term 'consonant'
Unit 21	oa	<ul style="list-style-type: none"> to recognise the common spelling patterns for the long vowel phoneme <i>oa</i>; to identify the phoneme in speech and writing; to segment words into phonemes for spelling 	ing endings	<ul style="list-style-type: none"> to investigate and learn spellings of verbs with <i>ing</i> endings
Unit 22	oo	<ul style="list-style-type: none"> to recognise the common spelling patterns for the long vowel phoneme <i>oo</i>; to identify the phoneme in speech and writing; to segment words into phonemes for spelling 	numbers to twenty	<ul style="list-style-type: none"> to read on sight (and use) high-frequency words to read on sight (and use) familiar words



Unit notes, answers and copymasters

Units 1–22

Unit 1

a

Unit 1
a

man hat

dad fan cat band
pad man hat hand
sad pan mat sand

Using words

Use the words to help you write the sentences.

bag tap ham Pam rat rag bat cap

1 cat rhymes with _____ and _____

2 map rhymes with _____ and _____

3 jam rhymes with _____ and _____

4 tag rhymes with _____ and _____

Making words

Finish the labels for the picture.

1 h_ _ t

2 d_ _ d

3 f_ _ n

4 c_ _ t

5 m_ _ t

6 p_ _ n

Can you find one more a word in the picture? Write the word.

A little help... You can keep notes in it!

Puzzle corner

Look at the first letter of each of the words. Write the words in the order the first letters come in the alphabet.

abcde

dog bat ant egg cat

This is called putting the words in alphabetical order.

Targets

- to practise and secure the ability to rhyme and relate this to spelling patterns
- to practise and secure the ability to hear initial and final phonemes in CVC words
- to practise and secure alphabetic letter knowledge and alphabetic order

Word list

dad	fan	cat	band
pad	man	hat	hand
sad	pan	mat	sand

Some other relevant words

bad fad had lad mad

an ban can nan ran tan van

at bat fat pat rat sat tat vat

and land

bag nag rag tag wag

am dam ham jam ram

cap gap lap map nap rap sap tap yap

back jack pack rack sack

camp damp lamp ramp

Relevant high-frequency words

an as back had has man ran

Pupil Book answers

Making words

1 hat

2 dad

3 fan

4 cat

5 mat

6 pan

Hidden object – pad

Using words

1 cat rhymes with **bat** and **rat**.

2 map rhymes with **tap** and **cap**.

3 jam rhymes with **ham** and **Pam**.

4 tag rhymes with **bag** and **rag**.

Puzzle corner

ant bat cat dog egg

Copymaster/Homework answers

Unit 1A

bag map jam van

Three **a** words chosen by the child.

Unit 1B

Child writes out alphabet.

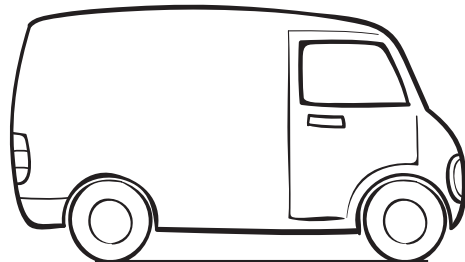
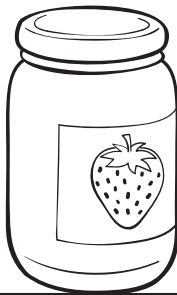
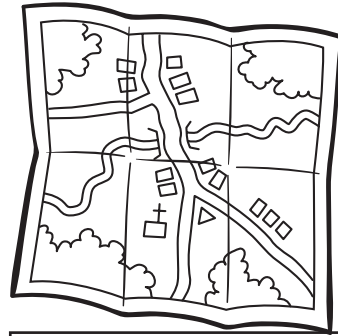
Child notes position of letters that spell his or her name.

Suggestions

- Challenge children to find as many words with the *ap* rime as they can (the 'rime' being the part of the word comprising the vowel phoneme and following consonant(s)).
- Build an *a* display. Ask the children to choose and illustrate a medial *a* word.
- The children could create their own alphabet frieze.
- Collect together objects or pictures of medial *a* words with one 'odd one out'. Ask the children to spot the odd one out!
- Introduce some simple dictionary work. Look up the words from *Puzzle corner* in a simple dictionary. Notice the words are found in alphabetical order. Ask the children to write in order a further five words from the dictionary, reflecting the first five letters of the alphabet.

Unit 1A

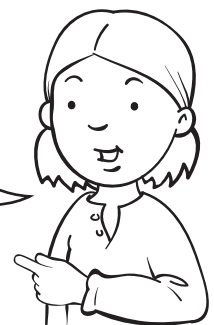
Match the word to the picture.

jam**map****bag****van**

Colour the pictures.

Write three more **a** words.

I can think of
one word... ham!

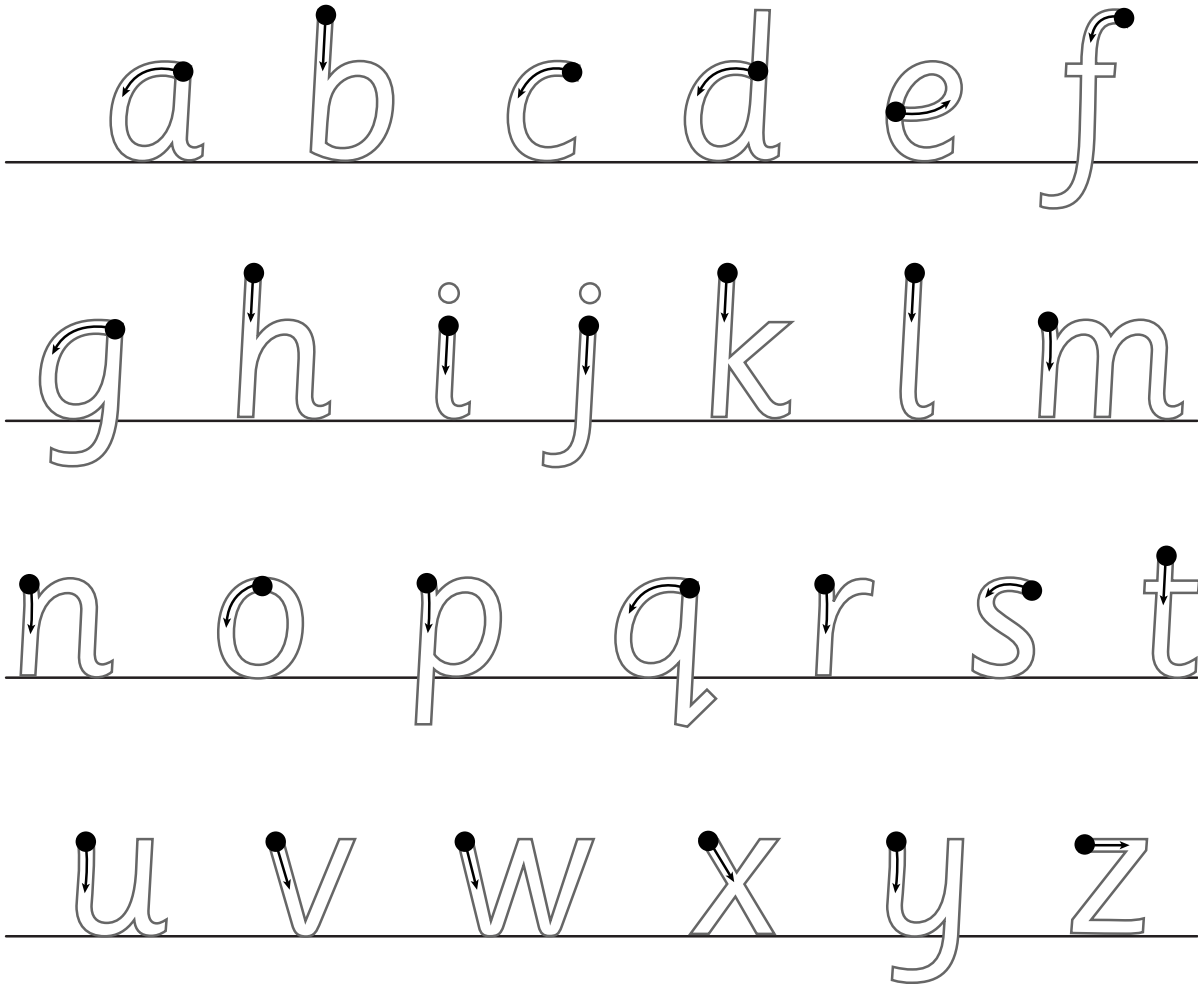


Name: _____

Date: _____

Unit 1B

Very neatly write over each letter in the alphabet.



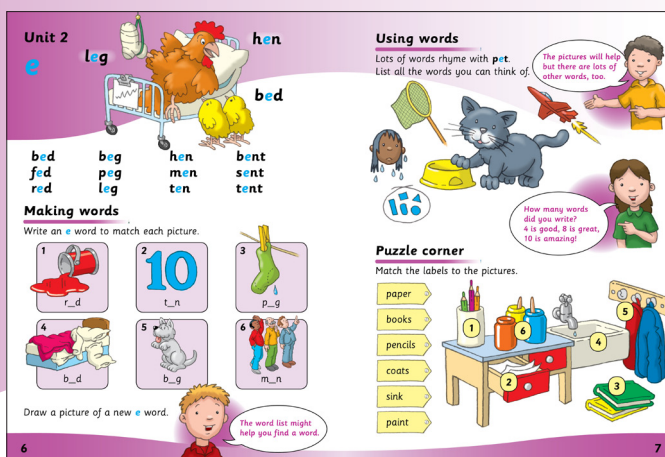
Write your name on the line.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Draw a line from each letter in your name to each letter in the alphabet.

Unit 2

e



Targets

- to practise and secure the ability to rhyme and relate this to spelling patterns
- to practise and secure the ability to hear initial and final phonemes in CVC words
- to explore new words from shared experiences/ significant words
- to read on sight (and use) familiar words

Word list

bed	beg	hen	bent
fed	peg	men	sent
red	leg	ten	tent

Some other relevant words

led wed

den pen when

dent lent rent vent went

bet get jet let met net pet set vet wet

deck neck peck speck wreck

bell cell fell hell sell tell well

belt felt melt pelt

bend lend mend send

best nest pest rest test vest west

Relevant high-frequency words

bed help next red ten

Pupil Book answers

Making words

1 red

2 ten

3 peg

4 bed

5 beg

6 men

Child's own picture of an e word.

Using words

bet jet let met net pet set vet wet yet

Puzzle corner

1 pencils

2 paper

3 books

4 sink

5 coats

6 paint

Copypaster/Homework answers

Unit 2A

bell leg vest net

Three e words chosen by the child.

Unit 2B

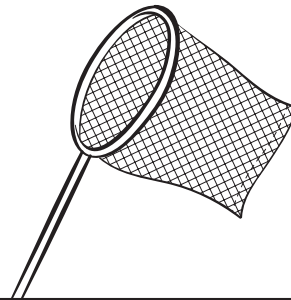
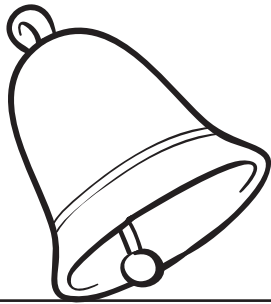
Equipment boxes labelled correctly – big balls bats hoops beanbags small balls cones.

Suggestions

- Allowing the children to see the alphabet, ask them to find as many words ending in the rimes *ed*, *eg*, *en* and *et* as possible. Give them a time limit.
- With the children, look at the *et* rime and see how many new words can be made if a *n* was added between the letters *e* and *t* (e.g. wet–went).
- Make mobiles of medial *e* rhyming word families.
- With the children, list the labels found around their classroom. Discuss which labels they find useful and those they don't.
- Encourage the children to design their own labels for objects found in the classroom.

Unit 2A

Match the word to the picture.

net**bell****vest****leg**

Colour the pictures.

Write three more **e** words.

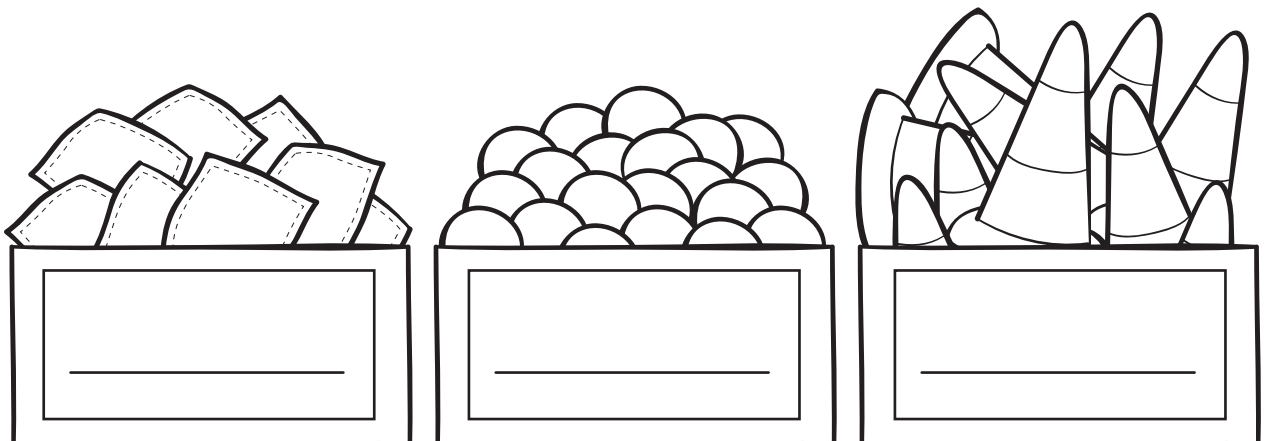
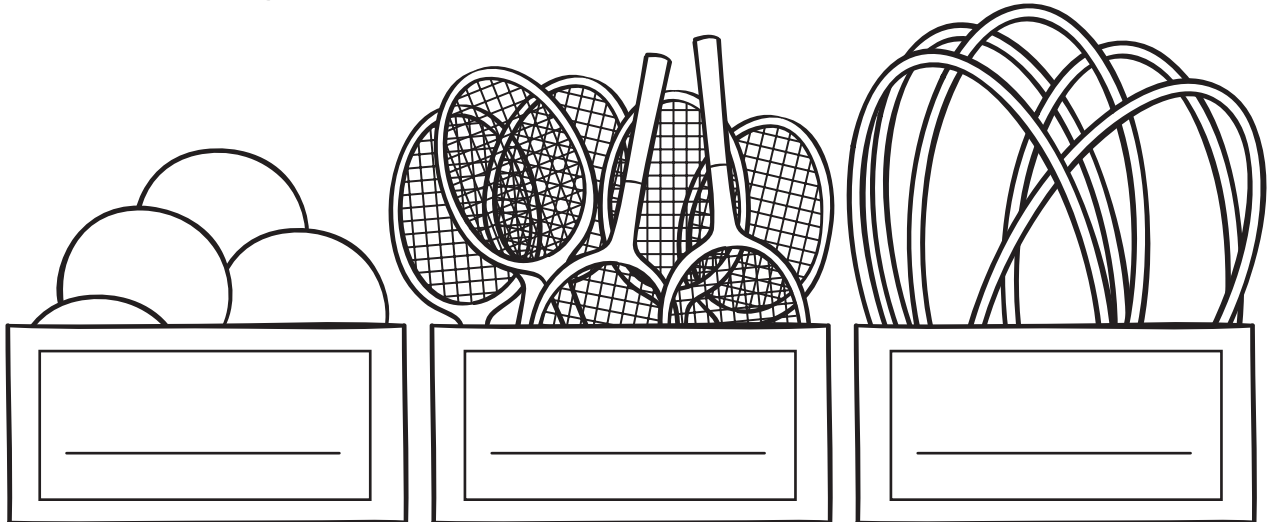
I can think of
one word... hen!



Unit 2B

The PE equipment labels have fallen off!

Write the right label on each box.



bats

small balls

beanbags

cones

hoops

big balls

Unit 3



Unit 3

i

bin

hill

big
dig
pig

bin
fin
pin

hit
pit
sit

hill
mill
pill

Making words
Finish the labels for the picture.

1 p...t 2 b...n 3 p...n 4 s...t 5 b...g 6 p...g

Can you find one more **i** word in the picture? Write the word.

A little help... You will find one on a fish!

Using words
Copy the words in rhyming families.

tin	did	hip
zip	dip	bin
pip	hid	lid

One **i** word does not fit into a rhyming family. Which word is it?

Puzzle corner
Write a short story. It must have each of these words in it. Underline these words in your story.

look play away going said

Draw a picture to go with your story.

Targets

- to practise and secure the ability to rhyme and relate this to spelling patterns
- to practise and secure the ability to hear initial and final phonemes in CVC words
- to read on sight (and use) high-frequency words

Word list

big	bin	hit	hill
dig	fin	pit	mill
pig	pin	sit	pill

Some other relevant words

fig rig wig

in din kin sin tin win

it bit fit kit lit nit wit

ill bill dill fill gill kill sill till will

bid did hid kid lid rid

dip hip kip lip nip pip rip sip tip

kick lick nick pick sick tick wick brick quick

stick thick trick

Relevant high-frequency words

did dig his if will with six

Pupil Book answers

Making words

1 pit

2 bin

3 pin

4 sit

5 big

6 pig

Hidden object – fin

Using words

tin – win bin din

did – lid hid

hip – zip dip pip

Word without rhyming family – mix

Puzzle corner

Child's own story and picture with these words underlined: look play away going said.

Copymaster/Homework answers

Unit 3A

fin kid pip tin

Three **i** words chosen by the child.

Unit 3B

Pictures labelled: jump three school door bed boy.

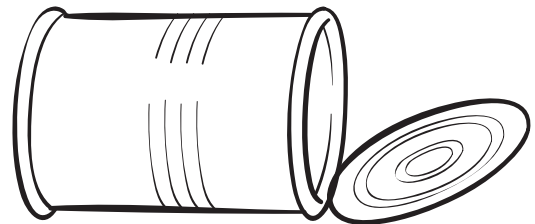
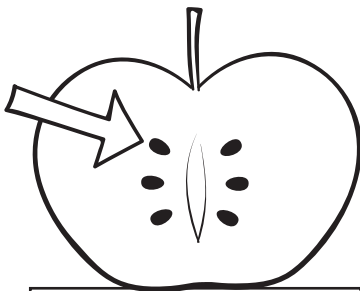
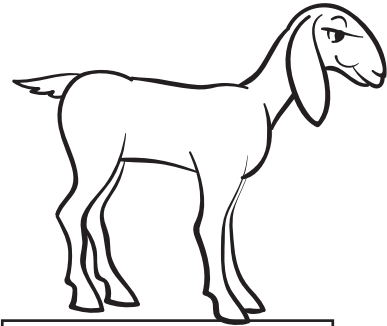
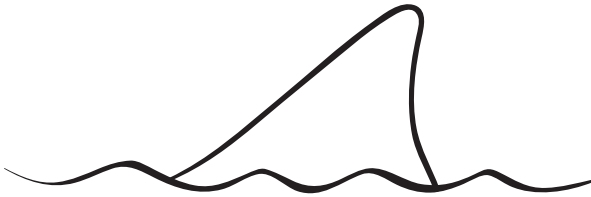
Favourite picture coloured in.

Suggestions

- Using a number of words from this unit, consider with the children how many can be made plural by adding s.
- Have fun with many rhyming activities – make up silly rhymes together, read rhyming stories (like Dr Seuss), sing nursery rhymes.
- Build an **i** display. Ask the children to choose and illustrate a medial **i** word.
- To extend the *Puzzle corner* activity ask the child to extend their story a little with a further two words they/you have decided to include beforehand.

Unit 3A

Match the word to the picture.

pip**tin****kid****fin**

Colour the pictures.

Write three more **i** words.

I can think of
one word... kit!



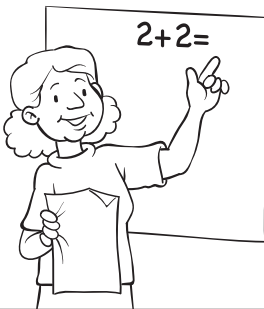
Unit 3B

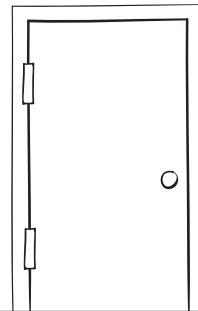
Write the word with the picture.

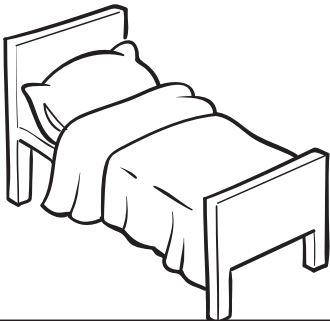
school jump boy bed three door













Colour the picture you like best.

Unit 4



Unit 4

log **dog**

dog	hop	cod	lock
fog	mop	nod	rock
log	top	rod	sock

Making words
Write an **o** word to match each picture.

1
r_d

2
f_g

3
h_p

4
m_p

5
l_g

6
d_g

Draw a picture of a new **o** word.

Using words
Lots of words rhyme with **cat**.
List all the words you can find.

The pictures will help but there are still more words to be found!

How many words did you find?
3 is good, 6 is great, 8 is amazing!

Can you find a word that rhymes with **box**?

Puzzle corner
Copy the words. Draw a line between the words which have the same spelling pattern.

1 tent	duck
2 land	mill
3 rock	band
4 hill	sent
5 luck	sock

The word list might help.

Targets

- to practise and secure the ability to rhyme and relate this to spelling patterns
- to practise and secure the ability to hear initial and final phonemes in CVC words
- to recognise the critical features of words

Word list

dog	hop	cod	lock
fog	mop	nod	rock
log	top	rod	sock

Some other relevant words

bog hog jog
bop cop lop pop
god pod
dock hock jock lock mock

do go no so to
cot dot got hot jot lot not pot rot tot
boss loss moss toss

Relevant high-frequency words

got not

Pupil Book answers

Making words

- rod
- fog
- hop
- mop
- log
- dog

Child's own picture of an **o** word.

Using words

cot got hot jot lot not pot rot tot
Box rhymes with fox.

Puzzle corner

- tent – sent
- land – band
- rock – sock
- hill – mill
- luck – duck

Copymaster/Homework answers

Unit 4A

jog pot hot lock

Three **o** words chosen by the child.

Unit 4B

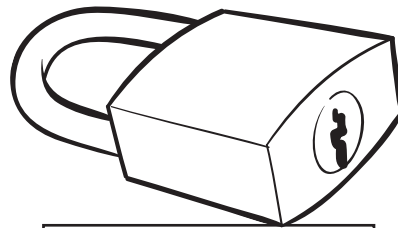
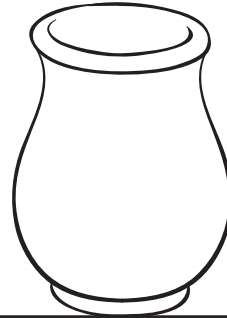
Balloon pairs – help yelp last fast name game
door floor see bee got rot.

Suggestions

- Prepare some onset (initial letters) and rime (*og, op, od, ock, ot, oss*) cards. In a group, using the onset and rime cards, how many medial *o* words can they make?
- Ask the children to write as many two-letter words that finish in *o* as they can. Point out the two different *o* sounds.
- Challenge the children to find more words with the spelling patterns found in *Puzzle corner*.

Unit 4A

Match the word to the picture.

pot**jog****hot****lock**

Colour the pictures.

Write three more ● words.

I can think of
one word... cot!



Unit 4B

Match the rhyming words.

Write the word in the balloon.

floor**rot****bee****yelp****fast****game****help****yelp****last****name****door****see****got**

Unit 5

u

Unit 5

u

pup sun duck

up fun bug duck
cup run jug luck
pup sun rug suck

Making words
Finish the labels for the picture.

1 b _ g 4 s _ n
2 p _ p 5 c _ p
3 r _ n 6 r _ g

Can you find one more picture of a u word? Write the word.

The hidden u word rhymes with 'bug'!

Using words
Use the words to help you write the sentences.

bun sum cub mum run hut tub nut

1 sun rhymes with _____ and _____
2 hum rhymes with _____ and _____
3 rub rhymes with _____ and _____
4 cut rhymes with _____ and _____

Puzzle corner
Put these words in alphabetical order.
jug hut tub rug sum bug

Remember to put the words in alphabetical order using the first letter in each word.

Targets

- to practise and secure the ability to rhyme and relate this to spelling patterns
- to practise and secure the ability to hear initial and final phonemes in CVC words
- to practise and secure alphabetic letter knowledge and alphabetic order

Word list

up	fun	bug	duck
cup	run	jug	luck
pup	sun	rug	suck

Some other relevant words

sup
bun gun nun pun
dug hug lug mug pug tug
buck muck ruck tuck

cub dub hub pub rub tub
bud cud mud
but cut gut hut nut rut tut
bump dump hump jump lump pump
bust dust gust just must rust

Relevant high-frequency words

but jump just much must us

Pupil Book answers

Making words

- 1 bug
2 pup
3 run
4 sun
5 cup
6 rug
Hidden object – jug

Using words

- 1 sun rhymes with **run** and **bun**
2 hum rhymes with **sum** and **mum**
3 rub rhymes with **cub** and **tub**
4 cut rhymes with **nut** and **hut**

Puzzle corner

bug hut jug rug sum tub

Copymaster/Homework answers

Unit 5A

cut mud bun hug

Three u words chosen by the child.

Unit 5B

Linking puzzle pieces – a b g h m n p q u v

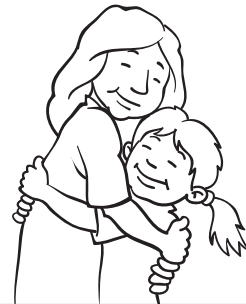
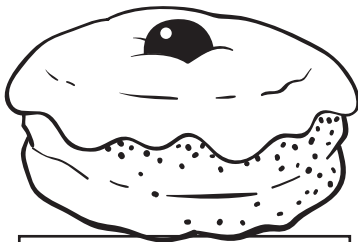
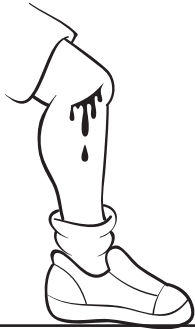
Missing letters – c h m q x

Suggestions

- Provide the children with groups of words from the same rhyming family but add one 'odd one out' word for them to find.
- Give the children a number of CVC words to sort into rime families – possibly time this exercise to add an element of challenge and excitement!
- A PE game where the teacher calls out CVC words and the children have to run to a particular spot depending on its medial sound. The emphasis is on the child listening carefully to the medial sounds, e.g. pet, pat, pit.
- Make some 'Alphabet Snap' cards (maximum ten letters), initially with just lower-case letters and then introducing upper-case letters as well.
- Give each child a letter from the alphabet. Ask them to organise themselves in alphabetical order.

Unit 5A

Match the word to the picture.

hug**mud****bun****cut**

Colour the pictures.

Write three more **u** words.

I can think of
one word... hut!

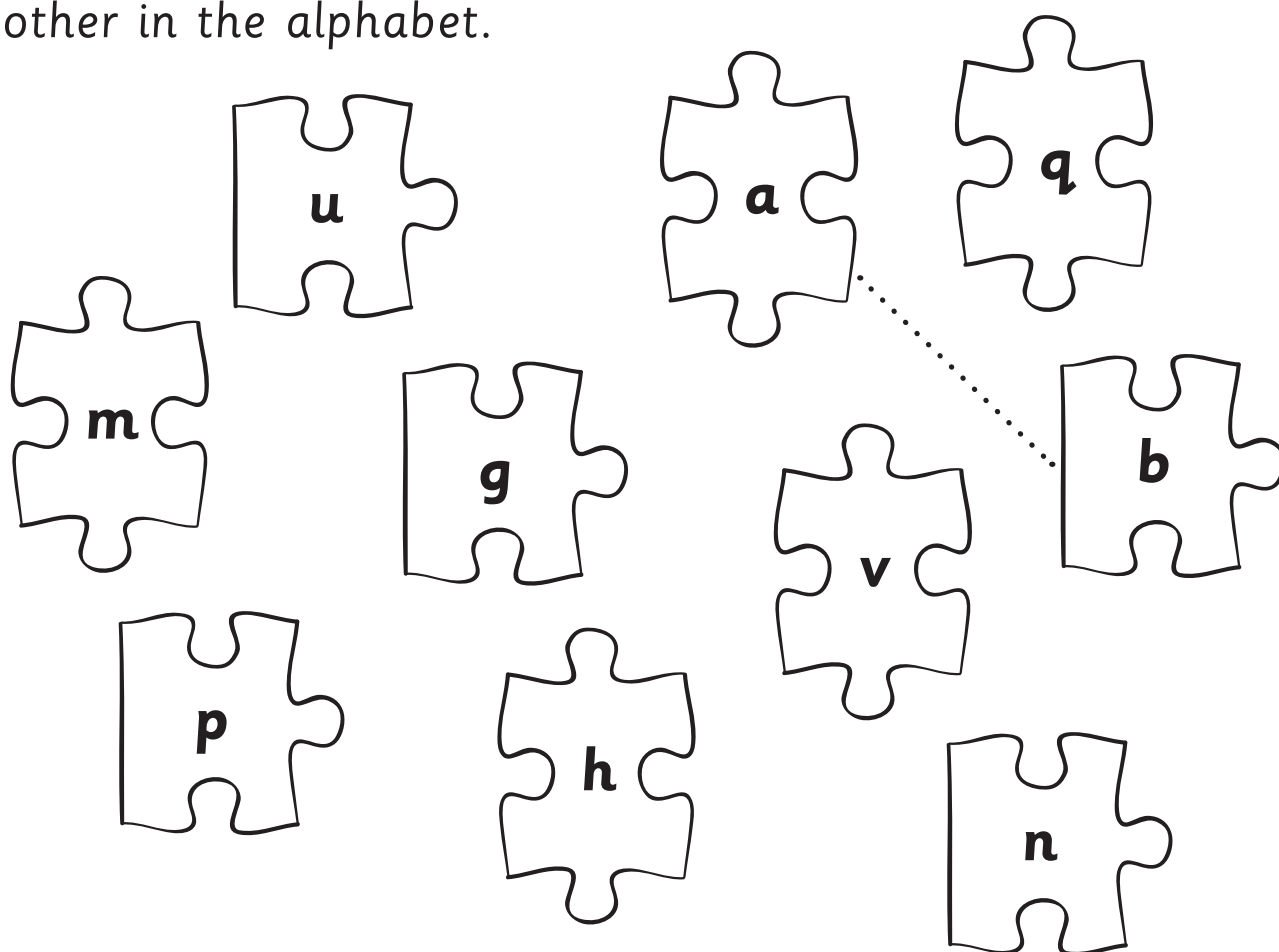


Unit 5B

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Look at the puzzle pieces.

Draw a line to link the letters that are next to each other in the alphabet.



This alphabet has five missing letters.

Fill in the missing letters.

a b _ d e f g _ i j k l _
n o p _ r s t u v w _ y z

Unit 6

sh

Unit 6
sh

fish

shop

splash

shed
ship
shop

wish
rush

shelf
shell
shock

brush
flash
splash

Using words
Write the sh words you can see in the picture.

The word list will help you with your spelling.

How many sh words did you find?

Making words
Write a sh word to match each picture.

All these words can be found in the word list.

Choose two sh words and draw them in a picture.
Write the sh words on your picture.

Puzzle corner
Copy these words.
Each word has a shorter word in it.
Draw a line under the short word.

1 shot 2 shop 3 sham
4 dash 5 smash 6 crush

Write two more words that have a short word in them.

Targets

- to revise the knowledge of grapheme/phoneme correspondences through:
 - reading letters that represent the sound sh
 - writing each letter in response to the sound
 - identifying and writing initial and dominant phonemes in spoken words
- to recognise the critical features of words, e.g. words within words

Word list

shed	fish	shelf	brush
ship	wish	shell	flash
shop	rush	shock	splash

Some other relevant words

sham shall shack shin shift shot shut
ash bash cash dash gash lash mash rash
sash wash
mesh dish posh bush hush push
clash crash crush slash smash swish flesh fresh
blush flush plush slush

Relevant high-frequency words

push should

Pupil Book answers

Making words

- ship
- shed
- shell
- shelf
- shop
- shock

Child's own picture of two sh words, labelled.

Using words

Six sh words – shed ship shell fish splash shelf

Puzzle corner

- shot
- shop
- sham or sham
- dash or dash
- smash or smash
- crush or crush

Two more words with a short word in them.

Copymaster/Homework answers

Unit 6A

bush shin crash dish

Two sh words written in a sentence.

Unit 6B

other eat tool lay rain other

The following circled and drawn – lock cross hen.

Suggestions

- Either as a group in a big book or individually in their reading book, ask the children to find as many sh words as they can. Ask them to make a list of the words they find.
- Ask the children to invent silly sentences using sh words (e.g. A shy shark fell off a shelf!). Read them out to the children; talk about the funniest sentences written.
- Give the children further, more challenging words in which to find shorter words.

Unit 6A

Finish the word to label the picture.

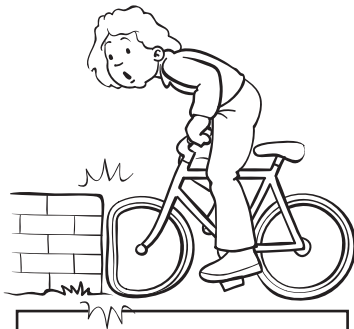
Add **sh** to the beginning or end of these letters.



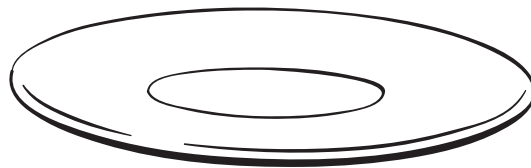
bu



in



cra



di

Colour the pictures.

Choose two of these **sh** words and write them in a sentence.

push smash shut dash splash

Unit 6B

Find the short words.

Finish the word sums.

1 an + _____ = another

2 m + _____ = meat

3 s + _____ = stool

4 p + _____ = play

5 t + _____ = train

6 br + _____ = brother

Circle the short word in each of the words.

Draw a picture of the short word.

1 block



2 across



3 when



Unit 7

ch

Unit 7

ch

chimp

lunch

chin	chest	catch	scratch
chip	chick	lunch	stitch
chop	chimp	pinch	switch

Using words

Add **ch** to the beginning or end of these letters to make a word.

est	it	snat	ick	swit	mun
-----	----	------	-----	------	-----

The pictures will help you!

Write a sentence.
Use two of the words you have made.

Making words

Add **ch** to each of the letters to make a word.

1 _ip	2 _ck	3 _est
4 _imp	5 _in	6 _op

Draw a picture of a word beginning with **ch**.
Write the word on your picture.

Puzzle corner

What colour?

1 A colour with the same name as a fruit.	orange	white
2 The colour of grass.	green	red
3 The colour of a field after it has snowed.	white	red
4 A letterbox is this colour.	red	red
5 The colour of a pig after it has rolled in mud!	green	yellow
6 This colour rhymes with below.	yellow	brown

Targets

- to revise the knowledge of grapheme/phoneme correspondences through:
 - reading letters that represent the sound *ch*
 - writing each letter in response to the sound
 - identifying and writing initial and dominant phonemes in spoken words
- to read on sight (and use) high-frequency/familiar words

Word list

chin	chest	catch	scratch
chip	chick	lunch	stitch
chop	chimp	pinch	switch

Some other relevant words

chap chat check chess chit chill chug chum
chuck chunk

arch beach coach rich couch much such
batch hatch match patch snatch scratch watch
fetch sketch stretch itch bitch ditch hitch pitch
witch notch hutch crutch

finch pinch bench drench trench bunch hunch
munch punch

church porch torch

Relevant high-frequency words

much + colour words

Pupil Book answers

Making words

- chip
- chick
- chest
- chimp
- chin
- chop

Child's own picture of a **ch** word, labelled.

Using words

chest itch (chit) snatch chick switch munch
A sentence including two of the above words.

Puzzle corner

- orange
- green
- white
- red
- brown
- yellow

Copymaster/Homework answers

Unit 7A

The following labels added to the picture – beach
church coach chest bench.

A sentence about the picture.

Unit 7B

Colour words copied and picture coloured according to code.

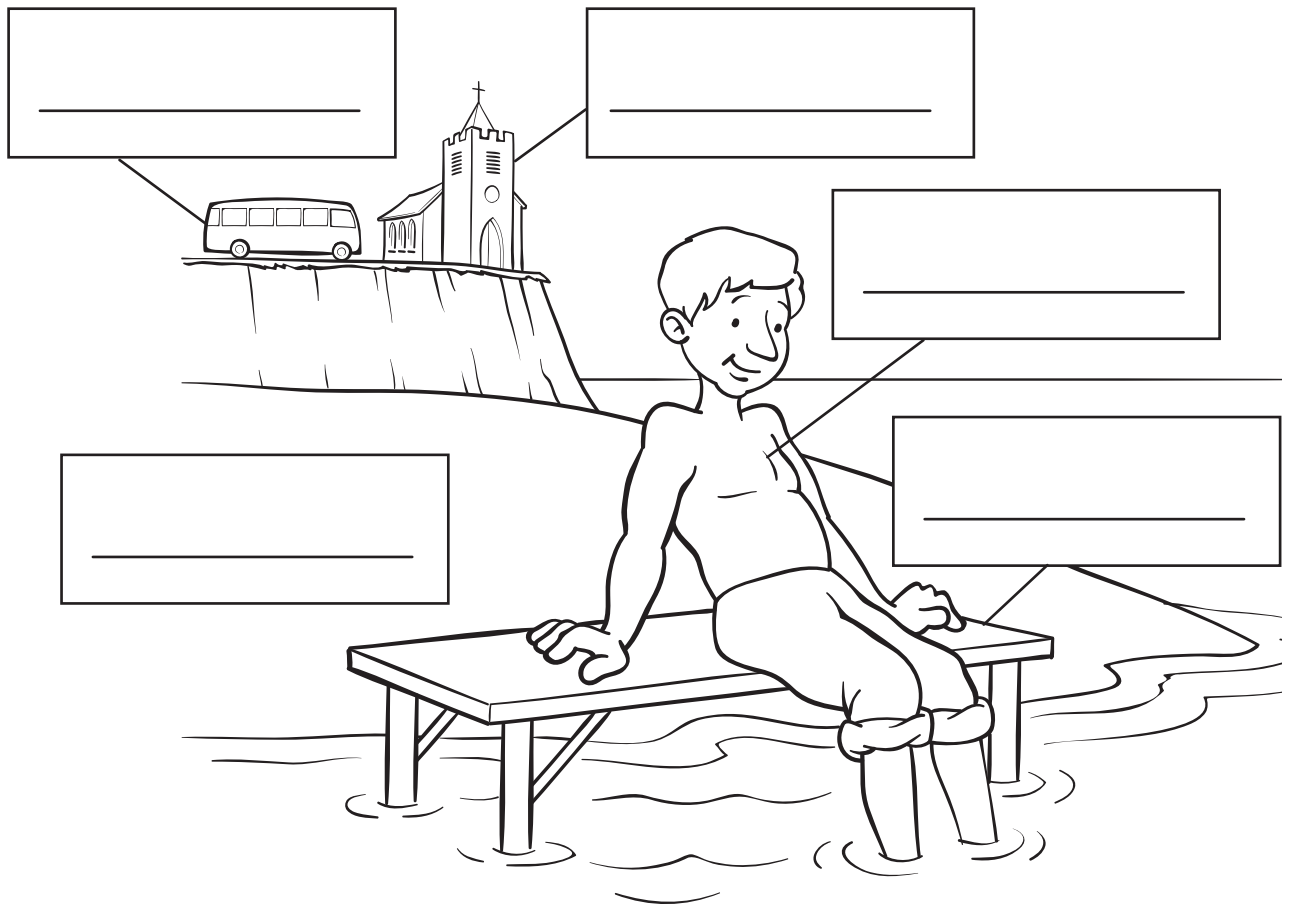
Suggestions

- Brainstorm *ch* words. Ask the children to draw an amusing picture with at least four to six *ch* words in it, labelled.
- In a group or as a class, ask each child to write a colour quiz question (similar to those found in *Puzzle corner*). Put them together to make a class/group quiz.
- Build colour words into a wordsearch.

Unit 7A

Add the **ch** words to the picture.

beach church coach chest bench



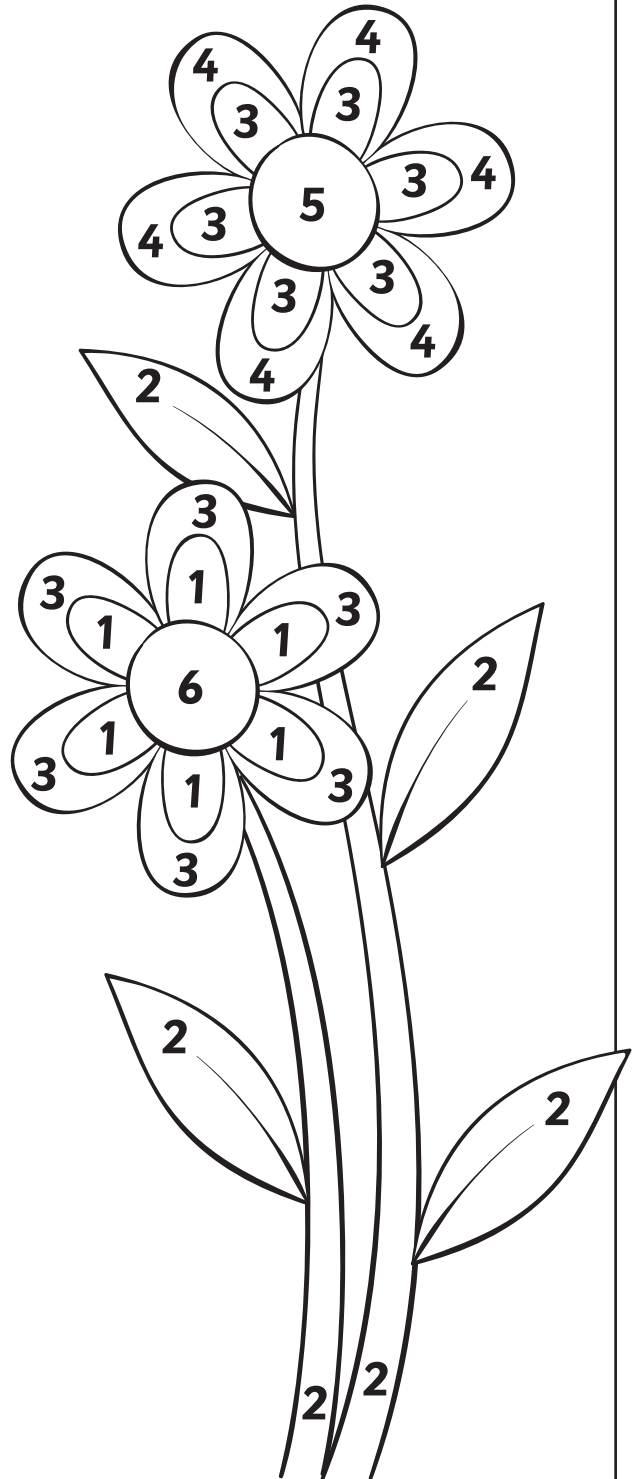
Write a sentence about the picture.

Why don't you
colour the picture?



Unit 7B

Copy the colour words.

Colour code**1 red****2 green****3 yellow****4 blue****5 orange****6 pink**

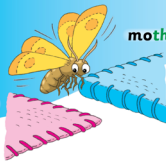
Colour this picture.

Use the colour code.

Unit 8

th

Unit 8
th




cloth **moth** **thick**

the **that** **cloth** **thing**
then **thin** **moth** **thick**
this **them** **width** **think**

Making words
Finish the word sums.

- 1 th + is = _____
- 2 th + _____ = them
- 3 th + ink = _____
- 4 th + _____ = then
- 5 th + ing = _____
- 6 th + _____ = that



Using words
Fill the gap in each sentence with a **th** word.

thick **This** **teeth** **fifth** **They**

- 1 _____ is my book.
- 2 It is the _____ of March.
- 3 _____ all woke up and had breakfast.
- 4 Aimee cleaned her _____.
- 5 Kyle has a _____ warm coat.

Write two sentences, each with a **th** word.

Puzzle corner
Copy the table.
Sort the words into the topics.

Islands	Food	Books
treasure	cooking	dictionary
sand	supermarket	words
sea	lunch	fairytale
palm tree	vegetables	reading

treasure words reading supermarket
palm tree lunch sea sand
cooking dictionary vegetables fairytale

Targets

- to revise the knowledge of grapheme/phoneme correspondences through:
reading letters that represent the sound *th*
writing each letter in response to the sound
identifying and writing initial and dominant phonemes in spoken words
- to make collections of words linked to particular topics

Word list

the	that	cloth	thing
then	thin	moth	thick
this	them	width	think

Some other relevant words

than they thank there their thrill throb thud
thumb thump thrust
bath path with depth fifth sixth tenth

Relevant high-frequency words

another brother than that their them then
there these three thirteen Thursday

Pupil Book answers

Making words

- 1 this
- 2 em
- 3 think
- 4 en
- 5 thing
- 6 at

Using words

- 1 This
- 2 fifth
- 3 They
- 4 teeth
- 5 thick

Two sentences, each with a **th** word.

Puzzle corner

Islands	Food	Books
treasure	cooking	dictionary
sand	supermarket	words
sea	lunch	fairytale
palm tree	vegetables	reading

Copypaster/Homework answers

Unit 8A

thumb path bath thick

Two **th** words written in a sentence.

Unit 8B

Correct labelling of the body.

Three further body parts listed.

Suggestions

- Ask the children to find as many *th* words as they can in their reading books. Which *th* words are most common?
- Give the children another category (e.g. a current class topic) for which to find significant words.

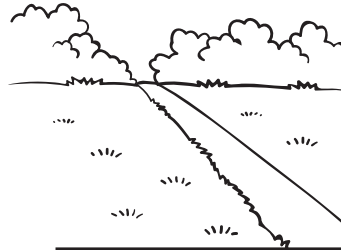
Unit 8A

Finish the word to label the picture.

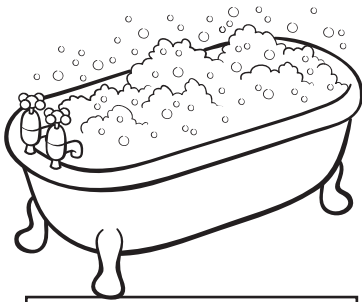
Add **th** to the beginning or end of these letters.



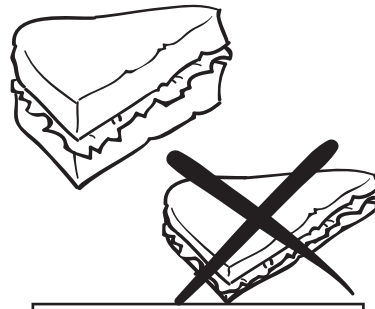
umb



pa



ba



ick

Colour the pictures.

Choose two of these **th** words and write them in a sentence.

thump

then

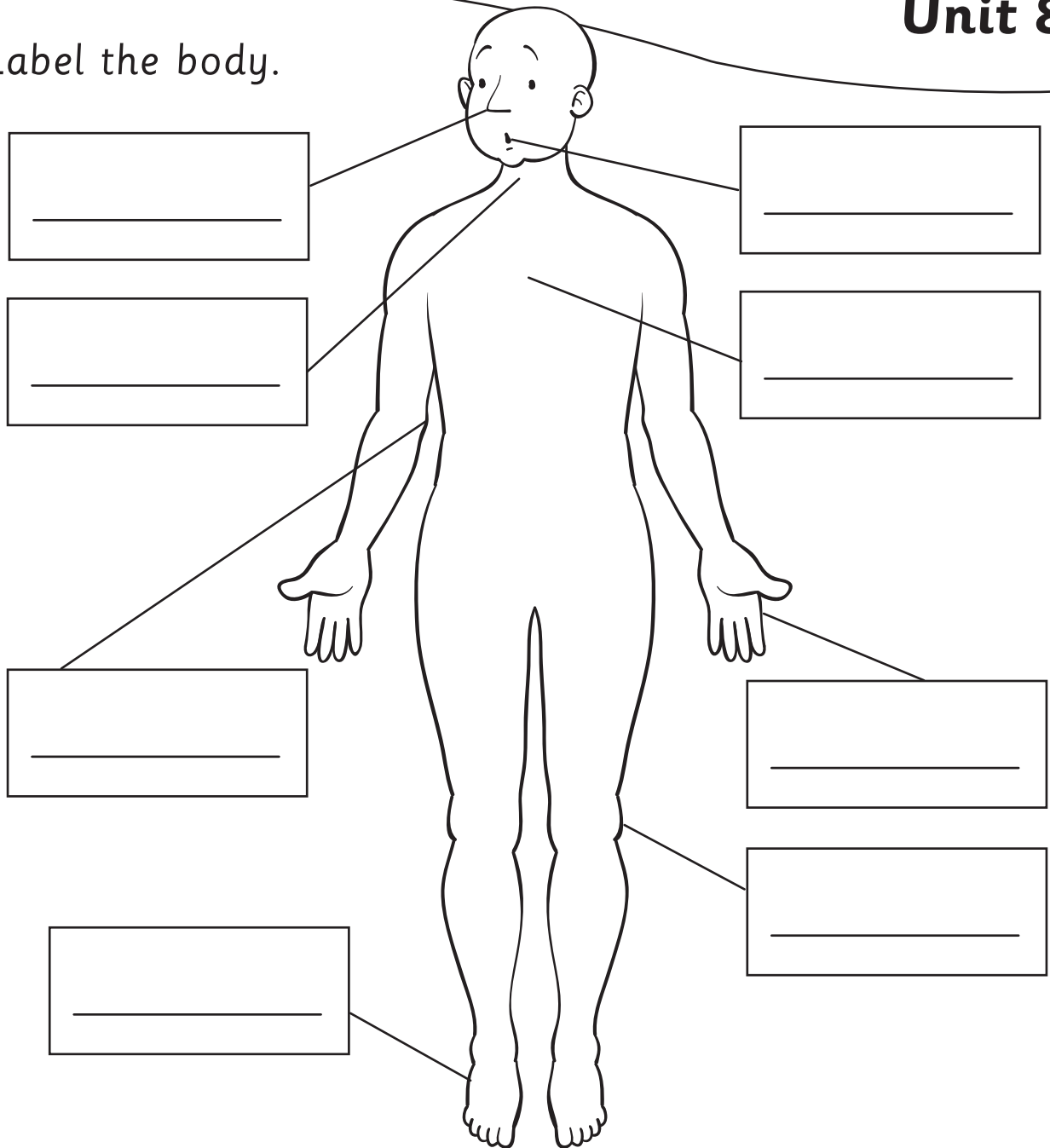
thud

with

cloth

Unit 8B

Label the body.



Use the words to help.

hand knee foot neck
chest nose elbow mouth

Write three more words which are parts of the body.

Unit 9

ll

Unit 9

ll

ball

doll

ill **bell** **ball** **doll**
hill **well** **doll** **spell**
mill **yell** **gull** **smell**

Making words
 Match each picture with its **ll** word.

mill	doll	hill	bell	yell	gull
------	------	------	------	------	------

Write a sentence using a **ll** word.

Using words
 Add **all** or **ell** to each of the letters to make a word.
 How many words can you make?

b	+	all
f		
h		
s		
w		ell

Sometimes you will be able to add **all** and **ell**!

Puzzle corner
 Finish the short story. Use the words.

they He you was said

Daniel _____ bored.
 _____ had to wait for his sister.
 "Are _____ coming?" he asked.
 "Yes I am!" she _____.
 At last _____ were on their way home!

Targets

- to secure identification, spelling and reading of final letter sounds in simple words
- to investigate, read and spell words ending in **ll**
- to read on sight high-frequency words
- to spell common irregular words

Word list

ill	bell	ball	drill
hill	well	doll	spell
mill	yell	gull	smell

Some other relevant words

bill dill fill gill kill pill rill sill till will
 cell dell fell hell sell tell
 stall dwell shell swell

call fall tall hull

Relevant high-frequency words

ball call pull will

Pupil Book answers

Making words

1 hill

2 yell

3 doll

4 mill

5 bell

6 gull

A sentence including a **ll** word.

Using words

ball fall hall wall bell fell hell sell well

Puzzle corner

was

He

you

said

they

Copymaster/Homework answers

Unit 9A

shell

stall

fell

smell

doll

A sentence and picture with a **ll** word.

Unit 9B

Pictures labelled – people sister water laugh
 night house.

Favourite picture coloured in.

Suggestions

- Give the children some **ll** words that they can find words within (e.g. wellington).
- ll** words are useful when introducing the suffixes **ing** and **ed**
- With the children make a mobile of **ll** words.
- Ask the children to write their own story using the words in *Puzzle corner*.

Unit 9A

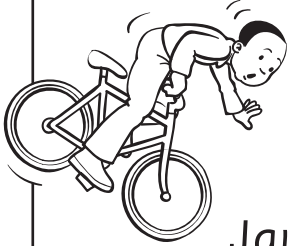
Finish the sentences with the **ll** words.

smell doll shell fell stall



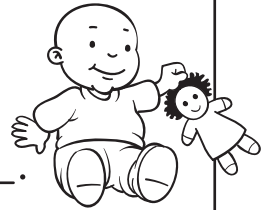
Misha found a _____ on the beach.

Sophie enjoyed helping on the _____.



Kyle _____ off his bike.

Jay didn't like the _____.



Tom loved playing with his sister's _____.

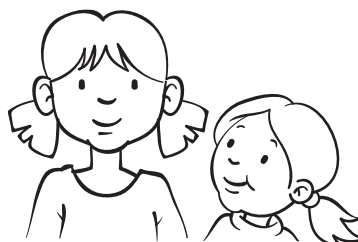
Think of your own sentence using a **ll** word.

Draw a picture of it.

Unit 9B

Write the word with the picture.

night people house laugh water sister



Colour the picture you like best.

Unit 10

ff ss

Unit 10

ff
ss

puff
kiss

cliff

cuff
puff
stuff

hiss
kiss
miss

mess
dress
press

cliff
stiff
sniff

Using words
Copy the words you can find in the picture.

fluff	cross
dress	cuff
sniff	moss
hiss	toss
puff	press

Puzzle corner
Where in the classroom would you find the clues?
Match the clue to the right answer.

- Where reading books are found.
- Where you use a mouse!
- Where it can get messy.
- Where you sit and listen quietly.

carpet
painting area
reading corner
computer table

Making words
Add **ff** or **ss** to match each word with the picture.

- ki_
- me_
- pu_
- hi_
- dre_
- cu_

Draw a picture for a **ff** or **ss** word. Show it to a friend. Can they guess the word?

Targets

- to secure identification, spelling and reading of final letter sounds in simple words
- to investigate, read and spell words ending in **ff** and **ss**
- to read on sight (and use) familiar words, e.g. classroom captions

Word list

cuff	hiss	mess	cliff
puff	kiss	dress	stiff
stuff	miss	press	sniff

Some other relevant words

buff huff fluff gruff

less bless stress

biff

off toff biff

ass lass mass boss moss toss floss gloss cross

fuss

Relevant high-frequency words

off

Pupil Book answers

Making words

1 kiss

2 mess

3 puff

4 hiss

5 dress

6 cuff

Child's own picture of a **ff** or **ss** word.

Using words

cross cuff sniff hiss toss dress

Puzzle corner

- reading corner
- computer table
- painting area
- carpet

Copymaster/Homework answers

Unit 10A

cross kiss sniff gloss fluff dress cliff toff toss
puff puss stuff

A funny sentence with **ff** and **ss** words included.

Unit 10B

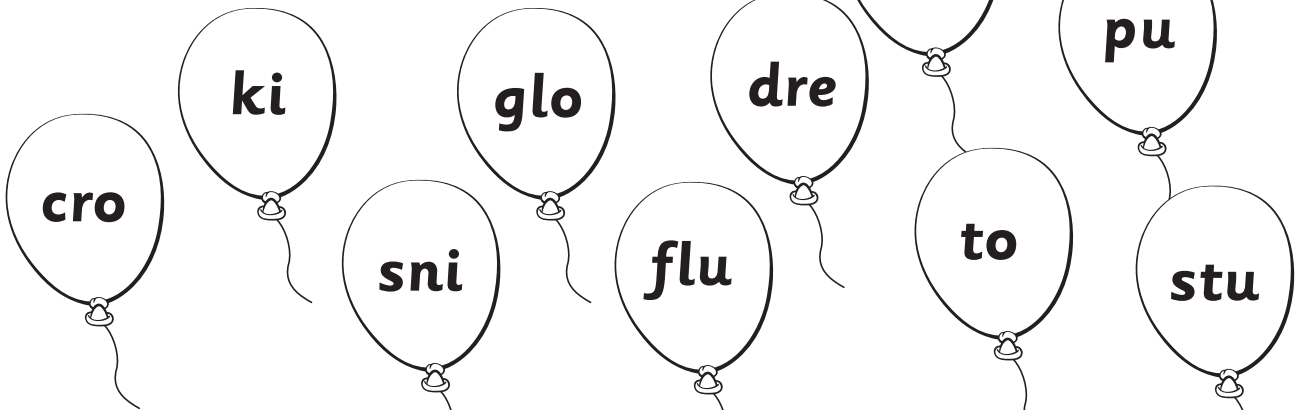
Picture correctly labelled and coloured.

Suggestions

- Give the children three to five **ff** or **ss** words and ask them to put them in alphabetical order.
- Discuss onomatopoeic words with double letters, e.g. hiss, huff, biff. Use the words in a cartoon picture/strip.
- To extend the *Puzzle corner* activity, ask the children to find other captions around the school.

Unit 10A

How many words can you make
if you add **ff** or **ss** to these letters?



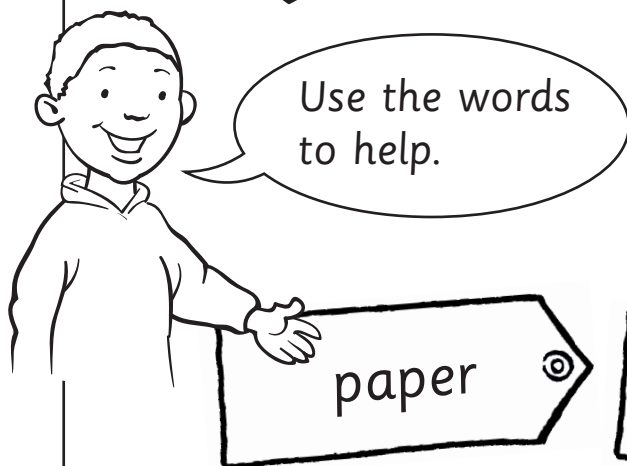
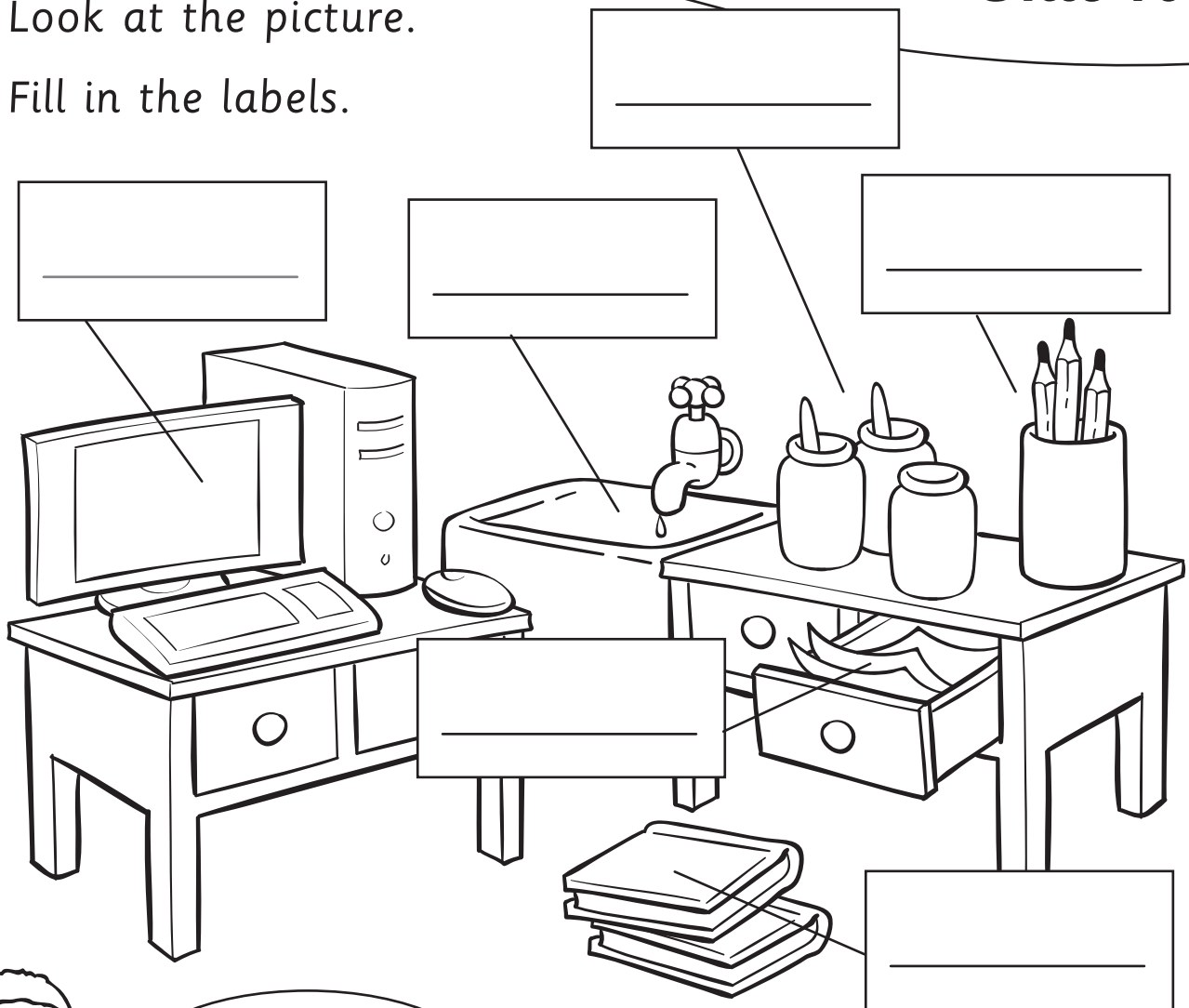
cross

Write a funny sentence using as many **ff** and **ss**
words as you can.

Unit 10B

Look at the picture.

Fill in the labels.



paper

books

pencils

paint

computer

sink

Colour the picture.

Unit 11

ng

Unit 11

ng

king
ring
wing

bang
fang
hang

long
pong
song

hung
lung
sung

Making words

Write a **ng** word to match each picture.

1. wi_____

2. ba_____

3. ri_____

4. lu_____

5. ki_____

6. ja_____

Write a **ng** word in a funny sentence.

Using words

Copy the table. Sort the **ng** words into rhyming families.

ang	ing	ong	ung

long

hang

gong

rung

sing

gang

dung

ring

Can you add another rhyming word to each list?

Puzzle corner

Copy this diary page. Fill it in with something you are doing on each day.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Targets

- to secure identification, spelling and reading of final letter sounds in simple words
- to investigate, read and spell words ending in *ng*
- to read on sight (and use) high-frequency words
- to explore new words from reading and shared experiences

Word list

king	bang	long	hung
ring	fang	pong	lung
wing	hang	song	sung

Some other relevant words

ding ping sing zing
gang pang rang sang tang
dong gong
dung rung

Relevant high-frequency words

days of the week

Pupil Book answers

Making words

- wing
- bang
- ring
- lung
- king
- fang

A funny sentence including a **ng** word.

Using words

ang – gang hang
ing – sing ring
ong – long gong
ung – dung rung

A further rhyming word added to each rhyming family.

Puzzle corner

Diary page completed with child's own activities.

Copymaster/Homework answers

Unit 11A

ba + ng = bang

ki + ng = king

lu + ng = lung

ga + ng = gang

so + ng = song

lo + ng = long

ru + ng = rung

ri + ng = ring

go + ng = gong

A picture of a **ng** word.

Unit 11B

Day of the week	Weather (picture)
Monday	rain
Tuesday	cloudy
Wednesday	rain
Thursday	sunny
Friday	sunny
Saturday	cloudy
Sunday	sunny

Suggestions

- Discuss onomatopoeic words, e.g. ding, ping, gong. Use the words in a cartoon picture/strip.
- Discuss 'past' and 'present'. Use sang/sing, rang/ring, etc.
- Ask the children to complete a week's diary page, this time filling it with their ideal week (their favourite activities).

Unit 11A

Finish the word sums.

ba + ng =



ki +

= king

+ ng = lung

ga + ng =

so +

= song

+ ng = long

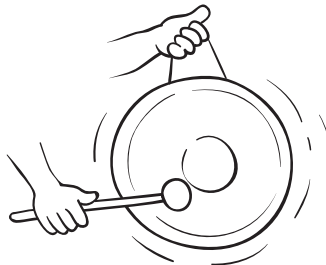
ru + ng =



ri +

= ring

+ ng = gong

Draw a picture of a **ng** word.

Ask someone to write down what they think it is.

Unit 11B

Use the notes to finish the table.

Draw a picture for the weather on each day of the week.

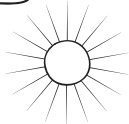
On Monday and Wednesday it rained.


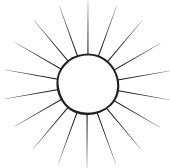


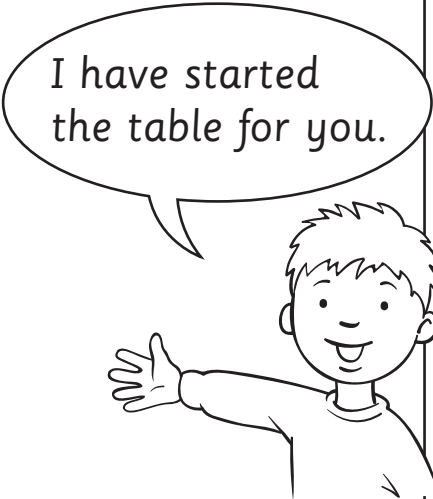
On Tuesday and Saturday it was cloudy.



On Thursday, Friday and Sunday it was sunny.



Day of the week	Weather
Monday	
	
Thursday	
	
Sunday	



Unit 12

cl
fl
sl

Unit 12

cl fl sl

clap flag slim clock
clip clip fan slip flock
club flat slug slick

Making words

Draw a picture for each word.
Write the word next to each picture.

- flag
- clip
- slug
- flan

Choose a cl, fl and sl word.
Write them all in one sentence.

Here's a sentence I made up... A slug eats an apple flan with a clip!
What do you think?

Using words

How many words can you make?

cl	ap
fl	an
sl	at
	ip
	ot

I get it! cl+ip = clip

How many words did you find?
6 is good, 9 is great, 12 is fantastic!

Puzzle corner

Can you find a hidden word in each of these words?
Write the word you have found.

- flap
- plot
- block
- cluck
- slid
- click

Write two more words that have a short word in them.

Targets

- to discriminate, read and spell words with the initial consonant clusters *cl*, *fl* and *sl*
- to identify separate phonemes within words containing clusters in speech and writing
- to segment clusters into phonemes for spelling
- to recognise the critical features of words, e.g. words within words

Word list

clap flag slim clock
clip clip fan slip flock
club flat slug slick

Some other relevant words

clan clog clot click cluck clunk
flap flip flog flop flick fling
slab slam slap slid slit slot slum slack
bled blob blot block
glad glum
plan plod plop plot plug plum plus plank
pluck

Relevant high-frequency words

black blue

Pupil Book answers

Making words

- Child's own picture of a flag, labelled.
 - Child's own picture of a clip, labelled.
 - Child's own picture of a slug, labelled.
 - Child's own picture of a flan, labelled.
- A sentence including a **cl**, a **fl** and a **sl** word.

Using words

clap clan clip clot flap flan flat flip slap slat
slip slot

Puzzle corner

- lap
- lot
- lock
- luck
- lid
- lick

Two more words with a short word in them.

Copymaster/Homework answers

Unit 12A

slam click flop cluck

The table completed with two rhyming words in each column.

Unit 12B

Balloons coloured red – score care howl wind
farm draw word shook.

meat – eat at me

balloon – (three of the following words) ball all
on loo loon on

Suggestions

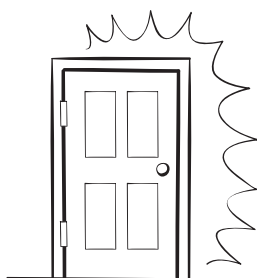
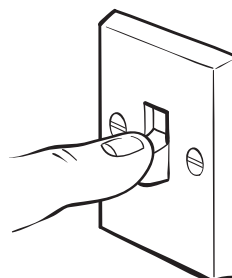
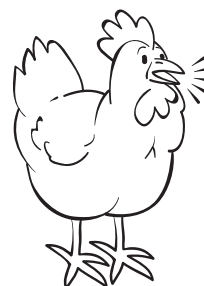
- These words are ideal for many onset and rime games. Build up a bank of onset and rime cards.
- In pairs the children can take it in turns to draw some *cl*, *fl* and *sl* words; their friend can try to write down the word their partner has drawn.
- Give the children short words and ask them if they can make them into longer words (e.g. luck – pluck or cluck).

Unit 12A

Look at the pictures.

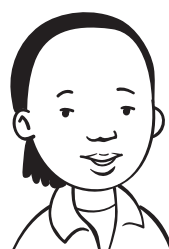
Each picture shows a sound happening.

Match the word of the sound to each picture.

click**flop****cluck****slam****1****2****3****4**

Finish the table.

Add two rhyming words.



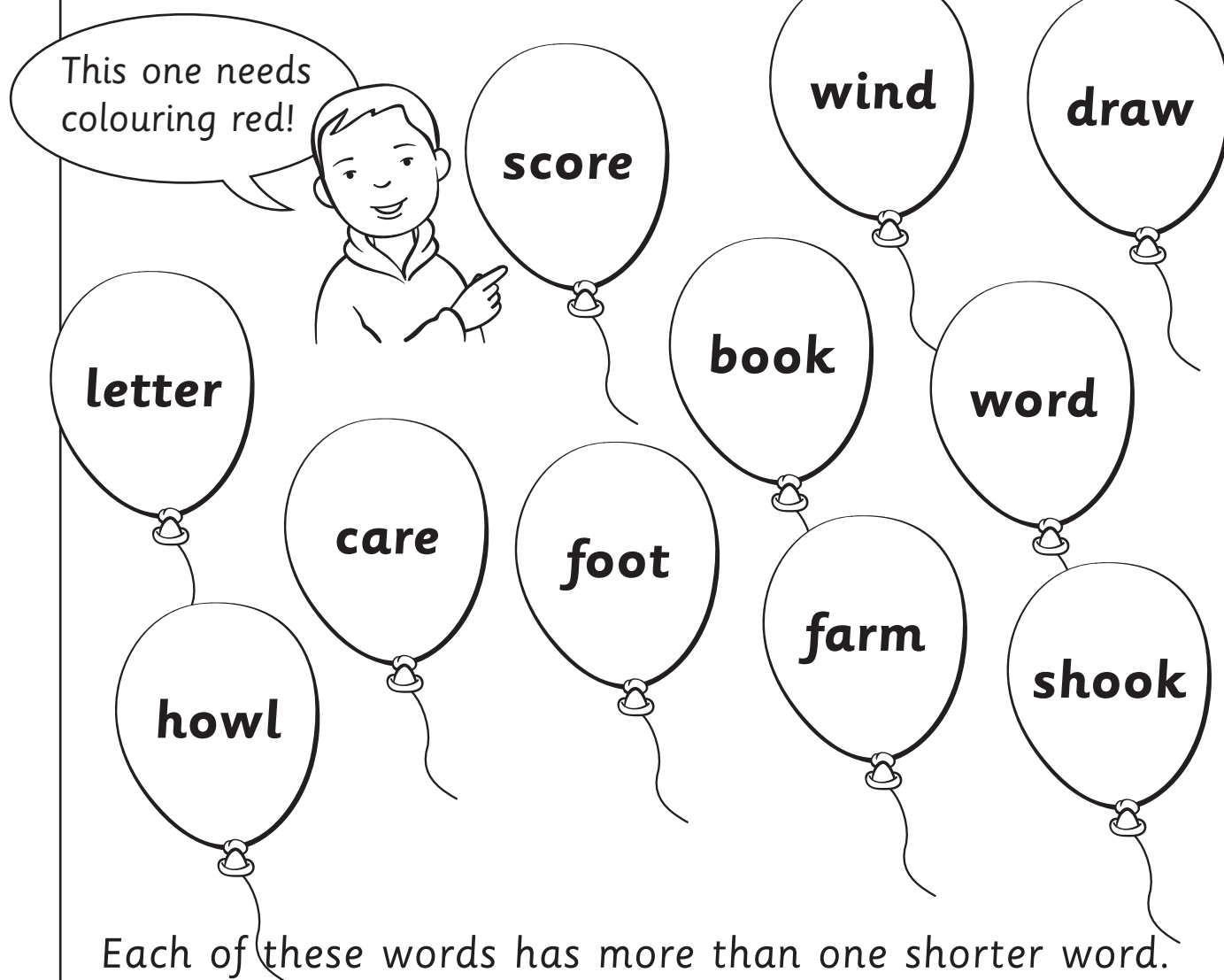
I've done
two for you!

clap	flock	slot	cluck	slick
				stick
	sock			

Unit 12B

Look at the words in each balloon.

Some balloons have a word with a shorter word hidden in them. Colour these balloons red.



Each of these words has more than one shorter word.

Write three short words you can find in each word.

meat

balloon

Unit 13

dr
gr
tr

Unit 13

dr
gr
tr

drip

gran

trip

drag
drip
drum

gran
grin
grip

tram
trap
trip

drink
grill
track

Making words

Draw a picture for each word.
Write the word next to each picture.

- drip
- grin
- trap
- drum

Remember to draw small neat pictures.

Choose a **dr**, **gr** and **tr** word.
Write them all in one sentence.

Here's another sentence!
Gran played a drum on the tram!

Using words

How many words can you make?

dr	ab
gr	an
tr	im
	ip
	ill

I get it! grip = grip

How many words did you find?
5 is good, 8 is great,
10 is all of them.
Well done!

Puzzle corner

Find five **dr**, **gr** or **tr** words in the wordsearch.

d	r	i	p	t
f	t	o	p	r
g	r	a	n	i
s	a	u	m	c
r	p	i	l	k
a	d	r	u	m

Now add an 's' to each word to make it plural.

Plural means more than one thing.
One drip... lots of drips.
I hope this helps!

Targets

- to discriminate, read and spell words with the initial consonant clusters **dr**, **gr** and **tr**
- to identify separate phonemes within words containing clusters in speech and writing
- to segment clusters into phonemes for spelling
- to investigate and learn spellings of words with s for plurals

Word list

drag	gran	tram	drink
drip	grin	trap	grill
drum	grip	trip	track

Some other relevant words

dram drop drug drill drunk
grab grid grim grit grog grub
trim trod trot trick troll truck

crab crag cram crib crop
frog from frill
pram prop prick

Relevant high-frequency words

brother brown from tree green

Pupil Book answers

Making words

- Child's own picture of a drip, labelled.
 - Child's own picture of a grin, labelled.
 - Child's own picture of a trap, labelled.
 - Child's own picture of a drum, labelled.
- A sentence including a **dr**, a **gr** and a **tr** word.

Using words

drab drip drill grab gran grim grip grill trim
trip (trill)

Puzzle corner

drip trick trap gran drum
drips tricks traps grans drums

Copypaster/Homework answers

Unit 13A

- gran
- trick
- drop
- drill

The table completed by adding a **dr**, **gr** or **tr** word, e.g. track trick drum grill gran.

Unit 13B

A picture of each singular item and plural labels completed – flags hats sweets boats cars.

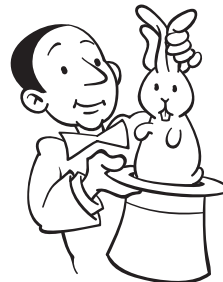
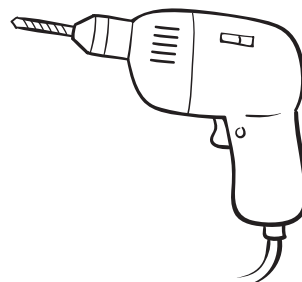
Suggestions

- Build mobiles representing one initial consonant cluster (of the child's choice). Have four labelled pictures hanging from it.
- Write a selection of the words on separate cards and ask the children to sort the cards by onset/rime.
- Give the children a number of plural and singular words – ask them to identify the plural words.

Unit 13A

Look at the pictures.

Match a word to each picture.

drill**gran****drop****trick****1****2****3****4**

Finish the table.

Have at least one **dr**, **gr** or **tr** word in each rhyming family.

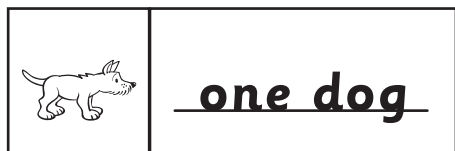
I've done one for you!



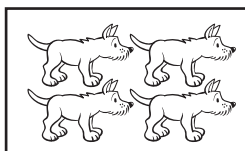
crack	lick	mum	mill	tan
black	brick	slum	frill	man
track				

Unit 13B

Did you know... when
an **s** is added to the name
of an object it means
there is more than one?



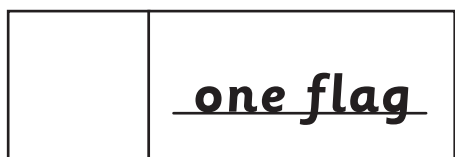
one dog



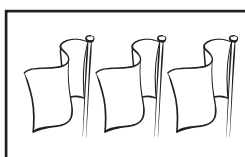
four dogs

Draw the missing objects.

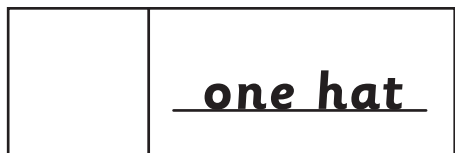
Write the missing plural word.



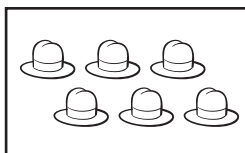
one flag



three



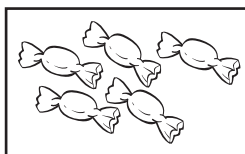
one hat



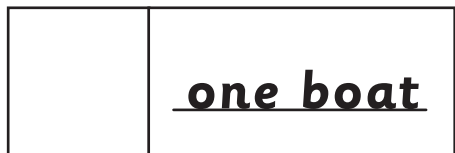
six



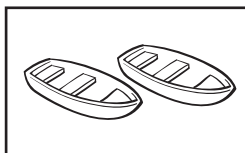
one sweet



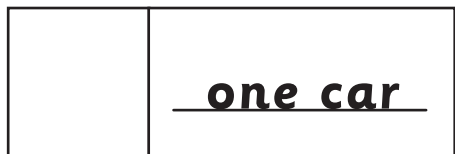
five



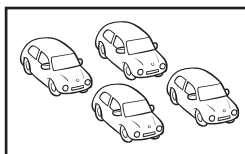
one boat



two



one car



four

Unit 14

nd

Unit 14

nd

band

sand

band
hand
sand

find
kind
mind

bend
send
spend

pound
sound
round

Making words
Write a **nd** word to match each picture.

1 s_____

2 k_____

3 s_____

4 b_____

5 h_____

6 sp_____

Remember the words in the word list will help you.

Draw and label a picture for the word **bend**.

Using words
Use the words to help you write the sentences.

spend land kind found pond wind

- hand rhymes with _____
- bond rhymes with _____
- blend rhymes with _____
- mound rhymes with _____
- find rhymes with _____

Can you find the word in the box that can be said in two ways?

Puzzle corner
Look at these things that happen at school. Write three things about each one.

Playtime	Assembly	Home time
	listening	

How quickly can you do it? I've done one for you!

Targets

- to discriminate, read and spell words with the final consonant cluster **nd**
- to identify separate phonemes within words containing clusters in speech and writing
- to segment clusters into phonemes for spelling
- to explore new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics

Word list

band	find	bend	pound
hand	kind	send	sound
sand	mind	spend	round

Some other relevant words

and land
wind
end fend lend mend tend blend friend
bound found hound mound wound ground
bond fond pond

Relevant high-frequency words

No relevant words.

Pupil Book answers

Making words

- send
- kind
- sand
- band
- hand
- spend

Child's own picture of a bend, labelled.

Using words

- hand** rhymes with **land**
- bond** rhymes with **pond**
- blend** rhymes with **spend**
- mound** rhymes with **found**
- find** rhymes with **kind**

The word in the box that can be said in two ways is 'wind'.

Puzzle corner

Table completed with child's own answers.

Copymaster/Homework answers

Unit 14A

The following labels added to the picture – friend hand hound wind mound.

A sentence about the picture.

Unit 14B

The child chooses four words about the picture and then uses them to write about it.

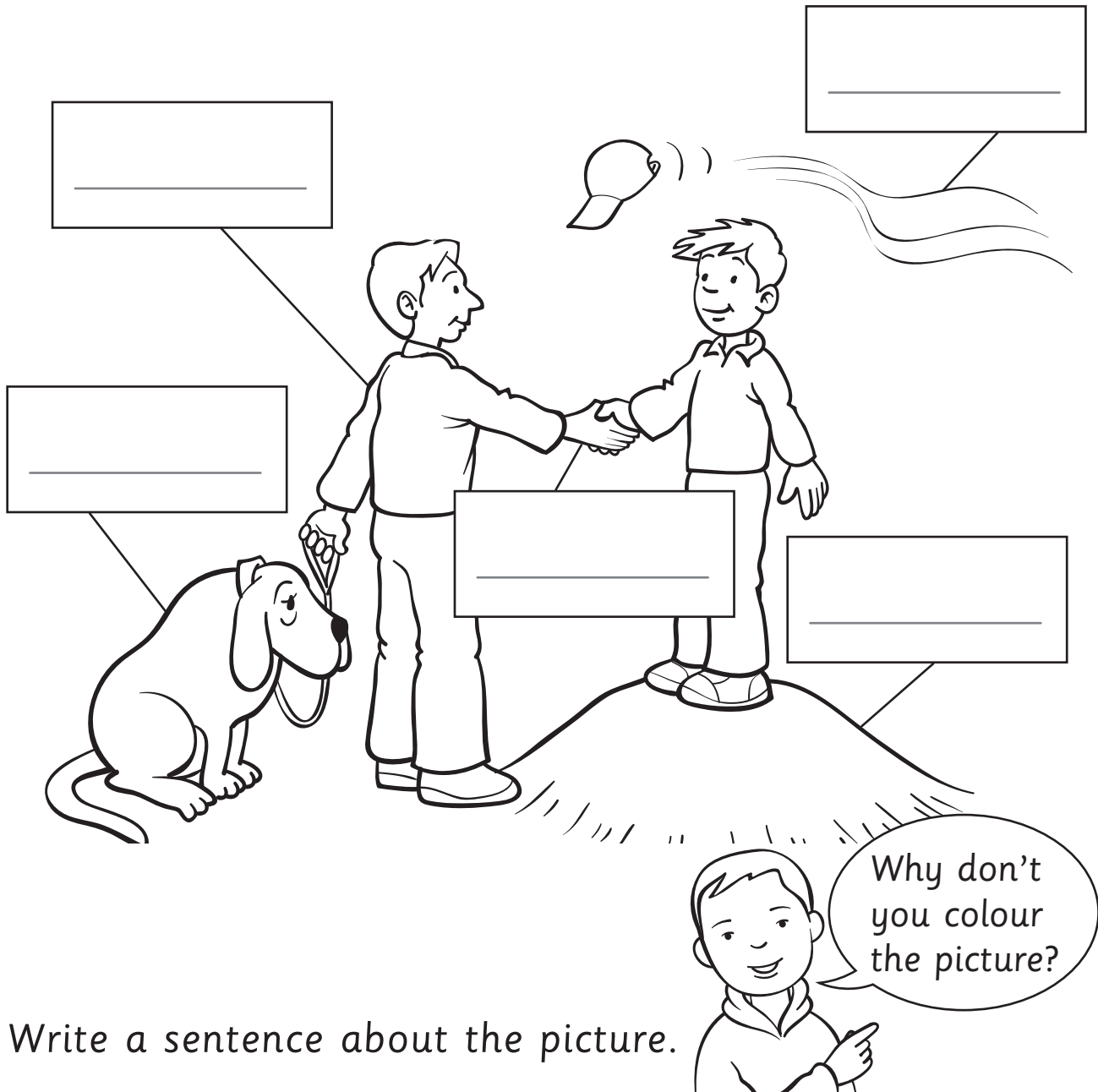
Suggestions

- Ask the children to write a sentence with as many **nd** words as they can. They can then share their sentences.
- Together write as many **nd** words as they can think of. Ask the children to place them in rhyming families. Which **nd** word family is the largest?
- Give the children recent topic headings you have covered in class. Ask them to write five things they associate with the topics.

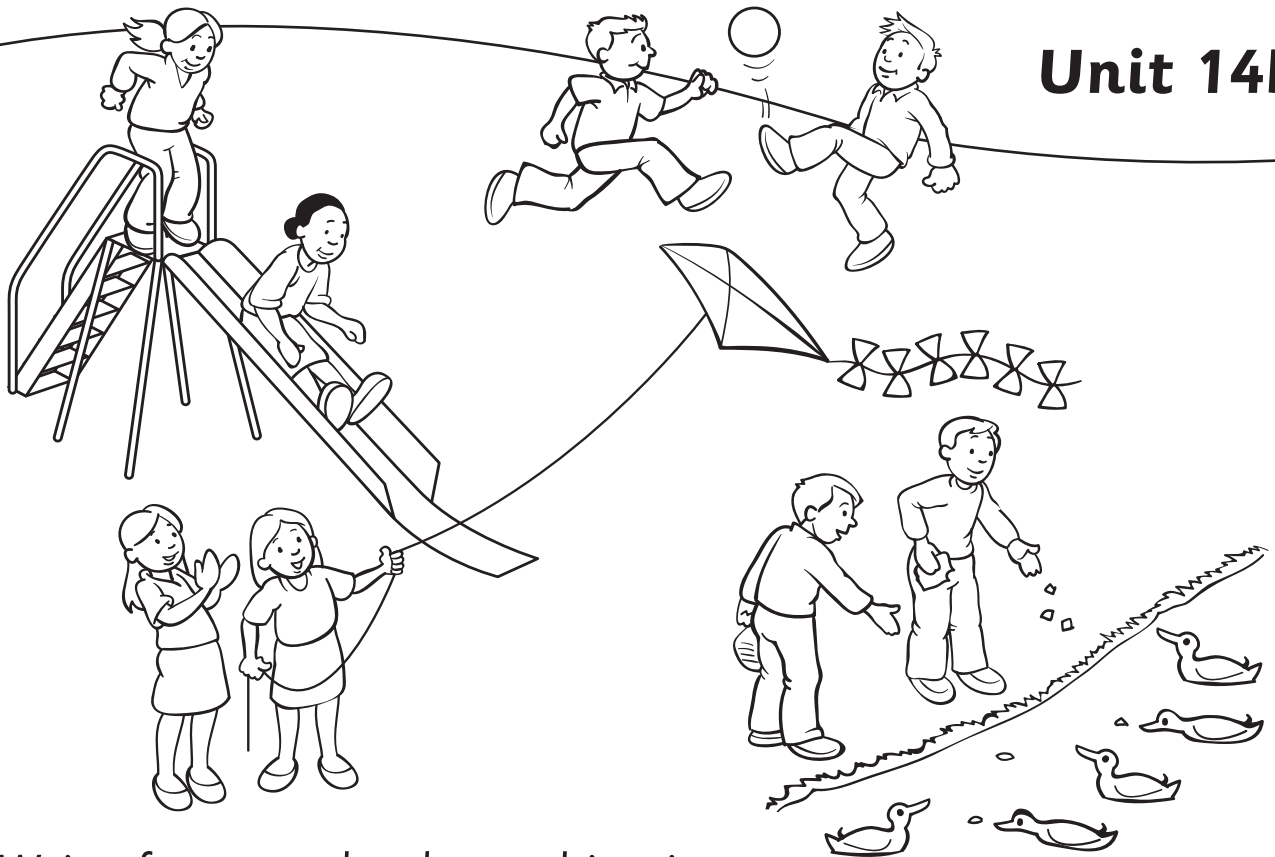
Unit 14A

Add the **nd** words to the picture.

friend hand hound wind mound



Write a sentence about the picture.

Unit 14B

Write four words about this picture.

Is it a fun park?
What are the
children doing?
What is the
weather like?



Now write about the picture.

Try to use all the four words.

Unit 15

st


sp


Unit 15
st
sp


spell


step stem stop nest mist dust spot spell spill stamp stand sting


Making words
Write **st** or **sp** at the beginning of each word.


1  em

2  ot

3  ill

4  op

5  ep

6  amp

Draw a picture of a **st** or **sp** word.

Using words
Sort the balloons into words that rhyme.

nest rust list lost vest fist cost dust

Is there a rhyming pair you can't add another word to?

Can you add one more word to each rhyming pair?

Puzzle corner
Write a short story. It must have each of these words in it. Underline these words in your story.

after castle they have said

Draw a picture to go with your story.

Targets

- to discriminate, read and spell words with initial and final consonant clusters **st** and **sp**
- to identify separate phonemes within words containing clusters in speech and writing
- to segment clusters into phonemes for spelling
- to spell common irregular words

Word list

step	nest	spot	stamp
stem	mist	spell	stand
stop	dust	spill	sting

Some other relevant words

stab stag star stub stun stack
stairs steep steal steam stew stilts stick stink
stock stool stork storm store stump stunt
stunk stuck sty
best pest rest test vest west zest fist cost
lost
bust just must rust
span spat spin spit spun spank spend spent
speck spilt
wasp

Relevant high-frequency words

first just last must sister

Pupil Book answers

Making words

- stem
- spot
- spill
- stop
- step
- stamp

Child's own picture of a **st** or **sp** word.

Using words

nest – vest

rust – dust

fist – list

cost – lost

A further rhyming word added to each rhyming pair.

Puzzle corner

Child's own story and picture with the following words underlined: after castle they have said.

Copymaster/Homework answers

Unit 15A

star split fist wasp

Two **st** words written in a sentence.

Unit 15B

brother	dove	come	should
another	glove	some	could
	love		would

The following words in sentences: brother dove come should.

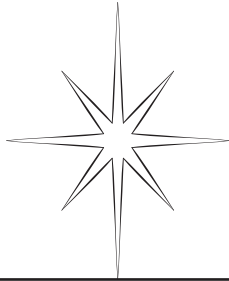
Suggestions

- Act out some of the words in the word list. Ask the children to write down the words they think you are acting. Give them the opportunity to try acting some words, too.
- Challenge the children to find as many different words as they can beginning with **st**.
- Hide the words listed in the *Puzzle corner* in a wordsearch.

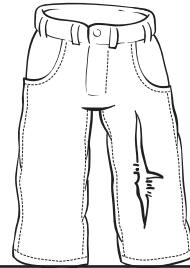
Unit 15A

Finish the word to label the picture.

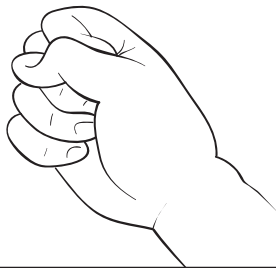
Add **st** or **sp** to the beginning or end of these letters.



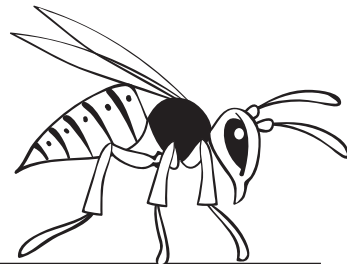
ar



lit



fi



wa

Colour the pictures.

Choose two of these **st** words and write them in a sentence.

pest stew stool stunk just



Unit 15B

Finish the table.

Sort the words into rhyming word families.

another

could

glove

would

love

some



brother	dove	come	should



Can you write the words
brother, dove, come and
should in some sentences?

Unit 16

str





Unit 16
str

strain
string


strap **stray** **strain** **stream**
straw **street** **strict** **stretch**
strip **string** **strong** **stripe**

Making words
Match the word with the picture.

string strong straw stream

1  2 
3  4 

Using words
How many **str** words can you find in the picture?



There are five **str** words in the picture - have you found them all?


Do you need some help with the spellings of the words? Look at the word list!

Write the **str** words you have found.

Puzzle corner
Copy the story. Fill in the missing verbs.

stretched **watched**
strained **walked**

Miss Hutt _____ her class to the hall.
It was their PE lesson. First they _____
then they ran on the spot. Poor Kate _____
a muscle in her foot.
She _____ the rest
of the PE lesson!



34

35

Targets

- to discriminate, read and spell words with the initial consonant cluster *str*.
- to identify separate phonemes within words containing clusters in speech and writing
- to segment clusters into phonemes for spelling
- to investigate and learn spellings of verbs with *ed* (past tense) endings

Word list

strap **stray** **strain** **stream**
straw **street** **strict** **stretch**
strip **string** **strong** **stripe**

Some other relevant words

strain strike struck strung

Relevant high-frequency words

No relevant words.

Pupil Book answers

Making words

- 1 strong
2 stream
3 straw
4 string

Using words

string street strap straw stream

Puzzle corner

Miss Hutt walked her class to the hall.
It was their PE lesson. First they stretched,
then they ran on the spot. Poor Kate strained
a muscle in her foot.
She watched the rest of the PE lesson!

Copymaster/Homework answers

Unit 16A

str + ing = string
str + ay = stray
str + aw = straw
str + ap = strap
str + ong = strong
str + ict = strict
str + eet = street
str + uck = struck
str + eam = stream

A picture of a **str** word.

Unit 16B

walked
kicked
cooked
talked
coloured

Suggestions

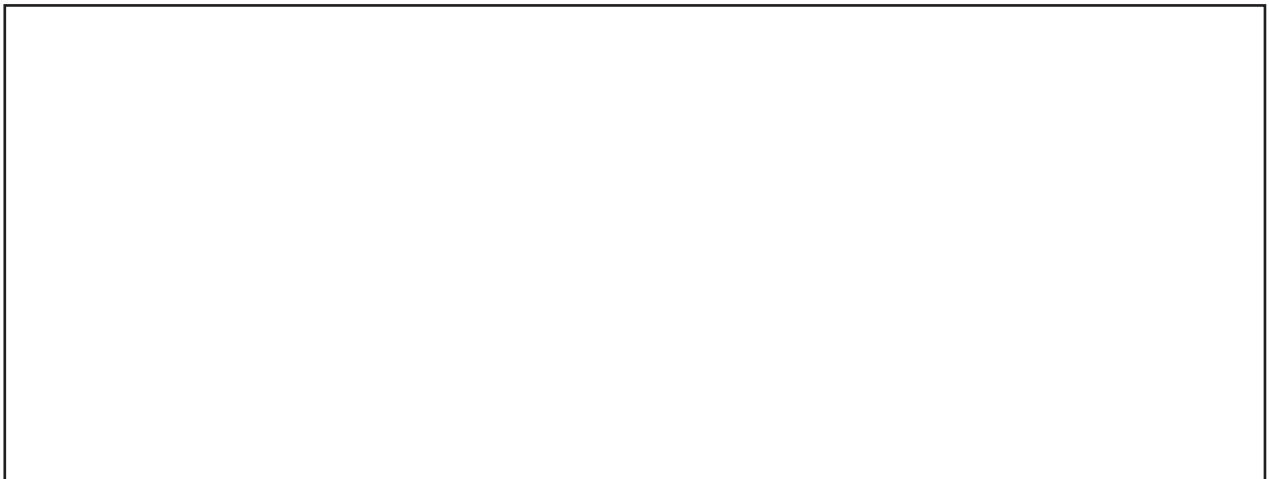
- Ask the children to draw their own picture with at least five *str* words. Ask them to label it with the *str* words they have chosen.
- Discuss the relationship between the past tense and words ending in *ed*.
- Give the children a range of past and present tense words. Ask them to identify the past tense words.
- It may be worth sharing with some children that not all 'past' words are formed by adding *ed*, e.g. spilt, drank, etc.

Unit 16A

Finish the word sums.

str + ing = str + = straystr + aw = str + = strap + ong = strong + ict = strictstr + eet = + uck = struckstr + = streamDraw a picture of a **str** word.

Ask someone to write down what they think it is.



Unit 16B

Remember... when **ed** is added to an action word it means the action has already happened.

jump + ed = jumped



Add **ed** to each of these actions.



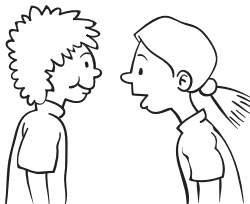
walk + ed =



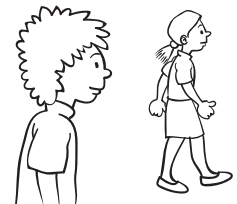
kick + ed =



cook + ed =



talk + ed =



colour + ed =



Unit 17

nk

Unit 17
nk

ink
pink
sink
bank
sank
tank
link
wink
junk
blink
drink
stink

Making words
Write a nk word to match each picture.

Using words
Fill in the gaps.
1 bunk rhymes with _____
2 link rhymes with _____
3 stink rhymes with _____
4 sank rhymes with _____
5 pink rhymes with _____

Puzzle corner
There are five vowel letters. Fill in the table with three-lettered words. Time yourself!

words with a	pad			
words with e	pen			
words with i	tin			
words with o	fox			
words with u	bus			

36
37

Targets

- to discriminate, read and spell words with the final consonant cluster **nk**
- to identify separate phonemes within words containing clusters in speech and writing
- to segment clusters into phonemes for spelling
- to understand the term 'vowel'

Word list

ink	bank	link	blink
pink	sank	wink	drink
sink	tank	junk	stink

Some other relevant words

mink rink
dank lank rank yank
bunk sunk punk stunk
blank drank plank thank

Relevant high-frequency words

pink

Pupil Book answers

Making words

- wink
- pink
- tank
- sink
- bank
- junk

Two sentences, each with a **nk** word.

Using words

- e.g. junk
- e.g. sink
- e.g. drink
- e.g. bank
- e.g. wink

Puzzle corner

Table completed with child's own answers.

Copymaster/Homework answers

Unit 17A

ink
bunk
drank
bank
stunk

A sentence and picture using a **nk** word.

Unit 17B

The vowel letters in the alphabet circled.

bank drink sink step stamp nest straw stream
hand round

A further three words with vowel letters circled.

Suggestions

- How many words can the children find with the **ank** rime?
- Give the children an alphabet. Ask them to highlight the vowel letters.
- Put the children in five groups. Give each group a vowel. Their challenge is to find as many three- and four-letter words with that vowel in as they can. They could use reading books to help them. Which group has found the most words?

Unit 17A

Finish the sentences with the **nk** words.

drank**bunk****stunk****bank****ink**

Tuhil spilt the

on his new coat.



Sam climbed up onto her

bed.

Kim

all his milk.



Jess met her Mum outside the

Hannah thought the pigs



Think of your own sentence using a **nk** word.

Draw a picture of it.

Unit 17B

Circle the five **vowel** letters in this alphabet.

a b c d e f g h i j k l m
n o p q r s t u v w x y z



The vowel letters are **a e i o u**.
 Did you circle the correct letters?

Most words have at least one vowel letter.

Circle the vowel letters in these words.



bank drink sink

step stamp nest

Watch out... some
 words have more than
 one vowel in them!

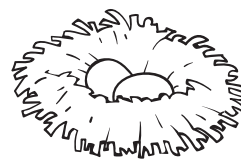


straw

stream

hand

round



Write three words.

Circle the vowel letter in each of your words.

Unit 18

ee

Unit 18

sheep
ee
sweet

tree

bee
see
tree

feed
seed
weed

creep
sheep
sleep

sheet
sleet
sweet

Making words

Finish the labels for the picture.

1 b _ _
2 s _ _
3 w _ _
4 tr _ _
5 sl _ _
6 sh _ _

Can you find one more ee word in the picture? Write the word.

A little help... I'm sure you would like one!

Using words

Sort the words on the flags into rhyming families.

een eep eel

peep green weep been feet

sleep feel peel seen heel

One ee word does not fit into the rhyming families. Which word is it?

Puzzle corner

Match the months to the pictures.

October	December	April	July
1	2	3	4

Choose two more months. Write a sentence about something that happens in each month.

In which month is your birthday?

Targets

- to recognise the common spelling patterns for the long vowel phoneme *ee*; to identify the phoneme in speech and writing; to segment words into phonemes for spelling
- to read on sight (and use) high-frequency words
- to read on sight (and use) familiar words

Word list

bee	feed	creep	sheet
see	seed	sheep	sleet
tree	weed	sleep	sweet

Some other relevant words

fee pee tee wee free

deed heed need reed bleed breed greed speed

beep deep jeep peep seep weep asleep cheep

steep sweep

feet meet fleet street tweet

leek meek peek reek seek week creek

eel feel heel peel reel steel wheel

been keen seen green preen queen screen

breeze freeze squeeze sneeze wheeze

Relevant high-frequency words

been green seen three tree thirteen fourteen

fifteen sixteen seventeen eighteen nineteen

+ months of the year

Pupil Book answers

Making words

1 bee

2 seed

3 weed

4 tree

5 sleep

6 sheet

Hidden word – sweet

Using words

een – green been seen

eep – peep weep sleep

eel – feel peel heel

feet

Puzzle corner

1 December

2 July

3 April

4 October

A sentence each about something that happens in the two months that the child has chosen.

Copymaster/Homework answers

Unit 18A

ee words – tree feet week seed beef

ea words – flea cream team clean read

Odd one out – me

Two further words added to each list.

Unit 18B

1 January

2 August

3 June

4 September

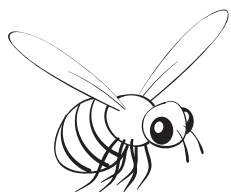
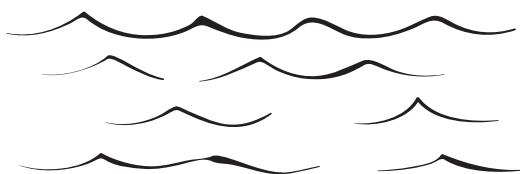
5 November

Suggestions

- The children could build a 'tree' collage, with each branch labelled with a different *ee* word.
- In groups, how many *ee* words can the children find in their reading books? Ask them to organise the words in rhyming families, adding words of their own if necessary.
- Introduce the different spelling patterns the long *e* sound has – *ee*, *ea* (see Copymaster/Homework 18A).
- Having completed the *Puzzle corner* activity, give the children a further four months and ask them to illustrate these with appropriate pictures.

Unit 18A

Say these words aloud.

**bee****sea**

The letters **ee** and **ea** can make the same sound.

Sort the words into the two spelling patterns.

ee words**tree****flea****me****feet****cream****week****team****clean****read****seed****beef****ea words**

Watch out! One word doesn't fit into the spelling patterns.

Circle the odd one out.

Add two more words to each list.



Unit 18B

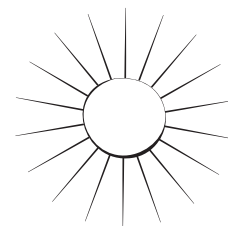
Fill the gap in each sentence with a month.

November January September
August June

- 1 In _____ we go back to
school after the new year.



- 2 In _____ we have a
holiday from school.



- 3 In _____ the leaves and flowers
have all come out.

- 4 In _____ the leaves start
changing colour.



- 5 In _____ it gets dark
soon after school finishes.



Unit 19

ai

Unit 19

ai

aid **nail** **main** **frail**
maid **sail** **pain** **snail**
paid **tail** **rain** **trail**

Making words
Write an **ai** word to match each picture.

1
 2
 3
 4
 5
 6

Choose two **ai** words and write them in a sentence.

Like this... The king's maid was caught in the rain!

Using words
How many words can you make?

m		aid
p		
r	+	ail
t		ain
f		

Here is one to get you started... f + ai = fail

How many words did you find? It is good; 10 is great; 12 is excellent - well done!

Puzzle corner
Copy these words. Draw a line between the words which have the same spelling pattern.

1 fool	glum
2 chimp	dull
3 shop	stop
4 gull	shrimp
5 drum	tool

Targets

- to recognise the common spelling patterns for the long vowel phoneme *ai*; to identify the phoneme in speech and writing; to segment words into phonemes for spelling
- to recognise words by common spelling patterns

Word list

aid	nail	main	frail
maid	sail	pain	snail
paid	tail	rain	trail

Some other relevant words

laid raid afraid
bail fail hail jail mail pail rail wail
gain lain vain brain chain drain grain
stain train

aim maim claim

Relevant high-frequency words

again came name made make take may way
May
Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

Pupil Book answers

Making words

- sail
- pain
- maid
- nail
- rain
- tail

Two **ai** words written in a sentence.

Using words

maid paid raid laid mail pail rail fail main
pain rain lain (fain)

Puzzle corner

- fool – tool
- chimp – shrimp
- shop – stop
- gull – dull
- drum – glum

Copymaster/Homework answers

Unit 19A

ai words	a-e words	ay words
tail	gate	lay
mail	mane	ray
rain	grape	say
maid	lake	sway
brain	cape	day

Odd one out – sty

Unit 19B

The following words need joining with a line:

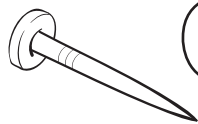
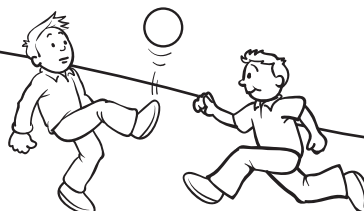
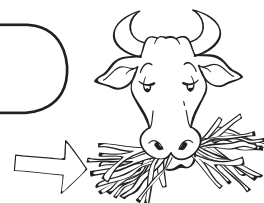
duck – luck tuck
snail – pail frail
hound – pound round
cat – sat mat
toad – road load

Suggestions

- Introduce the different spelling patterns the long *a* sound has – *ai*, *a-e*, *ay* (see Copymaster/Homework 19A).
- In pairs, ask the children to take it in turns to draw some of the *ai* words; their friend has to write down the word their partner has drawn. This could be extended to *a-e* and *ay* words.
- Give the children random spelling patterns and ask them to find another word with the same spelling pattern, e.g. *old*, *ook*, *all*, etc.

Unit 19A

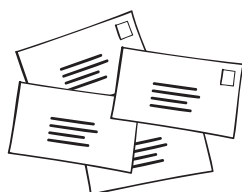
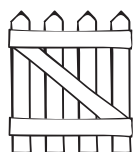
Say these words aloud.

**nail****game****hay**The letters **ai**, **a-e** and **ay** can make the same sound.

Sort the words into the same spelling patterns.

gate**tail****lay****mane****mail****ray****sty****rain****grape****maid****say****brain****sway****day****lake****cape**

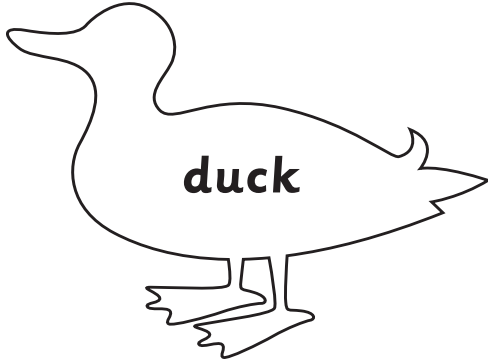
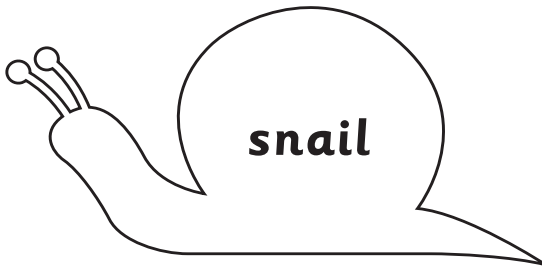
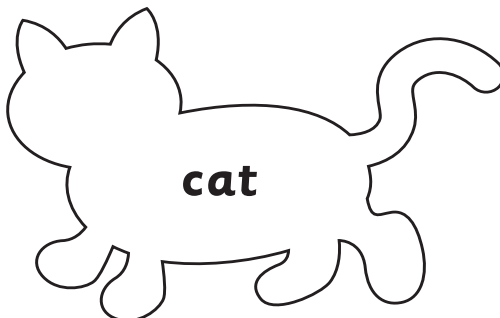
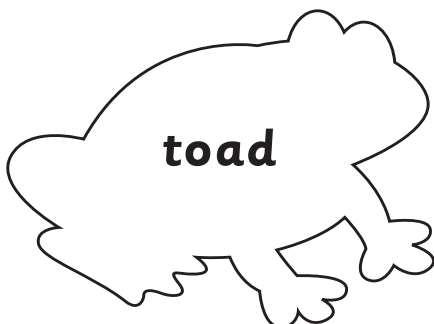
ai words	a-e words	ay words



Watch out! One word
doesn't fit into the
spelling patterns.
Circle the odd one out.

Unit 19B

Draw lines between the animal and the words with the same spelling patterns.

**round****mat****road****luck****sat****frail****tuck****load****pound****pail**

Unit 20

ie
i-e

Unit 20

ie
i-e

bike

lie
pie
tie

bike
hike
like

hide
ride
side

drive
glide
shine

Making words

Write an **ie** or **i-e** word to match each picture.

1

2

3

4

5

6

Say the words **tie** and **ride** out loud.
Can you hear the same sound that the **i** makes in both words?

Using words

Fill the gap in each sentence with a word from the box.

like drive lie hide tie

- I like to pretend to _____ a car.
- I always _____ my sweets from my sister.
- I can _____ my own laces.
- I _____ on my bed.
- I _____ to wear a scarf when it is cold.

Write two sentences, each with a word from the word list.

Puzzle corner

Write your first name.
Circle all the consonant letters in it.
How many consonant letters does it have?

Now write four of your friends' names.
Circle all the consonant letters in each one.
How many consonant letters does each name have?

Who has the most consonant letters in their name?

Consonant letters are all the letters in the alphabet apart from the vowel letters **a, e, i, o** and **u**.

I have a friend called **Meena**.
She has two consonant letters in her name.

Targets

- to recognise the common spelling patterns for the long vowel phoneme *ie*; to identify the phoneme in speech and writing; to segment words into phonemes for spelling
- to understand the term 'consonant'

Word list

lie	bike	hide	drive
pie	hike	ride	glide
tie	like	side	shine

Some other relevant words

die
mike pike spike strike trike
bide tide wide beside bride pride
ice dice lice mice nice rice price slice spice
twice
life wife knife
file mile pile tile vile smile stile while
lime mime time chime crime grime slime
fine line mine nine pine vine wine shrine
spine twine
pipe ripe wipe stripe swipe
rise wise
bite kite mite site white invite
dive five hive live alive arrive
size prize

Relevant high-frequency words

time nine five live by night

Pupil Book answers

Making words

- tie
- hide
- ride
- bike
- pie
- side

Using words

- drive
- hide
- tie
- lie
- like

Two sentences, each with a word from the word list.

Puzzle corner

Child's name with consonant letters circled.

A further four children's names, each with the consonant letters circled.

Copymaster/Homework answers

Unit 20A

ie words	i-e words	igh words	y words
pie	pile	high	spy
lie	bite	thigh	shy
die	wise	night	fly

Odd word out – easy

Unit 20B

Big fish – b c d g h j k l m n p q r s v w

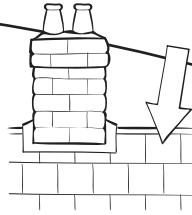
Small fish – a e i o u

Suggestions

- Give the children five words with the above long *i* spelling patterns. Spell three of the words incorrectly. Ask the children to 'mark' your work and put the correct spellings where you have spelt something wrong.
- Introduce the different spelling patterns the long *i* sound has – *ie*, *i-e*, *igh*, *y* (see Copymaster/Homework 20A).
- Ask the children to put the names used in *Puzzle corner* into alphabetical order. Does anyone have a name starting with a vowel?
- Whilst *y* can be classed as a consonant it can also take the place of a vowel. It is sometimes described as a semi-vowel.

Unit 20A

Say these words aloud.

**tie****tile****tight****try**The letters **ie**, **i-e**, **igh** and **y** can make the same sound.

Sort the words into the same spelling patterns.

pile**pie****high****easy****lie****shy****bite****spy****thigh****wise****die****fly****night**

ie words	i-e words	igh words	y words

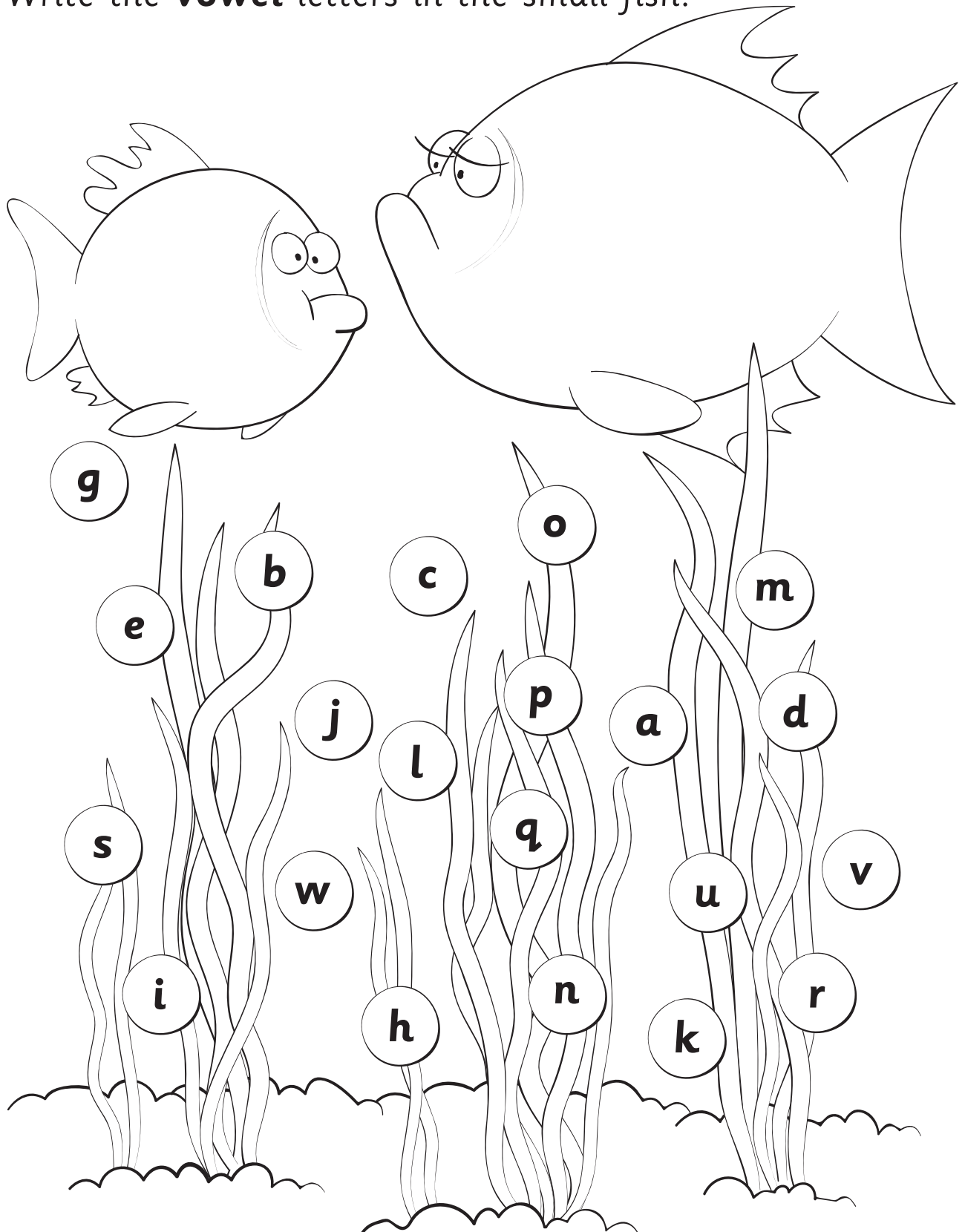


Watch out! One word doesn't
fit into the spelling patterns.
Circle the odd one out.

Unit 20B

Write the **consonant** letters in the big fish.

Write the **vowel** letters in the small fish.



Unit 21

oa

Unit 21

oa

toad

coat

load road toad

coal foal goal

boat coat float

coast roast toast

Making words

Write an **oa** word to match each picture.

1

2

3

4

5

6

Choose two **oa** words and write them in a sentence.

Like this... A brown toad walked up a busy road!

Using words

Write two more words to rhyme with each word.

float	croak	road	cloak
throat	shoal	toad	foal

goat

load

goal

soak

I have done one for you!

Puzzle corner

Find the **oa** words in the wordsearch.

z	m	t	a	l	b
t	o	a	s	t	o
r	a	i	o	h	a
f	n	y	w	a	s
k	f	i	o	a	t
g	r	o	a	n	h

There are five words to find.

Now add **ing** to each word you have found.

Like this... moan + ing = moaning

Targets

- to recognise the common spelling patterns for the long vowel phoneme *oa*; to identify the phoneme in speech and writing; to segment words into phonemes for spelling
- to investigate and learn spellings of verbs with *ing* endings

Word list

load	coal	boat	coast
road	foal	coat	roast
toad	goal	float	toast

Some other relevant words

shoal
 oat goat moat bloat stoat throat
 boast
 oak soak cloak croak
 foam roam
 loan moan groan
 coax hoax
 coach poach roach broach

Relevant high-frequency words

home yellow over

Pupil Book answers

Making words

- road
- goal
- coat
- boat
- foal
- toad

Child's own sentence with two **oa** words.

Using words

goat – float throat
 load – road toad
 goal – shoal foal
 soak – croak cloak

Puzzle corner

toast – toasting
 moan – moaning
 boast – boasting
 float – floating
 groan – groaning

Copymaster/Homework answers

Unit 21A

oa words	o-e words	ow words
toad	hole	throw
moan	home	row
foal	nose	show
coat	joke	snow
soap	doze	mow

Odd one out – flew

Unit 21B

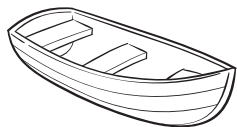
calling
 locking
 combing
 opening
 sleeping

Suggestions

- Introduce the different spelling patterns the long *o* sound has – *oa*, *o-e*, *ow* (see Copymaster/Homework 21A).
- Give the children a range of past and present tense words. Ask them to highlight the present tense words.
- Make a list of the things that are happening in the class at the moment (in the present tense), e.g. listening, working.

Unit 21A

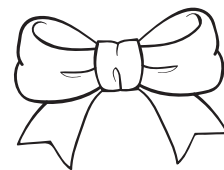
Say these words aloud.



boat

bone

bow



The letters **oa**, **o-e** and **ow** can make the same sound.

Sort the words into the same spelling patterns.

throw



hole

toad

row

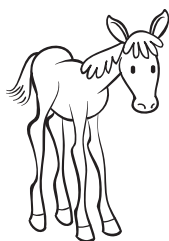
home



moan

show

foal



nose



coat

joke

doze



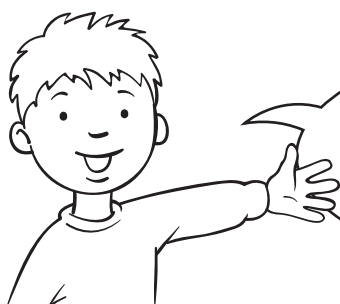
soap

snow

flew

mow

oa words	o-e words	ow words



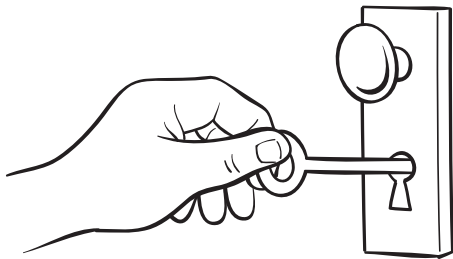
Watch out! One word doesn't fit into the spelling patterns
Circle the odd one out.

Unit 21B

Did you know...
 When **ing** is added to an
 action word it can mean the
 action is happening now.
jump + ing = jumping

Add **ing** to each of these actions.

call + ing =

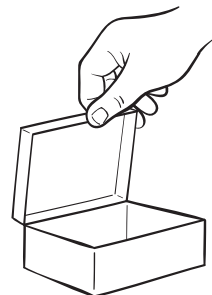


lock + ing =



comb + ing =

open + ing =



sleep + ing =



Unit 22



Unit 22

Using words
Sort the words on the flags into rhyming families.

oom oot oop

room boot hoot zoom root

boom hoop pool loop

One oo word does not fit into the rhyming families. Which word is it?

Puzzle corner
Find the number!
Write the word of the number.

- The number of legs a spider has.
- The number of months in a year.
- One taken away from twenty.
- How old you are.
- The number of letters in the word banana.

ten nine six three one fourteen twenty eight
nineteen four twelve eighteen seven
fifteen eleven sixteen

Making words
Finish the labels for the picture.

1 t _ _ l 4 h _ _ t
2 m _ _ n 5 sp _ _ n
3 b _ _ t 6 r _ _ t

Can you find one more oo word in the picture? Write the word.

A little help... It is used to sweep away rubbish!

Targets

- to recognise the common spelling patterns for the long vowel phoneme oo; to identify the phoneme in speech and writing; to segment words into phonemes for spelling
- to read on sight (and use) high-frequency words
- to read on sight (and use) familiar words

Word list

boot	fool	moon	bloom
hoot	pool	soon	broom
root	tool	spoon	groom

Some other relevant words

coot loot toot scoot
cool school spool stool
noon swoon balloon
gloom
boo coo goo moo poo too woo zoo
food mood brood
coop hoop loop poop droop scoop snoop
stoop swoop
booth tooth smooth

Relevant high-frequency words

good too blue June new
+ numbers to twenty

Pupil Book answers

Making words

- tool
- moon
- boot
- hoot
- spoon
- root

Hidden item – broom

Using words

oom – room zoom boom
oot – boot hoot root
oop – hoop loop
pool

Puzzle corner

- eight
- twelve
- nineteen
- child's age
- six

Copymaster/Homework answers

Unit 22A

oo words	u-e words	ew words	ue words
soon	tune	chew	blue
pool	tube	dew	glue
room	duke	blew	true

Odd one out – wave

Unit 22B

Nazar – one spider six ants eight ladybirds
two flies five fleas.

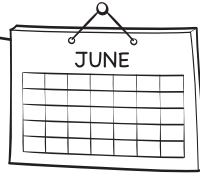
Jay – three spiders ten ants nine ladybirds
four flies seven fleas.

Suggestions

- Ask the children to write a sentence with as many oo words as they can. They can then share their sentences.
- Introduce the different spelling patterns the long u sound has – oo, u-e, ew, ue (see Copymaster/Homework 22A).
- Put together some of the children's number questions from *Puzzle corner* and make them into a class quiz.

Unit 22A

Say these words aloud.



moon

June

new

clue



The letters **oo**, **u-e**, **ew** and **ue** can make the same sound.

Sort the words into the same spelling patterns.



tune

blue

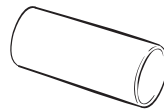
soon

chew

dew

pool

glue



tube

wave

true

room

duke

blew



oo words	u-e words	ew words	ue words

Watch out! One word doesn't fit into the spelling patterns. Circle the odd one out.



Unit 22B

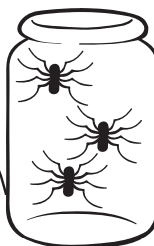
Nazar and Jay have collected some insects.

Write in words how many insects they have collected in each jar.

The number words below might help.



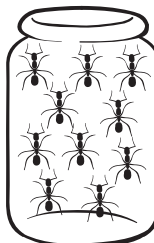
spider



spiders



ants



ants



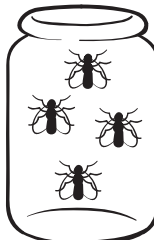
ladybirds



ladybirds



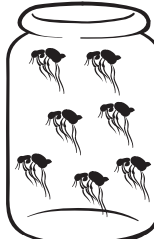
flies



flies



fleas



fleas

- | | | | | |
|-------|---------|---------|--------|--------|
| 1 one | 2 two | 3 three | 4 four | 5 five |
| 6 six | 7 seven | 8 eight | 9 nine | 10 ten |

Pupil Assessments

Assessment notes and answers

Book 1 Pupil Assessment A

Book 1 Pupil Assessment B

Assessment notes and answers

Notes

- There are two assessments: Pupil Assessment A covering Units 1–11 and Pupil Assessment B covering Units 12–22 from the *Pupil Book*.
- Each question represents the spelling focus of a unit.
- The questions the pupil struggles with represent the spelling focus the child needs further work on.
- It is suggested the child does the assessment in a relatively quiet environment.

Answers

Pupil Assessment A

- 1 A word that rhymes with **bat**.
- 2 net
- 3 A picture of an **i** word.
- 4 Two words that rhyme with **jog**.
- 5 bun (circled)
- 6 shop
- 7 lunch
- 8 think
- 9 Two words ending in **ll**.
- 10 dress puff
- 11 A word that rhymes with **ring**.

Pupil Assessment B

- 1 hand
- 2 flag clock
- 3 drip grip trip
- 4 nest – vest fist – mist
- 5 straw
- 6 A labelled picture of a **nk** word.
- 7 Two words that rhyme with **sleep**.
- 8 maid (circled)
- 9 bike hide
- 10 coat
- 11 Two words ending in **oom**.

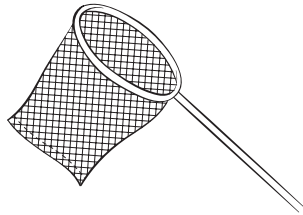
Name: _____

Date: _____

Pupil Assessment A

1 Write a word that rhymes with **bat**.

2 Write an **e** word to match the picture.



3 Draw a picture of an **i** word.

4 Write two words that rhyme with **jog**.

5 Circle the odd word out.

mug

tug

bun

hug

6 Find a **sh** word to answer the clue.

Clue: You can buy things here.

Pupil Assessment A

7 Make a word by adding **ch** at the beginning or end of the letters.

lun

8 th + ink = _____

9 Write two more words that end in **all**.

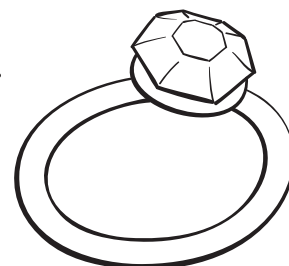
tall

10 Write a **ff** or **ss** word to match the pictures.





11 Write a word that rhymes with **ring**.



Pupil Assessment B

1 This is found at the end of your arm.

_____nd

2 Add **cl**, **fl** or **sl** to match the word with the picture.



_____ag



_____ock

3 Add **dr**, **gr** and **tr** to **ip** to make three words.

dr	+	ip	=	
gr				
tr				

4 Draw lines to join the rhyming words.

nest

mist

fist

vest

5 Find a **str** word to answer the clue.

Clue: Horses lie on it.

Pupil Assessment B

6 Draw and label a picture of a **nk** word.

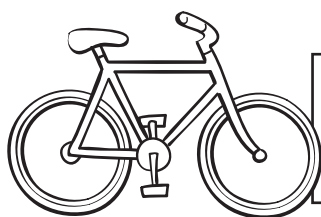


7 Write two words that rhyme with **sleep**.

8 Circle the odd word out.

nail**trail****maid****tail**

9 Add the missing letter to finish the word.

**bi_e****hi_e**

10 You wear this outside in the cold.

__oa__

11 Write two more words that end in **oom**.

room

Look Cover Say Write Check

Unit word lists

**High-frequency (HF)
word lists**

**Look Cover Say Write Check
copymaster**

Look Cover Say Write Check

Unit word lists

The following lists of words from each unit are designed to be photocopied. If required they can be stuck to the photocopiable sheet on page 96 and used as the spelling homework for the week. The words can be split according to the ability of the child, e.g. one child might take home all twelve spellings while another may take just six.

High-frequency words

It is important that the children are very familiar with the high-frequency words. It is crucial they learn to spell them as soon as they are able. As well as having various exercises throughout the scheme we have also included them as lists of spelling/homework words. The words have been listed in groups of six, as logically as possible.

We haven't included in the list colour, month, day and number words as classrooms tend to cover these thoroughly. However, they can be found in exercises throughout the *Pupil Books*.

Unit word lists

Unit 1	Unit 2	Unit 3	Unit 4
dad	bed	big	dog
pad	fed	dig	fog
sad	red	pig	log
fan	beg	bin	hop
man	peg	fin	mop
pan	leg	pin	top
cat	hen	hit	cod
hat	men	pit	nod
mat	ten	sit	rod
band	bent	hill	dad
hand	sent	mill	pad
sand	tent	pill	sad
			fan
			man
			pan
			cat
			hat
			mat
			band
			hand
			sand

88 Spelling Book 1 • Unit w Atlantic Europe Publishing 2012

Learning how to spell words is very important. Use the table below to help.

Name: _____

Word to learn	Cover the word. Say the word.	Cover the word. Write the word. Have you spelt it right?	Cover the word. Write the word. Have you spelt it right?
dad			
pad			
sad			
fan			
man			
pan			
cat			
hat			
mat			
band			
hand			
sand			

96 Spelling Book 1 • Look Cover Say Write Check • © Sarah Lindsay/Atlantic Europe Publishing 2006

Unit word lists

Unit 1	Unit 2	Unit 3	Unit 4
dad	bed	big	dog
pad	fed	dig	fog
sad	red	pig	log
fan	beg	bin	hop
man	peg	fin	mop
pan	leg	pin	top
cat	hen	hit	cod
hat	men	pit	nod
mat	ten	sit	rod
band	bent	hill	lock
hand	sent	mill	rock
sand	tent	pill	sock

Unit word lists

Unit 5	Unit 6	Unit 7	Unit 8
up	shed	chin	the
cup	ship	chip	then
pup	shop	chop	this
fun	fish	chest	that
run	wish	chick	thin
sun	rush	chimp	them
bug	shelf	catch	cloth
jug	shell	lunch	moth
rug	shock	pinch	width
duck	brush	scratch	thing
luck	flash	stitch	thick
suck	splash	switch	think

Unit word lists

Unit 9	Unit 10	Unit 11	Unit 12
ill	cuff	king	clap
hill	puff	ring	clip
mill	stuff	wing	club
bell	hiss	bang	flag
well	kiss	fang	flan
yell	miss	hang	flat
ball	mess	long	slim
doll	dress	pong	slip
gull	press	song	slug
drill	cliff	hung	clock
spell	stiff	lung	flock
smell	sniff	sung	slick

Unit word lists

Unit 13	Unit 14	Unit 15	Unit 16
drag	band	step	strap
drip	hand	stem	straw
drum	sand	stop	strip
gran	find	nest	stray
grin	kind	mist	street
grip	mind	dust	string
tram	bend	spot	strain
trap	send	spell	strict
trip	spend	spill	strong
drink	pound	stamp	stream
grill	sound	stand	stretch
track	round	sting	stripe

Unit word lists

Unit 17	Unit 18	Unit 19	Unit 20
ink	bee	aid	lie
pink	see	maid	pie
sink	tree	paid	tie
bank	feed	nail	bike
sank	seed	sail	hike
tank	weed	tail	like
link	creep	main	hide
wink	sheep	pain	ride
junk	sleep	rain	side
blink	sheet	frail	drive
drink	sleet	snail	glide
stink	sweet	trail	shine

Unit word lists/High-frequency (HF) word lists

Unit 21	Unit 22	HF 1	HF 3
load	boot	an	did
road	hoot	as	dig
toad	root	had	his
		has	if
coal	fool	man	will
foal	pool	ran	with
goal	tool		
		HF 2	HF 4
boat	moon	bed	but
coat	soon	red	jump
float	spoon	help	just
		next	must
coast	bloom	got	much
roast	broom	not	us
toast	groom		

High-frequency (HF) word lists

HF 5	HF 7	HF 9	HF 11
ball	another	again	home
call	brother	came	over
will	been	name	good
pull	seen	made	new
push	three	make	there
should	tree	take	too
HF 6	HF 8	HF 10	HF 12
than	first	may	back
that	just	way	put
their	last	time	pull
them	must	live	took
then	sister	by	boy
these	our	night	from

High-frequency (HF) word lists

HF 13	HF 15	HF 17	HF 19
now	what	would	people
down	when	could	little
how	where	do	laugh
out	school	don't	love
about	first	can't	many
house	girl	some	your
HF 14	HF 16	HF 18	HF 20
water	door	be	half
after	more	here	have
her	or	him	old
over	saw	so	once
one	because	off	very
two	want	who	were



Learning how to
spell words is very
important.
Use the table
below to help.

Name: _____

Word to learn	Cover the word. Say the word.	Cover the word. Write the word. Have you spelt it right?	Cover the word. Write the word. Have you spelt it right?