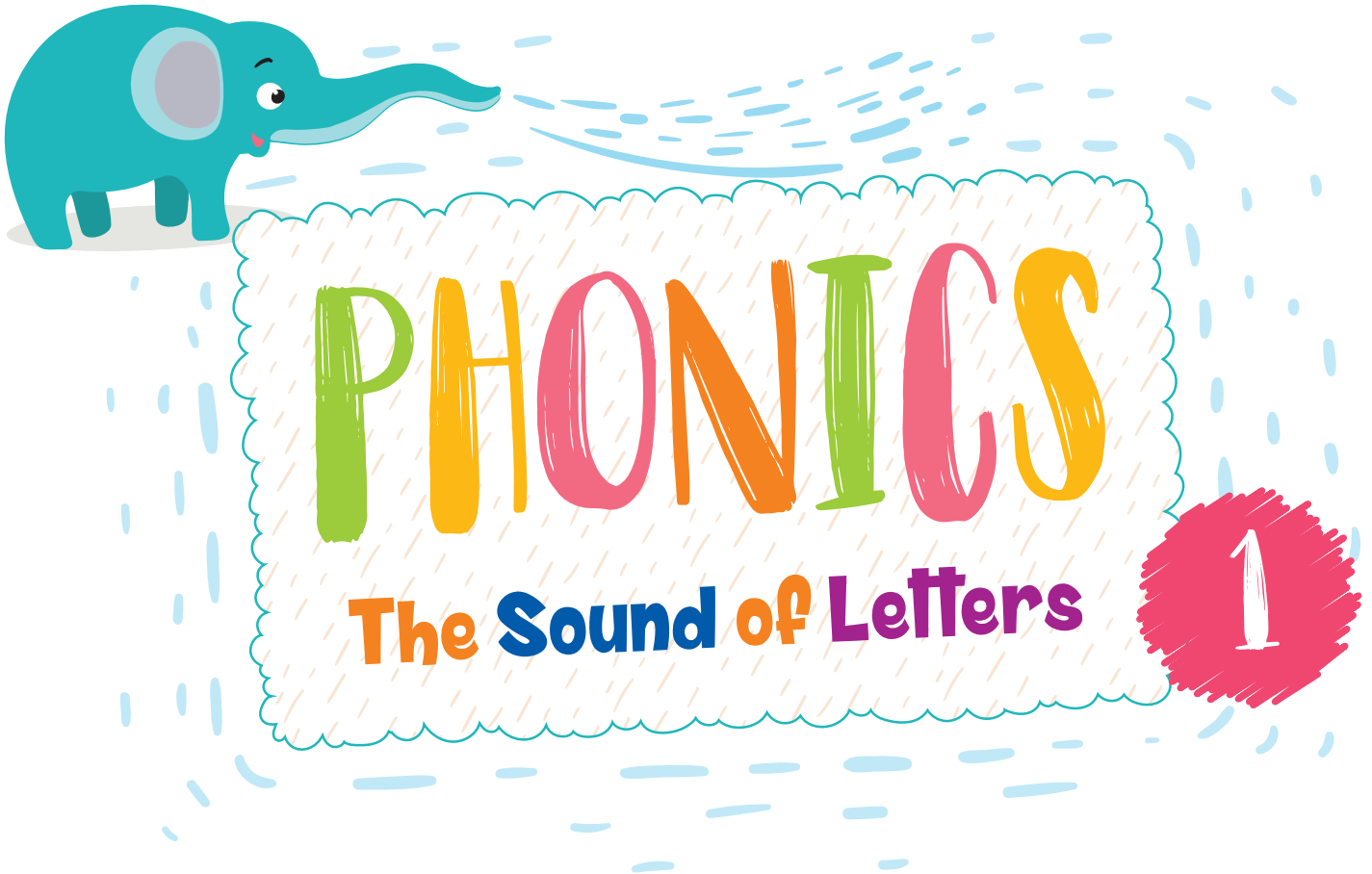


Meets the requirements of the NEP and NCF



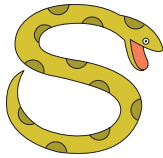
The letter s

Say the letter sound.

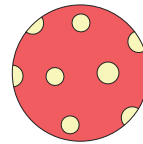
S



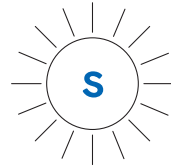
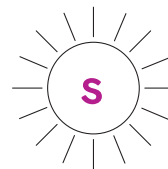
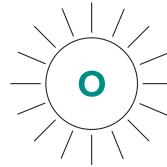
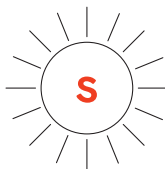
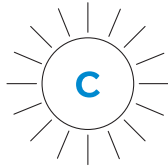
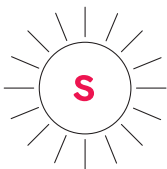
1. Join the letter s to the things that begin with the /s/ sound.



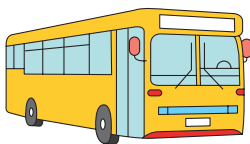
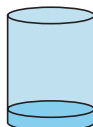
S



2. Colour the suns with the letter s on them.



3. Say each word in sound-talk*. Tick (✓) the box if you hear a /s/ sound at the end of the word.

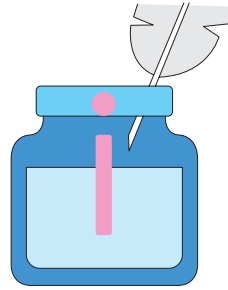
☐☐☐☐☐

*Sound-talk The process of saying each separate sound in a word in the correct order

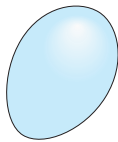
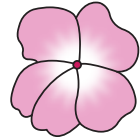
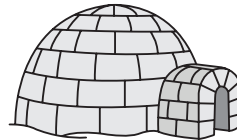
The letter i

Say the letter sound.

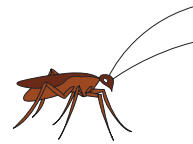
i



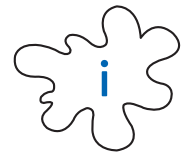
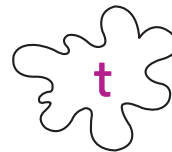
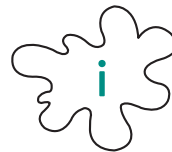
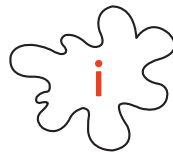
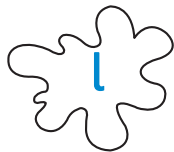
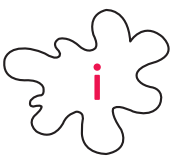
1. Join the letter i to the things that begin with the /i/ sound.



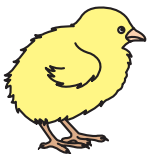
i



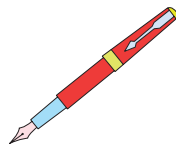
2. Colour the shapes with the letter i on them.



3. Say each word in sound-talk. Tick (✓) the box if you hear an /i/ sound in the middle of the word.

☐

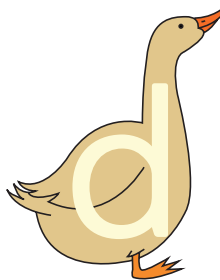
6

☐☐☐☐

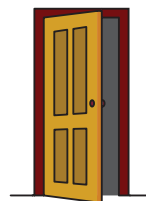
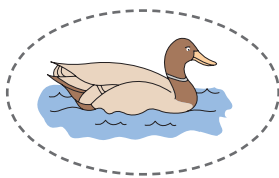
The letter d

Say the letter sound.

d



1. Ring the things that begin with the /d/ sound.



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



did
...

dad
...



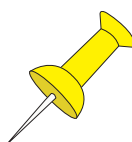
sat
...

sad
...



pad
...

pat
...

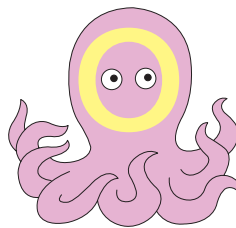


din
...

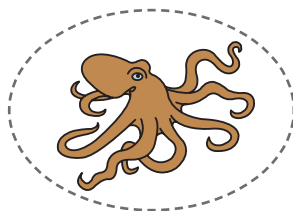
pin
...

The letter o

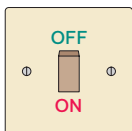
Say the letter sound.



1. Ring the things that begin with the /o/ sound.



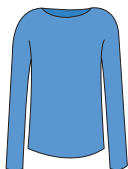
2. Use sound-talk to read each set of words.
Ring the word that goes with the picture.



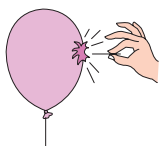
an on not
• • • • •



dog dig dot
• • • • •



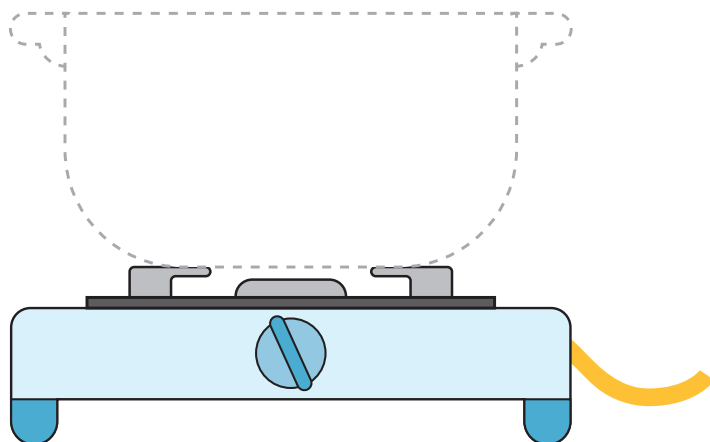
tip top got
• • • • •



pop pod pip
• • • • •

3. Finish the picture to show:

a pot on top



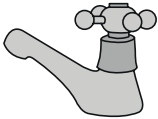
Segmenting* to spell words

1. Say the words in sound-talk. Point to the boxes as you say each sound. Choose the letter needed and write it at the **end** of the word.



d	o	t
---	---	---

t p g



t	a	
---	---	--

t p g



p	o	
---	---	--

t p g



d	o	
---	---	--

t p g

2. Say the words in sound-talk. Point to the boxes as you say each sound. Choose the letter needed and write it in the **middle** of the word.



m	a	n
---	---	---

a i o



d		g
---	--	---

a i o



m		p
---	--	---

a i o



m		p
---	--	---

a i o

*Segment To break a word into its separate sounds in order to spell it

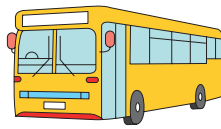
The letter c

Say the letter sound.

C



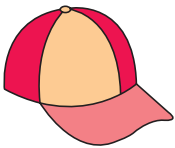
1. Join the letter c to the things that begin with the /c/ sound.



C



2. Use sound-talk to read these words. Join each word to the correct picture.



cot



can



cap

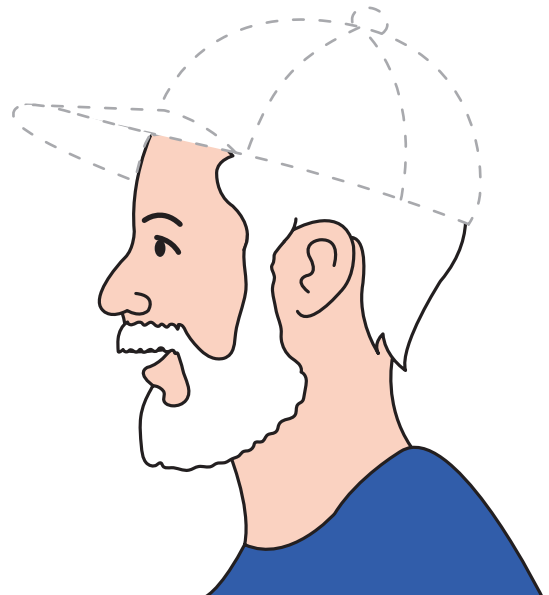


cat



3. Finish the picture to show:

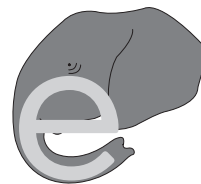
a man in a cap



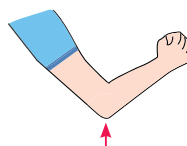
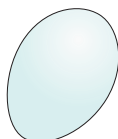
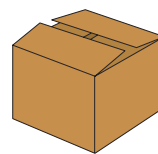
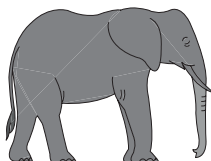
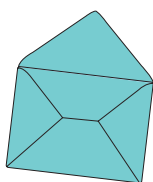
The letter e

Say the letter sound.

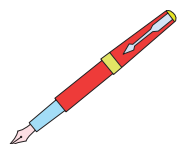
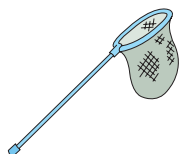
e



1. Ring the things that **begin** with the /e/ sound.



2. Use sound-talk to read these words. Join each word to the correct picture.



net



pen



pin



den



3. Finish the picture to show:

get a pet cat



Reading the tricky words* **the** and **to**

Read the tricky word.

the

1. Match.

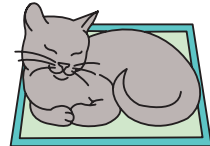


Sid **the** cat

Sid in **the** mud

Sid on **the** rug

Sid in **the** cot



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

to

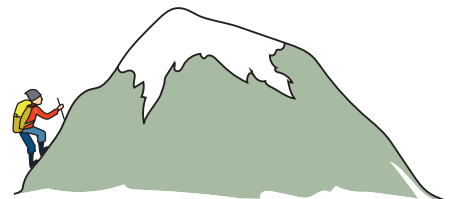
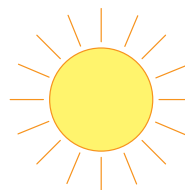
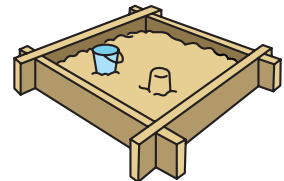
2. Read the signs. Draw a line to show where each sign sends you.

to the top

to the sun

to the mud

to the pit

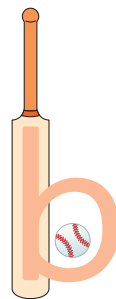


*Tricky words Words that contain a letter or a group of letters that do not follow the usual sound of the letters. For example, in the word 'to', the letter 'o' is not pronounced in the usual way.

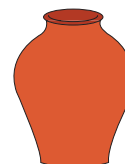
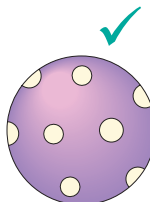
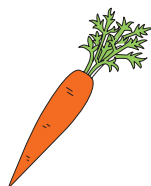
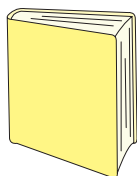
The letter b

Say the letter sound.

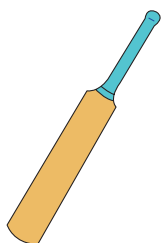
b



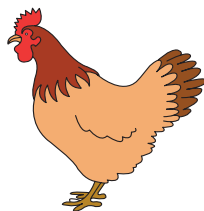
1. Tick (✓) the things that **begin** with the /b/ sound.



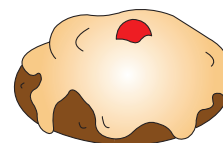
2. Use sound-talk to read each set of words. Ring the word that goes with the picture.



bat bet but



him hem hen



bus beg bun

3. What does the sign point to? Join the dots and colour.

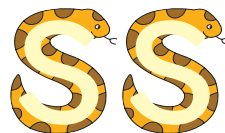
to the
big bus



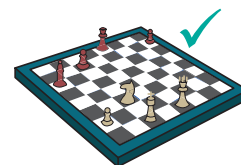
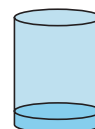
The digraph ss

These two letters make one sound. Say the sound.

ss



1. Tick (✓) the things that end with the /ss/ sound.



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



kit

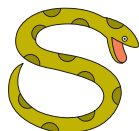
...

kid

...

kiss

..._



hiss

..._

hill

..._

has

...



fuss

..._

fib

...

fill

..._



bud

...

boss

..._

bed

...

3. Colour the spots on Jess's apron to show:

Jess in a mess



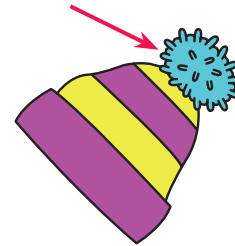
Reading **two-syllable*** words

These words have two parts. Use sound-talk to read each part. Then, put the parts together to read the whole word. Join each word to the correct picture.

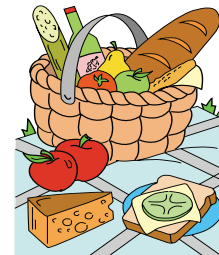
sun|set
● ● ● ● ● ●



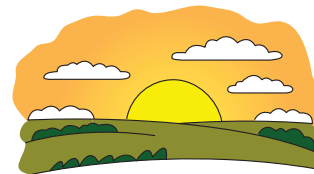
back|pack
● ● — ● ● —



lap|top
● ● ● ● ● ●



pom|pom
● ● ● ● ● ●



pic|nic
● ● ● ● ● ●



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

Glossary

blend

to say the separate sounds in a word and merge them to make the whole word

Blending is the reverse of **segmenting** and is an important skill to acquire when learning to read. **Oral blending** does not involve written words. Instead, the child listens to someone saying the sounds and then blends them together to make the word. It is not necessary to have the word written down in order to do this. **Blending for reading** involves looking at a word, recognising the letters, saying the sounds and then blending them to read the word. This is more complex and at this stage many children will need help. Try saying the sounds aloud as you point to the letters. Then, ask the child to say the whole word.

digraph

a combination of two letters representing one sound (for example, 'ck' in 'kick')

grapheme

a letter or sequence of letters representing a **phoneme** (one of the separate sounds that a word contains)

segment

to break a word into separate sounds in order to spell it

Segmenting is the reverse of **blending** and is a skill that is vital to the process of learning to spell. **Oral segmenting** is breaking words orally into their separate sounds. The child does not need to identify the letters that make those sounds: the focus is simply on saying them. **Segmenting for spelling** involves breaking words up into separate sounds and choosing the letters that make those sounds in order to spell the word. At this stage, the child might not be able to write the letters or words: they could simply find and point to the letters.

sound button

a mark appearing below each letter or **digraph** or **trigraph**, which the child can touch as they say the sound. A dot is used when one letter represents one sound; a line is used when two or more letters represent one sound. **Sound buttons** encourage children to say the sounds of the letters, in order, so they can **blend** them to read words.

sound-talk

the process of saying, in the correct order, each separate sound in a word

tricky word

a word that contains a letter or a group of letters that make an unusual or unfamiliar sound
For example, the words 'go' and 'no' are **tricky words** because the letter 'o' does not correspond to the sound that the children know for this letter. The word 'the' is particularly tricky because none of the letters correspond to their familiar sounds. Children need to learn to read **tricky words** so they do not get stuck on them when reading texts and sentences.

trigraph

a combination of three letters representing one sound (for example, 'igh' in 'night')