

Meets the requirements of the NEP and NCF



Reading words ending with -est

This two-part word has **-est** added on the end. Use sound-talk to read the word.
Be careful. The **-est** ending is not said exactly the way you sound-talk it.

softest

Ring the correct picture.

the brightest star



the greenest hill



the sharpest point



the smoothest string



the darkest hair



the shortest tail



When we add **-est** to a describing word, like 'soft', to form 'soft**est**', the **-est** at the end is pronounced more like **ist**. This is not true for 'best' as it is not formed by adding **-est** to the word 'good'.

The digraph ir

These two letters together make the /ur/ sound. Say the sound.

ir



bird

1. Use sound-talk to read each pair of words. Draw a line under the digraph **ir**.
Ring the word that goes with the picture.



girl

sir

13

thirst

thirteen



stir

shirt



Thursday

birthday

2. Read each question. Tick (✓) the correct answer.

What has a beak and chirps?

a girl ☐

a boy ☐

a bird ☐

What has arms and buttons?

a skirt ☐

a shirt ☐

shorts ☐

What do people do with a spoon?

speak ☐

count ☐

stir ☐

What can be found on the ground?

dirt ☐

firm ☐

birthday ☐

Spelling the tricky words **some** and **come**

Read the tricky word. Look at the tricky parts (in red).

some

1. Look at the pictures. Write the tricky word **some** and the other missing word to complete the text under each picture.



some steam



crayons



The digraph aw

These two letters together make the /or/ sound. Say the sound.

aw



seesaw

- Use sound-talk to read each pair of words. Draw a line under the digraph **aw**.
Tick (✓) the word that goes with the picture.



shirt

shawl



saw

jaw



spray

straw



drawing

dawn

- Look at the pictures and say the words in sound-talk. All the words have an /or/ sound that is spelt **aw**. Fill in the letters needed to complete each word.



y	aw	n
---	----	---

d		
---	--	--



c		
---	--	--

j				
---	--	--	--	--



The split digraph a-e

These two letters together make the /ai/. Say the sound.

a-e



cake

1. Use sound-talk to read each pair of words. Draw a line to join the two letters in the split digraph **a-e**. Ring the word that goes with the picture.



gate

gaze



crate

craze



fame

flame

cornflakes milkshake

milkshake

2. Look at the pictures and say the words in sound-talk. All the words have an /ai/ sound that is spelt **a-e**. Fill in the letters needed to complete each word.



g	a	m	e
---	---	---	---

A number line with five boxes. An arrow points from the third box to the fifth box, indicating a jump of 2 units.

A horizontal number line is shown with tick marks labeled 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. A curved arrow starts at the tick mark for 3 and points to the tick mark for 5.

A horizontal number line with five empty square boxes. An arrow starts at the top of the third box and points to the top of the fifth box, indicating a jump of 2 units.

Spelling the tricky words **there** and **were**

Read the tricky words. Look at the tricky parts (in red).

there

were

1. Write the tricky words **there** and **they** to complete each sentence.

"Oh look, _____ is a cave," the children said.

"What is in _____?" _____ said.

_____ went and looked inside.

_____ was a dragon in _____.

"What are you doing _____?" _____ asked.



Alternative pronunciation of ow /oa/

The grapheme **ow** makes the /ow/ sound in words like **cow**, but it makes the /oa/ sound in words like **snow**. Say both sounds.



cow



snow

1. Read the words. Think about the correct sound for the grapheme **ow** in each word. Ring the word if the grapheme **ow** makes the /oa/ sound as in **snow**.

throw show tower slow blow
powder down crowd low shadow

2. Think of the words to complete the sentences. Say the words in sound-talk. All of the words have an /oa/ sound that is spelt **ow**. Fill in the letters needed to complete each word.

I want my flowers to

g r ow.



I saw a whole

_____.



The water began to

_____.



Who opened the

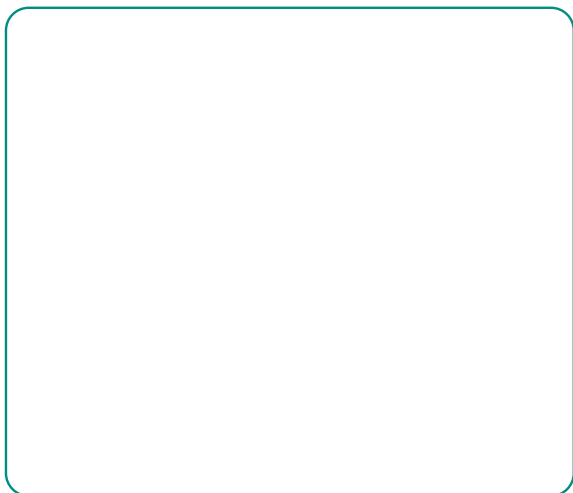
_____?



Read the tricky word. Look out for the tricky part (in red).

different

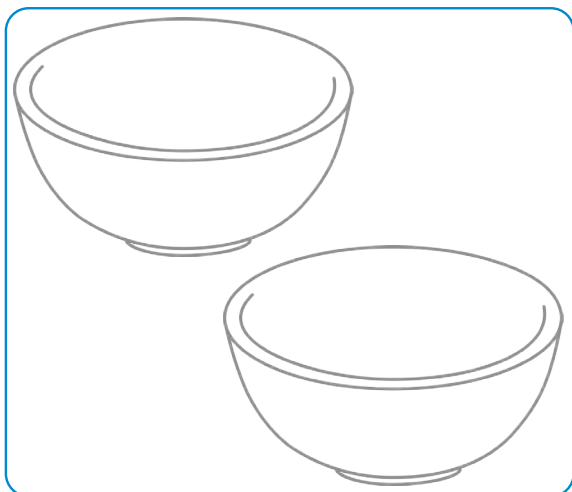
2. Read and draw.



Draw two different shapes.



Draw a different sort of cake.



Make the bowls look different.

Alternative pronunciation of a /o/

The grapheme **a** makes the /a/ sound in words like **map**, the /ai/ sound in words like **paper** and the /o/ sound in words like **wash**. Say the three sounds.



map



paper



wash

1. Read the words. Think about the correct sound for the grapheme **a** in each word. Ring the word if the grapheme **a** makes the /o/ sound as in **wash**.

was

wasp

snap

wand

washing

swan

stand

swap

scrap

squash

2. Read the questions and the possible answers. Fill in **what**, **want** or **wash** to complete each question. Ring the correct answer.

_____ What _____ do I like to eat?

soap

paper

jelly

_____ can fly in the sky?

a wand

a wasp

a sheep

_____ do you _____ for dinner?

stone

swap

soup

_____ do you _____ in water?

bread

mountain

hands

Reading the tricky words friend and through

Read the tricky words. Look out for the tricky parts (in red).

friend

through

1. Read the two sentences and look at the picture. Tick (✓) the sentence that goes with the picture.



Julie had a friend called Sophie.

☐

Julie had a friend called Harry.

☐

Annie the ant met her friend
Billy the butterfly.

☐

Annie the ant went to find
her friend Wendy the wasp.

☐

2. Read each sentence and the two words after it. Fill in the word that makes sense in each sentence.

Be careful! A _____ flew through the window.

wasp

wash

He couldn't get through the _____.

hole

howl

A plane flew through the _____.

sky

sly

She looked through the _____.

washing

window