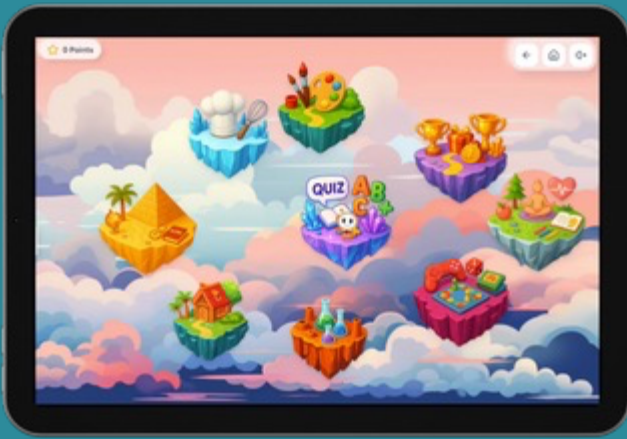


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Blending Blitz - Year 1

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BLENDING BLITZ

Four steps to read a word

1

LOOK

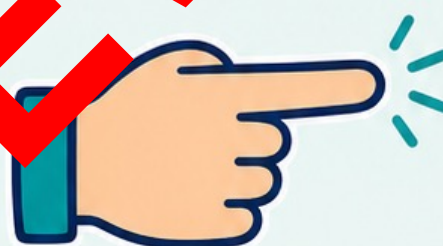
Notice letters and sound chunks.



2

POINT

Point to each sound from left to right.



3

SWEEP

Say the sounds smoothly and join them.



4

CHECK

Read the whole word. Does it make sense?



m • a • p



map

sh • i • p



ship

f • r • o • g



frog

SOUND BUTTONS



One marker for one sound.



Underline letters that spell one sound.

map



ship



frog



train



Point.

Say.

Sweep.

Read.

COMMON VOWEL SOUND FAMILIES

A



cat

rain

play

E



hen

seed

beach

I



pig

kite

light

O



log

boat

home

U



sun

cube

tune

Every syllable has a vowel sound.

LETTERS CAN REPRESENT DIFFERENT SOUNDS

a

cat • any



u

sun • put • use



ea

beach • bread



ow

snow • cow



oo

moon • book



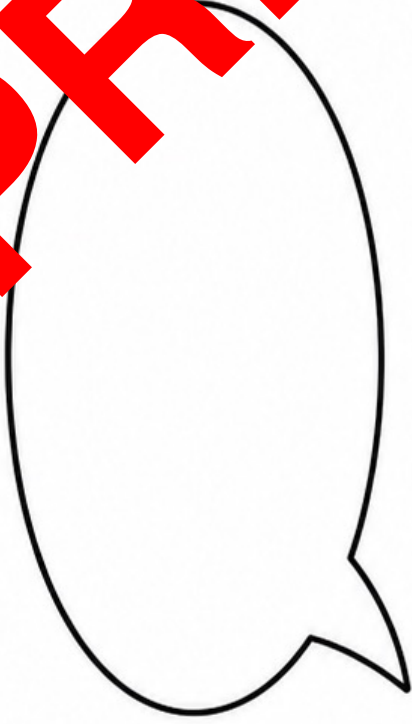
Say the whole word. Listen for the vowel sound.
Use the sentence and meaning to help.



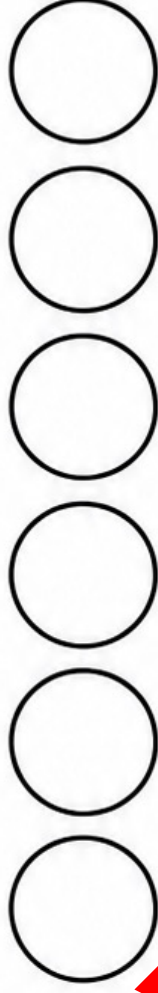
SAY • TAP • WRITE • READ

Name: _____ Date: _____

1 SAY the word

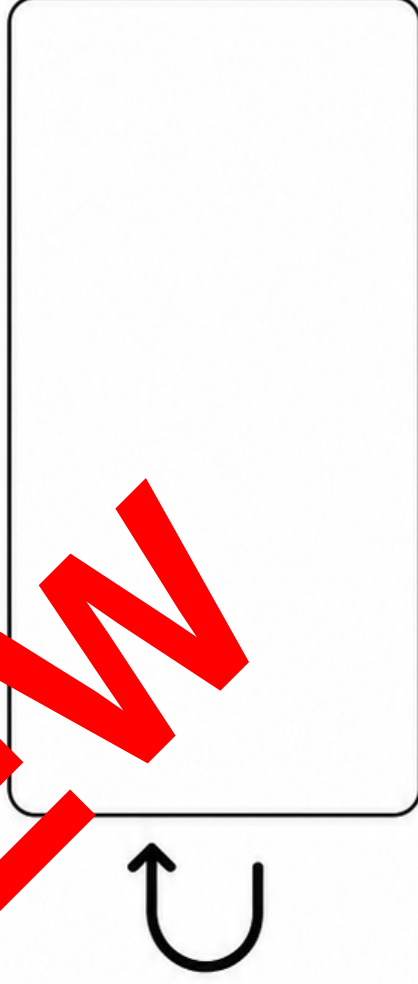


2 TAP each sound



3 WRITE the word

4 READ again



PREVIEW

(((SOUND SWEEP MAT – 3 OR 4 SOUNDS)))

(((Say each sound. Sweep. Read the whole word.)))

SOUND SWEEP MAT – 5 OR 6 SOUNDS

PREVIEW

Use only the boxes you need.

BLEND AND CHECK – WORD CARDS 1

m • a • p

s • u • n

j • e • t

d • o • g

f • i • n

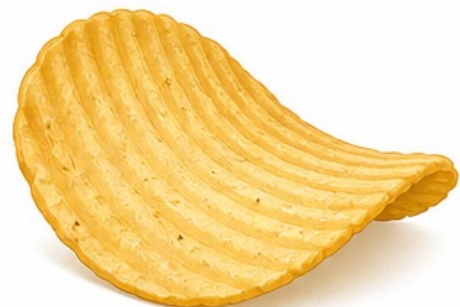
c • a • t

sh • i • p

ch • i • p

PREVIEW

BLEND AND CHECK — PICTURE CARDS 1



BLEND AND CHECK — WORD CARDS 2

th • i • n

f • i • sh

f • l • a • g

f • o • g

c • a • p

s • t • e • p

n • e • s • t

m • i • l • k

PREVIEW

BLEND AND CHECK — PICTURE CARDS 2



BLEND AND CHECK – WORD CARDS 3

b • r • u • sh

c • l • o • ck

t • r • ai • n

l • ai • n

s • ee • d

b • oa • t

m • oo • n

p • l • ay

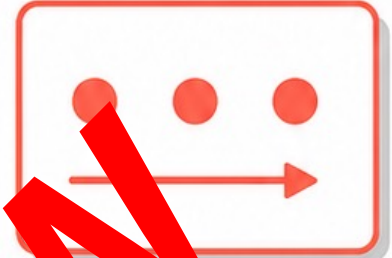
BLEND AND CHECK — PICTURE CARDS 3



SEGMENTED WORD CARDS

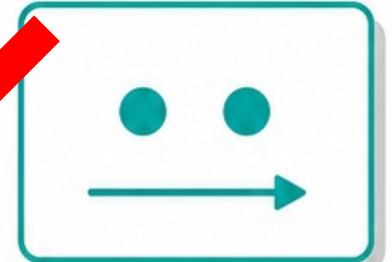
TIER 1

Short-vowel words.
Point to each sound,
sweep, read.



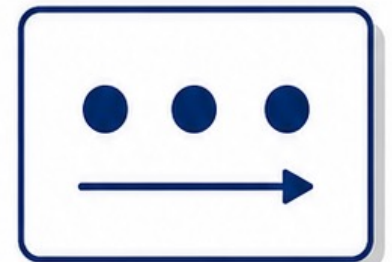
TIER 2

Digraphs.
Two letters can spell
one sound.



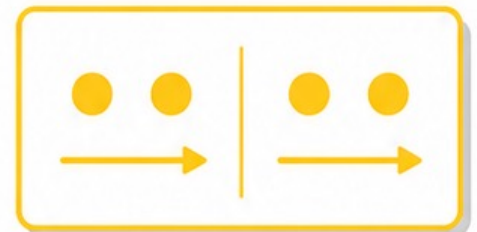
TIER 3

Consonant blends.
Say every sound.



TIER 4

Two-syllable words.
Blend each syllable,
then join them.



Use for partner reading, sorting, memory
or a quick check.



TIER 1 — SHORT VOWELS

m·a·p



s·u·n



j·e·t



d·o·g



f·i·sh



c·a·t



TIER 2 — DIGRAPHS

sh • i • p

ch • i • p

th • i • n

f • i • sh

r • i • ch

m • u • ch

PREVIEW

TIER 3 — CONSONANT BLENDS

f • r • o • g

c • l • a • p

s • t • e • p

n • e • s • t

b • r • u • sh

c • l • o • ck

PREVIEW

TIER 4 — TWO SYLLABLES

pic | nic



sun | set



rab | bit



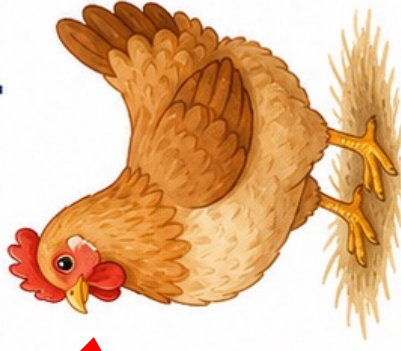
muf | fin



rock | set



chick | en



ADD A SOUND

1

Say the first word.



2

Add the sound.



3

Say the new word.



top

+

/s/

=

stop



Cut apart the cards.
Match each instruction card
to its new-word card.



ADD A SOUND — SET 1

Add /s/ to cat

Add /p/ to in

Add /c/ to lip

Add /t/ to rain

Add /f/ to arm

Add /g/ to old

sat

pin

clip

train

farm

gold

ADD A SOUND — SET 2

Add /m/ to ice

mice

Add /b/ to ball

ball

Add /s/ to top

stop

Add /g/ to row

grow

Add /p/ to lay

play

Add /t/ to wig

twig

TAKE AWAY A SOUND

1

Say the first word.



2

Take away the sound.



3

Say the word that remains.



train - /t/ = rain



1

Say the first word.



2

Take away the sound.



3

Say the word that remains.



train

rain



Cut apart the cards.
Match each instruction card
to its remaining-word card.



TAKE AWAY A SOUND — SET 1

1

Take /s/ from sat

2

Take /p/ from pin

3

Take /c/ from clip

4

Take /t/ from train

5

Take /f/ from farm

6

Take /g/ from gold

at

in

lip

rain

farm

old

TAKE AWAY A SOUND – SET 2

Take /m/ from **m**ice

Take /b/ from **b**all

Take /s/ from **s**top

Take /g/ from **g**row

Take /p/ from **p**lay

Take /t/ from **t**wig

ice

all

top

row

lay

wig

SWITCH ONE SOUND

1

Say the first word.



2

Change only the named sound.



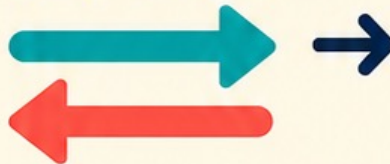
3

Say the new word.



map

change
/m/ to /t/



tap



Cut apart the cards.



Match each instruction card to its new-word card.

SWITCH ONE SOUND – SET 1

map: /m/ to /t/

sun: /s/ to /t/

jet: /j/ to /p/

dog: /d/ to /l/

fin: /f/ to /p/

cat: /c/ to /h/

tap

fun

pet

log

pin

hat





SWITCH ONE SOUND – SET 2



ship: /sh/ to /ch/

nest: /n/ to /p/

brush: /b/ to /c/

clock: /c/ to /f/

rain: /r/ to /m/

boat: /b/ to /g/

chip

pest

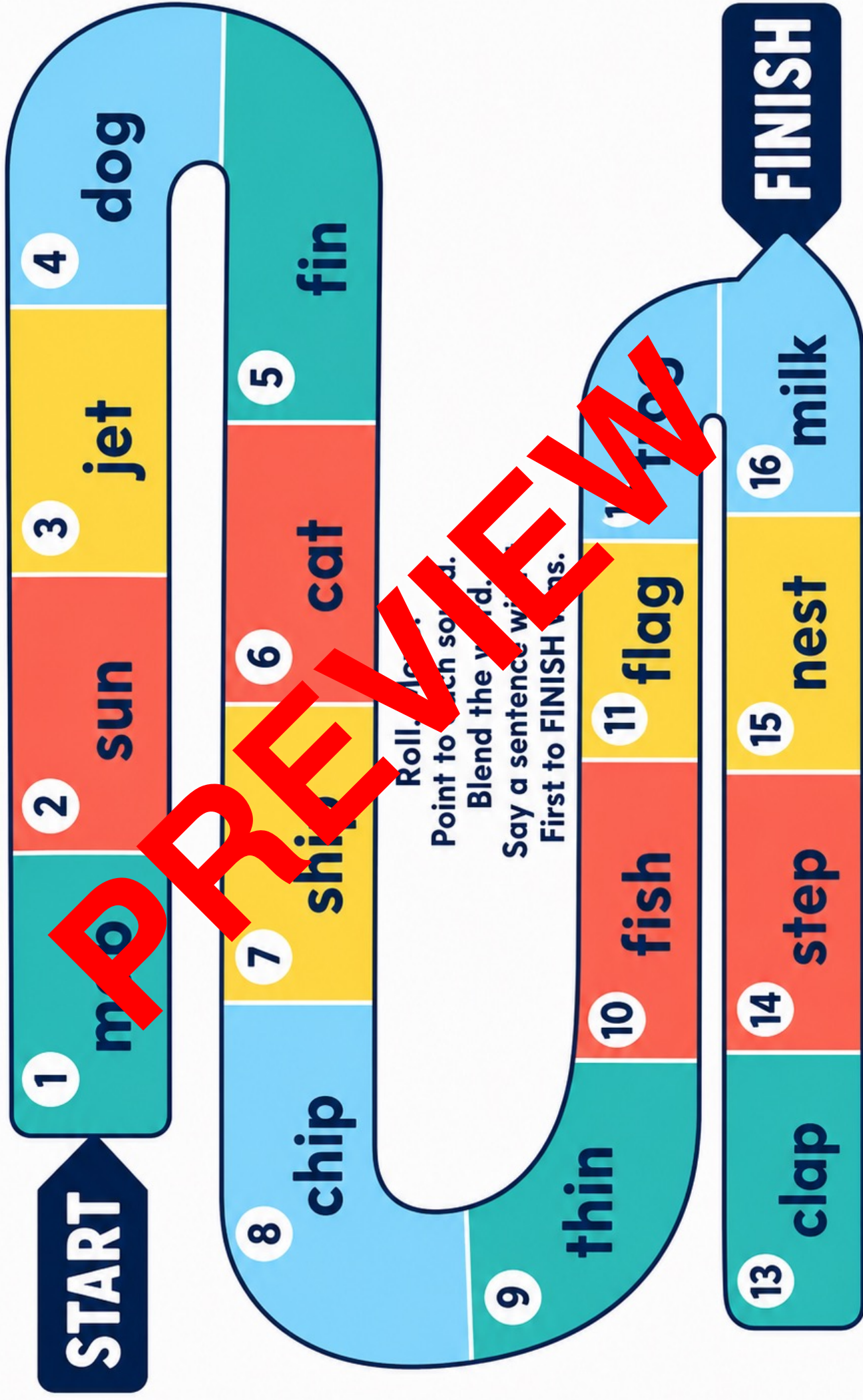
crush

flock

main

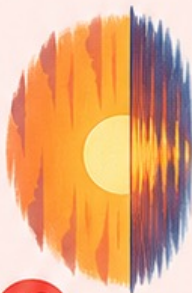
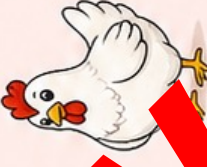
goat

BLENDING BLITZ — CORE GAME



BLENDING BLITZ — EXTENSION GAME

START →

1  brush	2  clock	3  train	4  rain	5  seed	6  boat
12  picnic	11  sleep	10  coat	9  feet	8  play	7  moon
13  sunset	14  rabbit	15  muffin	16  chicken	FINISH →	

Roll. Move.
Blend the word.
For two syllables, blend each part and join them.
First to FINISH wins.



BLENDING GAME RECORD



Name: _____

Date: _____

WORD	SOUND PARTS	READ IT AGAIN

PREVIEW



Change one sound.

New word: _____

BLEND AND DRAW — 1

Name: _____

Date: _____



Point to each sound. Sweep across the word.
Read it. Draw a quick picture to show its meaning.



1. m • a • p

A large, empty rectangular box for drawing a picture of a map.

2. s • u • n

A large, empty rectangular box for drawing a picture of a sun.

3. j • e • t

A large, empty rectangular box for drawing a picture of a jet.

4. d • o • g

A large, empty rectangular box for drawing a picture of a dog.

5. f • i • sh

A large, empty rectangular box for drawing a picture of a fish.

PREVIEW

BLEND AND DRAW — 1

Name: **ANSWERS**

Date: _____



Point to each sound. Sweep across the word.
Read it. Draw a quick picture to show its meaning.



1. m • a • p

Accept a matching picture of a map.

2. s • u • n

Accept a matching picture of the sun.

3. j • e • t

Accept a matching picture of a jet aeroplane.

4. d • o • g

Accept a matching picture of a dog.

5. f • i • sh

Accept a matching picture of a fish.



BLEND AND DRAW — 2



Name: _____

Date: _____

Point to each sound. Sweep across the word. Read it. Draw a quick picture to show its meaning.

1. ch • i • p

2. th • i • n

3. f • l • a • n • k

4. f • r • i • g

5. n • e • s • t

PREVIEW



BLEND AND DRAW — 2



Name: _____

Date: _____

Point to each sound. Sweep across the word. Read it. Draw a quick picture to show its meaning.

1. ch • i • p

Accept a matching picture of a potato chip.

2. th • i • n

Accept a matching picture of a thin object.

3. f • l • a • g

Accept a matching picture of a flag.

4. f • r • o • g

Accept a matching picture of a frog.

5. n • e • s • t

Accept a matching picture of a nest.



BLEND, WRITE AND MATCH – 1

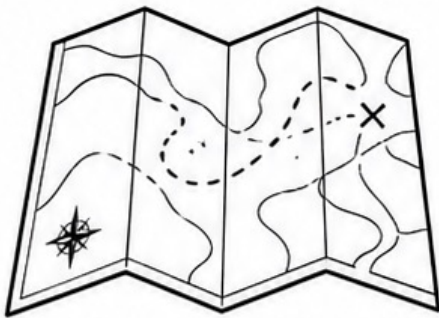


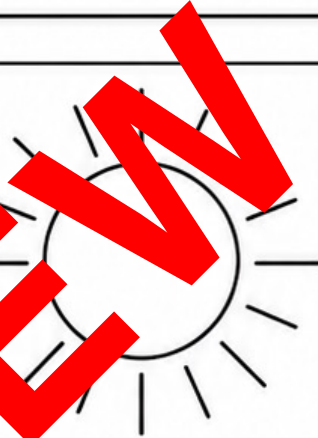
Name: _____

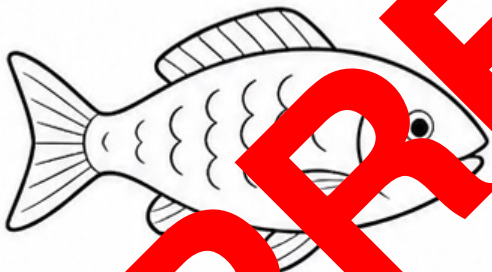
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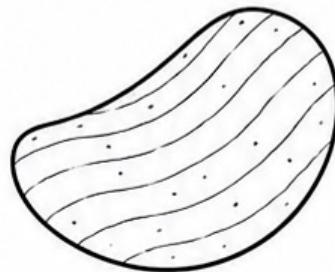
Blend each word in the word bank. Write it beneath the matching picture.

map • sun • fish • chip • frog • nest

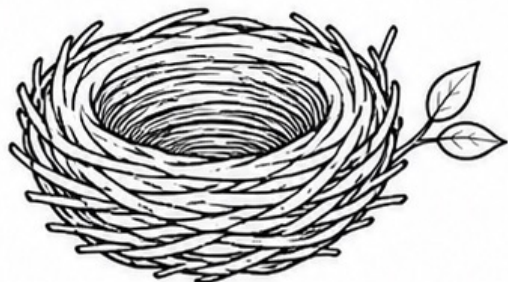














BLEND, WRITE AND MATCH – 1

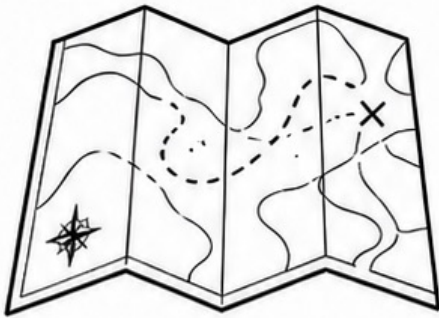


Name: ANSWERS

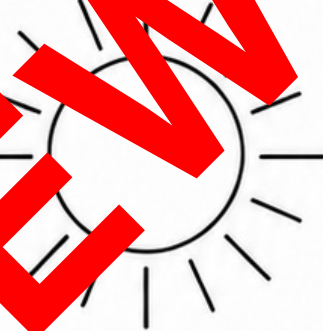
Date: _____

Blend each word in the word bank. Write it beneath the matching picture.

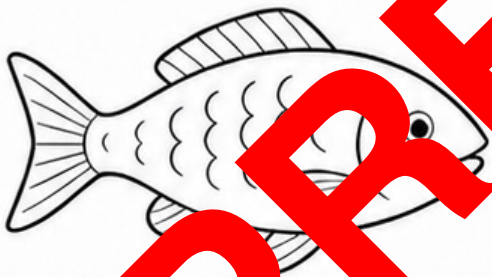
map • sun • fish • chip • frog • nest



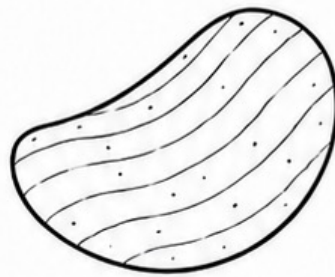
map



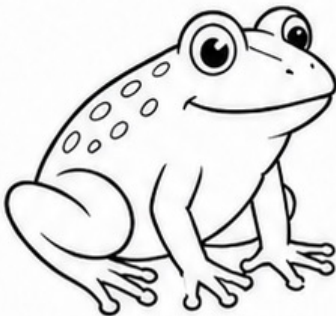
sun



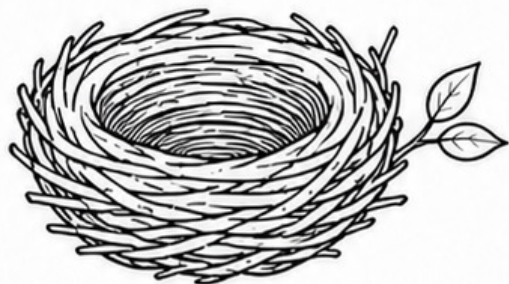
fish



chip



frog



nest

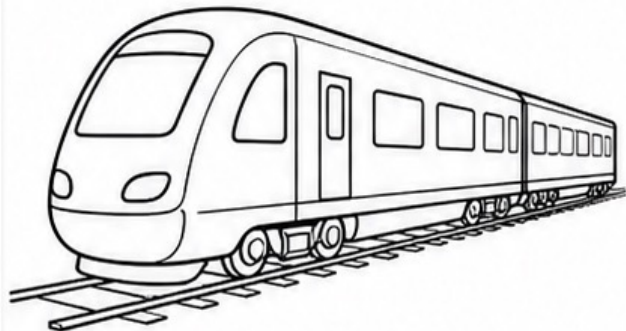
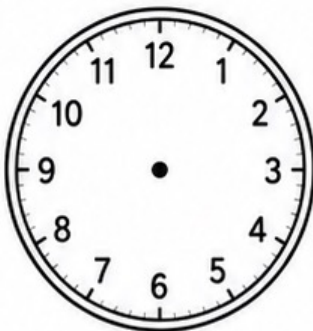
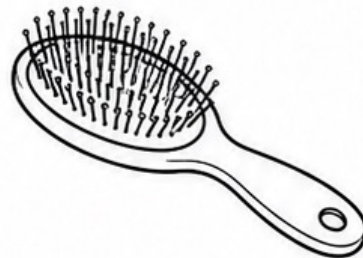
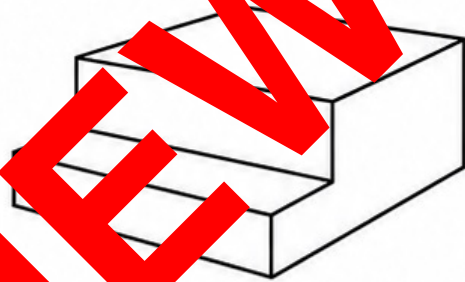
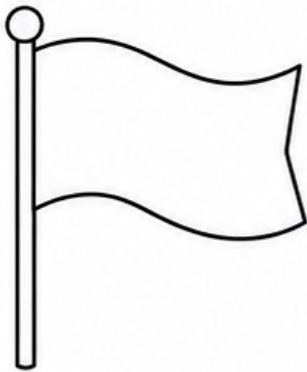
BLEND, WRITE AND MATCH – 2

Name: _____

Date: _____

Blend each word in the word bank. Write it beneath the matching picture.

flag • step • milk • brush • clock • train



BLEND, WRITE AND MATCH – 2

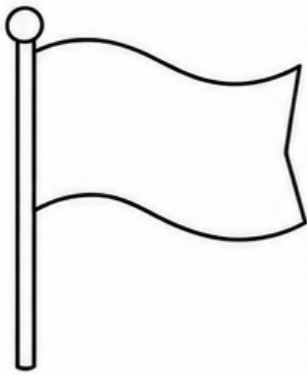
Name: _____

ANSWERS

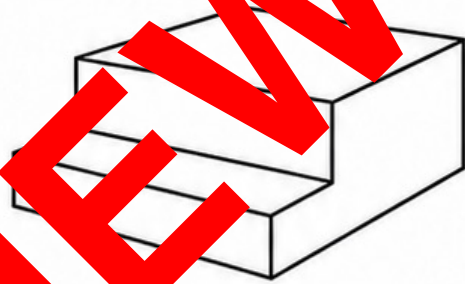
Date: _____

Blend each word in the word bank. Write it beneath the matching picture.

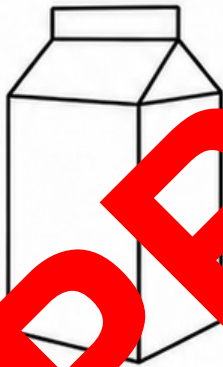
flag • step • milk • brush • clock • train



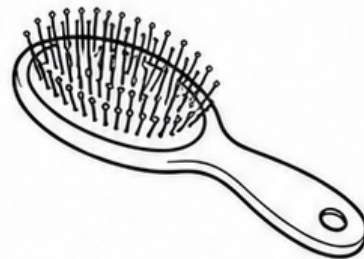
flag



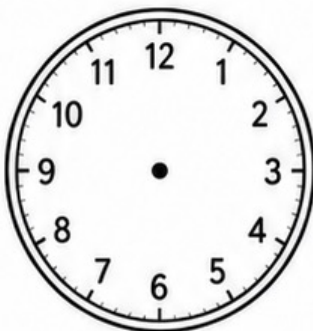
step



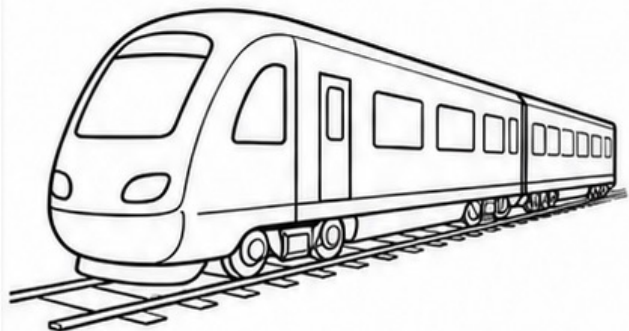
milk



brush



clock



train

READ, WRITE, CHOOSE – 1

Name: _____

Date: _____

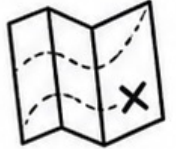
Blend each word. Write it. Tick the matching picture.



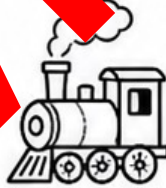
c • a • t



d • o • g



sh • i • p



f • r • o • g



f • l • a • g



t • r • a • i • n



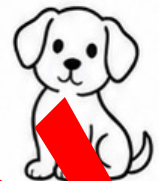
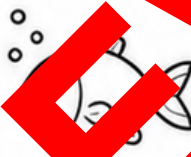
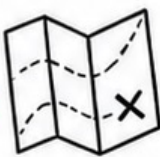
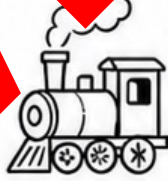
READ, WRITE, CHOOSE – 1

Name: _____

ANSWERS

Date: _____

Blend each word. Write it. Tick the matching picture.

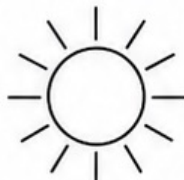
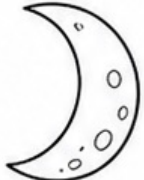
 c • a • t	<u>cat</u>	  
 d • o • g	<u>dog</u>	  
 sh • i • p	<u>ship</u>	  
 f • r • o • g	<u>frog</u>	  
 f • l • a • g	<u>flag</u>	  
 t • r • a • i • n	<u>train</u>	  

READ, WRITE, CHOOSE — 2

Name: _____

Date: _____

Blend each word. Write it. Tick the matching picture.

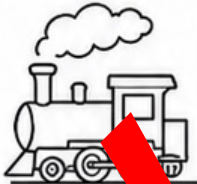
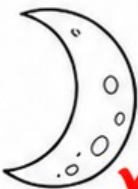
r • ai • n)))) _____	  
s • ee • d)))) _____	  
b • oa • t)))) _____	  
m • oo • n)))) _____	  
p • l • ay)))) _____	  
s • l • ee • p)))) _____	  

READ, WRITE, CHOOSE — 2

Name: ANSWERS

Date: _____

Blend each word. Write it. Tick the matching picture.

r • ai • n))))	<u>rain</u>	  
s • ee • d))))	<u>seed</u>	  
b • oa • t))))	<u>boat</u>	  
m • oo • n))))	<u>moon</u>	  
p • l • ay))))	<u>play</u>	  
s • l • ee • p))))	<u>sleep</u>	  

LONG A WORD BUILDER

Name: _____

Date: _____

Join the parts. Write the whole word. Check the picture.

1. r + ain



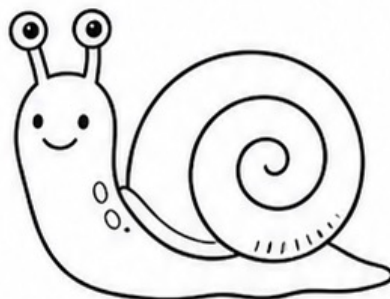
2. pl + ay



3. c + ake



4. sn + ail



LONG A WORD BUILDER

Name: ANSWERS

Date: _____

Join the parts. Write the whole word. Check the picture.

1. r + ain



rain

2. pl + ay



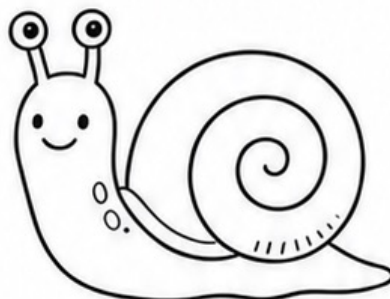
play

3. c + ake



cake

4. sn + ail



snail

LONG E WORD BUILDER

Name: _____

Date: _____

Join the parts. Write the whole word. Check the picture.

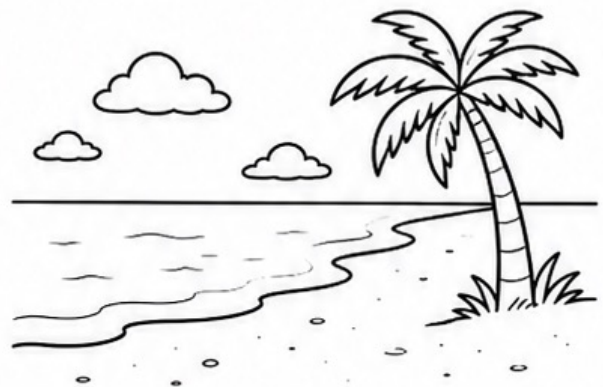
1. s + eed



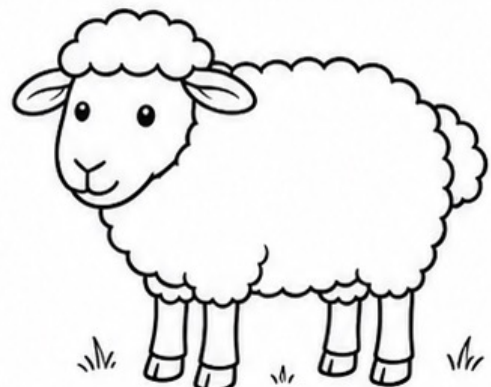
2. f + eet



3. b + each



4. sh + eep



LONG E WORD BUILDER

Name: ANSWERS

Date: _____

Join the parts. Write the whole word. Check the picture.

1. s + eed

seed



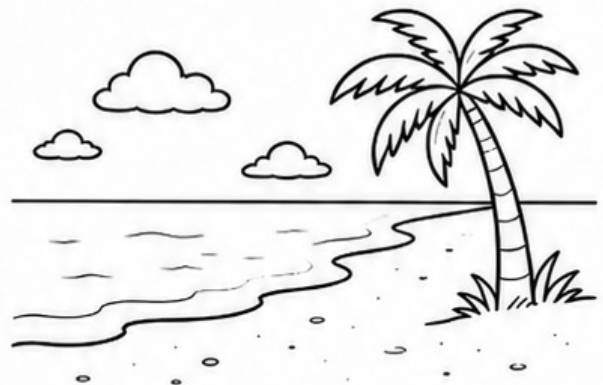
2. f + eet

feet



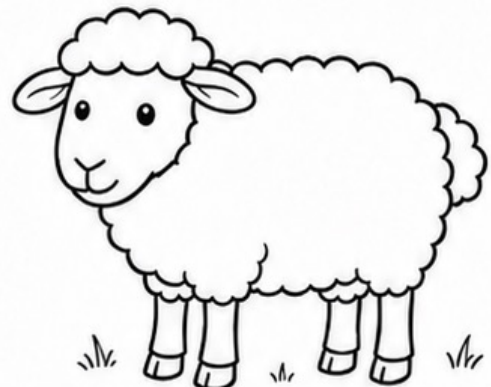
3. b eech

beach



4. sh + eep

sheep



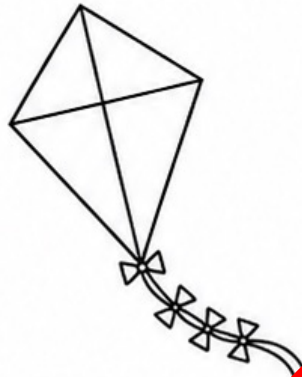
LONG I WORD BUILDER

Name: _____

Date: _____

Join the parts. Write the whole word. Check the picture.

1. k + ite



2. b + ike



3. l + igh



4. n + ight



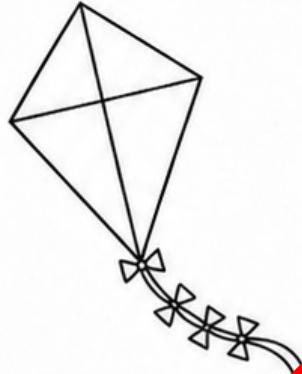
LONG I WORD BUILDER

Name: ANSWERS

Date: _____

Join the parts. Write the whole word. Check the picture.

1. k + ite



ite

2. b + ike



bike

3. l + igh



light

4. n + ight



night

LONG O WORD BUILDER

Name: _____

Date: _____

Join the parts. Write the whole word. Check the picture.

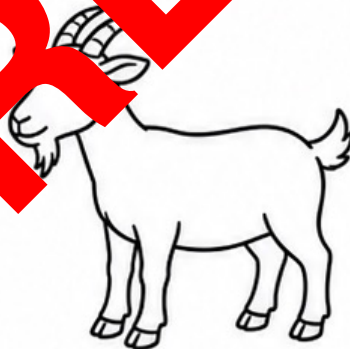
1. b + oat



2. c + oat



3. g + oat



4. h + ome



LONG O WORD BUILDER

Name: ANSWERS

Date: _____

Join the parts. Write the whole word. Check the picture.

1. b + oat



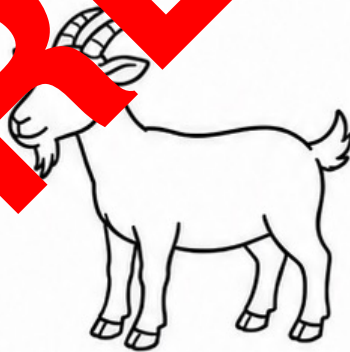
boat

2. c + oat



coat

3. g + oat



goat

4. h + ome



home

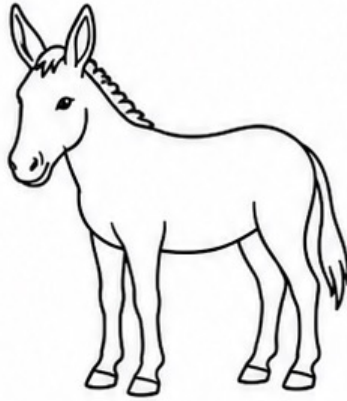
LONG U AND /OO/ WORD BUILDER

Name: _____

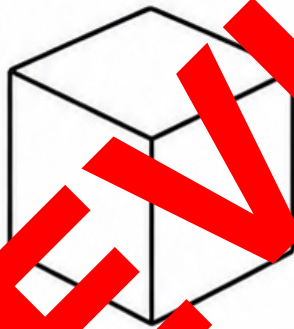
Date: _____

Join the parts. Write the whole word. Check the picture.

1. m + ule



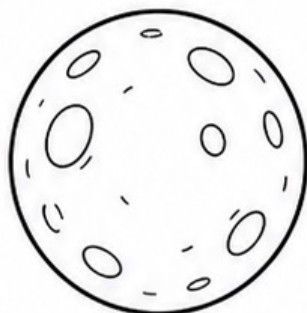
2. c + ube



3. t + une



4. m + oon



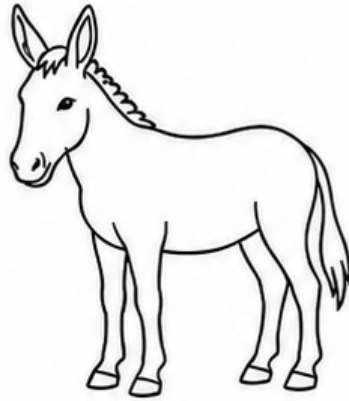
LONG U AND /OO/ WORD BUILDER

Name: ANSWERS

Date: _____

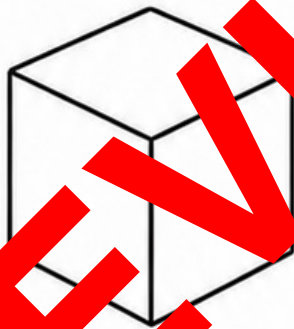
Join the parts. Write the whole word. Check the picture.

1. m + ule



mule

2. c + ube



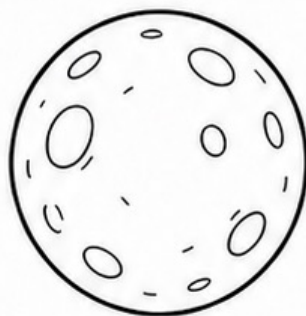
cube

3. t + une



tune

4. m + oon



moon

BLENDING MISSION ASSESSMENT — 1



Name: _____

Date: _____

Score: _____ / 10

A. Blend the sounds. Write the word. /4

1. m • a • p _____

2. f • i • sh _____

3. f • r • o • g _____

4. r • ai • n _____

B. Write how many sounds you hear. /

5. ship

6. frog

7. clock

8. train

9. fish

10. brush

BLENDING MISSION ASSESSMENT – 1



Name: **ANSWERS**

Date: _____

Score: _____ / 10

A. Blend the sounds. Write the word. /4

1. m • a • p

map

2. f • i • sh

fish

3. f • r • o • g

frog

4. r • ai • n

rain

B. Write how many sounds you hear. /4

5. ship

6. frog

7. clock

8. train

9. fish

10. brush

BLENDING MISSION ASSESSMENT — 2



Name: _____

Date: _____

Score: _____ / 10

C. Change the sound. Write the new word.

/6

1. Add /s/ to top. _____

2. Add /p/ to lay. _____

3. Take /t/ from train. _____

4. Take /b/ from brush. _____

5. Change /m/ in map to /t/. _____

6. Change /r/ in rain to /m/. _____

D. Blend each syllable. Write the word.

/2

7. pic | n _____

8. sun | set _____

E. Read and check meaning.

/2

The frog can swim.

Underline frog and swim.

BLENDING MISSION ASSESSMENT — 2



Name: ANSWERS

Date: _____

Score: _____ / 10

C. Change the sound. Write the new word.

/6

1. Add /s/ to top.

stop

2. Add /p/ to lay.

play

3. Take /t/ from train.

rain

4. Take /b/ from brush.

rush

5. Change /m/ in map to /t/.

tap

6. Change /r/ in rain to /m/.

man

D. Blend each syllable. Write the word.

/2

7. pic | nic

picnic

8. sun | set

sunset

E. Read and check meaning.

/2

The frog can swim.

Underline frog and swim.

BLENDING BLITZ – YEAR 1 RUBRIC

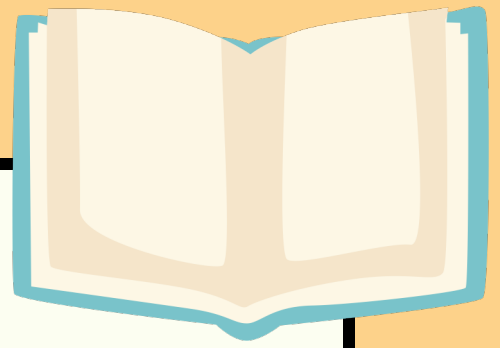
Student: _____ Date: _____ Teacher: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
 BLEND WORDS	Needs full support.	Blends some CVC words.	Blends CVC, blend and digraph words.	Blends varied one-syllable words.	Blends familiar two-syllable words.
 USES SOUND CHUNKS	Notices a few sounds.	Recognises some digraphs.	Uses common vowel chunks.	Uses long-vowel patterns.	Explains sound-letter choices.
 CHANGES PHONEMES	Changes a sound with help.	Changes initial sounds with support.	Adds, deletes and substitutes sounds.	Changes sounds accurately.	Creates and changes words flexibly.
 APPLIES AND CHECKS	Needs prompting to check.	Sometimes checks meaning.	Rereads and checks meaning.	Self-corrects independently.	Applies skills fluently in sentences.

Blending Blitz



Our blending mission



We are learning to join sounds smoothly to read words, change sounds to make new words, and check to see that what we read makes sense.



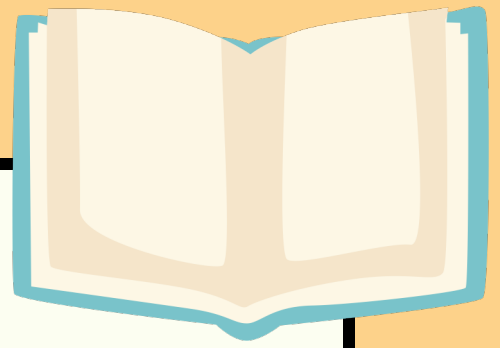


Sounds and letters

A phoneme is a sound we hear. A grapheme is the letter or group of letters that spells a sound. Two letters can spell one sound, as in sh in ship.



The four-step routine



LOOK for sound chunks. POINT from left to right. WEEP the sounds together.

CHECK the whole word and its meaning.



Model a short-vowel word



m • a • p. Say each sound. Sweet: mmmadaap. Read: map.





Try short-vowel words

Blend sun, jet and dog. Which sound can you say first? Which vowel sound can you hear in the middle?





Digraphs spell one sound

In ship, sh is one sound. Blend sh • i • p. Do not split sh into two separate sounds.



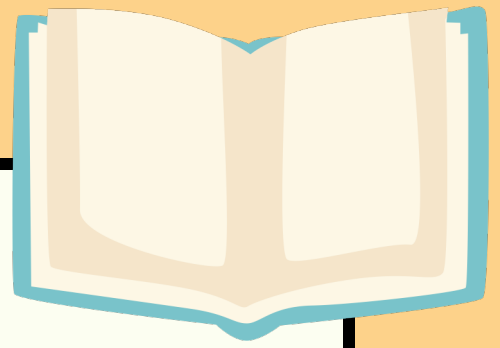
Try common digraphs



Blend chip, thin, fish and much. Point once to ch, th or sh.



Consonant blends keep every sound



In frog, hear f, r, o, g. The letters f and r stay as two sounds.





Try blends

Blend flag, clap, step, nest, brush and crack. Keep the sounds close together as you clap.



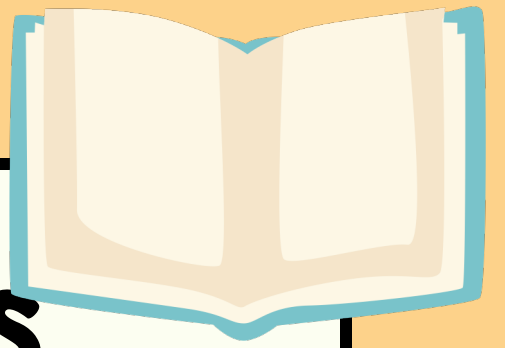
Common long-vowel spelling



Blend rain, play, seed, beach, light, boat and home. Notice the vowel letters
that work together.



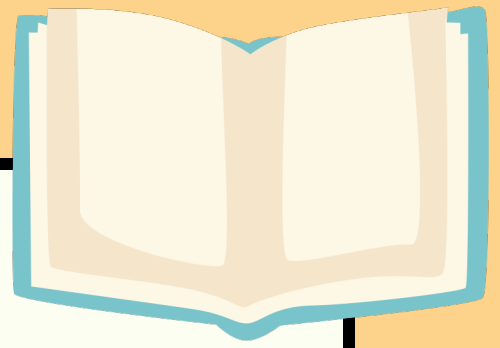
One letter can represent different sounds



Listen to u in sun, put and use. The letter is the same, but the sound changes.

Use the whole word and its meaning to help.





Blend two syllables

Blend each part, then join the parts: pic | nic = picnic; sun | set = sunset; chick |
en = chicken.

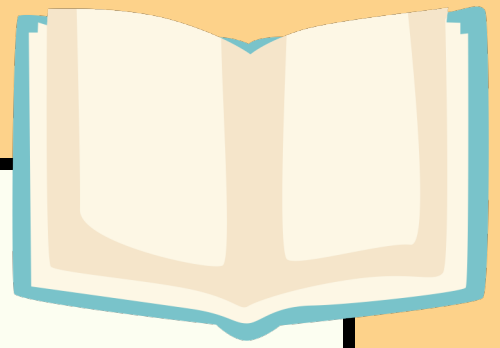




Add a phoneme

Say top. Add /s/ at the beginning. The new word is stop. Say every sound, then blend to say the new word.



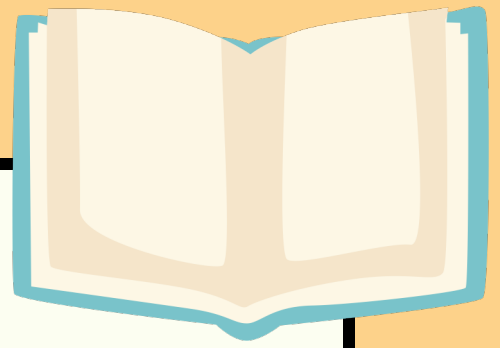


Delete a phone

Say train. Take away /t/. The new word is rain. Check that the remaining sounds stay the same.



Substitute a phoneme



Say map. Change /m/ to /t/. The new word is tap. Only one sound changes.





Blend in a sentence

Read: The frog can swim. Then read: The goat can sleep. Blend an unfamiliar word, reread the sentence and check meaning.





Blending checklist

I look for sound chunks. I point from left to right. I sweep the sounds. I read the whole word. I check that it makes sense.





Well Done!



PREVIEW

Blending Blitz Quiz





Question 1 – Multiple choice

What do we join when we blend a word?

- A. Sounds B. Sentences C. Figures D. Page numbers





Answer 1

A. Sounds. Blending means joining phonemes smoothly to read a word.

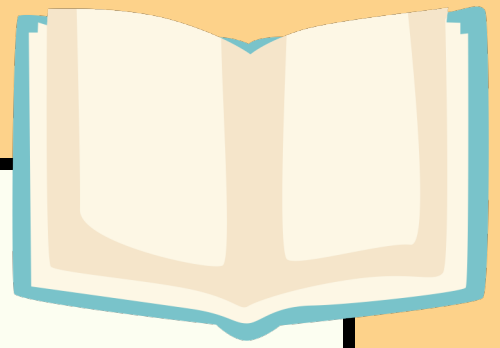




Question 2 – True or false

In ship, sn... spe... one sound.



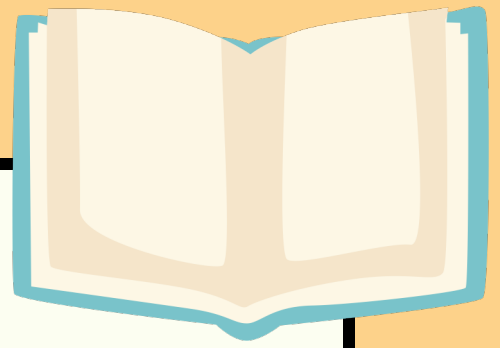


Answer 2

True. The digraph sh represents one phoneme in ship.

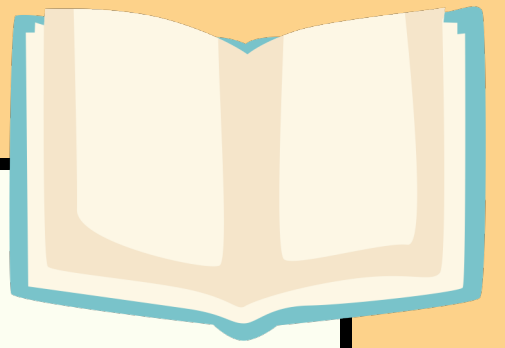


Question 3 – Short answer



Blend m • c • . Write the word.



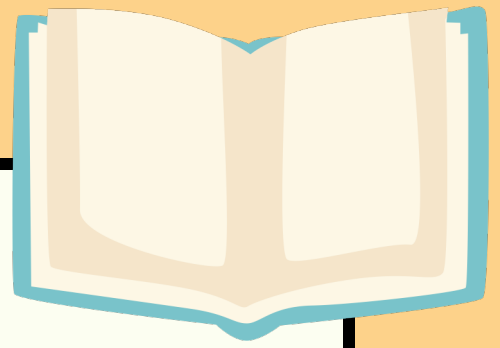


Answer 3



PREVIEW

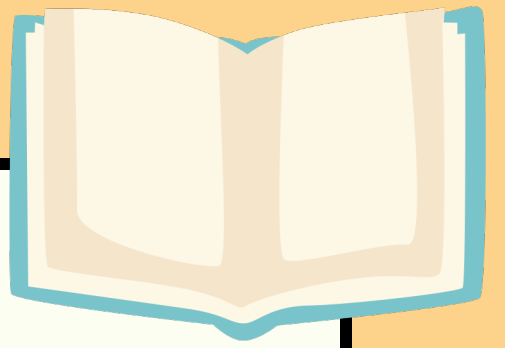
Question 4 – Multiple choice



How many sounds are in fish?

- A. 2 B. 3 C. 4 D. 5





Answer 4

B. 3 s. ds: i • sh.





Question 5 – True or false

f • r • o • g blends to frog.



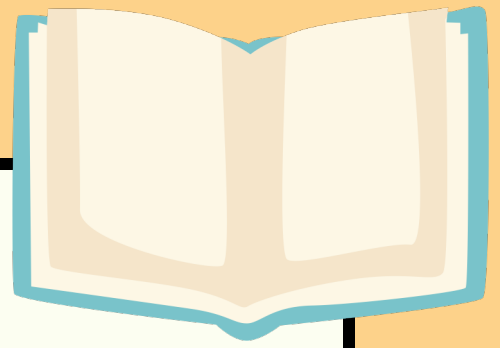


Answer 5

True. Hear all four sounds then sweep them together.

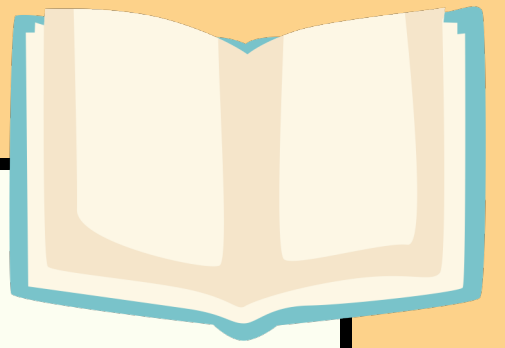


Question 6 – Short answer



Add /s/ to the beginning of a. What new word do you make?



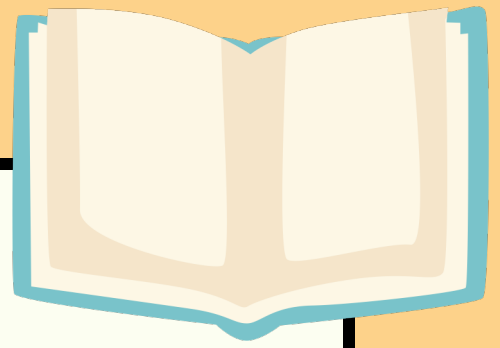


Answer 6

top



Question 7 – Multiple choice



Delete /t/ from the beginning of rain. Which word remains?

A. rain B. tin C. rain D. tin





Answer 7



PREVIEW

Question 8 – Short answer



Blend ch and e. Write the word.

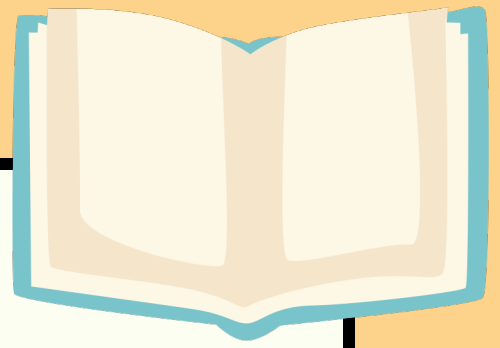




Answer 8

ship





Question 9 – Multiple choice

Which word completes the sentence. The ____ can swim?

A. frog B. flag C. rock D. step



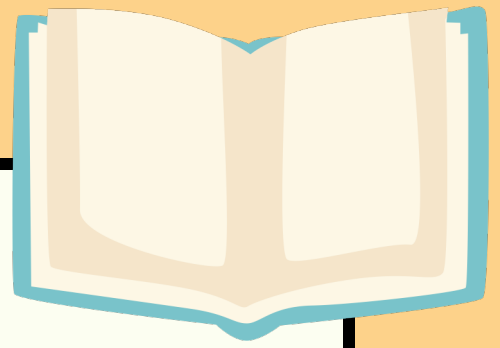


Answer 9

A. frog. Perce. The frog can swim.



Question 10 – True or false



Checking the sentence and meaning can help us self-correct after blending.



Answer 10



True. Blend the word, reread, and check whether it makes sense.





Well Done!

