

Sukindi LEARNING

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Foundation Complete Decodable Readers Collection

Table of Contents (1 of 2)
Foundation Set 01 msta pifr
Foundation Set 02 ocdh
Foundation Set 03 engl
Foundation Set 04 kubj
Foundation Set 05 w v y z
Foundation Set 06 ck, ff, ll, ss and zz



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Foundation Complete Decodable Readers Collection

Table of Contents (2 of 2)
Foundation Set 07 Consonant Clusters, x and -s
Foundation Set 08 sh and ch
Foundation Set 09 th, wh and qu
Foundation Set 10 ng and n Before k
Foundation Set 11 ee and ay
Foundation Set 12 The Two oo Sounds



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PREVIEW

Foundation Set 01 mat[illegible]

Table of Conte[illegible]
Phonics Companion Pack
Book 1: Pip, sit! (B&W) (Fiction)
Book 1: Pip, sit! (Colour) (Fiction)
Book 2: A rip (B&W) (Fiction)
Book 2: A rip (Colour) (Fiction)
Book 3: A rat (B&W) (Non-fiction)
Book 3: A rat (Colour) (Non-fiction)
Book 4: A map (B&W) (Non-fiction)
Book 4: A map (Colour) (Non-fiction)

Pip, sit!





Sam is at a mat.

PREVIEW

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ts fit.



Pip, sit!

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[illegible] sat.



Sam sat.

Pip sat.

PREVIEW

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Pip, sit!





Sam is at a mat.

PREVIEW

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ts fit.



Pip, sit!

PREVIEW

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LEARNING



sat.



Sam sat.

Pip sat.

PREVIEW

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A rip





Pat is at a mat.

PREVIEW

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A nap.



A rip!

PREVIEW

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Pa pat it.



It is a map!

PREVIEW

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A rip

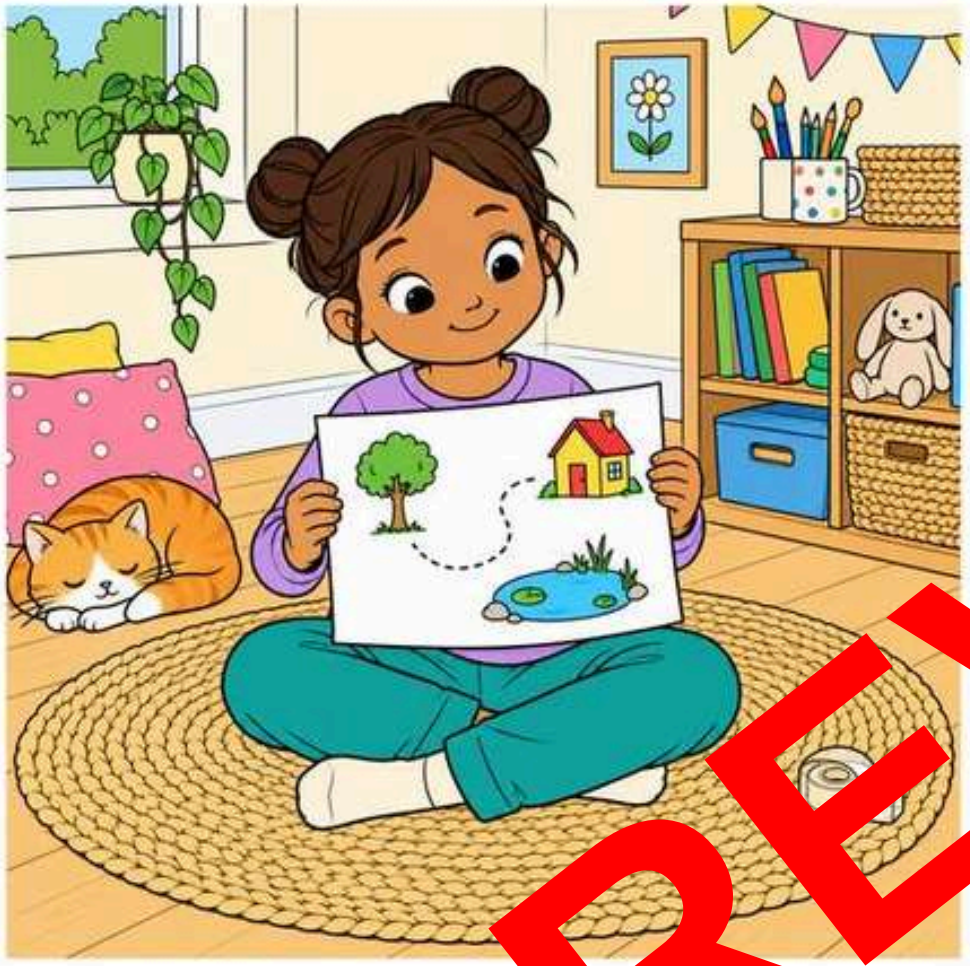




Pat is at a mat.

PREVIEW

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nap.

3



A rip!

4

PREVIEW

Sukindi LEARNING



Pa pat it.



It is a map!

PREVIEW

Sukindi LEARNING

A rat





It is a rat.

PREVIEW

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It is at a mat.



It sat.

PREVIEW

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It [illegible] a rim.



A sip.

PREVIEW

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A rat





It is a rat.

PREVIEW

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It is at a mat.



It sat.

PREVIEW

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It is at a rim.

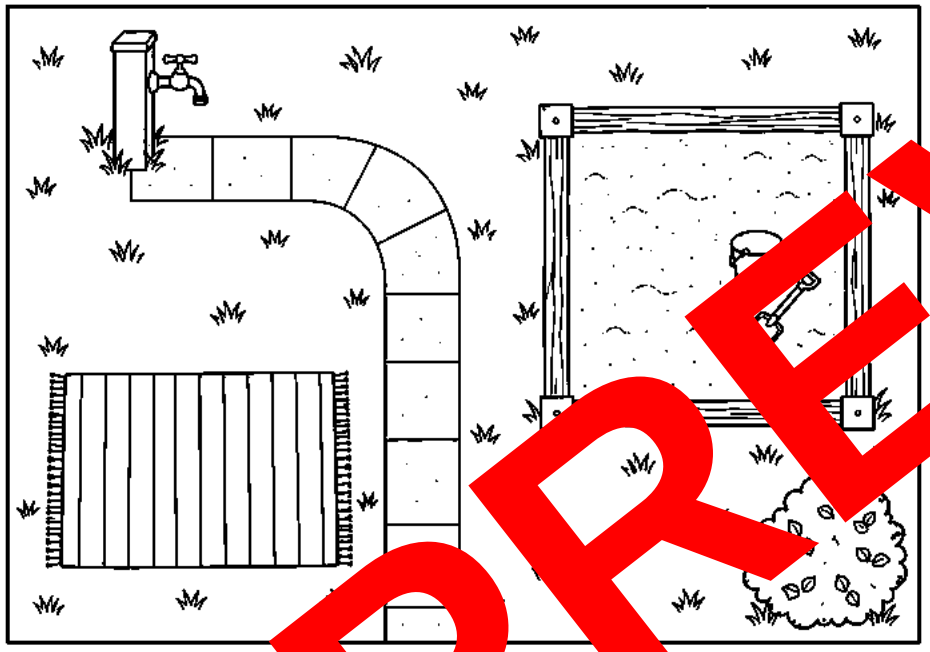


A sip.

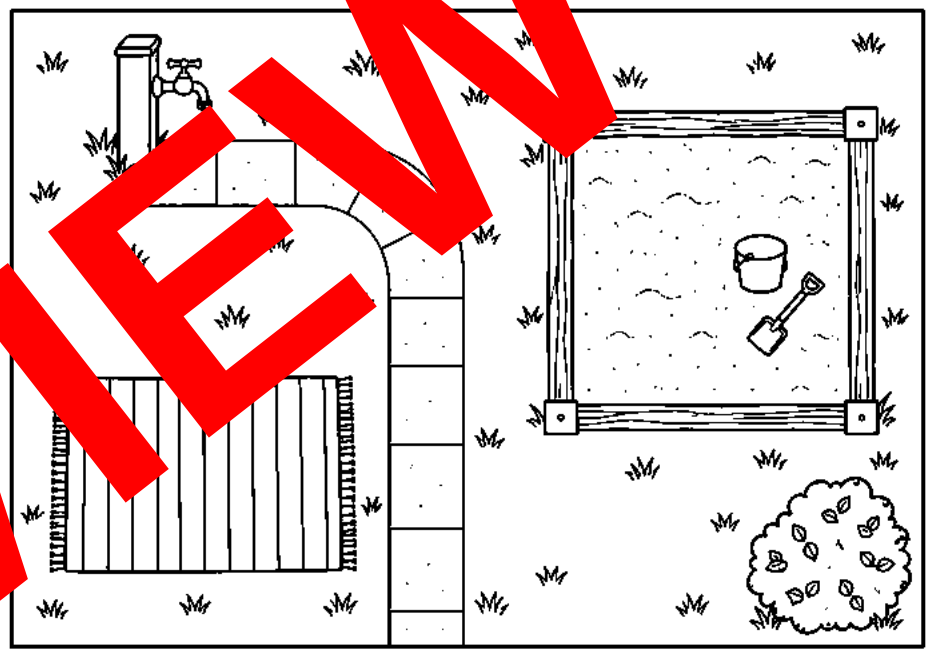
PREVIEW

Sukindi LEARNING

A map

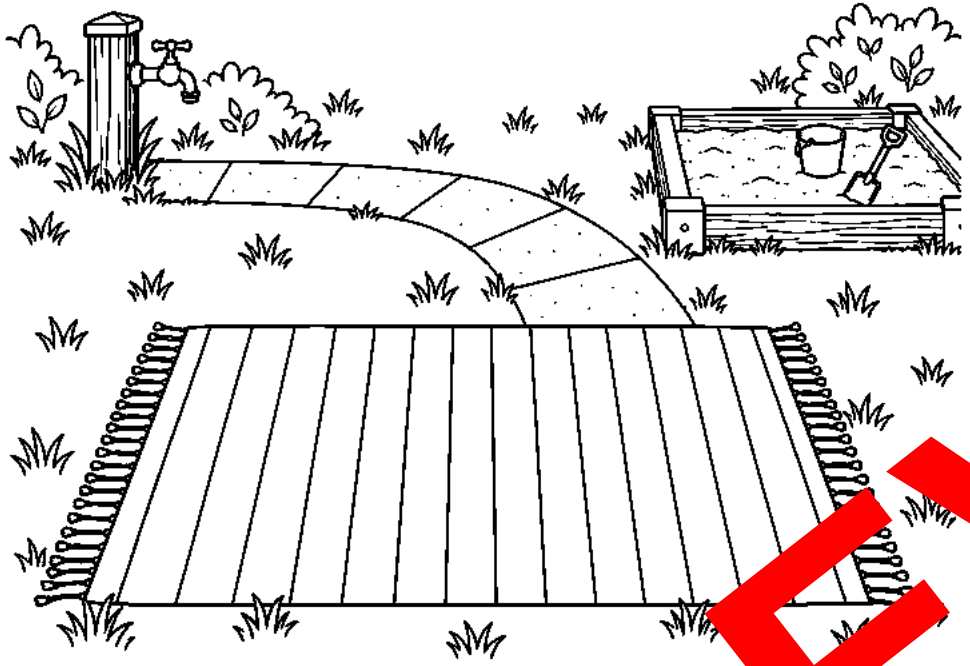


PREVIEW

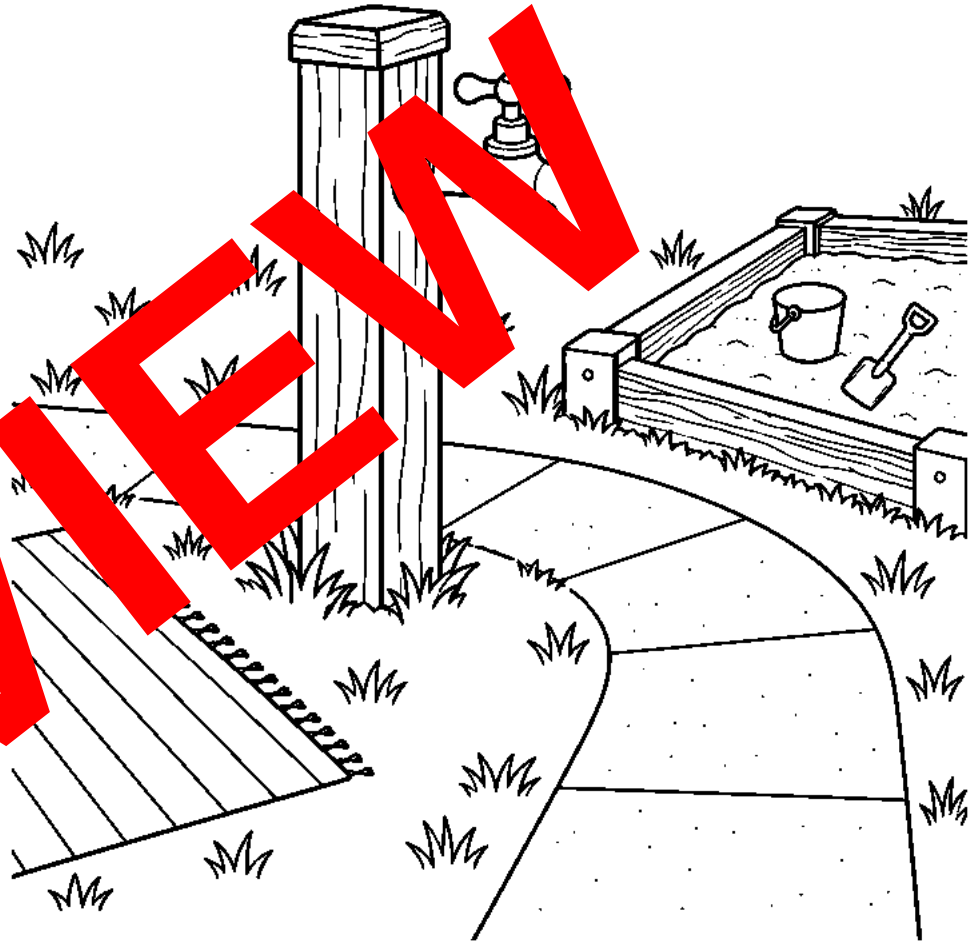


A map.

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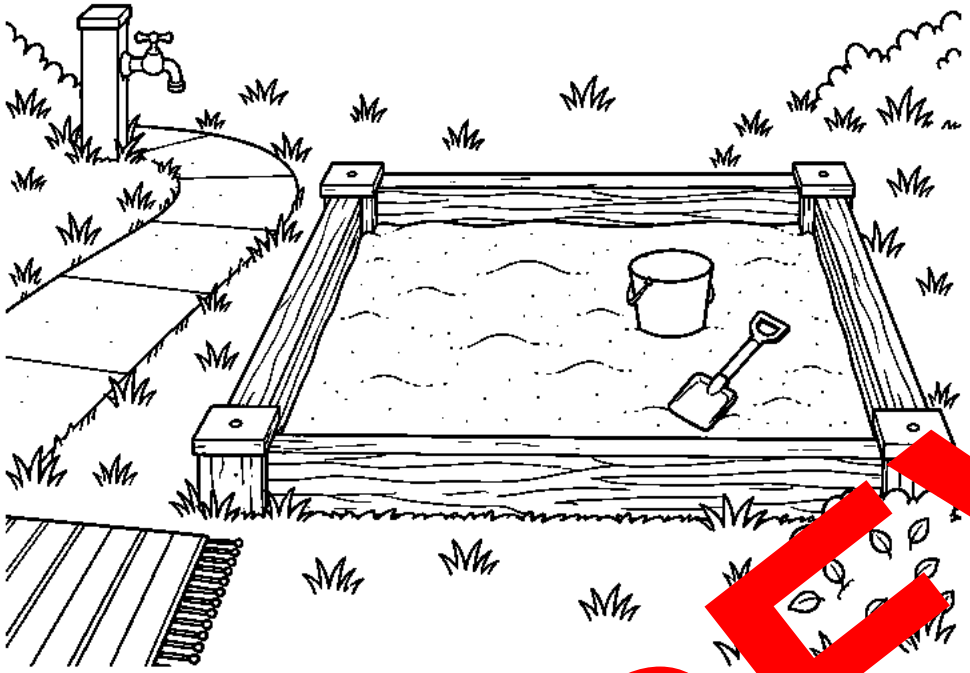
mat.



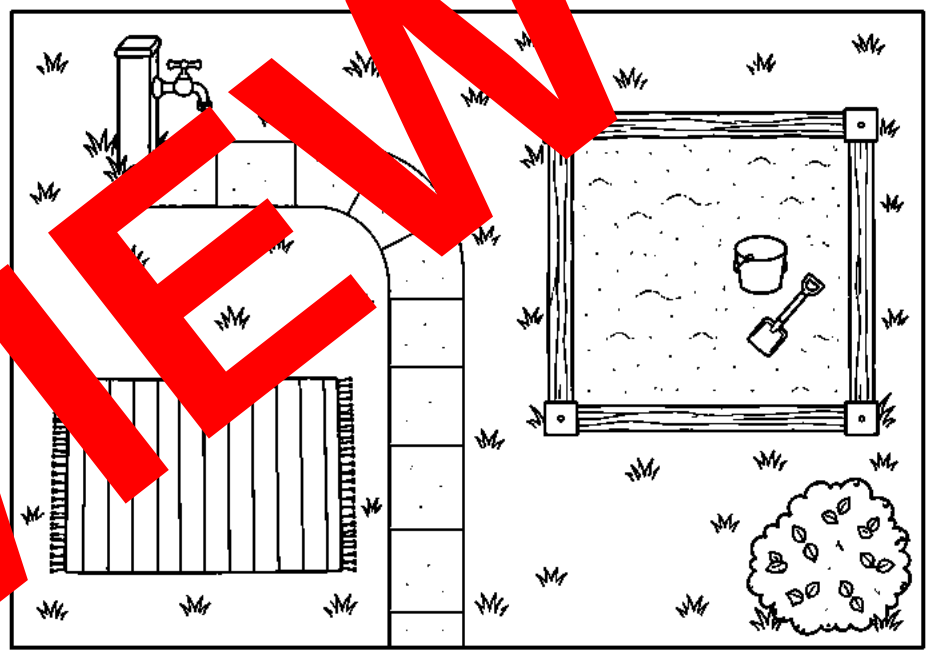
A tap.

PREVIEW

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pit.



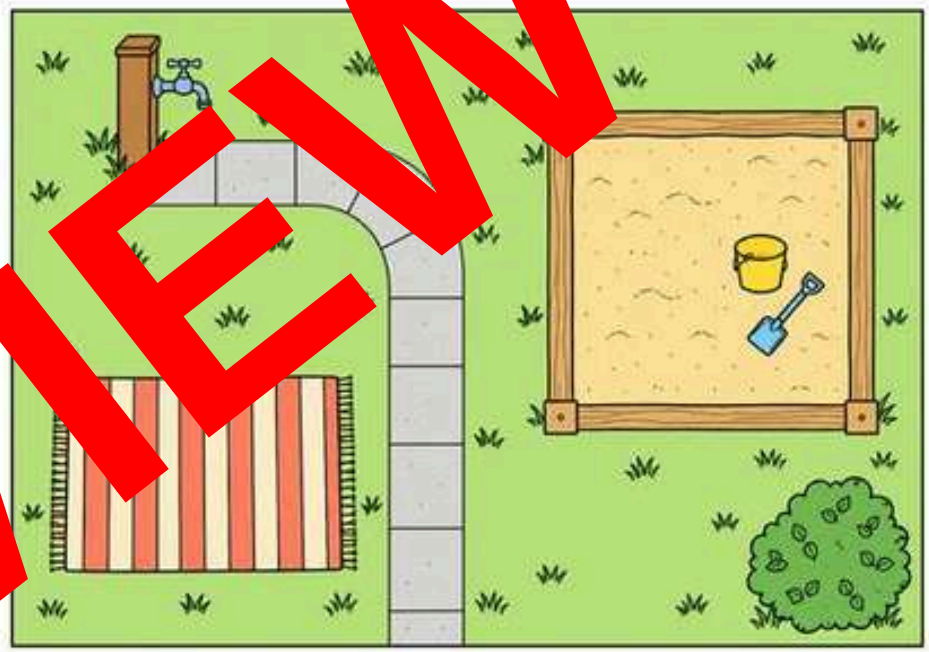
Mat, tap, pit.

PREVIEW

Sukindi LEARNING

A map

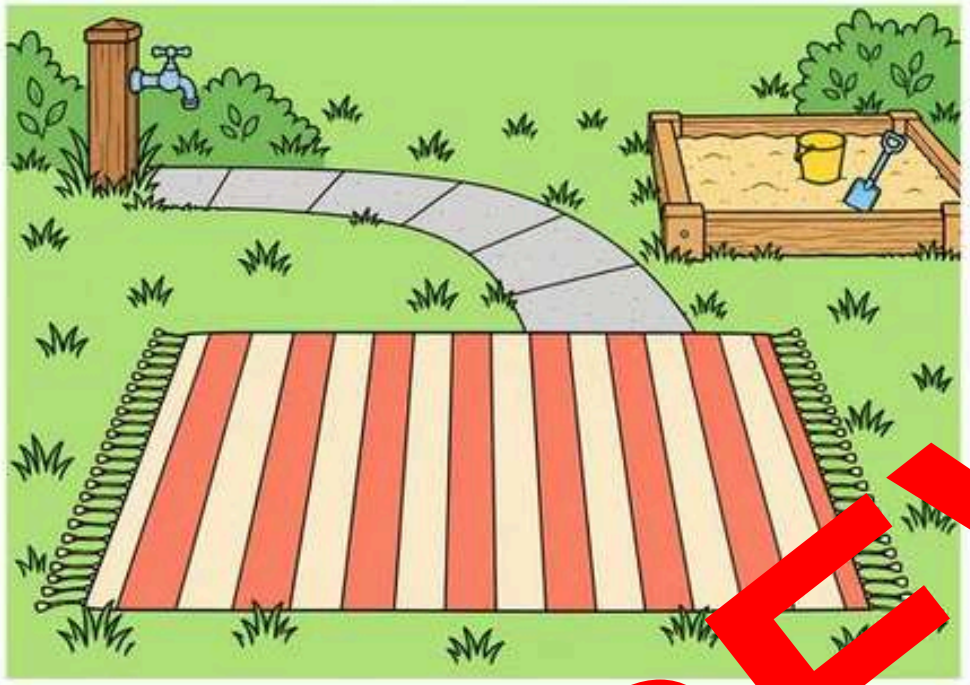




A map.

PREVIEW

Sukindi LEARNING



mat.



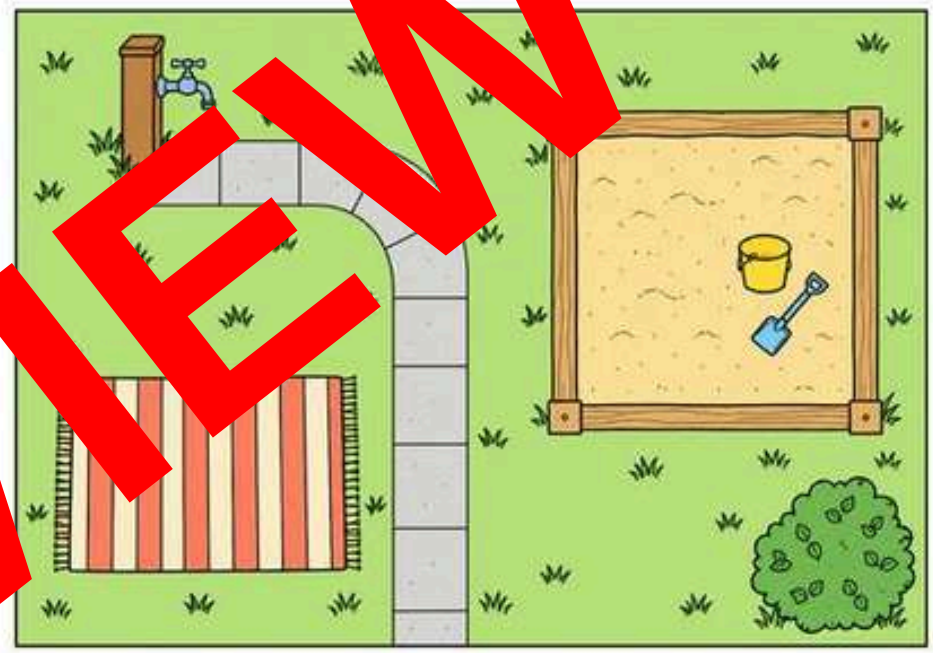
A tap.

PREVIEW

Sukindi LEARNING



pit.



Mat, tap, pit.

PREVIEW

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Teacher guidance

Use the readers after BOTH letter groups are secure. Give support with the instructions and checking as students practise.

Focus and prerequisites

Teach m s t a first, then p i f r. Use short a/i and VC/CVC words. Check sound retrieval, blending and segmenting. Teach capital partners; introduce Sam (s-a-m), Pip (p-i-p) and Pat (p-a-t).

Teach the teacher words

a: article with weak 'uh' or strong 'ay'. I: capital pronoun with long 'eye'. is: s t i is regular; s says /z/. Teach before use. The stories and rat book use a/is; the map u a. I also appears in dictation.

Reading and correction

Point to each grapheme, say its sound, blend, then reread the sentence. If unsure, supply the sound and reblend; do not guess from pictures. Discuss pictures after reading. In Pip, sit!, fit means healthy and active here. The rat/map books identify objects and observations; richer discussion is oral.

Print and assemble

Choose B&W or colour. Print A4 landscape, actual size (100%), single-sided. Cut at the centre guide; stack A5 pages 1-6 in order, then staple left. This is sequential two-up, not a folded booklet. Companion pages support A4.

Oral work and dictation

Page 2: blend and segment mat and sip orally. Page 4, rows 1-4: map, rat, sip, fit. Page 8: mat, sip, fit. Then I can sit at a mat. Say each naturally, segment, write and reread. Let students correct with support.

Checking pages 3-6

Page 3: am/at have two sounds; other words have three. Page 4: one grapheme per box. Page 5: changed sound positions are 1,2,3 then 1,2,1. Page 6: a = mat, rat, map; i = sip, fit, sit.

Checking pages 7-10

Page 7: Sam sat. / Pip is at a mat. Page 8: underline exceptional a, I and s in is. Page 9: rat-3, mat-4, tap-1, map-2; drawing matches chosen phrase. Page 10: ram, rap, fat are new transfer words here; explain meanings orally after decoding (fat can mean thick, as in a fat pencil). Record accuracy and next teaching step.

PREVIEW

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Sound cards

Say mat and sip slowly to blend, then say each whole word to segment. Cut out the eight cards to build words. Match each capital to its lower-case partner; say sounds without adding 'uh'.

m M	s S	t T	a A
p P	i I	f F	r R

PREVIEW

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Blend and read

Touch each dot and say its sound. Blend the word, then say it smoothly. Work across each row; dots show sounds, not syllables. Revisit a row when needed.

a m	a t
m a t	s a t
n a p	f i t
s i p	r i p

PREVIEW

Sukindi LEARNING

Say, build, write

Use the page 1 word prompts in order. Say the word; students repeat and segment it. Build with the cards beside this page. Write one letter in each box, then the whole word on the lines.

1

2

3

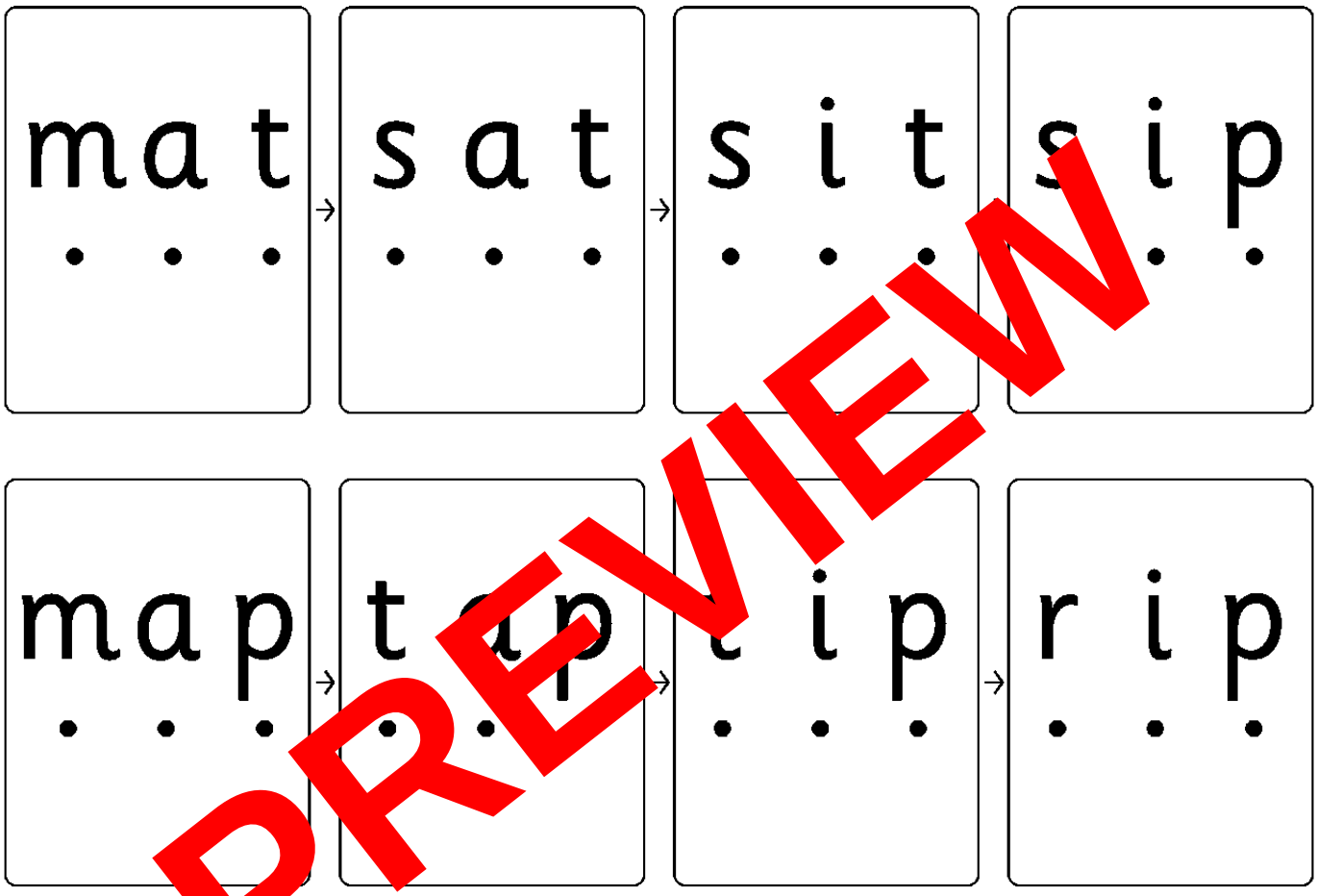
4

PREVIEW

Sukindi LEARNING

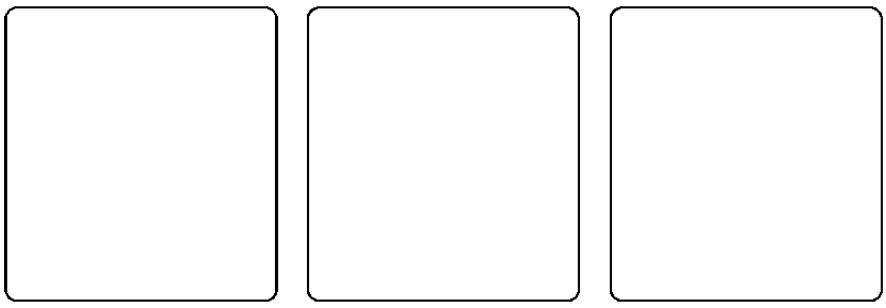
Change one sound

Read each chain from left to right. Circle the grapheme that changes in the next word. Each move changes just ONE sound. Rebuild a chain with the cards.



PREVIEW

Build either chain with the cards beside this page. Change one card at a time as you follow the chain. Choose a word and write one grapheme in each box below.



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Sort short vowels

Read the jumbled words. Listen to the middle sound. Write each word in the matching short-vowel box. Three words belong in each box.

sip	mat	rat
fit	sit	map

a	i

PREVIEW

Sukindi LEARNING

Build sentences

Read the tiles. Make a meaningful sentence with a capital at the start and a full stop at the end.
Number or move the tiles; then write and reread the sentence.

sat.	Sam

a	hip	mat.	at	is

PREVIEW

Reread and check every word together.

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Listen and check

Teach these teacher words first. Read and copy each one. The underline marks the exceptional part. Dictate the page 1 words and sentence; students write, reread and check with you.

a	I	is

Say the three words one at a time. Students listen for the sound, then write the whole word.

Say the sentence. Students repeat and write it, then check sounds, spaces, capital and full stop.

○ sounds ○ spaces ○ capital / full stop

PREVIEW

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Read for meaning

Read each word. Draw a line to the MAIN thing in one picture; use each picture once. Then choose a phrase, read it and draw what it says.

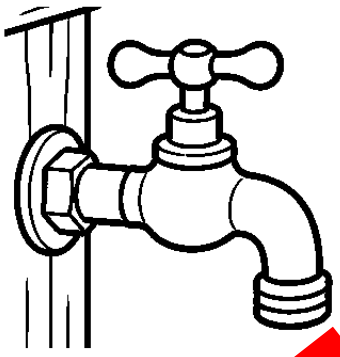
rat

mat

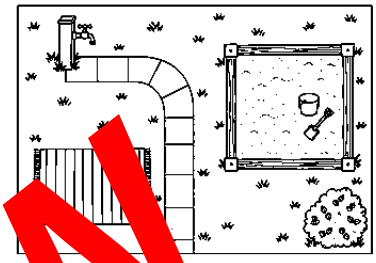
tap

map

1



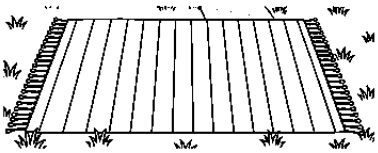
2



3



4



PREVIEW

Choose one phrase. Check the meaning together after reading.

○ Pip sat. ○ A rip! ○ A rat.

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Read again and transfer

Reread the sentences accurately, keeping words together as they make sense. Blend the three new words, then explain their meanings orally.

Sam sat.

Pip is at a mat.

ram	rap	fat

PREVIEW

Tell me how re[illegible] an[illegible]e thing you want to practise. Record the student's words.

Teacher observations

Sounds:

Blending:

Next step:

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Foundation Set 02 [illegible]

PREVIEW

Table of Conte[illegible]
Phonics Companion Pack
Book 1: The Cap (B&W) (Fiction)
Book 1: The Cap (Colour) (Fiction)
Book 2: Dot (B&W) (Fiction)
Book 2: Dot (Colour) (Fiction)
Book 3: Pot (B&W) (Non-fiction)
Book 3: Pot (Colour) (Non-fiction)
Book 4: Cot (B&W) (Non-fiction)
Book 4: Cot (Colour) (Non-fiction)

The Cap





The cat sat.

PREVIEW

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Th at hid.



Dad is sad.

PREVIEW

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Dad [illegible] the cap.



The cat is at the mat.

PREVIEW

Sukindi LEARNING

The Cap





The cat sat.

PREVIEW

Sukindi LEARNING



Th[illegible]at hid.

3



Dad is sad.

4

PREVIEW

Sukindi
LEARNING



Dad [illegible] the cap.

5



The cat is at the mat.

6

PREVIEW

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Dot





Dot had a pot.

PREVIEW

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H , Dot!



Dot hit the pot.

PREVIEW

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Dad had a mop.



Dot had the mop.

PREVIEW

Sukindi LEARNING

Dot





Dot had a pot.

PREVIEW

Sukindi LEARNING



H[illegible], Dot!



Dot hit the pot.

PREVIEW

Sukindi LEARNING



Dad had a mop.



Dot had the mop.

PREVIEW

Sukindi LEARNING

Pot





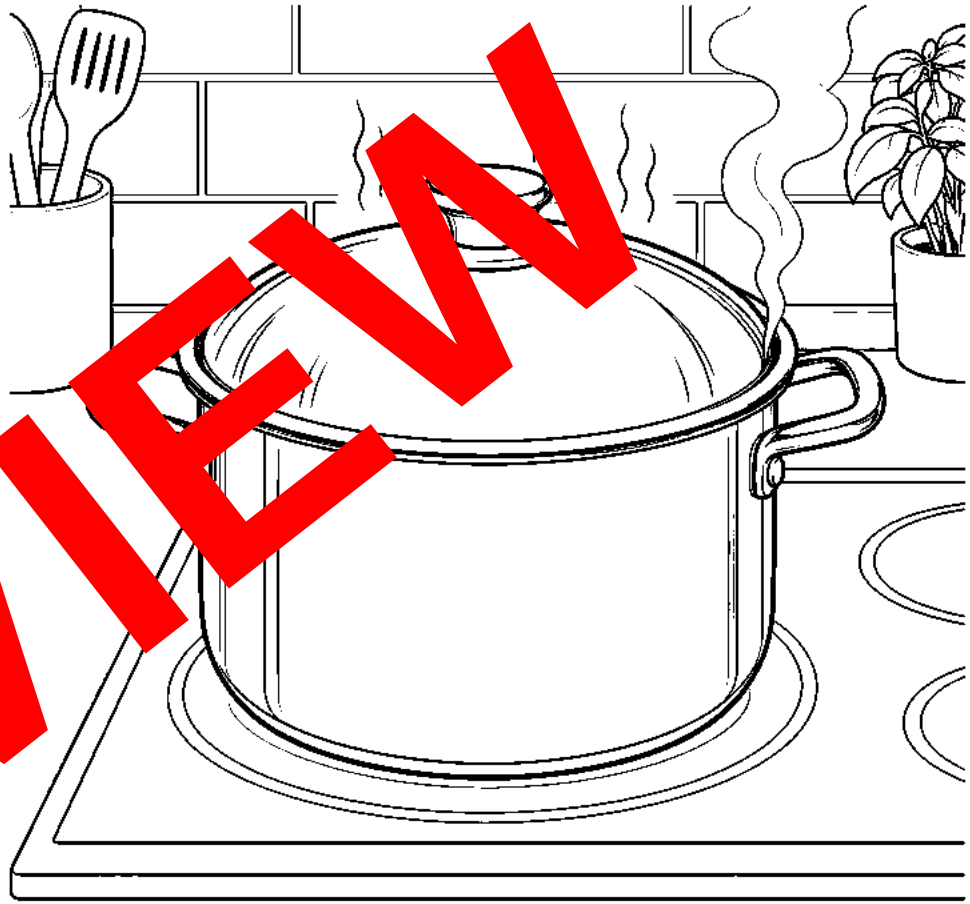
A pot.

PREVIEW

Sukindi LEARNING



A rim.



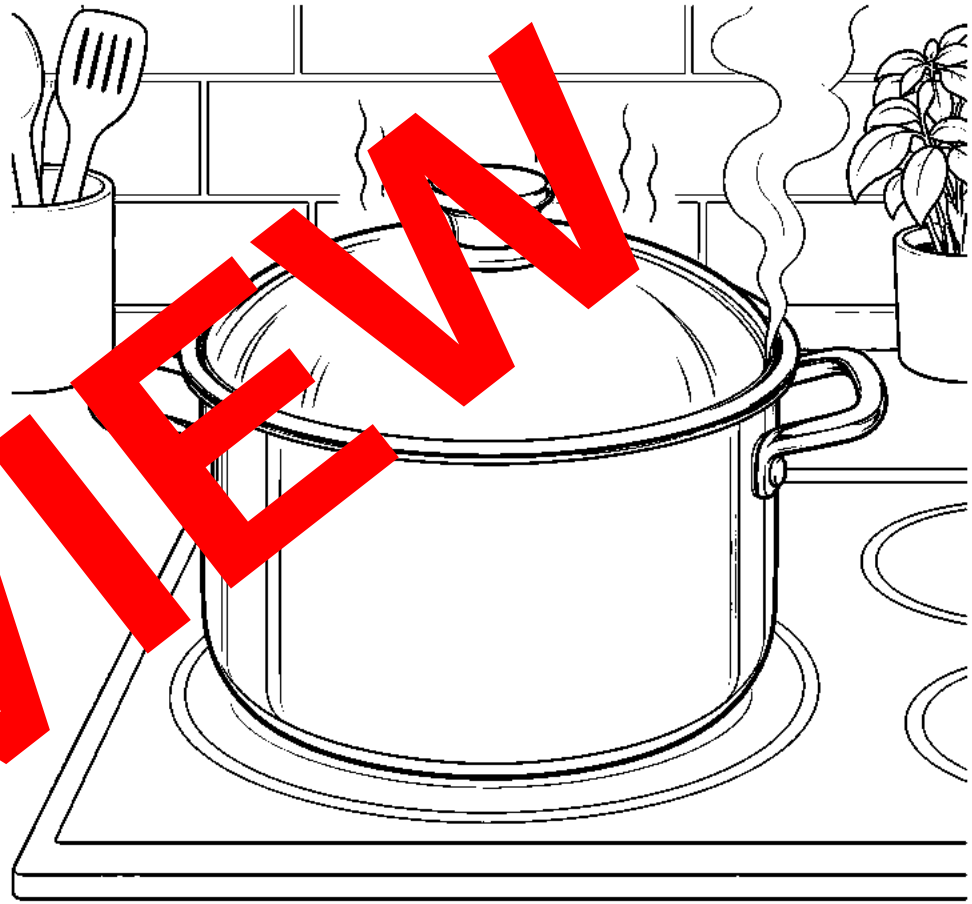
A top.

PREVIEW

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The p is hot.



The pot is hot.

PREVIEW

Sukindi LEARNING

Pot





A pot.

PREVIEW

Sukindi LEARNING



A pot.

3



A top.

4

PREVIEW

Sukindi LEARNING



The [illegible]p is hot.

5



The pot is hot.

6

PREVIEW

Sukindi LEARNING

Cot





A cot.

PREVIEW

Sukindi LEARNING



nat.



The mat is at the cot.

PREVIEW

Sukindi LEARNING



dot.



The dot is at the top.

PREVIEW

Sukindi LEARNING

Cot





A cot.

PREVIEW

Sukindi LEARNING



mat.



The mat is at the cot.

PREVIEW

Sukindi LEARNING



dot.



The dot is at the top.

PREVIEW

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LEARNING

Teacher guidance

Use after all earlier code is explicitly taught. Support directions and checking while students practise reading and writing.

Focus and prerequisites

Add o c d h after m s t a and p i f r. Use short a, i and o in VC/CVC words. Teach capital partners, including D/d for Dot and Dad; Dot maps d-o-t. Check sound recall, blending and segmenting.

Teach the teacher words

a: weak uh or strong ay; I: long eye and capital recognition; is: i is regular, s says /z/; the: voiced th and weak e; to: t is regular, o says oo or weak uh. Teach beyond decoding. Cap uses the/is; Dot uses a/the; Pot and Cot use a/the/is.

Reading and correction

Point to graphemes, say sounds cleanly, blend, then reread. Supply a missing sound and reblend; avoid picture guessing. Discuss meaning after words. Pot and Cot identify visible objects and features. Discuss a hot pot from pictures only; students stay away from hot cookware.

Printing and assembly

Choose B&W or colour. Print reader PDFs A4 landscape, actual size (100%), single-sided. Cut at the centre guide, stack A5 pages 1-6 in order and staple left. These are sequential two-up pages. Print the companion portrait A4.

Oral work and dictation

Page 2: blend and segment stop and cat orally. Page 4 rows: cat, hot, dot, mop. Page 8 rows: hot, cat, dad, pen, mad to hop. Say naturally, segment, write and reread. Practise the exceptional parts in the five teacher words.

Checking and next teaching

Page 3 has two sets for am/it and three for the other words. Page 5 changes one phoneme per move. Page 6 sorts by the middle vowel. Page 7 needs a capital and full stop. Page 9 has jumbled pictures: check meaning, then discuss the drawing. Page 10 revisits reading and transfers to ham/pop/ram/tip. Note blending, teacher words and one next teaching step.

PREVIEW

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Sound cards

Say hop, dot and cat slowly, then blend. Cut out the four cards. Match each capital to its lower-case partner and say the sound without adding uh.

o O	c C
d D	h H

PREVIEW

Sukindi LEARNING

Blend and read

Touch one dot for each sound. Blend the word, then say it smoothly. Read across each row; revisit a word when needed.

c o d	h o p
h a d	m o p
c a p	d i p
a m	i t

PREVIEW

Sukindi LEARNING

Say, build, write

Use the page 1 prompts in order. Say and segment each word, build it with letter cards, write one letter per box, then write the whole word on the lines.

1

2

3

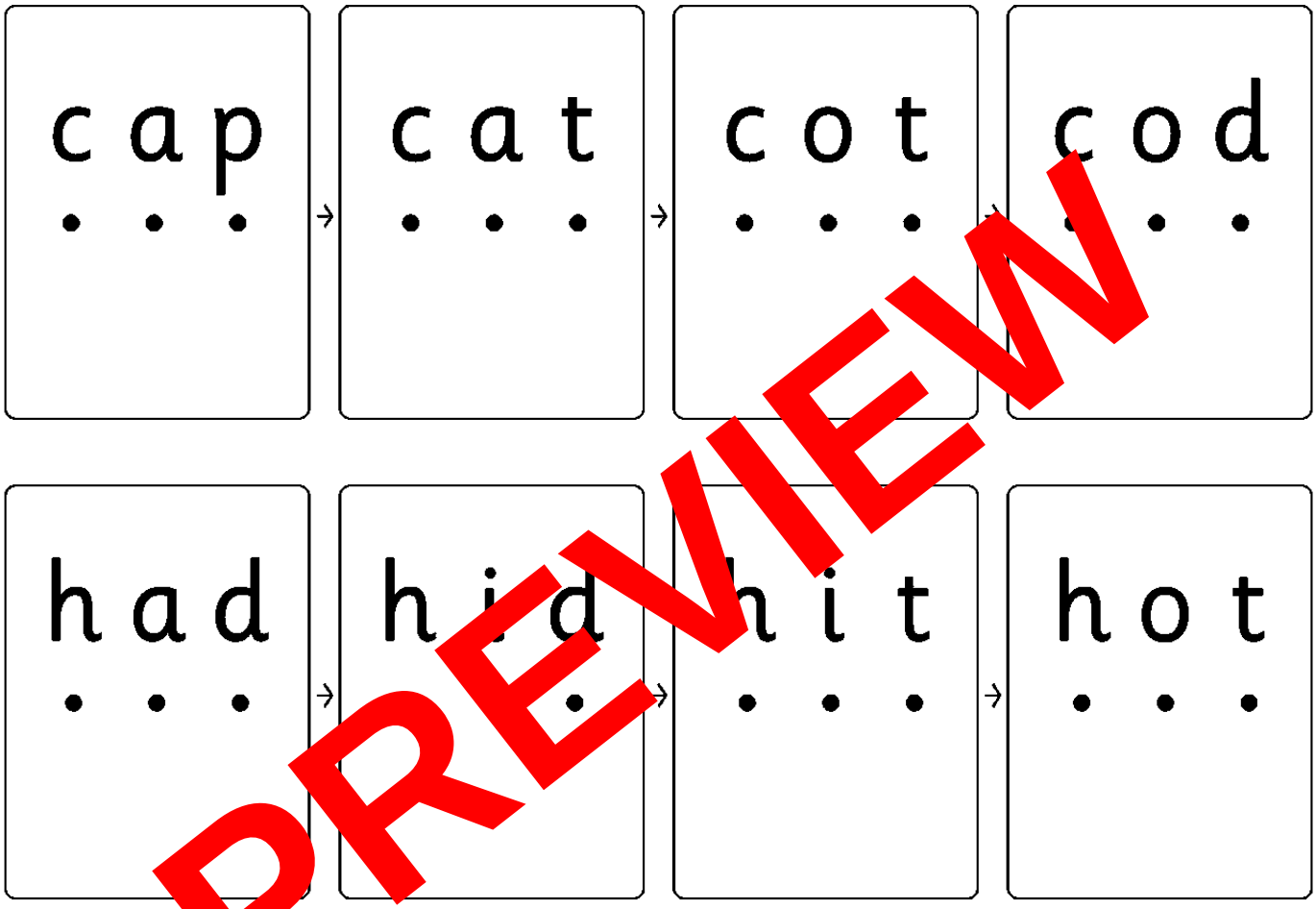
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PREVIEW

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Change one sound

Read each chain left to right. Circle the grapheme that changes in the next word. Each move changes one sound. Rebuild with letter cards.



PREVIEW

Choose a chain word. Say its sounds and write one grapheme in each large box. Read it again.

Sort short vowels

Read these jumbled words. Listen to the middle sound. Write two words in each matching short-vowel box.

mop	cat	dim
dip	hop	cap

a	i	o

PREVIEW

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Build sentences

Read and move or number the tiles to make a meaningful sentence. Use a capital and full stop. Write it on the lines, then reread.

hid.	The	cat

a	[illegible]p.	Dad	had

PREVIEW

Point to each word as you reread your sentences.

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Teacher words and dictation

Read the teacher words with support. Underline the parts you learned by heart. Use page 1 prompts for the four writing rows; reread and check each one.

a	I	is	the	to

1

2

3

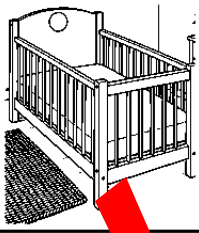
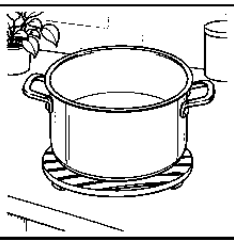
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PREVIEW

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Match meaning

Read each word and draw a line to its picture. The pictures are jumbled. Then read the sentence and draw what it means in the large box.

pot	
cot	
cat	
mop	

PREVIEW

The cat hid.

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Reread and transfer

Reread a book. Try these new words using the same code, then discuss their meanings. Choose one to draw and write; share one thing that felt easier.

ham	pop
ram	tip

PREVIEW

Draw yo word.

Teacher observations

Blending

Teacher words

Next step

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Foundation Set 03 en...l

PREVIEW

Table of Conte...
Phonics Companion Pack
Book 1: Ned (B&W) (...ction)
Book 1: Ne... Colo...r) (Fi...on)
Bo... 2: A ...ed L...d (B&W) (Fiction)
Book 2: A Red Lid (Colour) (Fiction)
Book 3: A Hen (B&W) (Non-fiction)
Book 3: A Hen (Colour) (Non-fiction)
Book 4: A Pet (B&W) (Non-fiction)
Book 4: A Pet (Colour) (Non-fiction)

Ned



PREVIEW



Ned got a net.

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Ned [illegible] on a log.



The dog got the net.

PREVIEW

Sukindi LEARNING



Ned c get the net.



Ned got the net.

PREVIEW

Sukindi LEARNING

Ned





Ned got a net.

PREVIEW

Sukindi LEARNING



Ned [illegible] on a log.

3



The dog got the net.

4

PREVIEW

Sukindi
LEARNING



Ned c get the net.

5



Ned got the net.

6

PREVIEW

Sukindi LEARNING

A Red Lid





Len got a red lid.

PREVIEW

Sukindi LEARNING



Len[illegible]t a pot.



The lid did not fit.

PREVIEW

Sukindi LEARNING



Len got a tin.



The red lid fit the tin.

PREVIEW

Sukindi LEARNING

A Red Lid

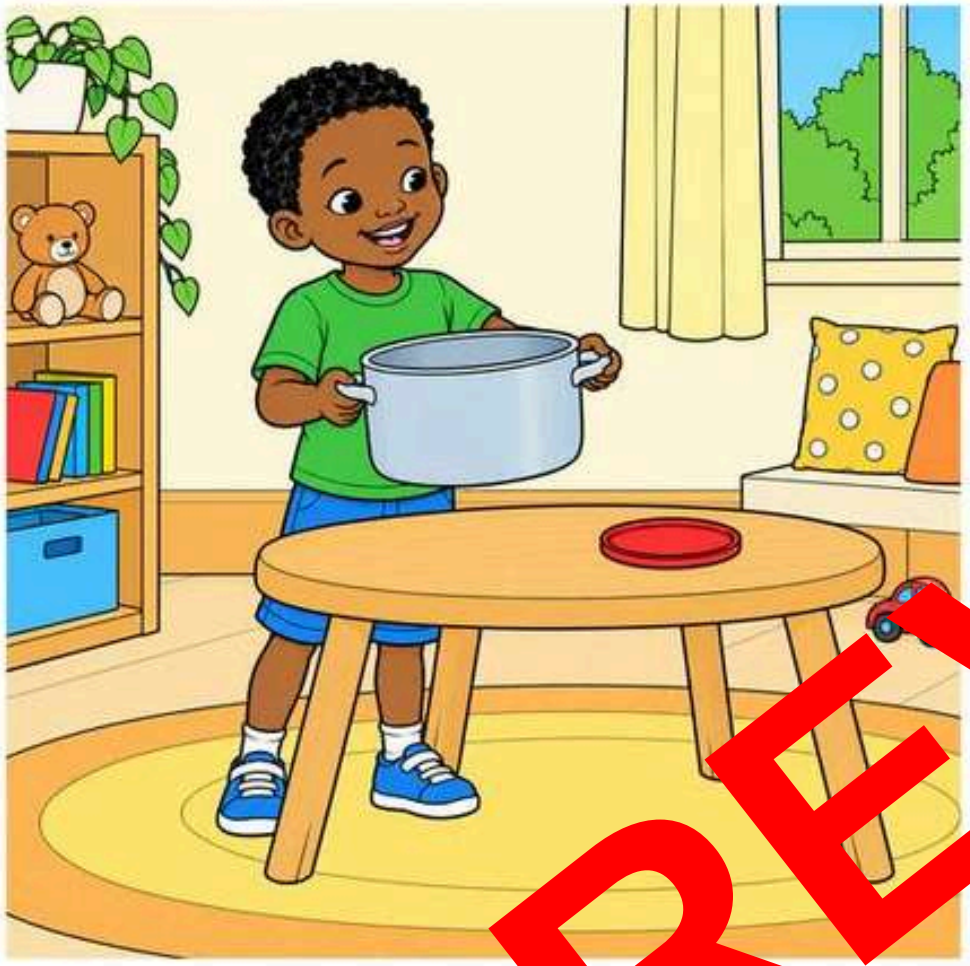




Len got a red lid.

PREVIEW

Sukindi LEARNING



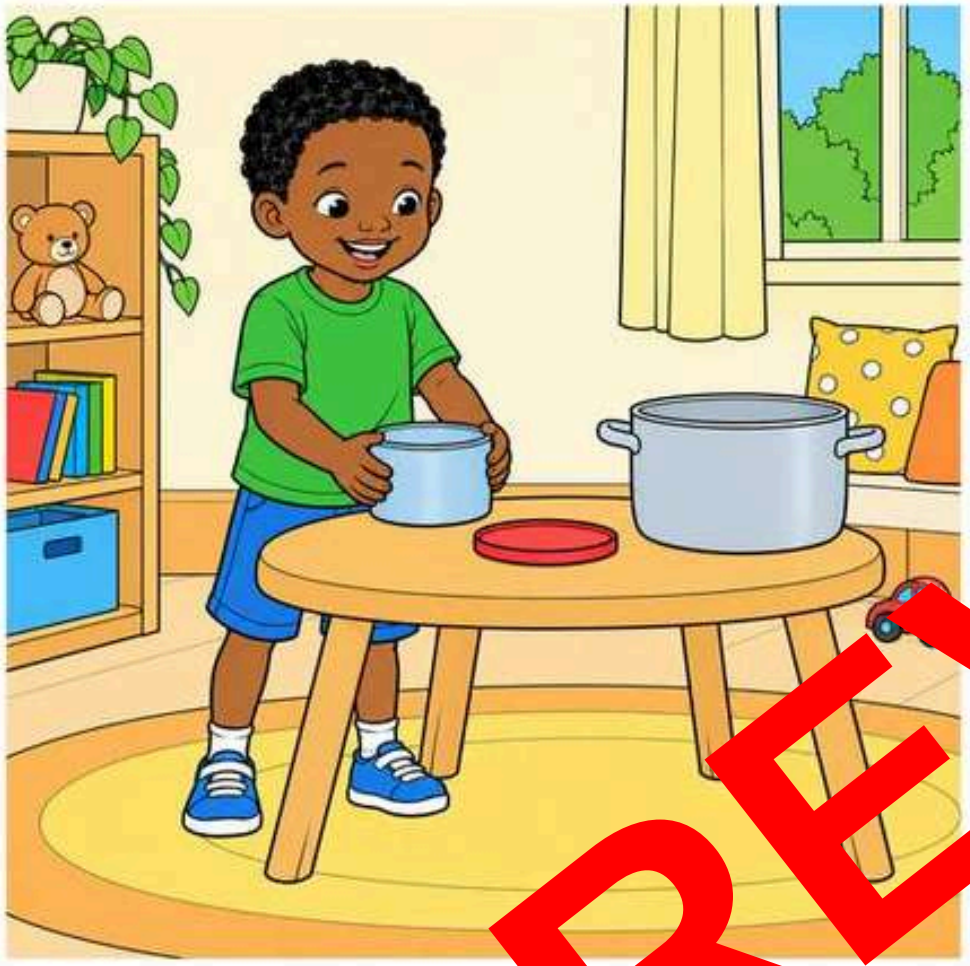
Len[illegible]t a pot.



The lid did not fit.

PREVIEW

Sukindi LEARNING



Le[illegible]t a tin.

5



The red lid fit the tin.

6

PREVIEW

Sukindi LEARNING

A Hen

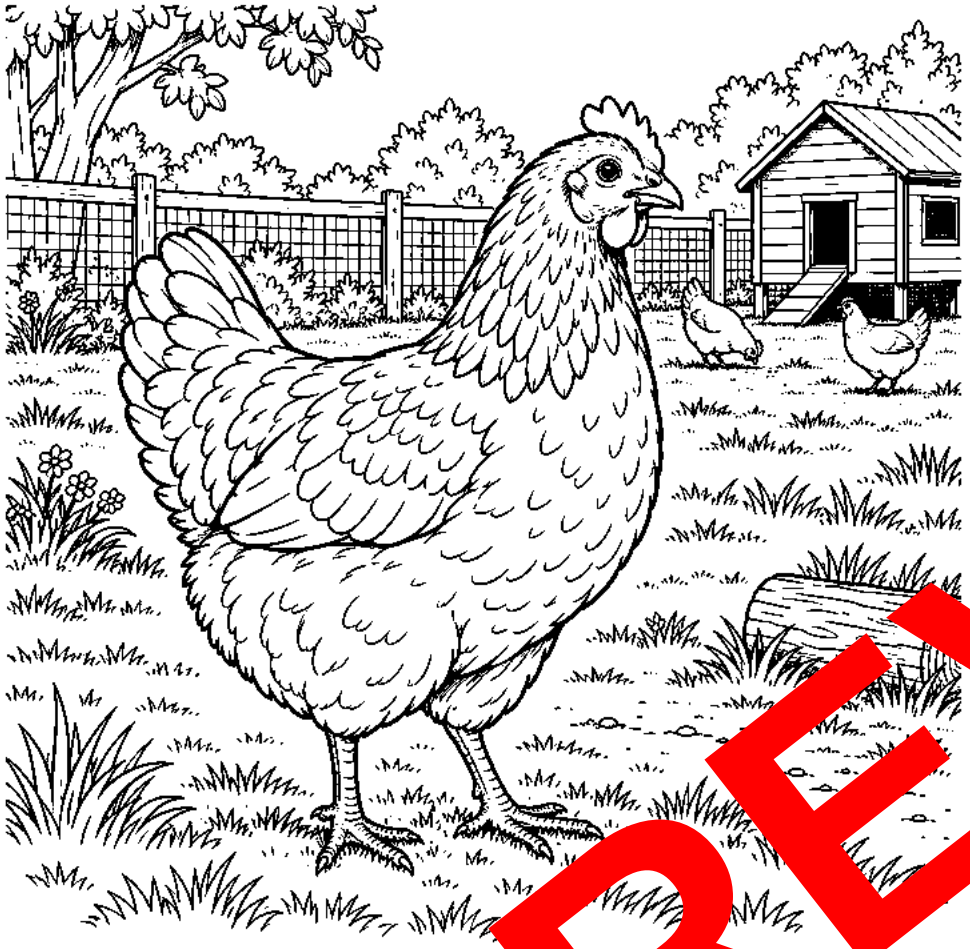




A hen.

PREVIEW

Sukindi LEARNING



A [illegible]u hen.



A hen can dig.

PREVIEW

Sukindi LEARNING



A h[illegible]an hop.



A hen can sit.

PREVIEW

Sukindi LEARNING

A Hen

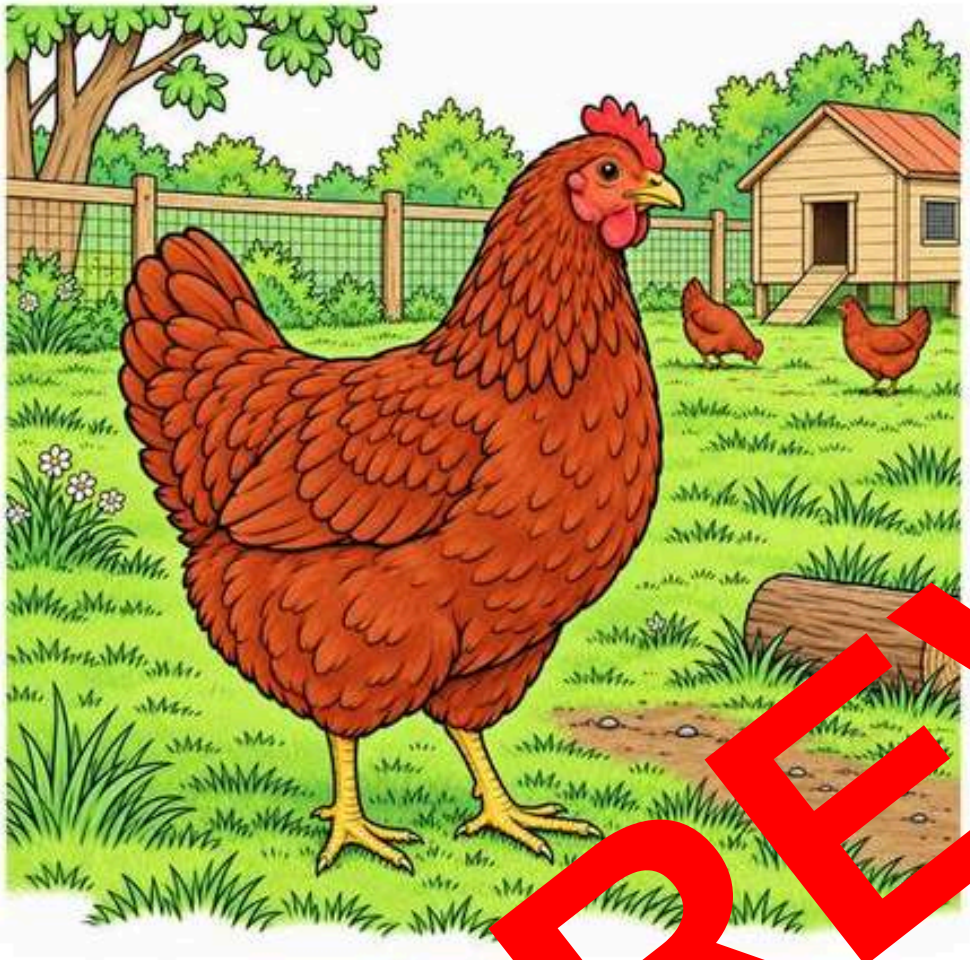




A hen.

PREVIEW

Sukindi LEARNING



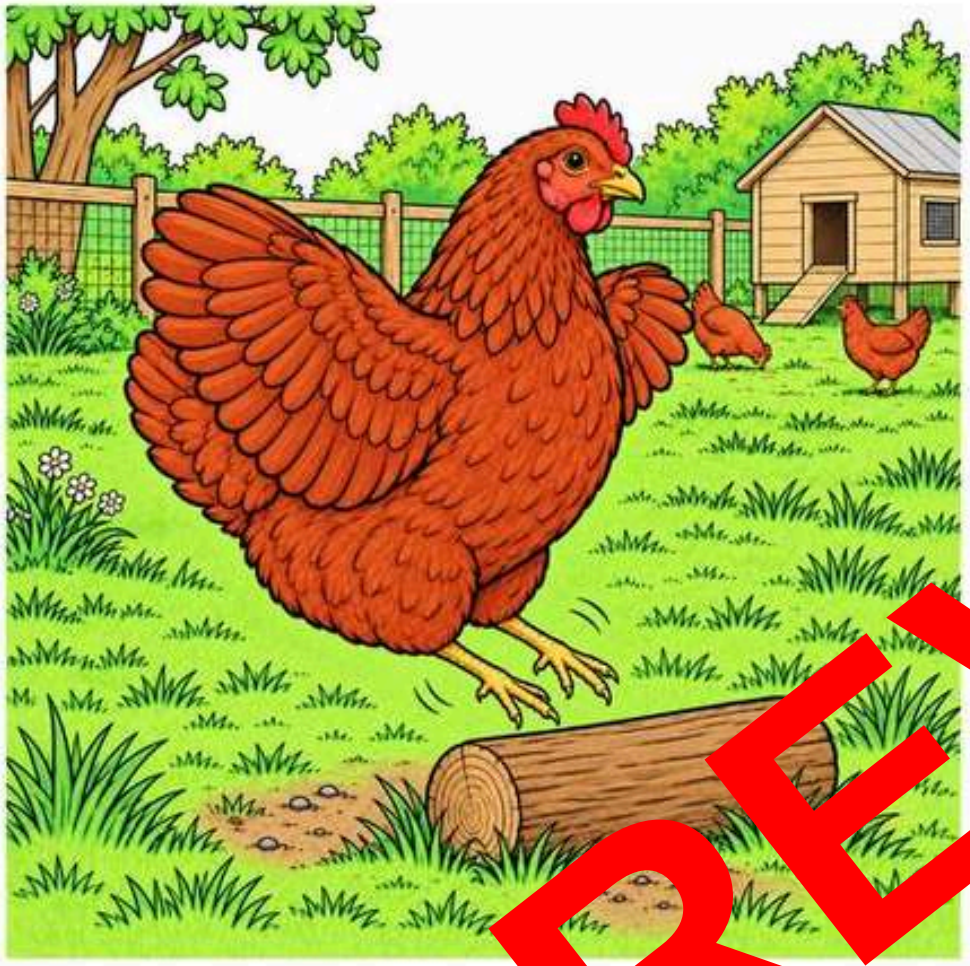
A [illegible] hen.



A hen can dig.

PREVIEW

Sukindi LEARNING



A h[illegible]can hop.



A hen can sit.

PREVIEW

Sukindi LEARNING

A Pet

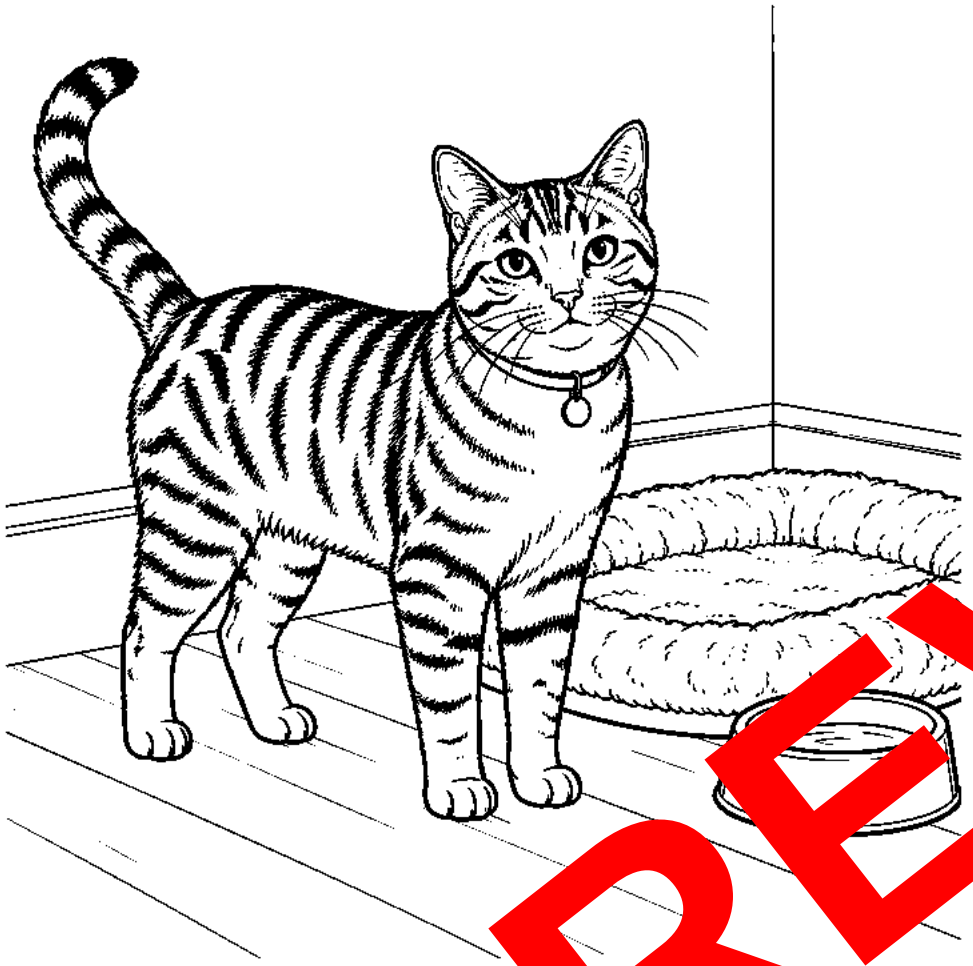


PREVIEW



A dog is a pet.

Sukindi
LEARNING



A cat is a pet.



A hen is a pet.

PREVIEW

Sukindi LEARNING



A r[illegible]s a pet.



A pet can nap.

PREVIEW

Sukindi LEARNING

A Pet





A dog is a pet.

PREVIEW

Sukindi LEARNING



A c t s a pet.



A hen is a pet.

PREVIEW

Sukindi LEARNING



A r[illegible]s a pet.



A pet can nap.

PREVIEW

Sukindi LEARNING

Teacher guidance

Use after every stated prerequisite has been explicitly taught. Support the directions while students practise the controlled print.

Focus and prerequisites

Teach e n g l after m s t a p i f r o c d h. Use short a, i, o and e in one-syllable VC/CVC words. Practise each sound without adding "uh". Teach capital partners, including N in Ned and L in Len; both names use short e.

Teacher words

Teach before use: a has a weak or long vowel; I is the capital pronoun with long /ie/; is has s=/z/; the has voiced th and a weak or strong vowel; to has o=/oo/ or a weak vowel; of has f=/v/ and may have a weak vowel; he and me have final e=/ee/. Books use a/the, a, a, the 8 revisits all eight forms.

Read and correct

Ask students to point, say the sounds, blend and reread naturally. Supply a forgotten sound and blend again. Use pictures for meaning after decoding, never before. Discuss the lid mismatch and how Ned gets the net back. In the hen book, dig means scratching loose soil with a foot.

Print and assemble

Choose one edition per book. Print the readers A4 landscape at actual size (100%), single-sided. Cut at the centre guide; stack A5 pages 1-6 in number order and staple left. These are sequential pages, not a folded booklet. Print the ten-page companion A4 portrait.

Dictation and checking

Page 4 prompts: den, fig, net, dog, lid. Page 8: pen; log; He can get a pen. Say naturally, segment, write and reread. Check one grapheme per sound box, one sound changed at each chain move, the middle vowel in sorting, complete sentence order and picture meaning. Give specific correction and another attempt.

Talk, transfer and observe

The pet pictures show particular kept animals; not every animal is a pet. Talk about safe care orally. On page 10 explain den, fig and lap after decoding. Have students retell a story, name an observation and reread. Notice sound retrieval, blending, spelling and fluent rereading; choose the next teaching step from what you hear.

PREVIEW

Sukindi LEARNING

Say the sounds

Say leg and dig slowly: blend, then segment. Cut the cards. Match each capital to its lower-case partner and say the sound without adding "uh".

e	n	g	l
E	N	G	L
a	i	o	t
A	I	O	T

PREVIEW

Sukindi LEARNING

Blend and read

Touch one dot for each sound. Blend the word, then say it smoothly. Work across a row and reread; the dots show sounds.

n e t	l e g
d o g	h e n
l o g	p e n
t e n	l i d

PREVIEW

Sukindi LEARNING

Say, build, spell

Use the page 1 prompts in order. Repeat and segment each word. Build beside this page. Write one grapheme in each box, then write the whole word on the guides.

1

2

3

4

PREVIEW

Sukindi LEARNING

Change one sound

Read each chain from left to right. Circle the grapheme that changes. Each move changes ONE sound. Rebuild a chain with letter cards beside the page.



PREVIEW

Choose a chain word. Say it, build it and read it again.

Sukindi LEARNING

Sort the middle sound

Read the mixed words. Listen to the short middle vowel. Write two words in each matching box. Keep each whole word together.

net	cat	lid	dog
hen	pin	log	pan

a	i	o	e

PREVIEW

Sukindi LEARNING

Build a sentence

Read each set of mixed tiles. Put the capital first and the full stop last. Arrange a meaningful sentence, read it and write it on the guides.

net.	a	Ned	got

PREVIEW

tin.	Len	a	had

Sukindi LEARNING

Listen, write, check

Read the teacher words with support. Underlines mark parts to teach. Use the page 1 dictation prompts; listen, write, reread and correct together.

of	he	me	a
I	is	the	to

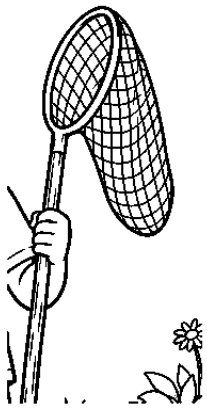
Listen. Write. Reread. Check.

PREVIEW

Match the meaning

Read the words. Write the matching picture number in each small box. The choices are mixed; check what each word means.

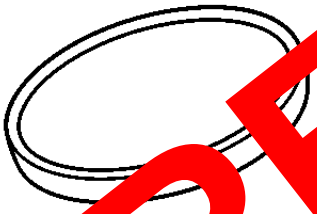
1



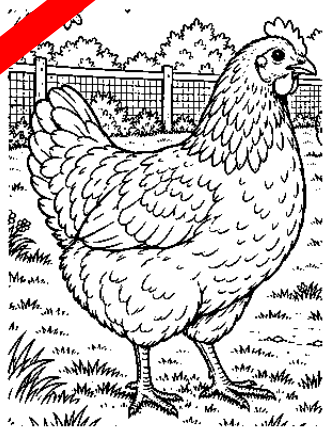
2



3



4



PREVIEW

hen	
net	
lid	
dog	

Tell a partner how Ned gets the net back.

Sukindi LEARNING

Reread and transfer

Read these fresh words using taught sounds. Explain their meanings together. Read the sentence, draw its meaning and copy it. Reread one book.

den	fig	lap

A dog can sit.

PREVIEW

Teacher observations

- ☐ Sounds
- ☐ Blending
- ☐ Rereading

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Foundation Set 04 ku[illegible]i

PREVIEW

Table of Conte[illegible]
Phonics Companion Pack
Book 1: Bug in a Ju[illegible] (B&W) (Fictio[illegible])
Book 1: Bu[illegible]n a J[illegible]g (Co[illegible]ur) (Fiction)
Bo[illegible]2: K[illegible]in M[illegible]d (B&W) (Fiction)
Book 2: Kit in Mud (Colour) (Fiction)
Book 3: Cat Cub (B&W) (Non-fiction)
Book 3: Cat Cub (Colour) (Non-fiction)
Book 4: Cup, Mug, Jug (B&W) (Non-fiction)
Book 4: Cup, Mug, Jug (Colour) (Non-fiction)

Bug in a Jug

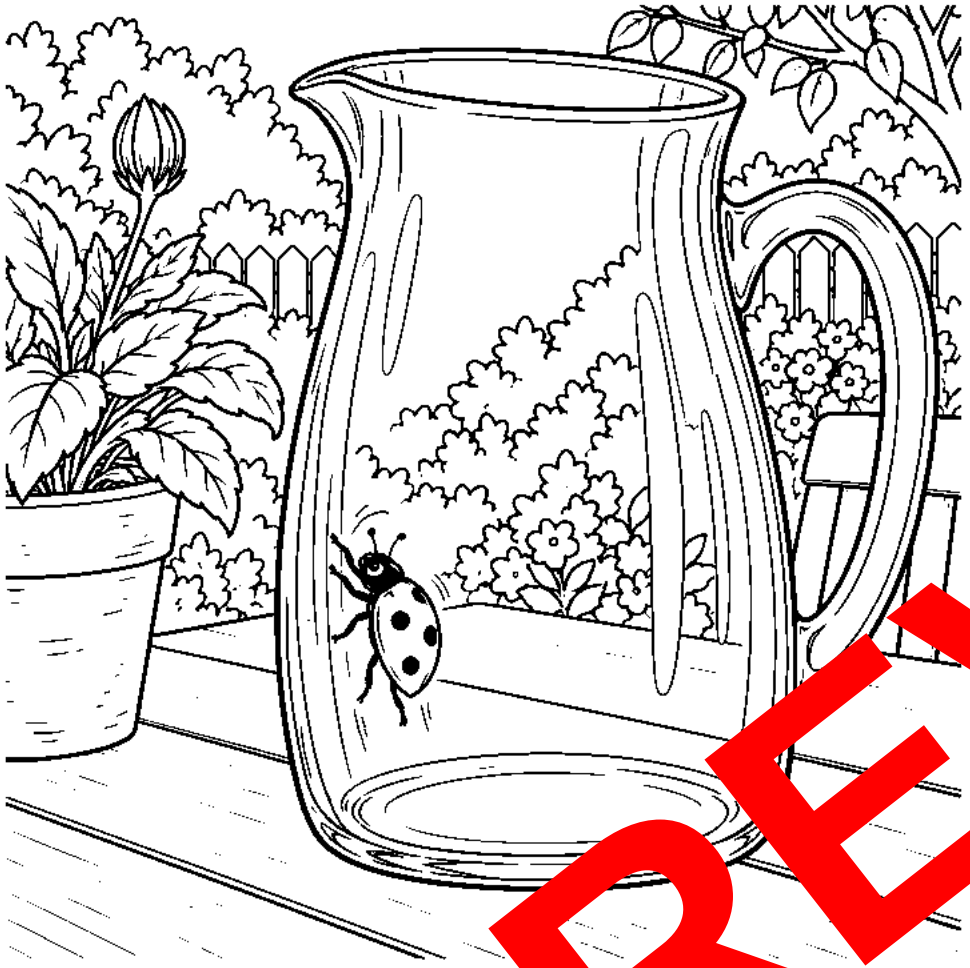




A bug is in the jug.

PREVIEW

Sukindi LEARNING



The bug will not get up.



Mum can tip the jug.

PREVIEW

Sukindi LEARNING



The bug is on the rim.



The bug can run.

The bug is on a bud.

PREVIEW

Sukindi LEARNING

Bug in a Jug

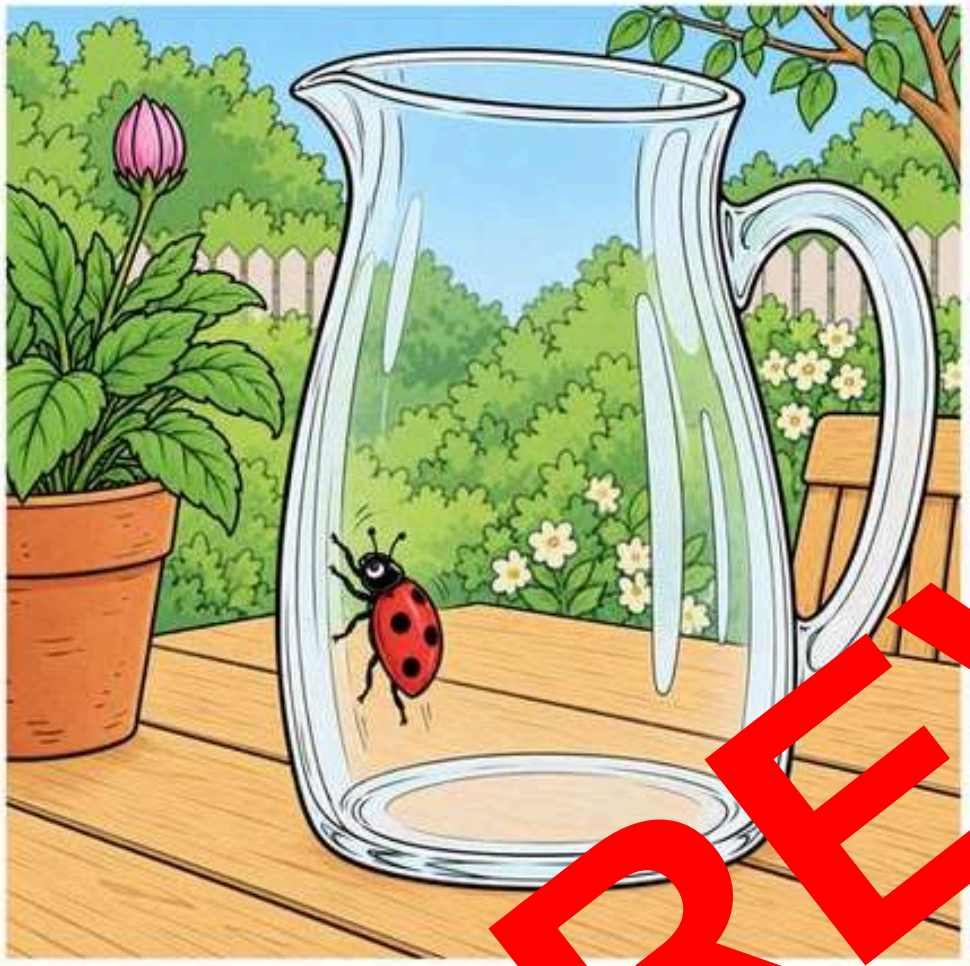




A bug is in the jug.

PREVIEW

Sukindi LEARNING



The bug can not get up.



Mum can tip the jug.

PREVIEW

Sukindi LEARNING



The bug is on the rim.



The bug can run.

The bug is on a bud.

PREVIEW

Sukindi LEARNING

Kit in Mud





Kit can jog.

PREVIEW

Sukindi LEARNING



Kit [illegible] in mud.



Mum can get Kit.

PREVIEW

Sukindi LEARNING



Kit t[illegible] the tub.



Kit is not in mud.

PREVIEW

Sukindi LEARNING

Kit in Mud





Kit can jog.

PREVIEW

Sukindi LEARNING



Kit [illegible] in mud.



Mum can get Kit.

PREVIEW

Sukindi LEARNING



Kit t[illegible] the tub.

5



Kit is not in mud.

6

PREVIEW

Sukindi
LEARNING

Cat Cub

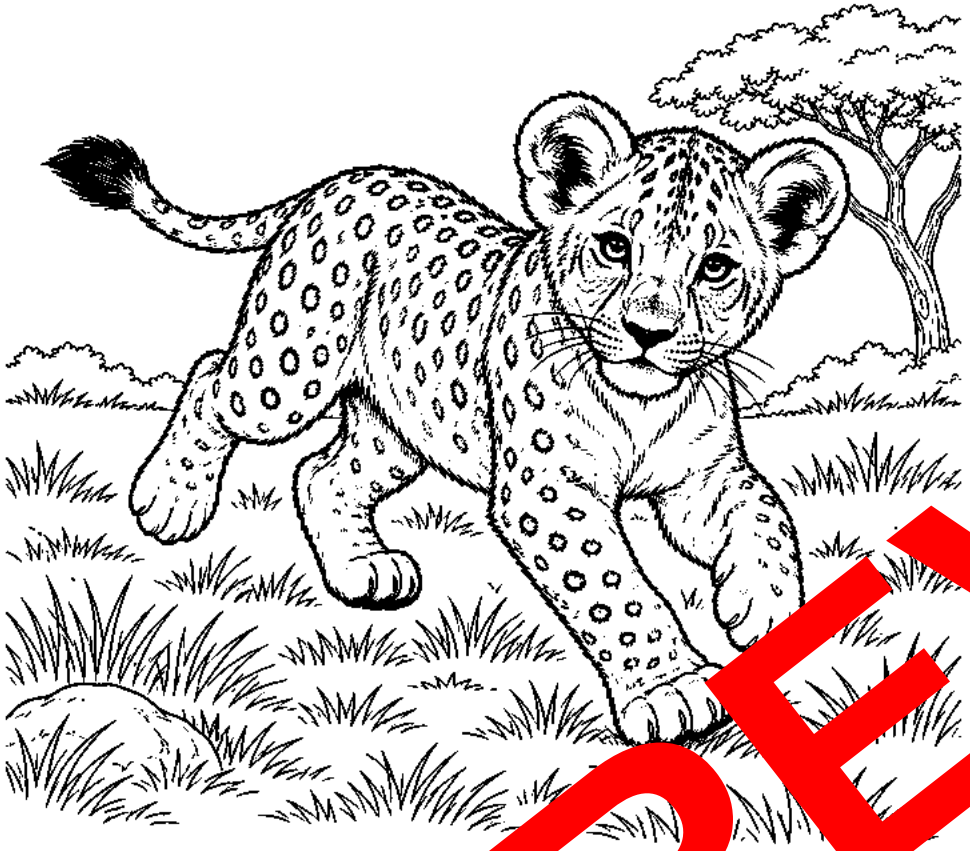




The cub is a cat.

PREVIEW

Sukindi LEARNING



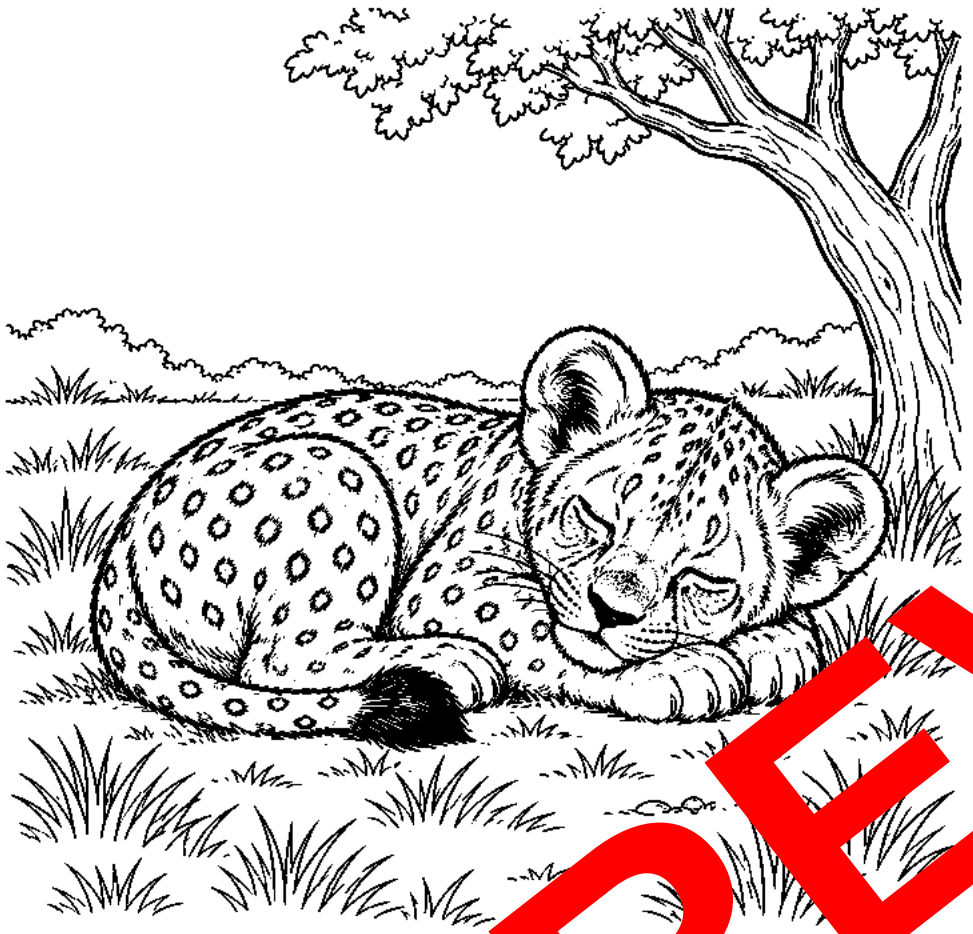
The [illegible] can run.



The cub can sit.

PREVIEW

Sukindi LEARNING



The [illegible] can nap.



The cat is big.

The cub is not big.

PREVIEW

Sukindi LEARNING

Cat Cub





The cub is a cat.

PREVIEW

Sukindi LEARNING



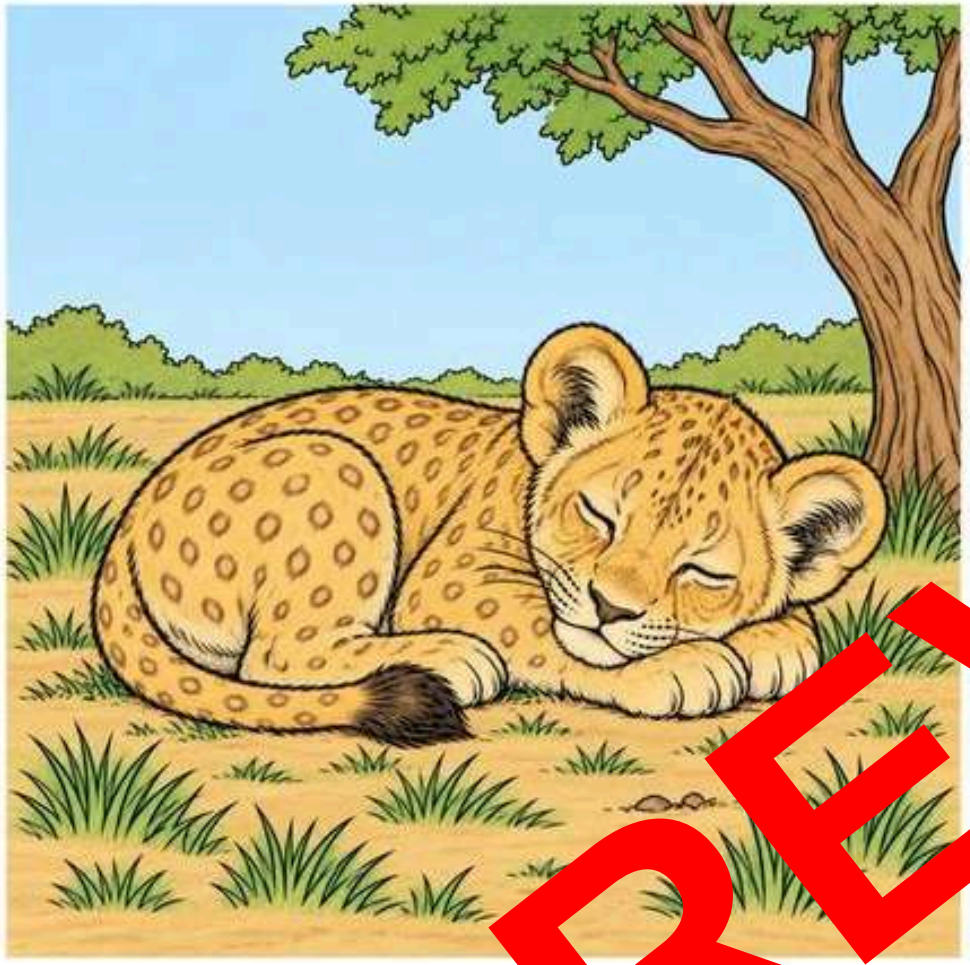
The cub can run.



The cub can sit.

PREVIEW

Sukindi LEARNING



The [illegible] can nap.



The cat is big.

The cub is not big.

PREVIEW

Sukindi LEARNING

Cup, Mug, Jug



PREVIEW



A cup is in the tub.

Sukindi LEARNING



A mug is in the tub.



A jug is big.

PREVIEW

Sukindi LEARNING



The cup can fit in the jug.



The mug can not fit in the jug.

PREVIEW

Sukindi LEARNING

Cup, Mug, Jug





A cup is in the tub.

PREVIEW

Sukindi LEARNING



A mug is in the tub.



A jug is big.

PREVIEW

Sukindi LEARNING



The cup can fit in the jug.



The mug can not fit in the jug.

PREVIEW

Sukindi LEARNING

Teach and check

Use the four books after explicit teaching of all F01-F04 prerequisites. Model directions and check students' reading and spelling.

Focus and prerequisites

New code: k, short u, b, j. Review m s t a p i f r o c d h e n g l; read VC/CVC words with all five short vowels. Compare c and k for /k/. Match capitals to their taught lower-case partners, including Kit and Mum.

Teacher words

Introduce be: b is regular; e says /ee/. Teach are as the whole Australian /aa/ word. Review a, is and the before books that use them. Article a has a weak vowel; s in is says /z/; the uses voiced /z/ and a weak vowel. The underlined card parts need teaching.

Before each book

Bug in a Jug, Cat Cub and Cup, Mug, Jug use a, is, the. Kit in Mum uses is, the. Say the title together after teaching needed words. Introduce nap and bid orally; bid means a nap offer or attempt.

Reading and correction

Ask students to point, say each sound and blend. For an error, model the correct correspondence, let the student blend again, then reread the full sentence. Use the illustration to discuss meaning after decoding.

Build, change and sort

One box or dot represents one phoneme. The regular blending, spelling and chain words have three phonemes. Change just one phoneme in each chain arrow. Sort by the middle short-vowel sound; say the word and check again.

Dictation and checking

Dictate cub, jam, mat, pag after covering each model. On page 8, teach then dictate be and are; use the blank grids. Students say, cover, write and compare. Check every grapheme, including marked parts. Reread sentences to confirm meaning.

Meaning and rereading

The two stories have a small problem and resolution. Cat Cub shows a young lion, not every animal called a cub. Cup, Mug, Jug describes these pictured items and their size test. On page 9, choices are jumbled: check the whole sentence against the selected picture. Accept relevant drawings or oral responses.

Print and assemble

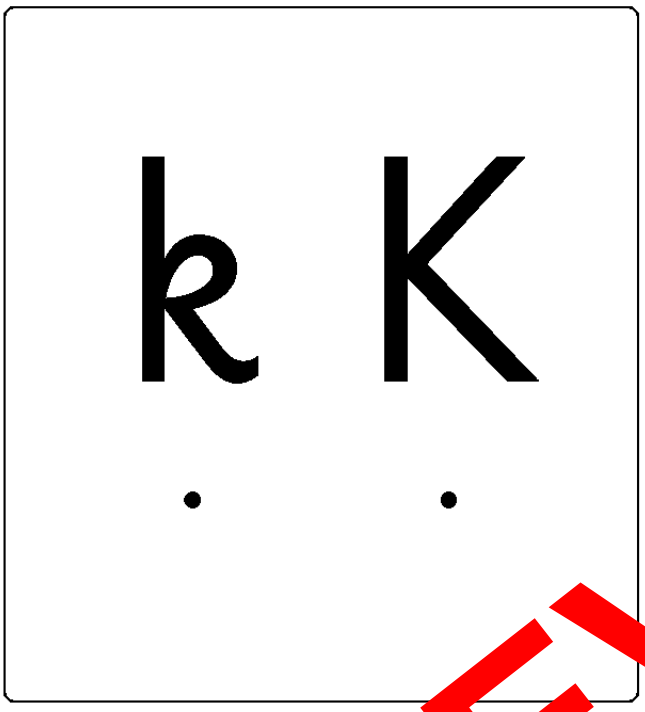
Print readers A4 landscape, actual size (100%), single-sided. Cut at the centre guide, stack pages 1-6 and staple left. Print this companion portrait A4. Select either reader edition; the wording is identical. Reread for smoother accurate reading; record specific sounds or words to revisit.

PREVIEW

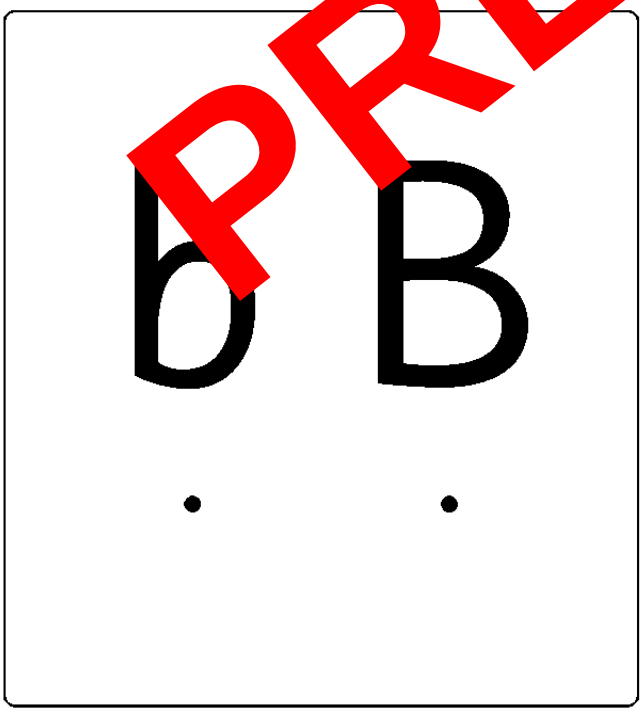
Sukindi LEARNING

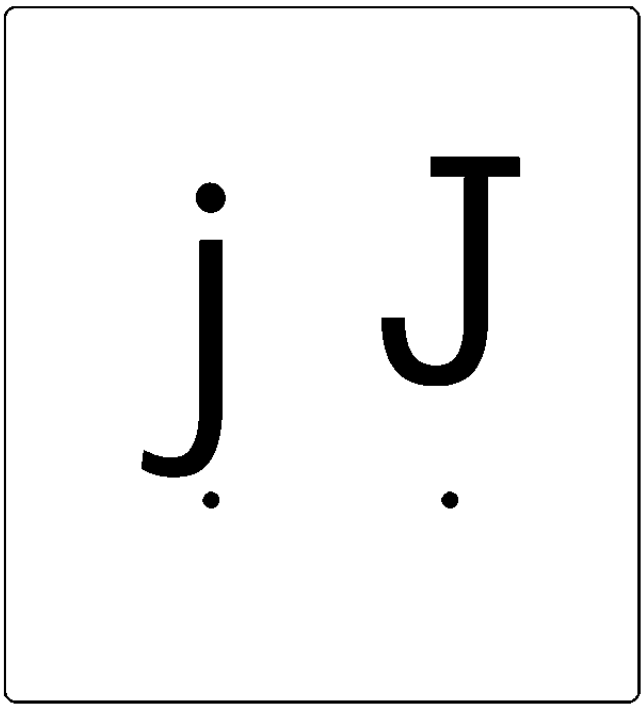
Hear and form the sounds

Say each sound without an extra vowel. Point to each lower-case and capital partner. Use these large cards for oral sound practice.









PREVIEW

Say a word. Hear its first sound. Point to its card.

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Blend and read

Point to each dot. Say the sounds, then slide them together. Reread the whole word without guessing from a picture.

k i d

j u g

b u s

c u p

b e d

r u n

PREVIEW

Sukindi LEARNING

Build and spell

Read the word, then cover it. Say it slowly, build one grapheme in each sound box and write the word on the large guide.

cub

jam

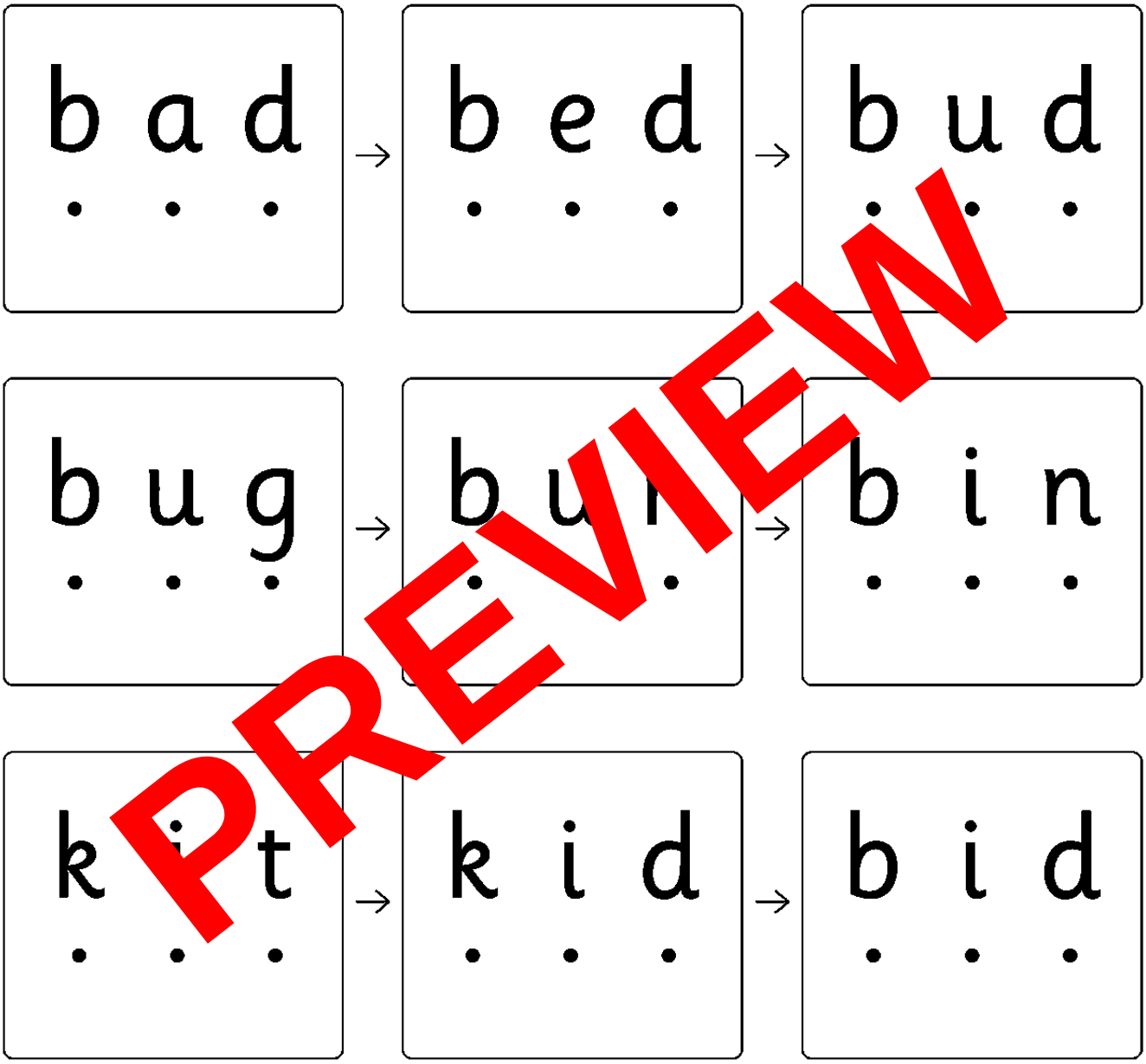
kit

PREVIEW

Sukindi LEARNING

Change one sound

Read across each chain. Say what changed. Use letter cards or write the last word, then check every sound.



PREVIEW

Sort the short vowels

Say and read each word. Cut out the large word tiles. Place each tile under the matching middle short-vowel sound.

a	e	i	o	u

bog	jam	bun	bed	kid
jug	bat	jet	pot	bin

PREVIEW

Sukindi LEARNING

Build a sentence

Cut out the jumbled tiles. Use the capital and full stop to build one sentence. Read it, write it and reread what you wrote.

jug.	The	in
bug	the	is

PREVIEW

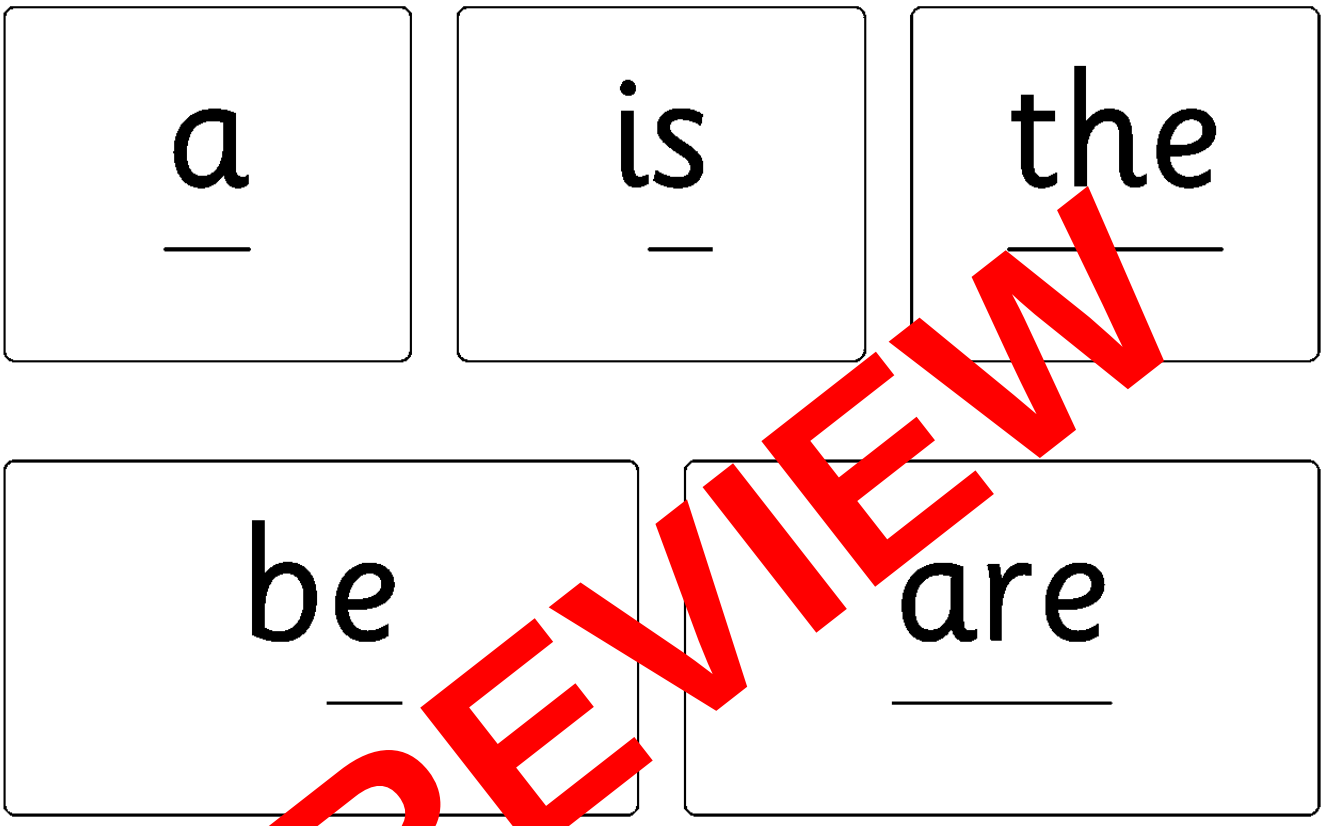
Write the sentence.

Point, read and check every word.

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Teach, write and check

Teach the underlined parts first. Say each word, cover it, write it and compare. The new words in this set are be and are.



PREVIEW

Listen, cover and write be.

Listen, cover and write are.

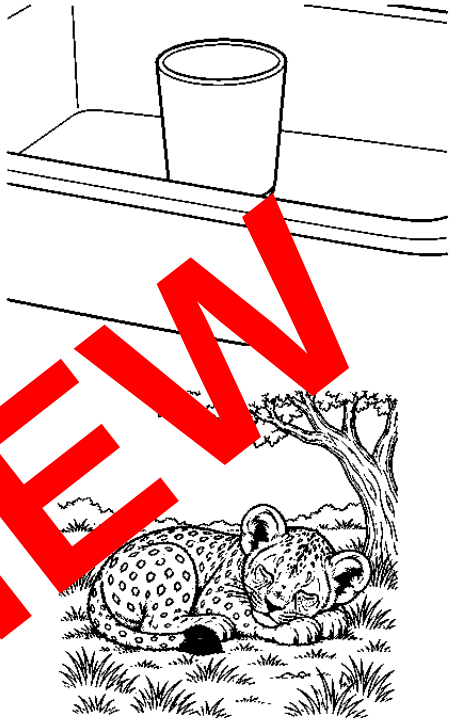
Match the meaning

Read each sentence. Write its matching picture number in the empty box. The pictures are jumbled; check the whole sentence.

The cub can nap. ☐

The bug is on the rim. ☐

A cup is in the tub. ☐



1

2



3

Draw a cub, bug or cup. Tell what it can do.

PREVIEW

Sukindi LEARNING

Read, try and reflect

Reread a book. Then read these new sentences using the taught code and teacher words. Tell what happened, draw and write.

Kit can hug Mum.

The bug is not in the jug.

PREVIEW

Teacher observations

Accurate sounds / blending / self-correction / meaning:

Next sound or word to practise:

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PREVIEW

Foundation Set 05 w v z

Table of Conte
Phonics Companion Pack
Book 1: Zip (B&W) (F tion)
Book 1: Zip olou (Fic n)
Bo 2: Y , Val (B&W) (Fiction)
Book 2: es, Val! (Colour) (Fiction)
Book 3: A Zip (B&W) (Non-fiction)
Book 3: A Zip (Colour) (Non-fiction)
Book 4: Wet (B&W) (Non-fiction)
Book 4: Wet (Colour) (Non-fiction)

Zip





Zip is wet.

PREVIEW

Sukindi LEARNING



Zip can run.



Zip can get in a tub.

PREVIEW

Sukindi LEARNING



W ab Zip.



Zip can sit.

PREVIEW

Sukindi LEARNING

Zip





Zip is wet.

PREVIEW

Sukindi LEARNING



Zip can run.



Zip can get in a tub.

PREVIEW

Sukindi LEARNING



W ab Zip.



Zip can sit.

PREVIEW

Sukindi LEARNING

Yes, Val!





Val is a vet.

PREVIEW

Sukindi LEARNING



A dog is in a van.



Can Val get the dog?

PREVIEW

Sukindi LEARNING



Yes! Val pat the dog.



The dog can yap!

PREVIEW

Sukindi LEARNING

Yes, Val!





Val is a vet.

PREVIEW

Sukindi LEARNING



A dog is in a van.

3



Can Val get the dog?

4

PREVIEW

Sukindi
LEARNING



Yes! Val pat the dog.

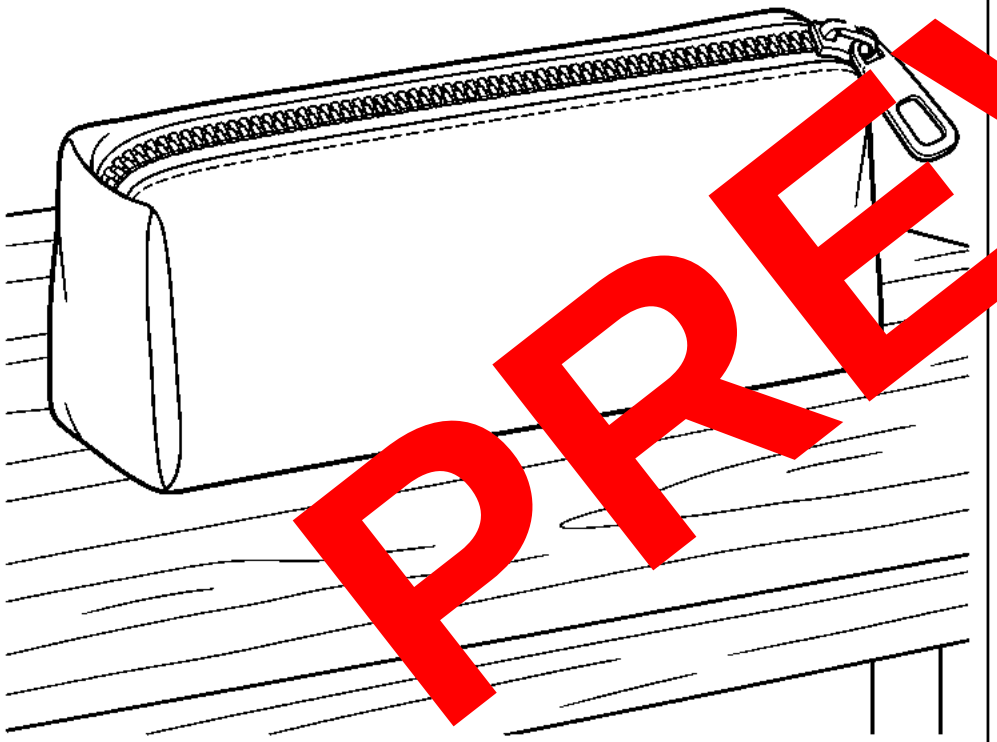


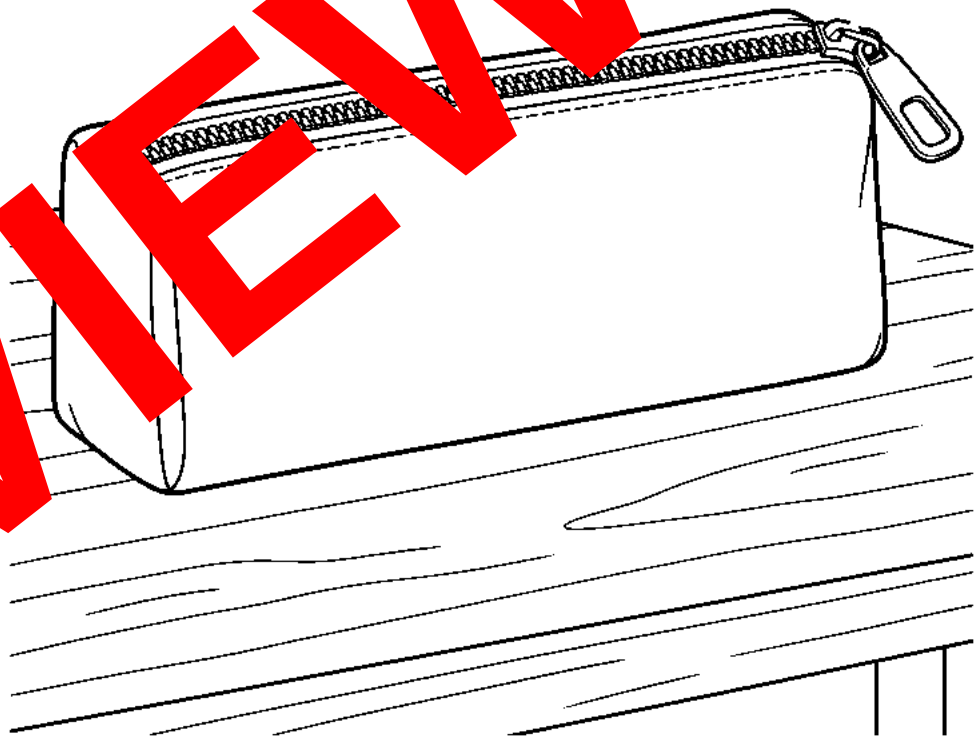
The dog can yap!

PREVIEW

Sukindi LEARNING

A Zip

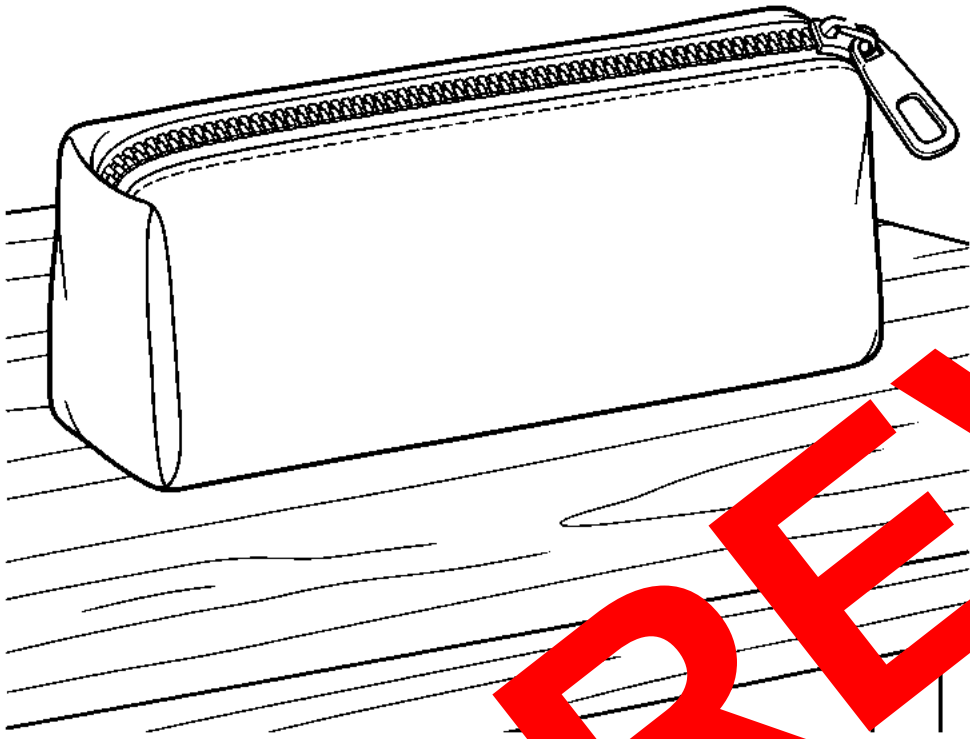




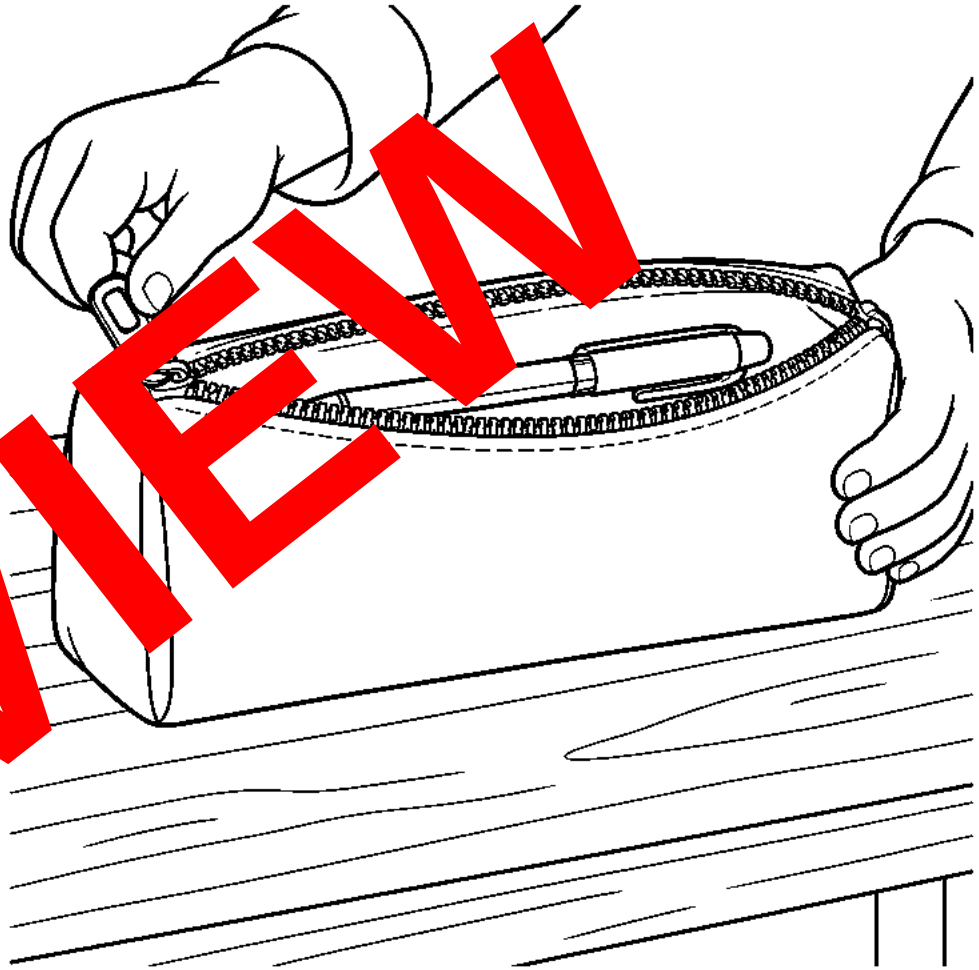
A zip is on a bag.

PREVIEW

Sukindi LEARNING



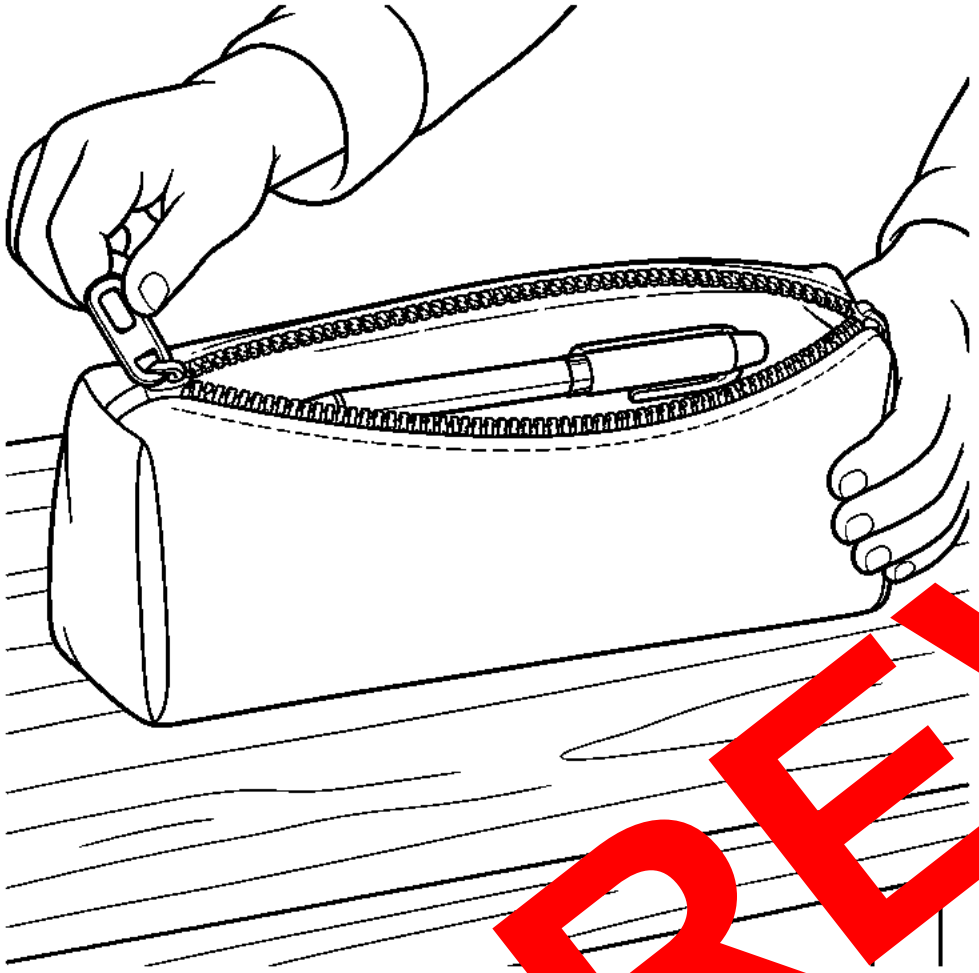
A tab is on a zip.



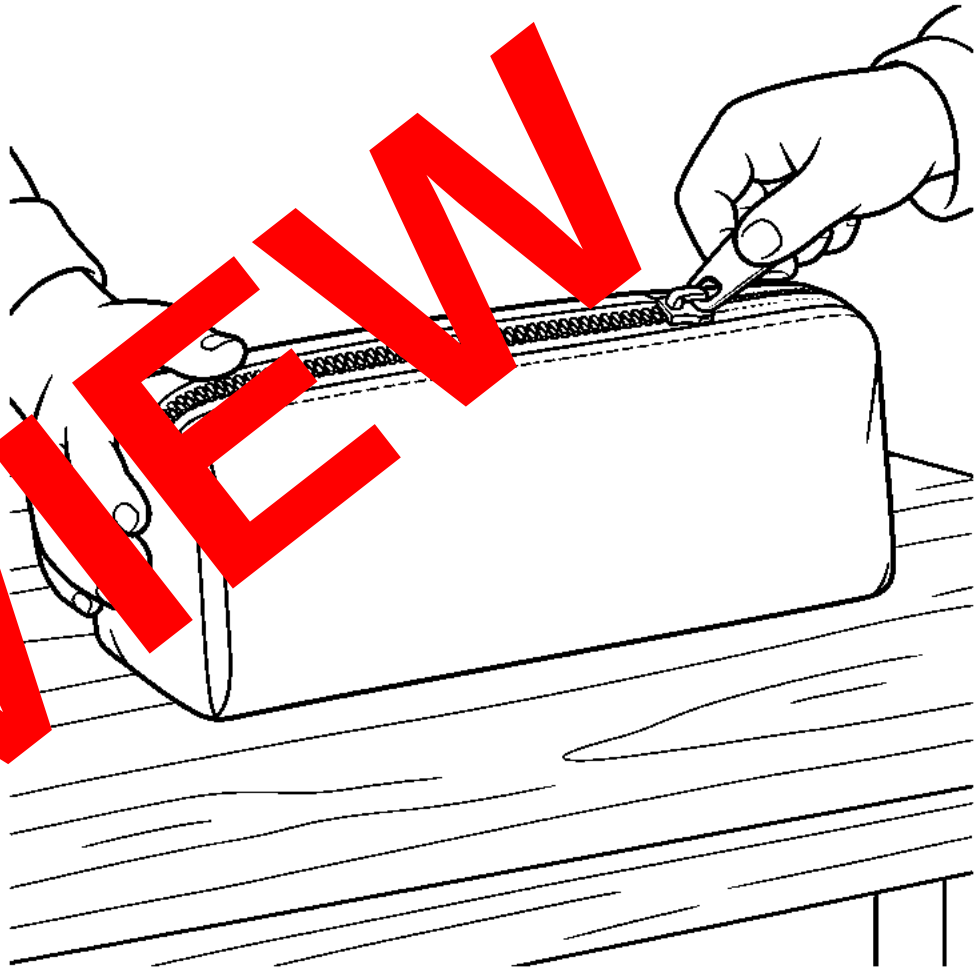
I can tug a tab.

PREVIEW

Sukindi LEARNING



A pe[illegible] in a bag.



I can zip it up.

PREVIEW

Sukindi LEARNING

A Zip





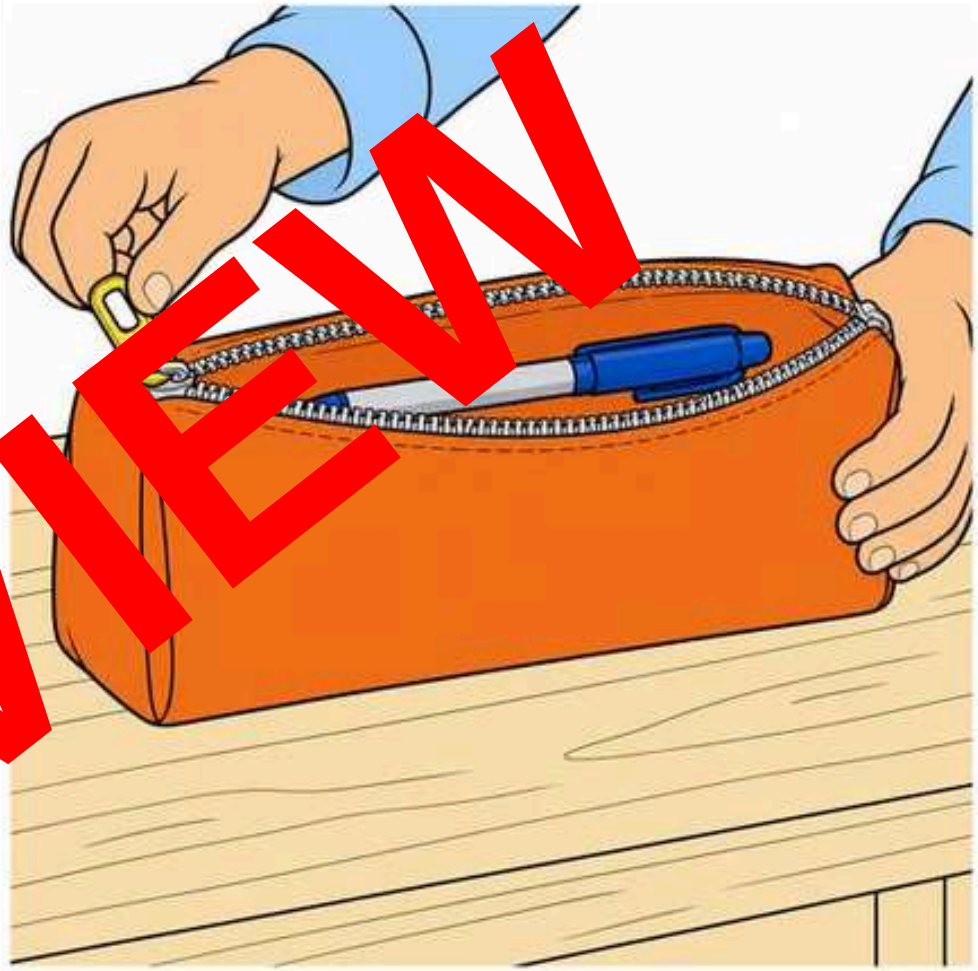
A zip is on a bag.

PREVIEW

Sukindi LEARNING



A tab on a zip.



I can tug a tab.

PREVIEW

Sukindi LEARNING



A pe[illegible] in a bag.



I can zip it up.

PREVIEW

Sukindi LEARNING

Wet





A rag is not wet.

PREVIEW

Sukindi LEARNING



We dip a rag.



A rag is wet.

PREVIEW

Sukindi LEARNING



We rub a wet rag on a pot.



A pot is wet.

PREVIEW

Sukindi LEARNING

Wet





A rag is not wet.

PREVIEW

Sukindi LEARNING



We dip a rag.

3



A rag is wet.

4

PREVIEW

Sukindi LEARNING



We rub a wet rag on a pot.



A pot is wet.

PREVIEW

Sukindi LEARNING

Teacher guidance

Four original books, two Fiction and two Non-Fiction, in matching B&W and Colour editions.

Focus and readiness

Use after explicit teaching through F05, including all earlier steps. Practise w, v, consonant y as in yes, and z in VC/CVC words. Revisit short a, e, i, o, u and the earlier consonants. Introduce capitals for Zip and Val before reading their names.

Teacher words

Teach before reading: Zip uses a, is, we; Yes, Val! uses a, is, the; A Zip uses a, i[illegible]; Wet uses a, is, we. Keep a as an article, I as the pronoun, is with s=/z/, and the with its taught [illegible]cial parts.

New word parts

we: w is regular; e says /ee/. you: y is regular; ou says /oo/. was: w [illegible]gul[illegible] a s[illegible]o/ and s says /z/. The activities include all three. Point out the special [illegible]ts rathe[illegible] [illegible]quessing from the first letter.

Read and correct

Say pure sounds, point to each spelling, blend the [illegible]hole [illegible]rd, [illegible]reread the sentence. If a student is stuck, model the sound or taught word p[illegible] ana[illegible] the student try again. Use the picture to discuss meaning after reading the [illegible]t.

Practise and check

Say van, zip, wet for page 4. Che[illegible]n [illegible]ound in each box. On page 5 only one sound changes at each arrow. Sort by the fi[illegible]nd. [illegible] paa[illegible] match each word to its picture; leave the student to draw the lines.

Dictation and d[illegible]rvations

For page 8 [illegible]g: You[illegible]an z[illegible] bag. Then: It was wet. Repeat naturally. Check sounds, taught word parts, space[illegible]nd f[illegible] stops. [illegible]eread for accuracy and meaning. Note independent blending, corrections an[illegible]useful next teaching step.

Printing an[illegible]assembly

Readers: landscape A4, actual size, single-sided. Cut the centre, stack pages 1-6 and staple on the left. Choose one edition per book. This is a cut-and-stack reader. Companion: portrait A4, actual size. Cut cards where needed; supervise scissors.

PREVIEW

Sukindi LEARNING

Say the sounds

Say each sound, then find its capital partner. Cut out the big cards. Keep y as the consonant sound in yes.

w W	v V
y Y	z Z

PREVIEW

wet van yes zip

Say the first sound in each word. Hold the matching card up, then blend the word.

Sukindi LEARNING

Blend and read

Point to each dot and say its sound. Slide the sounds together. Read the whole word. Cut the cards for practice.

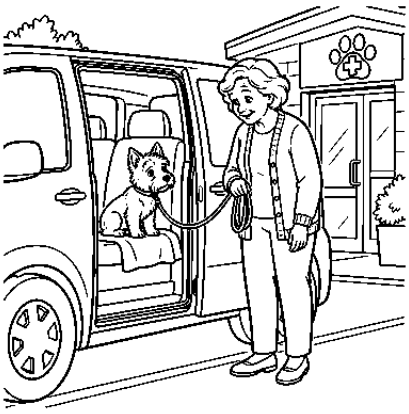
v a n	w e b
v e t	u a k
v e t	z i p
y e s	z a p

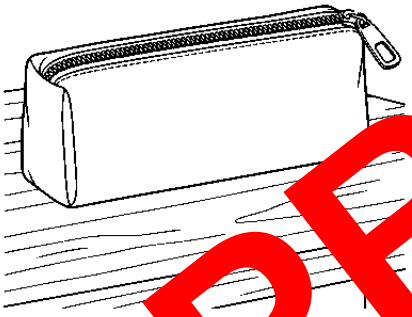
PREVIEW

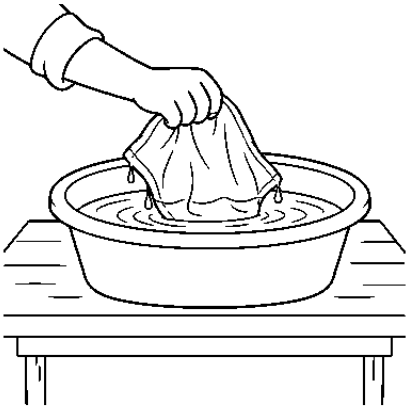
Sukindi LEARNING

Hear, build and write

Listen to van, zip, wet. Say each word. Tap its sounds, build it with letters, then write one spelling in each box.







PREVIEW

Change one sound

Read each chain. Point to the sound that changes at each arrow. Use the letter tiles to build the new word.



PREVIEW

Sukindi LEARNING

Sort by first sound

Say the first sound. Read and cut the word cards. Put each card under its first sound. Read the groups again.

w	v	y	z

PREVIEW

zip	wet	yes	van
web	zap	vet	yak

Sukindi LEARNING

Build a sentence

Read one row. Cut and mix its word tiles. Build that sentence again. Write it. Then try the next row.

We	zip	a	bag.

A	vet	is	in	a	van.

PREVIEW

Sukindi LEARNING

Teacher words

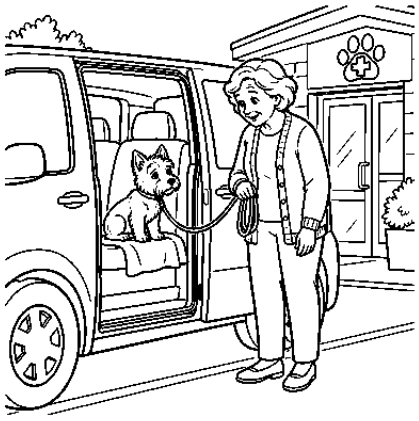
Say each word. Read its regular part and learn the underlined part. Listen to two sentences, write them, then read and check.

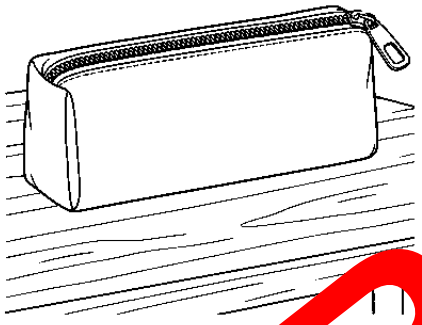
we	you	was

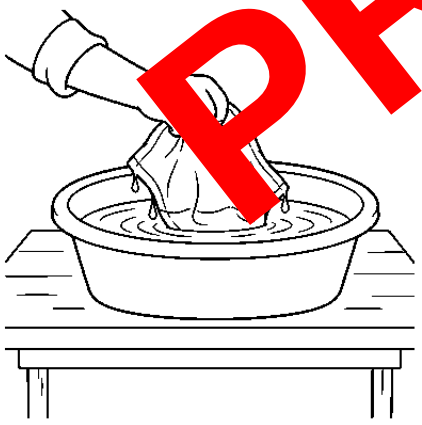
PREVIEW

Match and respond

Read the mixed-up words. Draw a line from each picture to its word. Then draw one thing from a reader in the big box.







wet

van

zip

PREVIEW

Read again and transfer

Reread a book. Blend these new sentences. Draw one sentence and write it. Mark how your reading went.

A vet is in a van.

I can zip a bag.

PREVIEW

☐ yes ☐ not yet

Teacher observations _____

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Foundation Set 06 ck, ff, ll, ss and zz

PREVIEW

Table of Contents
Phonics Companion Pack
Book 1: My Doll (B&W) (Fiction)
Book 1: My Doll (Colour) (Fiction)
Book 2: A Big Fuss (B&W) (Fiction)
Book 2: A Big Fuss (Colour) (Fiction)
Book 3: A Duck (B&W) (Non-fiction)
Book 3: A Duck (Colour) (Non-fiction)
Book 4: Buzz, Hiss, Huff (B&W) (Non-fiction)
Book 4: Buzz, Hiss, Huff (Colour) (Non-fiction)

My Doll





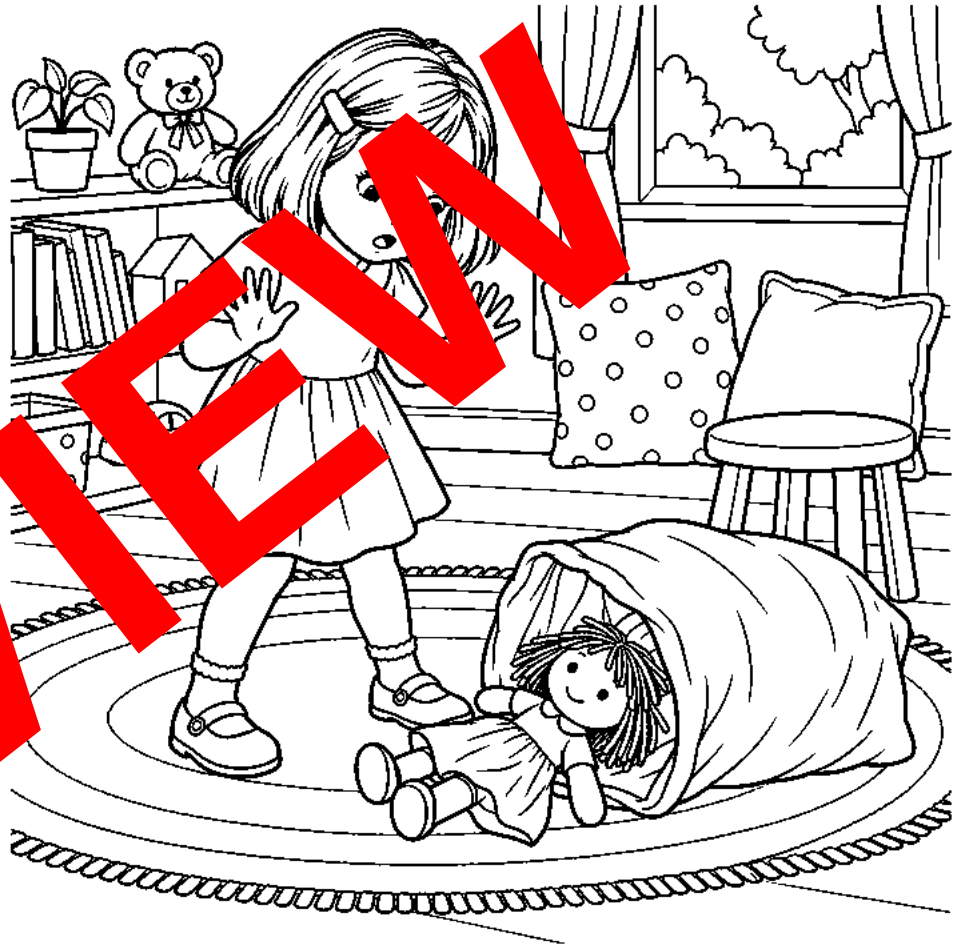
Jill had a doll.

PREVIEW

Sukindi LEARNING



Jill hid the doll in the sack.



The sack fell.

PREVIEW

Sukindi LEARNING



Jill g[illegible] the doll.



Jill can kiss the doll.

PREVIEW

Sukindi LEARNING

My Doll



PREVIEW



Jill had a doll.

Sukindi LEARNING



Jill hid the doll in a sack.



The sack fell.

PREVIEW

Sukindi LEARNING



Jill g[illegible] the doll.



Jill can kiss the doll.

PREVIEW

Sukindi LEARNING

A Big Fuss





Bill had a bug
on a sock.

PREVIEW

Sukindi
LEARNING



B zz! Buz!
Bill g in a fuss.



Huff!
Bill got a cup.

PREVIEW

Sukindi
LEARNING



Bill got the bug in a cup.



Bill let the bug go.

PREVIEW

Sukindi LEARNING

A Big Fuss





Bill had a bug
on a sock.

PREVIEW

Sukindi
LEARNING



B zz! Bu !
Bill g in a fuss.

3



Huff!
Bill got a cup.

4

PREVIEW

Sukindi
LEARNING



Bill got the bug in a cup.



Bill let the bug go.

PREVIEW

Sukindi LEARNING

A Duck





A duck can sit.

PREVIEW

Sukindi LEARNING



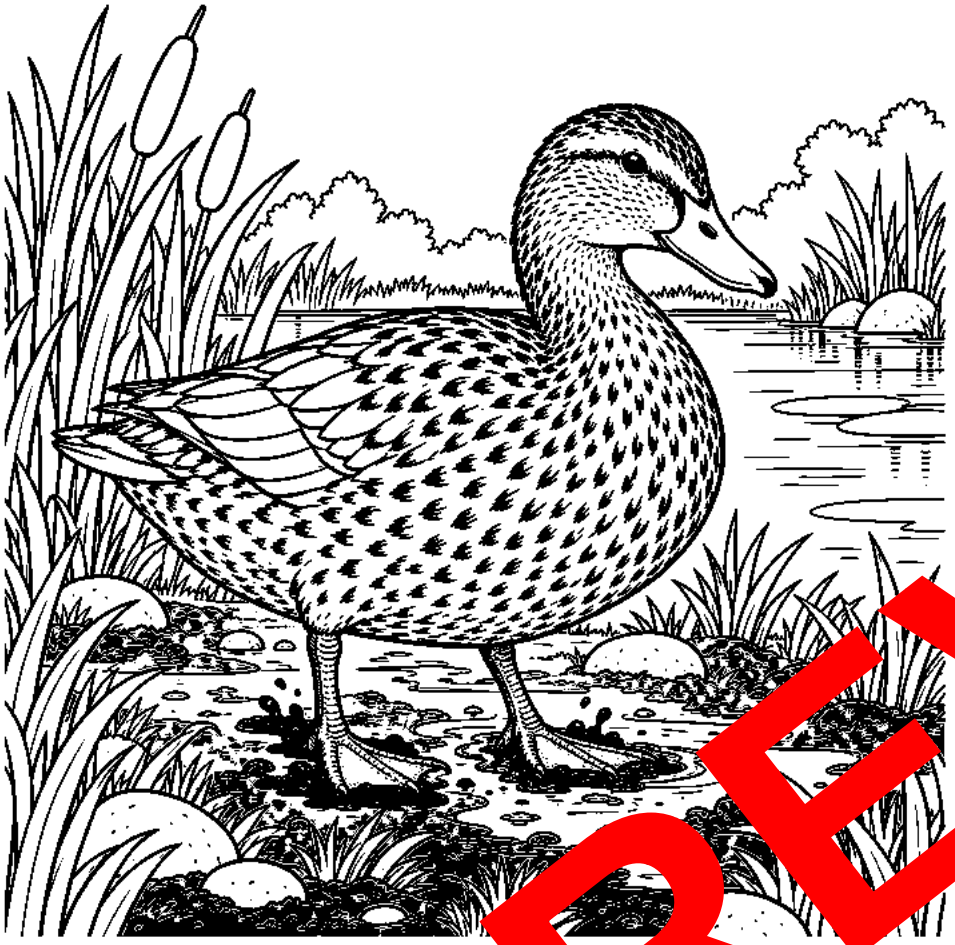
A duck can dip
its bill.



A duck can peck.

PREVIEW

Sukindi
LEARNING



A duck can get in muck.



A duck can tuck in a bill.

PREVIEW

Sukindi LEARNING

A Duck





A duck can sit.

PREVIEW

Sukindi LEARNING



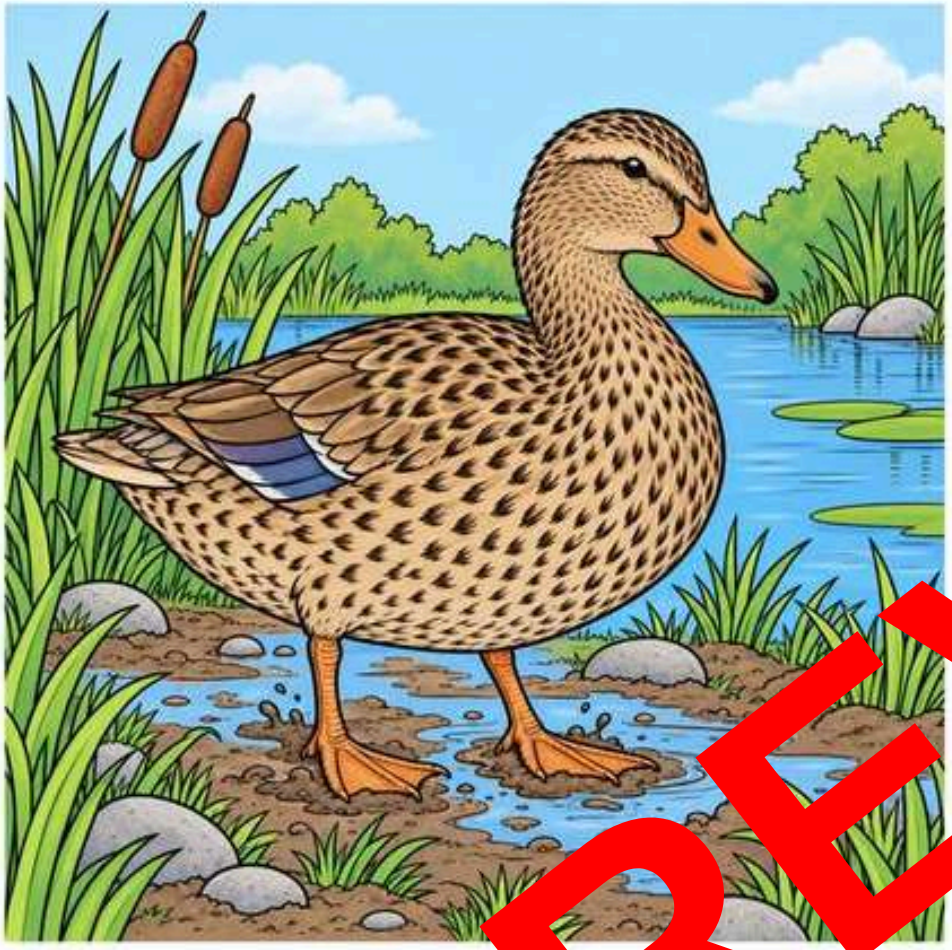
A duck can dip
its bill.



A duck can peck.

PREVIEW

Sukindi
LEARNING



A duck can get in muck.



A duck can tuck in a bill.

PREVIEW

Sukindi LEARNING

Buzz, Hiss, Huff



PREVIEW



A bug can buzz.

Sukindi LEARNING



A c[illegible]can hiss.



I can run.

PREVIEW

Sukindi LEARNING



I [illegible] huff.



I can puff.

PREVIEW

Sukindi LEARNING

Buzz, Hiss, Huff



PREVIEW



A bug can buzz.

Sukindi LEARNING



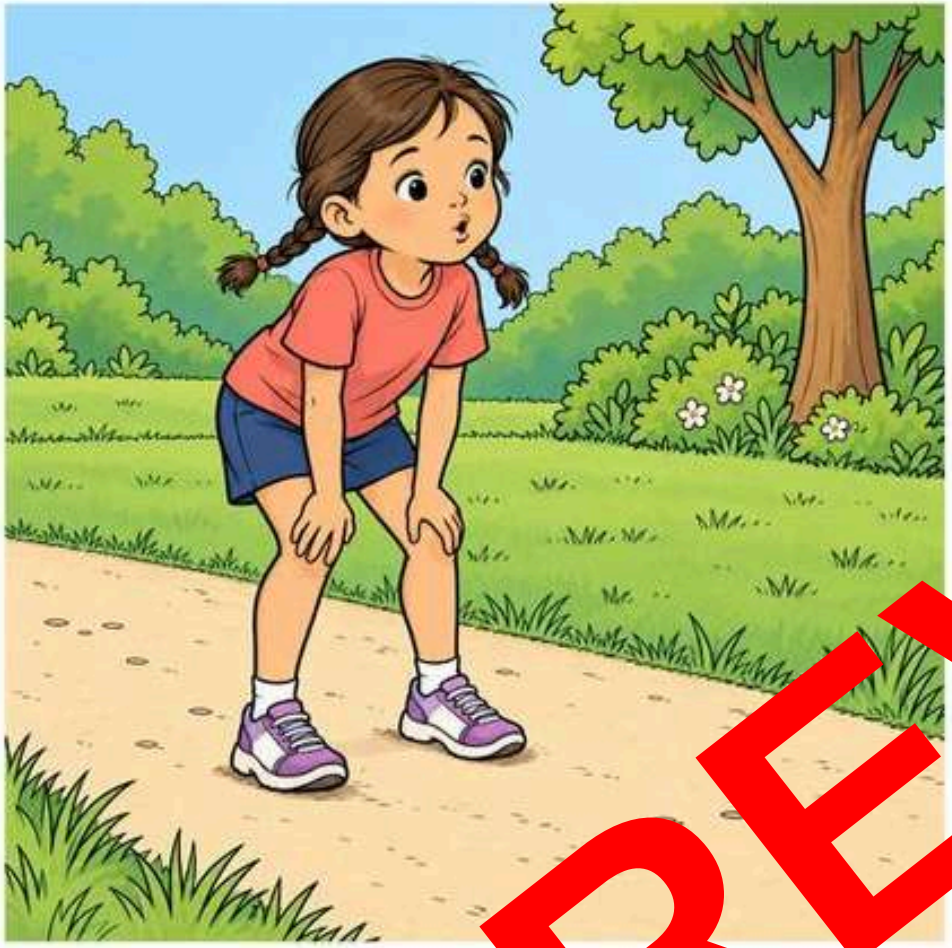
A c can hiss.



I can run.

PREVIEW

Sukindi LEARNING



I [illegible] huff.



I can puff.

PREVIEW

Sukindi LEARNING

Teaching and checking

Focus

ck=/k/, ff=/f/, ll=/l/, ss=/s/, zz=/z/. Each two-letter spelling represents one sound.

Use the books

Fiction shows story events. Non-Fiction shows true observations. Decode the print, then discuss what the picture shows. A huff/puff is a breath; bug means an insect here.

Before reading

Teach earlier F01-F05 code and one-syllable words, then F06. Revisit capitals. Map Jill as j-i-ll and Bill as b-i-ll; names still need decoding.

Print and assemble

Use actual size, single-sided printing. Readers: landscape A4. Cut the centre, stack each book in page-number order and staple left. Companion: portrait A4.

Teacher words

Teach a, the, my, and before the books. Practise my, no/go, by/my, fly/high/; in no/go, o=/oa/; I=/igh/. Teach the we vowels in a/the too.

Dictate and check

Page 8: dictate duck, bell, buzz. Optional sentence: I can huff. Check one box per sound and the complete ck/ll/zz spellings. Check every change in a chain.

Correct and reread

Point to the spelling. Say its sound, blend again, then reread the whole sentence for meaning.

Observe

Note decoding, precise spelling, rereading and understanding. Revisit any missed sound.

PREVIEW

Sukindi LEARNING

One sound, two letters

Say the sound. Find its pair. Keep both letters together.

CK ck

FF ff

LL ll

SS ss

ZZ zz

Write one pair.

PREVIEW

Point. Say the sound. Keep the pair together.

Sukindi LEARNING

Blend and read

Say each sound. Blend the whole word. Then read the review cards.

d u ck • • •	b e ll • • •
h u ff • • •	m e ss • • •
b u zz • • •	s o ck • • •

jet	run	wet	pig

PREVIEW

Sukindi LEARNING

Say, build and spell

Say the word. Tap its sounds. Write each whole spelling in one box.

duck

bell

huff

buzz

PREVIEW

d	u	b	e	h	z	m

Sukindi LEARNING

Change one sound

Read each row. Change one sound each time. Circle the changing part.

b a d	b a ck	s a ck
b e d	b e ll	s e ll
b a g	b u zz	b u g
h u ff	p u ff	c u ff

PREVIEW

Sukindi LEARNING

Find the /k/ spelling

Find /k/. Sort the cut-out words by the spelling of that sound.

c	k	ck

PREVIEW

sock	kid	cup
duck	cat	kit

Sukindi LEARNING

Build a sentence

Cut and order each row. Read the sentence. Write it on the guides.

can	peck.	The	duck

h ff	I	can

the	Jill	doll.	can	kiss

PREVIEW

Sukindi LEARNING

Listen and write

Listen to each word. Say its sounds. Write one spelling in each box.

1

2

3

PREVIEW

Read. Cover. Say. Write one word. Check it.

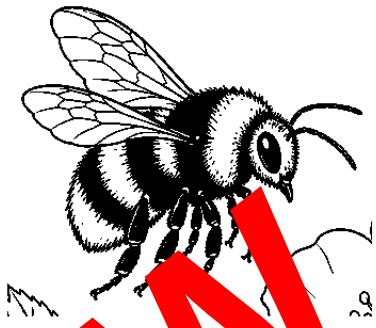
my	no	go

Sukindi LEARNING

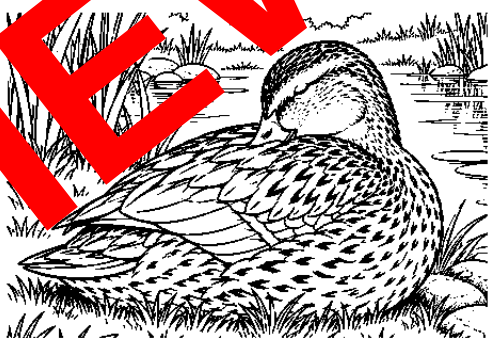
Match and respond

Match each word to its picture. The pictures are in a different order.

duck



doll



bug



Choose a Fiction book. Draw one part.

PREVIEW

Sukindi LEARNING

Read and use it

Reread the books. Read these new sentences. Choose one to draw and write.

A duck can peck.	Bill can get a sock.
Jill can fill a cup.	I can puff.

PREVIEW

Choose one sentence. Draw its meaning. Write it.

Teacher observations: sounds [ ] rereading [ ] meaning [ ]

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PREVIEW

Foundation Set 07 Consonant Clusters, -ng and -s

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Phonics Companion Pack
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Book 1: Fix the Box (Colour) (Fiction)
Book 2: Six Cups (B&W) (Fiction)
Book 2: Six Cups (Colour) (Fiction)
Book 3: Cats and Dogs (B&W) (Non-fiction)
Book 3: Cats and Dogs (Colour) (Non-fiction)
Book 4: Six in a Box (B&W) (Non-fiction)
Book 4: Six in a Box (Colour) (Non-fiction)

Fix the Box



PREVIEW



Max has a box.

Sukindi LEARNING



The b[illegible] has a rip.



Max can fix the box.

PREVIEW

Sukindi LEARNING



Max h his pen in the
ox.



Six pens fit!

PREVIEW

Sukindi
LEARNING

Fix the Box



PREVIEW



Max has a box.

Sukindi LEARNING



The b[illegible] has a rip.

3



Max can fix the box.

4

PREVIEW

Sukindi
LEARNING



Max h his pen in the
ox.



Six pens fit!

PREVIEW

Sukindi
LEARNING

Six Cups



PREVIEW



Six cups sit on the mat.

Sukindi LEARNING



The c[illegible]ips a cup.



The cups bump and drop.

PREVIEW

Sukindi LEARNING



Meg can pick the cups up.



Meg has six cups.

The cat can sit.

PREVIEW

Sukindi LEARNING

Six Cups





Six cups sit on the mat.

PREVIEW

Sukindi LEARNING



The c ips a cup.

3



The cups bump and drop.

4

PREVIEW

Sukindi LEARNING



Meg can pick the cups up.



Meg has six cups.

The cat can sit.

PREVIEW

Sukindi LEARNING

Cats and Dogs

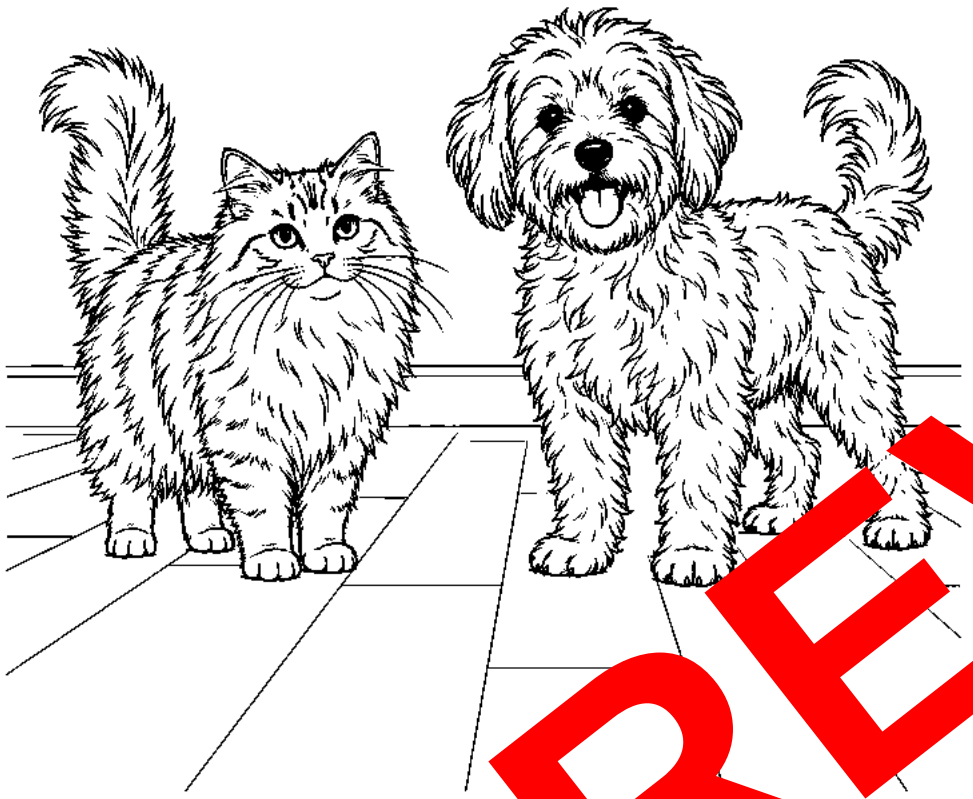


PREVIEW

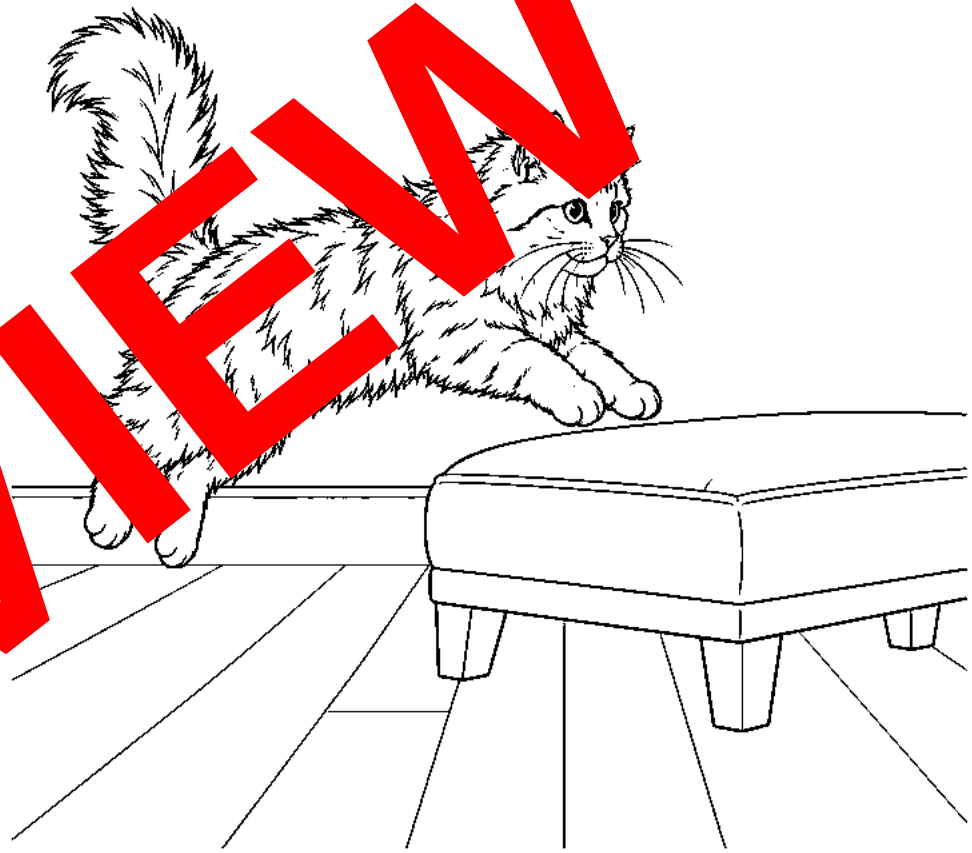


The cat has soft fluff.

Sukindi LEARNING



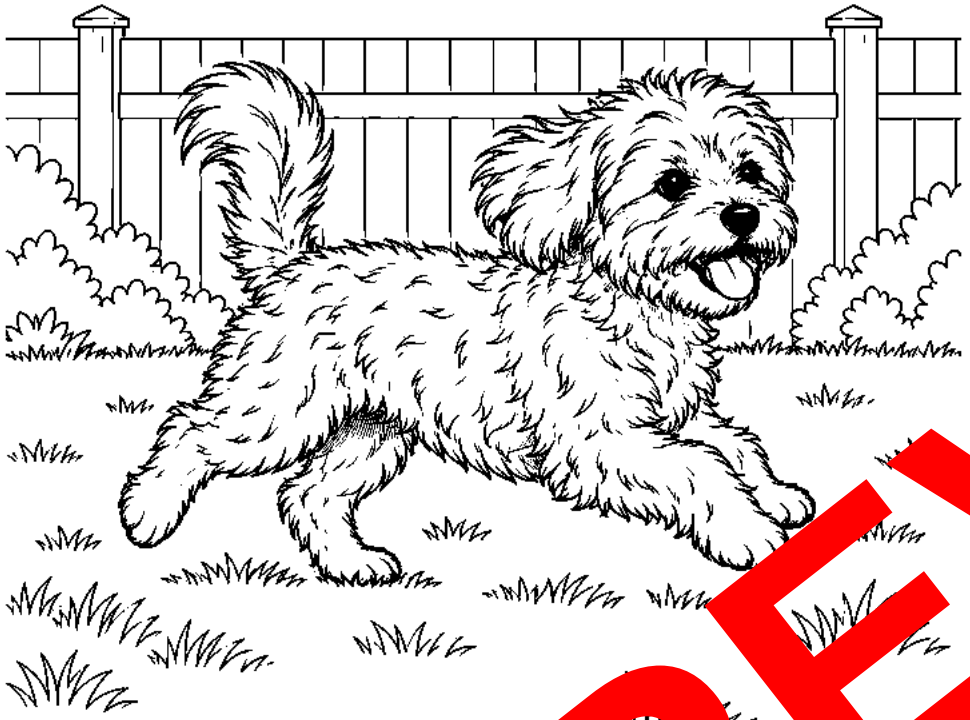
The dog has soft fluff.



Cats can jump.

PREVIEW

Sukindi LEARNING



The dog runs.



Cats and dogs can lap.

PREVIEW

Sukindi LEARNING

Cats and Dogs





The cat has soft fluff.

PREVIEW

Sukindi LEARNING



The dog has soft fluff.

3



Cats can jump.

4

PREVIEW

Sukindi
LEARNING



The dog runs.

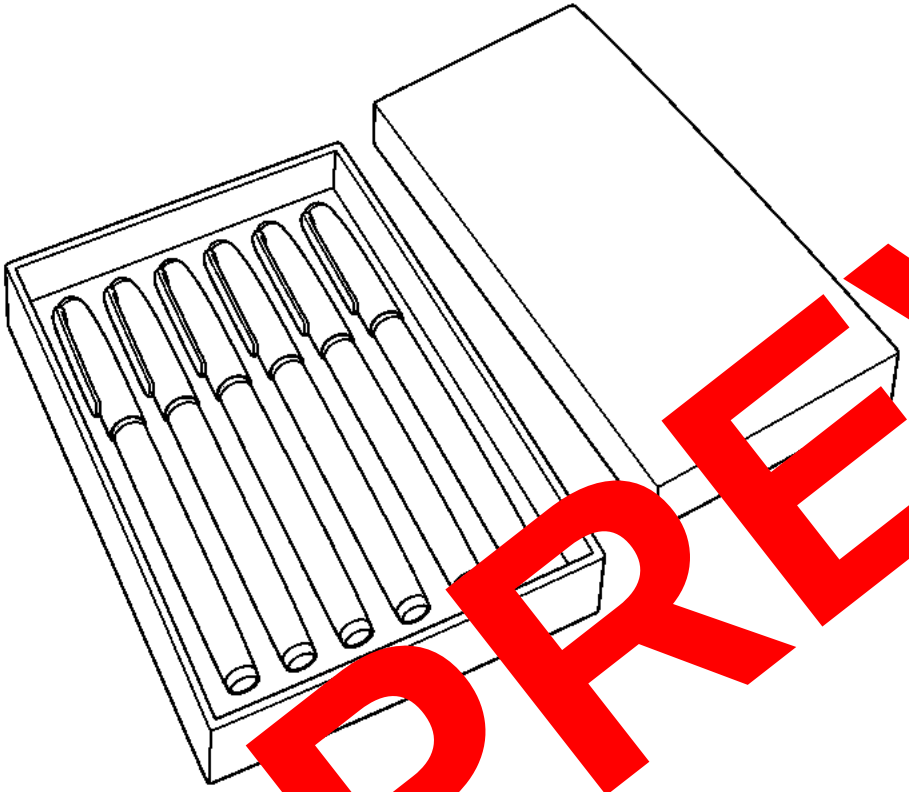


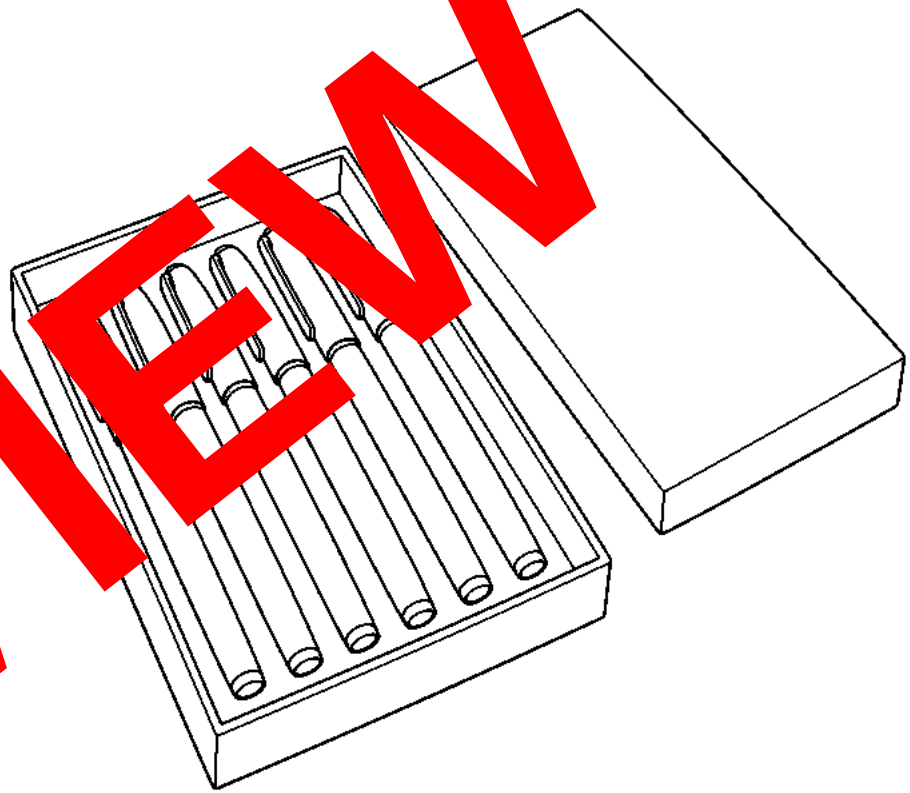
Cats and dogs can lap.

PREVIEW

Sukindi LEARNING

Six in a Box





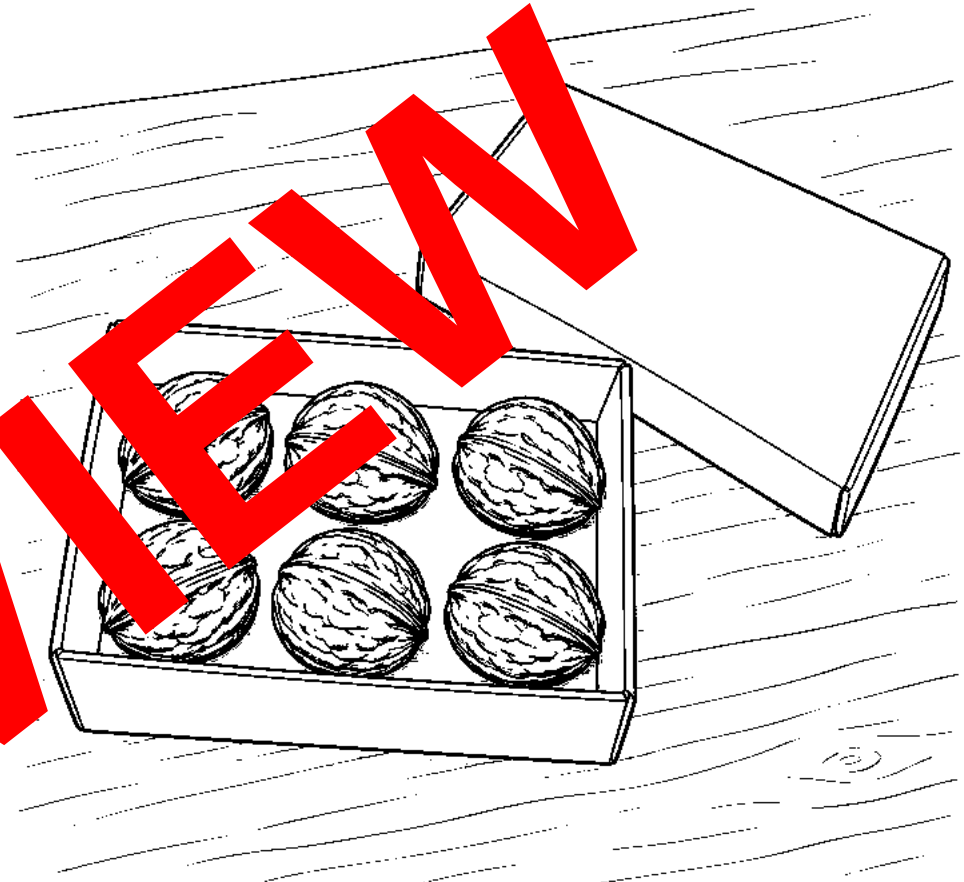
Six pens fit in a box.

PREVIEW

Sukindi LEARNING



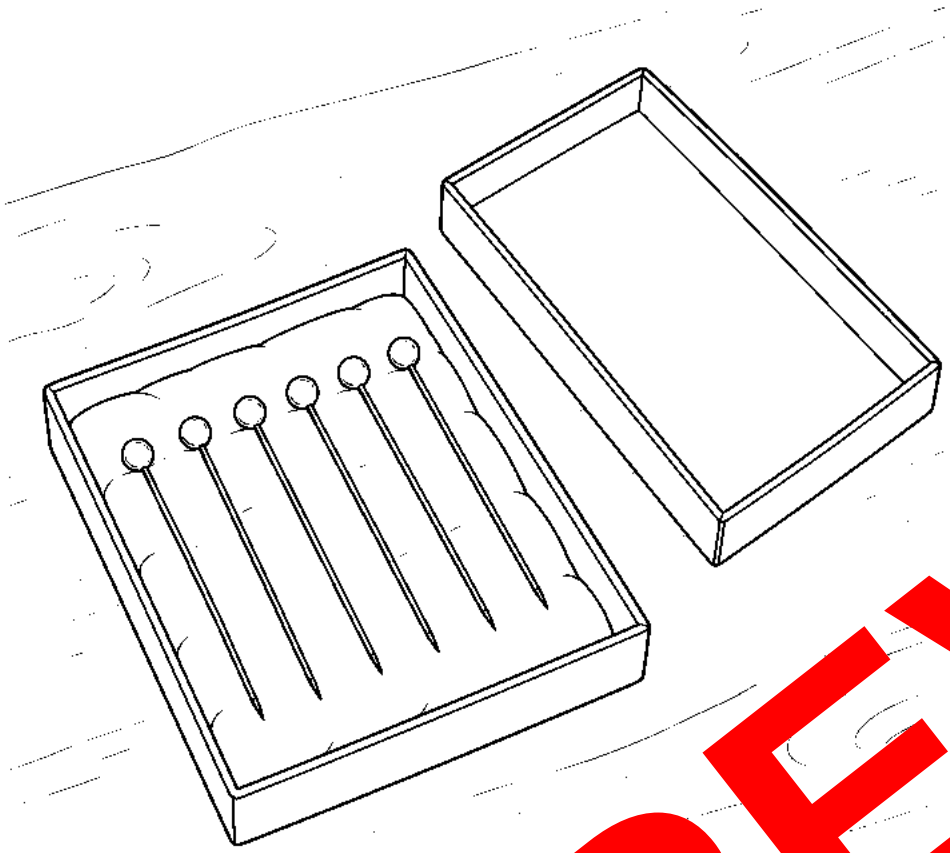
Six cup[illegible]t in a box.



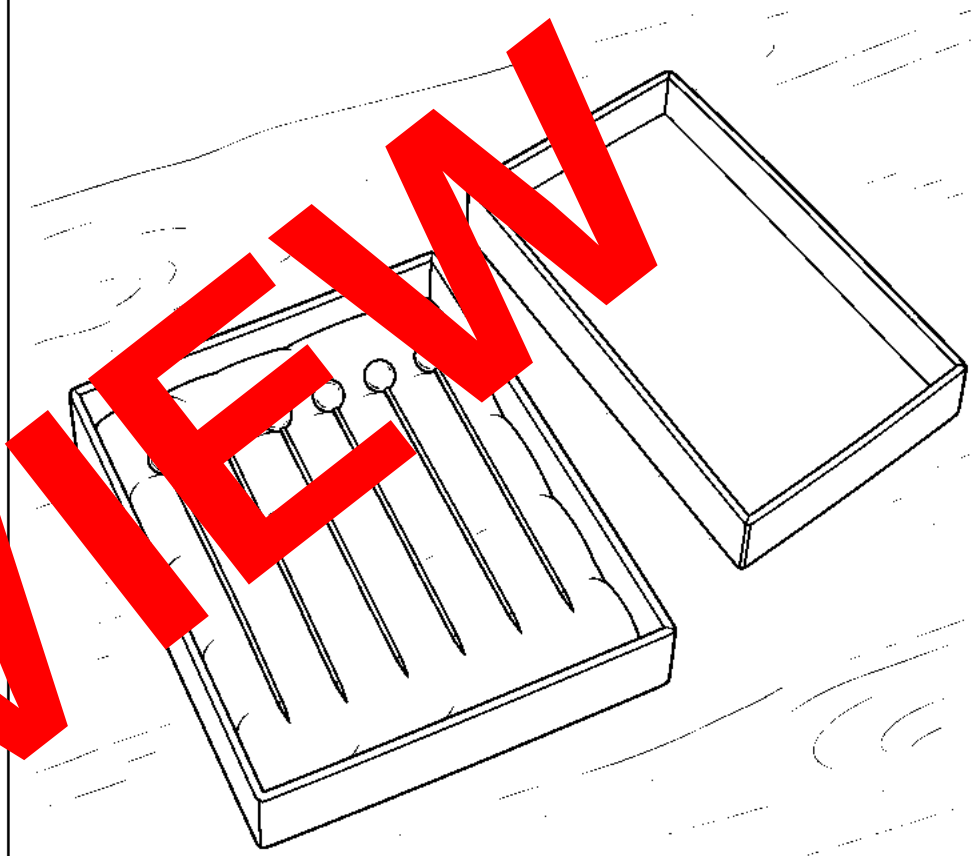
Six nuts fit in a box.

PREVIEW

Sukindi LEARNING



Six pi[illegible]t in a box.



A lid can fit on the box.

PREVIEW

Sukindi
LEARNING

Six in a Box





Six pens fit in a box.

PREVIEW

Sukindi LEARNING



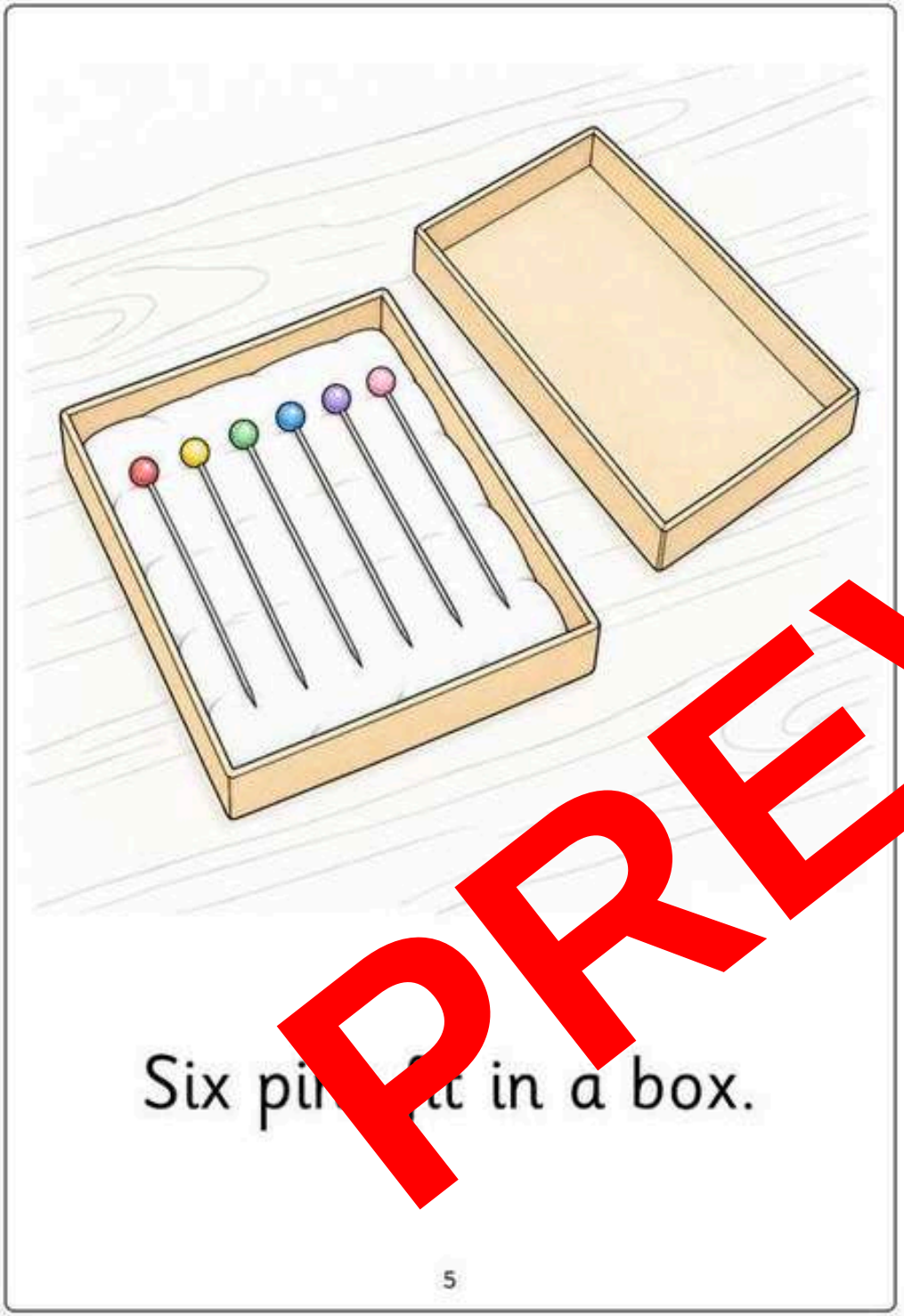
Six cup[illegible]t in a box.



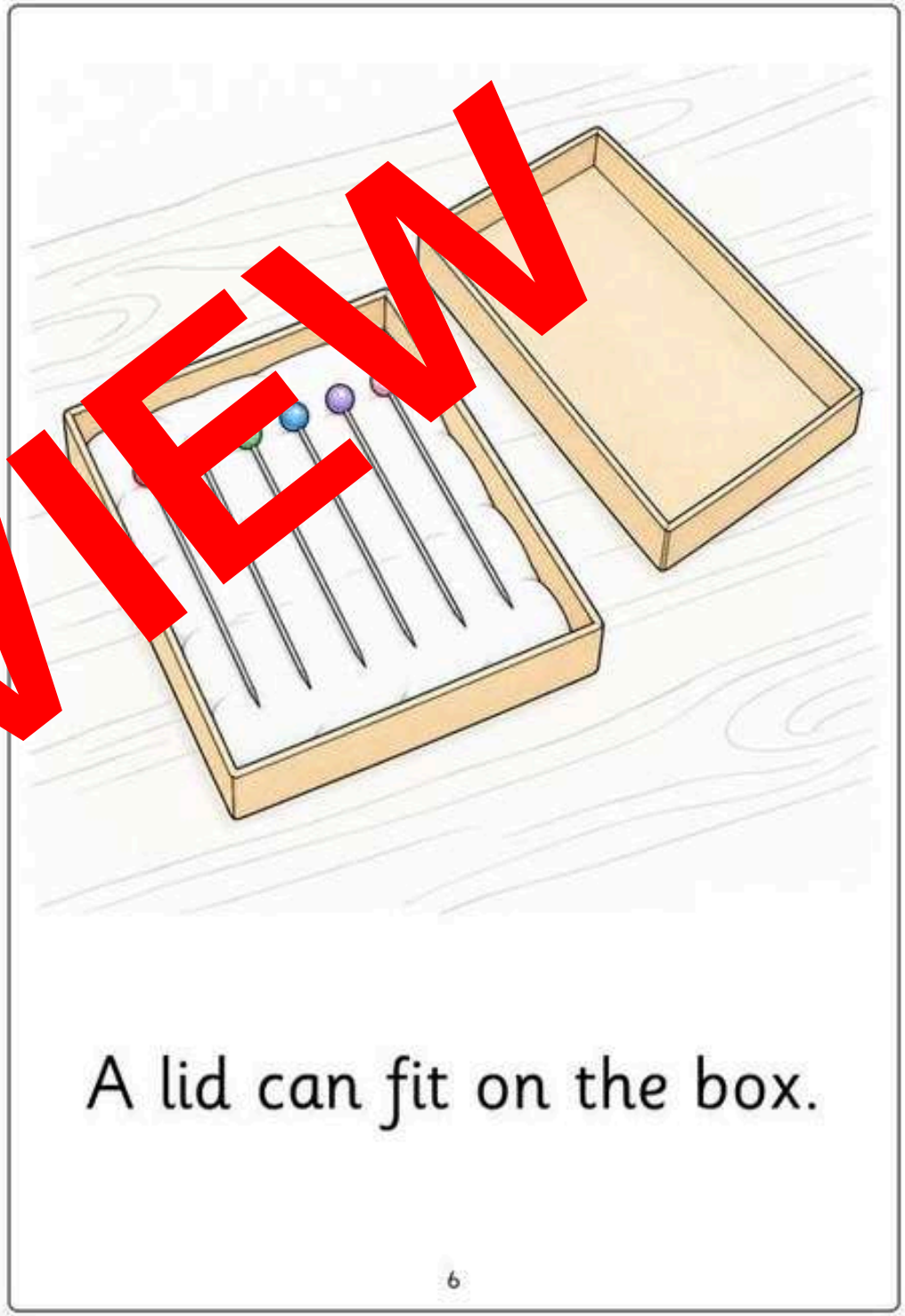
Six nuts fit in a box.

PREVIEW

Sukindi LEARNING



Six pi[illegible]t in a box.



A lid can fit on the box.

PREVIEW

Sukindi LEARNING

Teach, read and check

Use this page to prepare, guide and check F07 practice.

Ready to read

Teach all F01-F06 code first: single consonants, short a/e/i/o/u and ck/ff/ll/ss/zz. Then teach F07 final clusters before initial clusters; count every consonant sound.

One x, two sounds

x is ONE spelling for /k/ + /s/. box has FOUR sounds: b-o-k-s. One written x fills th oined two-position space. Teach simple -s: cats/tips /s/, dogs/runs /z/; no /iz/ endings.

Voiced s and review

Teach has, his and is with s=/z/. Blend is as i-z to meet its F0 eview onditi Decode and with its full a-n-d form. Explicitly recognise capitals in Max and Meg.

Introduced teacher words

Before reading, teach a and the in their mat k d strong forms; both remain exceptions. Page 8 practises said (ai=/e/), have (final ve=/ , short a) a (o=/oo/).

Reading and co ect n

Point below each spellin ay th unds, blend and reread naturally. Tap twice for x but say/write one x spelling. Ma he e tional art of an introduced word; avoid picture guessing.

Practice a checking

Change one sound each page 5 step. Sort the last sound on page 6. Match meaning on page 9. After writing, compare sounds and spellings with a card; note the exact next teaching step.

Dictation and meaning

Page 8: dictate box, cups, dogs; tap four sounds, then write. Optional: Max has six pens. -s can mean more than one (cats) or show a named subject acting (Meg sits). lap means drink with the tongue.

Print and assemble

Readers: A4 landscape, actual size (100%), single-sided. Cut the centre line; stack A5 pages 1-6 and staple left. Do not fold or duplex. Companion: A4 portrait. Choose either matching reader edition.

PREVIEW

Sukindi LEARNING

Hear the sounds

Say each word. Tap each sound. One x spells two sounds.

x X

b o x

One x. Two sounds.

s S

h i s

Listen for /z/.

Ending /s/

c a t s

Say it. Tap it.

Ending /z/

d o g s

Say it. Tap it.

PREVIEW

Blend and read

Start with the final clusters. Blend each word, then read it again.

b o x

Read twice.

s i x

Read twice.

h a n d

Read twice.

p e n s

Read twice.

c u p s

Read twice.

c l a p

Read twice.

PREVIEW

Tap, build and write

Cover the word. Say, tap, build and write. x uses the joined space.

box

b	o	x

sl

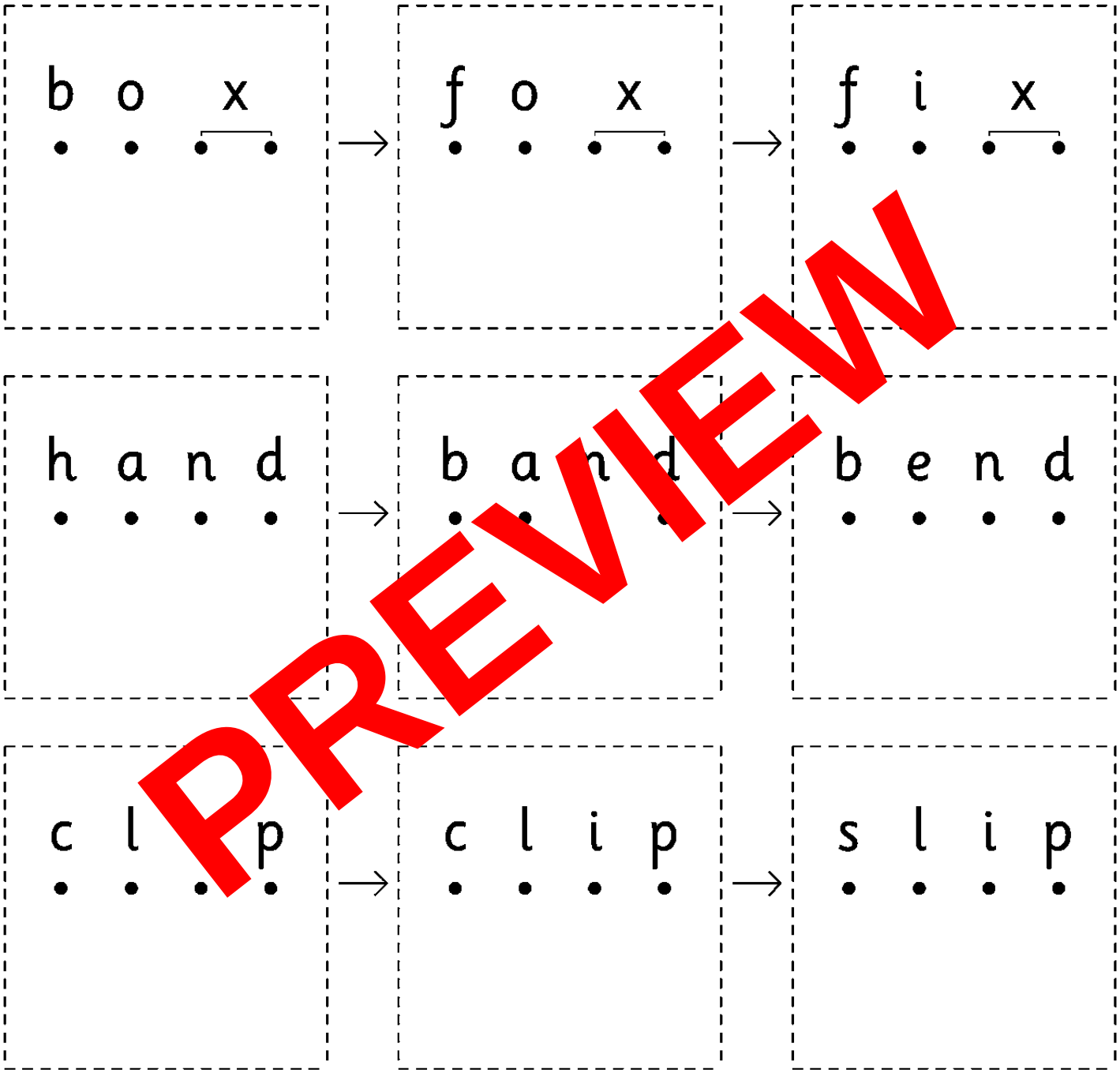
PREVIEW

cats

Sukindi LEARNING

Change one sound

Change just one sound each time. Blend, then read the new word.



PREVIEW

Write the last word from one chain.

Sort the ending

Say each word. Cut out the cards. Sort by the last sound you hear.

/s/	/z/

PREVIEW

dogs

cats

pens

cups

pigs

bats

Build a sentence

Cut out the word cards. Build a sentence, read it and write it.

pens.	Max
six	has

PREVIEW

Write your sentence. Read it back.

Read this one too.

The cats can jump.

Say, write and check

Learn the marked parts. Write the three words you hear; check each spelling.

said	have	do
ai says /e/	ve says /v/	ays /oo/

1

2

3

PREVIEW

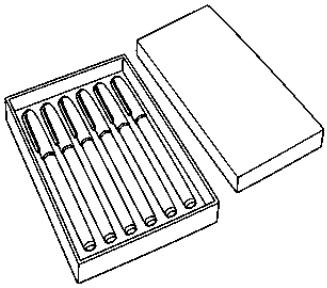
Check each sound and spelling with a word card.

☐ I checked my writing.

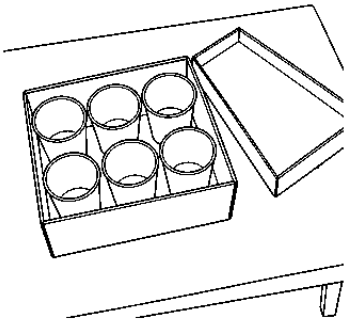
Sukindi LEARNING

Read and match

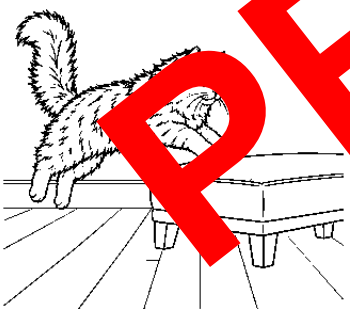
Read the choices. Draw a line from each picture to its sentence.



Cats can jump.



Six pens fit in a box.



Six cups fit in a box.

PREVIEW

Draw a pet.

Read it again

Reread a book. Read these new sentences, then write and check.

Meg sits on the mat.

Max runs on th[illegible] sand.

PREVIEW

Write one sentence. Read it back.

Check your reading and writing.

- [ ] x: two sounds
- [ ] ending -s
- [ ] clusters

Teacher observations: _____

Sukindi LEARNING



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PREVIEW

Foundation Set 08 sh[illegible]

Table of Conte[illegible]
Phonics Companion Pack
Book 1: Chip and a [illegible]sh (B&W) (Fiction)
Book 1: Chip and a Fish [illegible]olour) (Fiction)
Book 2: A Chip [illegible]op (B&W) (Fiction)
Book 2: A Chip Shop (Colour) (Fiction)
Book 3: A Fish (B&W) (Non-fiction)
Book 3: A Fish (Colour) (Non-fiction)
Book 4: A Chip Shop (B&W) (Non-fiction)
Book 4: A Chip Shop (Colour) (Non-fiction)

Chip and a Fish





Chip has a fish.

PREVIEW

Sukindi LEARNING



A ca is at a pond.



Chip can clap.

PREVIEW

Sukindi LEARNING



A [illegible] dash.



A fish is in a pond.
Chip is glad.

PREVIEW

Sukindi LEARNING

Chip and a Fish





Chip has a fish.

PREVIEW

Sukindi LEARNING



A ca is at a pond.



Chip can clap.

PREVIEW

Sukindi LEARNING



A c t c n dash.



A fish is in a pond.
Chip is glad.

PREVIEW

Sukindi
LEARNING

A Chip Shop





Jess has a chip shop.

PREVIEW

Sukindi LEARNING



A dish is in a box.



A box is shut.

PREVIEW

Sukindi LEARNING



Jess can tug.



Chips in a dish!
Jess is glad.

PREVIEW

Sukindi
LEARNING

A Chip Shop





Jess has a chip shop.

PREVIEW

Sukindi LEARNING



A dish is in a box.



A box is shut.

PREVIEW

Sukindi LEARNING



Jess can tug.

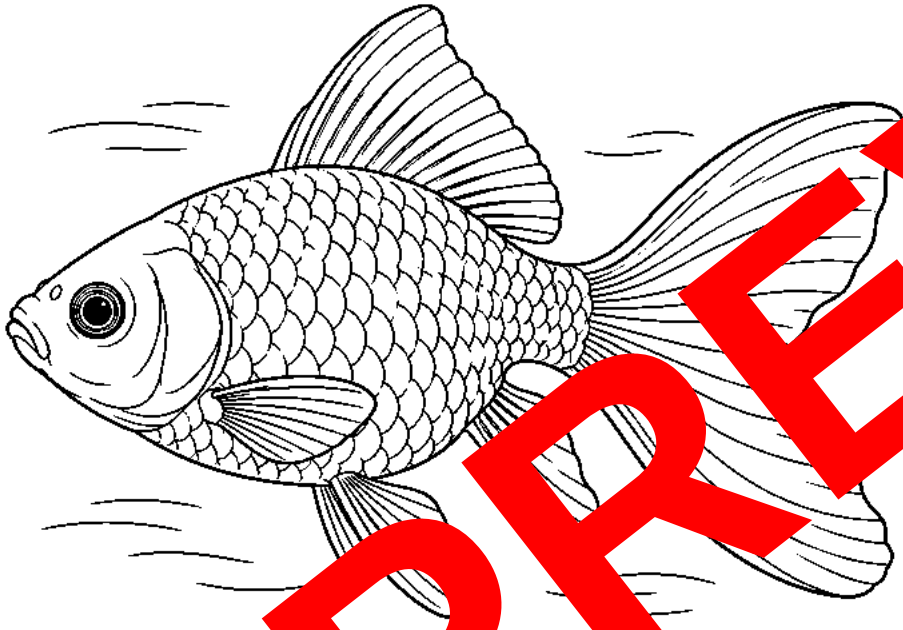


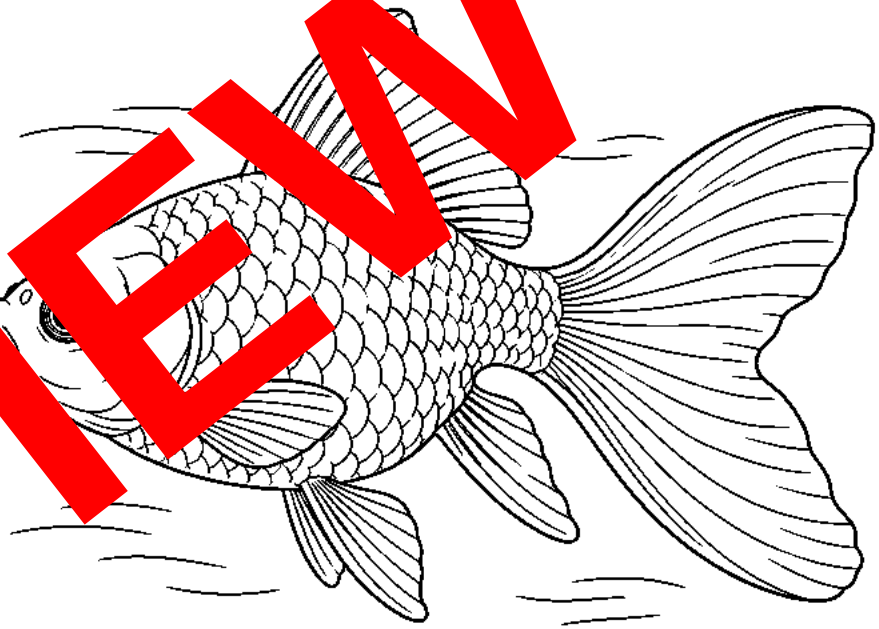
Chips in a dish!
Jess is glad.

PREVIEW

Sukindi LEARNING

A Fish

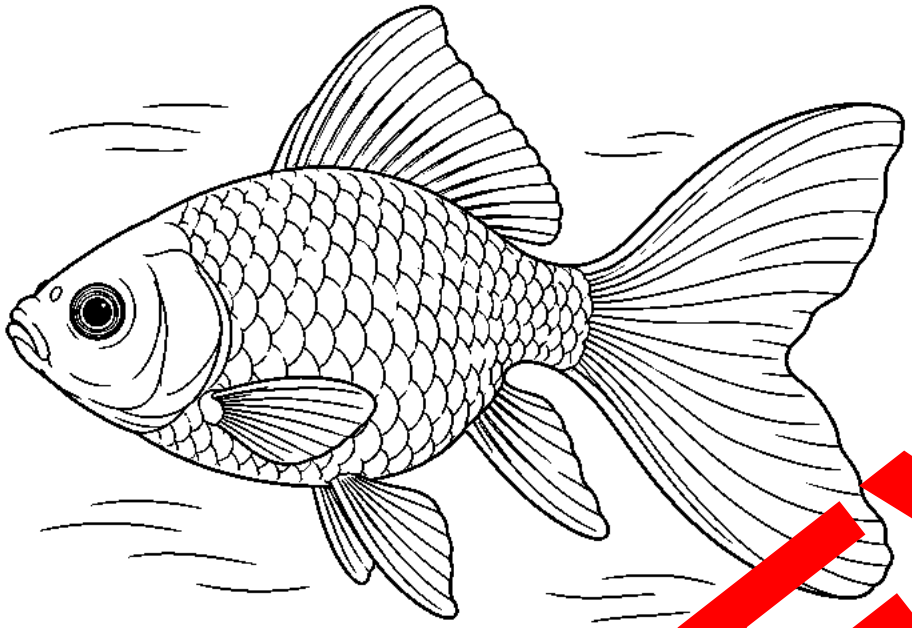




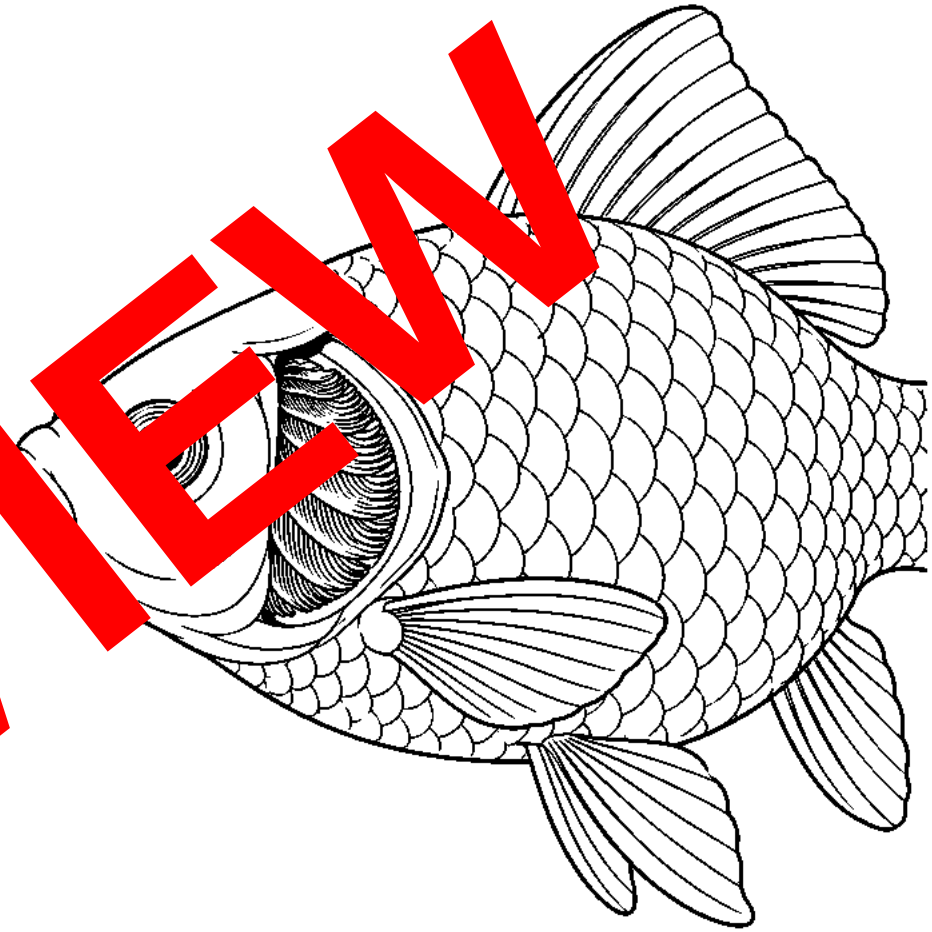
A fish has fins.

PREVIEW

Sukindi LEARNING



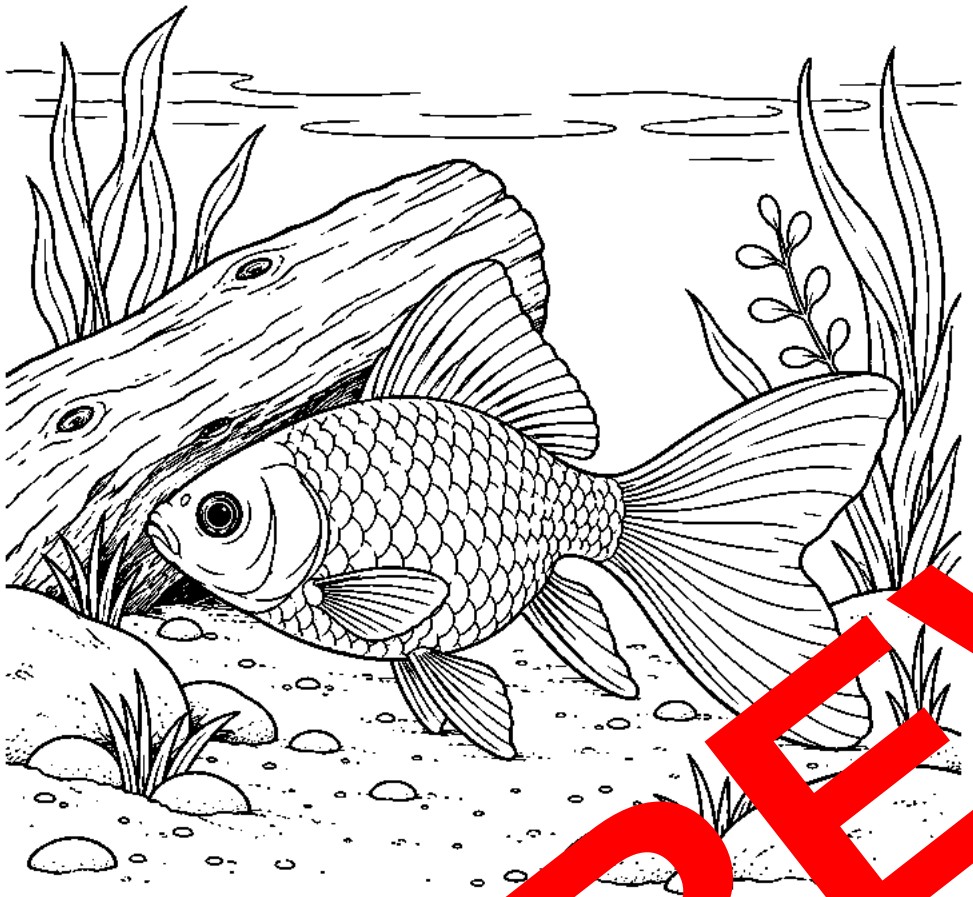
Fins help a fish swim.



A fish has gills.

PREVIEW

Sukindi LEARNING



A j h can rest.



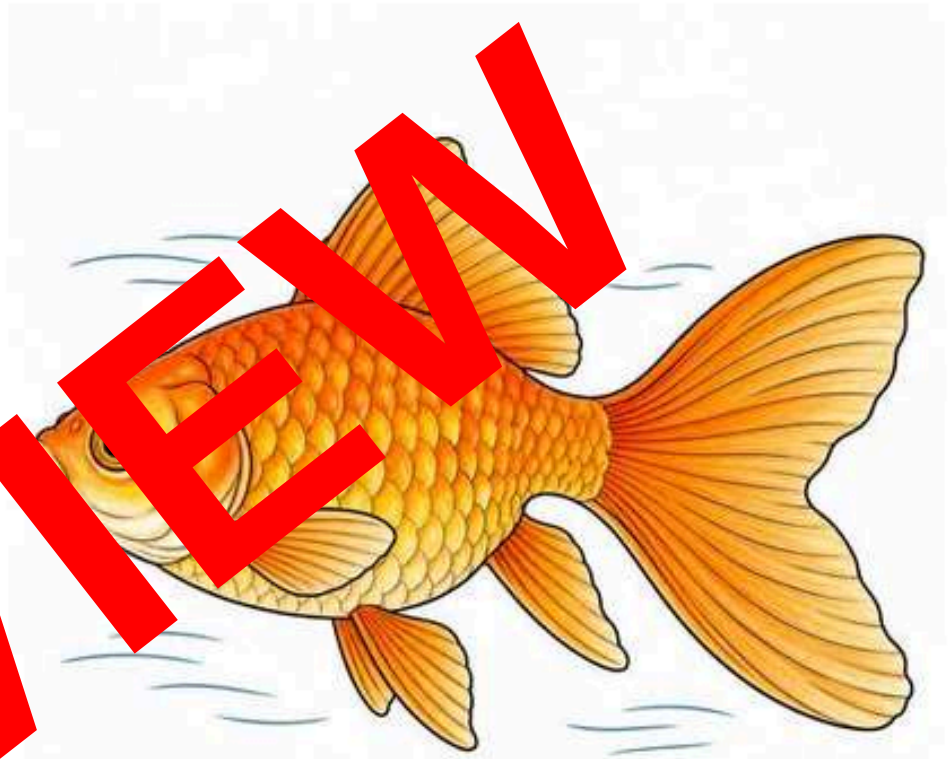
A fish can swim
in a pond.

PREVIEW

Sukindi
LEARNING

A Fish

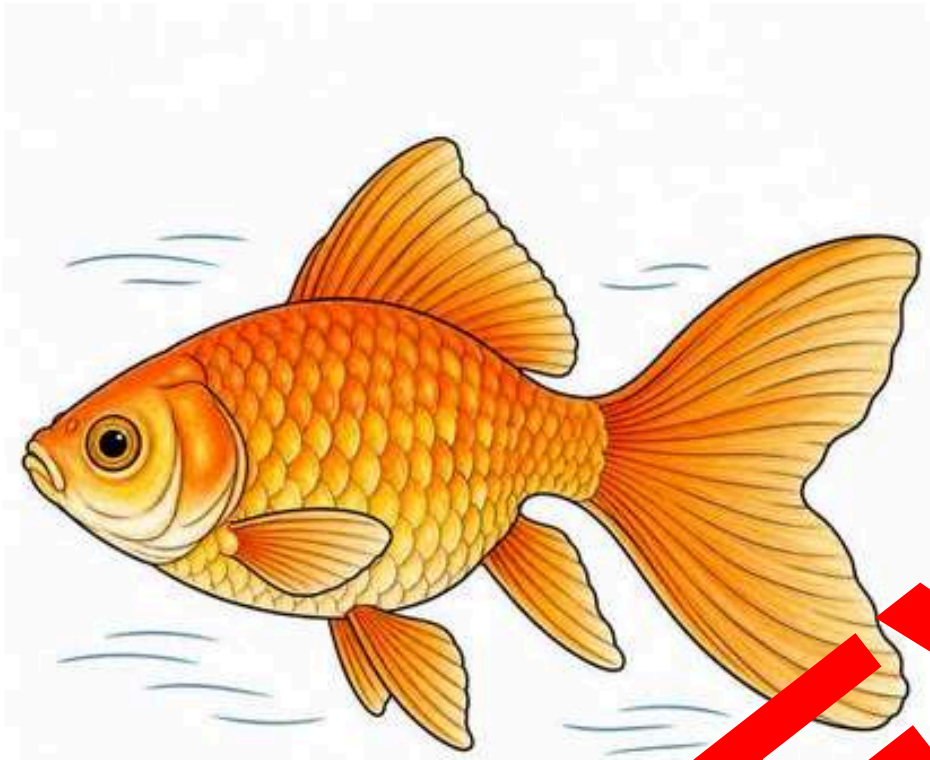




A fish has fins.

PREVIEW

Sukindi LEARNING



Fins h[illegible] fish swim.

3



A fish has gills.

4

PREVIEW

Sukindi LEARNING



A fish can rest.



A fish can swim
in a pond.

PREVIEW

Sukindi
LEARNING

A Chip Shop





A chip shop has a till.

PREVIEW

Sukindi LEARNING



Ca[illegible] is[illegible]n a till.



A dish has chips.

PREVIEW

Sukindi LEARNING



Chip[illegible] be hot.



A shop can sell chips.

PREVIEW

Sukindi LEARNING

A Chip Shop





A chip shop has a till.

PREVIEW

Sukindi LEARNING



Ca[illegible] is [illegible]n a till.



A dish has chips.

PREVIEW

Sukindi LEARNING



Chip[illegible] be hot.



A shop can sell chips.

PREVIEW

Sukindi LEARNING

Teach, read and check

Use after explicit teaching of F08 and every earlier step. Model directions, then let students decode the practice print.

Focus and prerequisites

sh and ch each spell ONE sound. Review VC/CVC, VCC/CVCC, CCVC, five short vowels, ck/ff/ll/ss/zz, x as two sounds, and verified s as /z/. Teach simple -s meaning and its /s/ or /z/ pronunciation. Contrast sh in shop with s + t in stop; ch in chip with c + l in clip.

Teacher words and capitals

Teach she (e as ee), so (o as oa), all (a as or), and earlier article a. The non-fiction A Ch Shop also uses be (e as ee). Each book uses only a, or a and be. Review full is (i + z), has (h + a + z) and a (a + n + d); do not assume weak spoken forms are cleared. Teach capitals, including Chip and J

Read and correct

Say clean sounds without added vowels; blend left to right. If a wor missed, p to the spelling, give its taught sound, blend and reread the sentence. Keep sh/ch togethe reread f fluen hen discuss meaning. Ask what changed in each fiction story and what the non-fiction ws

Print and assemble

Readers: A4 landscape, actual size 100%, single-sided. C the c e guide; stack A5 pages 1-6 in order and staple left. Companion: portrait A4, actual size. pag cards eside the writing spaces; reuse them for each word. No folded-booklet or duplex s g.

Oral work and dictatio

Page 2: hear sh/ch in ship, chi , ch Page 4 ompts in order: ship, chin, chop. Page 8 word prompts: dish, chip, shop; sentence: has dish. ch naturally, repeat, segment, write, then reread and check. Meaning first: a till hold op ca fins he swimming; gills take oxygen from water.

Check pa s 7

Page 3: the f digra words ve three sounds; stop has four. Page 4: three spelling positions each; the supplied sh/ch/t cards cover all words. Page 5 changes: 1 then 3; 1 then 2. Page 6 sh: ship/dish/shop; ch: chop/chin/cha ge 7: Chip has a fish. / A shop has chips.

Check pages 8-10

Page 8 underlines e in she, o in so, a in all. Page 9: fish-3, chip-4, dish-2, shop-1; the drawing must match the chosen phrase. Page 10 transfer: chin has three sounds; brush and chest each have four. Record accuracy, correction and next practice. Safe pretend play in the fiction shop; hot food stays with a responsible grown-up.

PREVIEW

Sukindi LEARNING

One spelling, one sound

Cut the large cards. Say ONE sound for each sh or ch card. Compare with two separate sounds in a consonant cluster.

sh	Sh
ch	Ch

PREVIEW

Listen: ship, chip. S the first sound, then blend each word. Keep the two letters of sh or ch together.

sh i p	ch i p

Sukindi LEARNING

Point, say, blend

Say each sound, then blend the word. Each dot is ONE sound. Compare the digraph in shop with the cluster in stop.

sh i p

ch i p

d i sh

ch a t

sh o p

s t o p

PREVIEW

Sukindi LEARNING

Say, build, spell

Use the page 1 prompts in order. Repeat and segment. Build with the cards beside this page; write one spelling per box, then the whole word.

1

2

3

sh

ch

i

p

n

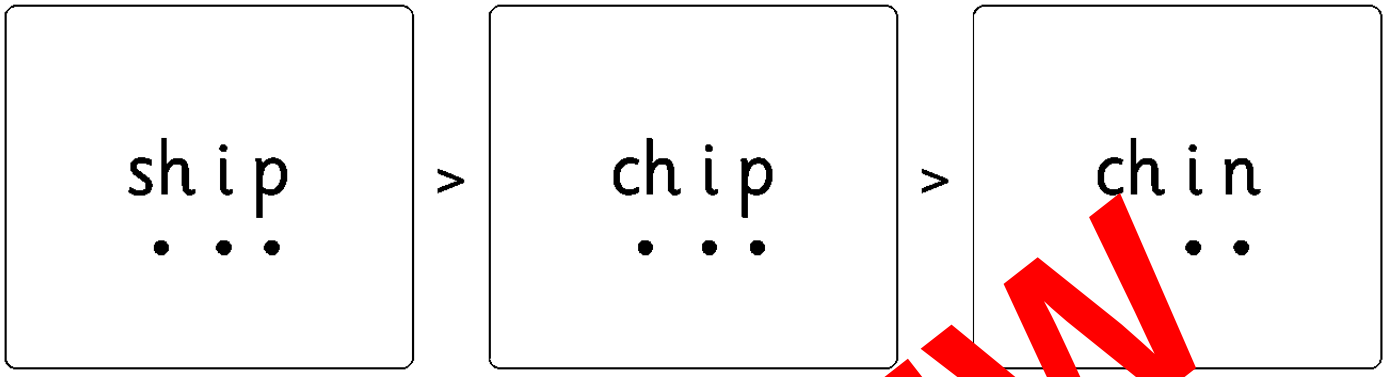
o

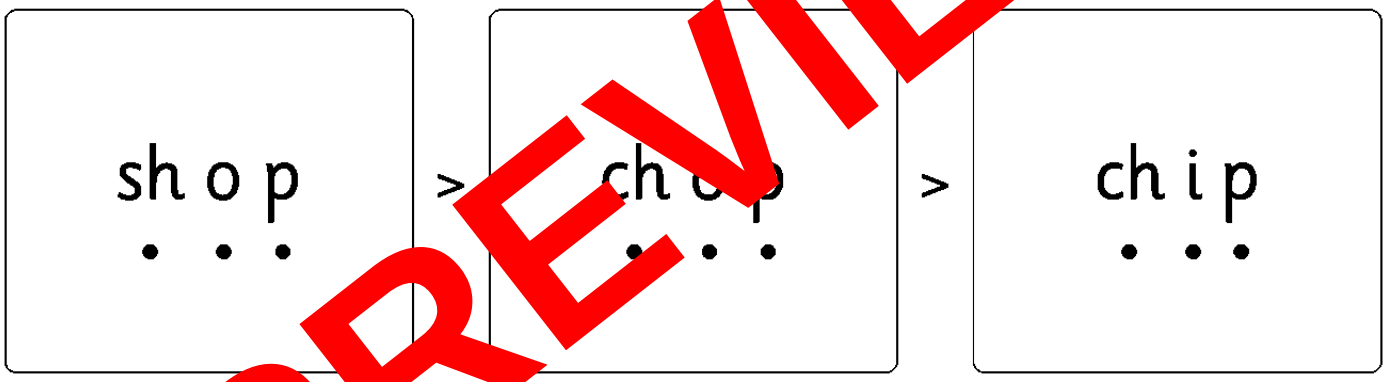
PREVIEW

Sukindi LEARNING

Change one sound

Read each row from left to right. Say which ONE sound changes each time. These large word cards can be cut out and moved.





PREVIEW

Choose one word. Say its sounds, write one spelling in each box. Write the whole word on the lines and reread it.

Read, cut, sort

Read and cut the word cards. Put each card beneath sh or ch according to the sound-spelling IN that word. Each space holds three cards.

ship	chop
chin	dish
shop	chat

sh

ch

PREVIEW

Sukindi LEARNING

Build sentences

Read the jumbled tiles. Make each sentence with a capital at the start and a full stop at the end. Write it, then reread for meaning.

a	fish.	Chip	has

chips.	has	A	shop

PREVIEW

Sukindi LEARNING

Listen, write, check

Teach these words first. The underline marks the exceptional part. Copy each word, then use the page 1 dictation prompts. Reread and check.

sh<u>e</u>	s<u>o</u>	<u>a</u>ll

Listen to the three word prompts. Segment, write and read each word. Check that sh or ch is one sound.

Listen to the sentence. Repeat it, write it, then check sounds, spaces, capital and full stop.

PREVIEW

Sukindi LEARNING

Read for meaning

Read the words. Match each word to the MAIN thing in one picture; use each picture once. Draw lines after reading.

fish	chip	dish	shop

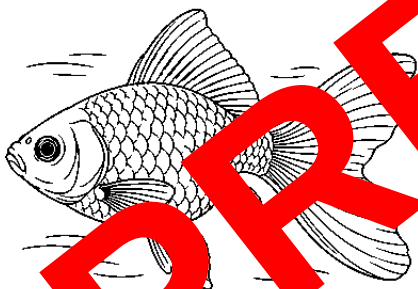
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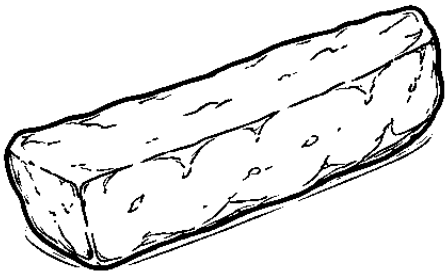
2



3



4



PREVIEW

Choose a phrase below. Read it, then draw what it says.

a fish

a shop

Reread and transfer

Decode these words. Point to each spelling; keep sh/ch together. Say what each word means, then reread without sounding out if ready.

ch i n

b r u sh

ch e s t

A fish can swim.

Reread a reader. Tell what it shows and which word you can now read more easily. Choose one word for more practice.

Teacher observations

Accuracy _____

Self-correction _____

Next practice _____

PREVIEW

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PREVIEW

Foundation Set 09 th, wh nd qu

Table of Conte

Phonics Companion Pack
Book 1: The Quick Q z (B W) (Fi on)
Book 1: Th uick Quiz olour) (Fiction)
Bo 2: T Thi Twig (B&W) (Fiction)
Book 2: he Thin Twig (Colour) (Fiction)
Book 3: Thin and Thick (B&W) (Non-fiction)
Book 3: Thin and Thick (Colour) (Non-fiction)
Book 4: This Moth (B&W) (Non-fiction)
Book 4: This Moth (Colour) (Non-fiction)

The Quick Quiz





This is a quiz.

PREVIEW

Sukindi LEARNING



Which box has the shell?



This box has the shell.

PREVIEW

Sukindi LEARNING



Th[illegible] th[illegible] lid fell
wit[illegible]a thud.



The shell is not lost.
That was fun!

PREVIEW

Sukindi
LEARNING

The Quick Quiz





This is a quiz.

PREVIEW

Sukindi LEARNING



Which box has the shell?



This box has the shell.

PREVIEW

Sukindi LEARNING



Th[illegible] th[illegible] lid fell
wit[illegible]a thud.



The shell is not lost.
That was fun!

PREVIEW

Sukindi
LEARNING

The Thin Twig





This twig is thin.

PREVIEW

Sukindi LEARNING



The [illegible] tin with a thud.



The thin twig did snap.

PREVIEW

Sukindi LEARNING



Which twig is thick?



This thick twig did not snap.

That was quick!

PREVIEW

Sukindi LEARNING

The Thin Twig





This twig is thin.

PREVIEW

Sukindi LEARNING



The [illegible] it the tin
with a thud.



The thin twig did snap.

PREVIEW

Sukindi LEARNING



Which twig is thick?



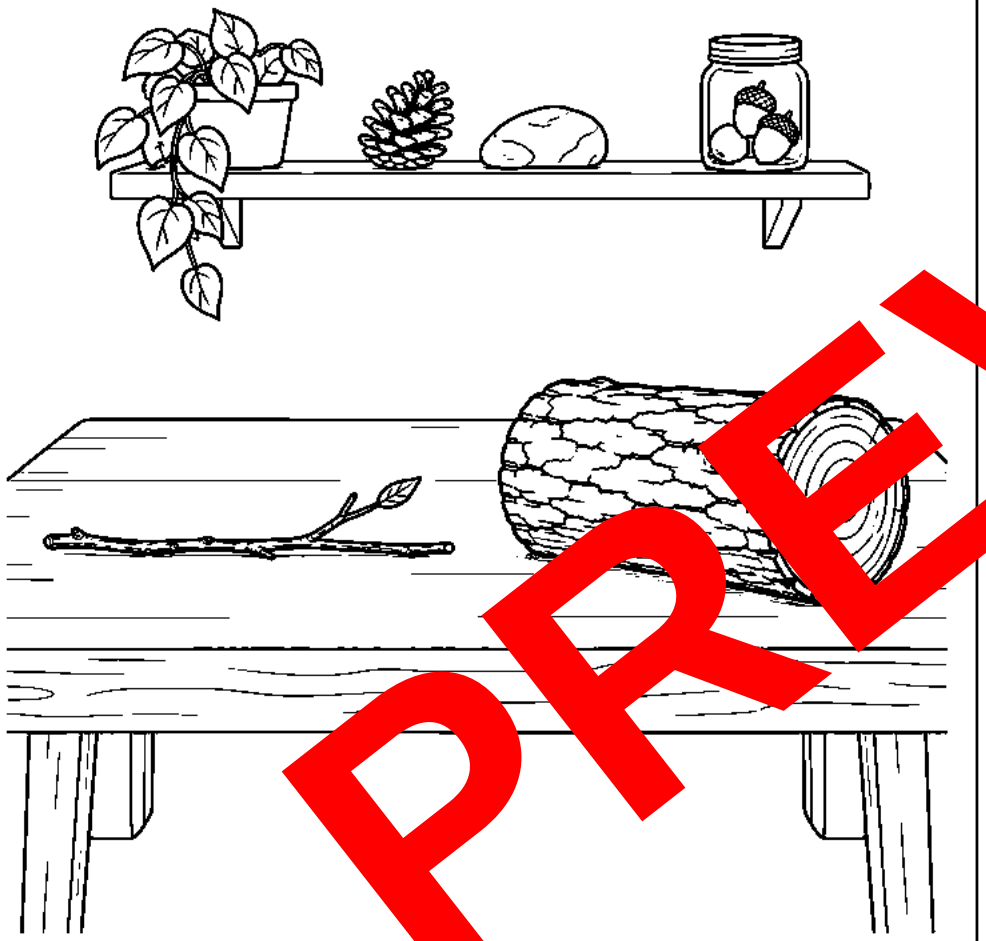
This thick twig did not snap.

That was quick!

PREVIEW

Sukindi LEARNING

Thin and Thick



PREVIEW



This is a thin twig.

Sukindi LEARNING



This is a thick log.



Which is thin?

PREVIEW

Sukindi LEARNING



This is thick.

That is thick.



This pen is thick.

PREVIEW

Sukindi LEARNING

Thin and Thick



PREVIEW



This is a thin twig.

Sukindi LEARNING



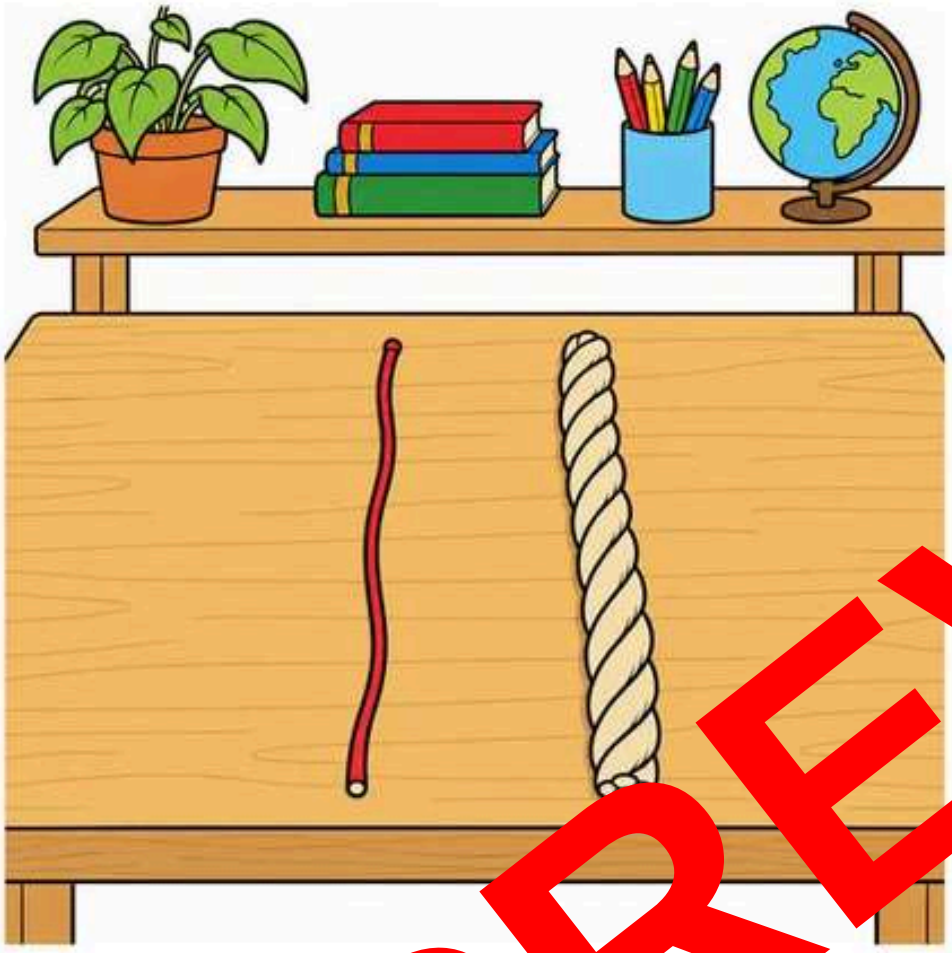
This [illegible] thick log.



Which is thin?

PREVIEW

Sukindi LEARNING



T is i thi
Tha is thick.

5



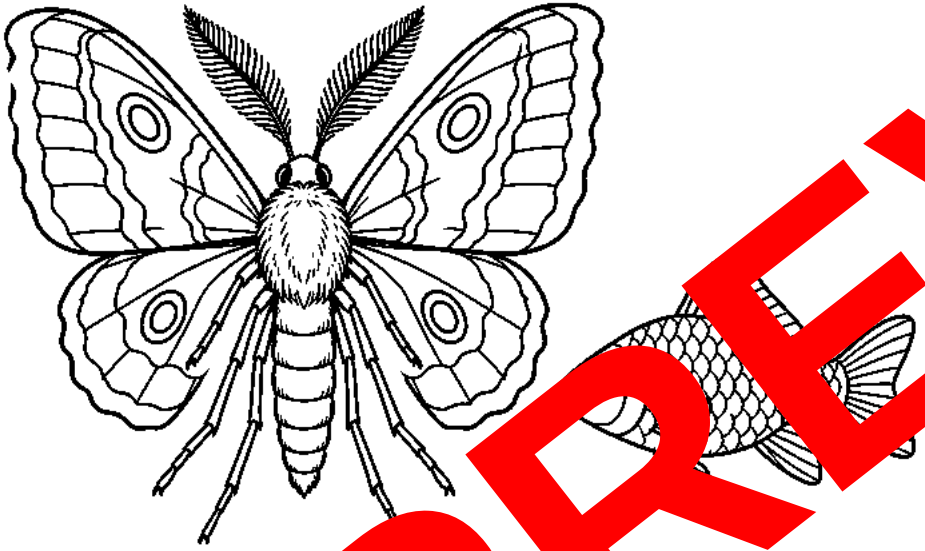
This pen is thick.

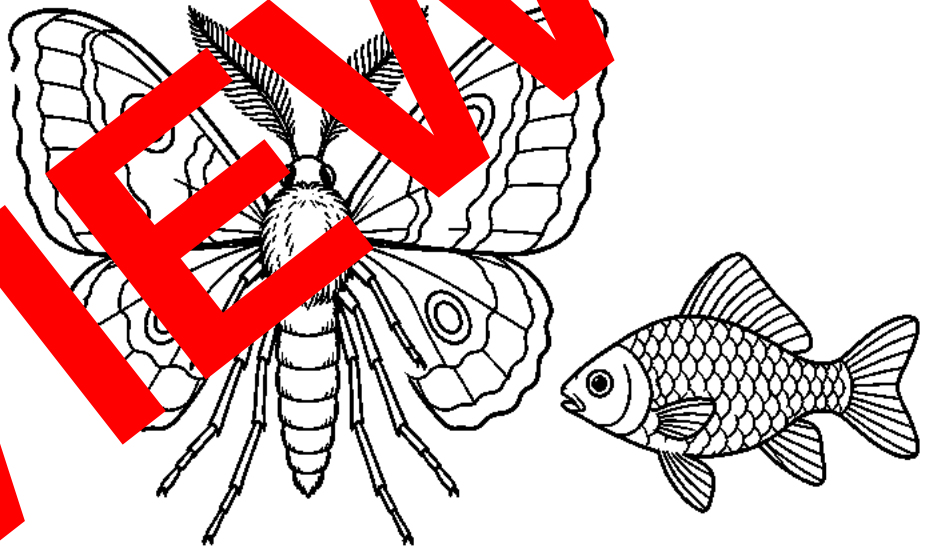
6

PREVIEW

Sukindi
LEARNING

This Moth





This is a moth.

PREVIEW

Sukindi LEARNING



This m h has six legs.



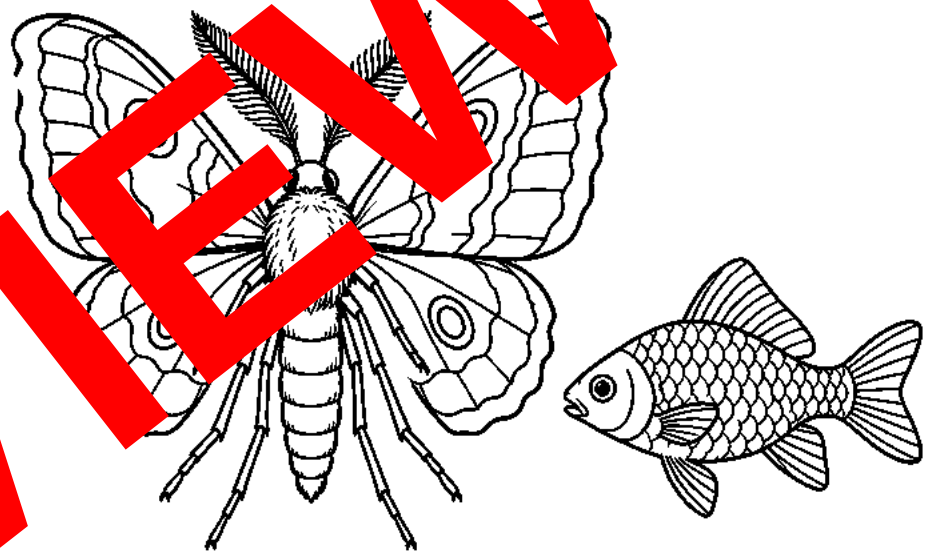
This moth has thin legs.

PREVIEW

Sukindi LEARNING



The moth is on a twig.



Which is the moth?

PREVIEW

Sukindi LEARNING

This Moth





This is a moth.

PREVIEW

Sukindi LEARNING



This m[illegible]has six legs.



This moth has thin legs.

PREVIEW

Sukindi LEARNING



The moth is on a twig.



Which is the moth?

PREVIEW

Sukindi LEARNING

Teacher guidance

Use after all F01-F08 learning and the new F09 code have been explicitly taught. Give support with instructions and checking as students practise.

Focus and prerequisites

Teach th in thin (unvoiced) and this (voiced) separately; wh says /w/ in Australian speech. qu is one spelling for /k/ then /w/: keep it together over two sound positions. Recognise and name q/Q. Revisit five short vowels, earlier consonants, doubles, x, sh/ch and verified s=/z/. Use one-syllable VC/CVC/VCC/CVCC/CCVC and simple -s=/s,z/ only.

Teach the exceptional parts

Books 1/2 use a, the and was; book 3 uses a; book 4 uses a/the. a is weak uh or strong ay in the, th is taught but e is weak uh (or strong ee); was has regular w/s=/z/, exceptional a=/o/; 8 words they: taught th, ey=/ai/; there: taught th, ere=/air/; were: taught w, ere=/er/ or weak uh. Teach for is is now regular i+s=/z/.

Reading and correction

Supply a missed sound, point to each spelling, blend, then read the word. Discuss pictures after decoding; avoid picture guessing. Use the student's normal voiced/unvoiced final th in text. The fiction has a small mishap and solution. The non-fiction compares actual preferred darkness; it observes a moth; it does not tell an imaginary animal story.

Print and assemble

Choose one edition per book. Print readers A4 landscape, actual size/100%, single-sided. Cut at the centre guide, stack A5 pages 1-6 and staple. Do not fold or use duplex booklet printing. Companion: portrait A4, actual size. Cut cards; build on board/strip once at the time and reuse tiles.

Prompts and dictation

Page 2: say and blend thin, then when and quit, then segment. Page 4 rows 1-4: thin, quit, moth, when. In quit, write qu across the combined double field, then i and t. Page 7: This twig is thin. / The quiz is quick. Page 8: teach, cover, write and check this/there/were; dictate They were there.

Check sounds and sorting

Page 3: thin/this/when/which have 3 sounds; quick/quit/quiz/maths have 4. Page 5 changed positions: 1,2; 1,3; 4,4. Page 6 unvoiced: thin/moth/thick; voiced: this/then/them. Exclude ambiguous with from this sort. Let three cards stack in each large bin.

Check meaning and transfer

Page 9 picture answers in word-choice order: moth-3, tin-4, log-1, shell-2; drawings show a thin twig and thick log. Page 10: quack=4 sounds, whack=3, thrush=4. Explain meanings orally after decoding. Hear accurate rereading, note needed support and give the next small teaching step.

PREVIEW

Sukindi LEARNING

Sounds and spellings

Blend then segment thin, this, when and quit orally. Cut out the four sound cards. Say both th sounds separately; dots count sounds. Name q and Q in the bottom panel.

th

thin

th

this

wh

when

qu

quit

PREVIEW

q Q

Name the letters. Keep qu together for its two sounds.

Sukindi LEARNING

Blend and read

Say the sounds, blend the word, then read it smoothly. One dot is one sound. th, wh and ck each have one sound here; qu has two sounds kept together.

th i n

th i s

wh e n

wh i ch

qu i ck

qu i t

qu i z

m a th s

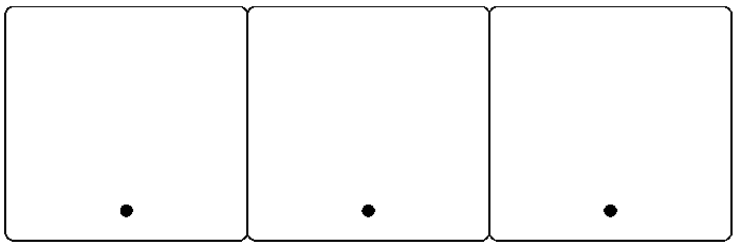
PREVIEW

Sukindi LEARNING

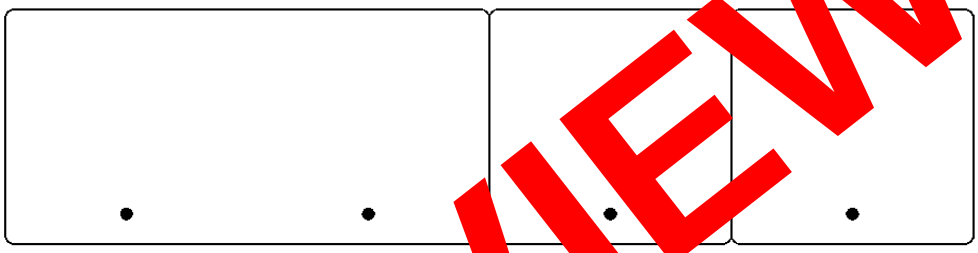
Say, build, spell

Use the page 1 prompts in order. Repeat and segment each word, build it with the tiles, then write its spellings in the boxes. Reuse tiles for one word at a time. qu stays together over two sounds.

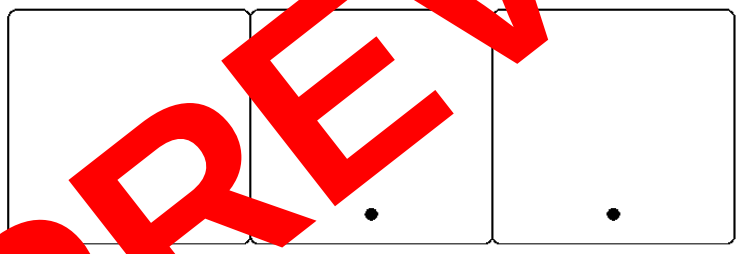
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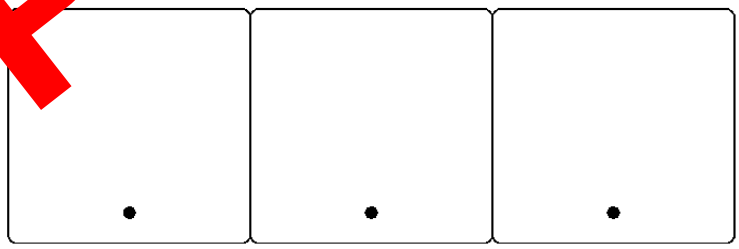
2



3



4



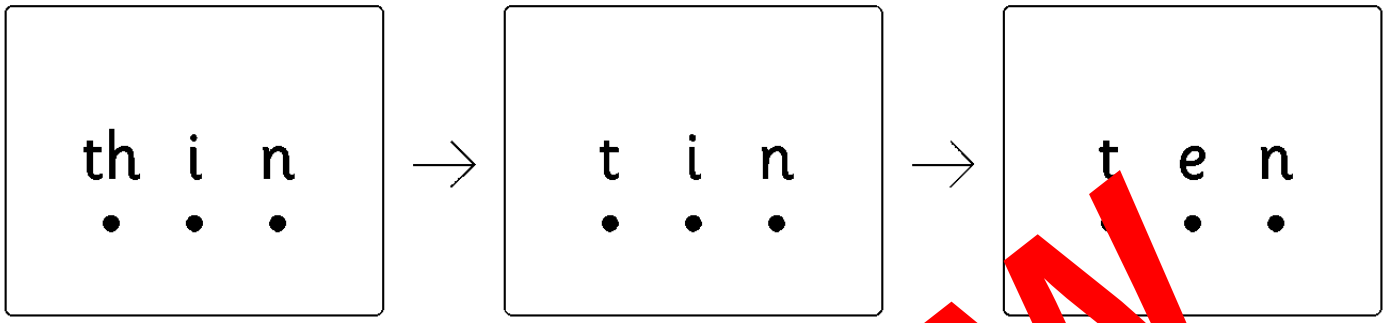
PREVIEW

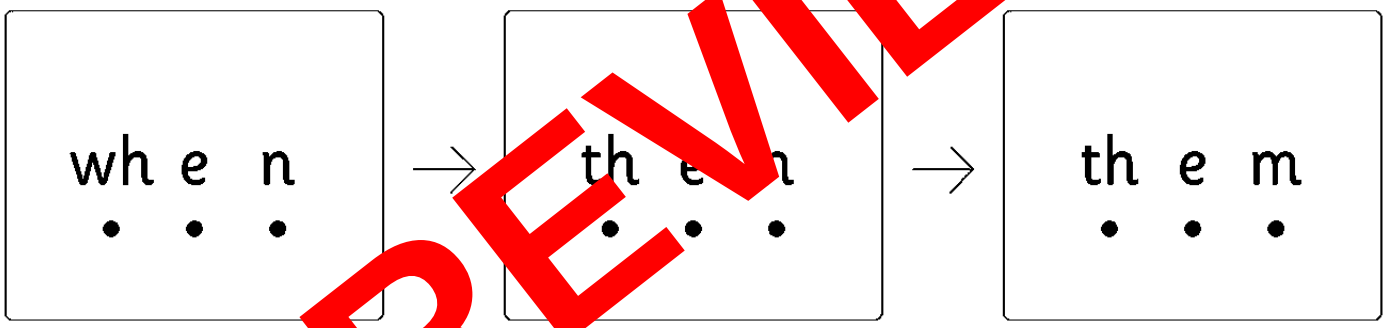
th	i	n	qu	t	m	o	wh	e

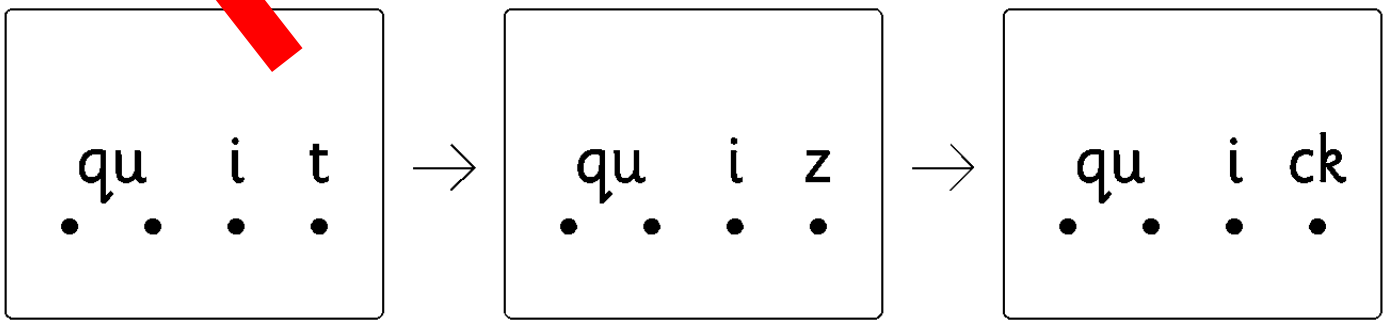
Sukindi LEARNING

Change one sound

Read each chain from left to right. Circle the spelling that changes in the next word. Every move changes just one sound. Choose a chain and write it on the lines.







PREVIEW

Two th sounds

Say thin without voice and this with voice. Cut out the jumbled cards and sort by the th sound. Stack three cards in each bin. Read and check each group with a partner.

thin	this

PREVIEW

them	thin	moth
this	thick	then

Sukindi LEARNING

Build, read, write

Cut out the tiles. Build and read one sentence, then write it. Reuse the is tile for the second sentence. Check capitals, word spaces and full stops.

This	twig	is	thin.
The	quiz	quick.	

PREVIEW

Sukindi LEARNING

Learn, cover, check

Learn each underlined spelling. Cover, write and check each word. Then cover the sentence, listen, write it on the lines and check.

they

there

were

PREVIEW

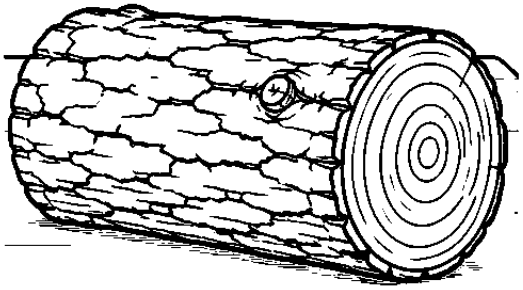
They were there.

Sukindi LEARNING

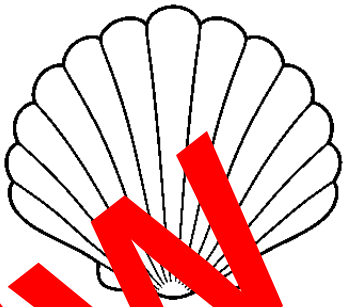
Read for meaning

Match each word to a picture: write its number in the small box. Do not draw lines in advance. Then draw a thin twig beside a thick log, as in the comparison reader.

1



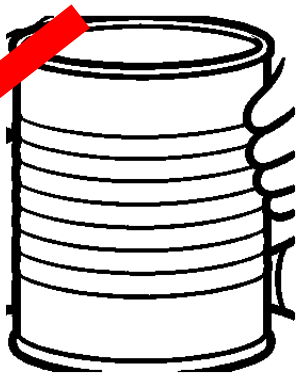
2



3



4



PREVIEW

moth	tin	log	shell

thin twig

thick log

Sukindi LEARNING

Reread and transfer

Blend the three new words; discuss their meanings after reading. Read the short passage twice. Write a line or draw what you read. Circle yes if secure, or yet if you need more practice.

qu a ck	wh a ck	th r u sh

This is a quiz.

Which is thin?

That is thin.

yes yet

PREVIEW

Teacher observations: accurate reading / support needed / next step

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PREVIEW

Foundation Set 10 ng and n Re rek

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Book 1: Th ink ng (our) (Fiction)
Bo 2: S g, M ! (B&W) (Fiction)
Book 2: ing, Min! (Colour) (Fiction)
Book 3: Moth Wings (B&W) (Non-fiction)
Book 3: Moth Wings (Colour) (Non-fiction)
Book 4: A Fish Tank (B&W) (Non-fiction)
Book 4: A Fish Tank (Colour) (Non-fiction)

The Pink Ring





Kim has the pink ring.

PREVIEW

Sukindi LEARNING



The ri[illegible] is [illegible]n the sink.



Mum can get the ring.

PREVIEW

Sukindi LEARNING



The ring is for Kim.



Kim has her ring.

PREVIEW

Sukindi LEARNING

The Pink Ring





Kim has the pink ring.

PREVIEW

Sukindi LEARNING



The ri[illegible] is [illegible]n the sink.



Mum can get the ring.

PREVIEW

Sukindi LEARNING



The [illegible] for Kim.



Kim has her ring.

PREVIEW

Sukindi LEARNING

Sing, Min!





Min can hum.

PREVIEW

Sukindi LEARNING



Mum can sing.



Mum has one song for Min.

PREVIEW

Sukindi LEARNING



Min ca sing the song.



Mum and Min sing.

PREVIEW

Sukindi LEARNING

Sing, Min!





Min can hum.

PREVIEW

Sukindi LEARNING



Mu[illegible]h sing.



Mum has one song for Min.

PREVIEW

Sukindi LEARNING



Min ca sing the song.



Mum and Min sing.

PREVIEW

Sukindi LEARNING

Moth Wings



PREVIEW



This is a moth.

Sukindi LEARNING



This m th has wings.



This is a moth wing.

PREVIEW

Sukindi LEARNING



This wi[illegible] h[illegible]s pink on it.



The moth is on a twig.

PREVIEW

Sukindi LEARNING

Moth Wings



PREVIEW

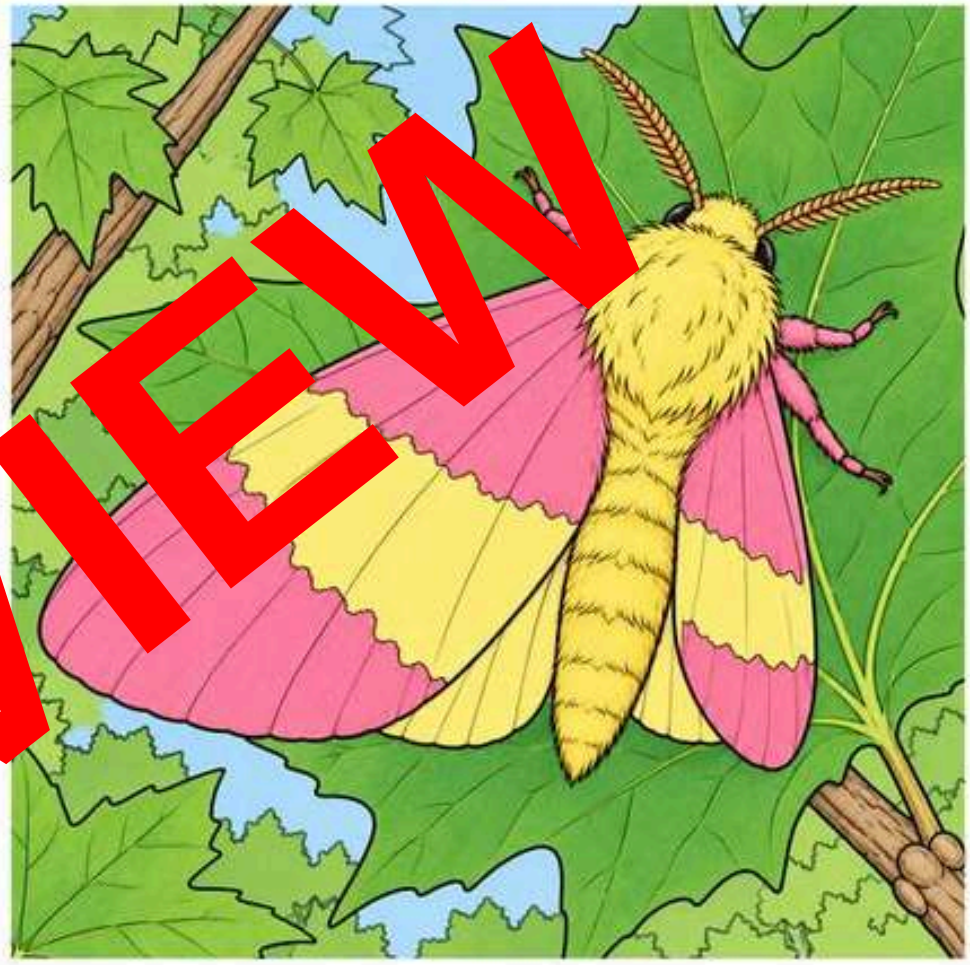


This is a moth.

Sukindi LEARNING



This m th has wings.



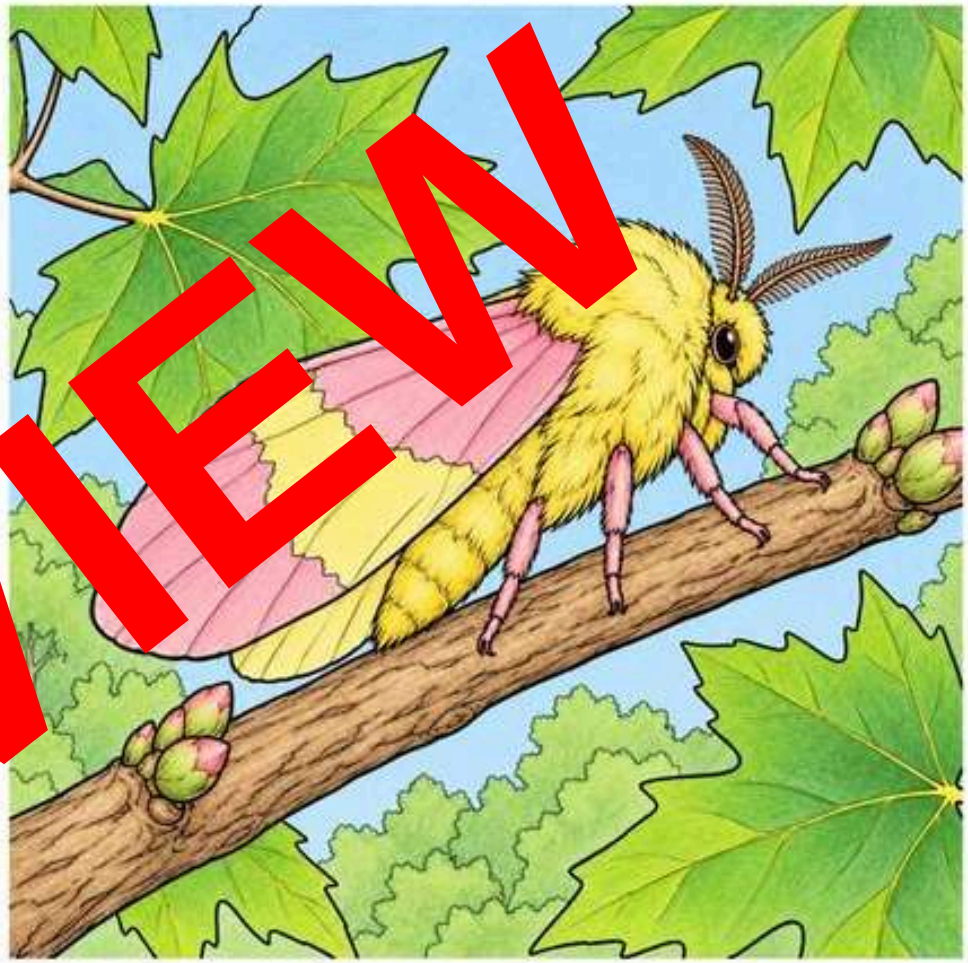
This is a moth wing.

PREVIEW

Sukindi LEARNING



This wi[illegible] h[illegible]s pink on it.



The moth is on a twig.

PREVIEW

Sukindi LEARNING

A Fish Tank



PREVIEW



This is a fish tank.

Sukindi LEARNING



The fish can swim.



This fish has a long fin.

PREVIEW

Sukindi LEARNING



The tank has a lid.



The tank is for fish.

PREVIEW

Sukindi LEARNING

A Fish Tank





This is a fish tank.

PREVIEW

Sukindi LEARNING



The fish can swim.



This fish has a long fin.

PREVIEW

Sukindi LEARNING



The tank has a lid.



The tank is for fish.

PREVIEW

Sukindi LEARNING

Teaching and checking

Foundation Set 10 ng=/ng/; n=/ng/ before k

Focus and prerequisites

New: ng is one sound. In bank, n spells /ng/ immediately before k; k still spells /k/. Map nk as /ng/ + /k/, never one combined sound.

Use all earlier Foundation code, including sh, ch, both th sounds, wh, x=/k+s/ and qu=/k+w/. Revisit simple -s endings /s/ and /z/. Build clusters without losing sounds.

Teach the teacher words

for: f is familiar; or is strong /or/ or the weak schwa vowel in a sentence. No final /r/ before a consonant or pause.

her: h is familiar; er is stressed /er/ or weak schwa. Natural speech may drop h. Model the actual phrase naturally.

one: say /w/u/n/. The o unusually gives /w/ + short /u/; n is familiar and final e is silent.

The article a and the remain teacher words. Each book uses at most three still-irregular forms, including earlier ones. In is, i and s=/z/ are now taught. Rehearse Kim and Min and their capitals.

Read, correct and dictate

Teach each book's teacher forms first. The Pink Ring: the, for, a. Sing, Min!: one, for, the. Moth Wings: a, the. A Fish Tank: a, the, for.

Say each sound, blend the whole word, then reread the sentence. If stuck, point to the spelling, model the sound and blend again. Pictures support meaning after decoding.

Dictate sing, think and bank on page 4. For sentence dictation, say The ring is for Kim. Use the two writing lines on a fresh copy of page 7. ng fills one sound box; n and k fill separate boxes. x and qu each spell two sounds.

Page 5 changes: r, Page 6: sing/ring/wing under ng; bank/pink/tank under n + k. Keep cards upright. Check accuracy and meaning before speed.

Transfer: explain [illegible] (written words) and strict (firm about a rule). Each has six phonemes. Practise initial and final clusters without dropping a sound.

Print and observe

Print actual size, single-sided. Readers: landscape A4 with two portrait A5 pages. Cut the centre, stack numbered pages and staple left. Companion: portrait A4.

Observe every cluster sound, self-correction, understanding and new-word transfer. Read directions as needed. The moth is a real rosy maple moth; the fish is a long-finned betta. These books observe features; they are not a pet-care guide.

PREVIEW

Sukindi LEARNING

Meet ng and n + k

Foundation Set 10 ng=/ng/; n=/ng/ before k

Say the sounds. Keep n and k separate when you read bank.

ng	NG
nk	NK

PREVIEW

Listen: sing, ring, bank, tank. Say each sound, then blend.

Write ng.

Sukindi LEARNING

Blend and read

Foundation Set 10 ng=/ng/; n=/ng/ before k

Touch each dot. Say every sound. Blend, then read the whole word.

w i ng

s i ng

b a n k

p i n k

s t r i ng

q u i ck

n e x t

PREVIEW

Sukindi LEARNING

Build and write

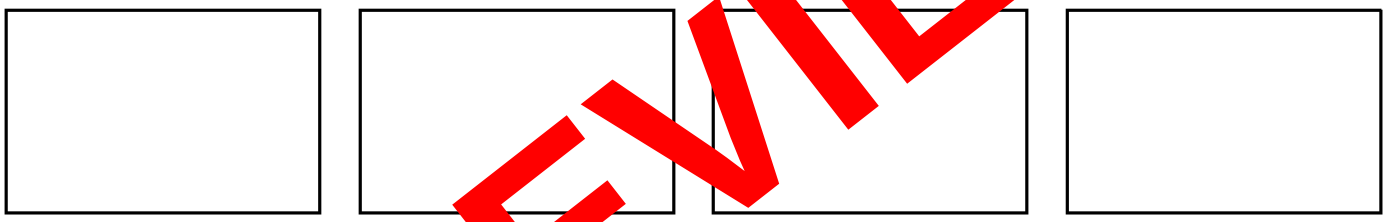
Foundation Set 10 ng=/ng/; n=/ng/ before k

Say sing, think and bank. Write one whole spelling in each sound box.

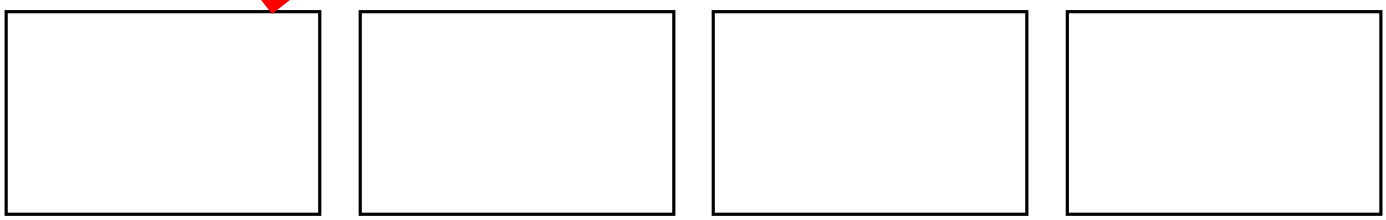
1



2



3



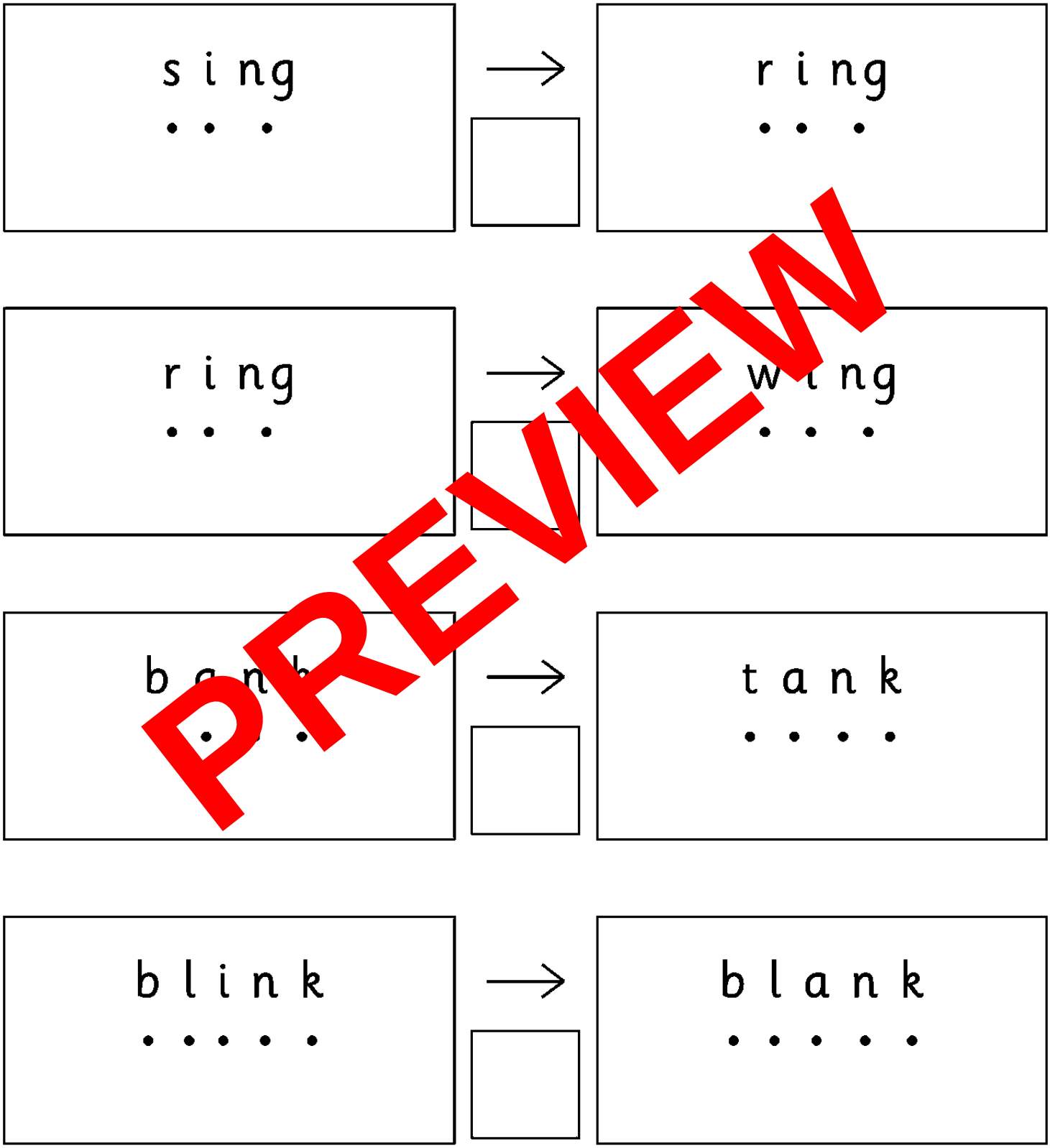
PREVIEW

Sukindi LEARNING

Change one sound

Foundation Set 10 ng=/ng/; n=/ng/ before k

Read both words. Say the change. Write the new spelling in the middle box.



PREVIEW

Sukindi LEARNING

Sort ng and n • k

Foundation Set 10 ng=/ng/; n=/ng/ before k

Cut out the cards. Read. Sort by the spelling for /ng/.

ng •	n k • •

PREVIEW

bank

ring

tank

sing

wing

pink

Sukindi LEARNING

Build a sentence

Foundation Set 10 ng=/ng/; n=/ng/ before k

Cut the tiles. Build on the blank mat. Read and write the sentence.

ring	Kim.	The
for	pink	is

PREVIEW

Sukindi LEARNING

Teacher words and dictation

Foundation Set 10 ng=/ng/; n=/ng/ before k

Read each word. Say it naturally. The underlined parts need special teaching.

f or

h er

o n e

PREVIEW

Check each spelling after dictation.

Sukindi LEARNING

Read for meaning

Foundation Set 10 ng=/ng/; n=/ng/ before k

Read the words and sentences. Match them. Draw your own lines.

tank	A moth has it.
ring	Kim has it.
wing	Fish swim in it.

PREVIEW

Draw a moth wing. Write one word about it.

Sukindi LEARNING

Read again and try

Foundation Set 10 ng=/ng/; n=/ng/ before k

Reread a book, then try these new words. Check each sound before speeding up.

s c r i p t • • • • •	w i n k • • • •
s t r i c t • • • • •	c l a n g • • • •
t r u n k • • • • •	s w i ng • • • •

PREVIEW

The swing is pink.

Kim can wink.

A bell can clang.

How did it feel? Circle a face.





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PREVIEW

Foundation Set 11 ee and oy

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Book 3: Clay (Colour) (Non-fiction)
Book 4: Seeds (B&W) (Non-fiction)
Book 4: Seeds (Colour) (Non-fiction)

The Clay Tray





Ray has some clay.

PREVIEW

Sukindi LEARNING



Ray can [illegible] th[illegible] tra[illegible] Kay can [illegible]elp.



Ray can press this clay.

PREVIEW

Sukindi LEARNING



This tray ps. e y drops.



"Come, Ray!" Ray and Kay pick up this clay.

PREVIEW

Sukindi LEARNING

The Clay Tray





Ray has some clay.

PREVIEW

Sukindi LEARNING



Ray can [illegible] th[illegible] tra[illegible] Kay can
[illegible]elp.



Ray can press this clay.

PREVIEW

Sukindi
LEARNING



This tray tips. The clay drops.

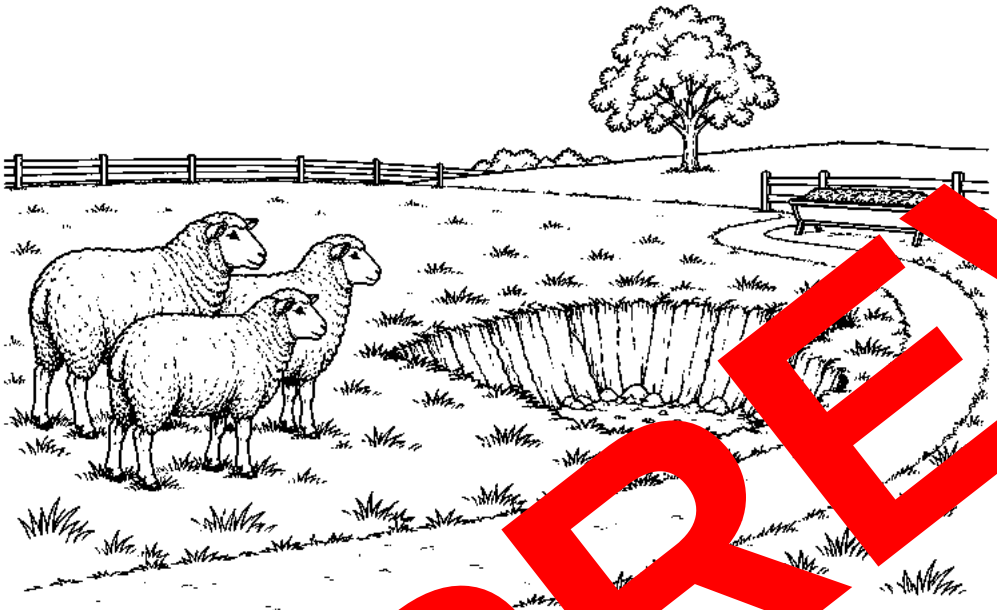


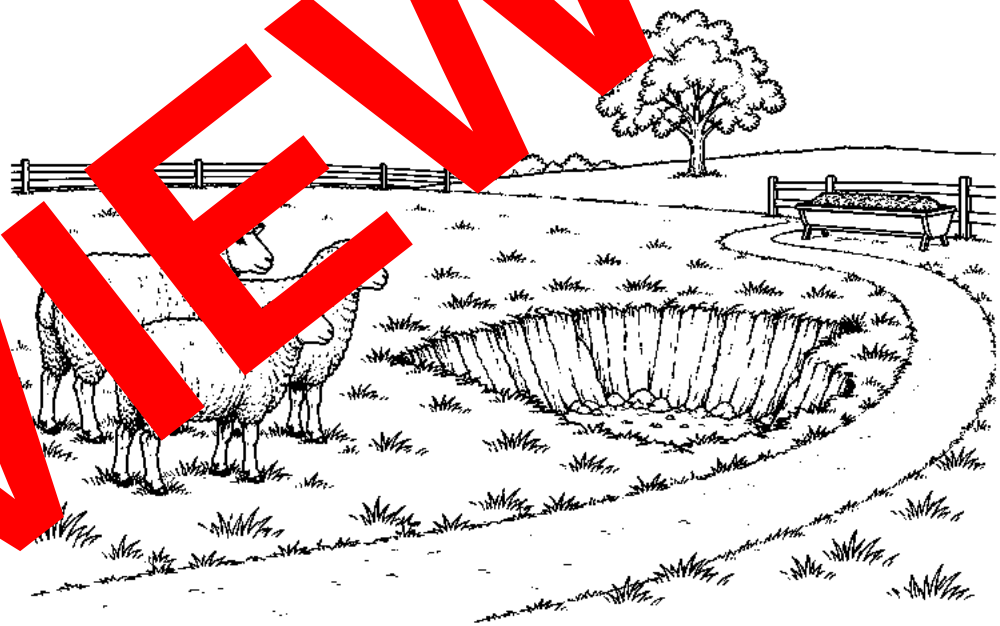
"Come, Ray!" Ray and Kay pick up this clay.

PREVIEW

Sukindi LEARNING

Three Sheep

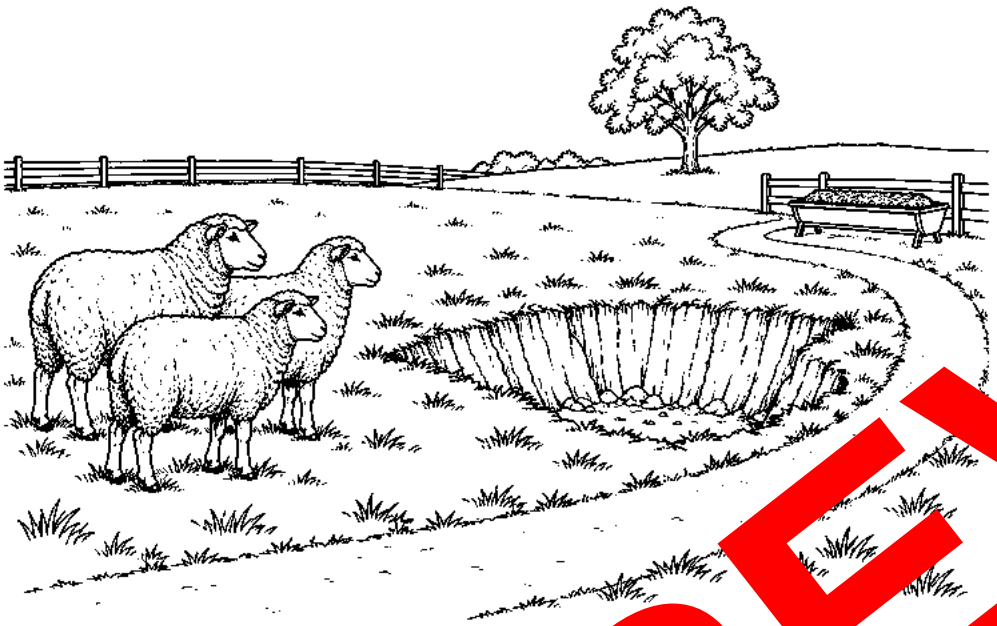




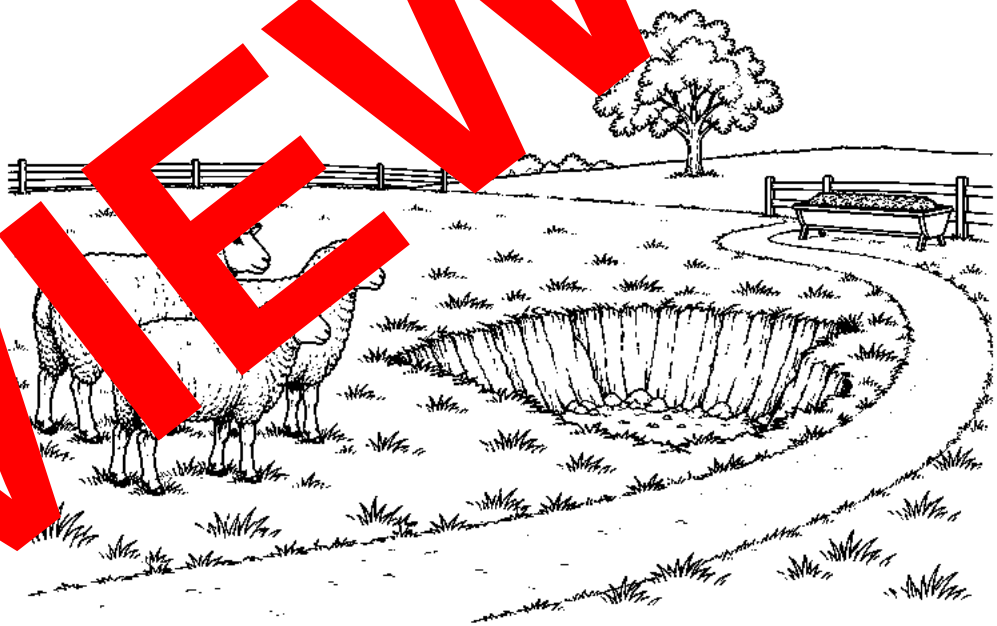
Three sheep see some feed.

PREVIEW

Sukindi LEARNING



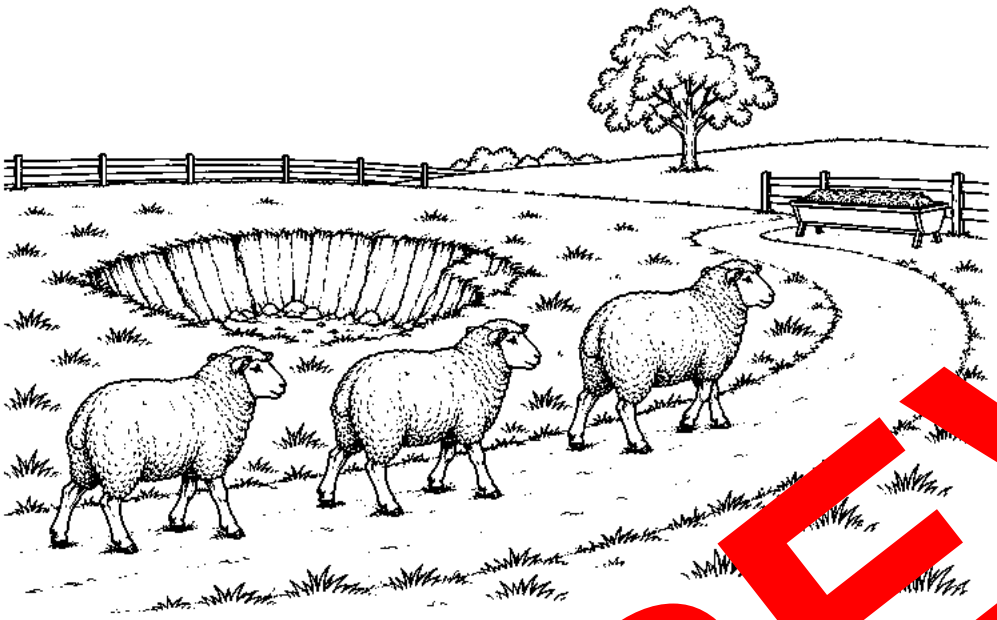
The she[illegible] see[illegible] his [illegible]eep pit.



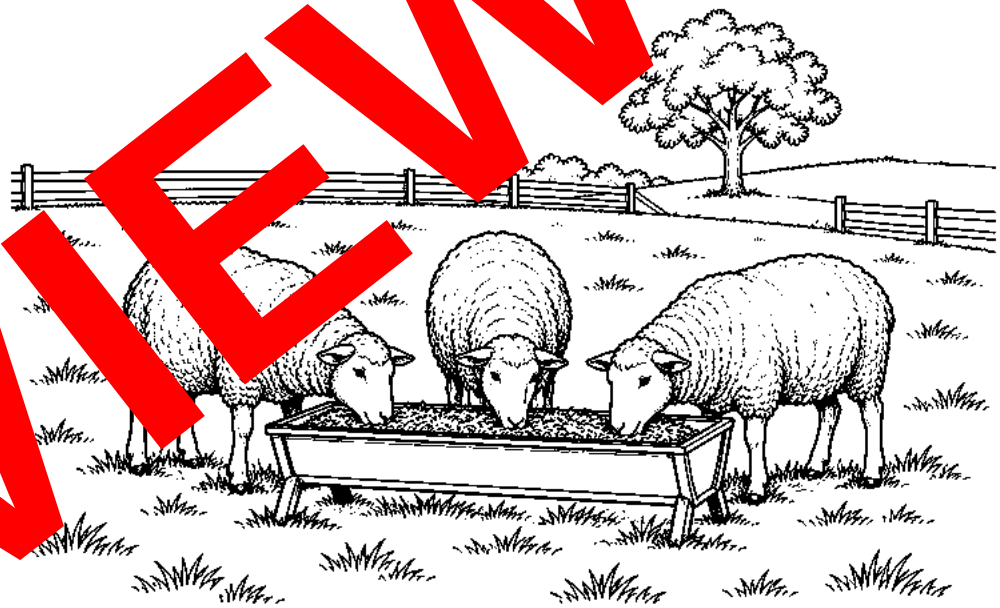
The sheep stay.

PREVIEW

Sukindi LEARNING



The s eep o th way.

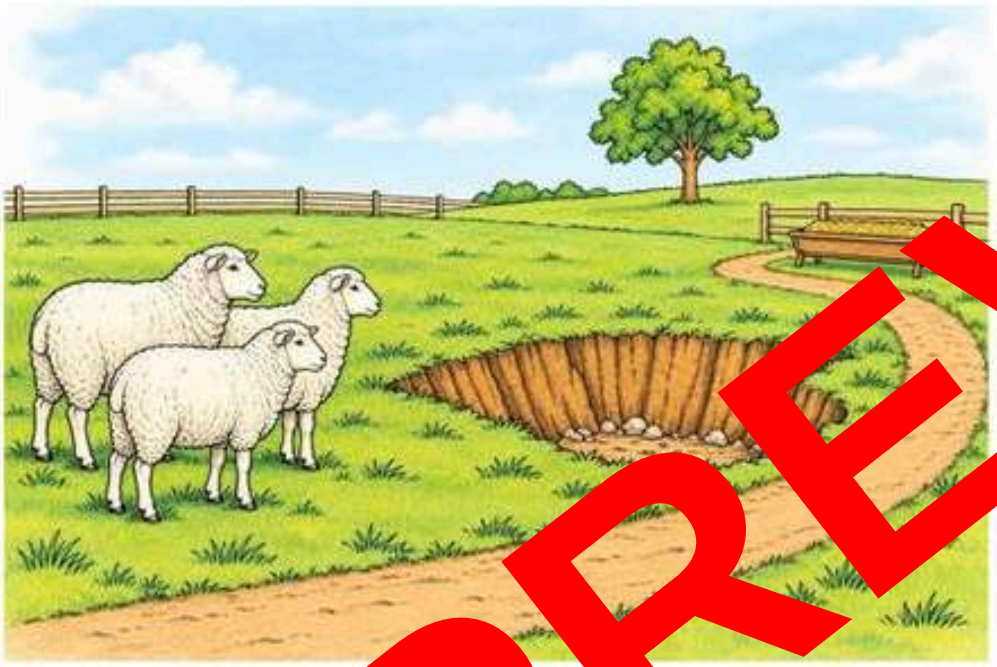


Three sheep get some feed.

PREVIEW

Sukindi LEARNING

Three Sheep

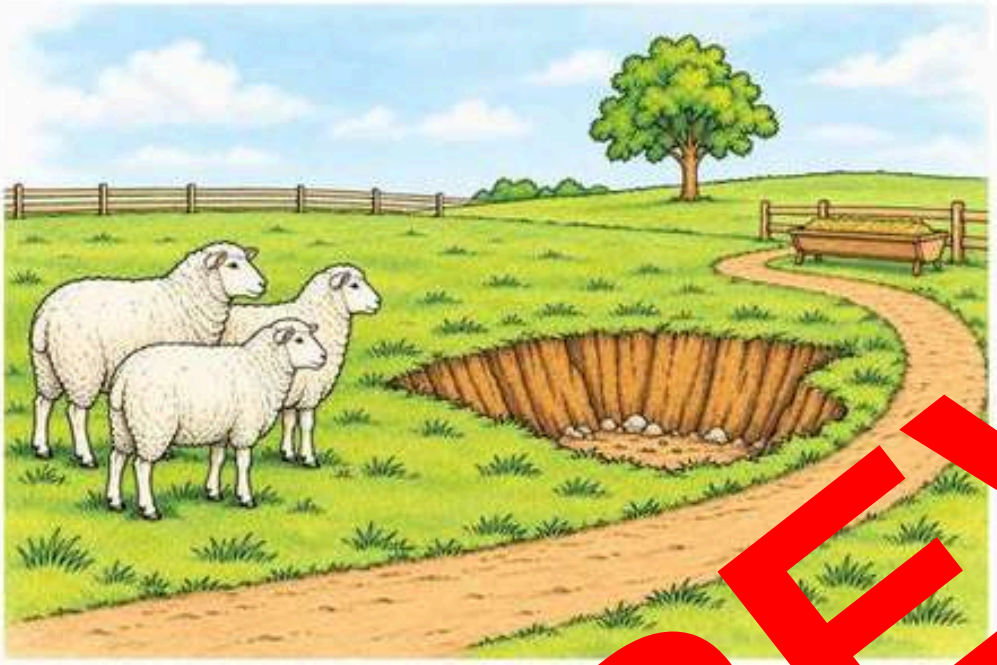




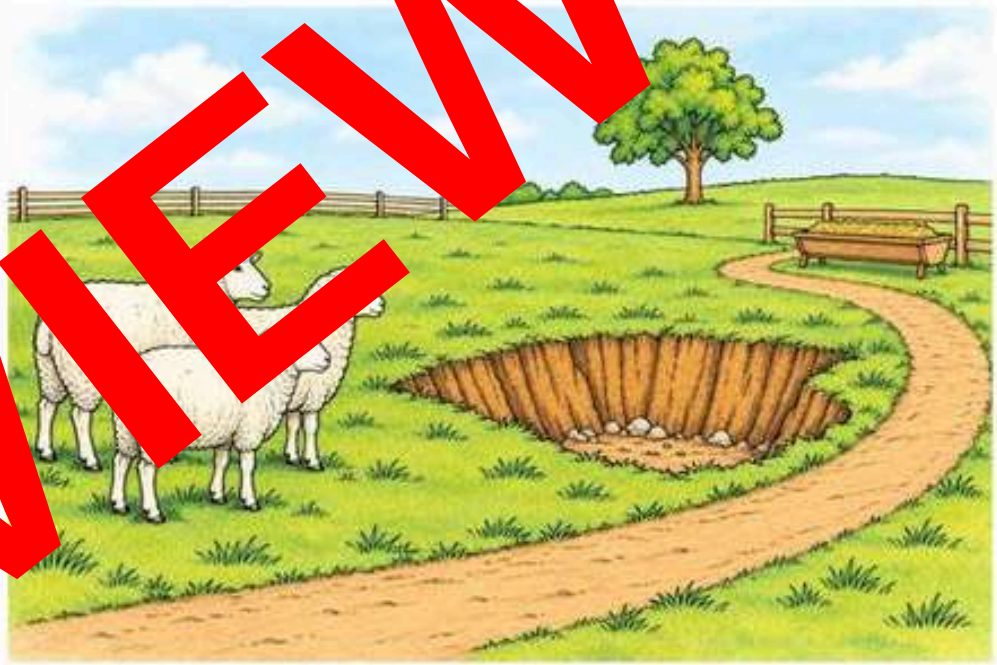
Three sheep see some feed.

PREVIEW

Sukindi LEARNING



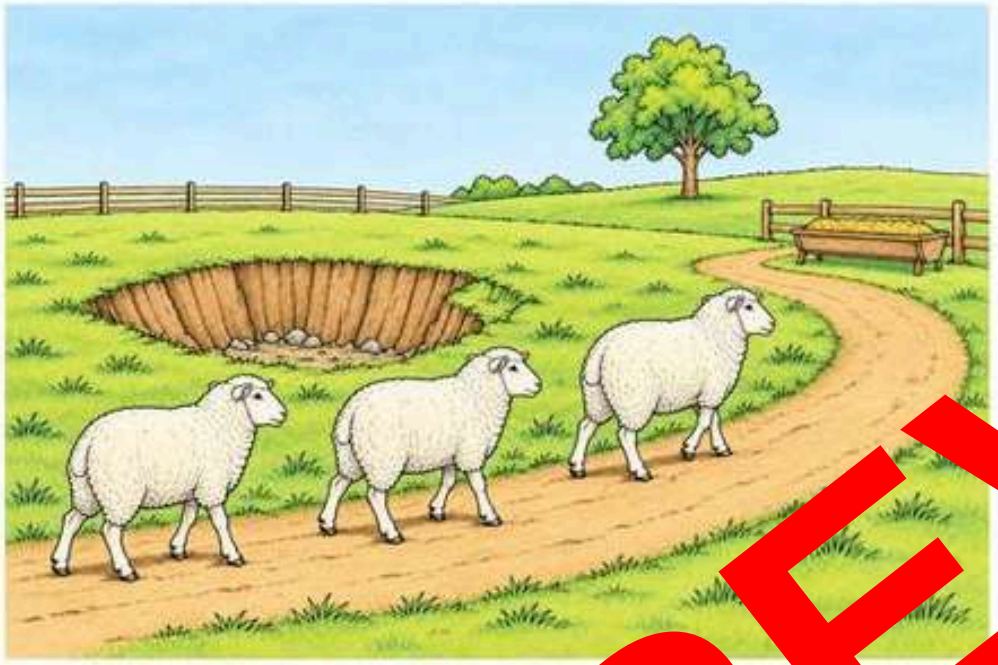
The she[illegible] see [illegible]his [illegible]eep pit.



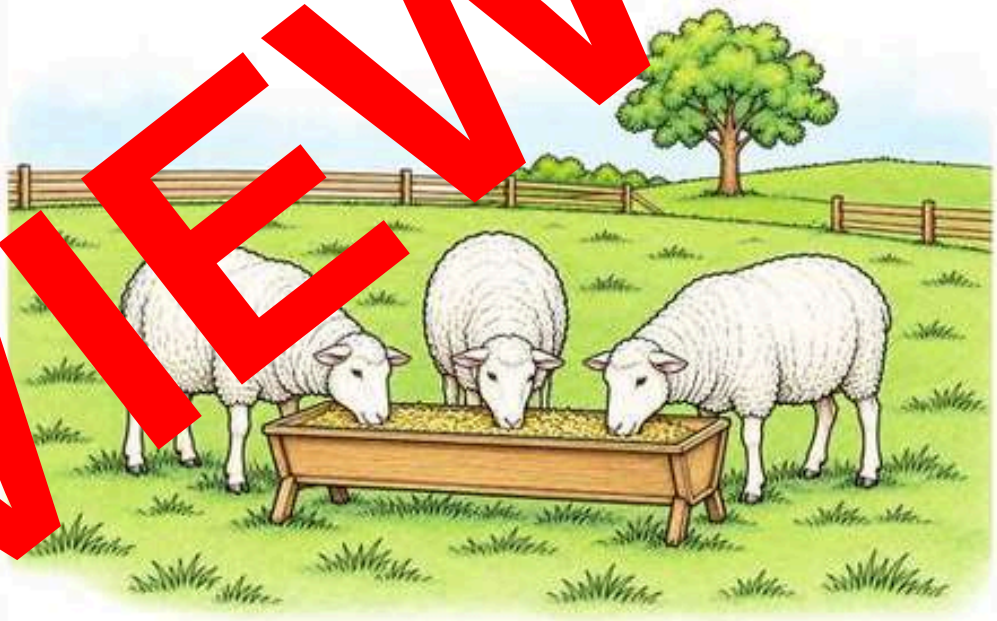
The sheep stay.

PREVIEW

Sukindi LEARNING



The sheep on the way.

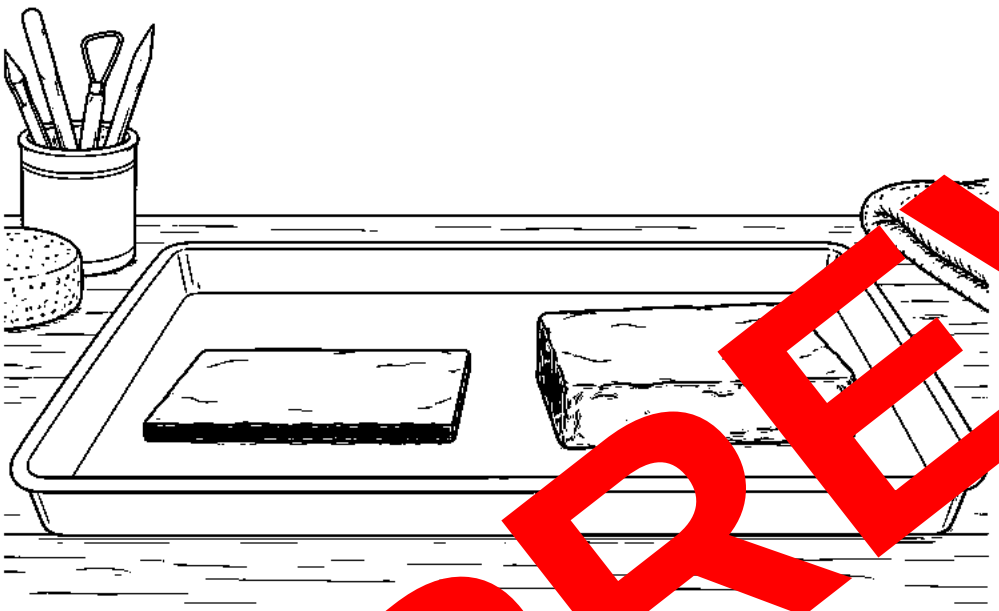


Three sheep get some feed.

PREVIEW

Sukindi LEARNING

Clay

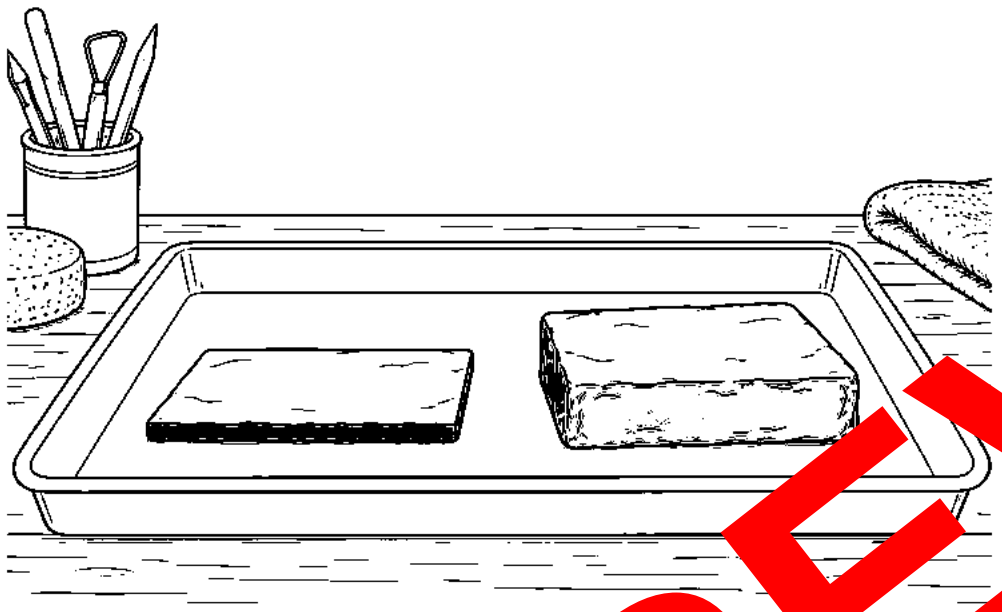


PREVIEW

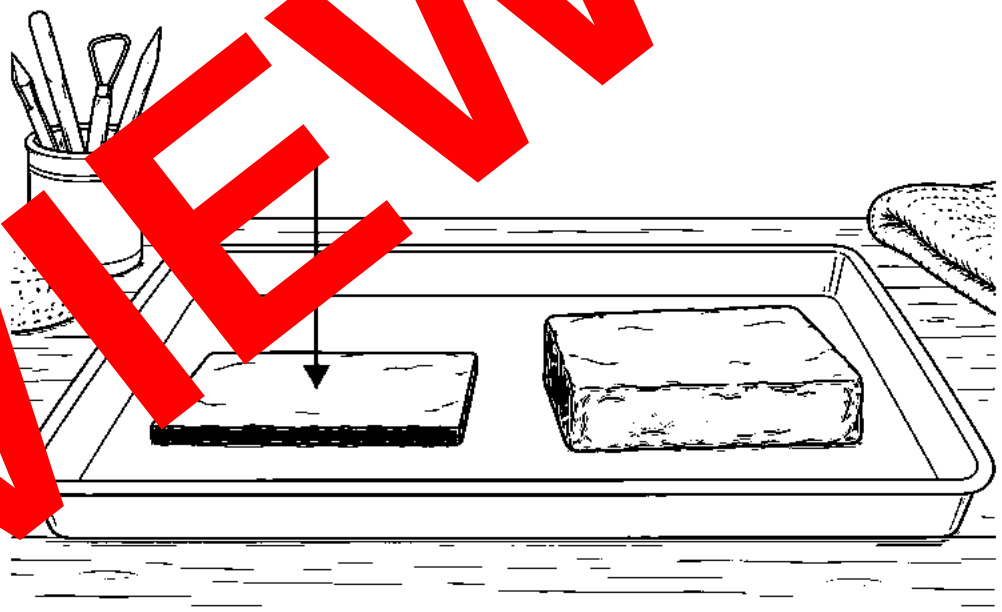


This clay is soft.

Sukindi LEARNING



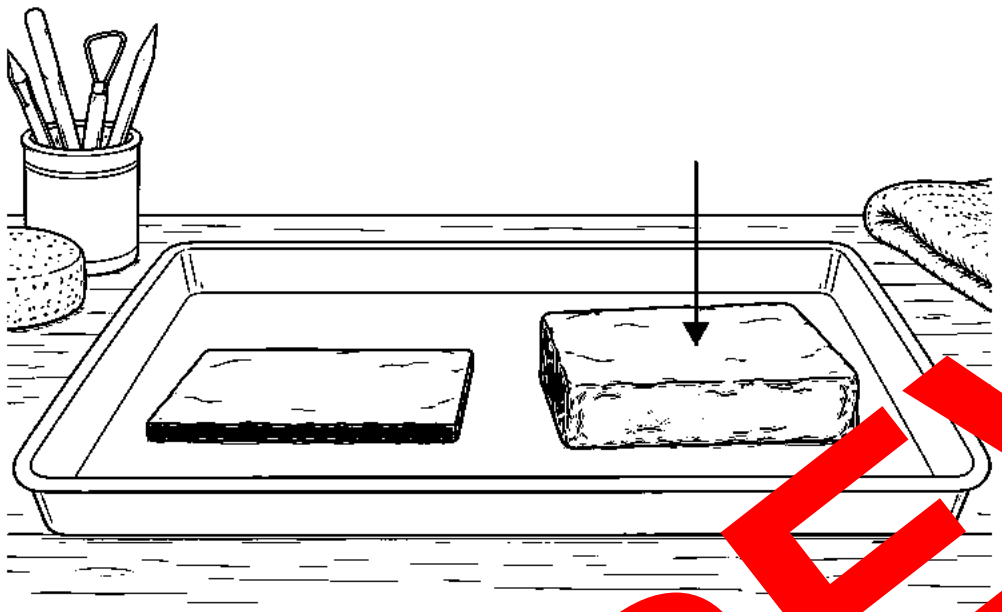
T[illegible] cla[illegible] is j[illegible]t.



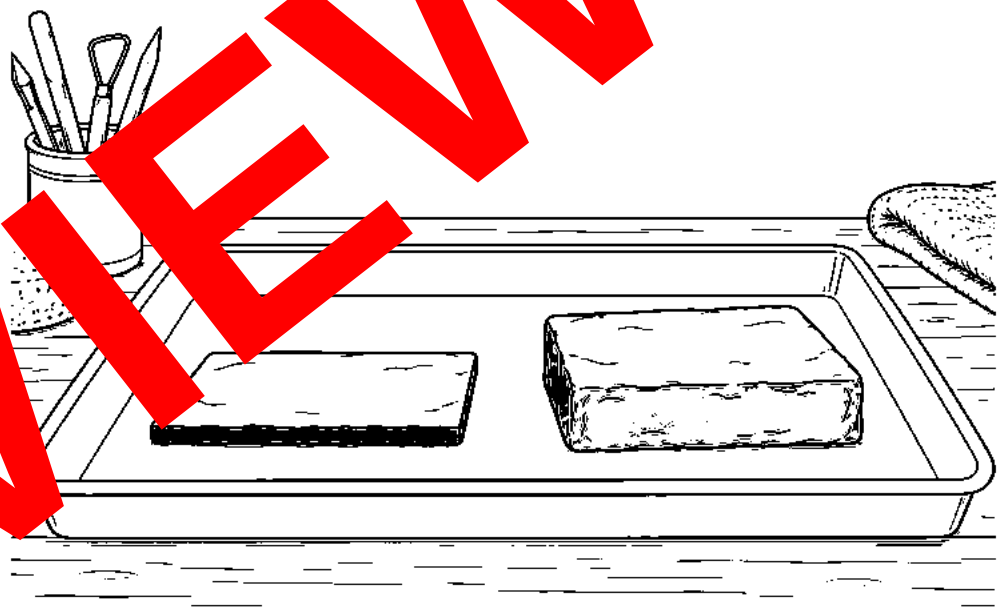
See this thin clay.

PREVIEW

Sukindi LEARNING



See this thick clay.

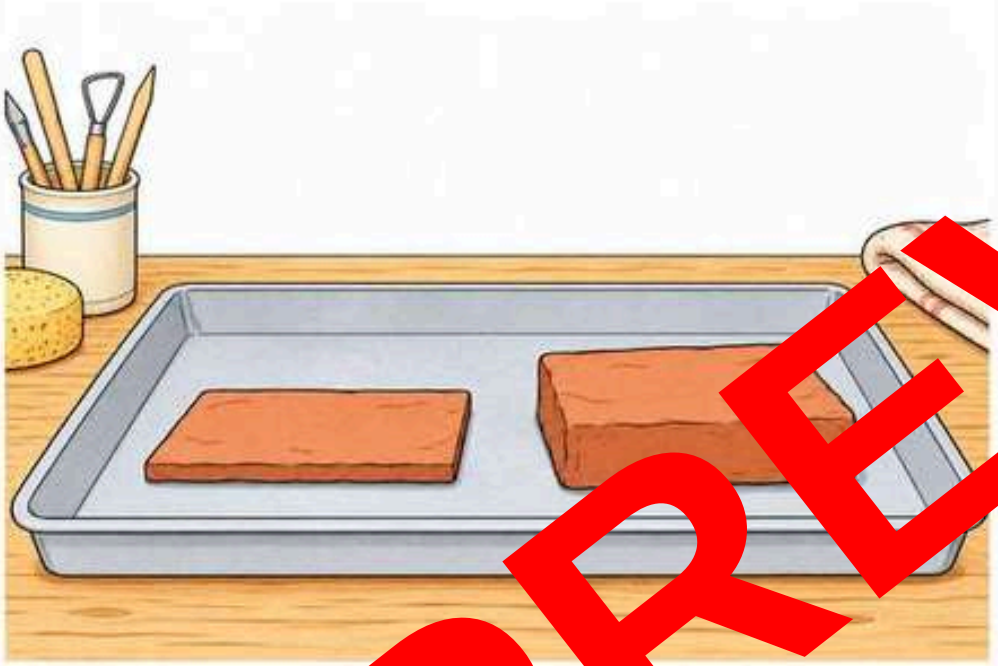


See this clay on this tray.

PREVIEW

Sukindi LEARNING

Clay

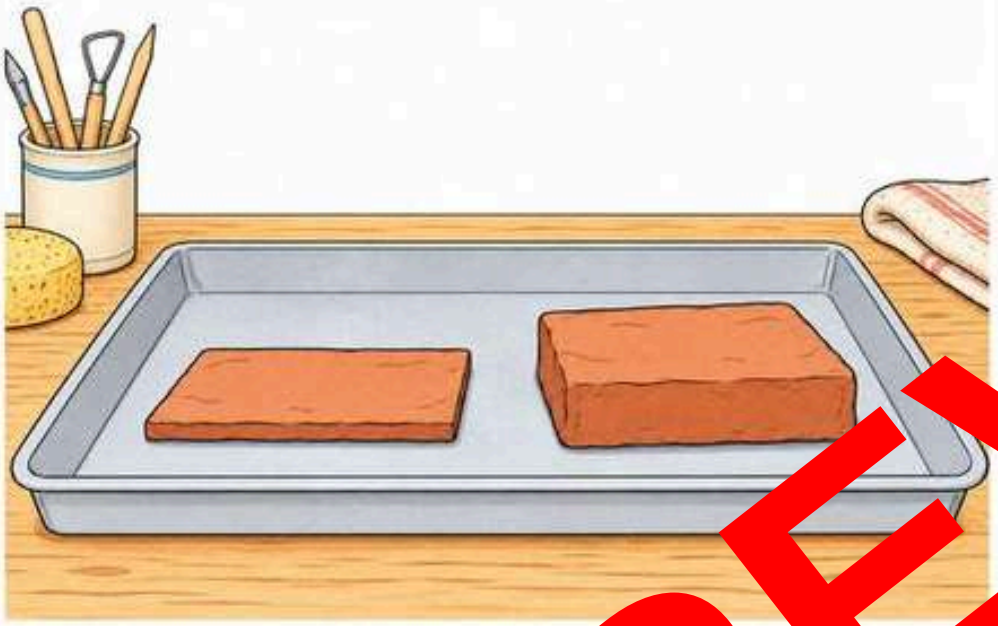




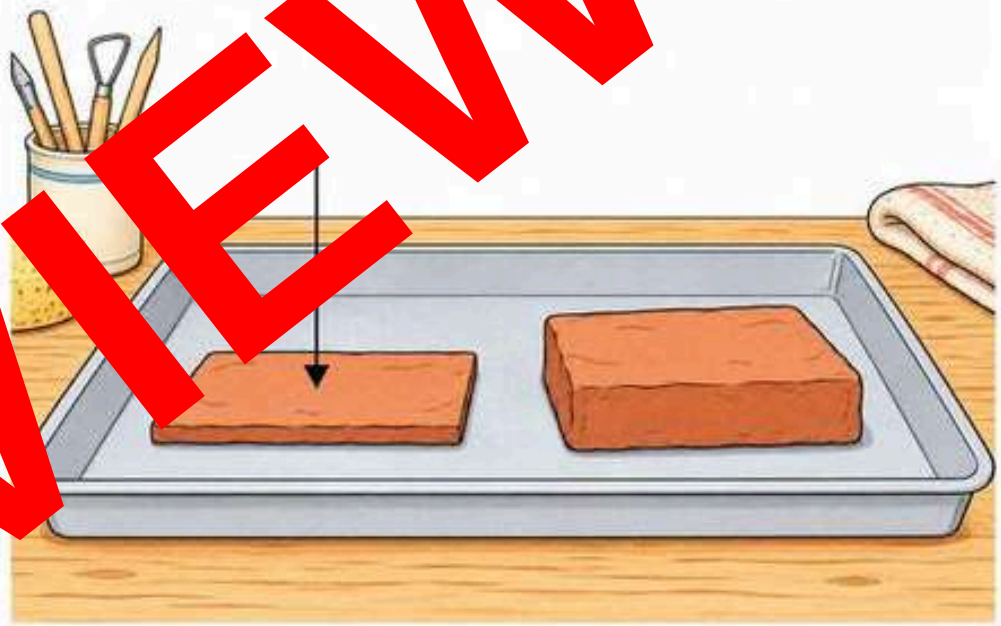
This clay is soft.

PREVIEW

Sukindi LEARNING



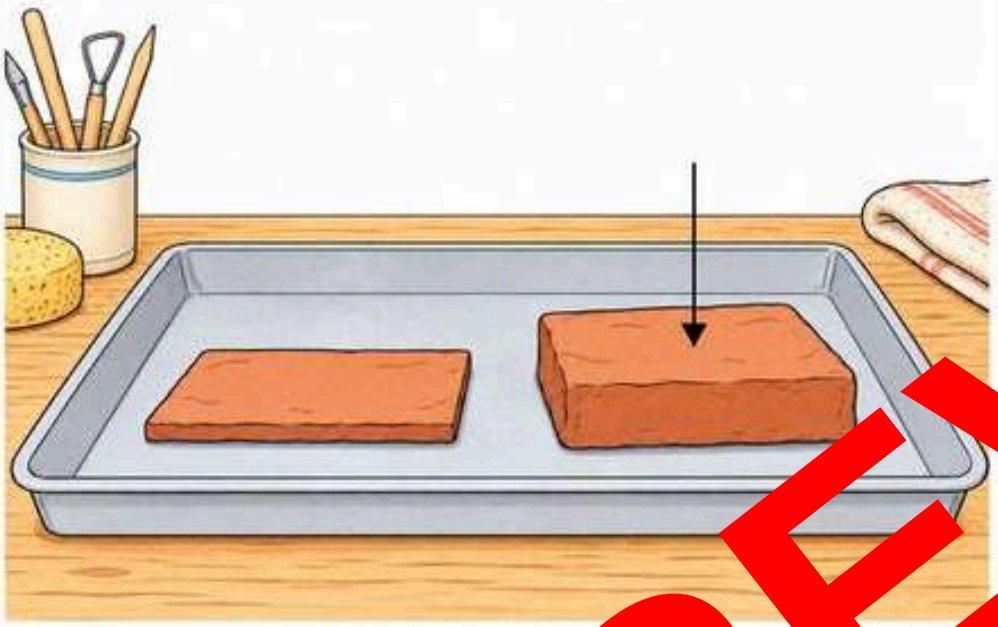
T[illegible] cla[illegible] is j[illegible]t.



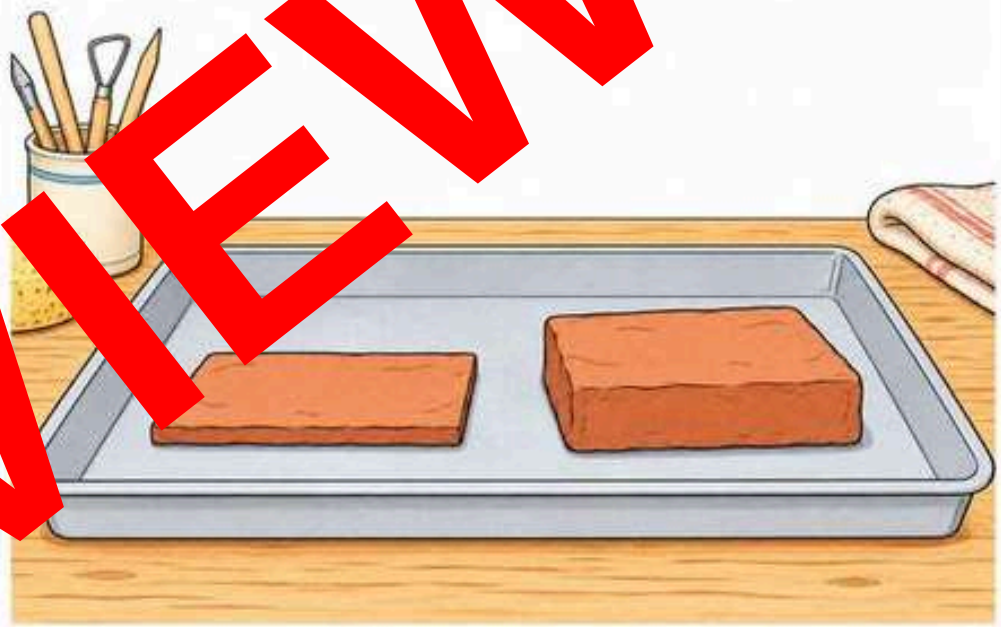
See this thin clay.

PREVIEW

Sukindi LEARNING



See this clay on this tray.



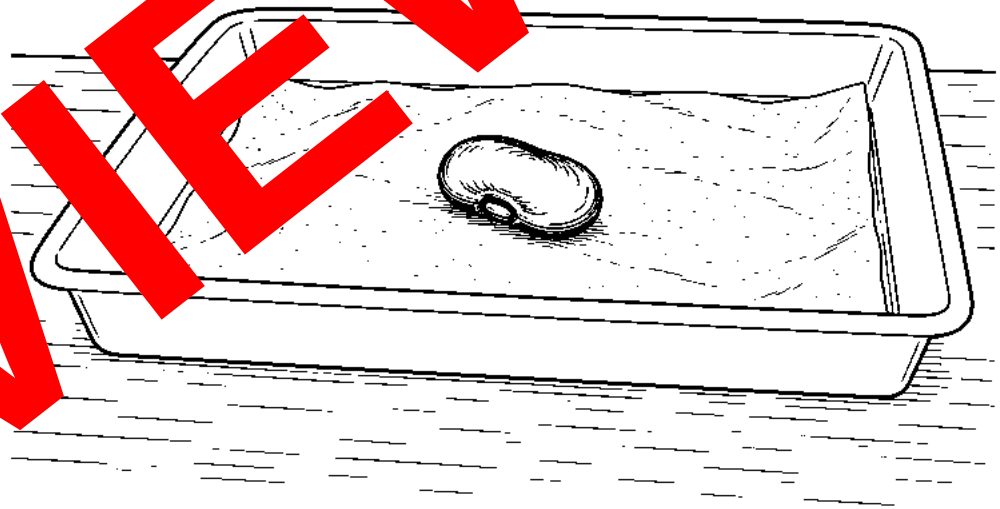
See this clay on this tray.

PREVIEW

Sukindi LEARNING

Seeds

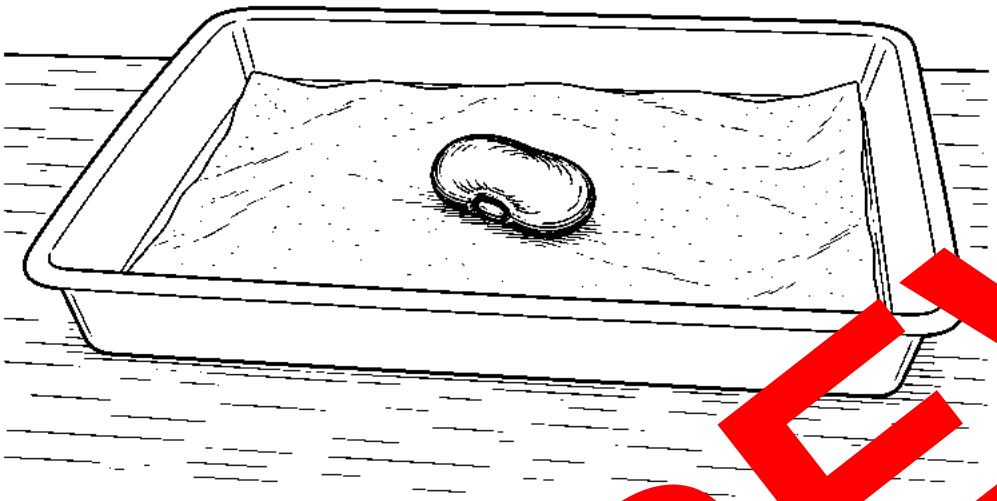




See this seed.

PREVIEW

Sukindi LEARNING



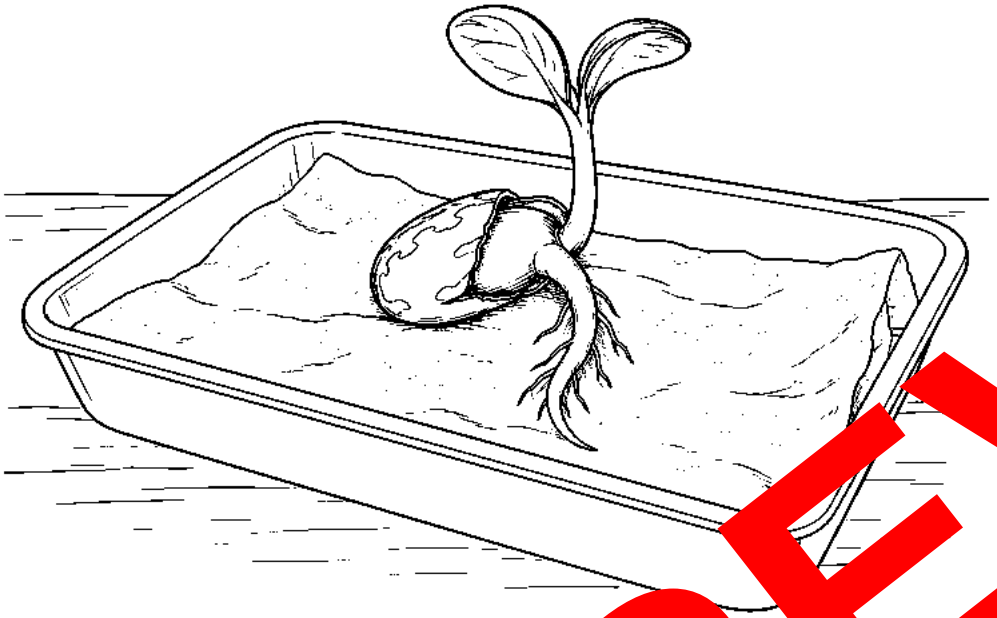
See th seed n t tray.



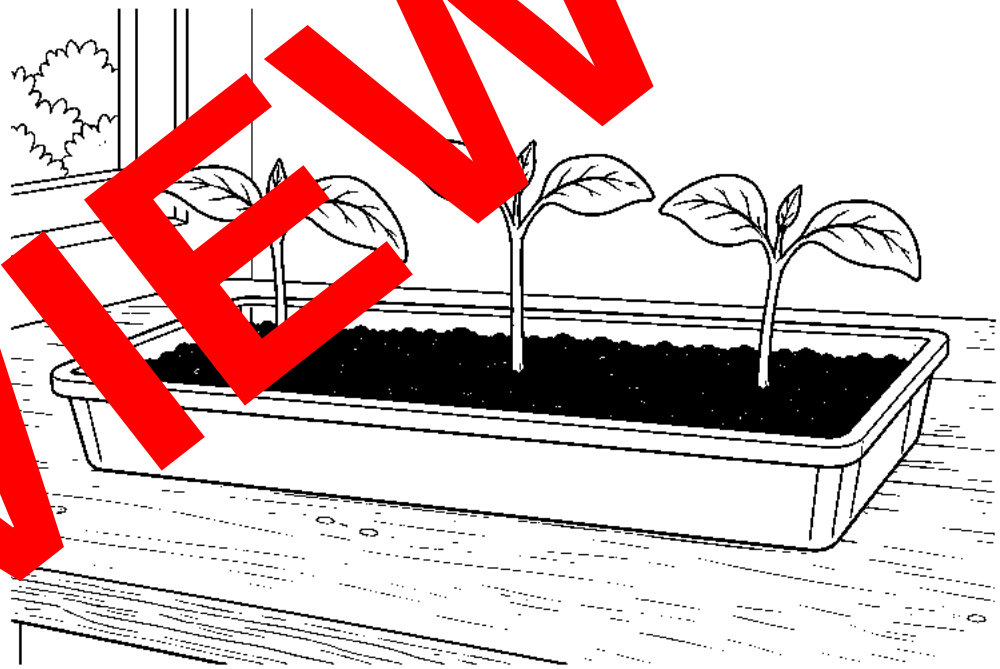
This seed has a split.

PREVIEW

Sukindi LEARNING



See ...ls g... en ...em.



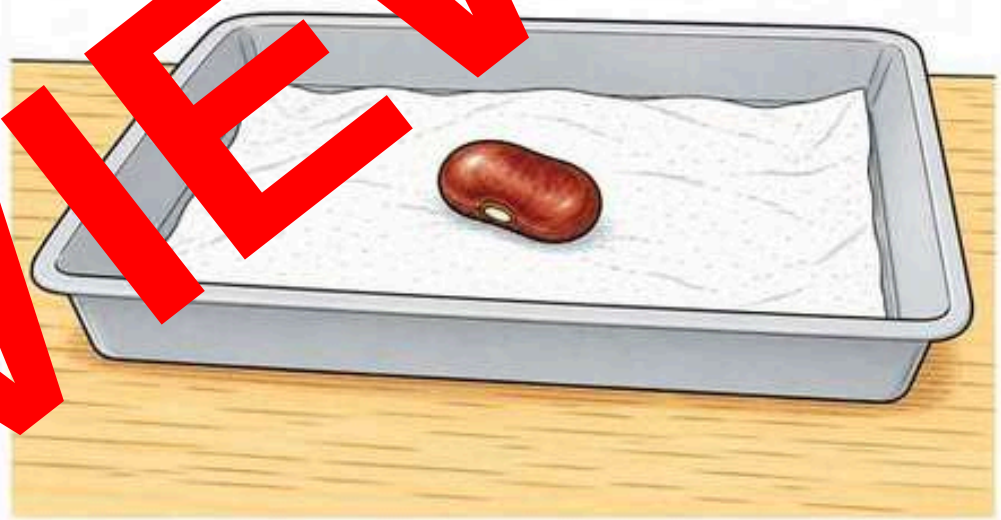
Three green stems stand in this tray.

PREVIEW

Sukindi LEARNING

Seeds

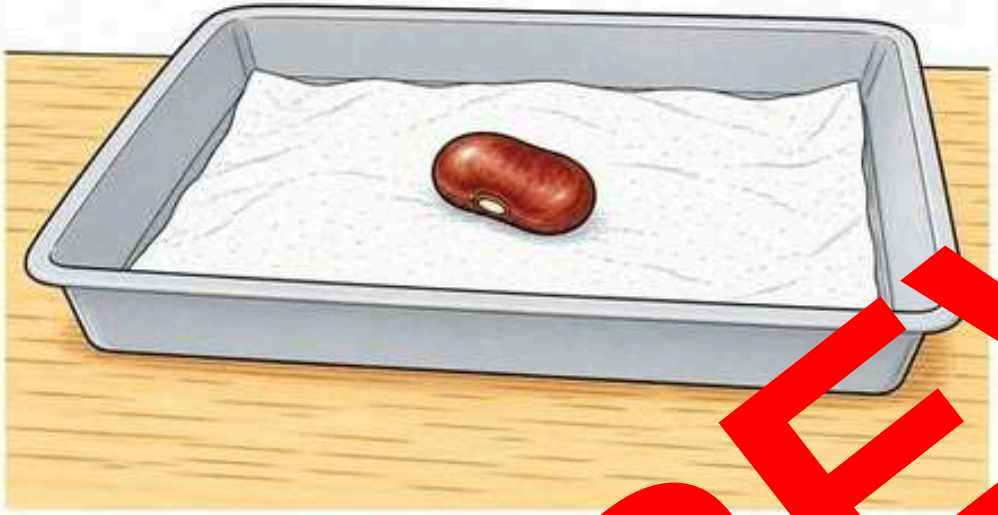




See this seed.

PREVIEW

Sukindi LEARNING



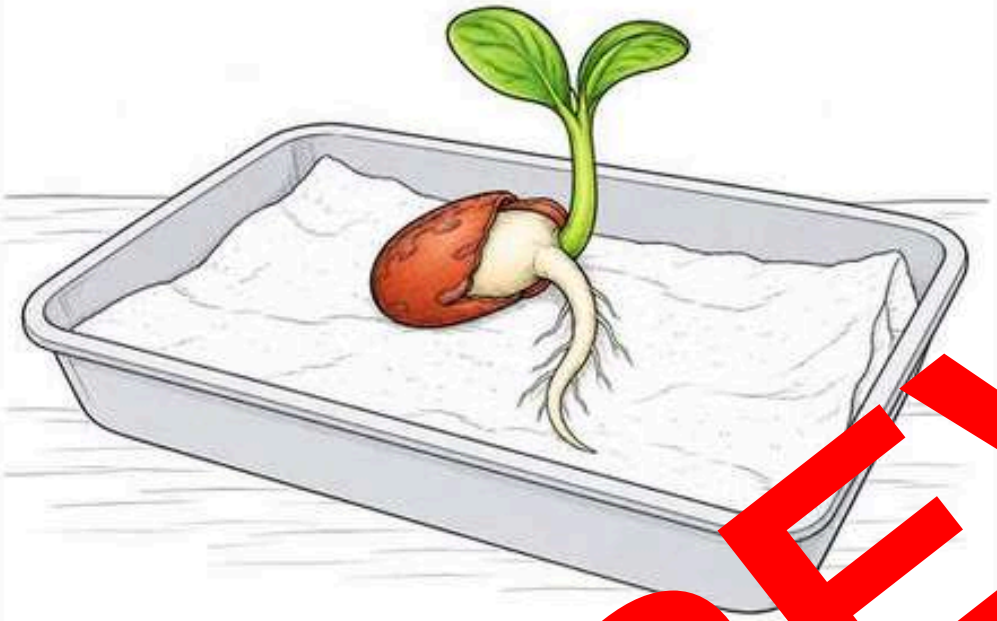
See th seed n t tray.



This seed has a split.

PREVIEW

Sukindi LEARNING



See this green stem.



Three green stems stand in this tray.

PREVIEW

Sukindi LEARNING

Teach, read and check

Focus and prerequisites

Teach all steps through F10 first, including short vowels, consonant digraphs, ng, n before k, taught clusters and simple -s endings. Then introduce ee as /ee/ and ay as /ai/, one spelling at a time.

Teacher words and names

Teach come as /k/ /u/ /m/ and some as /s/ /u/ /m/. The o_e spelling has /u/ here and final e is silent. Revisit the, go and the article a when their books need them. Read Ray and Kay; show capitals R and K.

PREVIEW

Reading and correction

Ask students to point and read sounds and blend the whole word. If a word is missed, model its sounds, blend together, then reread the sentence. Use the picture to discuss meaning after decoding. Ask how the clay problem is solved and how thick and thin clay differ.

Assembly, dictation and checking

Print readers landscape A4 at actual size, single-sided. Cut the centre, stack pages 1-6 and staple left. Print this companion portrait A4. Dictate: Come and see some clay. Check vowel spelling, blend accuracy and rereading; note the next teaching step.

Sukindi LEARNING

Hear and show the sound

Say sheep and day. Stretch the vowel sound. Find its spelling card. Cut out the cards and keep each spelling together.

ee	ay
ee	ay

PREVIEW

see say

Say a word with ee. Say a word with ay. Explain which sound you hear. Each spelling on a card represents one sound.

Sukindi LEARNING

Blend and read

Say each sound under a dot. Blend the whole word, then read it again smoothly.

bee b ee	see s ee
day d ay	play p l ay
green g r ee n	spray s p r ay

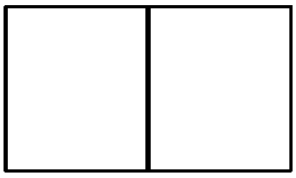
PREVIEW

Point to ee or ay. Compare the long vowel in deep with the short vowel in dip.

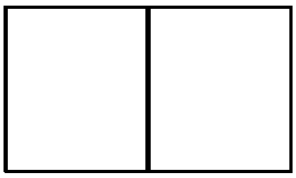
Sukindi LEARNING

Say, build and write

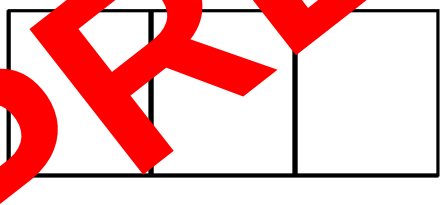
Read the word. Say its sounds. Write one grapheme in each sound box, then write the whole word on the lines.

bee 

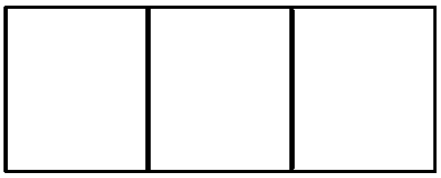
2 sounds

day 

2 sounds

sheep 

3 sounds

tray 

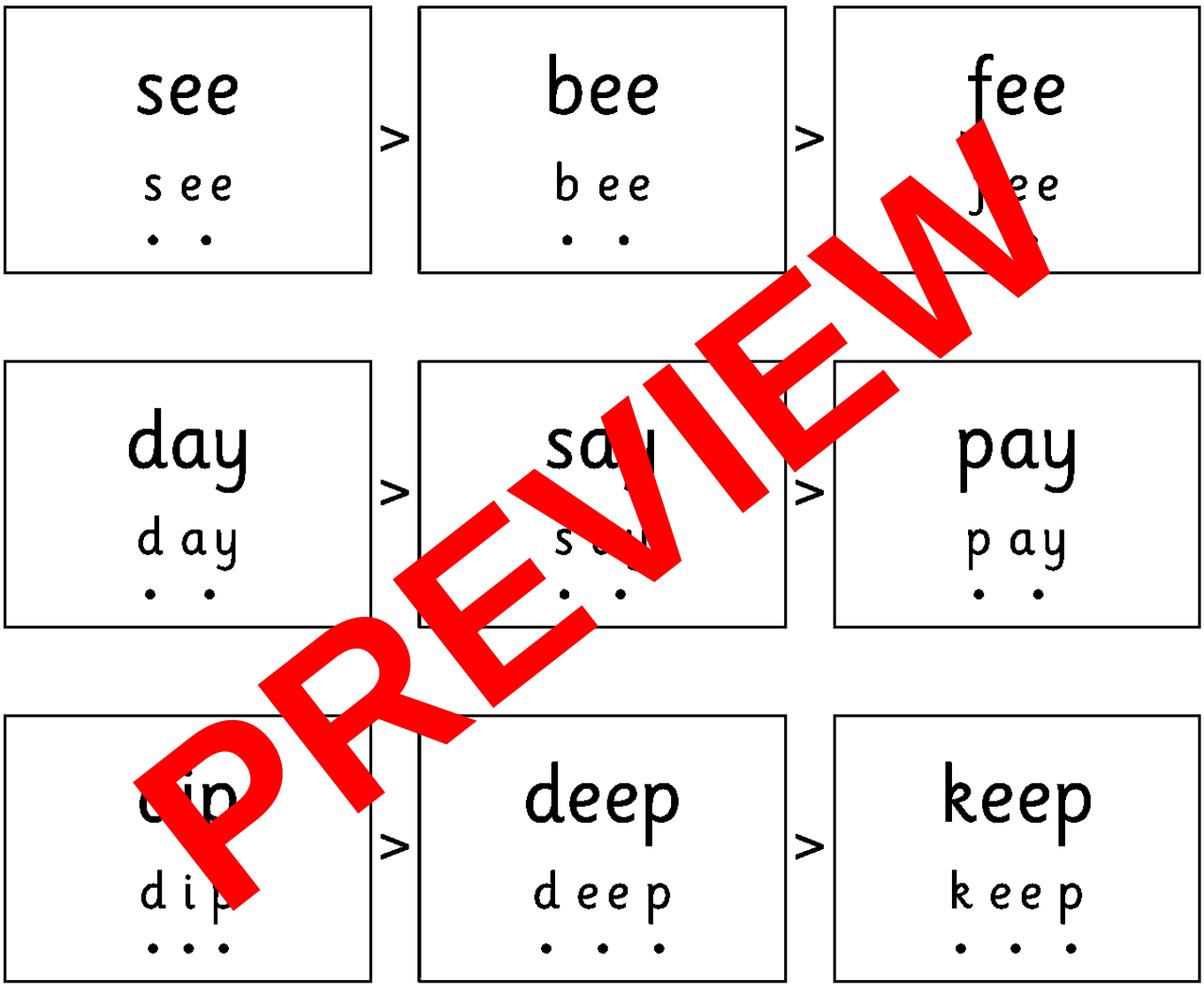
3 sounds

PREVIEW

Sukindi LEARNING

Change one sound

Read each chain. Change one sound each time. Circle the spelling that changes, then read the new word.



PREVIEW

Choose a chain. Write its three words, then explain the sound changes.

Sukindi LEARNING

Sort ee and ay

Cut out the word cards. Read each word and place it under its vowel spelling. Keep every card upright.

ee	ay

PREVIEW

see	day	tree
play	bee	tray

Sukindi LEARNING

Build a sentence

Cut the word tiles. Make one sentence across two rows. Read it, then write it on the lines.

PREVIEW

this	see	Three
tray.	sheep	

Sukindi LEARNING

Read, listen and check

Read each whole word. In these words, o-e has /u/ and the final e is silent. The sound maps show three sounds.

come

c o-e m

• • •

some

s o-e m

• • •

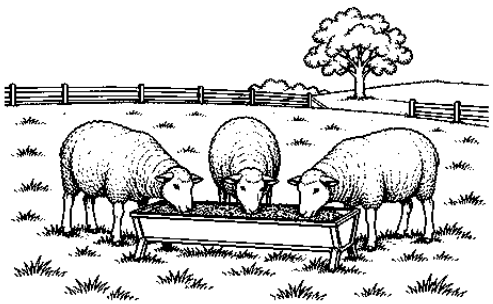
Listen to the sentence your teacher says. Write it. Read it back and check the vowel spellings.

PREVIEW

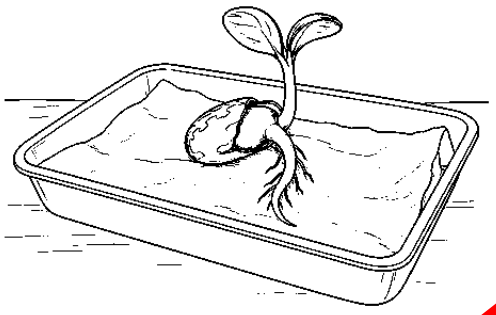
Sukindi LEARNING

Match and respond

Read the sentence choices. Draw lines to match them to the pictures. Explain your matches.



This seed has a split.



Three sheep get some feed.



The clay drops.

PREVIEW

Draw a scene from a reader. Say a sentence about it.

Sukindi LEARNING

Read again and transfer

Read these new sentences. Find ee and ay. Explain the meaning, then choose one sentence to write.

Three sheep see this tree.

Can Ray see three sheep?

PREVIEW

Choose: ready to reread, or more practice. Say which word or spelling helped you.

Teacher observations

Reads ee and ay: _____

Blends words and rereads: _____

Next teaching step: _____

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Foundation Set 12 The Two Sounds

PREVIEW

Table of Contents
Phonics Companion Pack
Book 1: The Lost Boot (B&W) (Fiction)
Book 1: The Lost Boot (Colour) (Fiction)
Book 2: What Is in the Box? (B&W) (Fiction)
Book 2: What Is in the Box? (Colour) (Fiction)
Book 3: Moon (B&W) (Non-fiction)
Book 3: Moon (Colour) (Non-fiction)
Book 4: Wood (B&W) (Non-fiction)
Book 4: Wood (Colour) (Non-fiction)



The Lost Boot





Will has a boot.

PREVIEW

Sukindi LEARNING



Will [illegible] book, too.



The boot is not in his room.

PREVIEW

Sukindi LEARNING



Look! The boot is in the shed.



Will put the boot on his foot.

PREVIEW

Sukindi LEARNING

The Lost Boot





Will has a boot.

PREVIEW

Sukindi LEARNING



Will [illegible] book, too.



The boot is not in his room.

PREVIEW

Sukindi LEARNING



Look! The boot is in the shed.



Will put the boot on his foot.

PREVIEW

Sukindi LEARNING

What Is in the Box?





Mum has this box.

PREVIEW

Sukindi LEARNING



Wh is in the box?



Jill can look in the box.

PREVIEW

Sukindi LEARNING



Look! ood and spoons!

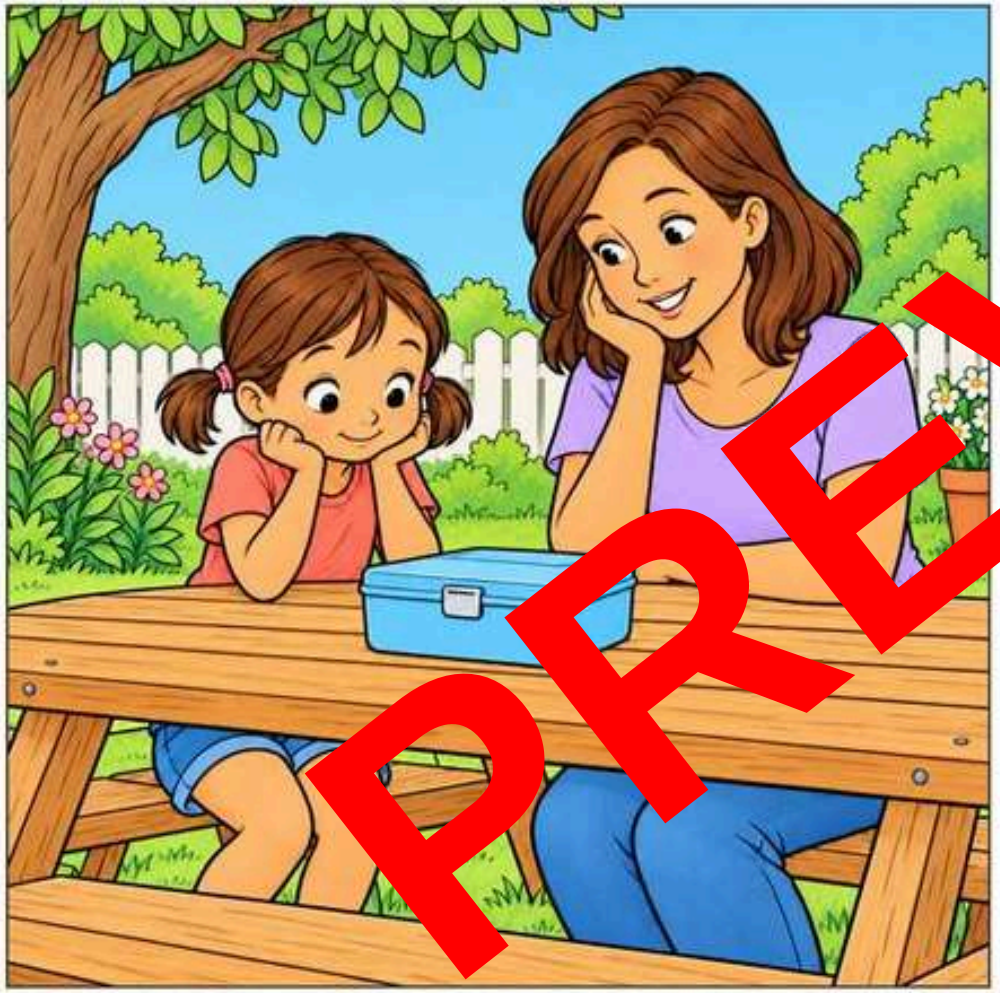


Mum and Jill want this good food.

PREVIEW

Sukindi LEARNING

What Is in the Box?

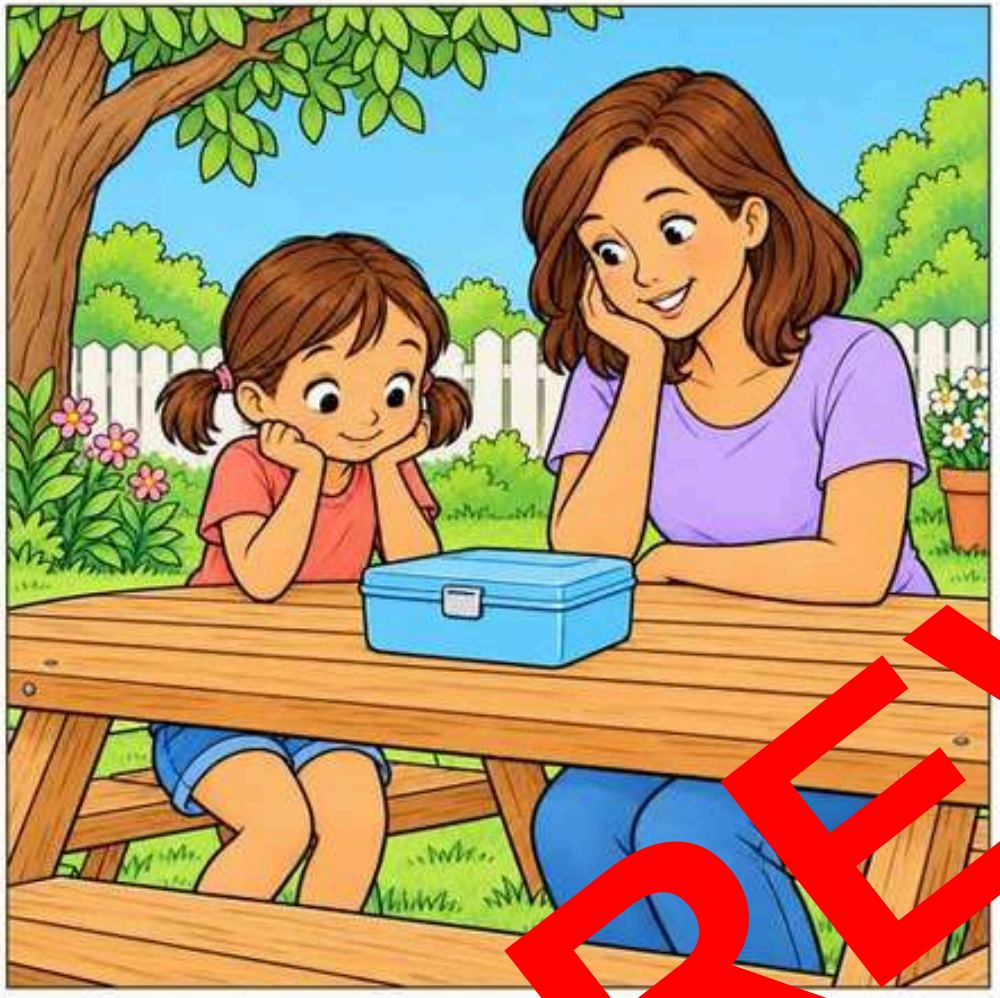




Mum has this box.

PREVIEW

Sukindi LEARNING



Wh is the box?



Jill can look in the box.

PREVIEW

Sukindi LEARNING



Look! [illegible]od and spoons!



Mum and Jill want this good food.

PREVIEW

Sukindi LEARNING

Moon



PREVIEW

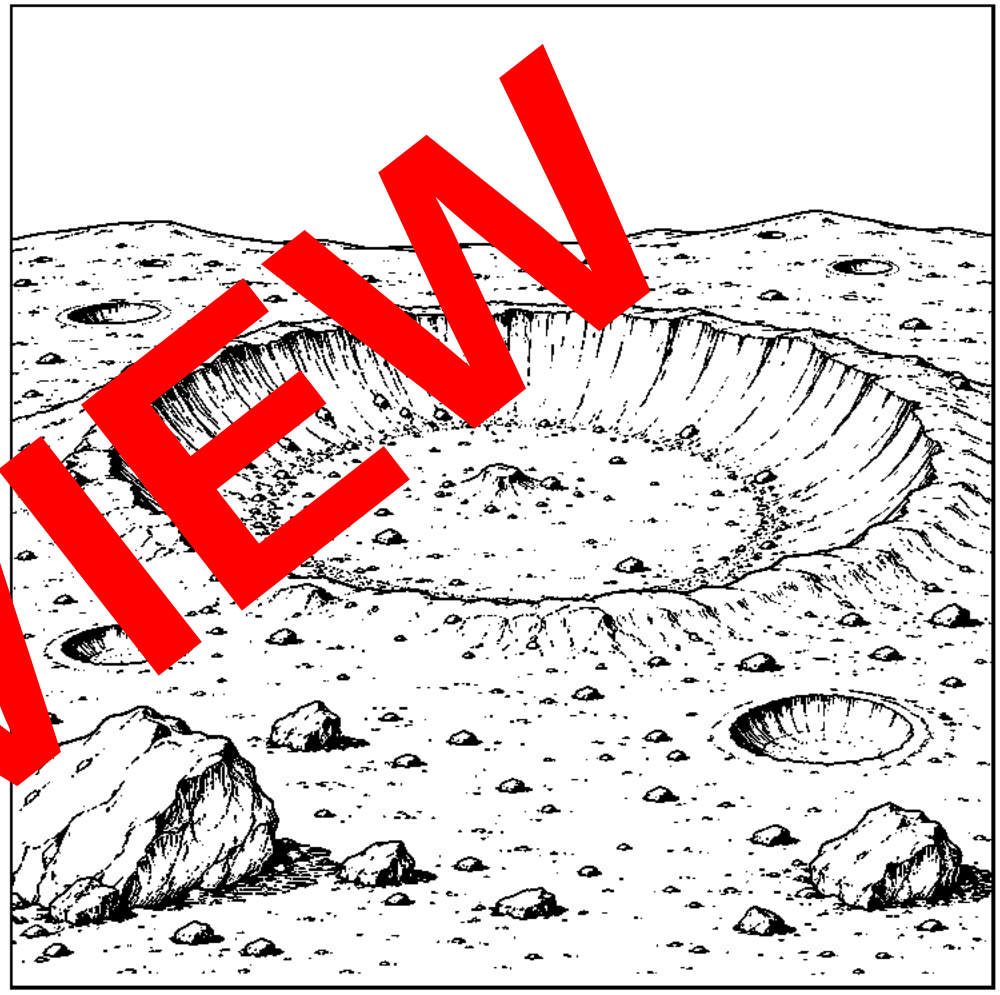


Look at the moon.

Sukindi
LEARNING



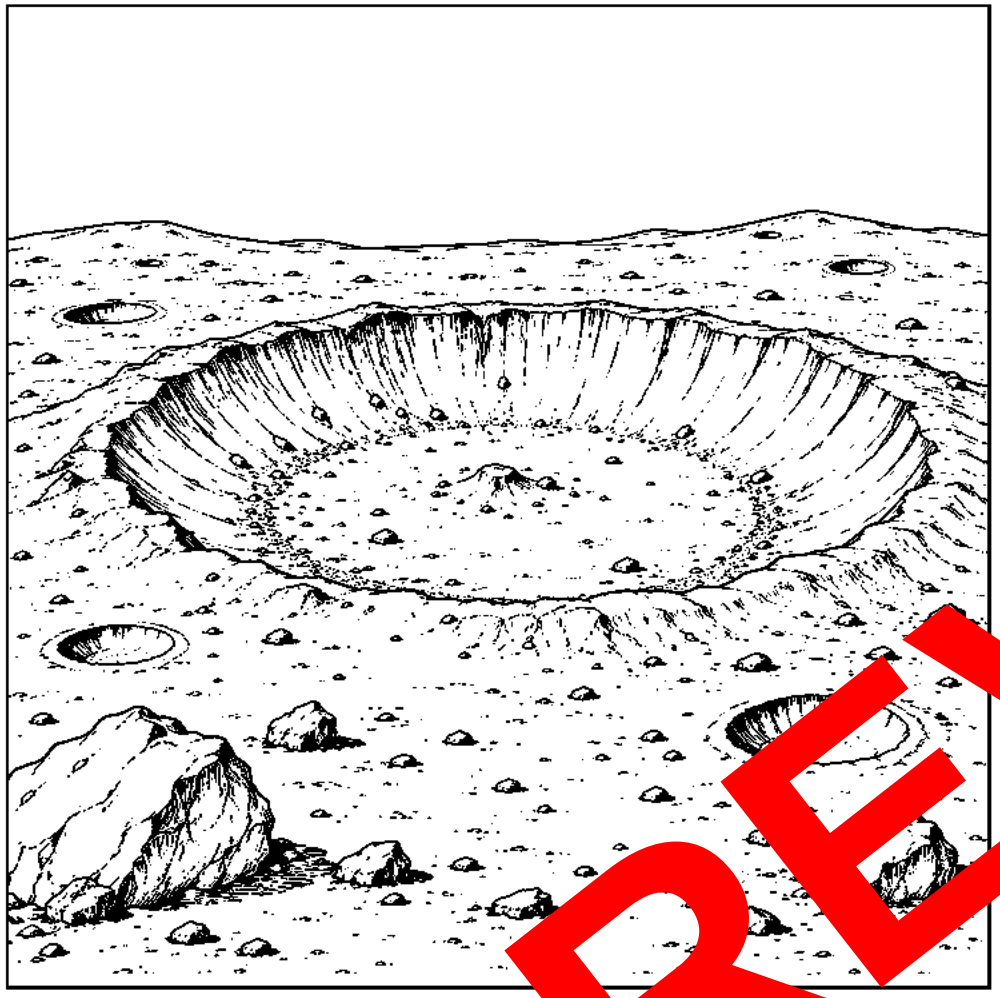
The moon has rock.



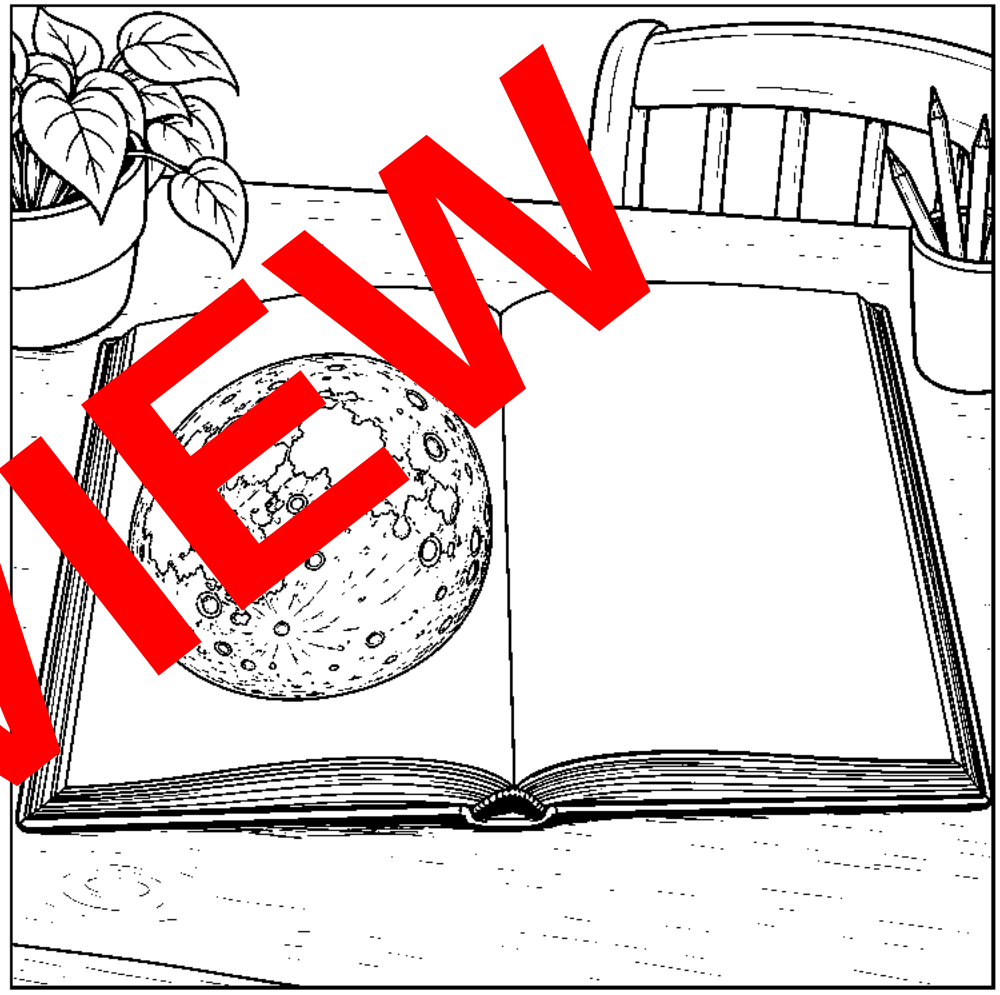
The moon has pits.

PREVIEW

Sukindi LEARNING



The moon has no trees.



Look at the moon in this book.

PREVIEW

Sukindi LEARNING

Moon





Look at the moon.

PREVIEW

Sukindi LEARNING



The moon has rock.



The moon has pits.

PREVIEW

Sukindi LEARNING



The m[illegible]on has no trees.



Look at the moon in this book.

PREVIEW

Sukindi LEARNING

Wood

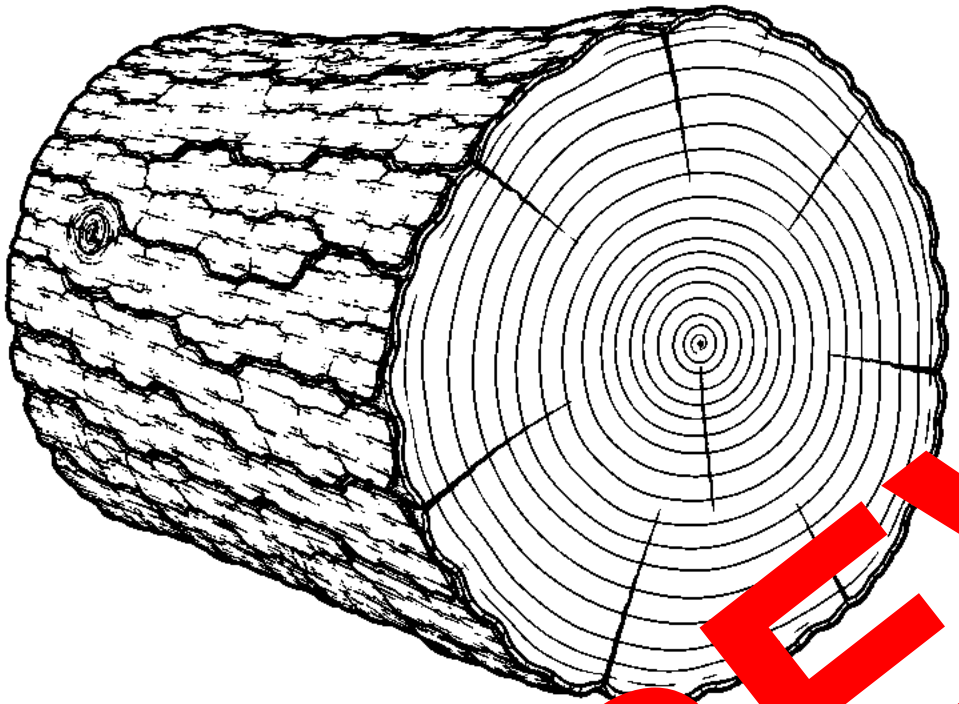




Wood is in this tree.

PREVIEW

Sukindi LEARNING



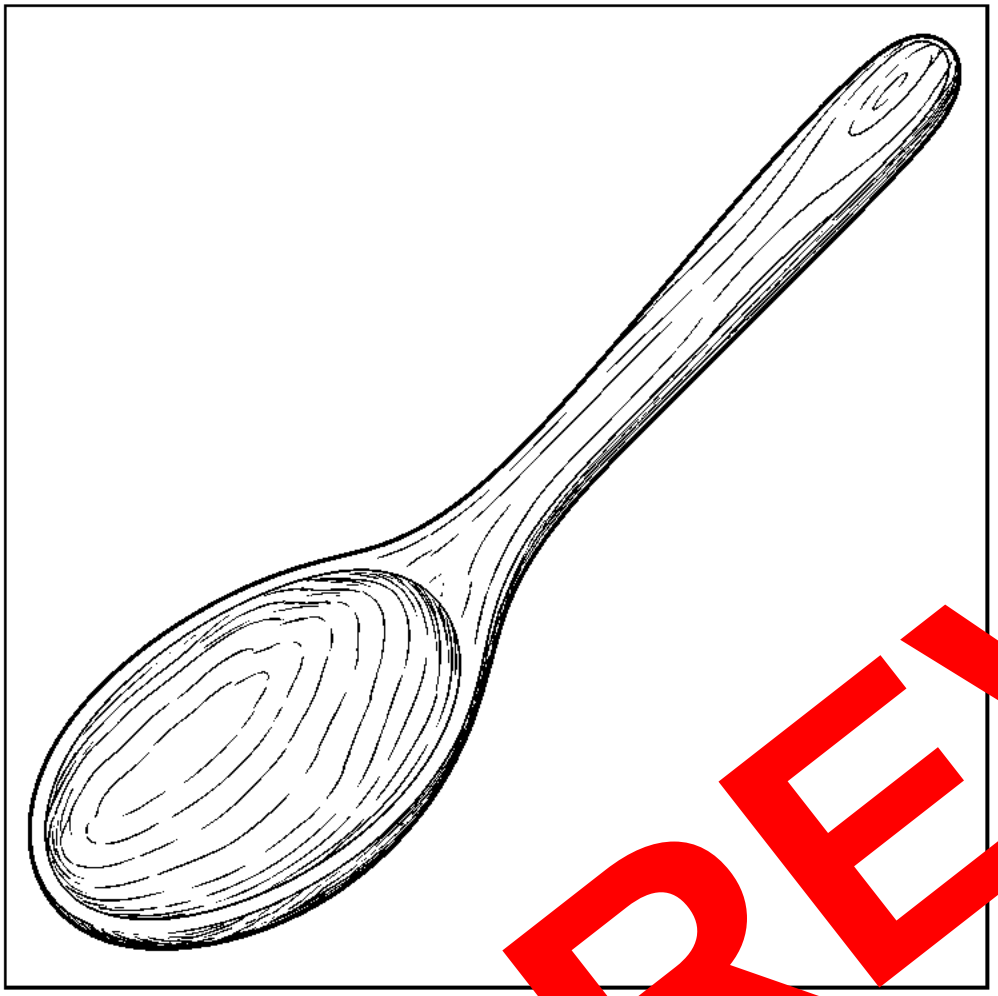
Th[illegible]s wood.



This spoon is wood.

PREVIEW

Sukindi LEARNING



This sp[illegible]n [illegible]an mix food.



This spoon is smooth.

PREVIEW

Sukindi LEARNING

Wood

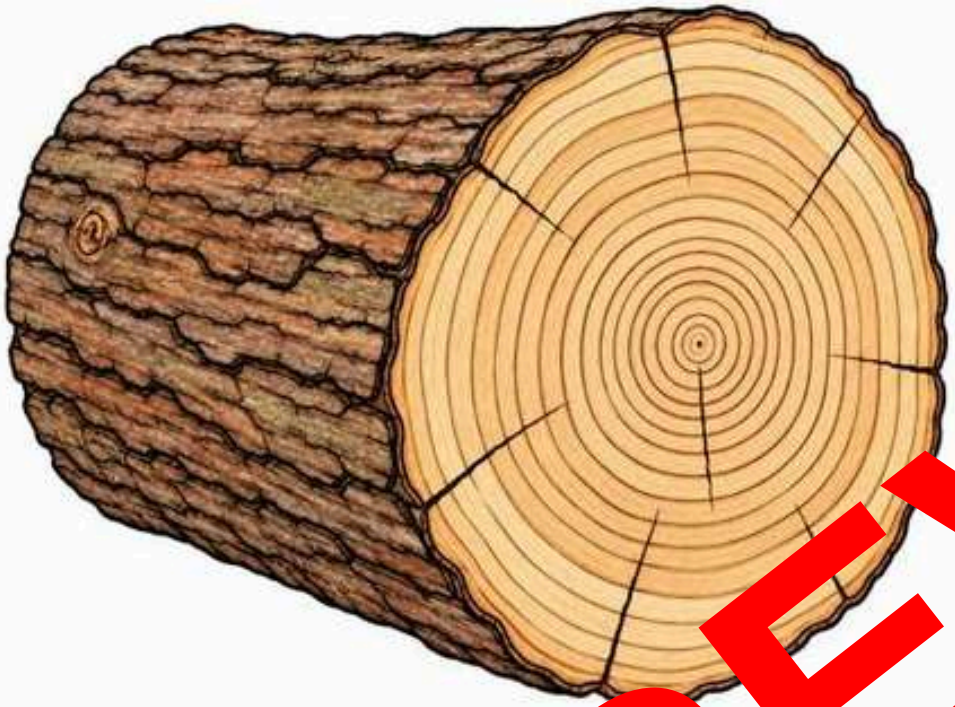




Wood is in this tree.

PREVIEW

Sukindi LEARNING



Th[illegible]s wood.



This spoon is wood.

PREVIEW

Sukindi LEARNING



This sp[illegible]n [illegible]an mix food.



This spoon is smooth.

PREVIEW

Sukindi LEARNING

Guide and checks

Foundation Set 12 oo in moon; oo in book

Teach the two sounds separately

Introduce oo as in moon, then oo as in book. Say, hear, blend and spell each group before comparing them. Four original books: two Fiction and two Non-Fiction.

Prerequisites

Students need all teaching through Foundation Set 11: short vowels and consonants; doubles; adjacent consonants; voiced s and simple -s; sh, ch, both th sounds, wh, qu, ng and n before k; ee and ay.

Teach these word parts

put: p and t are regular; u has the book sound. want: w, n and t are regular; a has short o. what: wh and t are regular; a has short o. Revisit a, the and no when their reader uses them. Recognise capitals, including W in Will and J in Jill.

Correct and reread

Point to the spelling. Say its taught sound cleanly. Blend the whole word, then reread the sentence for meaning. Do not ask students to guess from pictures.

Practise and dictate

Use pages 2-7 for oral sound work, blending, spelling and sound changes, sorting and sentences. On page 8, dictate moon, book, foot, put, want, what in that order. Then dictate: Put the boot on. Say each item naturally, then repeat it.

Check progress

Listen for the correct sound in each word. Check one spelling per sound box, one changed sound in each chain, accurate full sentence writing. Revisit a difficulty, then reread smoothly. Use the last page for a brief observation.

Print and assemble

Print at actual size, single-sided. Reader PDFs are landscape A4 with two portrait A5 pages per sheet. Cut the centre, stack each numbered book 1-6, and staple on the left. Keep editions separate. Print the companion in portrait A4. Cut cards only after reading them.

PREVIEW

Sukindi LEARNING

Hear the two sounds

Foundation Set 12 oo in moon; oo in book

Say moon, then book. Hear the middle sound. Point to its oo card; read the words.

oo • moon	oo book
moon	book
boot	foot
food	wood
soon	good

PREVIEW

Sukindi LEARNING

Blend and read

Foundation Set 12 oo in moon; oo in book

Say each sound; blend the whole word. One dot is one sound, including each oo.

m oo n • • •	moon
b oo k • • •	book
f oo d • • •	food
w oo d • • •	wood
b oo t • • •	boot
f oo t • • •	foot

Reread: room look good

PREVIEW

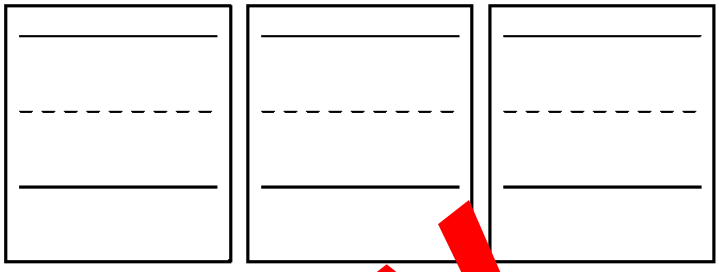
Sukindi LEARNING

Say, build and spell

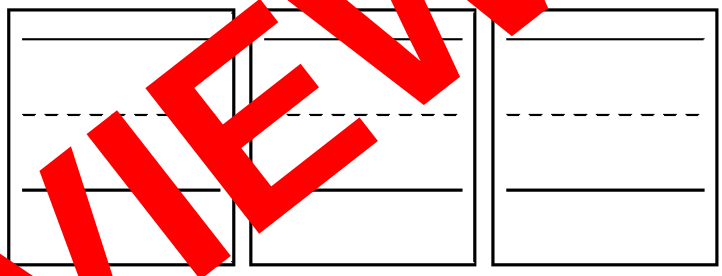
Foundation Set 12 oo in moon; oo in book

Read a word; cover it. Tap its sounds. Write one spelling in each box; blend it back.

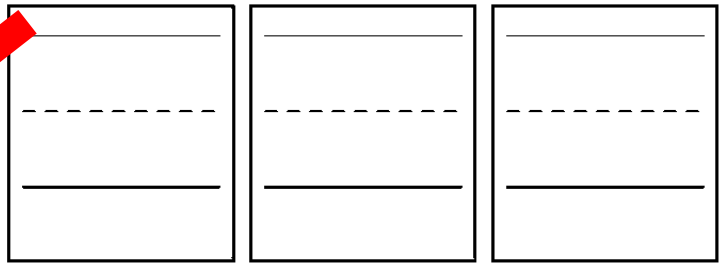
moon



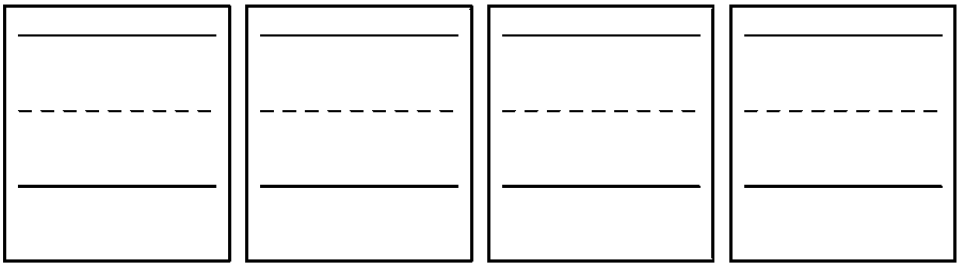
book



wood



spoon



PREVIEW

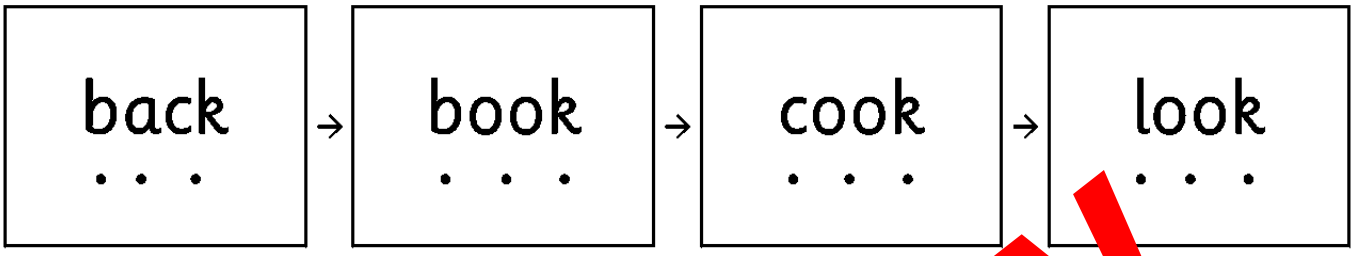
Check the sounds in order. Keep oo together as one spelling for one sound.

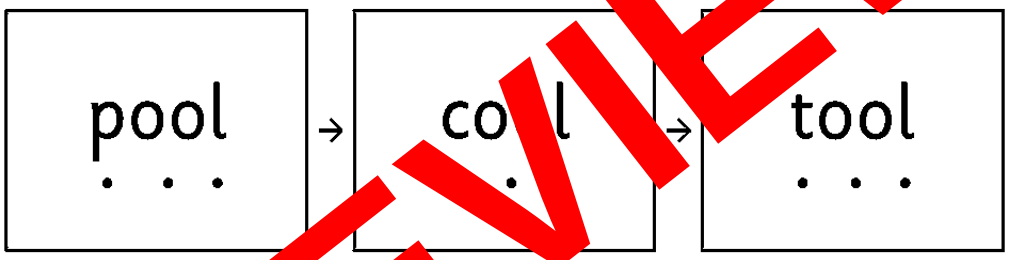
Sukindi LEARNING

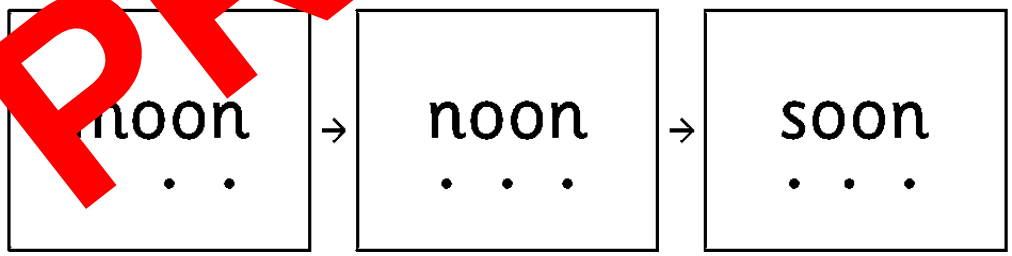
Change one sound

Foundation Set 12 oo in moon; oo in book

Read each chain. Change just one sound each time; tell which sound changed.







PREVIEW

Write book; check each spelling.

Sukindi LEARNING

Sort by the oo sound

Foundation Set 12 oo in moon; oo in book

Read and cut the cards. Put each word below its matching keyword.

moon	book

PREVIEW

foot	moon
wood	food
book	soon
good	boot

Sukindi LEARNING

Build, read and write

Foundation Set 12 oo in moon; oo in book

Cut and mix each row of tiles. Rebuild its sentence; read it and copy it on its guide.

Look	at	the	moon.

Put	the	boot	on.

PREVIEW

Draw the moon here.

Sukindi LEARNING

Listen, write and check

Foundation Set 12 oo in moon; oo in book

Revisit the marked spellings. Hear the six words; write them in order. Then write the sentence.

p<u>u</u>t	w<u>a</u>nt	wh<u>a</u>t

1

2

3

5

6

PREVIEW

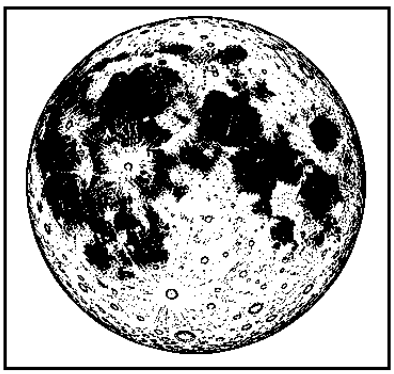
Listen; write the whole sentence.

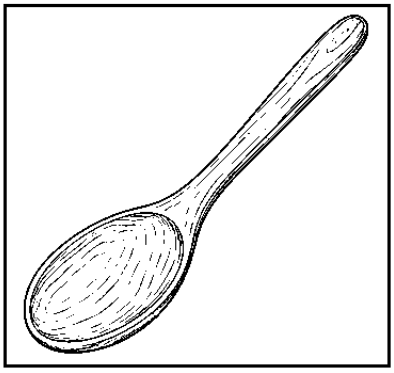
Sukindi LEARNING

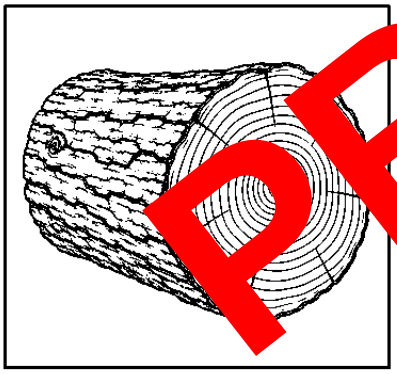
Match and respond

Foundation Set 12 oo in moon; oo in book

Match each whole object to a word. Draw lines; use each word once.







log

moon

spoon

PREVIEW

From Moon, read and copy this sentence:

Look at the moon.

Sukindi LEARNING

Reread and transfer

Foundation Set 12 oo in moon; oo in book

Reread a book. Read both new sentences; copy one, using both guides if needed.

This book has a moon.

This spoon is wood.

PREVIEW

Draw what yo

Teacher observations

Ask which oo sound felt easier; note the next small step.

Sukindi LEARNING