

Homework without the hassle

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Foundation Set 01 msta pifr

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Pip, sit!



Sam is at a mat.



Pip is fit.



Pip, sit!



Pip sat.



Sam sat.

Pip sat.

Pip, sit!



Sam is at a mat.



Pip is fit.



Pip, sit!



Pip sat.



Sam sat.

Pip sat.

A rip



Pat is at a mat.



A map.



A rip!



Put it.



It is a map!

A rip



Pat is at a mat.



A map.



A rip!



Put it.



It is a map!

A rat



It is a rat.



It is on a mat.



It sat.



It has a rim.



A sip.

A rat



It is a rat.



It is on a mat.



It sat.

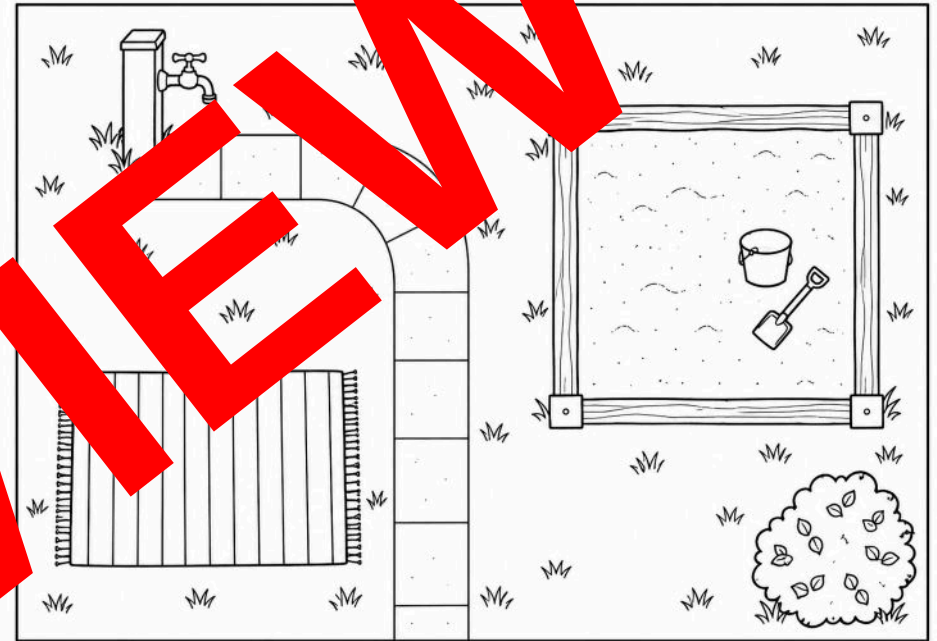
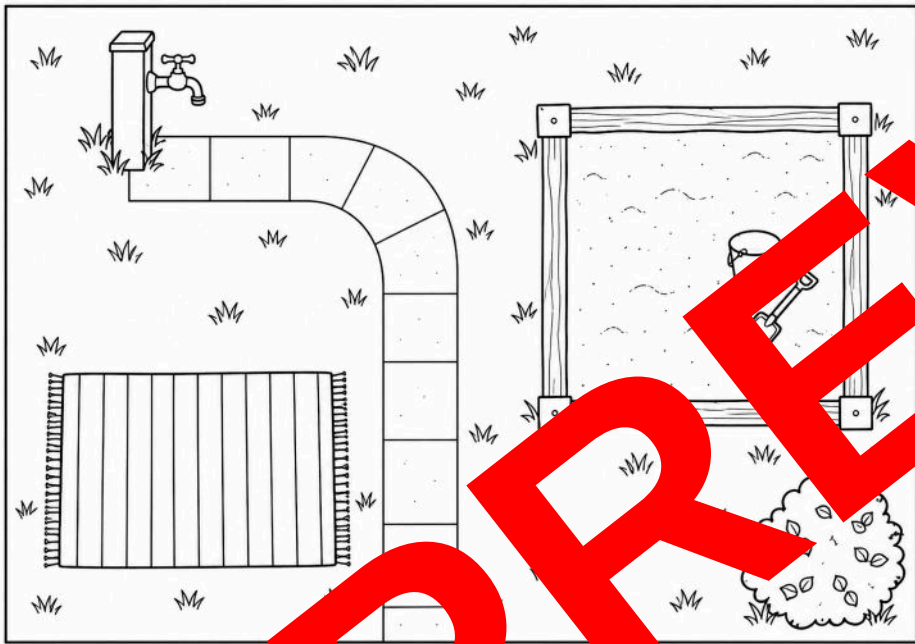


It is a rim.

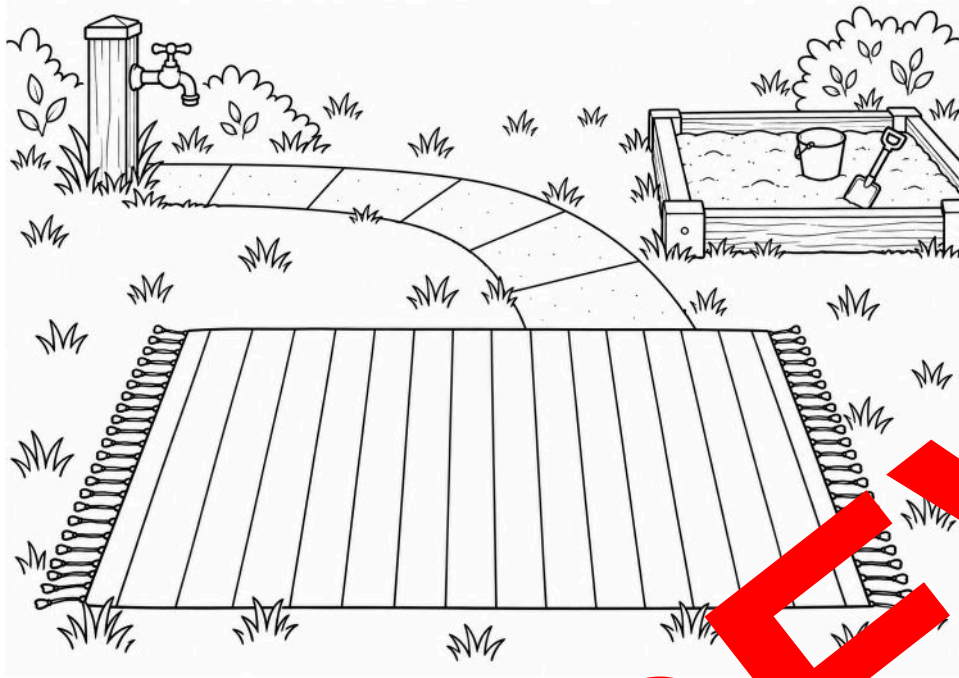


A sip.

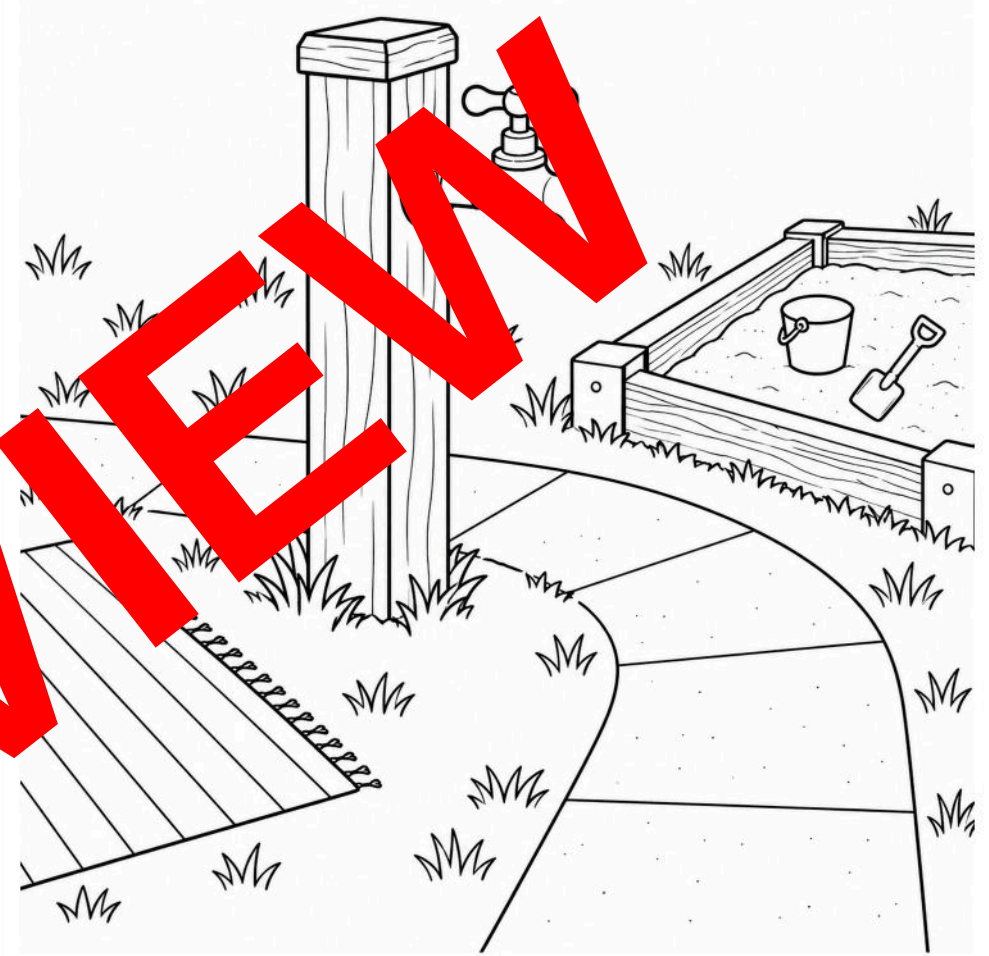
A map



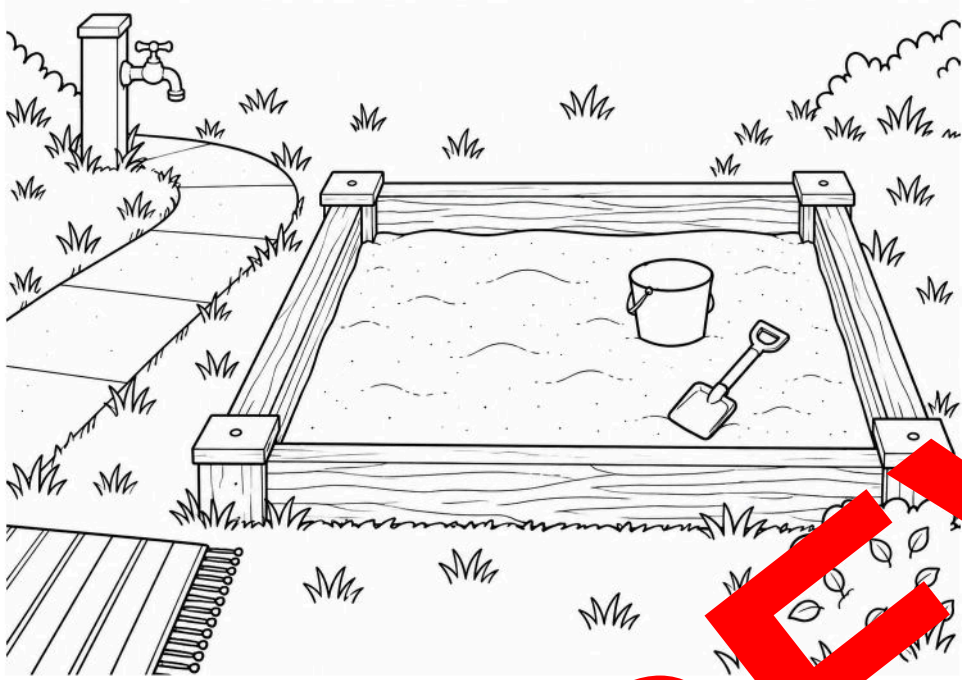
A map.



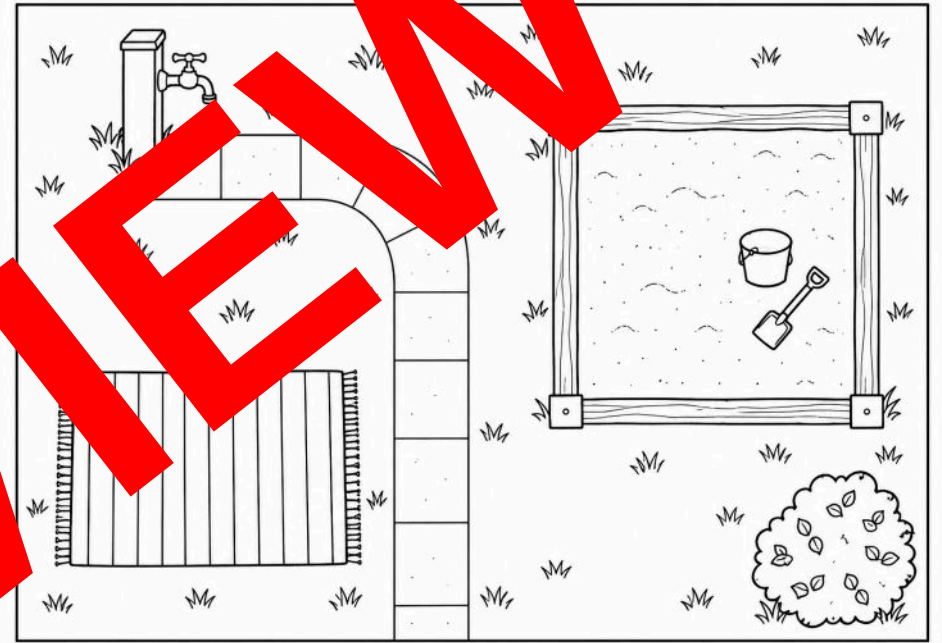
A mat.



A tap.

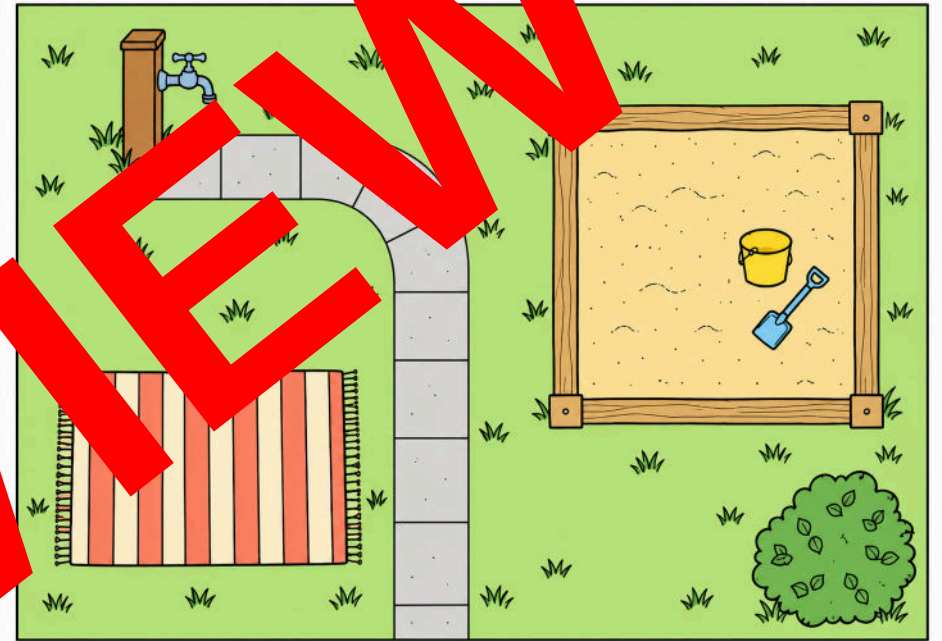
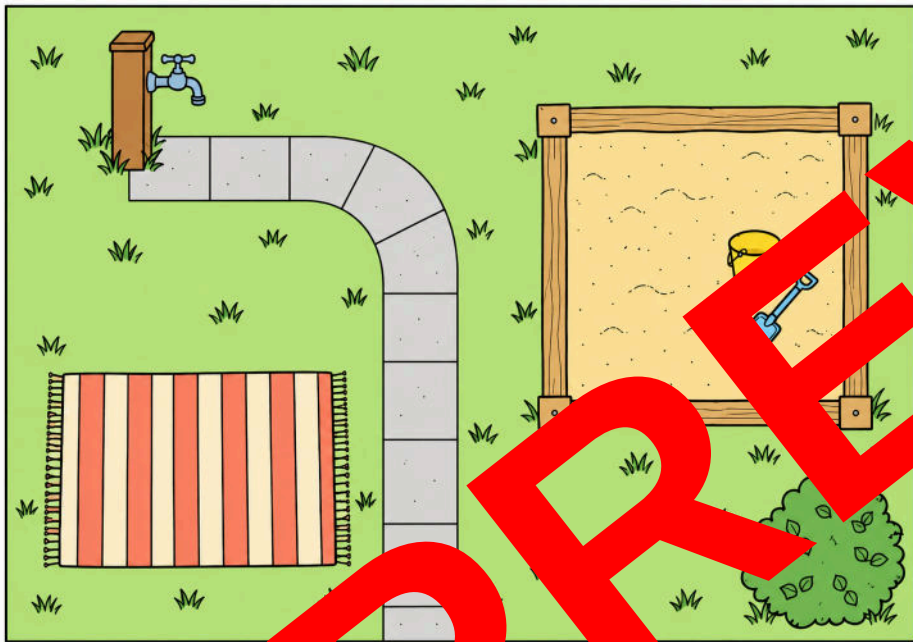


pit.

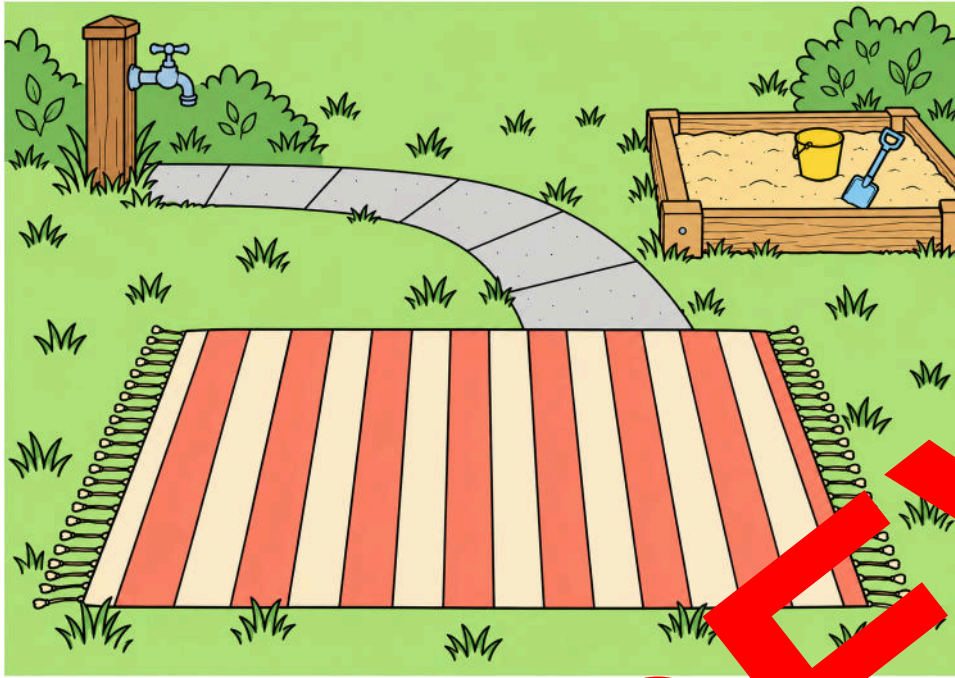


Mat, tap, pit.

A map



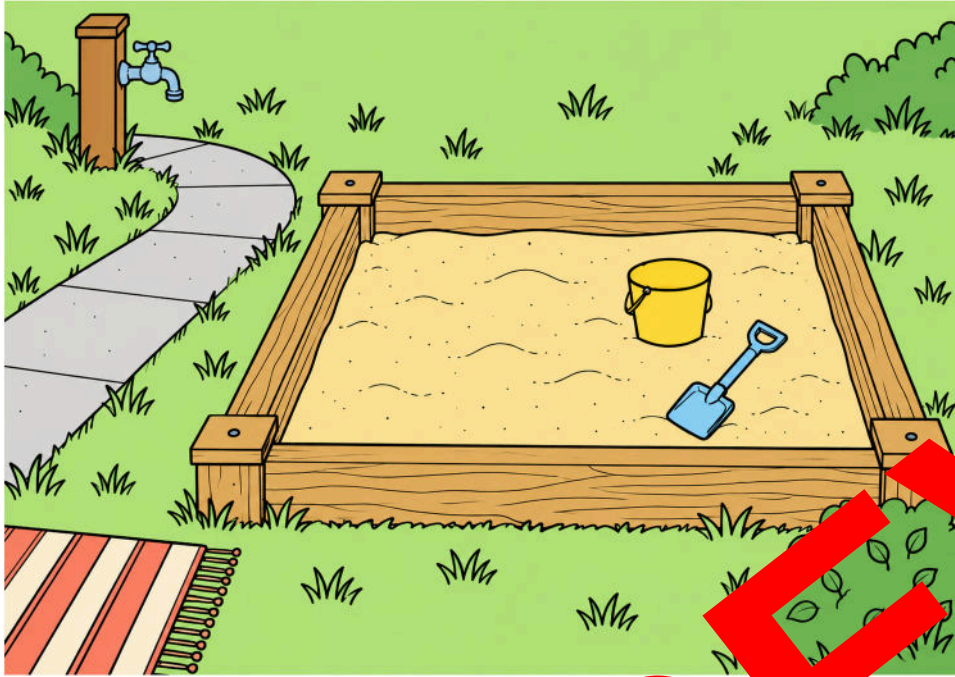
A map.



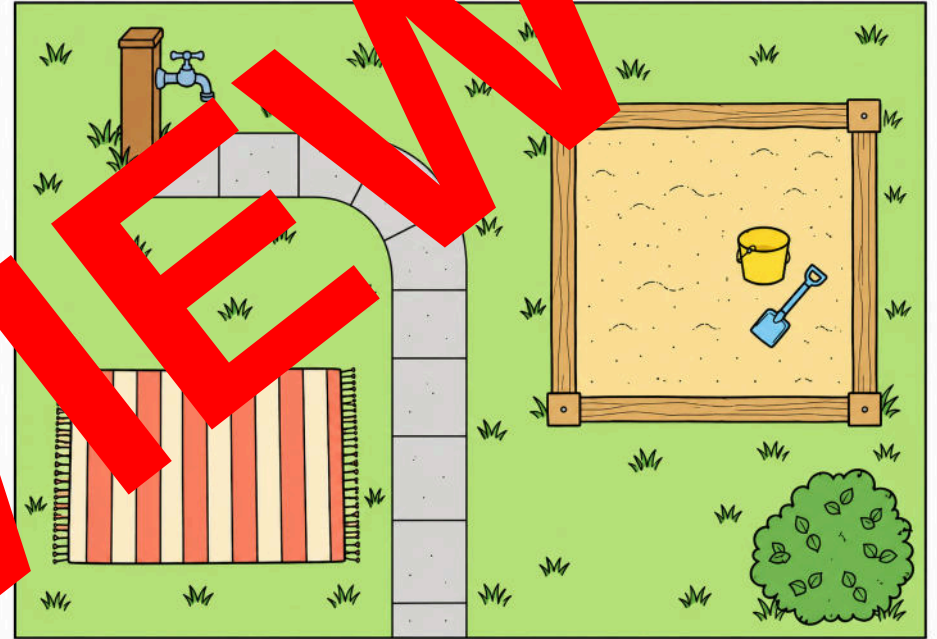
A mat.



A tap.



pit.



Mat, tap, pit.

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: short i is regular; s says /z/. Teach before use. The stories and rat book use a/is; the map book uses 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 book identify object 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 into grapheme mat and sip orally. Page 4, rows 1-4: map, rat, sip, fit. Page 8: mat, sip, fit when I am 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.

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

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

• • •

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

--	--	--

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.

mat → sat → sit → sip

map → tap → cip → rip

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.

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

i

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

trip

mat.

at

is

Reread and check every word together.

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

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

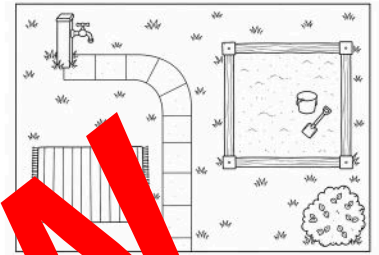
tap

map

1



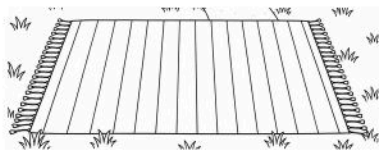
2



3



4



Choose one phrase. Check the meaning together after reading.

☐ Pip sat.

☐ A rip!

☐ A rat.

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

map

fat

Tell me how reading you want to practise. Record the student's words.

Teacher observations

Sounds:

Blending:

Next step:
