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Foundation Set 02 ocdh

Table of Contents
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.



The cat hid.



Dad is sad.



Dad is holding the cap.



The cat is at the mat.

The Cap



The cat sat.



The cat hid.



Dad is sad.



Dad is holding the cap.



The cat is at the mat.

Dot



Dot had a pot.



Hi, Dot!



Dot hit the pot.



Dad had a mop.



Dot had the mop.

Dot



Dot had a pot.



Hi, Dot!



Dot hit the pot.



Dad had a mop.



Dot had the mop.

Pot



1



A pot.

2



A rim.



A top.



The pot is hot.



The pot is hot.

Pot



1



A pot.

2



A rim.



A top.



The pot is hot.



The pot is hot.

Cot



1



A cot.

2



PREVIEW

The mat.



PREVIEW

The mat is at the cot.



A dot.



The dot is at the top.

Cot



1



A cot.

2



PREVIEW

The mat.



The mat is at the cot.



A dot.



The dot is at the top.

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 before reading. 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 afterwards. Hot and Dot identify visible objects and features. Discuss a hot pot from pictures on. 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 hop, pot and cat orally. Page 4 rows: cat, hot, dot, mop. Page 8 rows: hot, cat, tad, hen, tad 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 cuts 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.

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

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
• •

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

--	--	--

4

--	--	--

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.

cap → cat → cot → cod

had → hid → hit → hot

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

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

map.

Dad

had

Point to each word as you reread your sentences.

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

4

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



The cat hid.

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

Draw your word.

Teacher observations

Blending

Teacher words

Next step
