

Sukindi

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Foundation Set 05 w v y z

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Zip



Zip is wet.



Zip can run.



Zip can get in a tub.



Wash Zip.



Zip can sit.

Zip



Zip is wet.



Zip can run.



Zip can get in a tub.



Wash Zip.



Zip can sit.

Yes, Val!



Val is a vet.



A dog is in a van.



Can Val get the dog?



Yes! Val can pat the dog.



The dog can yap!

Yes, Val!



Val is a vet.



A dog is in a van.



Can Val get the dog?

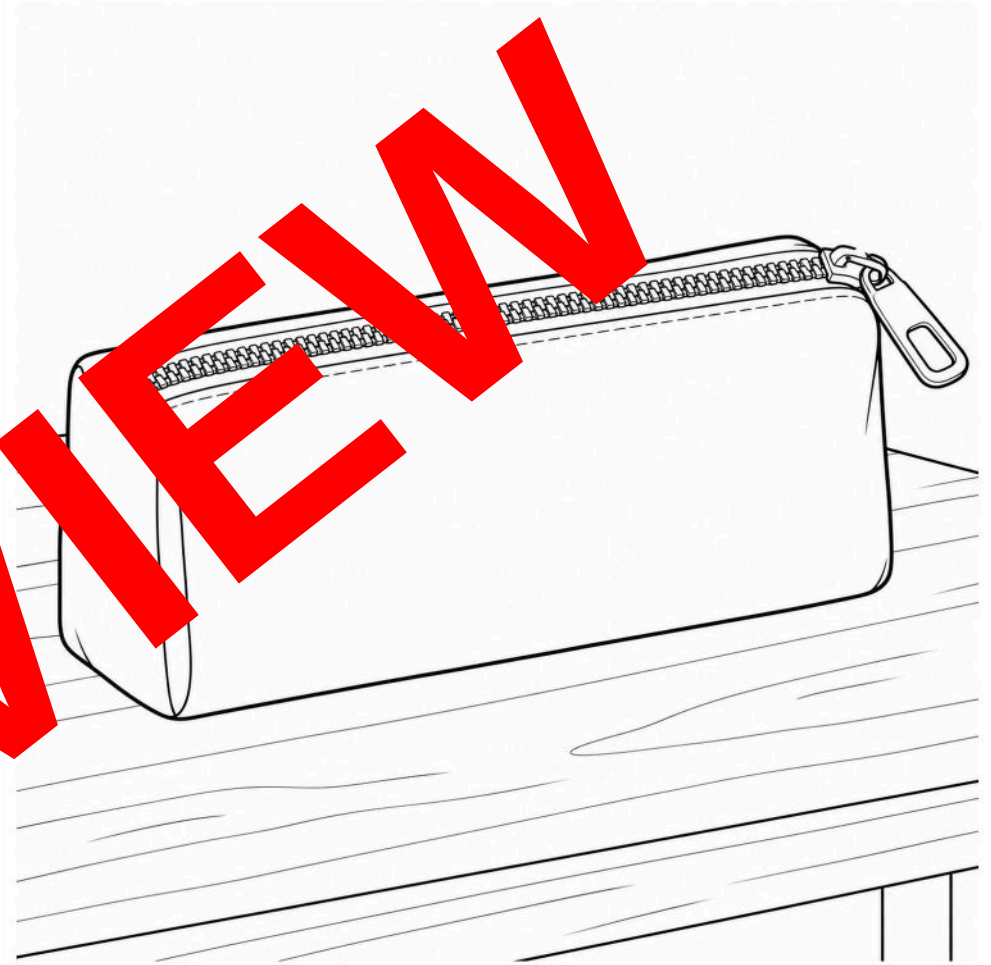
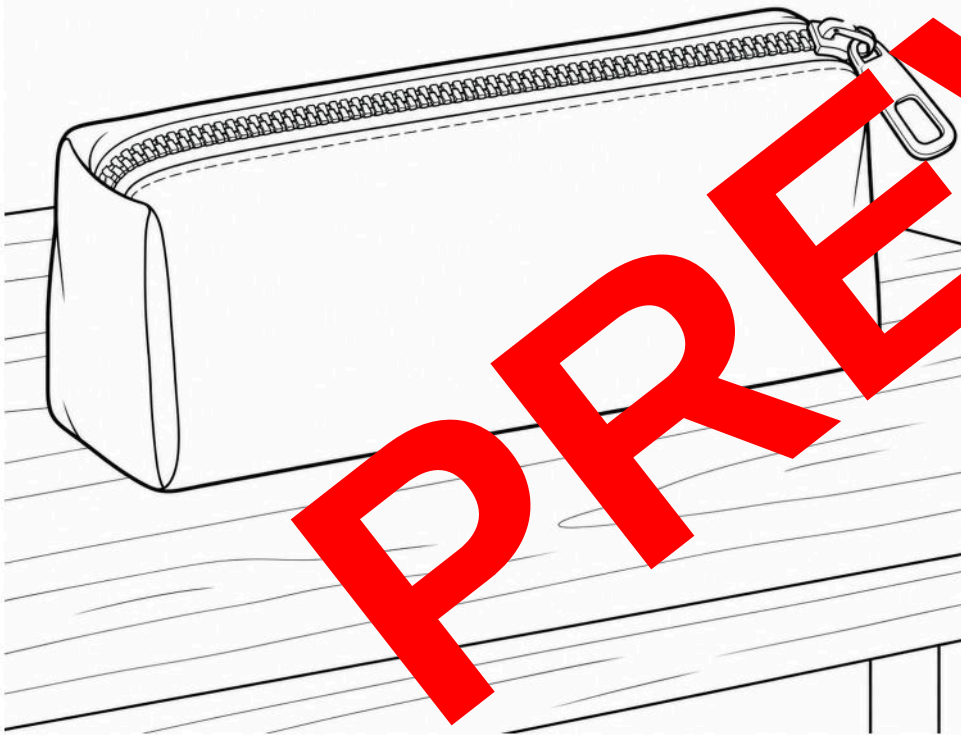


Yes! Val can pat the dog.

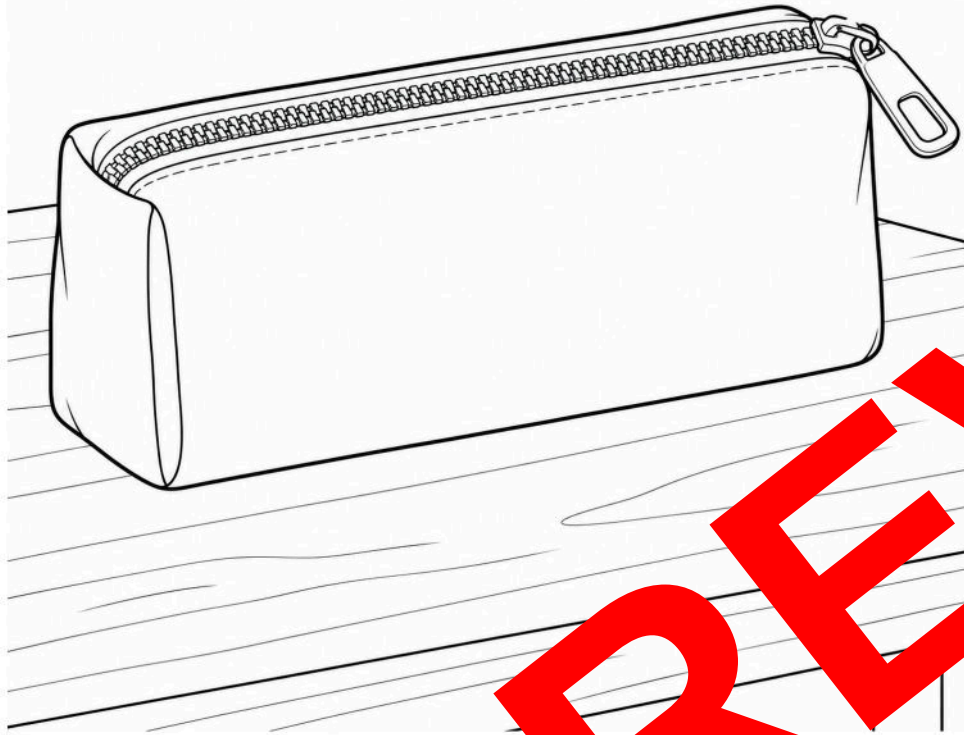


The dog can yap!

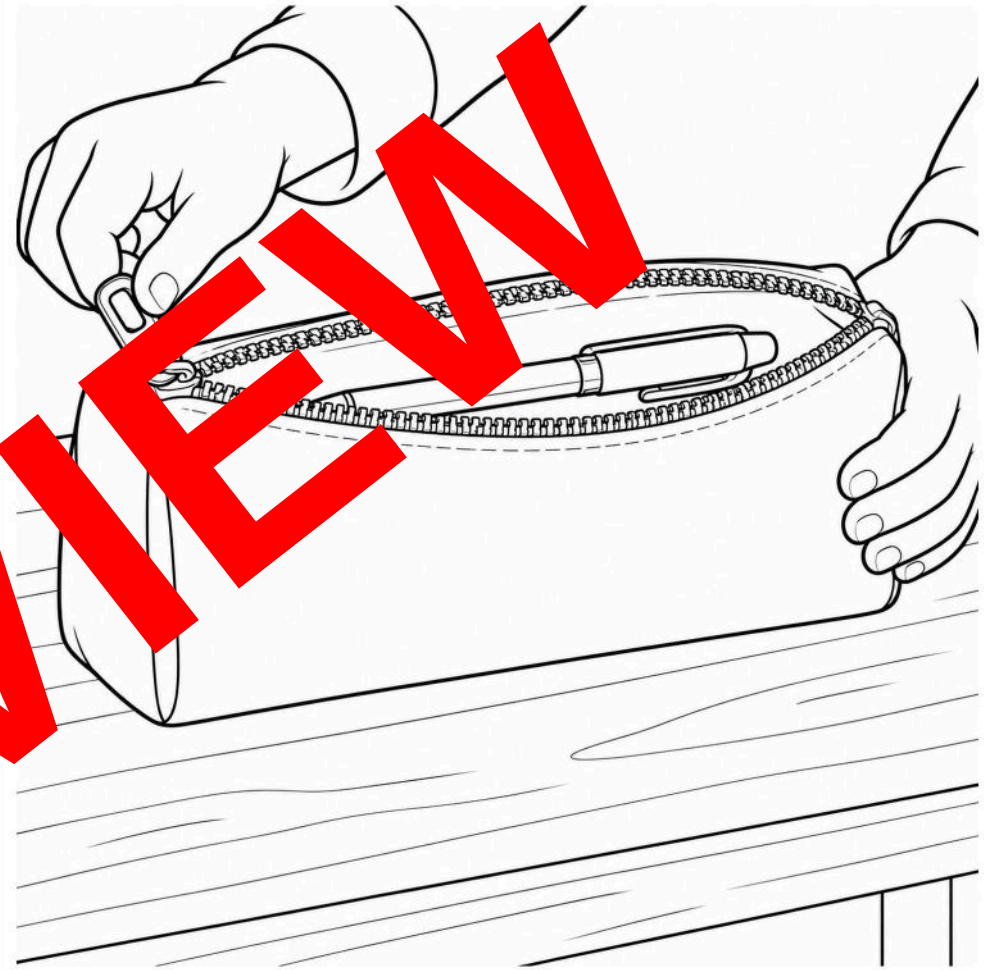
A Zip



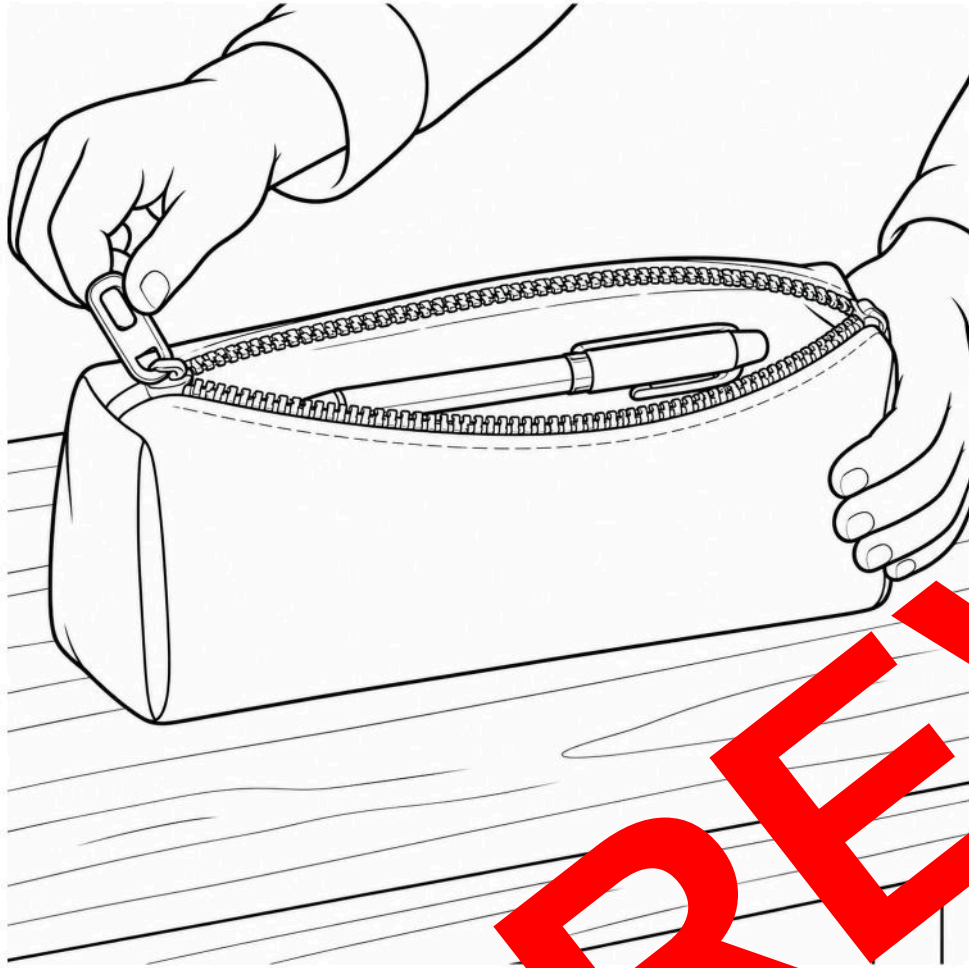
A zip is on a bag.



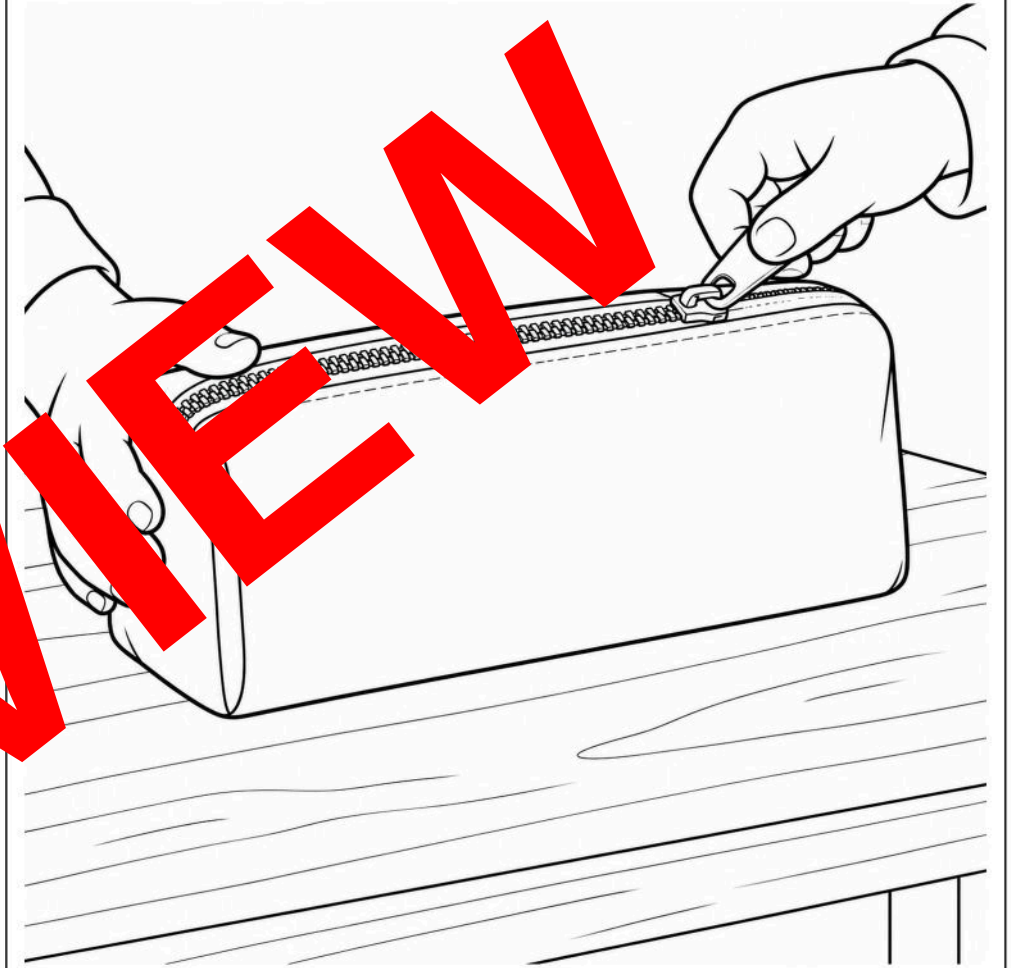
A tab is on a zip.



I can tug a tab.



A pen in a bag.



I can zip it up.

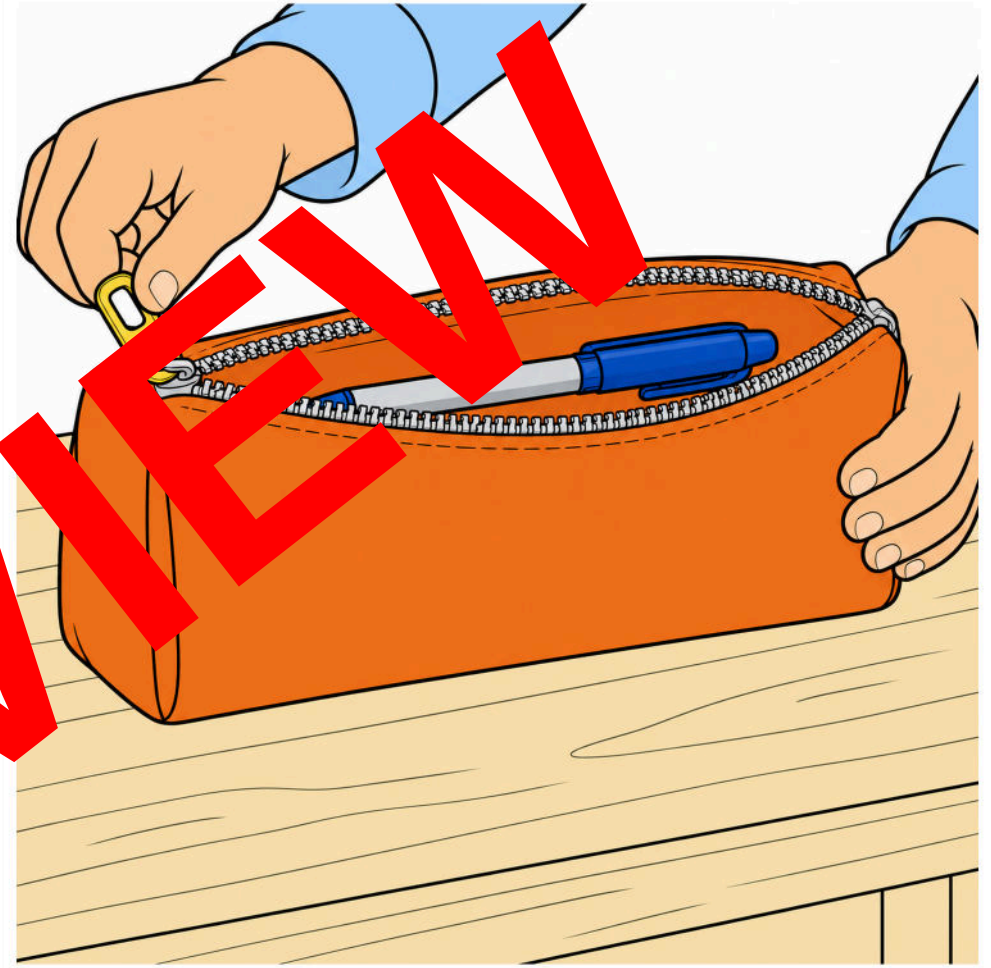
A Zip



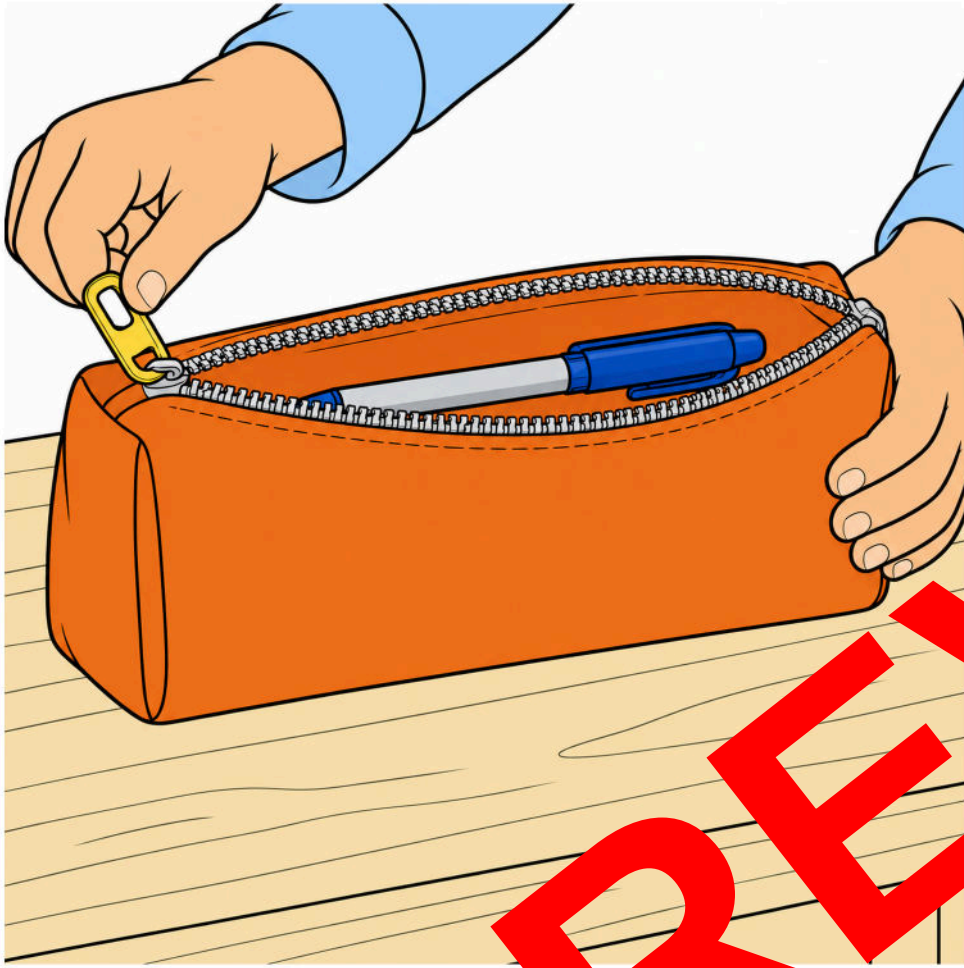
A zip is on a bag.



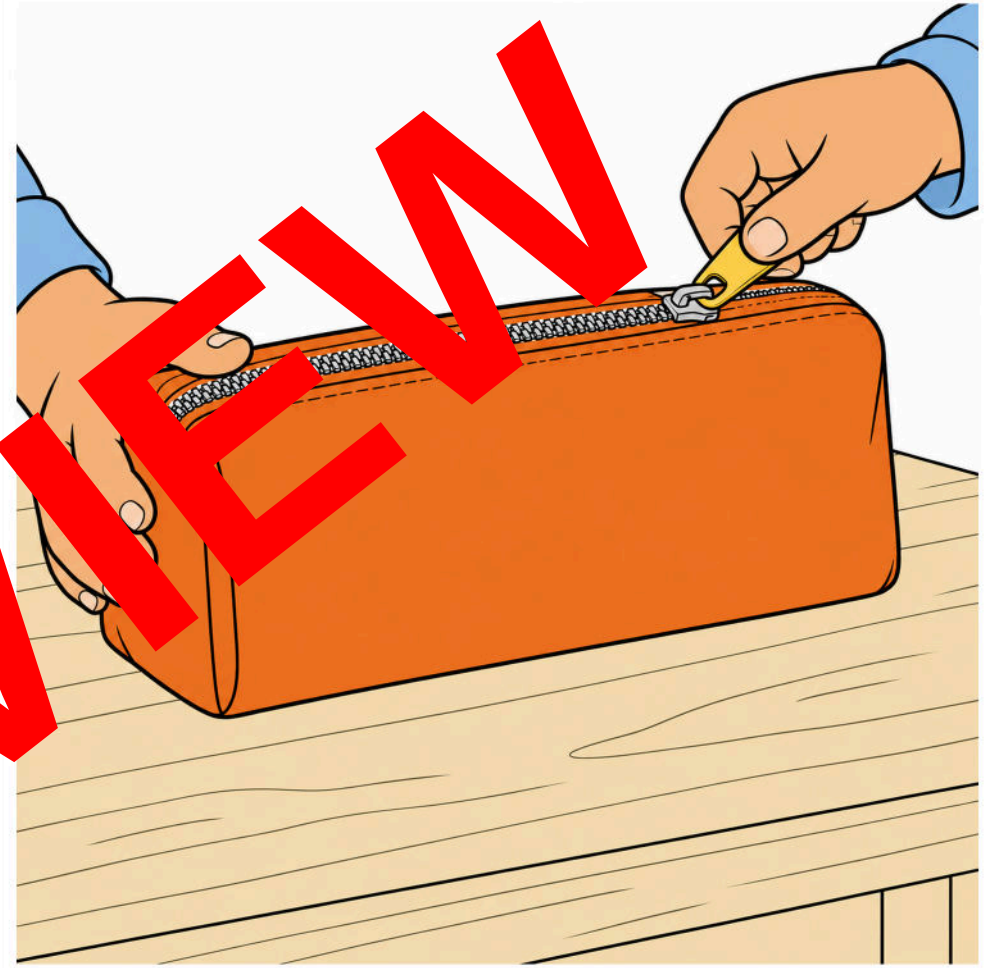
A tab is on a zip.



I can tug a tab.



A pen in a bag.



I can zip it up.

Wet



1



A rag is not wet.

2



We dip a rag.



A rag is wet.



We use a wet rag
on a pot.



A pot is wet.

Wet



1



A rag is not wet.

2



We dip a rag.



A rag is wet.



We use a wet rag
on a pot.



A pot is wet.

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, is, the; Wet uses a, is, we. Keep a as an article, I as the pronoun, is with s=/z/, and the with its taught special parts.

New word parts

we: w is regular; e says /ee/. you: y is regular; ou says /oo/. was: w is regular; a says /o/ and s says /z/. The activities include all three. Point out the special parts rather than guessing from the first letter.

Read and correct

Say pure sounds, point to each spelling, blend the whole word, reread the sentence. If a student is stuck, model the sound or taught word part and let the student try again. Use the picture to discuss meaning after reading the part.

Practise and check

Say van, zip, wet for page 4. Check sound in each box. On page 5 only one sound changes at each arrow. Sort by the first sound. On page 6 match each word to its picture; leave the student to draw the lines.

Dictation and corrections

For page 8: You can zip a bag. Then: It was wet. Repeat naturally. Check sounds, taught word parts, spaces and full stops. Reread for accuracy and meaning. Note independent blending, corrections and a useful next teaching step.

Printing and 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.

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

wet van yes zip

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

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
• • •

w a k
• • •

w e t
• • •

z i p
• • •

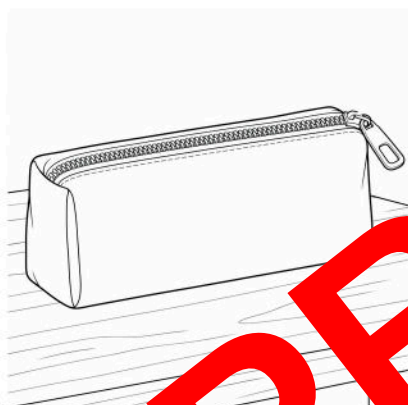
y e s
• • •

z a p
• • •

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.







Change one sound

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

can → van → vat

wet → vet → net

zap → zip → sip

PREVIEW

c	v	t	w	n	z
a	e	i	p	s	

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

zip

wet

yes

van

web

zap

vet

yak

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

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

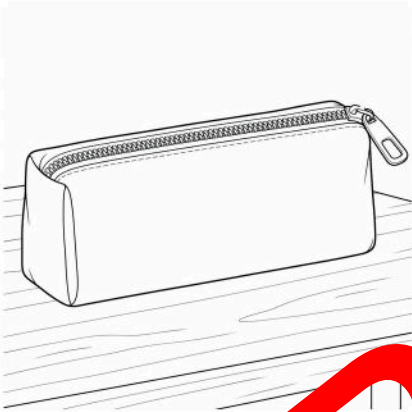
PREVIEW

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

A large empty rectangular box with a thin black border, intended for a drawing.

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