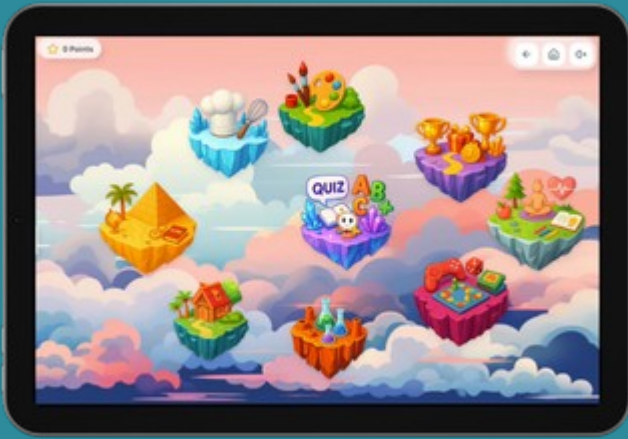




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Foundation Set 10 ng and n Before k

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The Pink Ring



Kim has the pink ring.



The ring is in the sink.



Mum can get the ring.



The ring is for Kim.



Kim has her ring.

The Pink Ring



Kim has the pink ring.



The ring is in the sink.



Mum can get the ring.



The ring is for Kim.



Kim has her ring.

Sing, Min!



Min can hum.



Mum can sing.



Mum has one song for
Min.



Min can sing the song.



Mum and Min sing.

Sing, Min!



Min can hum.



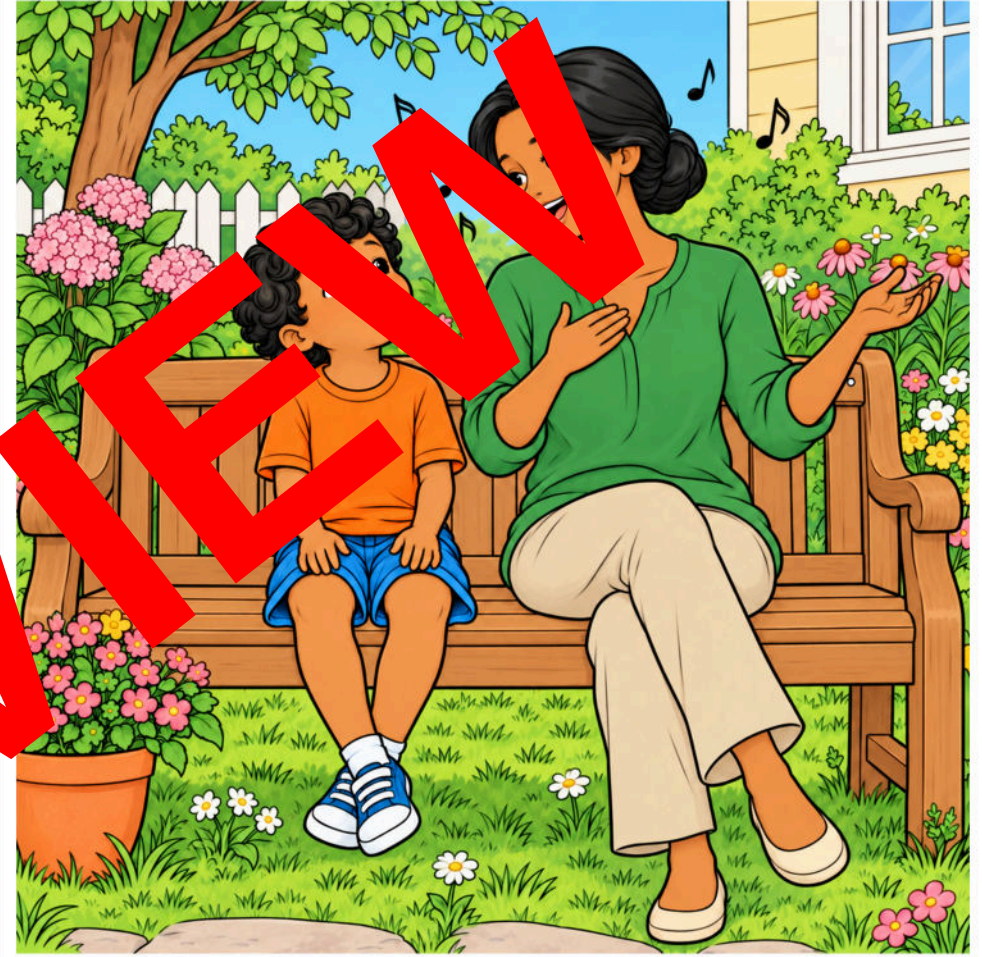
Mum can sing.



Mum has one song for
Min.



Min can sing the song.



Mum and Min sing.

Moth Wings



This is a moth.



This moth has wings.



This is a moth wing.



This wing has pink on it.



The moth is on a twig.

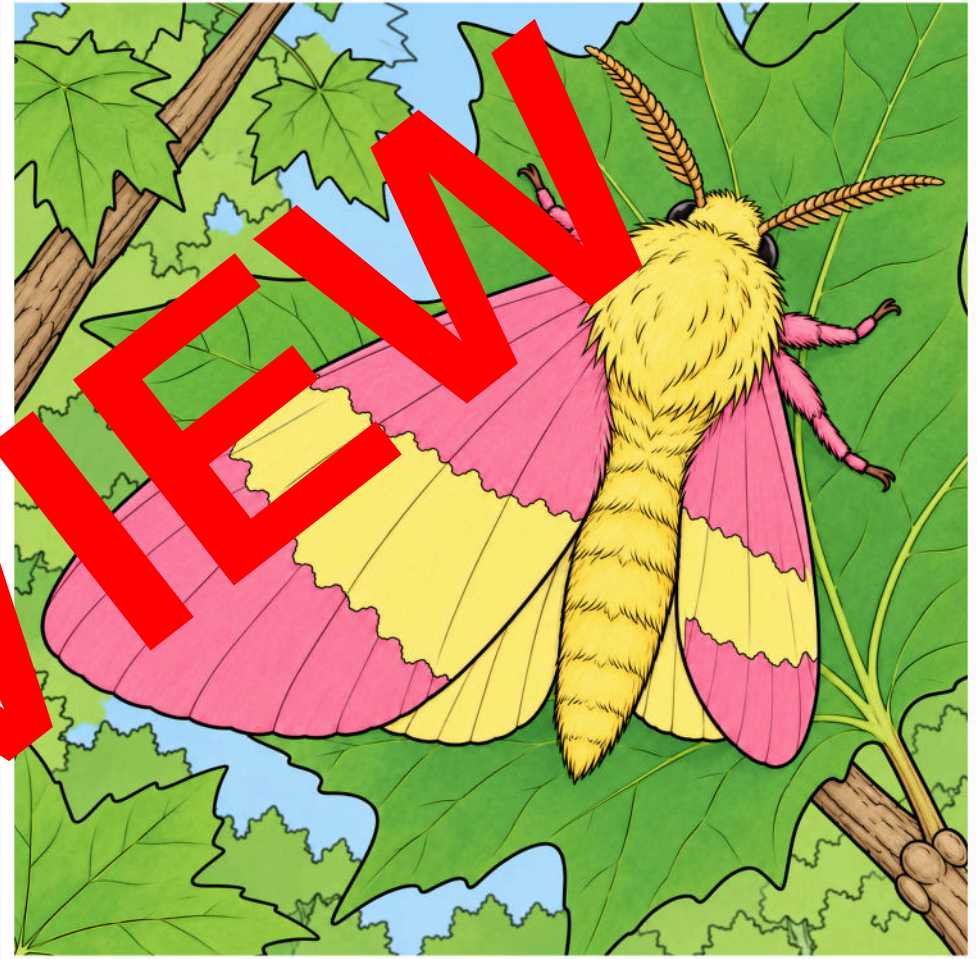
Moth Wings



This is a moth.



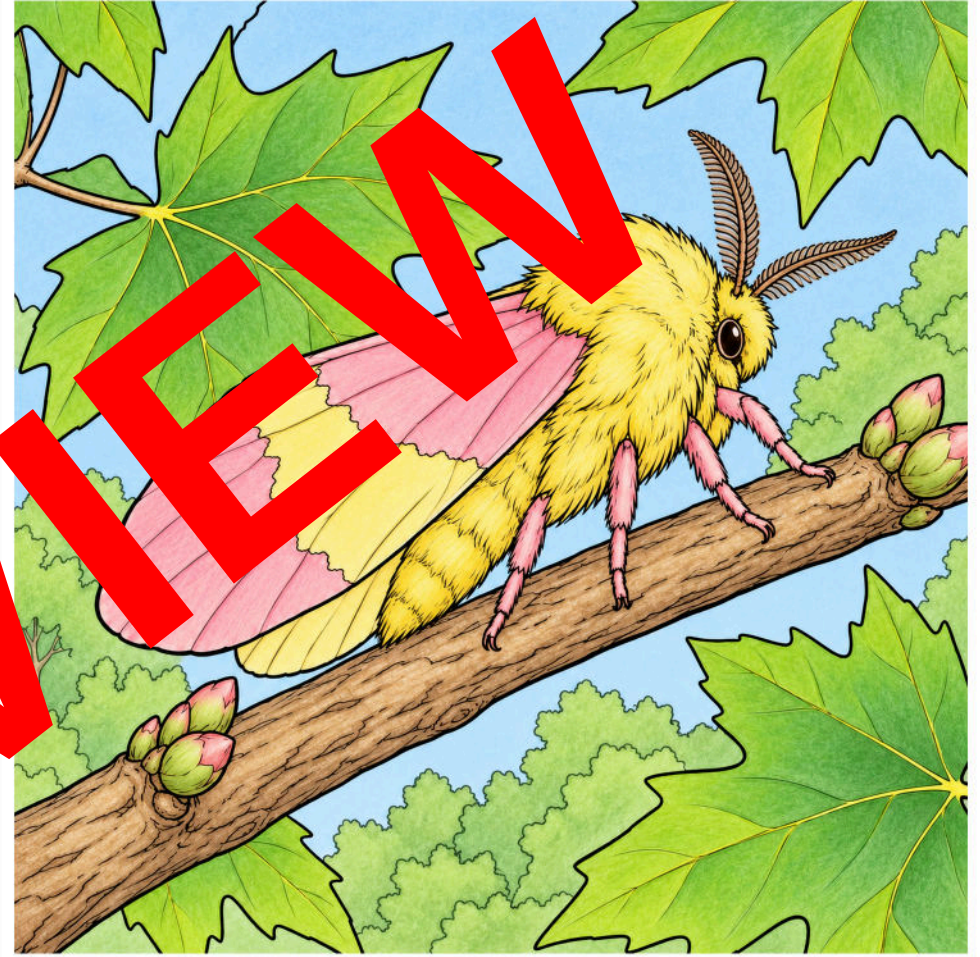
This moth has wings.



This is a moth wing.



This wing has pink on it.



The moth is on a twig.

A Fish Tank



This is a fish tank.



The fish can swim.



This fish has a long fin.



The tank has a lid.



The tank is for fish.

A Fish Tank



This is a fish tank.



The fish can swim.



This fish has a long fin.



The tank has a lid.



The tank is for fish.

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 usually silent.

The article a and the remain teacher words. Each book uses at most three still optional 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, the 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, for, the. Page 6: sing/ring/wing under ng; bank/pink/tank under n + k. Keep cards upright. Check accuracy and meaning before speed.

Transfer: explain strict (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.

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

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

Write ng.

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 n g
• • •

s i n g
• • •

b a n k
• • •

p i n k
• • • •

s t r i n g
• • • • •

q u i c k
• • • •

n e x t
• • • • •

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

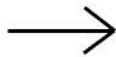
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Change one sound

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

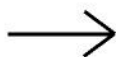
Read both words. Say the change. Write the new spelling in the middle box.

s i n g
• • •



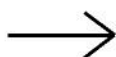
r i n g
• • •

r i n g
• • •



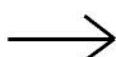
w i n g
• • •

b a n k
• • •



t a n k
• • • •

b l i n k
• • • • •



b l a n k
• • • • •

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
• •

bank

tank

wing

ring

sing

pink

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

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 or
• •

o n e
• • •

☐

Check each spelling after dictation.

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.

Draw a moth wing. Write one word about it.

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 n g
• • • •

The swing to **cl**ang.

Kim can **w**ink.

A bell can **cl**ang.

How did it feel? Circle a face.

