

Sukindi LEARNING

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Year 1 Complete Decodable Readers Collection

Table of Contents (1 of 4)
Year 1 Set 01 ea, Final e and ee
Year 1 Set 02 ai and ay
Year 1 Set 03 oa, ow and Final o
Year 1 Set 04 igh, ie and Final y
Year 1 Set 05 a-e and i-e
Year 1 Set 06 o-e, u-e and e-e
Year 1 Set 07 ue, ew and o in do



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Year 1 Complete Decodable Readers Collection

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Year 1 Set 08 u and ou: The Book Vowel
Year 1 Set 09 ou and ow: The Cow Sound
Year 1 Set 10 oi and oy
Year 1 Set 11 ar, or and ore
Year 1 Set 12 er, ir and ur
Year 1 Set 13 aw, au, al and all
Year 1 Set 14 air, are and ear in bear



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Year 1 Complete Decodable Readers Collection

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Year 1 Set 15 ear, eer and ere
Year 1 Set 16 Soft c, ce and g
Year 1 Set 17 ge, dge and ve
Year 1 Set 18 tch, Final y and ey
Year 1 Set 19 -es, -ed, -ing, -er and -est
Year 1 Set 20 Weak Vowels and Schwa
Year 1 Set 21 Final le, el and al



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Year 1 Complete Decodable Readers Collection

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Year 1 Set 24 Short u: o, o-e and ou
Year 1 Set 25 a After w and Broad a
Year 1 Set 26 Spelling Changes with Suffixes
Year 1 Set 27 Prefixes, Suffixes and Contractions
Year 1 Set 28 Cumulative Reading and Revision



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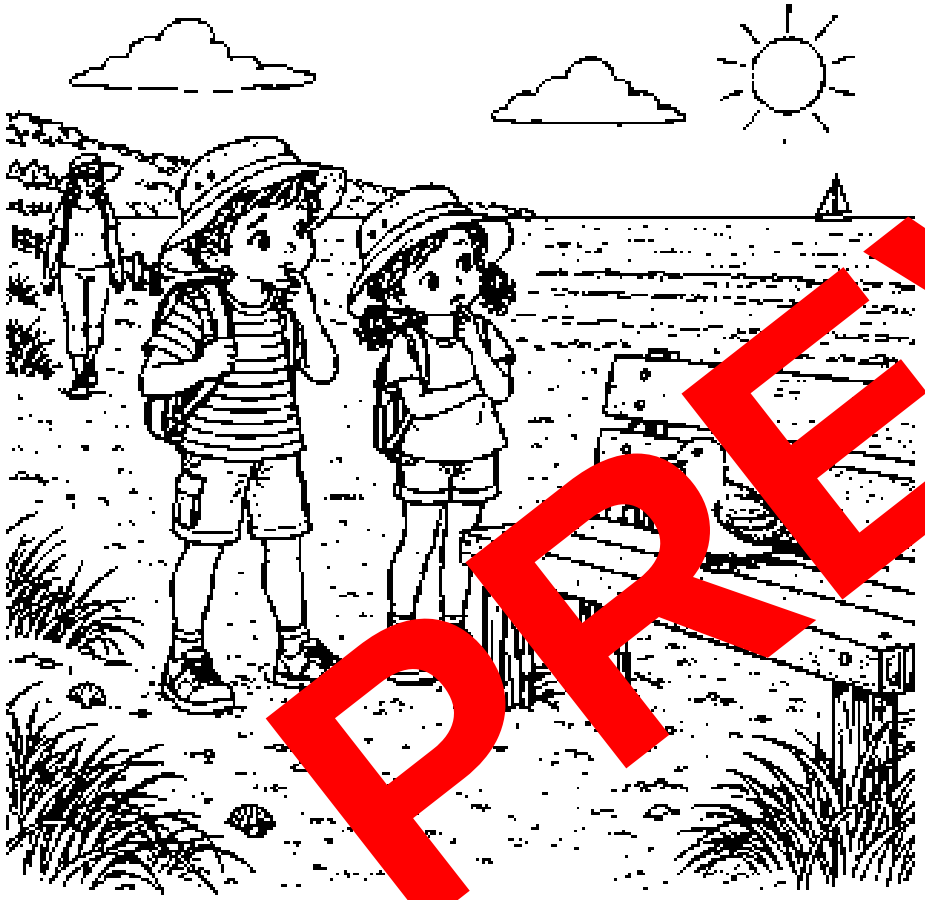
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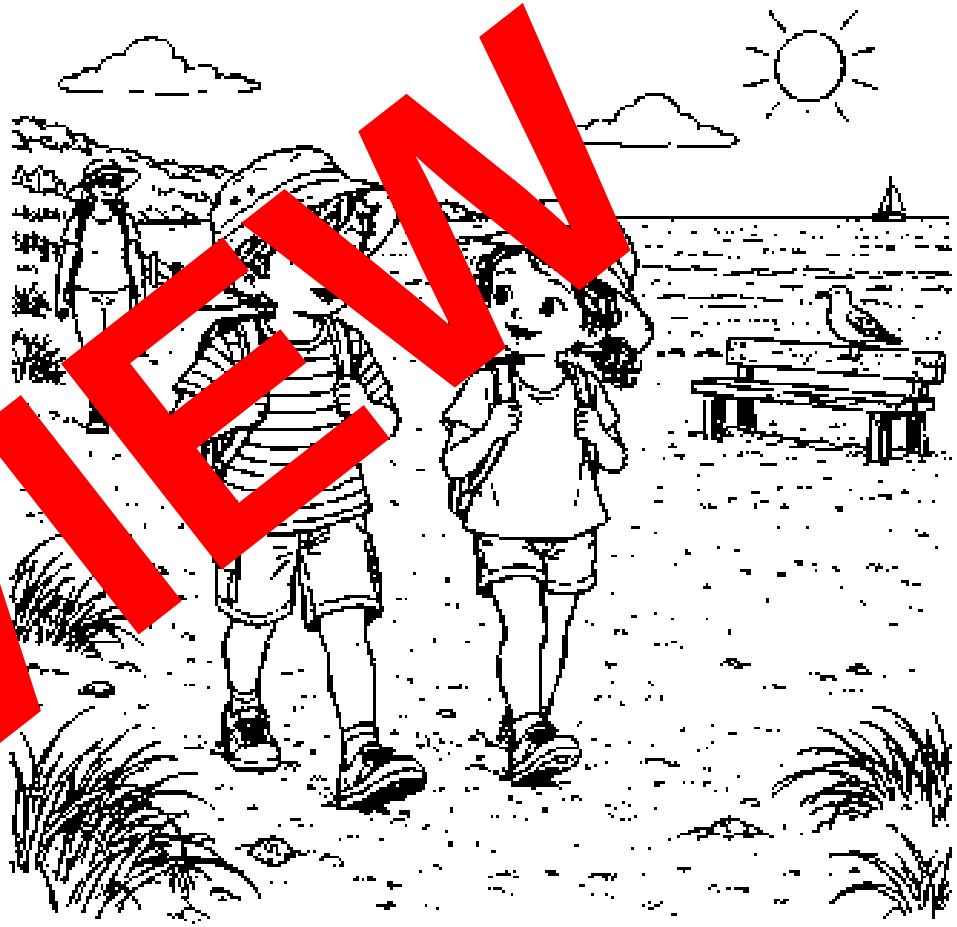
PREVIEW

Year 1 Set 01 ea, Final e ed ee

Table of Conte
Phonics Companion Pack
Book 1: The Beach Seat (B&W) (Fiction)
Book 1: The Beach Seat Colour) (Fiction)
Book 2: The Tea Shop (B&W) (Fiction)
Book 2: The Tea Shop (Colour) (Fiction)
Book 3: Peas and Beans (B&W) (Non-fiction)
Book 3: Peas and Beans (Colour) (Non-fiction)
Book 4: At the Beach (B&W) (Non-fiction)
Book 4: At the Beach (Colour) (Non-fiction)

The Beach Seat



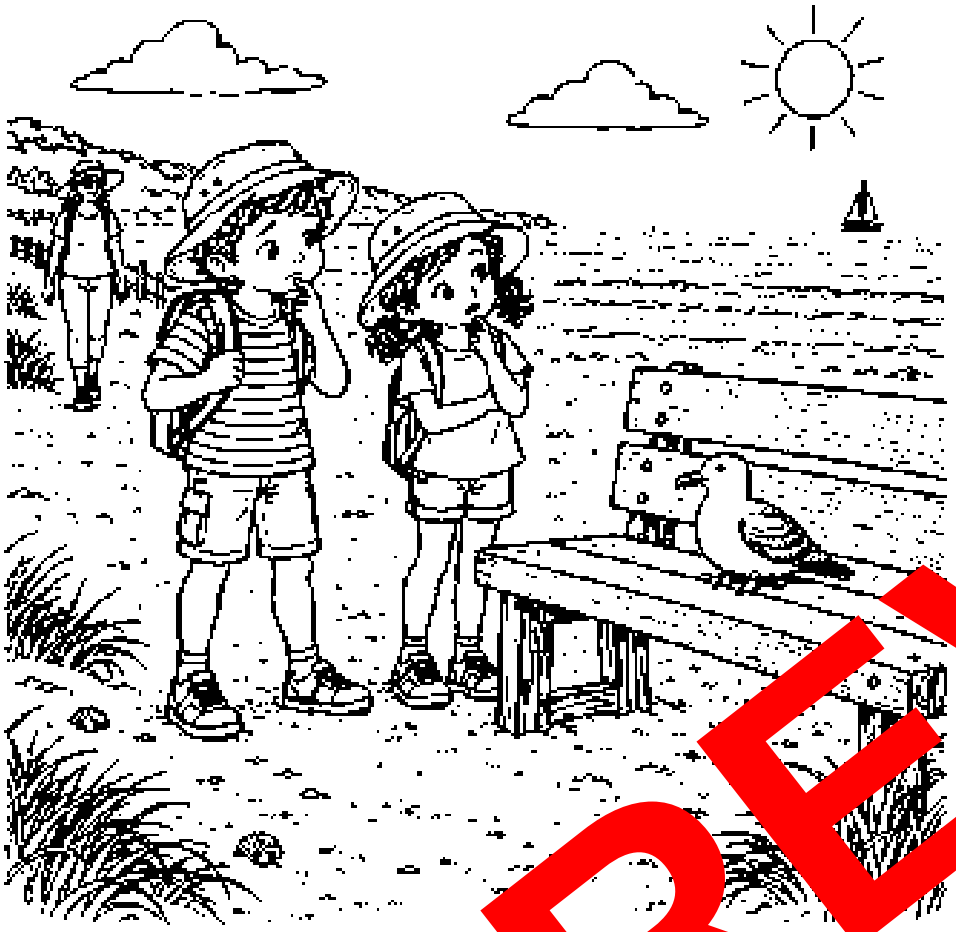


We reach the beach.

The sea is green.

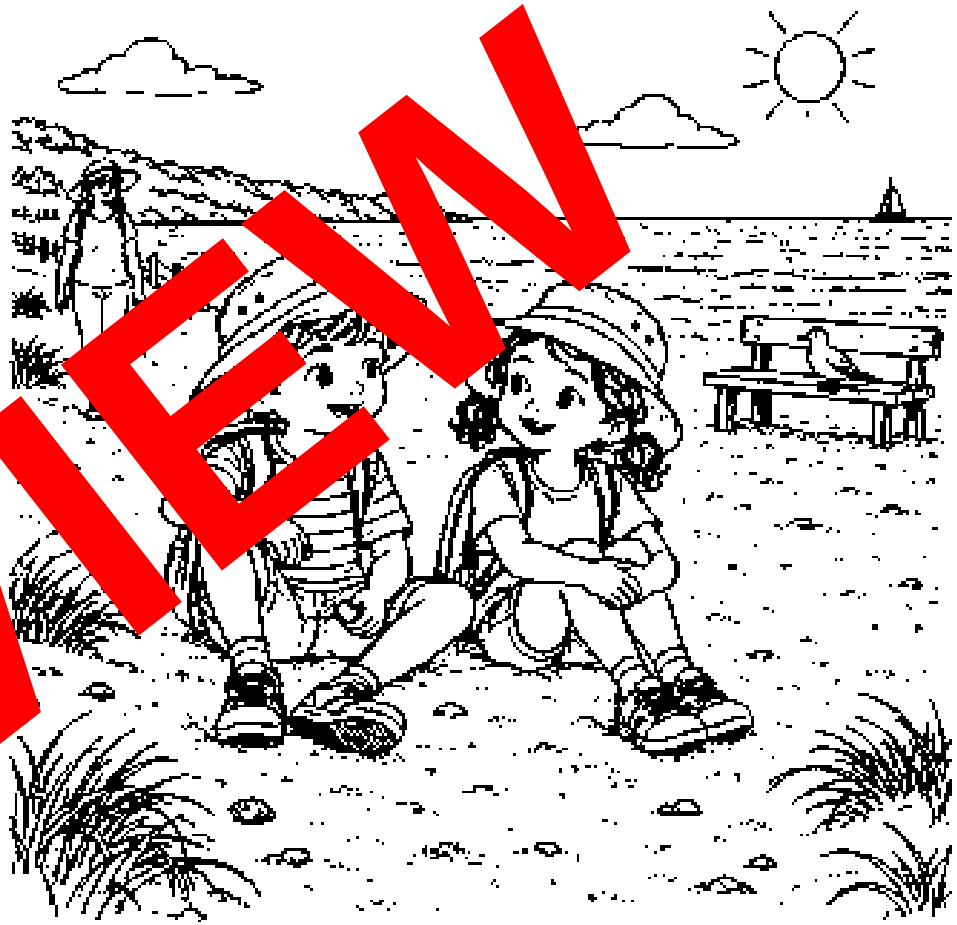
PREVIEW

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W[illegible]a s[illegible]t.

A gull [illegible]on the seat.



He can sit on the sand.

She can sit on the sand.

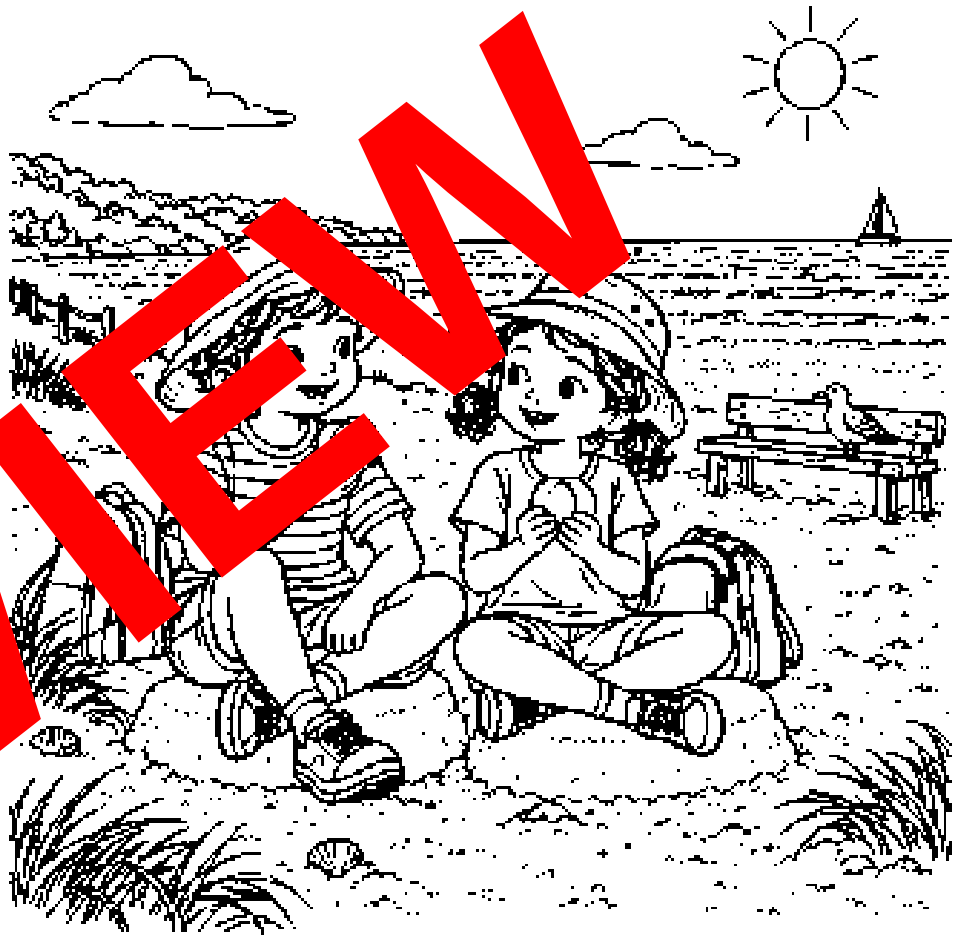
PREVIEW

Sukindi LEARNING



We [illegible] flat.

We [illegible] get a seat.



We eat a peach each.

The gull can keep the seat.

PREVIEW

Sukindi LEARNING

The Beach Seat





We reach the beach.

The sea is green.

PREVIEW

Sukindi LEARNING



W[illegible]a s[illegible]t.

A gull [illegible]on the seat.



He can sit on the sand.

She can sit on the sand.

PREVIEW

Sukindi LEARNING



We p[illegible] th[illegible] sa[illegible] flat.

We ea[illegible] get a seat.



We eat a peach each.

The gull can keep the seat.

PREVIEW

Sukindi LEARNING

The Tea Shop



PREVIEW



We can be the team.

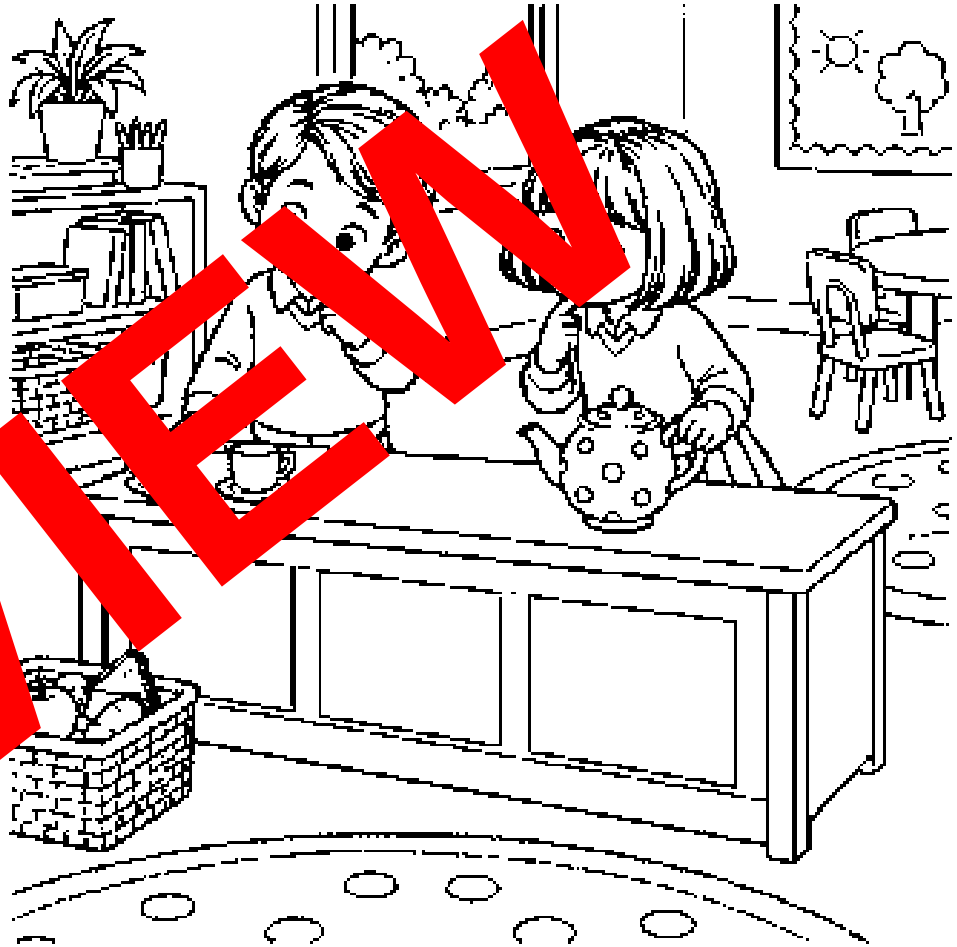
We set up the tea shop.

Sukindi LEARNING



H[illegible] can [illegible] ell [illegible].

She c[illegible] sell food.

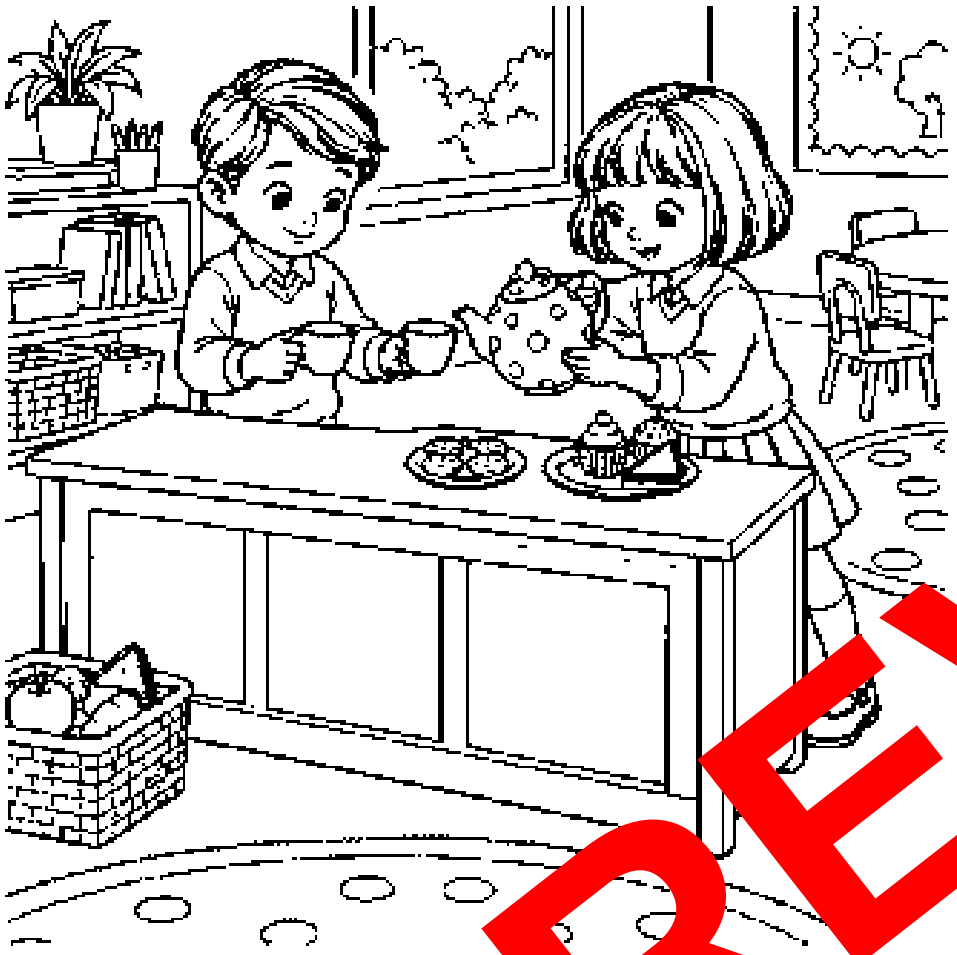


Who can reach the cups?

We need two cups.

PREVIEW

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He ca rea th cups.

She ca get the tea.



We each get tea.

The team can help.

PREVIEW

Sukindi LEARNING

The Tea Shop





We can be the team.

We set up the tea shop.

PREVIEW

Sukindi LEARNING



H[illegible]can [illegible]ell [illegible].

She c[illegible] sell food.



Who can reach the cups?

We need two cups.

PREVIEW

Sukindi LEARNING



He ca rea th cups.

She ca get the tea.



We each get tea.

The team can help.

PREVIEW

Sukindi LEARNING

Peas and Beans



PREVIEW



We see peas.

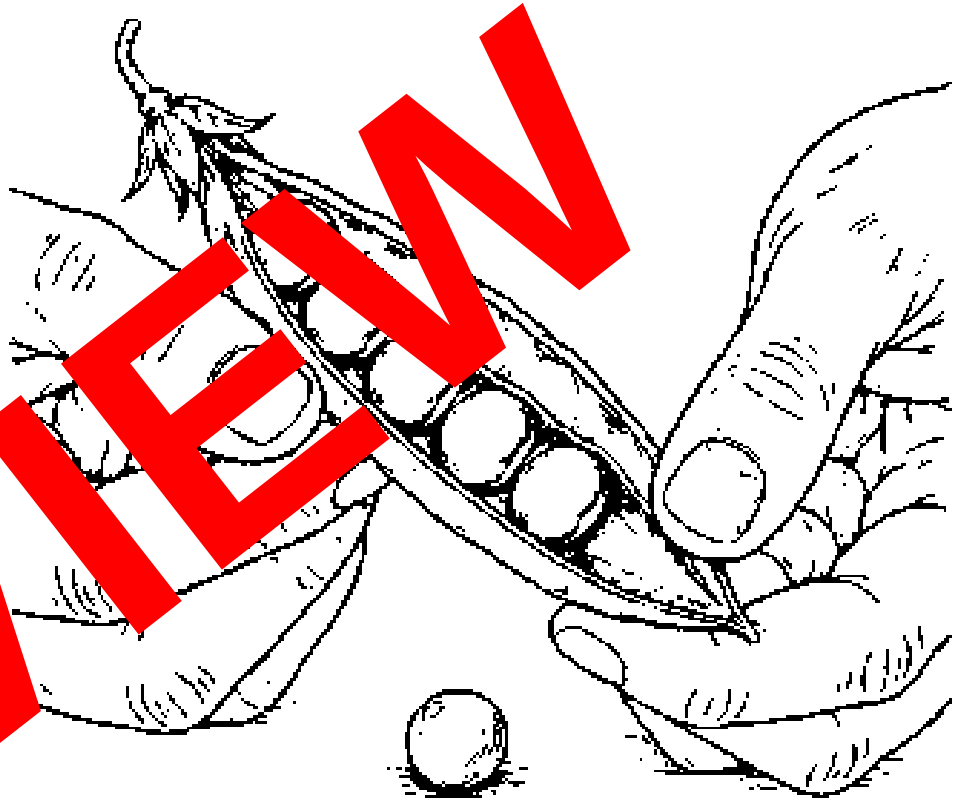
Each pea is green.

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W[illegible] see [illegible]

Each b[illegible]n is a seed.

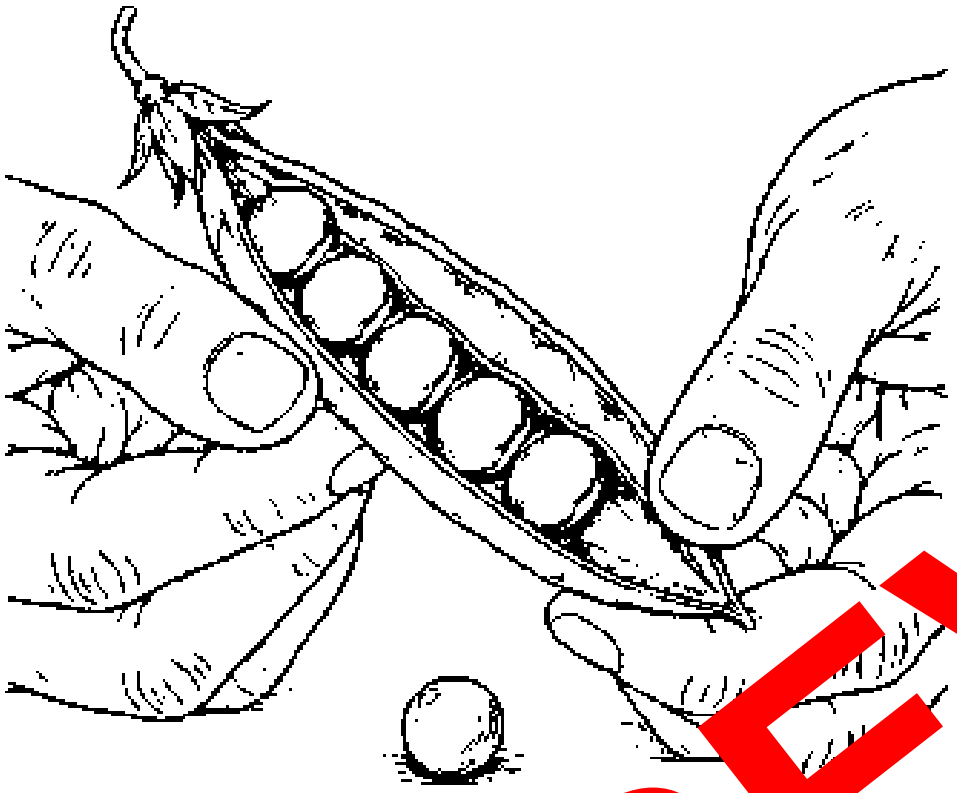


A pea can be a seed.

A seed can be in a pod.

PREVIEW

Sukindi LEARNING



We split the pod.

We see each pea.



We see a pea and a bean.

Each can be a seed.

PREVIEW

Sukindi LEARNING

Peas and Beans





We see peas.

Each pea is green.

PREVIEW

Sukindi LEARNING



W[illegible] see[illegible]

Each b[illegible]n is a seed.



A pea can be a seed.

A seed can be in a pod.

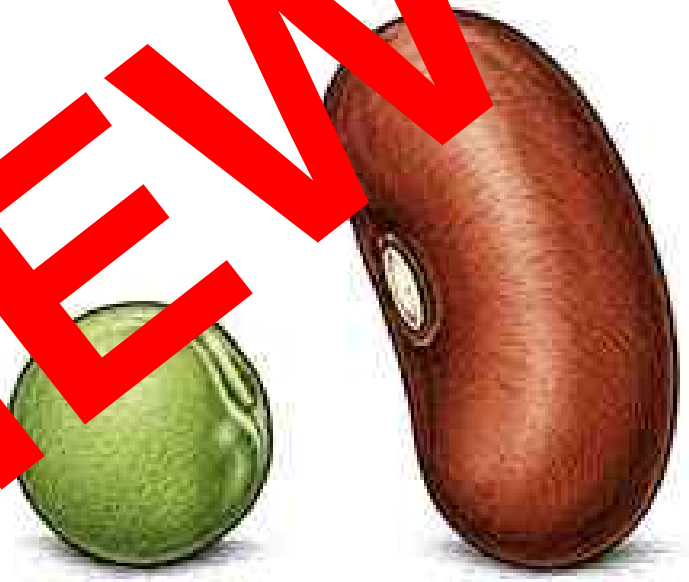
PREVIEW

Sukindi LEARNING



We split the pod.

We see each pea.



We see a pea and a bean.

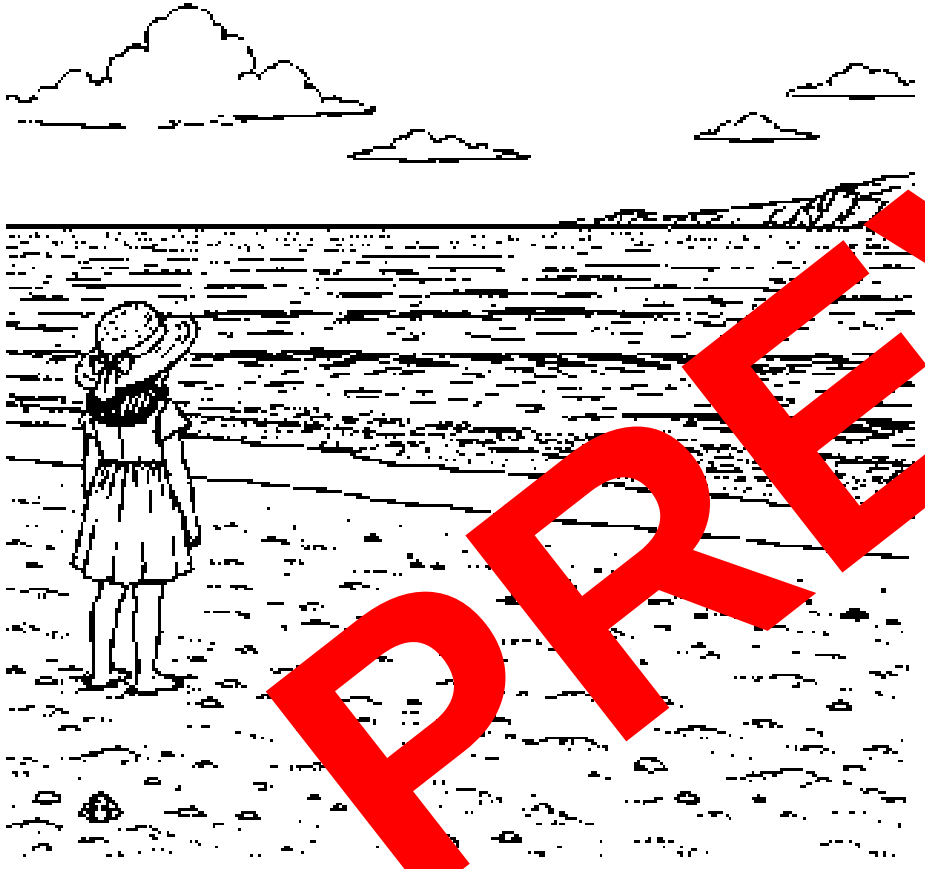
Each can be a seed.

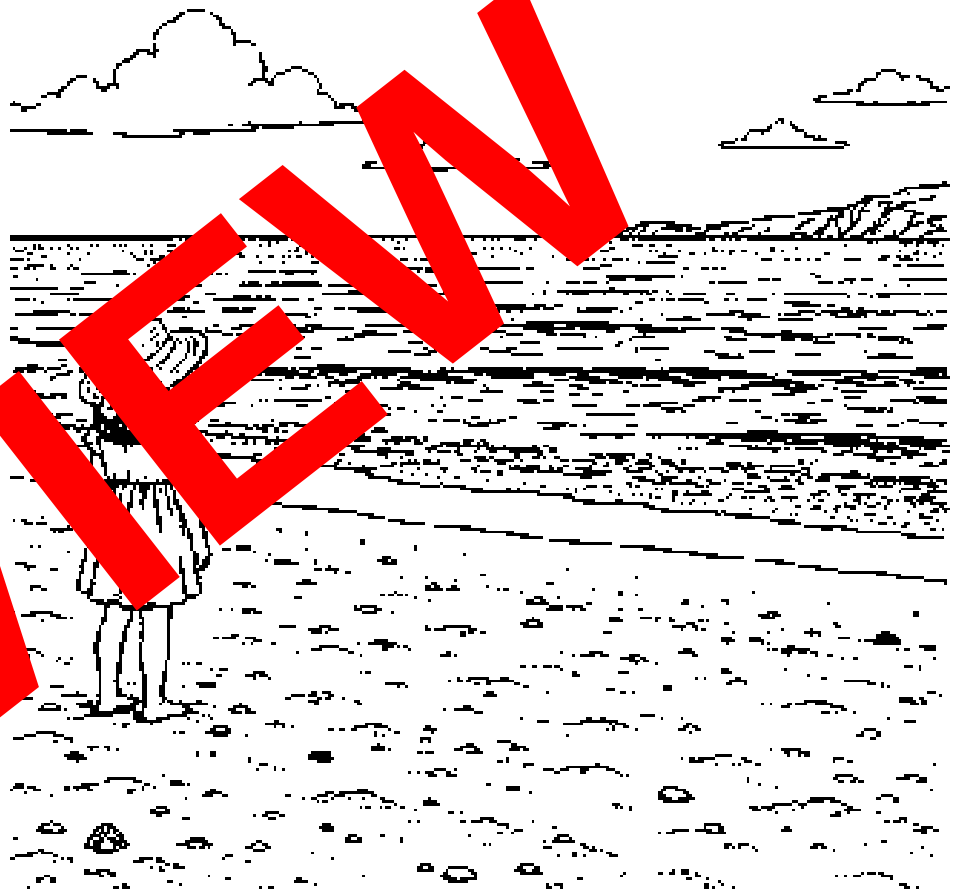
PREVIEW

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Year 1 Set 01 ea-feel; final e-feel; review ee Non-Fiction

At the Beach





We see the sea.

We see the beach.

PREVIEW

Sukindi LEARNING



The sea can reach the sand.

We see wet sand.

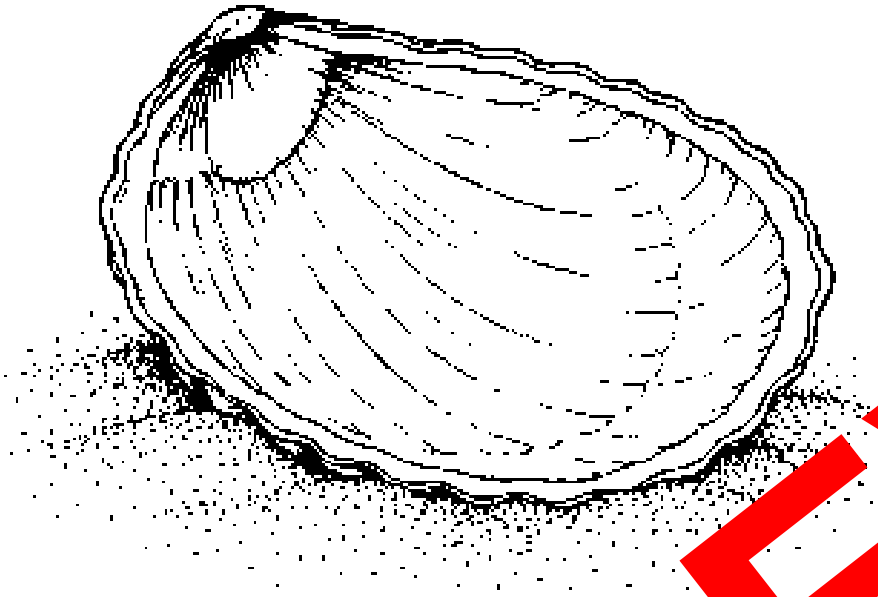


We see two shells.

Each shell is on the beach.

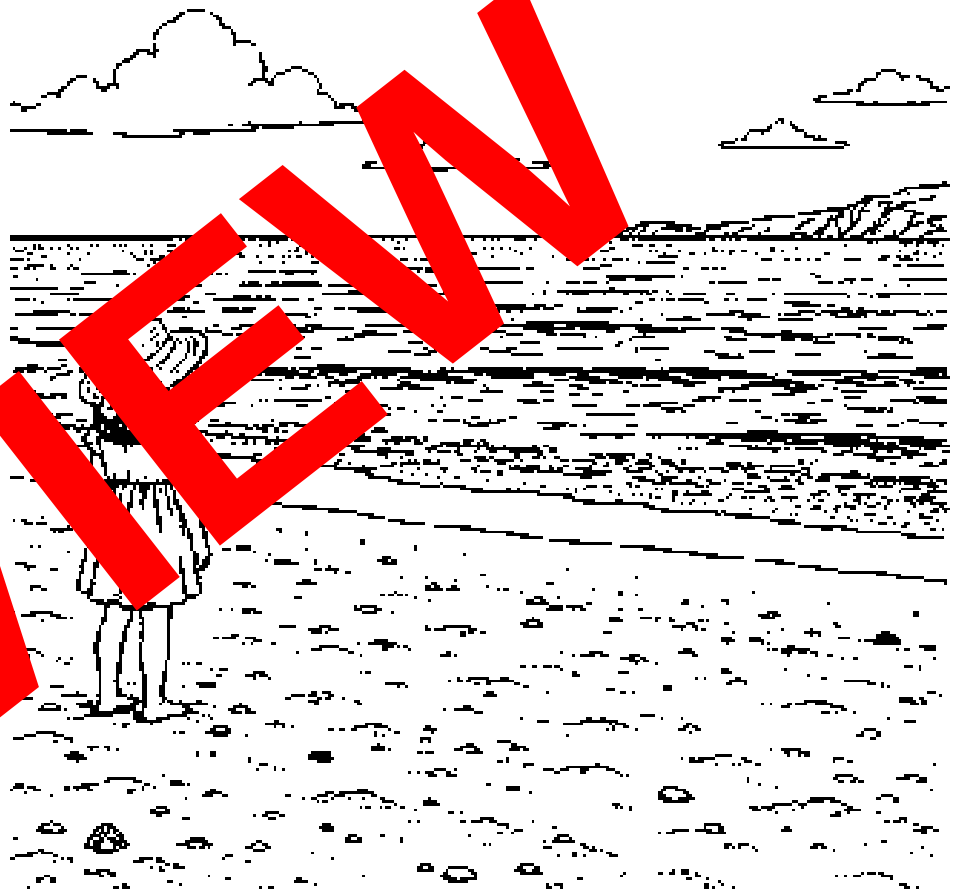
PREVIEW

Sukindi LEARNING



We see a shell in the sand.

We can see the rim.



We see the sea and the beach.

We can be on the sand.

PREVIEW

Sukindi LEARNING

At the Beach





We see the sea.

We see the beach.

PREVIEW

Sukindi LEARNING



The sea can reach the sand.

We see wet sand.

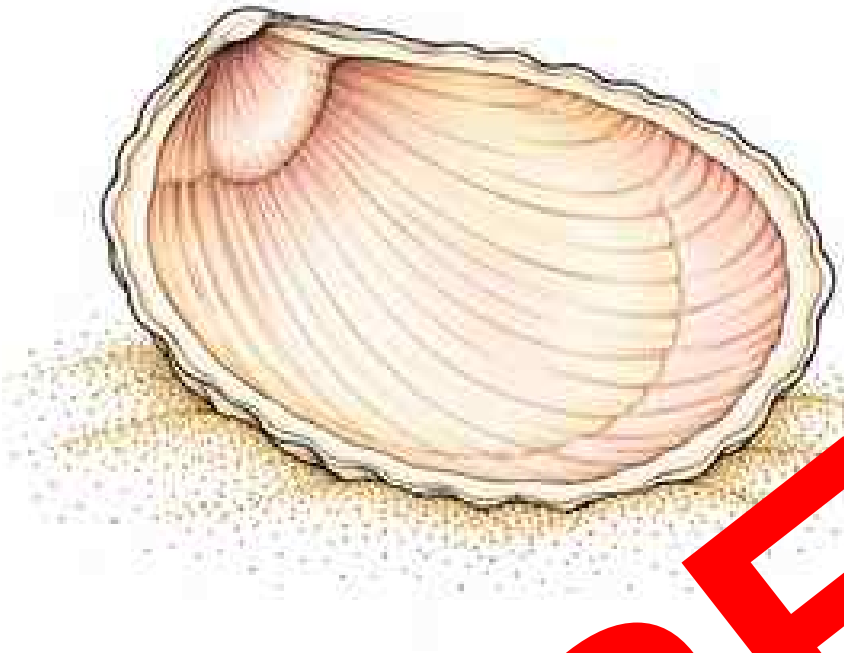


We see two shells.

Each shell is on the beach.

PREVIEW

Sukindi LEARNING



We see [illegible] she[illegible] in [illegible]e sand.

We ca[illegible]see the rim.



We see the sea and the beach.

We can be on the sand.

PREVIEW

Sukindi LEARNING

Teacher guidance

Support the instructions orally. Students read the controlled words and sentences after explicit teaching; use pictures for discussion after decoding.

Focus and prerequisites

Teach ea as /eː/ and final e as /eː/ in he, me, be, we and she; review ee. Require all prior Foundation teaching through F12: short vowels, taught consonants/digraphs, clusters, ee, ay, both oo readings and simple plural -s. Check blending, segmenting and capital partners.

Teacher words and word meaning

Teach two: t is regular; w is silent and o says long oo. Teach who: wh says /h/ and o says long oo; both parts need special teaching. Revisit a and the with their natural weak vowels. He/me/be/we/she and is are regular only in their fully taught recipes. Teach plural meanings and endings for books, peas, beans and shells.

Books and correction

The Beach Seat and The Tea Shop are fiction; the shop is a story play. Peas and Beans and At the Beach show real identification and observations. Point to spelling, supply a missed sound, blend and reread. Do not guess from pictures. Explain unfamiliar vocabulary orally after reading.

Print and assemble

Choose BW or Colour. Print readers landscape at actual size (100%), single-sided. Cut at the centre guide; stack AS pages 1-6 and stack left. Do not fold or use duplex booklet settings. Print this ten-page companion portrait.

Oral work, building and dictation

Page 2: blend and segment sea and he; compare spellings. Page 4 prompts 1-4: beach, bean, she, seat. Build each spelling per sound; write the whole word on its guide. Page 8 prompts 1-4: two; who; We see two books. Who can read? Say each naturally, repeat, write and reread.

Checking and response

Pages 3/5: dots count sounds; each chain changes one sound, even when /eː/ changes spelling. Page 6: sort by the spelling of /eː/ and keep every card upright below its heading. Page 7: use every tile, a capital first and a full stop last. Page 9: match meaning, then respond to The Tea Shop or Peas and Beans on the full-sentence guide.

Rereading and next teaching

Page 10 transfer: meat, neat, heat. Explain meat as food, neat as tidy, and heat as warmth after decoding. Students write one chosen word and draw its meaning. Note accurate new spellings, useful support and a specific next step. Give an oral explanation or word-by-word support as needed.

PREVIEW

Compare spellings

Say /ee/. Find each spelling and read its example. Cut the cards. Final e is /ee/ in the named one-syllable words, not a silent ending.

ea sea	ee s…
e …e	ea team
ee seed	e me

PREVIEW

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Blend and read

Touch each dot and say its sound. Blend, then reread the whole word. Each ea, ee and sh unit has one sound here; dots count sounds, not letters.

beach	team
peach	she
feed	he
eat	green

PREVIEW

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Say, build, write

Use the four page 1 prompts in order. Say and segment each word. Build it, write one spelling per sound box, then write the whole word on its wide guide.

1

2

3

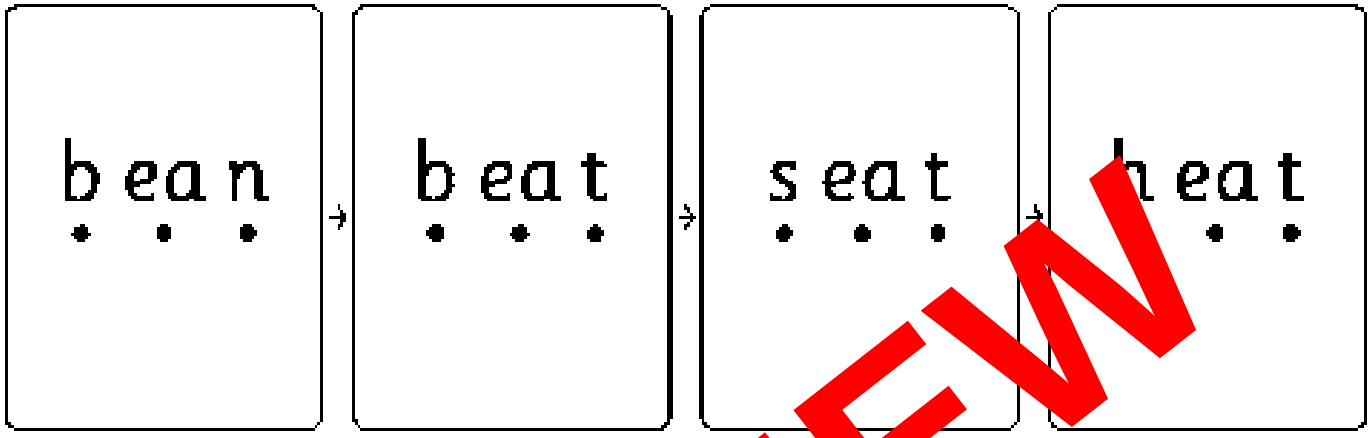
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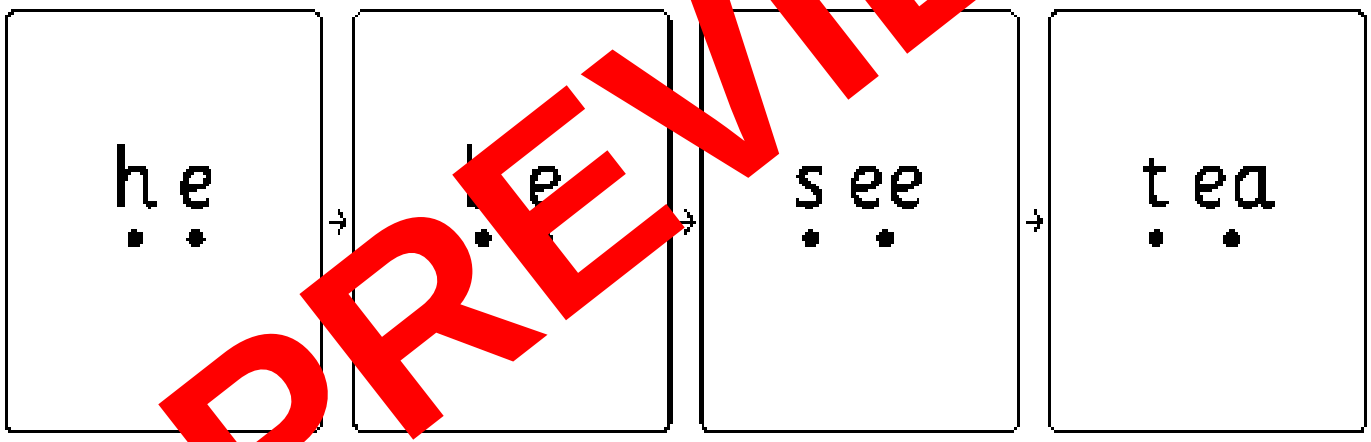
PREVIEW

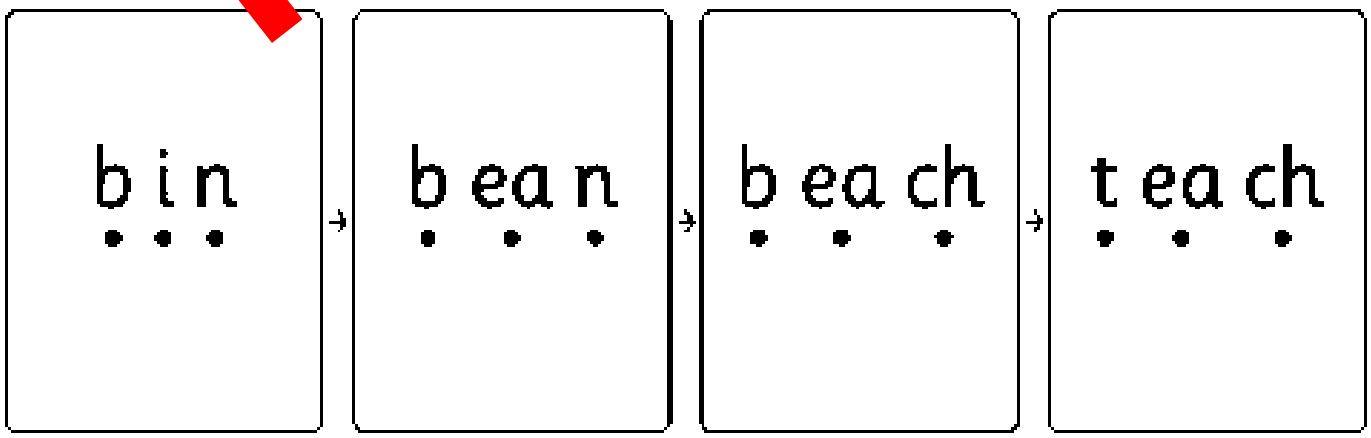
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Change one sound

Read left to right. Only ONE sound changes each time; /ee/ may have a different spelling. Circle the spelling for the changed sound. Build and reread a chain.







PREVIEW

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Sort /ee/ spellings

Cut out the word cards. Read each word and sort by its spelling for /ee/. Place ALL cards upright below the matching heading, with space between them.

sea	see	he
team	seed	peach
she	tree	bean

PREVIEW

ea	ee	e

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Build two sentences

Cut each set. Arrange its tiles into one sentence. Read it, then write the WHOLE sentence on its own wide guide. Check the capital and full stop.

1

bean.	We	a
see	can	

2

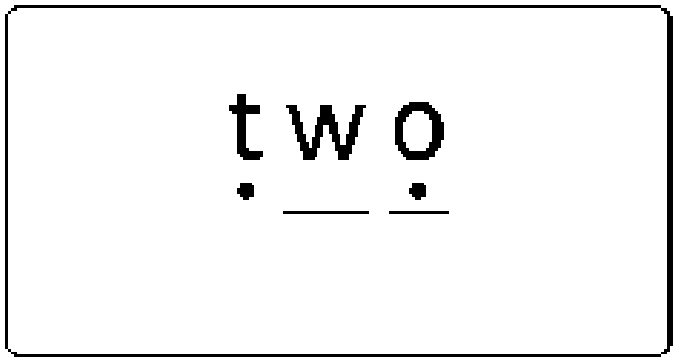
te m.	on	She
a	be	can

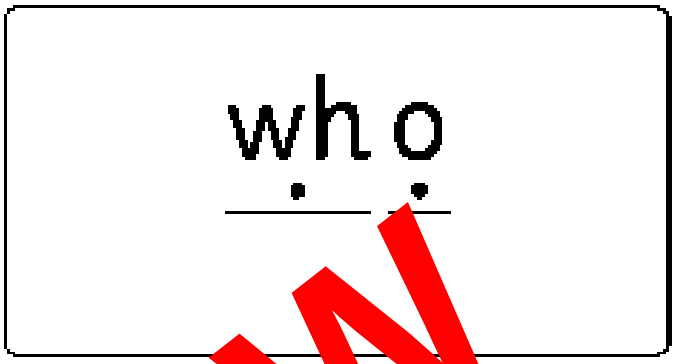
PREVIEW

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Listen, write, check

Read the teacher words; underlines mark their exceptional spellings. Use page 1 prompts 1–4. Listen, write each whole answer on its guide, then reread and check.





1

2

3

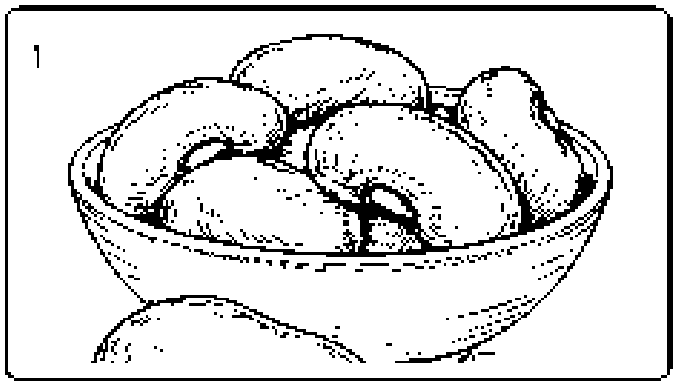
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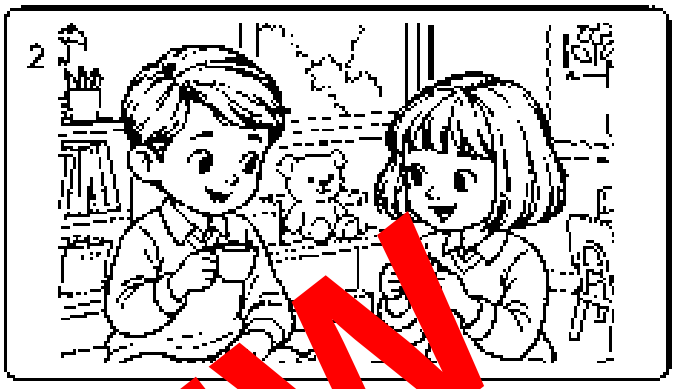
PREVIEW

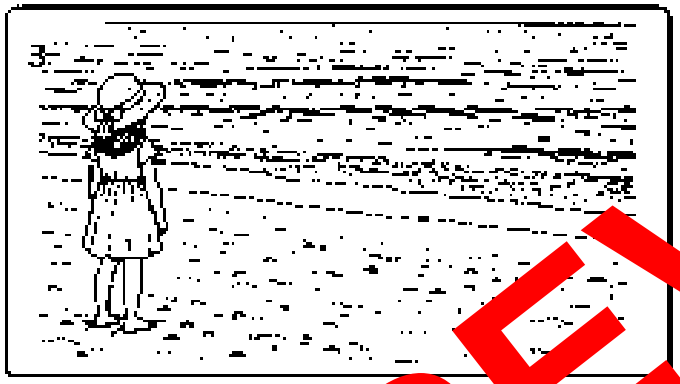
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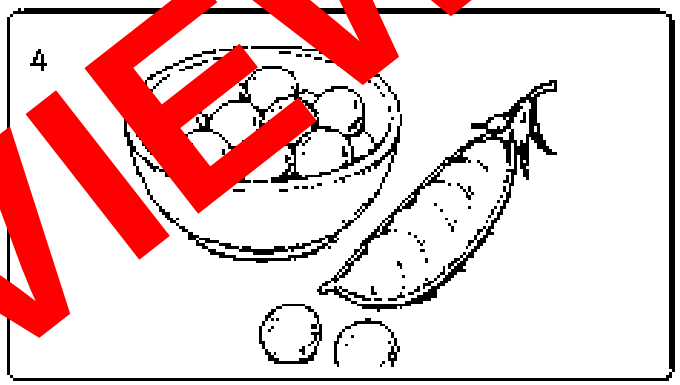
Match and respond

Read each word. Write its picture number in the small box. The picture order is jumbled. Discuss the meaning after reading; then complete the reader response.









PREVIEW

☐ b_ _t

☐ peas

☐ team

☐ beans

Choose The Tea Shop or Peas and Beans. Read its matching sentence; write it below.

We see a bean.

We can be the team.

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Reread and transfer

Reread one book smoothly. Read the three new practice words below. Choose ONE word to write on the guide, then draw its meaning in the large area.

meat	neat	heat

PREVIEW

Reread smoothly. Discuss what helped and what to practise next.

Teacher observations

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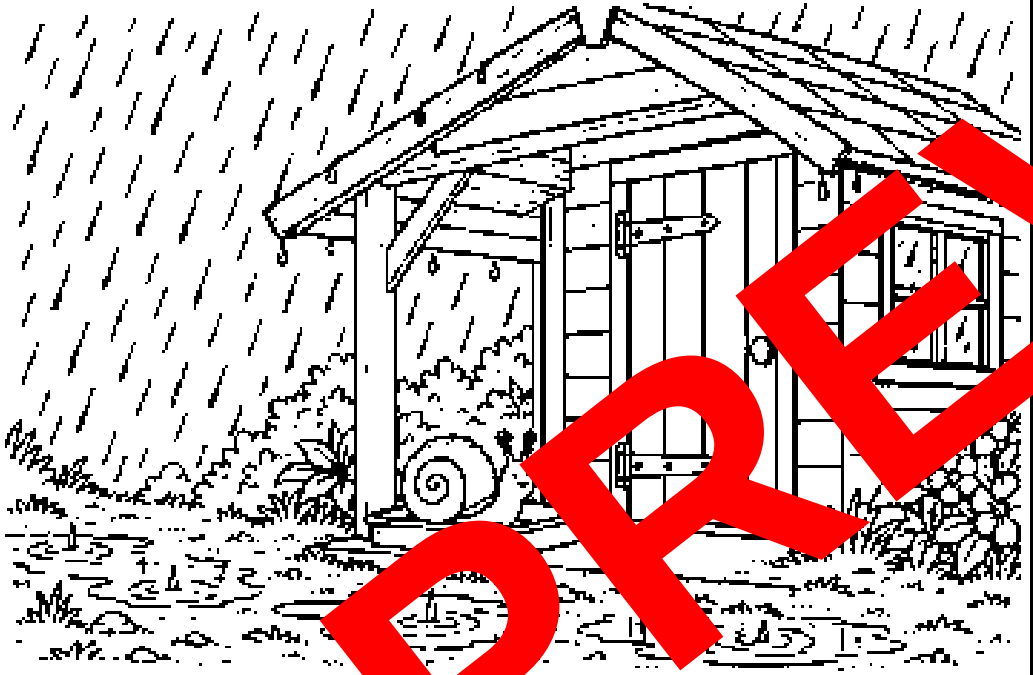
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Year 1 Set 02 ai and ay

PREVIEW

Table of Contents
Phonics Companion Pack
Book 1: Snail in the Rain (B&W) (Fiction)
Book 1: Snail in the Rain (Colour) (Fiction)
Book 2: The Paint Trail (B&W) (Fiction)
Book 2: The Paint Trail (Colour) (Fiction)
Book 3: Rain (B&W) (Non-fiction)
Book 3: Rain (Colour) (Non-fiction)
Book 4: A Train (B&W) (Non-fiction)
Book 4: A Train (Colour) (Non-fiction)

Snail in the Rain





Rain taps the shed.

Snail is in the rain.

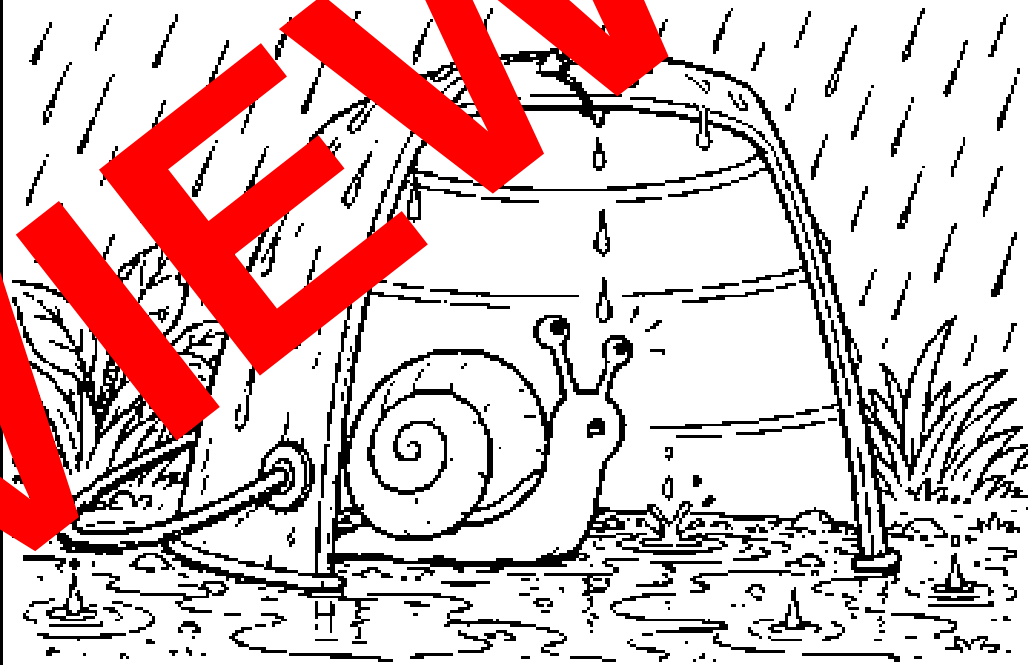
PREVIEW

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Snail can see pail.

He can slip in.



The pail has a gap.

Rain can drip in!

PREVIEW

Sukindi LEARNING



Snail can see a tray.

He can wait in the tray.



The rain stops.

Snail can play in the sun.

PREVIEW

Sukindi LEARNING

Snail in the Rain





Rain taps the shed.

Snail is in the rain.

PREVIEW

Sukindi LEARNING



Snail can see pail.

He can slip in.



The pail has a gap.

Rain can drip in!

PREVIEW

Sukindi LEARNING



Snail can see the tray.

He can wait in the tray.



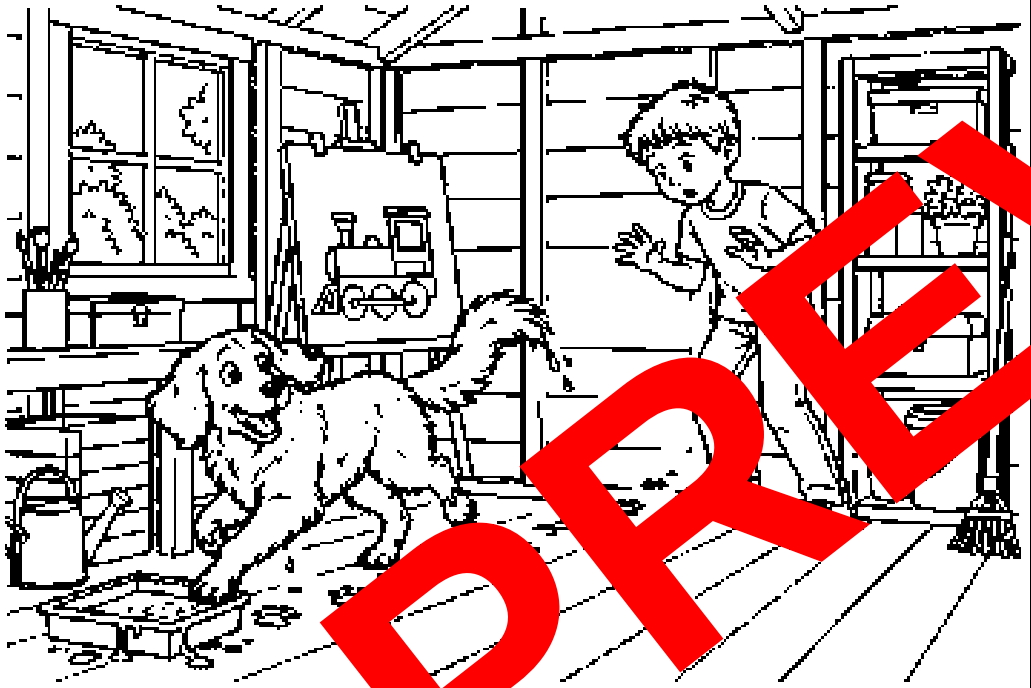
The rain stops.

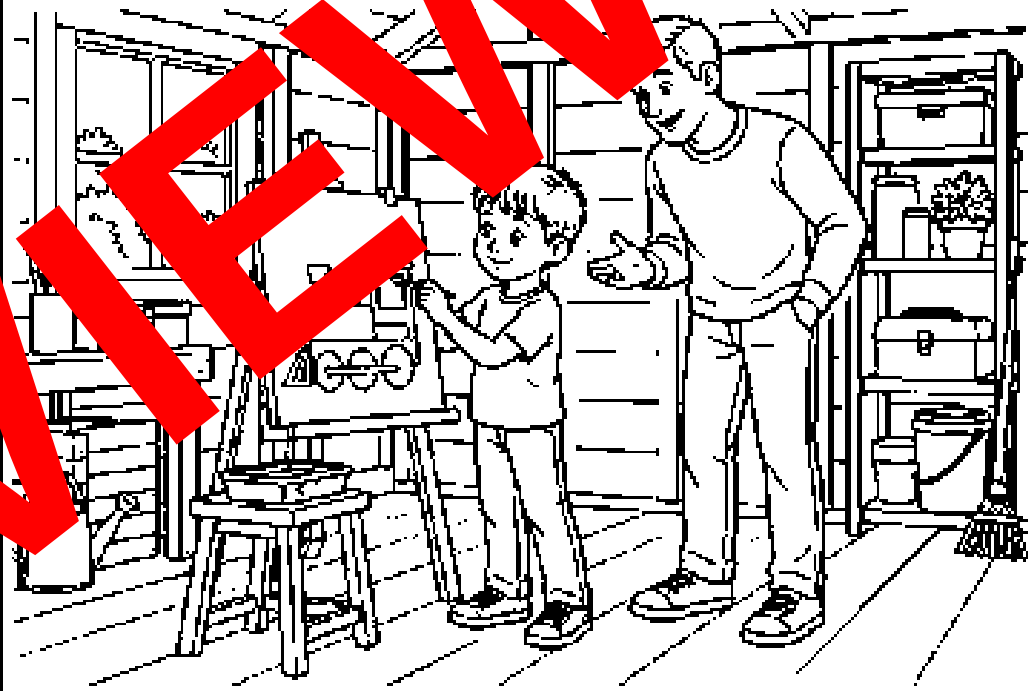
Snail can play in the sun.

PREVIEW

Sukindi LEARNING

The Paint Trail



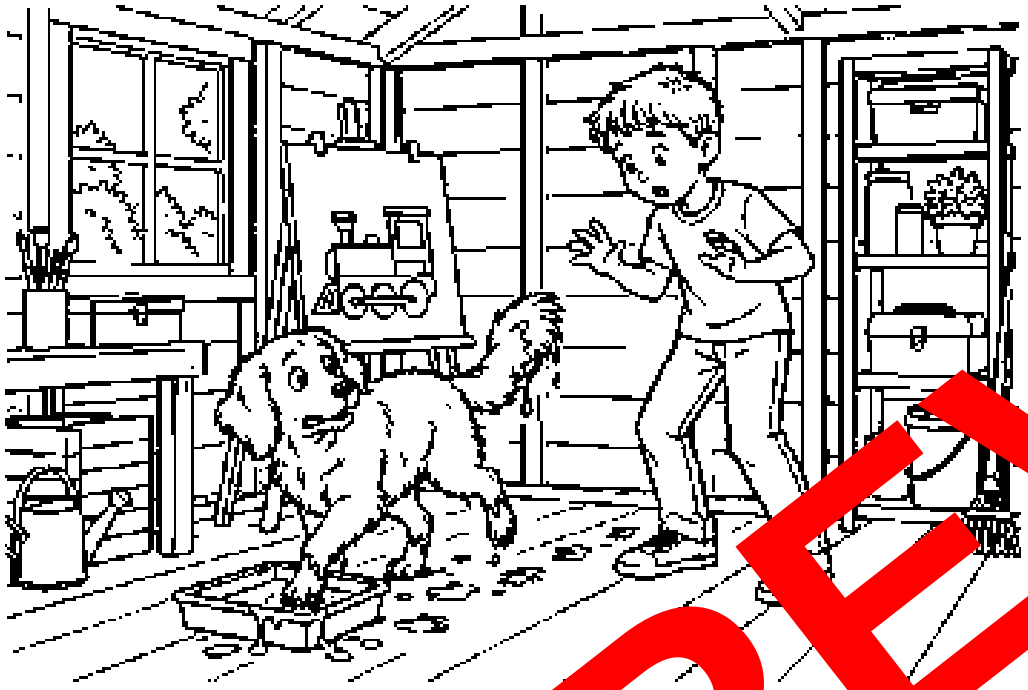


Sam can paint a train.

Dad says, "Paint it red!"

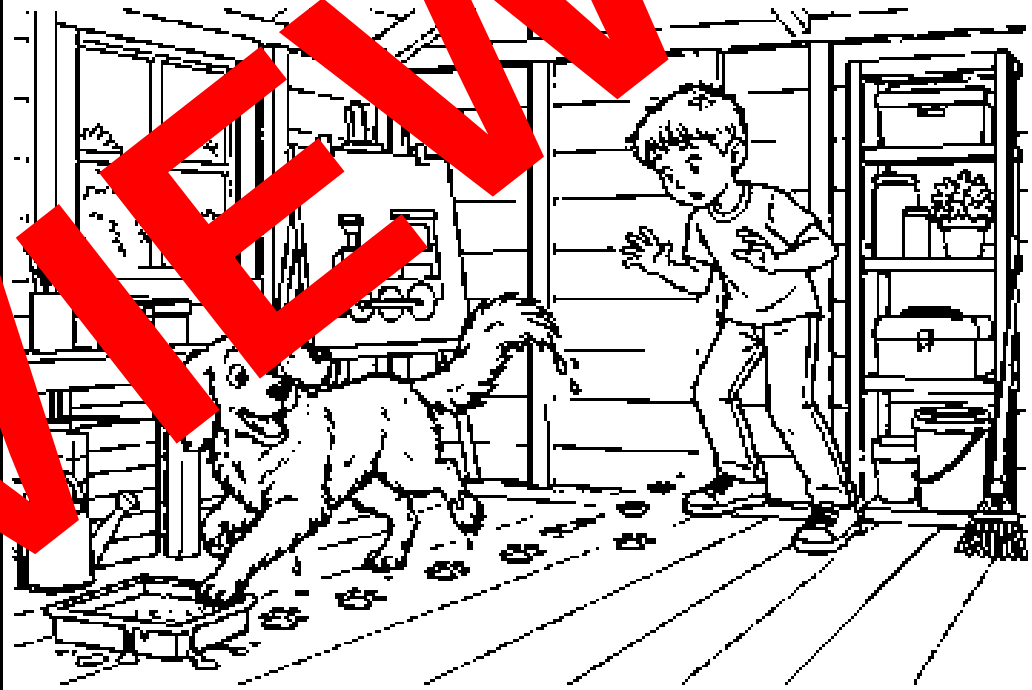
PREVIEW

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A dog ps t paint.

The dog as a red tail.

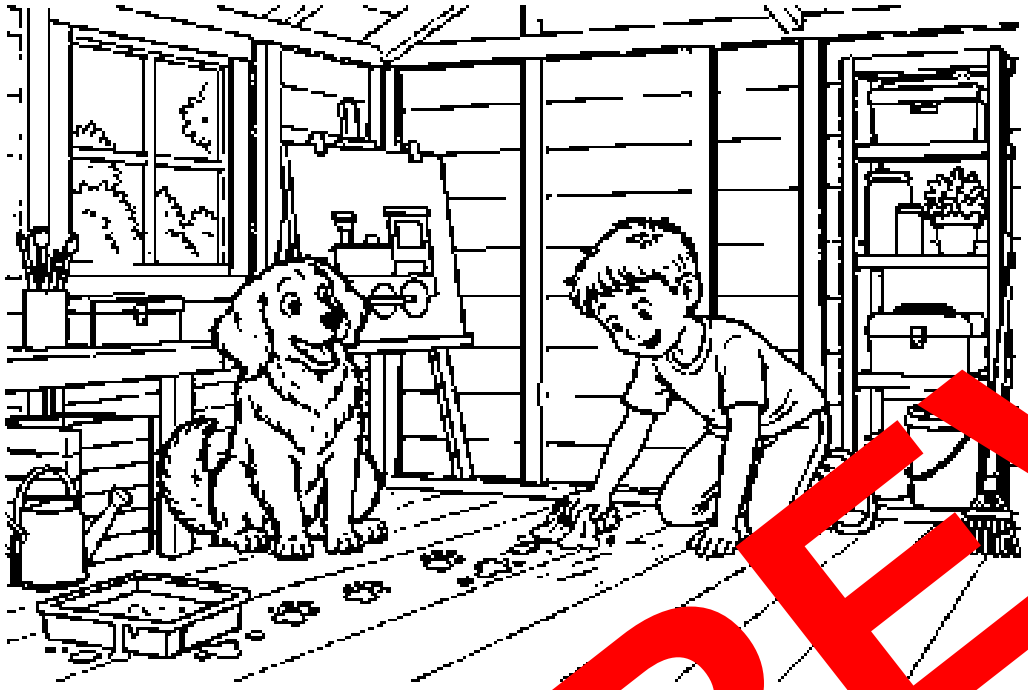


The dog runs.

Sam can see a paint trail.

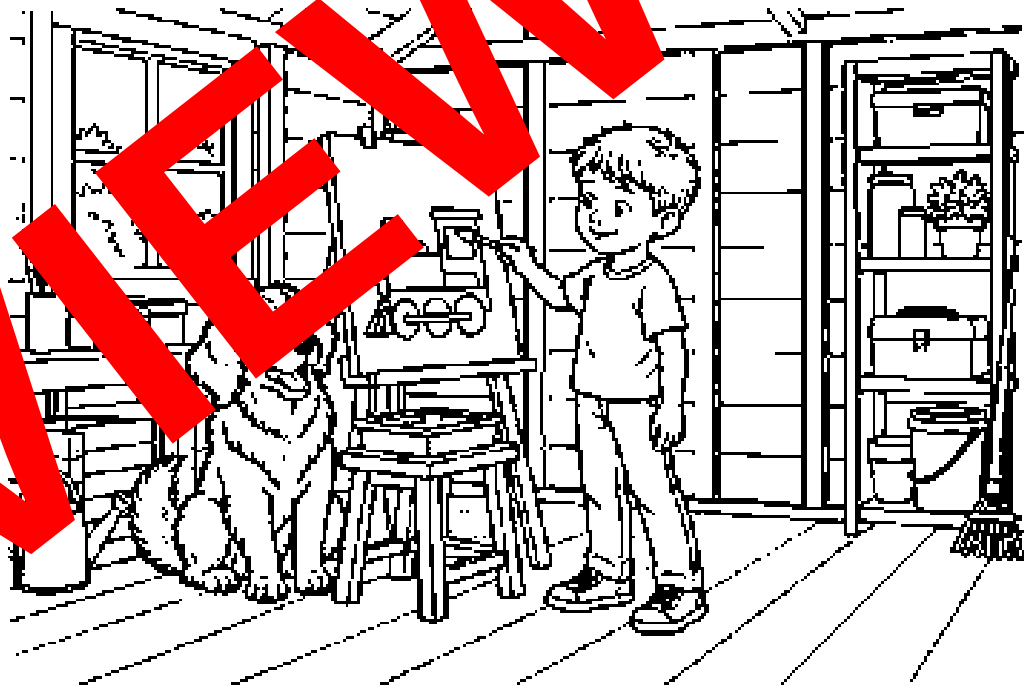
PREVIEW

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Sam has a wet rag.

He can rub the paint off.



The dog can stay.

Sam can paint the train.

PREVIEW

Sukindi LEARNING

The Paint Trail





Sam can paint a train.

Dad says, "Paint it red!"

PREVIEW

Sukindi LEARNING



A dog ps t paint.

The dog as a red tail.



The dog runs.

Sam can see a paint trail.

PREVIEW

Sukindi LEARNING



Sam has a wet rag.

He can rub the paint off.



The dog can stay.

Sam can paint the train.

PREVIEW

Sukindi LEARNING

Rain



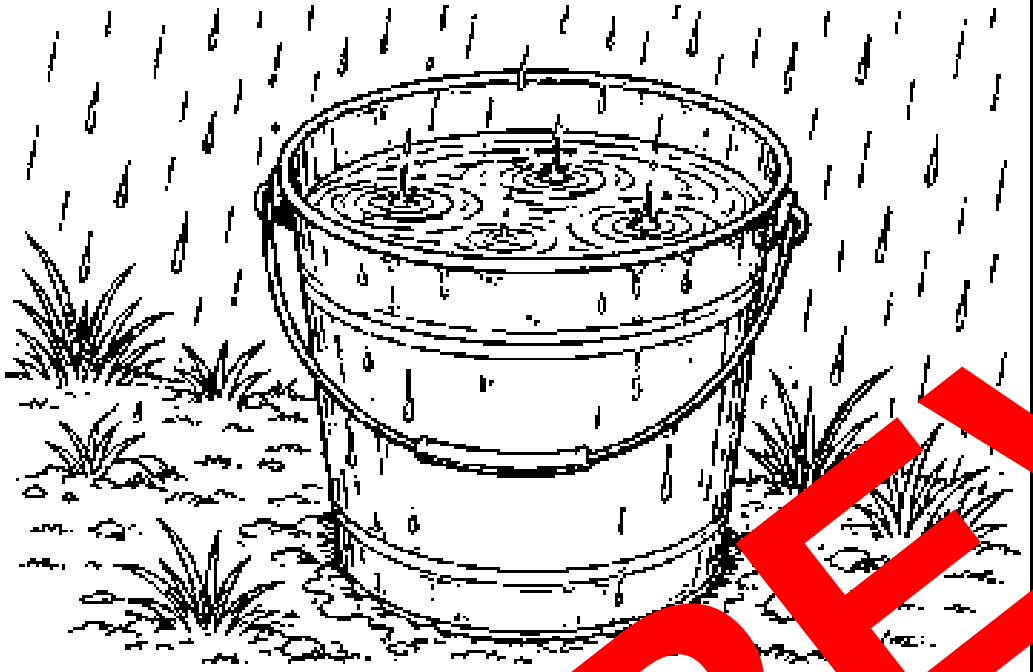
PREVIEW



Rain can drip.

It can drip off a roof.

Sukindi LEARNING



Rain can fill a pail.

Look at the rain in the pail.

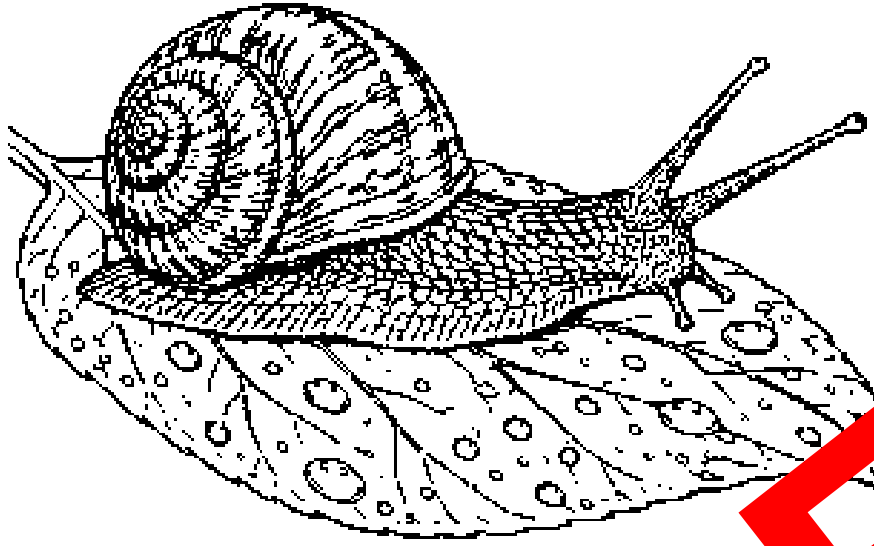


Rain can drip off a leaf.

The leaf can get wet.

PREVIEW

Sukindi LEARNING



A sn[illegible]ts [illegible] th[illegible]leaf.

The [illegible]ail is wet.



Rain can wet a train.

It may drip off the train.

PREVIEW

Sukindi LEARNING

Rain





Rain can drip.

It can drip off a roof.

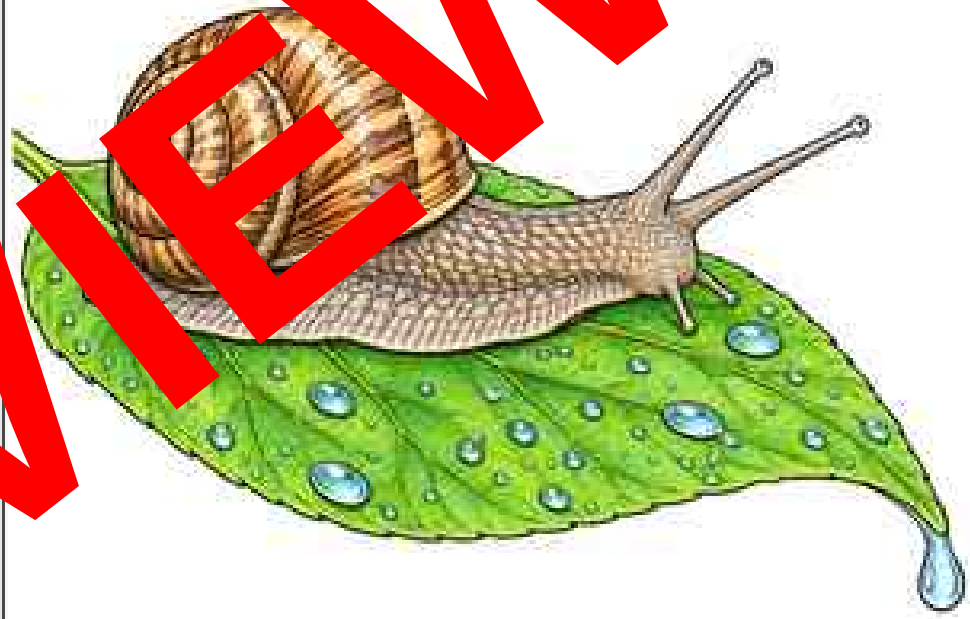
PREVIEW

Sukindi LEARNING



Rain can fill a pail.

Look at the rain in the pail.



Rain can drip off a leaf.

The leaf can get wet.

PREVIEW

Sukindi LEARNING



A sn[illegible]s [illegible] th[illegible] leaf.

The [illegible]ail is wet.



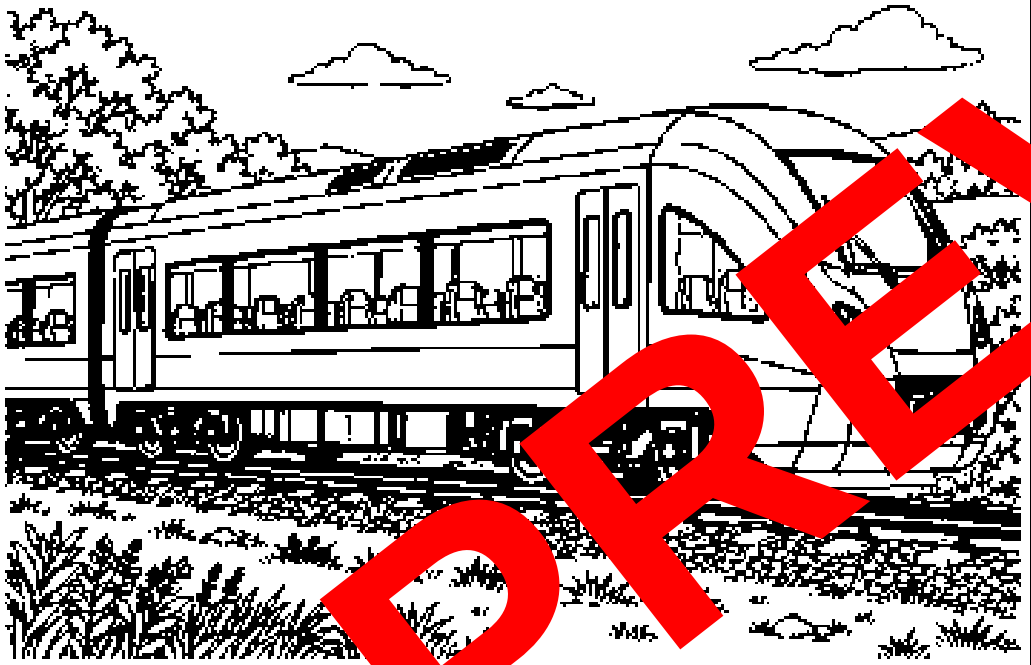
Rain can wet a train.

It may drip off the train.

PREVIEW

Sukindi LEARNING

A Train



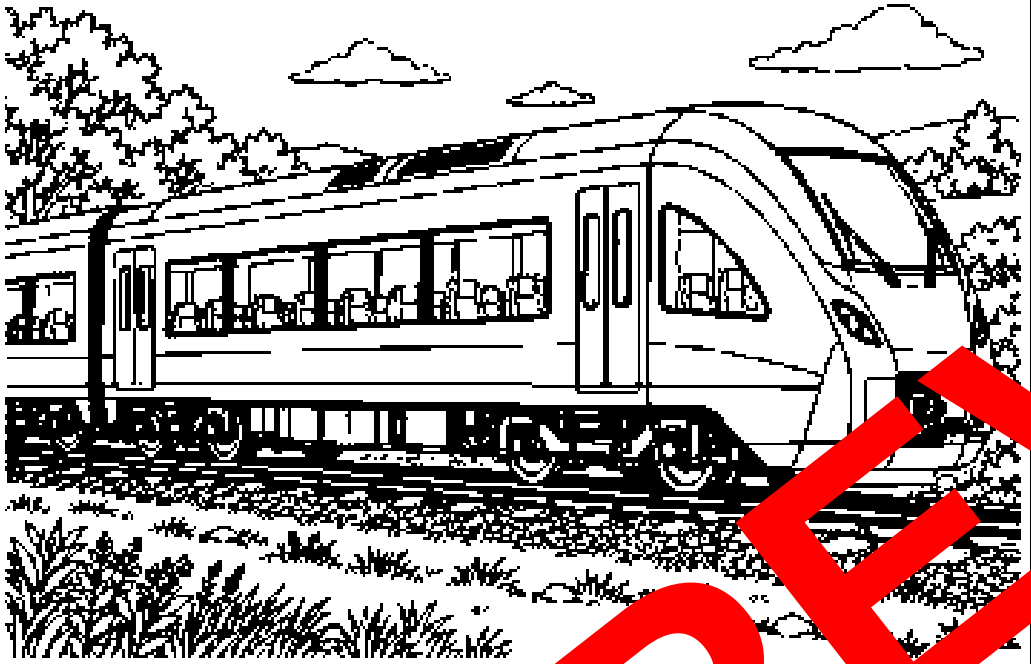
PREVIEW



A train runs on rails.

The rails can be steel.

Sukindi LEARNING



A tr[illegible] h[illegible] w[illegible]eels.

The wh[illegible]ls can spin.



This train has seats.

We can sit on the seats.

PREVIEW

Sukindi LEARNING



A train can ship grain.

A train can run in the rain.



At noon, the train can stop.

We may get on the train.

PREVIEW

Sukindi LEARNING

A Train





A train runs on rails.

The rails can be steel.

PREVIEW

Sukindi LEARNING



A tr[illegible] h[illegible] w[illegible]els.

The wh[illegible]ls can spin.



This train has seats.

We can sit on the seats.

PREVIEW

Sukindi LEARNING



A train can ship grain.

A train can run in the rain.



At noon, the train can stop.

We may get on the train.

PREVIEW

Sukindi LEARNING

Teach, read and check

Year 1 Set 02 ai=/ai/; review ay

Focus and readiness

Teach ai=/ai/ and revisit ay=/ai/. Use after every earlier step: the Foundation consonants and digraphs, adjacent consonants and triple clusters, taught simple -s meanings and pronunciations, ee, both oo sounds, ea=/ee/ and final e=/ee/ in the named words. Split a-e comes later; ai/ay position is not an exception-free rule.

Teach the teacher words

Before reading, teach a, the and says. Article a has a weak vowel or strong /a/. In the, th is voiced /dh/; teach weak e and the strong /ee/ form. In says, first s=/s/, ay=/e/ is exceptional, and final s=/z/. The Paint Trail uses a, the, says; the other books use a and the. Point out the required capitals, including Sam and Snail.

Correct with the code

Point to each spelling, say its sound, blend and reread the whole sentence. Count sounds rather than letters: ai and ay each stand for one sound here. Keep /ai/ only where it is pronounced in normal Australian speech. Say the word naturally after blending. Explain unfamiliar vocabulary.

Use the practice

Orally compare ai and ay; blend the large cards; segment rain, snail and train for the sound boxes. Change one sound at each chain arrow. Sort the eight word cards upright under ai or ay. Build one meaningful sentence from all six tiles. Match the jumbled sentences and pictures; then use the reader response.

Dictation and checking

For page 8, say rain, snail, play, says, then Sam says, "Wait!" Repeat naturally if needed. Students write the whole words and sentence in the supplied areas, then check spellings. On page 10, reread and write one teacher sentence; both wide lines are available. Note accurate blending, teacher words, self-correction and transfer.

Print and assemble

Print readers at actual size, single-sided on landscape A4. Choose B&W or Colour. Cut down the centre, stack A5 pages 1-6 and staple the left edge. Do not fold or print as a duplex booklet. Print this ten-page companion on portrait A4 at actual size. Cut cards with support; keep the writing areas on the worksheets.

PREVIEW

Hear and show the sound

Year 1 Set 02 ai–/aɪ/; review ay

Say the sound. Listen for /aɪ/ in rain, day, train and play.

ai	ay
ai	ay

PREVIEW

r ai n

d ay

t r ai n

p l ay

Read and blend

Year 1 Set 02 ai-/ai/; review ay

Say each sound. Blend the word. Read it again.

r ai n • • •	t r ai n • • • •
s n ai l • • • •	p ai n t • • • •
p ay • •	t r ay • • •
s ee d • • •	f oo d • • •

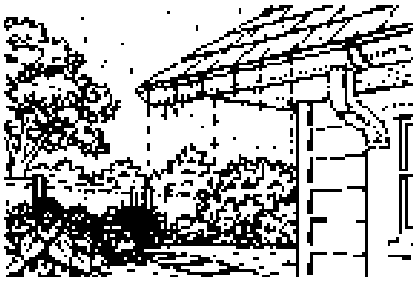
PREVIEW

Sukindi
LEARNING

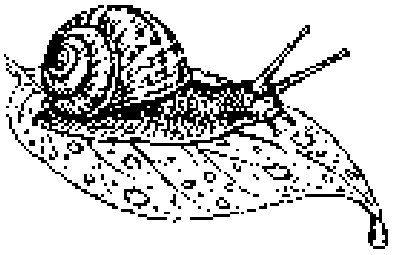
Say, build and spell

Year 1 Set 02 ai-/ai/; review ay

Listen to the word. Say each sound. Write one spelling in each box.



1



2



3

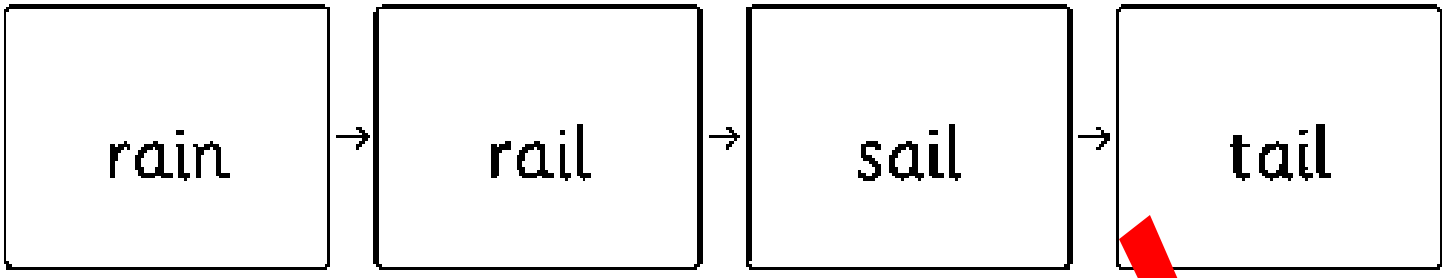
PREVIEW

Read your words again.

Change one sound

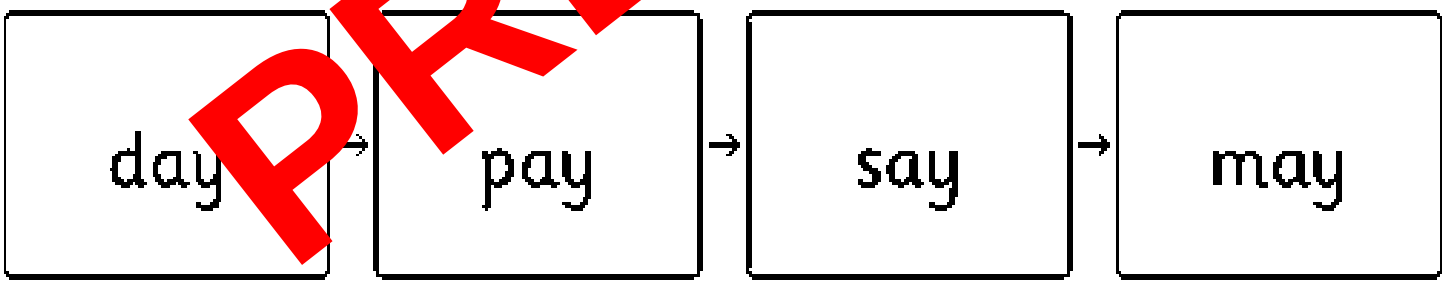
Year 1 Set 02 ai–/ai/; review ay

Change one sound at each arrow. Read each chain.



Write the last word.

PREVIEW



Write the last word.

Sort ai and ay

Year 1 Set 02 ai-/aɪ/; review ay

Cut the cards. Sort each word under its spelling.

ai	ay

PREVIEW

day	rain
train	play
tray	snail
sail	stay

Sukindi LEARNING

Build a sentence

Year 1 Set 02 ai-/ai/; review ay

Put all six tiles in order. Read your sentence. Write it.

snail	The	in
rain.	the	s

PREVIEW

Write the whole sentence.

Draw your sentence.

Sukindi LEARNING

Hear, write and check

Year 1 Set 02 ai–/aɪ/; review ay

Listen. Write each word, then the whole sentence. Check each sound.



In says, ay is /eɪ/.
Teach it before writing.

1

2

3

4

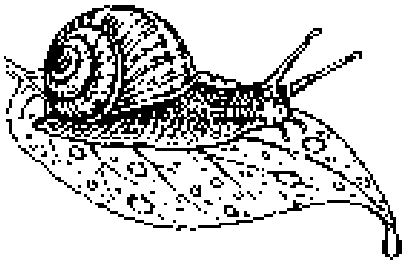
PREVIEW

Sentence

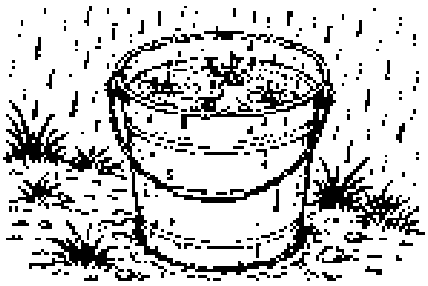
Match and respond

Year 1 Set 02 ai-/ai/; review ay

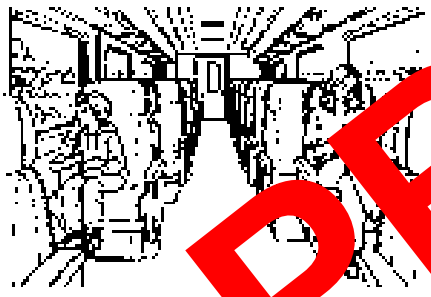
Match each picture to a sentence. Draw your own joining lines.



We can sit on the train.



The snail is wet.



The rain is in the pail.

PREVIEW

What can Snail do in the tray?

Write the whole answer.

Reread and try a new sentence

Year 1 Set 02 ai–/ai/; review ay

Read. Circle ai and ay. Write one sentence using both lines if needed.

The rain can fill the pail.

We can play when it stops.

Write one whole sentence.

PREVIEW

Tick what you can read.

☐ ai ☐ ay ☐ says

Teacher observations

Word reading _____

Teacher words _____

Transfer _____

Sukindi LEARNING



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Year 1 Set 03 oa, ow and Final e

PREVIEW

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Phonics Companion Pack
Book 1: Go, Boat, Go (B&W) (Fiction)
Book 1: Go, Boat, Go! (Colour) (Fiction)
Book 2: The Lost Coat (B&W) (Fiction)
Book 2: The Lost Coat (Colour) (Fiction)
Book 3: A Goat (B&W) (Non-fiction)
Book 3: A Goat (Colour) (Non-fiction)
Book 4: Will It Float? (B&W) (Non-fiction)
Book 4: Will It Float? (Colour) (Non-fiction)

Year 1 Set 03 au-loud; ow in snow; final e-loaf 1 Fiction

Go, Boat, Go!



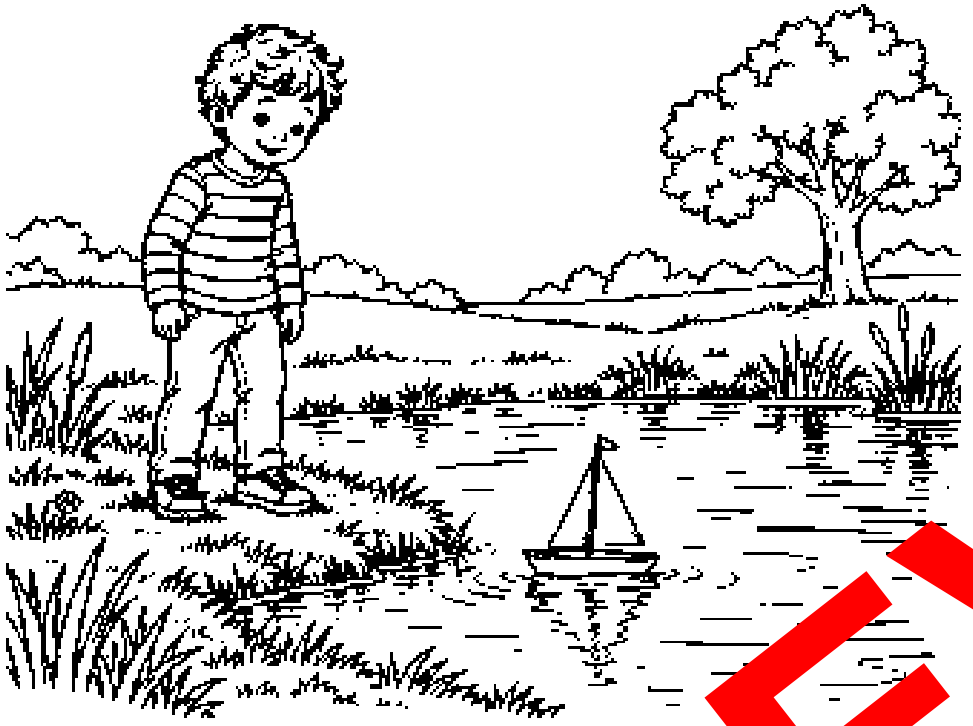


Ben has a boat.

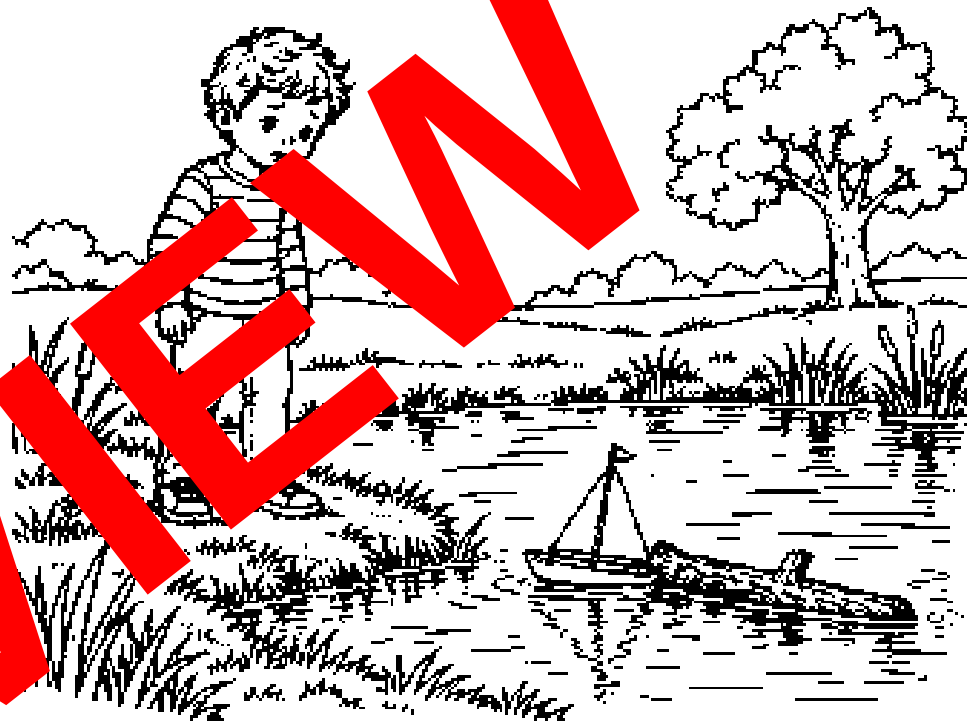
His boat has a sail.

PREVIEW

Sukindi LEARNING



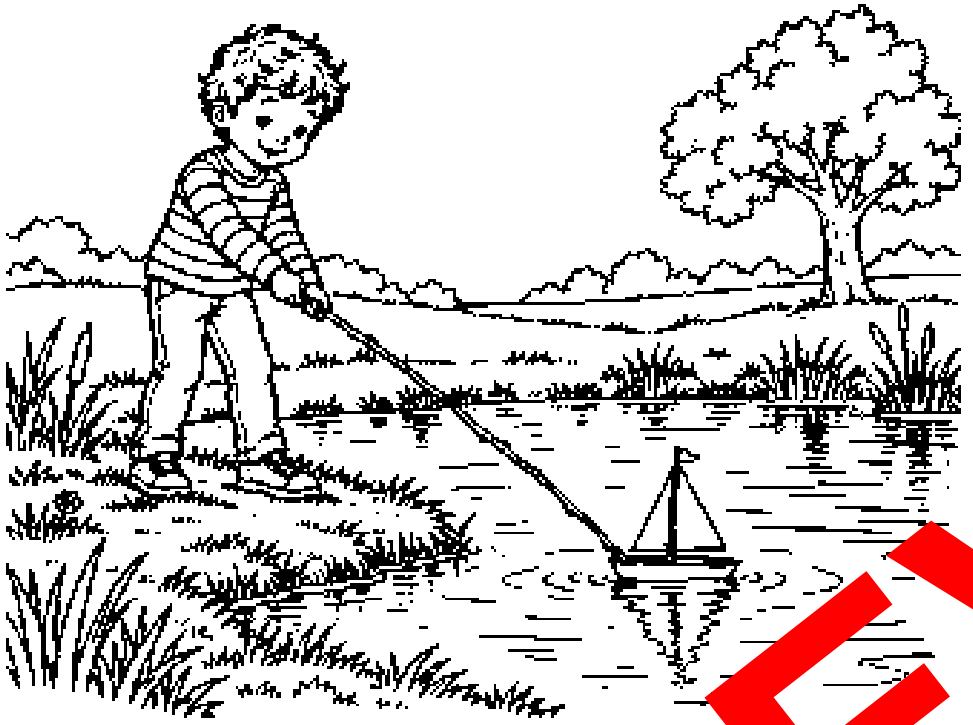
Here is his boat.
It can float on a pond.



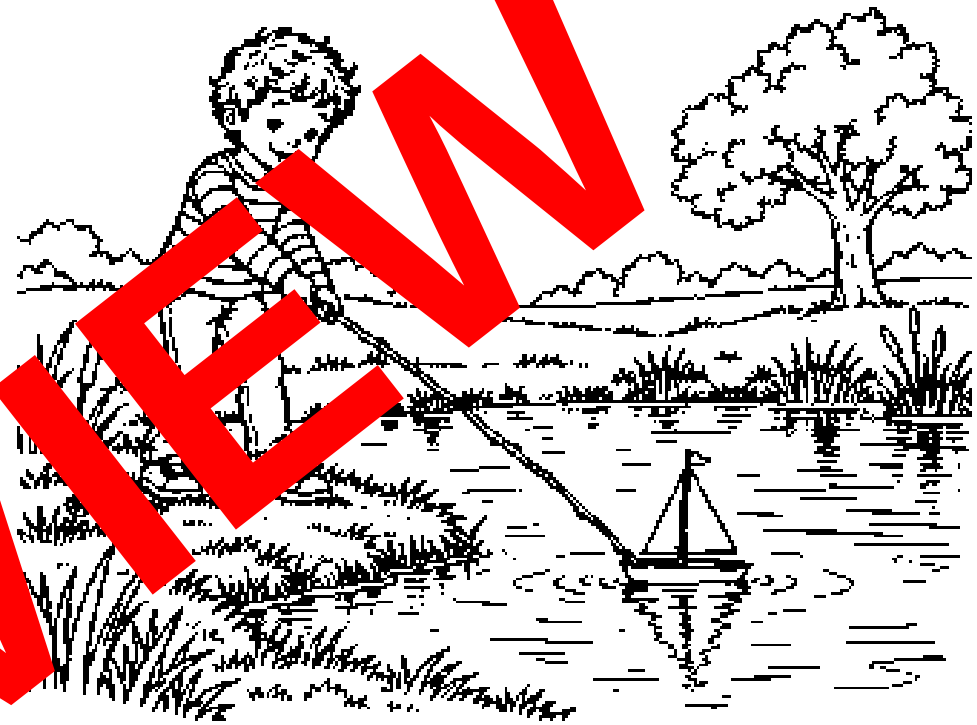
His boat is stuck on a log.
It will not go.

PREVIEW

Sukindi LEARNING



Ben has a long stick.
He can help his boat go.



His boat can float.
It can go slow.

PREVIEW

Sukindi LEARNING

Go, Boat, Go!





Ben has a boat.
His boat has a sail.

PREVIEW

Sukindi LEARNING



Here is his boat.
It can float on a pond.



His boat is stuck on a log.
It will not go.

PREVIEW

Sukindi LEARNING



Ben has a long stick.
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His boat can float.
It can go slow.

PREVIEW

Sukindi LEARNING

Year 1 Set 03 au=loul; ow in snow; final o=loul Fiction

The Lost Coat

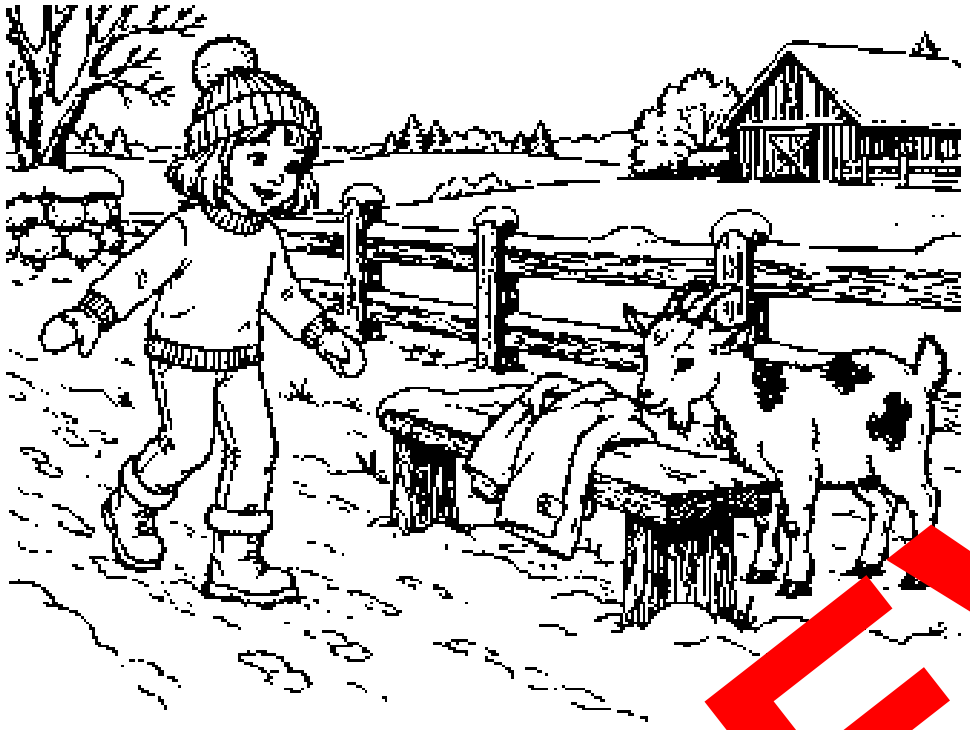




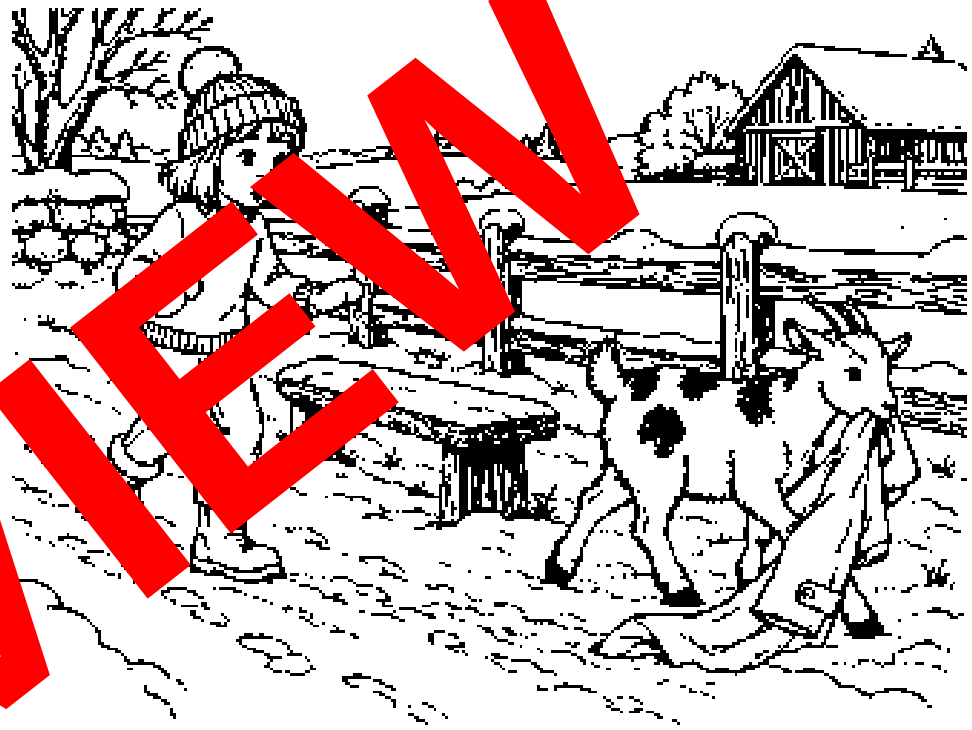
Meg can play in snow.
Her red coat is on a bench.

PREVIEW

Sukindi LEARNING



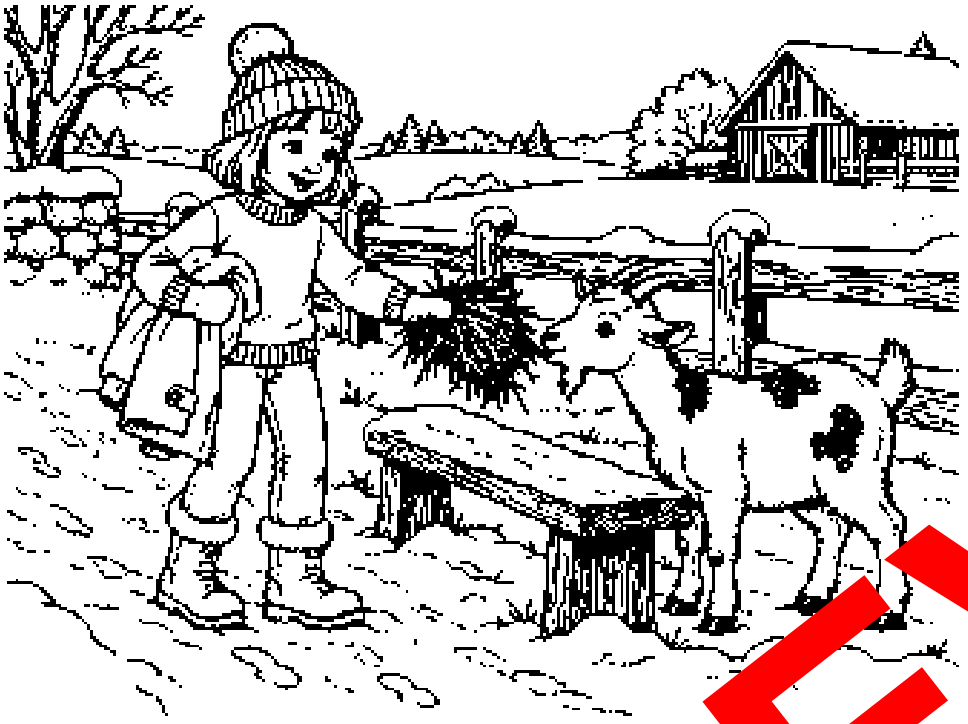
A goat can see the coat.
It can reach the low bench.



The goat drags the coat.
It is slow in snow.

PREVIEW

Sukindi LEARNING



Meg can show hay.

The goat can see the hay.



The goat lets the coat go.

Meg has her red coat!

PREVIEW

Sukindi LEARNING

The Lost Coat





Meg can play in snow.
Her red coat is on a bench.

PREVIEW

Sukindi LEARNING



A goat can see the coat.
It can reach the low bench.



The goat drags the coat.
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PREVIEW

Sukindi LEARNING



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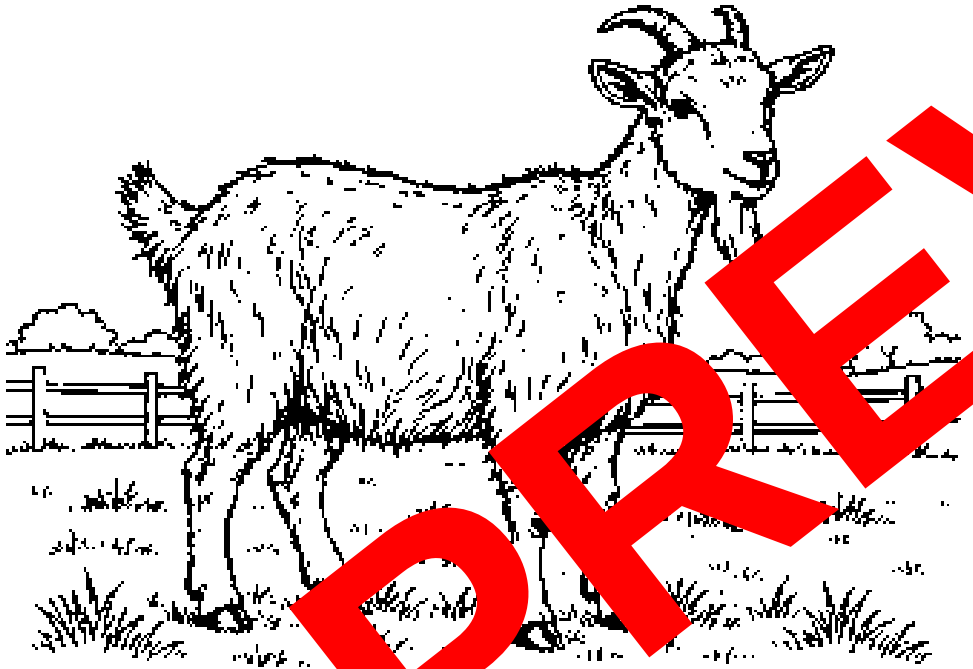


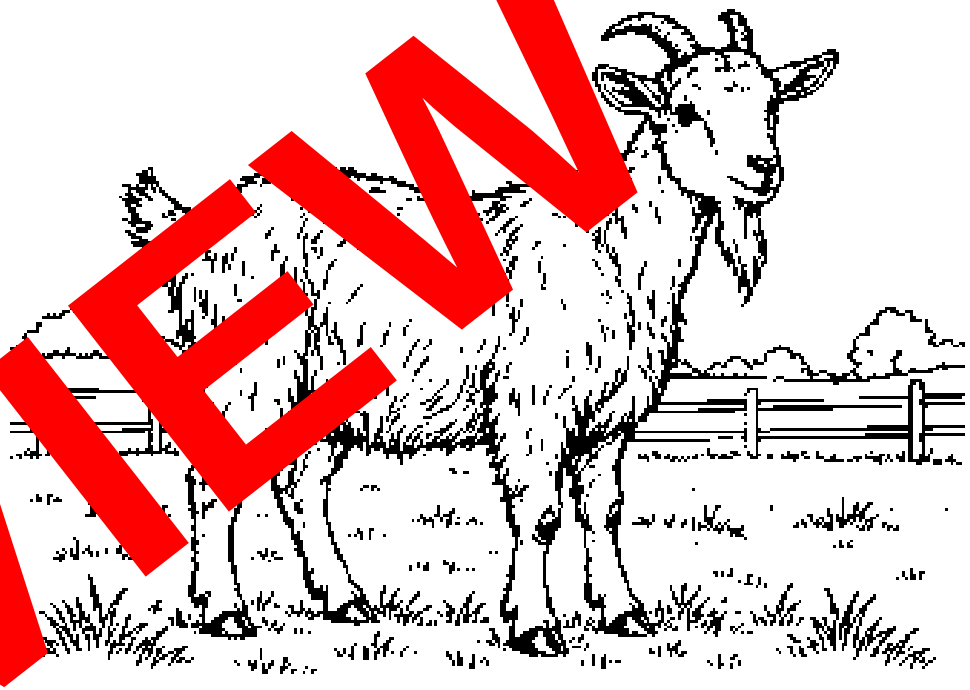
The goat lets the coat go.
Meg has her red coat!

PREVIEW

Sukindi LEARNING

A Goat



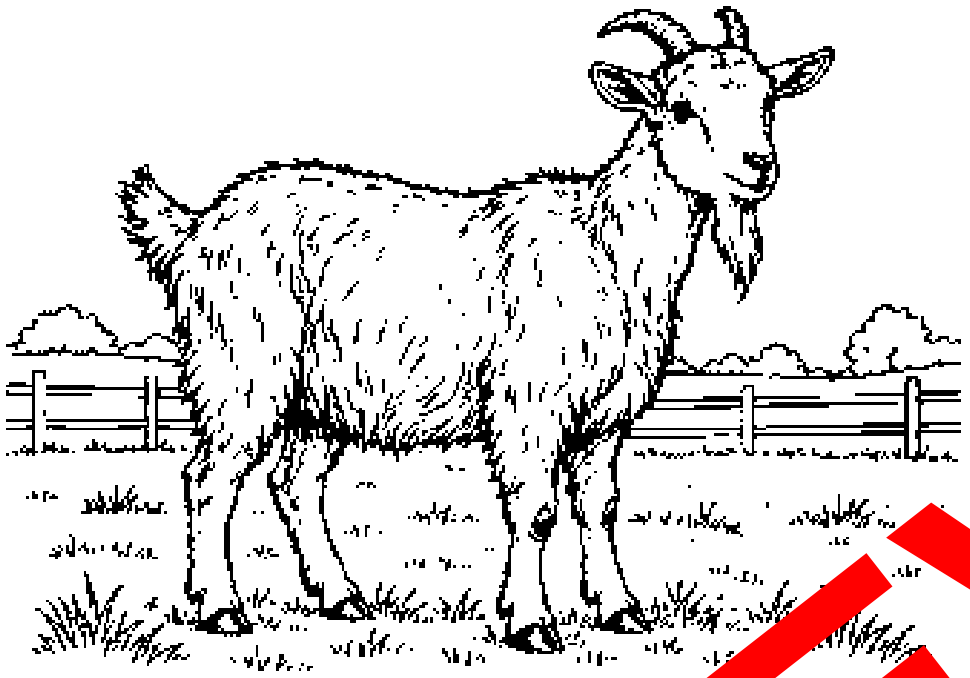


This is a goat.

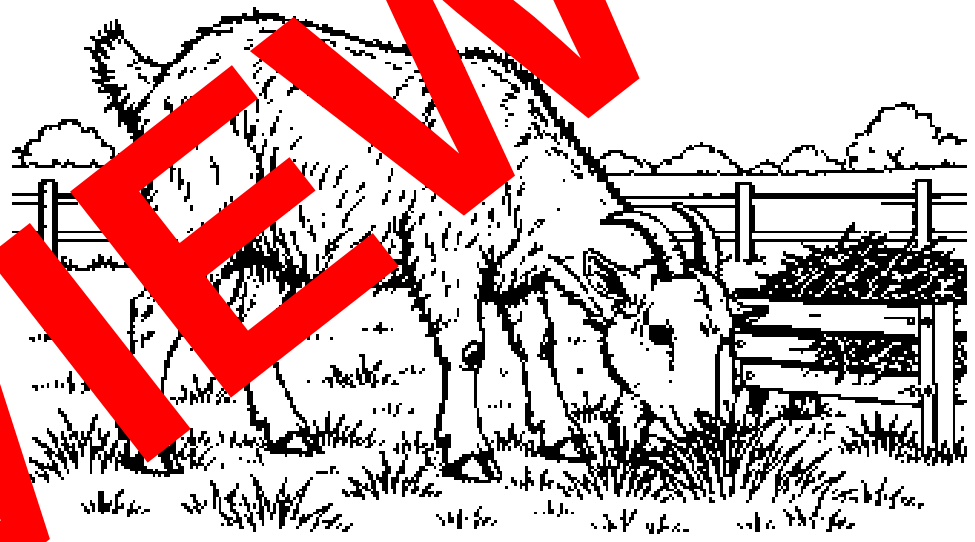
A goat has a coat.

PREVIEW

Sukindi LEARNING



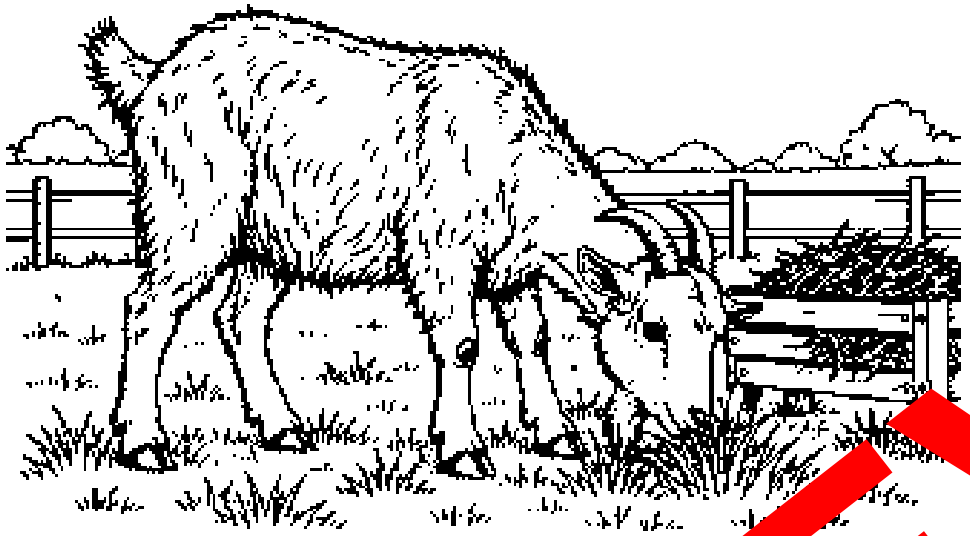
A goat has legs.
The coat can be thick.



A goat can feed.
It can nip food.

PREVIEW

Sukindi LEARNING



A goat can eat [illegible].
Teeth help it eat.



A goat can stand on a rock.
It can get a good grip.

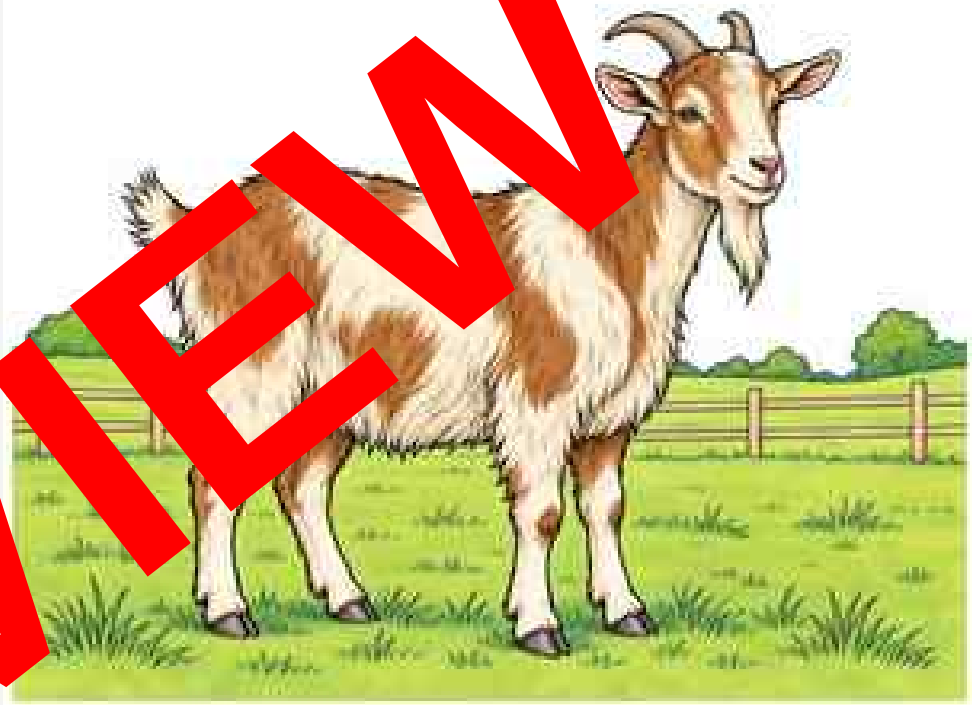
PREVIEW

Sukindi LEARNING

A Goat

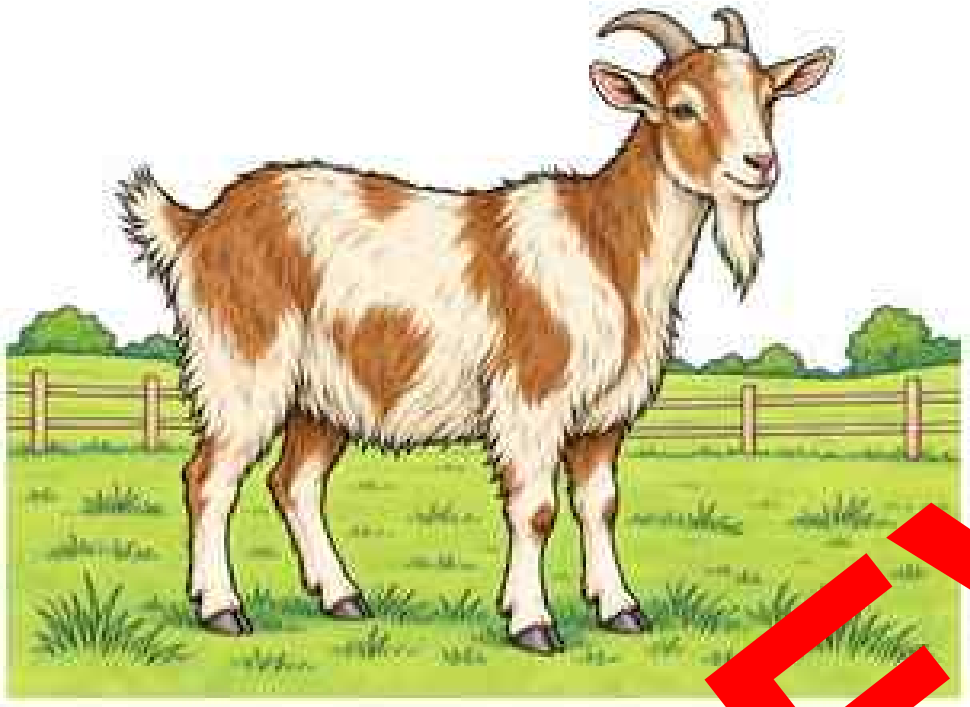


PREVIEW

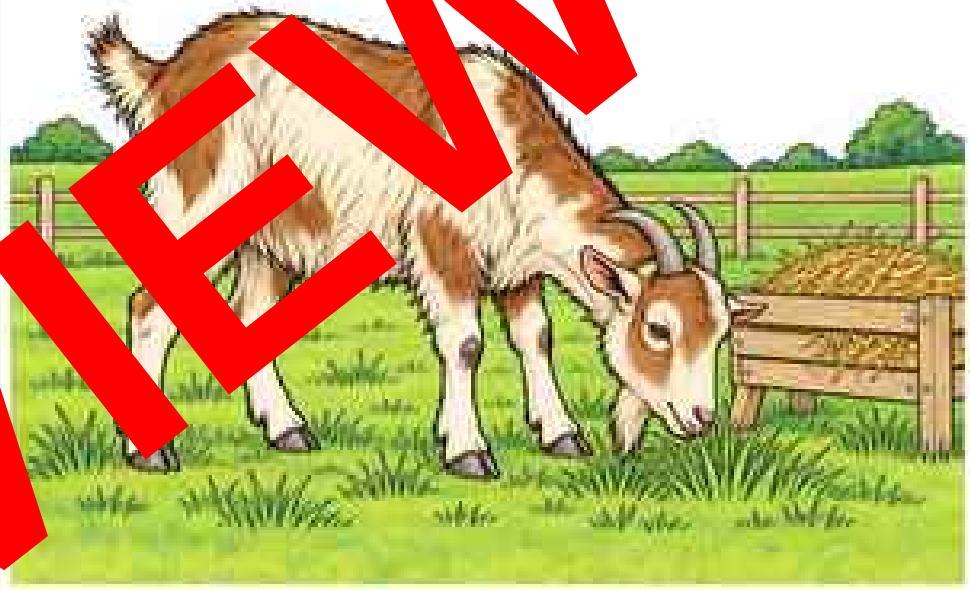


This is a goat.
A goat has a coat.

Sukindi LEARNING



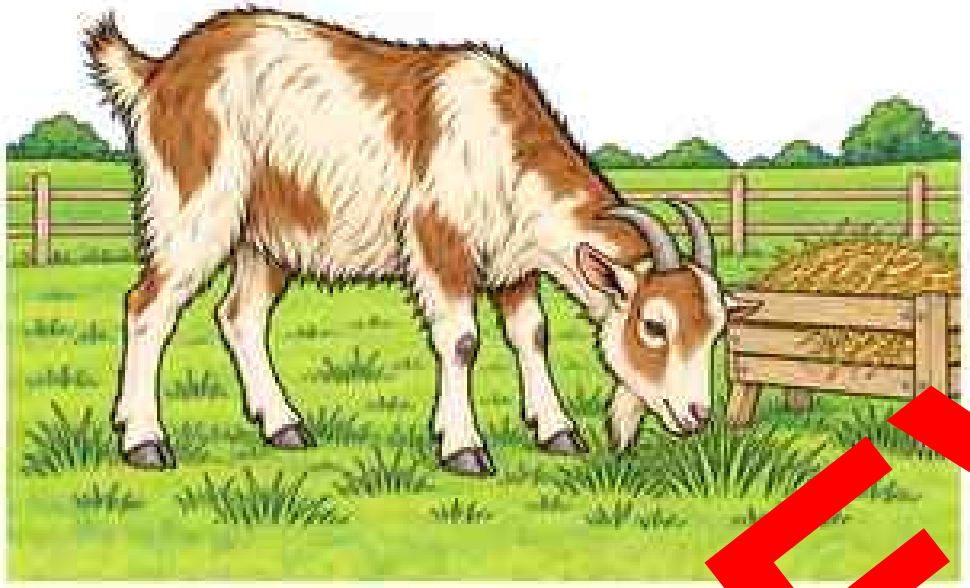
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PREVIEW

Sukindi LEARNING



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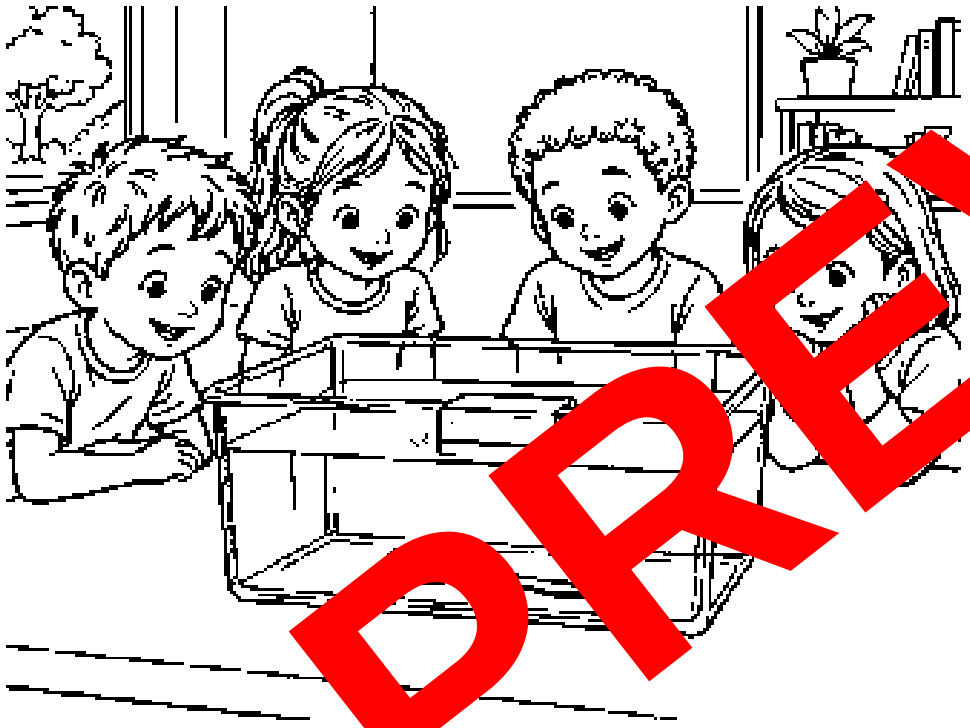


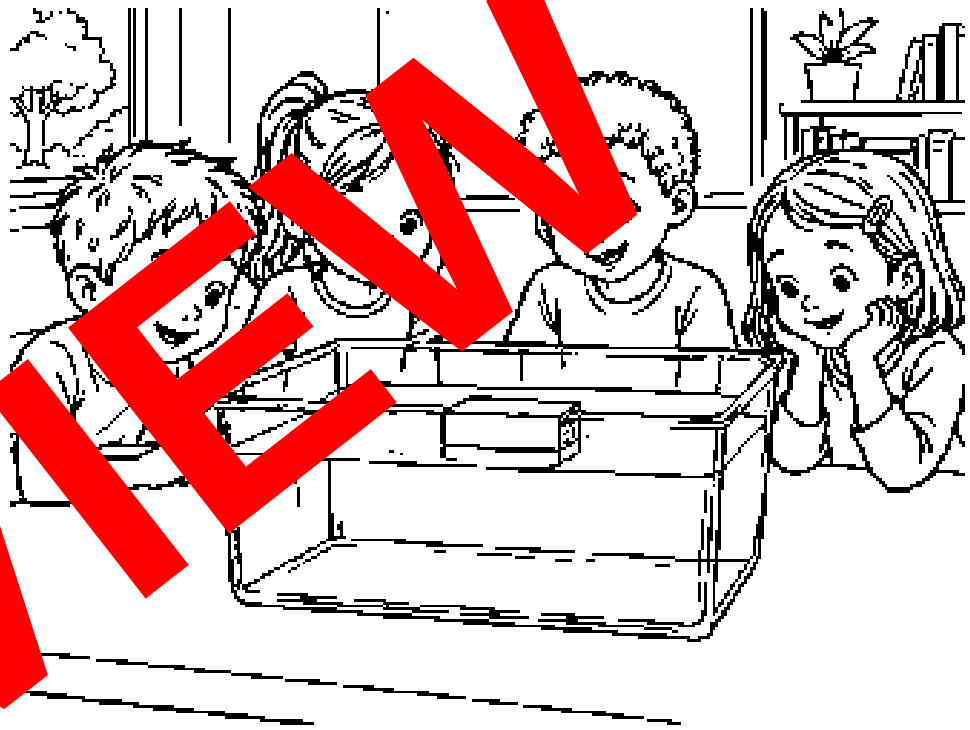
A goat can stand on a rock.
It can get a good grip.

PREVIEW

Sukindi LEARNING

Will It Float?

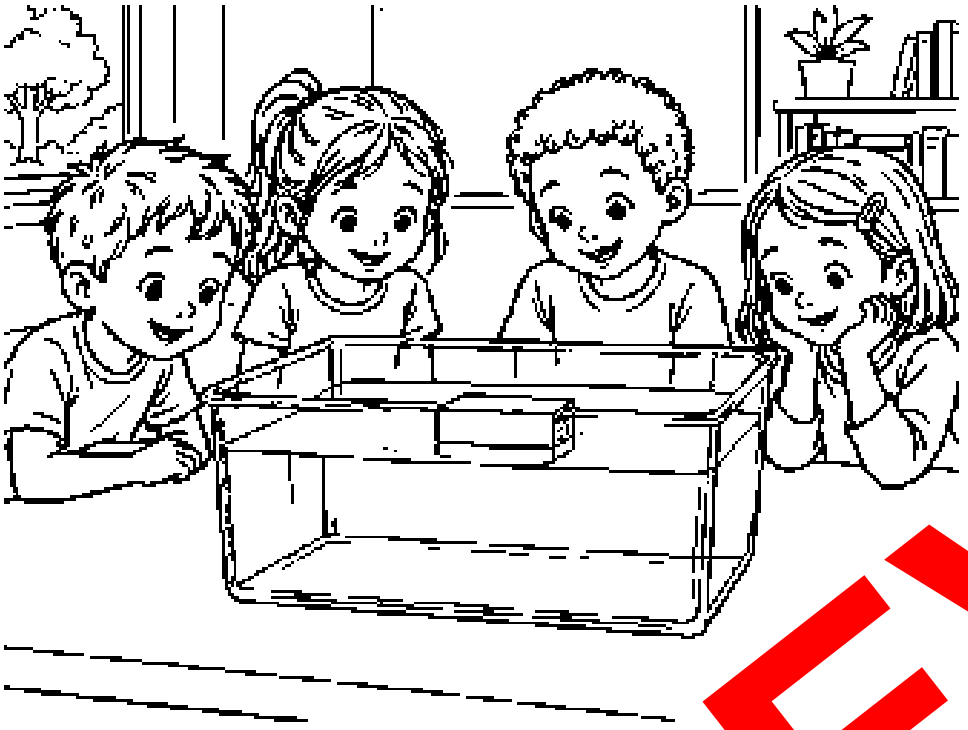




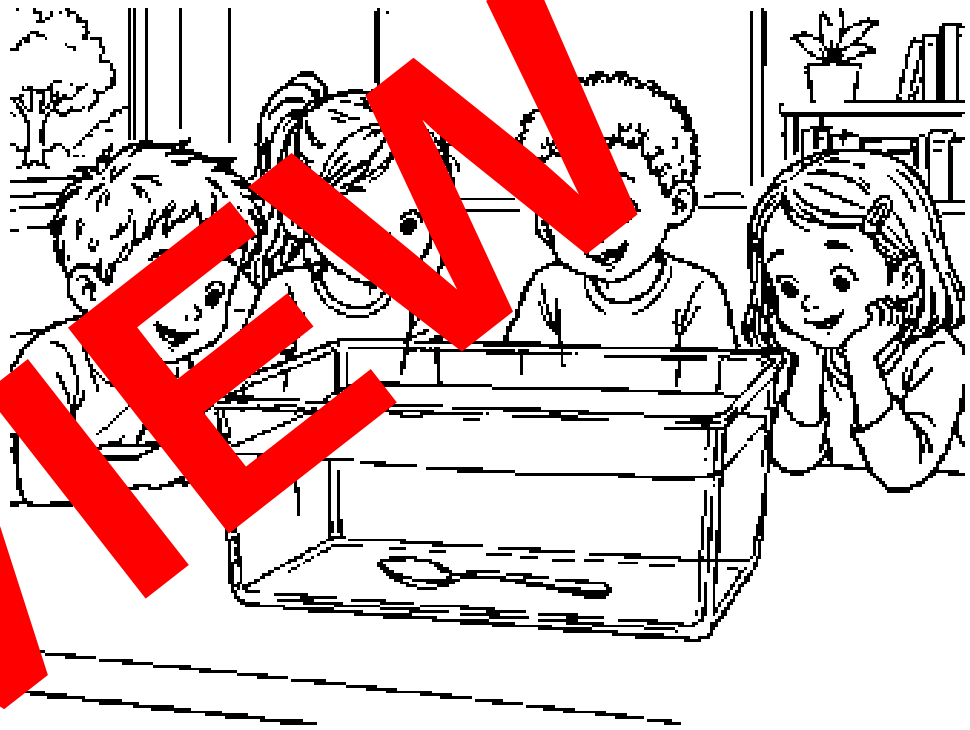
This wood block can float.
It is on top.

PREVIEW

Sukindi LEARNING



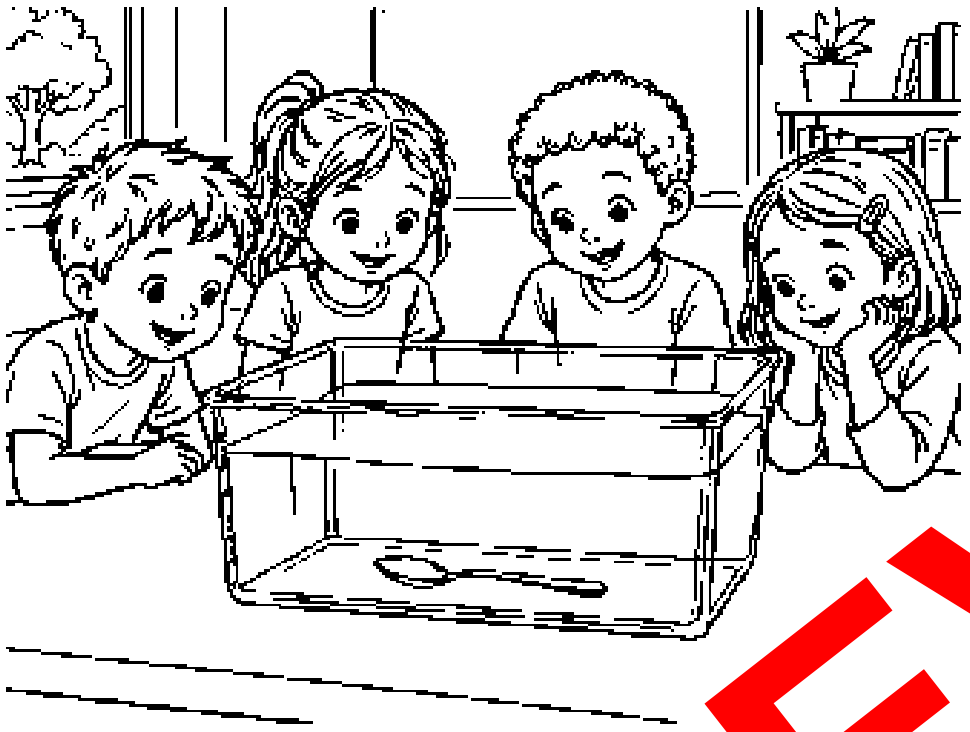
We can see this wood block
float.
We can sh[illegible]t.



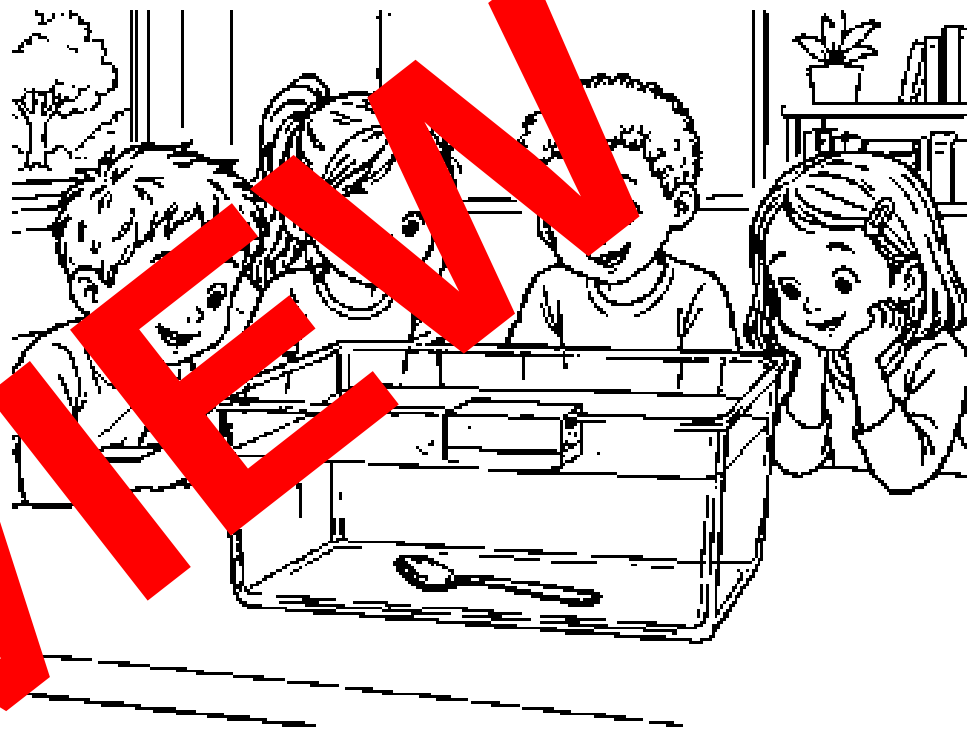
This spoon is steel.
It can sink in a tub.

PREVIEW

Sukindi
LEARNING



This spoon sank.
It did not float.



The wood block can float.
The steel spoon can sink.

PREVIEW

Sukindi LEARNING

Will It Float?





This wood block can float.
It is on top.

PREVIEW

Sukindi LEARNING



We can see this wood block float.
We can sh[illegible]t.



This spoon is steel.
It can sink in a tub.

PREVIEW

Sukindi LEARNING



This spoon sank.
It did not float.



The wood block can float.
The steel spoon can sink.

PREVIEW

Sukindi LEARNING

Teacher guidance

Teach the focus and all prerequisites before independent reading. Support the activity directions and checking.

Focus

Teach oa in boat, ow in snow and final o in no/go/so. Compare the same long /oa/ sound. Cow-type ow is not taught here.

Cumulative prerequisites

All Foundation steps plus Year 1 Sets 01-02. five short vowels; common/doubl[e] consonants; x and voiced s; sh/ch/th/wh/qu; ng and n before k; one-syllable clusters; verified si[m]ple -s; ee/ay, both oo sounds, ea/final e and ai. Teach capital partners and the names [Sa]sh-e-[d] and Meg (m-e-g).

Teacher words

Before each book, explicitly teach its remaining exceptions: [w]here, [w]hether, a/the; a/the. Mark our in your (Australian /or/, weak variants included) [a]nd er[e] here ([th]ere). Your is introduced in the companion. Revisit a (weak/strong article), th[e] (voi[c]e/[sh] + [ea]ch) and her (er); do not guess their untaught parts.

Correct and reread

Point to each grapheme, say its so[u]nd and blend it[ ]ard. Model any introduced teacher word if needed. Then reread the whole se[n]tence [f]or meaning. Dot groups represent sounds, including one sound for oa or ow.

Dictate and ch[e]ck

For page 4 say [t]he sn[o]w, [t]he boat, g[o]. Printed prompts can be covered. Page 5 changes one sound each step. Fo[r] page [6] say [t]he, snow, go, then The boat can float. Students write in the correspondi[n]g guid[e]s, then c[h]eck sounds, capitals and punctuation. Check sentence-tile order and ask students t[o] explain picture matches.

Print and a[s]semble

Readers: actual-size landscape A4, single-sided. Cut the centre guide, stack A5 pages 1-6 in number order and staple left. Do not fold or use duplex booklet printing. Companion: actual-size portrait A4, single-sided. Cut cards only where the activity asks.

Brief observation

Hear a short reread: can the student retrieve the spellings, blend without guessing, spell the focus words and explain the meaning? Record a helpful next step on page 10. For the tub comparison use a tested dry floating wood block and solid steel spoon under supervision; some woods sink

PREVIEW

Sukindi LEARNING

Hear and compare /oa/

Say the sound. Point to each spelling card. Read its example word and listen for the same sound.

oa	ow	o
goat	snow	go

PREVIEW

Listen: boat, snow, go. Say each word, stretch its sounds, then point to the spelling for /oa/.

Sukindi LEARNING

Blend and read

Touch each dot. Say the sounds, blend the word, then reread smoothly. Keep a digraph together as one sound.

b oa t	c oa t
s n ow	g oa t
b l ow	s l ow

play	seed	wood

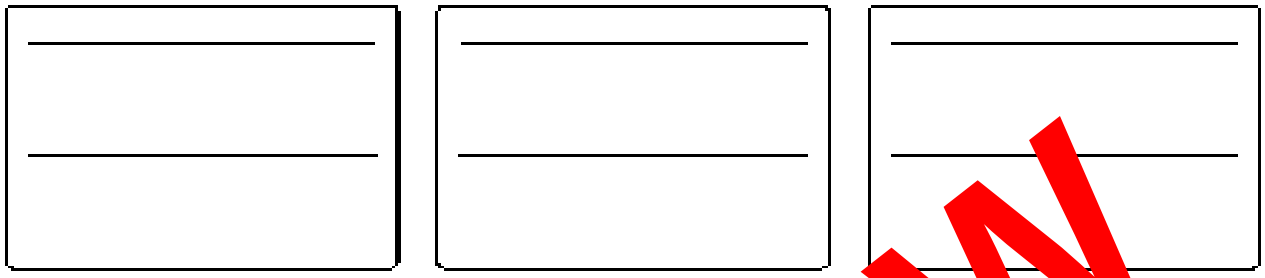
PREVIEW

Sukindi LEARNING

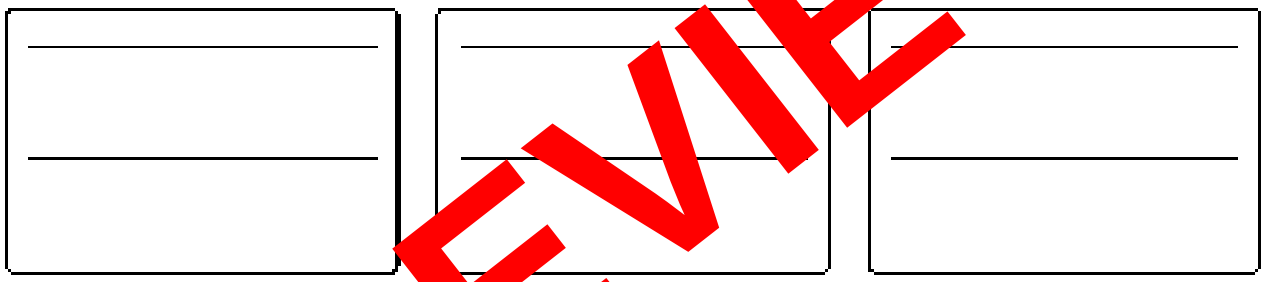
Segment, build and spell

Say the word. Stretch its sounds. Write one grapheme in each box; oa and ow each stay together.

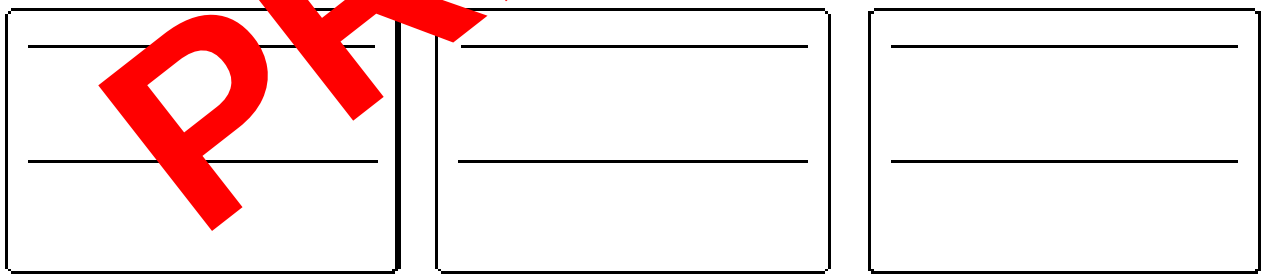
boat



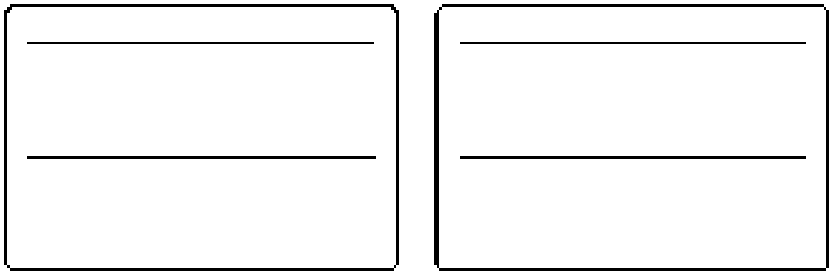
snow



coat



go

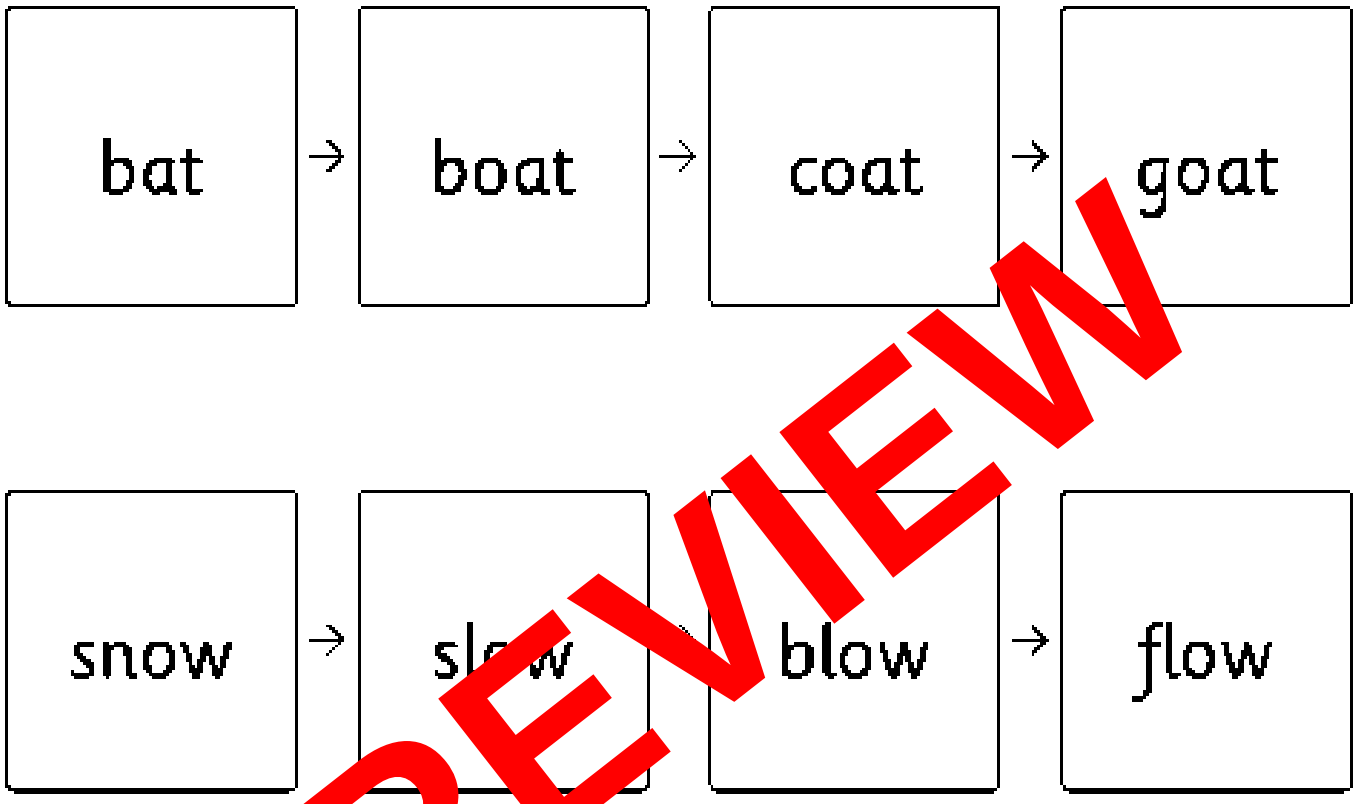


PREVIEW

Sukindi LEARNING

Change one sound

Read each chain. Say the one sound that changes. Read the new real word. Write each chain's last word below.



PREVIEW

First chain: write the last word.

Second chain: write the last word.

Sukindi LEARNING

Sort the spellings

Cut the nine word cards. Read them. Put every card under its /oa/ spelling. Keep headings clear.

oa	ow	o

PREVIEW

snow	goat	go
coat	so	blow
no	grow	boat

Sukindi LEARNING

Build, read and write

Cut each set of tiles. Put the words in sentence order. Read your sentence. Write the full sentence on its wide guide.

float.	can	A	boat

Write the whole sentence here.

PREVIEW

has	coat.	The	a	goat

Write the whole sentence here.

Sukindi LEARNING

Teacher words and dictation

Read the teacher words after their marked parts are taught. Copy each word. Then listen and write the dictated words and sentence.

your	here

Read, then copy each teacher word.

Listen: write one dictated word on each guide.

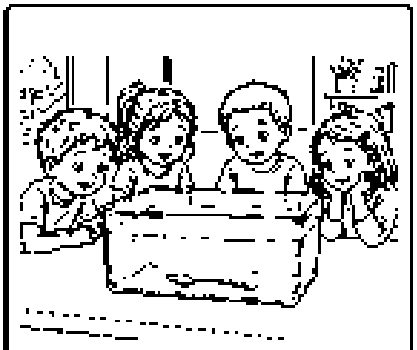
Write the sentence your teacher says.

PREVIEW

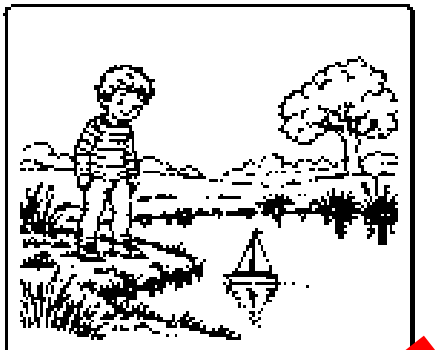
Sukindi LEARNING

Match meaning and respond

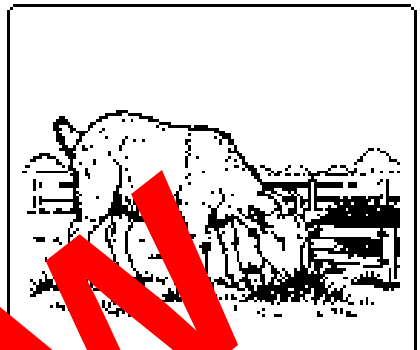
Read each line. Write the matching picture number in its box. Then answer the reader question on the wide guide.



1



2



3

PREVIEW

A goat can eat hay.

A boat can float.

A steel spoon can sink.

What helps Ben get his boat?

Sukindi LEARNING

Reread and transfer

Reread a reader smoothly. Point to oa, ow and final o. Read the new sentences, then write both on the two guides.

boat	snow	go

The goat has a coat.

It can eat hay.

PREVIEW

Tell someone: which spelling helped you today?

Teacher observations: _____

Sukindi LEARNING



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PREVIEW

Year 1 Set 04 igh, ie and ind y

Table of Conte
Phonics Companion Pack
Book 1: The Pie (B&) (Fic ion)
Book 1: Th ie (C our) ction)
Bo 2: T , Pip (B&W) (Fiction)
Book 2: Try, Pip! (Colour) (Fiction)
Book 3: Night Flight (B&W) (Non-fiction)
Book 3: Night Flight (Colour) (Non-fiction)
Book 4: Light in the Sky (B&W) (Non-fiction)
Book 4: Light in the Sky (Colour) (Non-fiction)

Year 1 Set C4 i/y=/ʌɪ/; ie in tie, j/soft g=/dʒ/; pronoun I=/ʌɪ/ | Fiction

The Pie





I see a pie on the tray.

My cat can see it.

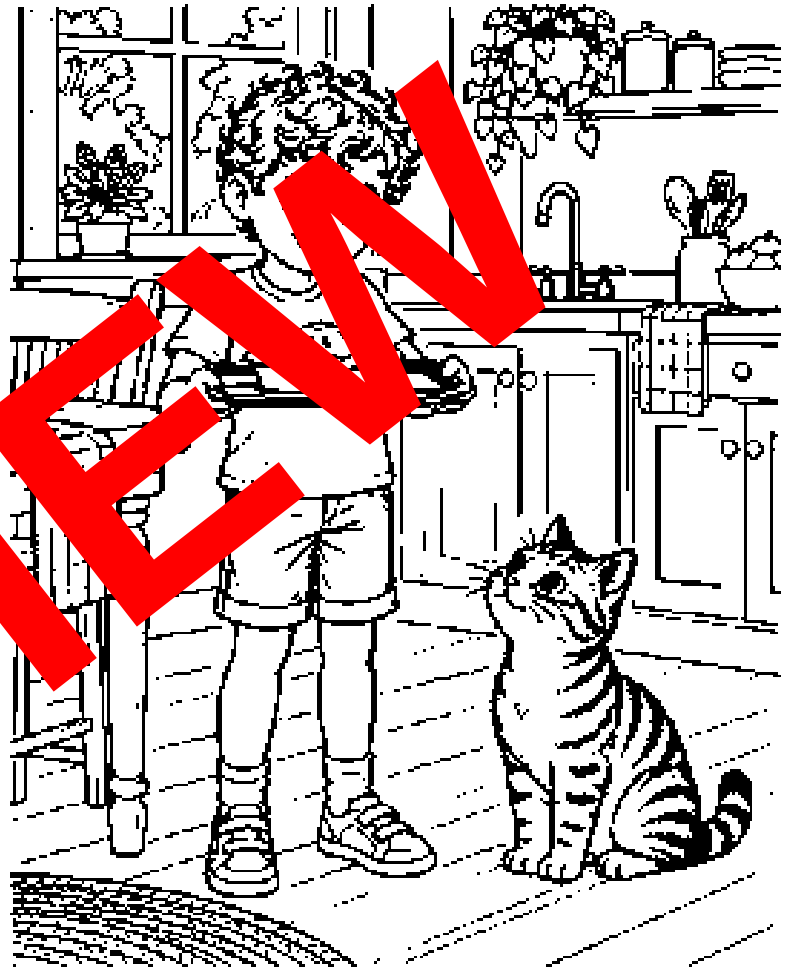
PREVIEW

Sukindi LEARNING



My cat has a tr

I lift the tray hig



The pie is up high.

My cat has a sigh.

PREVIEW

Sukindi LEARNING



I put the pie by [illegible].

My cat can [illegible]



My cat has fish in a dish.

I eat my pie.

PREVIEW

Sukindi LEARNING

The Pie



PREVIEW



I see a pie on the tray.

My cat can see it.

Sukindi LEARNING



My cat has a tru

I lift the tray up high.



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PREVIEW

Sukindi LEARNING



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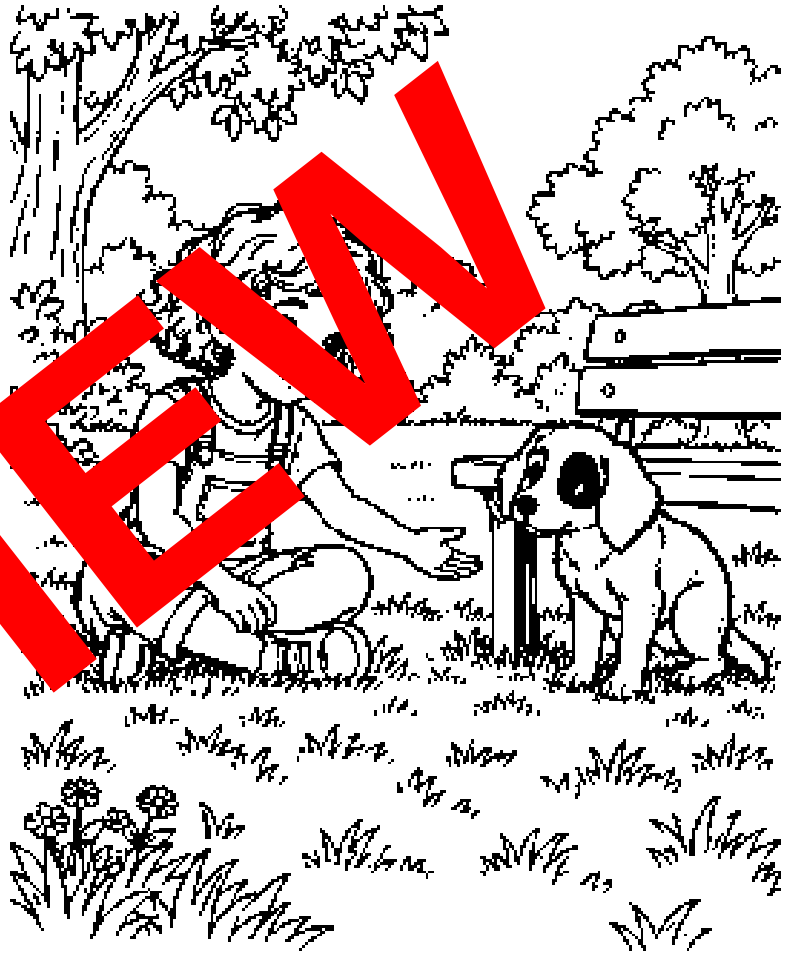
PREVIEW

Sukindi LEARNING

Year 1 Set C4 i(y)=/ʌɪ/; ie in tie, j/s/ul(y)=/ʌɪ/; pronoun I=/ʌɪ/ I Potato

Try, Pip!



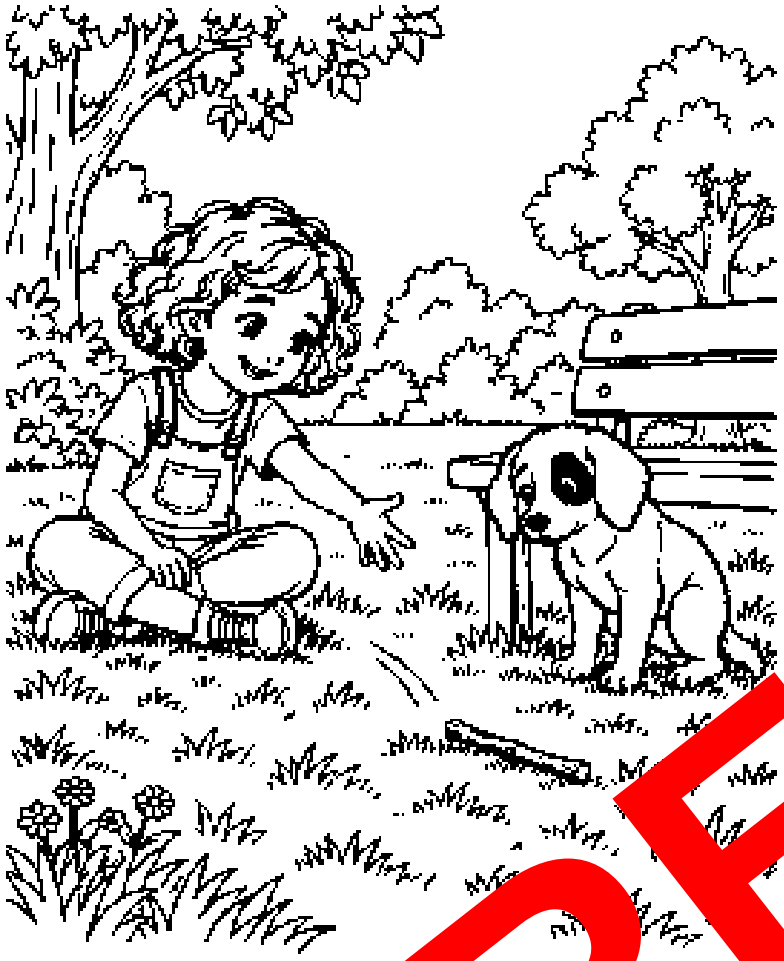


Pip is my dog.

He is shy.

PREVIEW

Sukindi LEARNING



I toss a stick.

Pip will not t

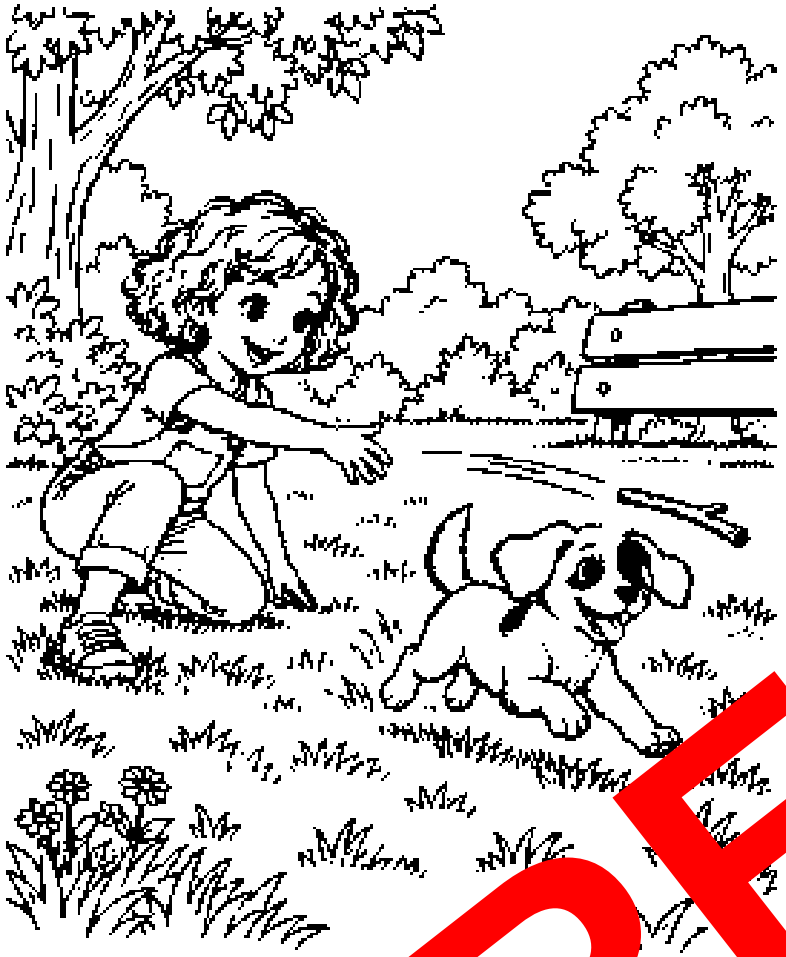


I sit by Pip.

He has a sniff.

PREVIEW

Sukindi LEARNING



I toss the stick.

Pip has a try.



Pip can bring the stick.

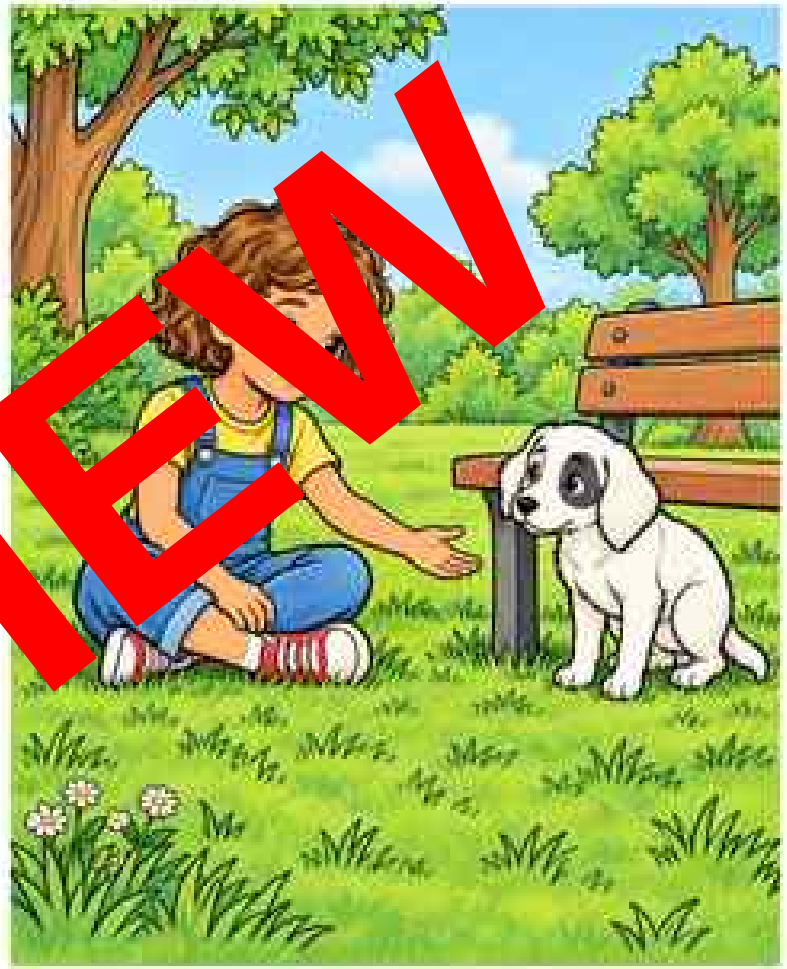
I pat my dog.

PREVIEW

Sukindi LEARNING

Try, Pip!





Pip is my dog.

He is shy.

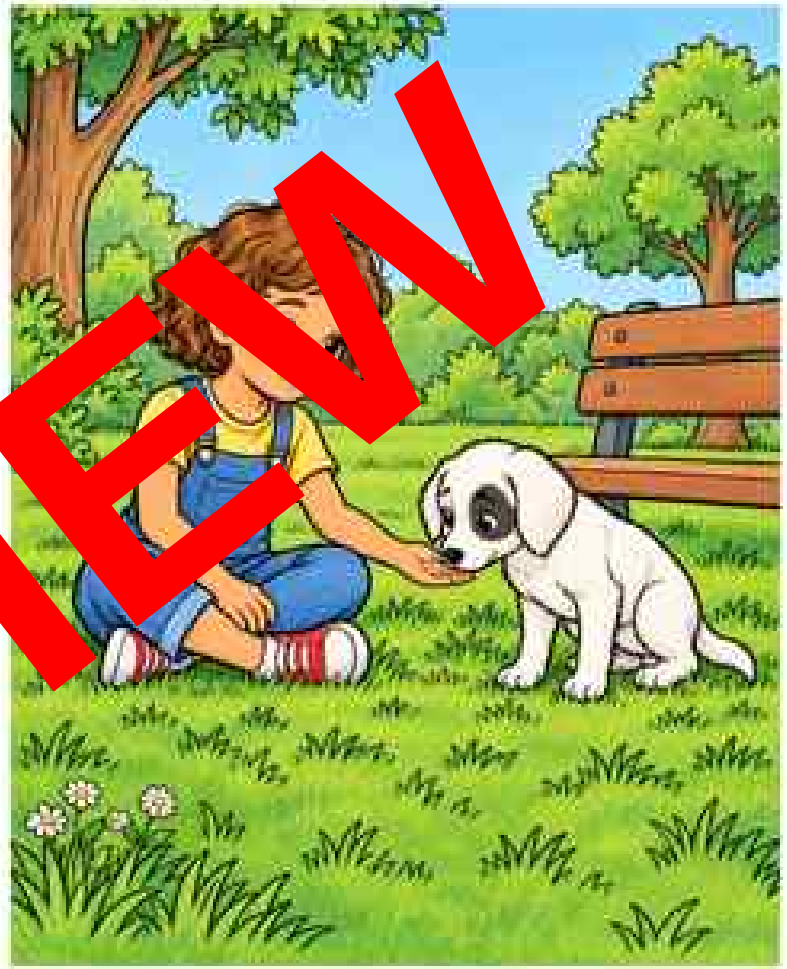
PREVIEW

Sukindi LEARNING



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He has a sniff.

PREVIEW

Sukindi LEARNING



I toss the stick.

Pip has a try.



Pip can bring the stick.

I pat my dog.

PREVIEW

Sukindi LEARNING

Night Flight



PREVIEW



A moth can fly at night.

It has wings.

Sukindi LEARNING



A moth can be b ght.

We can see it.



A moth can rest on a leaf.

The wings can lie flat.

PREVIEW

Sukindi LEARNING



This moth has wi[illegible]vit[illegible]ots.

This fly has w[illegible]s wi[illegible] no s[illegible]ots.



The moth can fly.

The fly can fly, too.

PREVIEW

Sukindi LEARNING

Night Flight





A moth can fly at night.

It has wings.

PREVIEW

Sukindi LEARNING



A moth can be b ght.

We can see it.



A moth can rest on a leaf.

The wings can lie flat.

PREVIEW

Sukindi LEARNING



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This fly has w[illegible]s wi[illegible]t no s[illegible]ots.



The moth can fly.

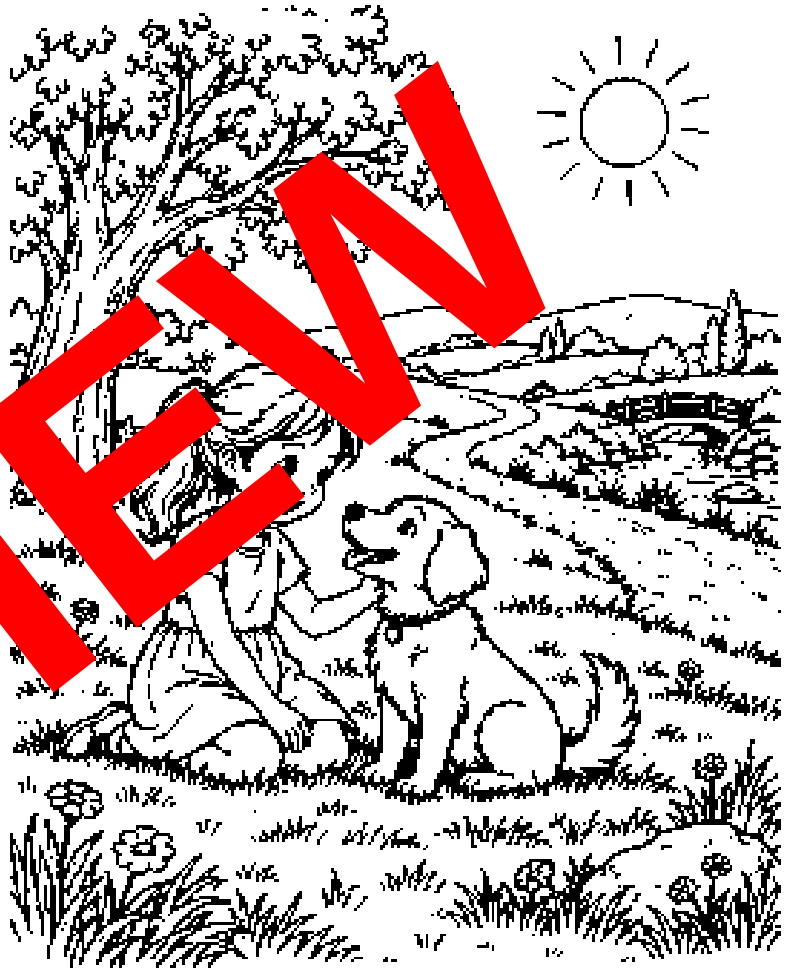
The fly can fly, too.

PREVIEW

Sukindi LEARNING

Light in the Sky



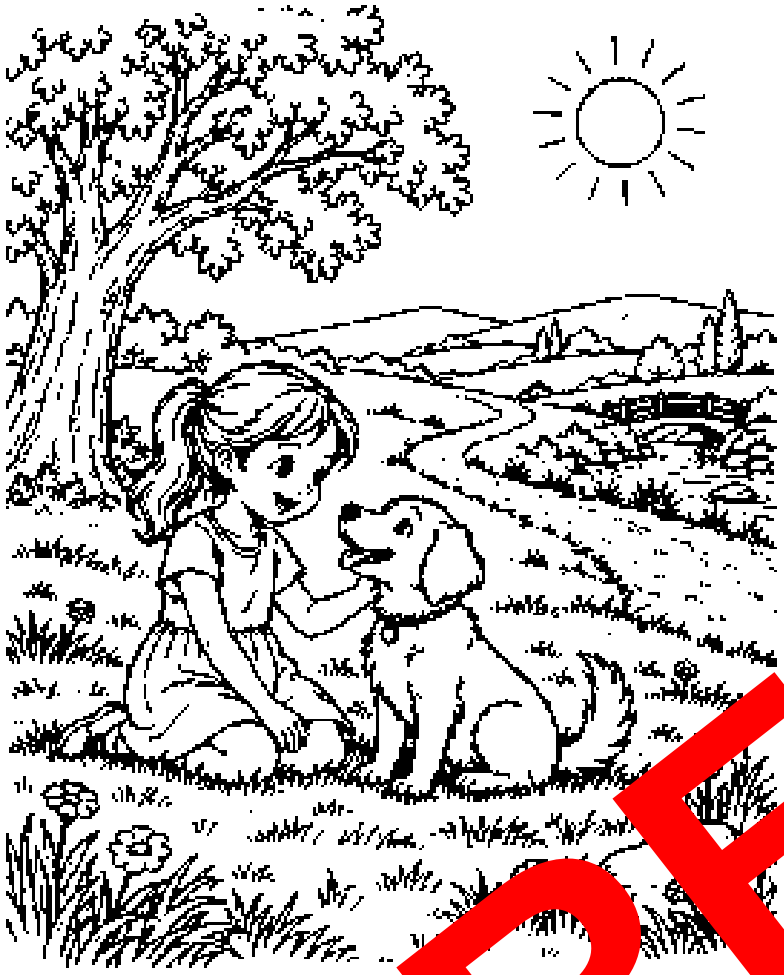


The sun can be high in the sky.

It is bright.

PREVIEW

Sukindi LEARNING



Light from the s[illegible] r[illegible]n the land.

We can see b[illegible]lay.

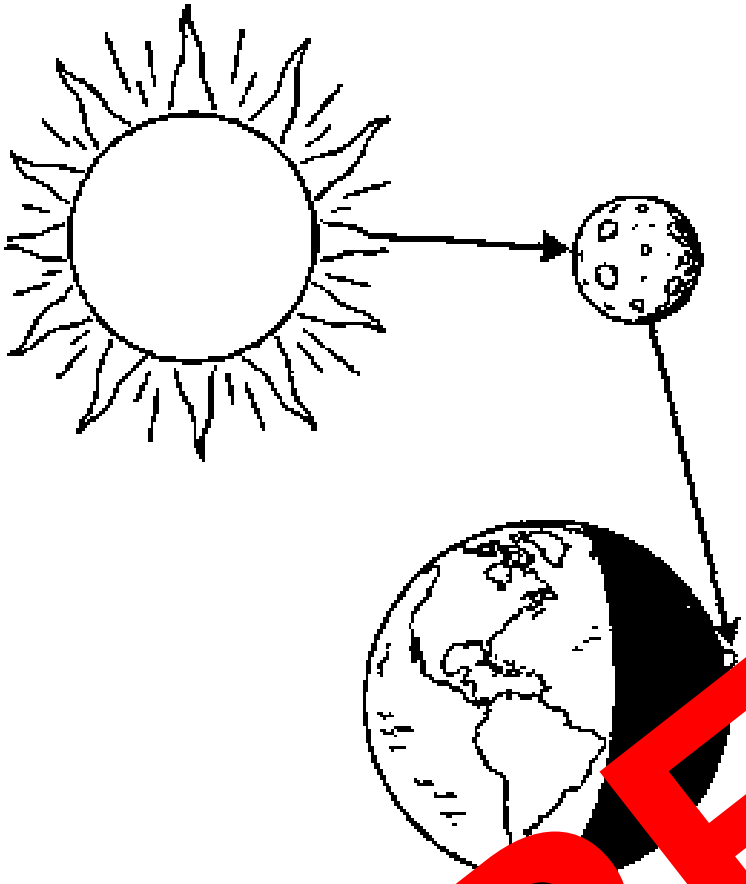


The moon can be high in the sky.

We can see it at night.

PREVIEW

Sukindi LEARNING



The moon can s[illegible]ht [illegible]m the sun back.

We can see that [illegible]nt at night.



A lamp can light a room at night.

We can read by that light.

PREVIEW

Sukindi LEARNING

Light in the Sky





The sun can be high in the sky.

It is bright.

PREVIEW

Sukindi LEARNING



Light from the s[illegible] r[illegible]n the land.

We can see b[illegible]day.

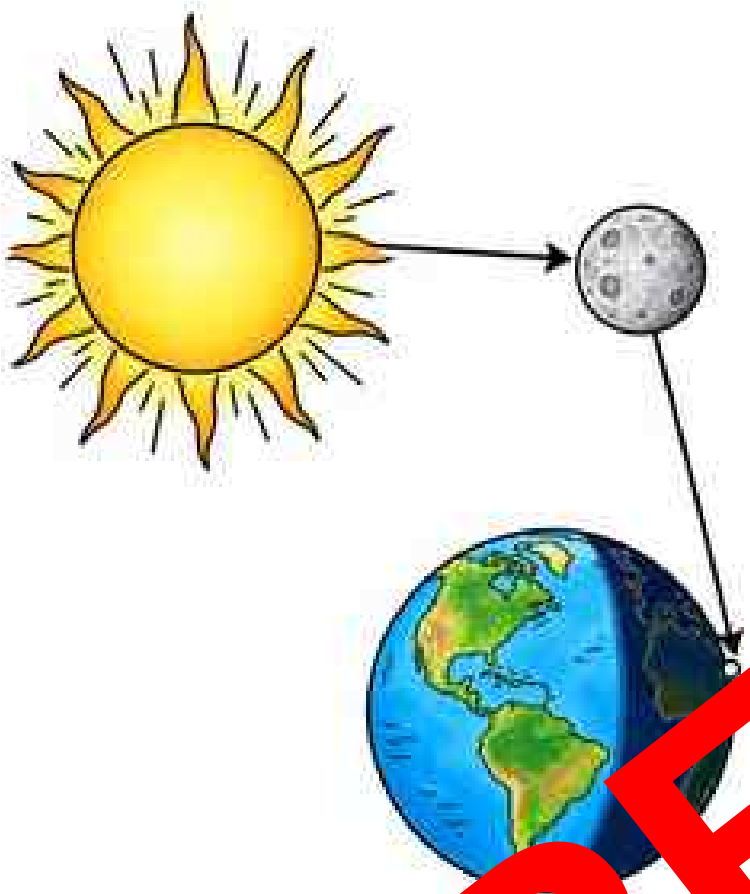


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PREVIEW

Sukindi LEARNING



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We can see that nt at night.



A lamp can light a room at night.

We can read by that light.

PREVIEW

Sukindi LEARNING

Teacher guide

Teach the prerequisites before independent reading. Use each edition with the same text.

Focus

Compare igh, ie in tie, final y in my/sky, and uppercase pronoun I: all represent /igh/. Distinguish initial consonant y. Final y=/ee/ and split digraphs are later code.

Before use

Teach every earlier step through Y103: consonants and five short vowels; ck, ff, ll, ss, zz; x, voiced s and simple -s meanings; sh, ch, both th sounds, wh, qu, ng and n before k; ee, ay, both oo sounds, ea, final e=/ee/, ai, oa, ow=/oa/ and final o in no/go. Include all taught one-syllable clusters and check gaps.

Teacher words

No new teacher words here. Teach/review the exception parts of a and the (weak vowels), and put in The Pie (u has the book sound). I and my now in full Y104 recipes; recognise capital I. Keep the reviewed final-e and final-o cards.

Read and correct

Say the sounds, blend, then reread naturally. Prompt from print, not a picture guess. If a word is missed, point to its graphemes, model the taught sound or teacher-word part, blend again, then reread the sentence. Discuss the story or observable fact.

Practice and check

Use one dot per phoneme. Keep igh/sh/ng together. x and qu each have two phonemes. Check one sound-grapheme match each turn. Sort by the actual spelling. Ask students to explain their match, then check the meaning against the picture. Revisit any uncertain word.

Dictation

On page 8 dictate: light, pie, shy, then I can see the moon. and My dog is shy. Say each word/sentence, repeat it, let students segment/write, then check from left to right. Allow the complete sentence on each wide line.

Print and assemble

Print readers on landscape A4 at actual size, single-sided. Cut at the centre; stack A5 pages 1-6 and staple the left edge. Print this companion on portrait A4 at actual size. Pages 2-7 include cut-out practice. Repeat chosen pages as needed.

PREVIEW

Sukindi LEARNING

One sound, four spellings

Say /igh/. Point to each spelling, then blend its example. Cut out the large cards.

igh night	ie pie
y my	I I

PREVIEW

Revisit earlier spellings: read each word.

tree	soap	read

Sukindi LEARNING

Blend and read

Touch one dot for each sound. Blend the whole word, then say it naturally.

n	igh	t
p		
s	k	y
t	r	y
b	r	igh	t
f	l	igh	t

PREVIEW

Read again:

my	light	tie

Sukindi LEARNING

Build and spell

Say each word. Cut the tiles. Place one grapheme in each sound box, then blend and spell aloud.

night

pie

my

I

flight

PREVIEW

Cut tiles; keep multi-letter graphemes together.

n	igh	t	p	ie
m	y	I	f	l
igh	t			

Sukindi LEARNING

Change one sound

Read each chain. Change one sound each time. Write the last word from each chain on its line.

night → light → right → might

pie → tie → tie

dry → cry → try

PREVIEW

Sukindi LEARNING

Sort the spellings

Cut out the nine words. Put each card under the spelling for its /igh/ sound. Keep every card upright.

igh	ie	y

PREVIEW

sky	night	tie
lie	try	bright
light	pie	shy

Sukindi LEARNING

Make a sentence

Cut each row. Put the words in order. Read, then write the whole sentence on the wide line.

pie.	I	a	see

shy.	Is	My	dog

PREVIEW

Sukindi LEARNING

Listen and write

Read a and the. Point to the marked part. Then listen, say the sounds, write, and check.

a	the

PREVIEW

Three words:

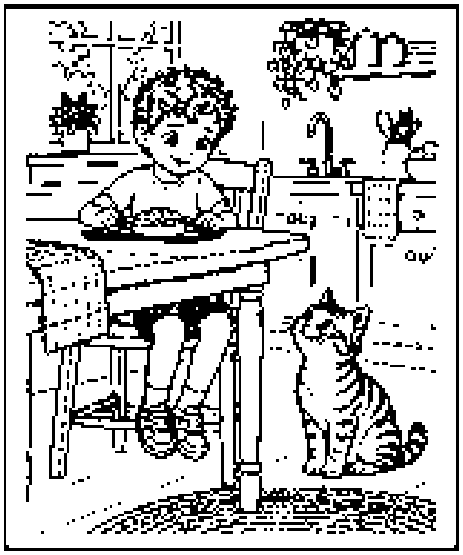
1 _____ 2 _____ 3 _____

Two whole sentences:

Sukindi LEARNING

Read and match

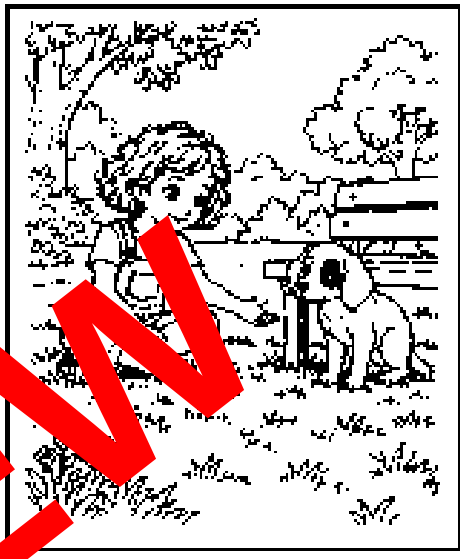
Read each sentence. Write its picture number in the box. Then draw one thing from a book and write a sentence.



1



2



3

My dog is shy. ☐

I see a pi[illegible] ☐

The moon is high. ☐

PREVIEW

Sukindi LEARNING

Read again and try

Reread a book. Read these words and the new sentence. Write the whole sentence on its line.

night	pie	sky
light	tie	[illegible]hy

I see a bright light.

Tell which wo[illegible] need[illegible] pr[illegible]ice.
Draw a ligh[illegible]u can see.

Teacher observations

PREVIEW

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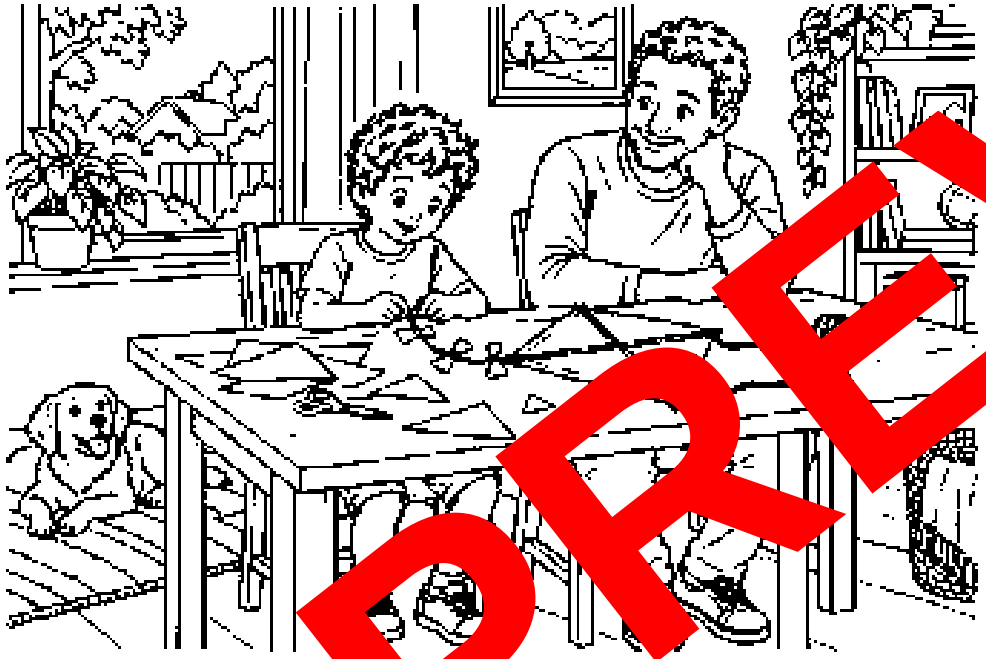
PREVIEW

Year 1 Set 05 a-e and i-e

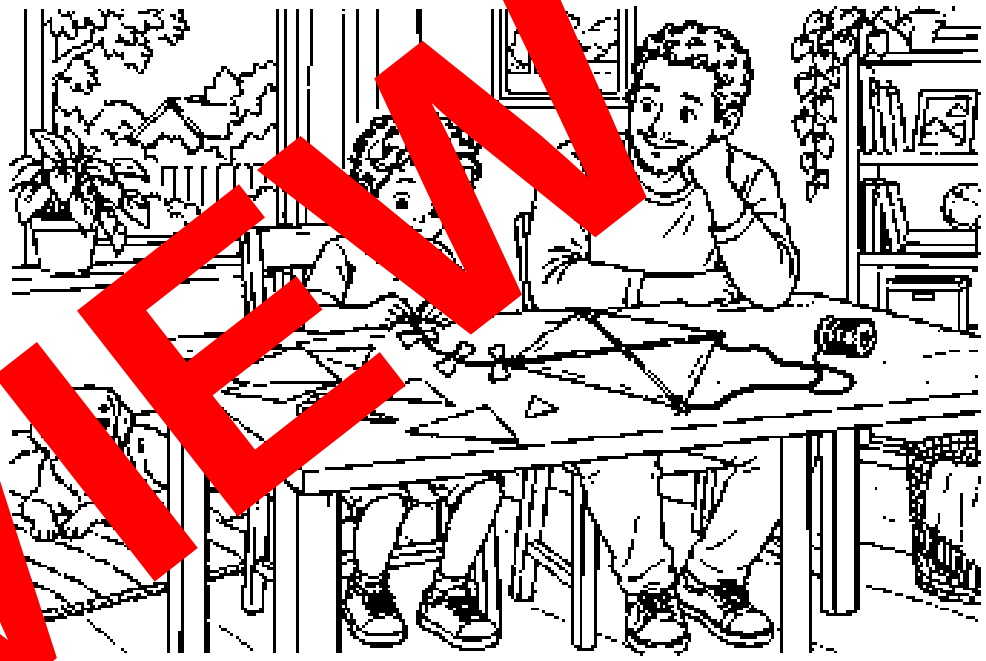
Table of Contents

Phonics Companion Pack
Book 1: Mike and the Kite (B&W) (Fiction)
Book 1: Mike and the Kite (Colour) (Fiction)
Book 2: A Hike (B&W) (Fiction)
Book 2: A Hike (Colour) (Fiction)
Book 3: A Rabbit (B&W) (Non-fiction)
Book 3: A Rabbit (Colour) (Non-fiction)
Book 4: Tennis (B&W) (Non-fiction)
Book 4: Tennis (Colour) (Non-fiction)

Mike and the Kite



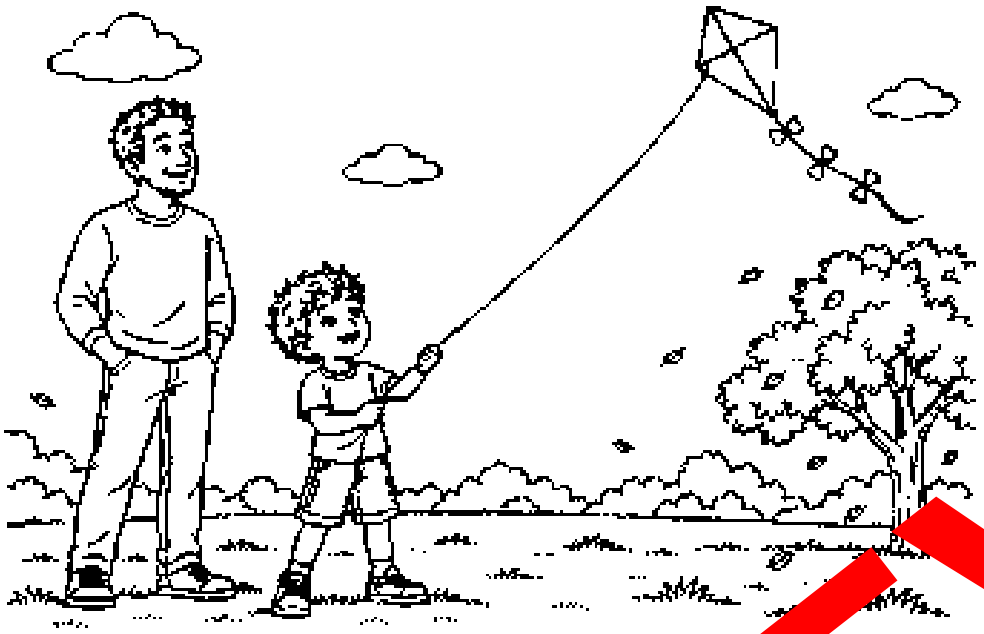
PREVIEW



Mike can make a kite.

He can add a red tail.

Sukindi LEARNING



Mike can fly the ki
The wind lifts it hig



The wind is horrid!
The kite is in a tree.

PREVIEW

Sukindi LEARNING



Mike tugs the line.
The kite is stuck.



Dad lifts the kite free.
The fix is done.

PREVIEW

Sukindi LEARNING

Mike and the Kite



PREVIEW



Mike can make a kite.
He can add a red tail.

Sukindi LEARNING



Mike can fly the ki[illegible].
The wind lifts it hig[illegible].



The wind is horrid!
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Sukindi LEARNING



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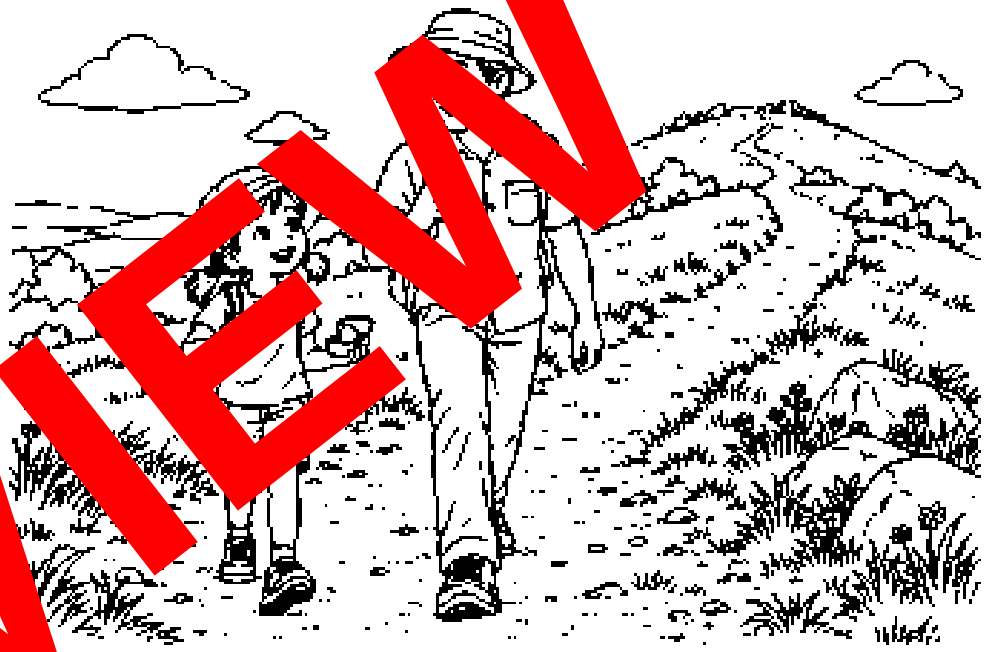
Sukindi LEARNING

Year 1 Set 05 a-e/ai/; i-e/igh/; bb dd gg mm nn pp rr ss as one consonant sound in multisyllabled words | Fiction

A Hike



PREVIEW



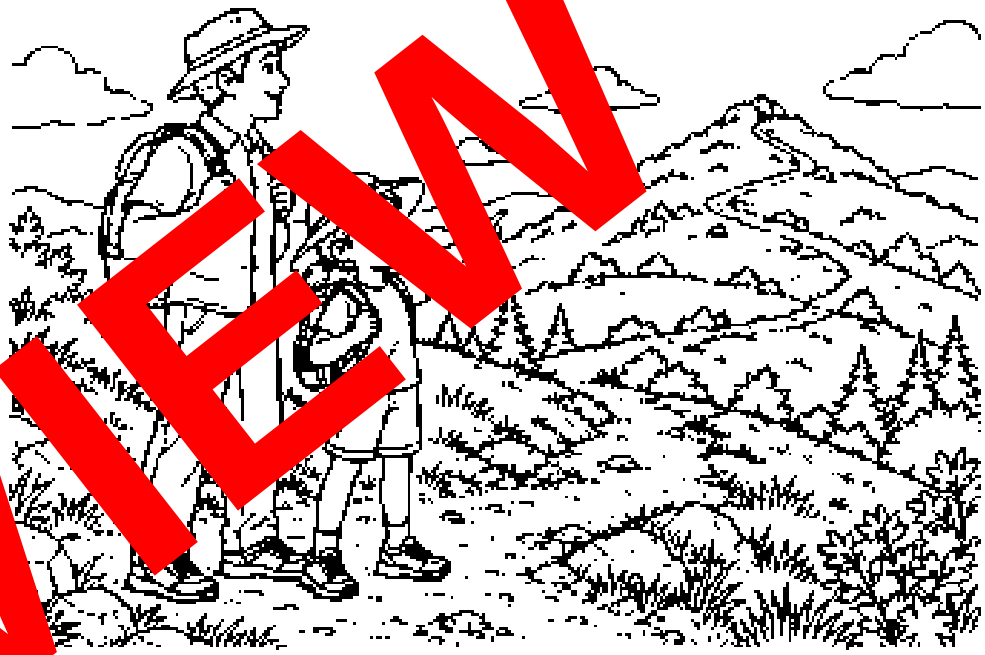
Sam and Dad hike up a hill.
Sam has an egg.

Sukindi LEARNING



Sam can take a re

Sam can eat the eg



Sam spots the summit.

"I can make it!"

PREVIEW

Sukindi LEARNING



Sam and Dad step up.
The hilltop is in sig[illegible].



Sam can see the lake.
"I love this hike!"

PREVIEW

Sukindi
LEARNING

A Hike



PREVIEW



Sam and Dad hike up a hill.
Sam has an egg.

Sukindi LEARNING



Sam can take a re
Sam can eat the eg



Sam spots the summit.
"I can make it!"

PREVIEW

Sukindi LEARNING



Sam and Dad step up.
The hilltop is in sight.



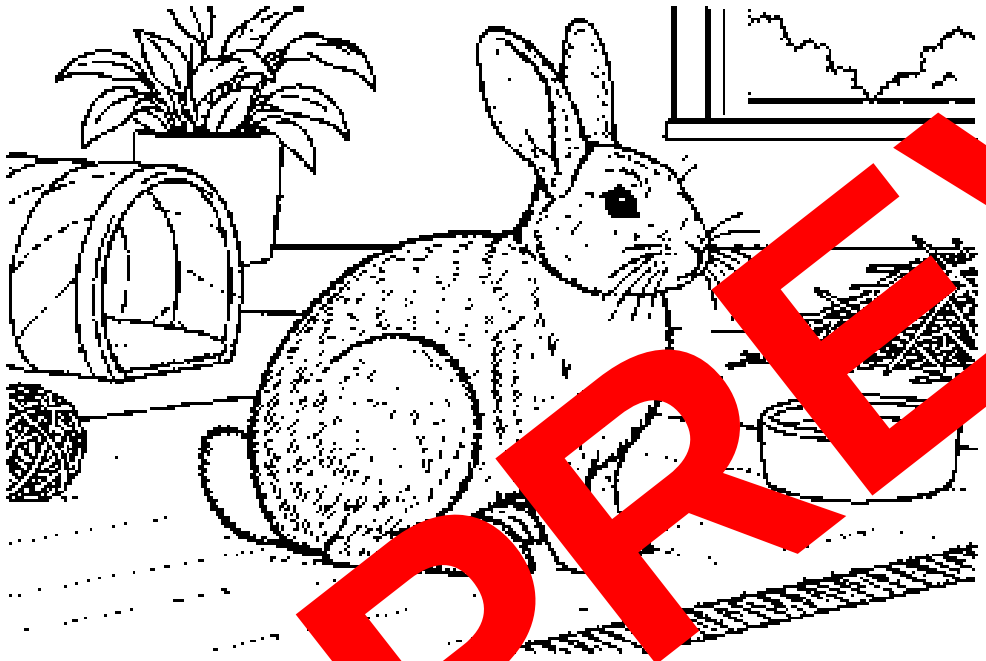
Sam can see the lake.
"I love this hike!"

PREVIEW

Sukindi
LEARNING

Year 1 Set 05 a-initial, i-initial, Mastering words with /g/ at the end consonant sound in verified words Non-Fiction

A Rabbit

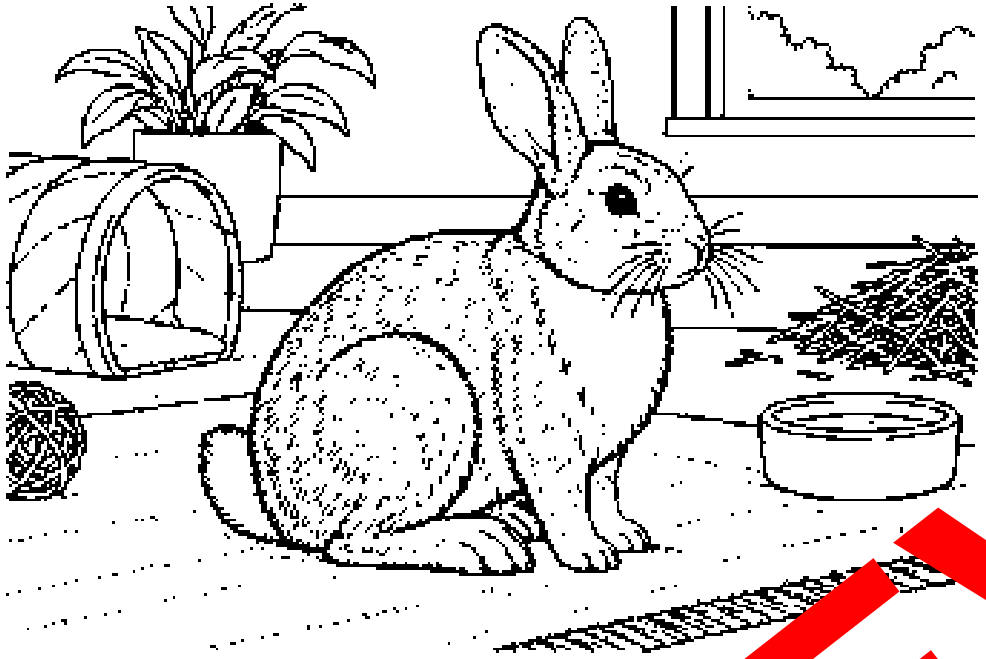




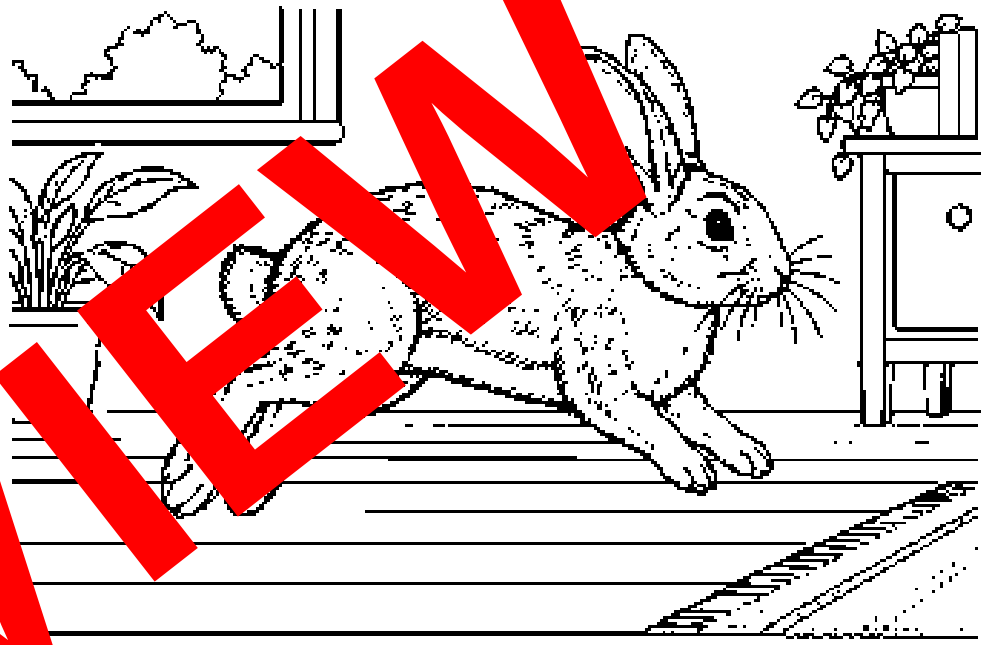
This rabbit is a pet.
It has a soft coat.

PREVIEW

Sukindi LEARNING



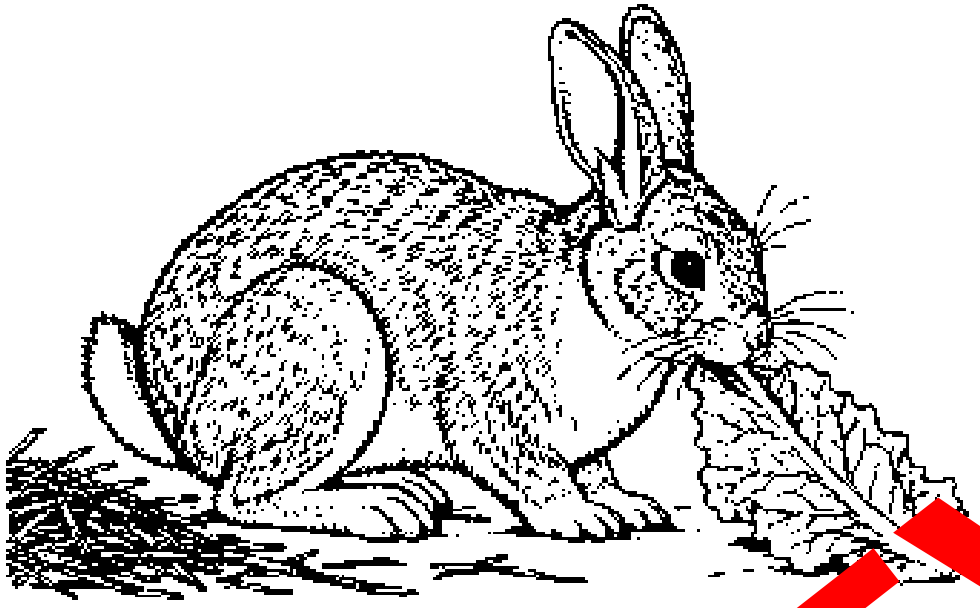
A rabbit has a tail.
Its tail is not long.



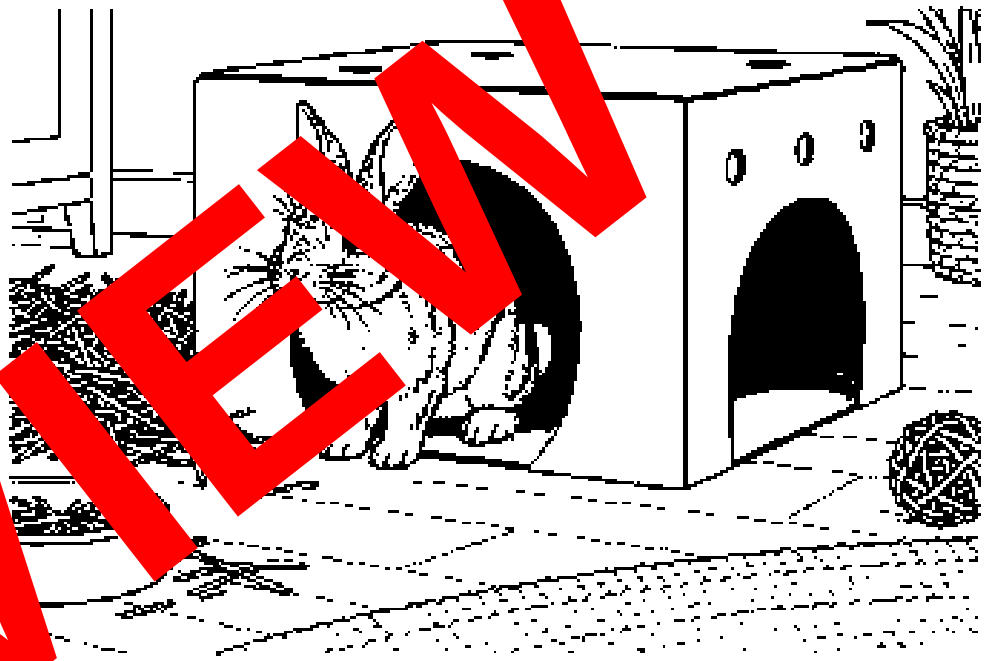
A rabbit can hop.
Its back legs help it hop.

PREVIEW

Sukindi LEARNING



A rabbit can bite a leaf.
Its teeth can cut.



This rabbit has a safe box.
It can hide inside.

PREVIEW

Sukindi LEARNING

A Rabbit





This rabbit is a pet.
It has a soft coat.

PREVIEW

Sukindi LEARNING



A rabbit has a tail.
Its tail is not long.



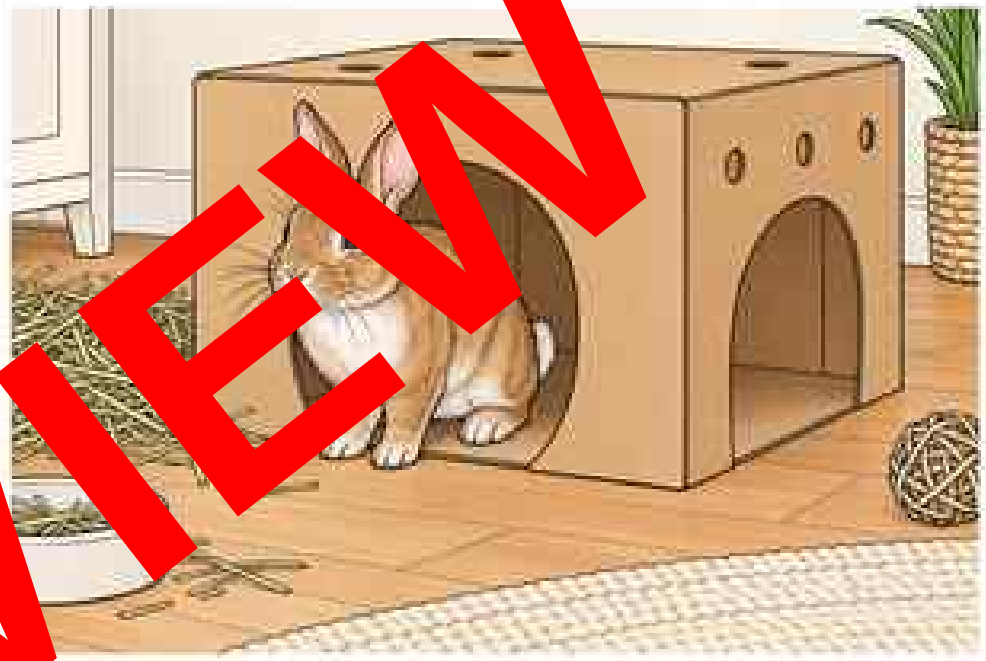
A rabbit can hop.
Its back legs help it hop.

PREVIEW

Sukindi
LEARNING



A rabbit can bite a leaf.
Its teeth can cut.



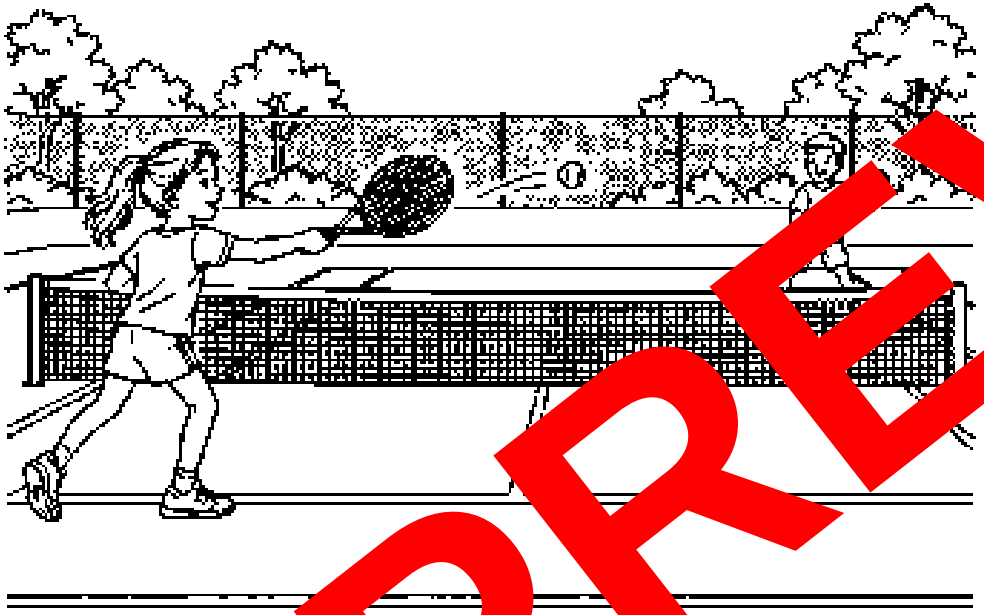
This rabbit has a safe box.
It can hide inside.

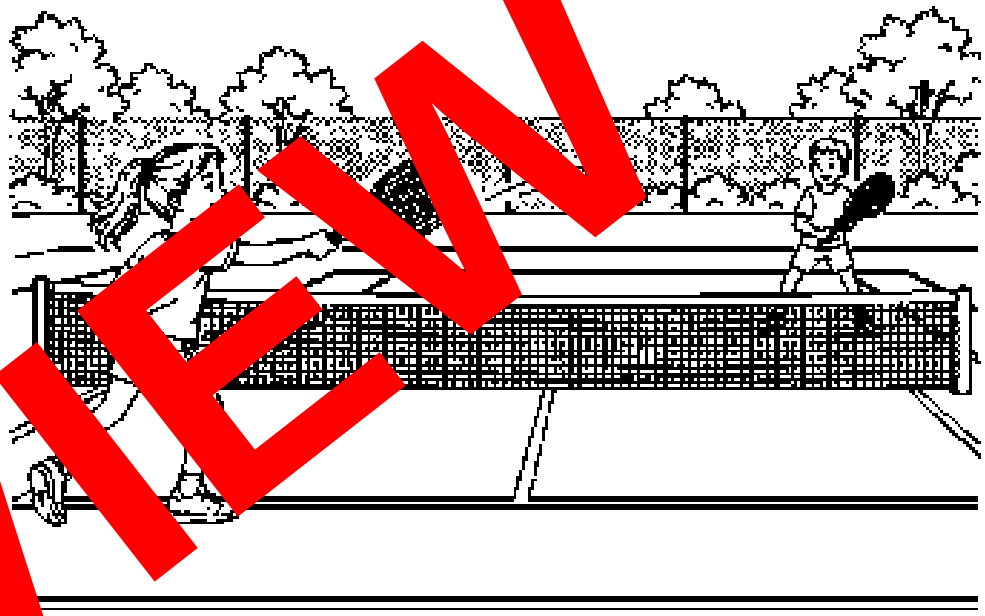
PREVIEW

Sukindi LEARNING

Year 1 Set 05 a-e/i-i/o-e/u-e, -ai/-ay/-ee/-ea/-igh/-ow/-oa/-oo/-ar/-or/-ur/-ir/-er, Multi-syllabic words with adjacent consonants, Compound words, Verified words, Non-Fiction

Tennis

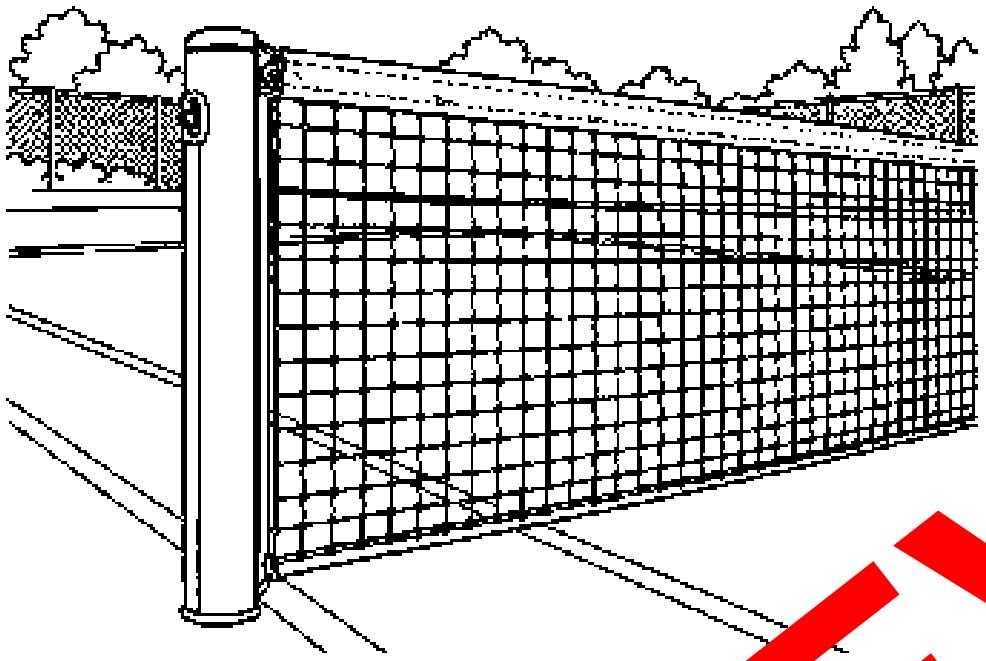




Tennis is a game.
We can play tennis.

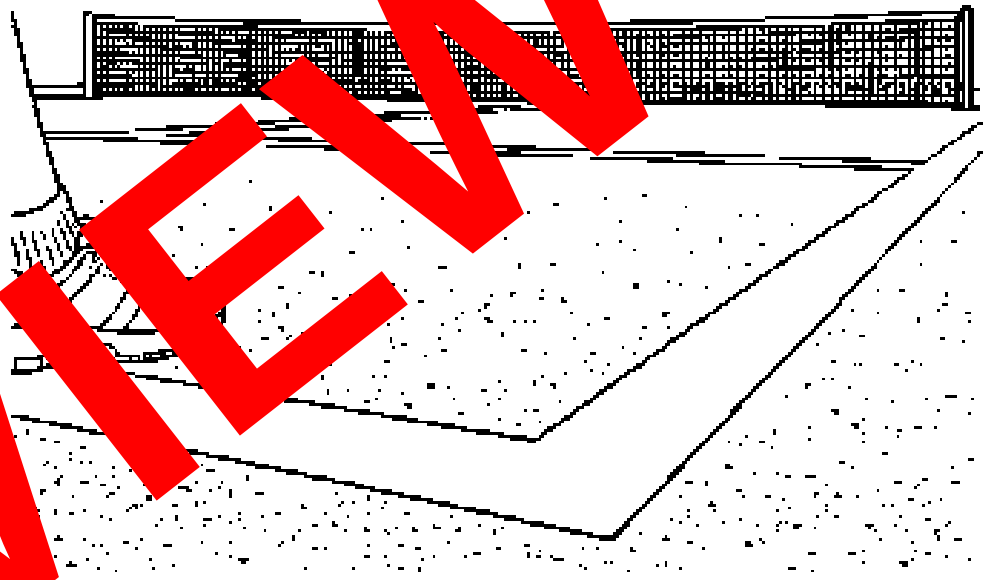
PREVIEW

Sukindi LEARNING



A tennis net has th[illegible] me[illegible]h.

We can see the me[illegible]

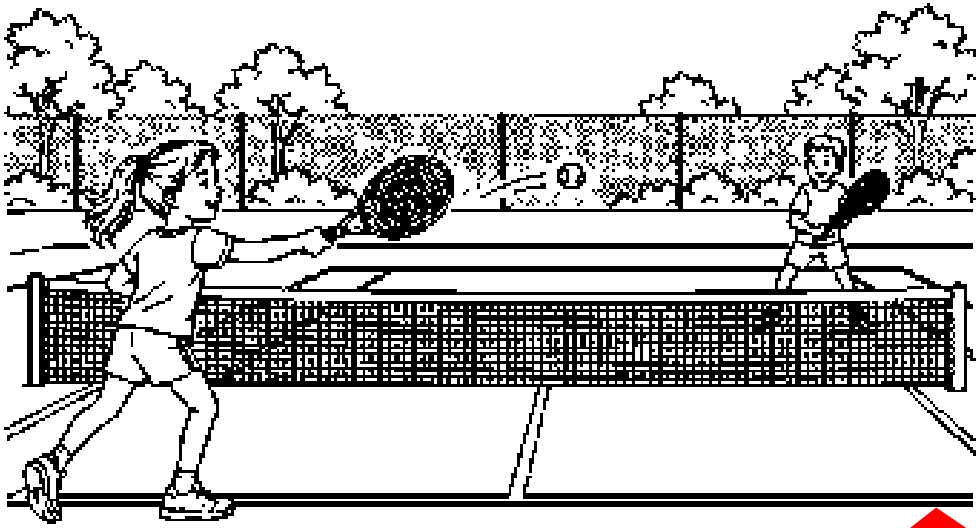


This is a tennis line.

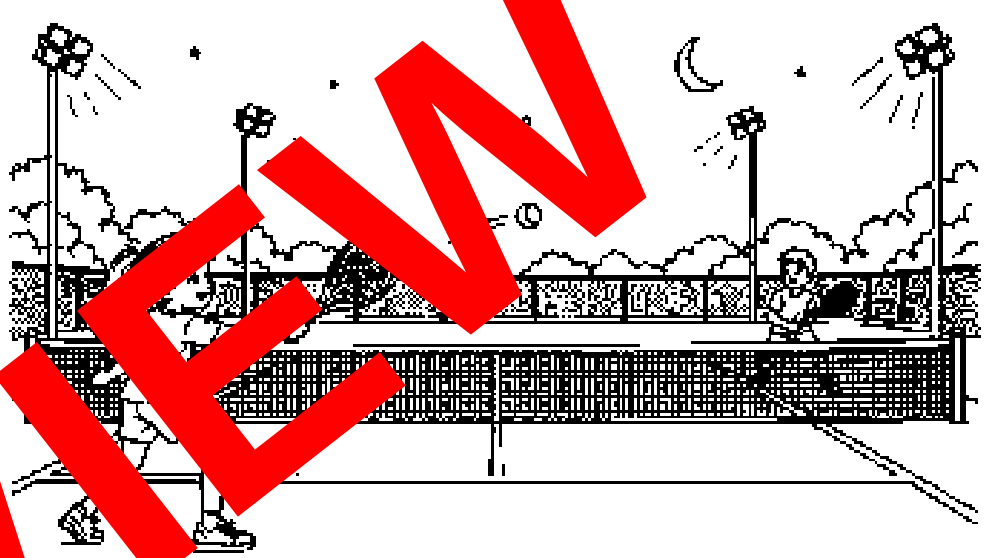
The line is white.

PREVIEW

Sukindi LEARNING



We can run and hi
Tennis can keep us fit.



We can play at night.
A bright light helps us see.

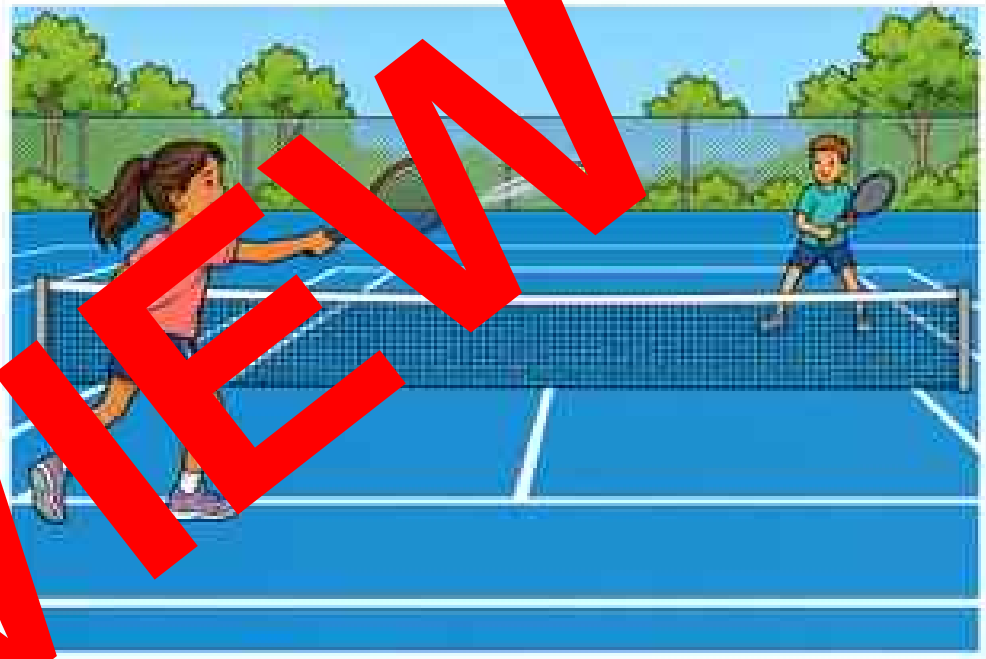
PREVIEW

Sukindi LEARNING

Tennis



PREVIEW



Tennis is a game.
We can play tennis.

Sukindi LEARNING



A tennis net has th[illegible] m[illegible]h.
We can see the m[illegible].



This is a tennis line.
The line is white.

PREVIEW

Sukindi LEARNING



We can run and hi
Tennis can keep us fit.



We can play at night.
A bright light helps us see.

PREVIEW

Sukindi LEARNING

Teach, read and check

Year 1 Set 05 a-e=/ai/; i-e=/igh/; bb dd gg mm nn pp rr tt as one consonant sound in verified words

Start here

Use after all Foundation steps and Year 1 Sets 01-04 have been explicitly taught. Revisit earlier vowel spellings, consonant clusters, simple -s meanings/sounds and capital letters. Mike and Sam use the taught code; check their capital initials. Read the activity directions with students; the cards, choices and student passages use the taught code.

Focus and word meaning

Teach a-e as /ai/ and i-e as /igh/: the vowel letters sit apart but make one vowel sound. In the listed words, bb dd gg mm nn pp rr tt each make one consonant sound. Use known parts to read the longer words. Explain summit (hilltop), horrid (very unpleasant), app[illegible]itt and attic before practice. In A Rabbit, its means belonging to the rabbit.

Teacher words

Teach a, the, love and done before their book uses them. [illegible]ticle a has a [illegible] vowel or strong /ai/. In the, th is voiced; e can be weak. In love, o is /u/ a[illegible] /v/. In done, o-e is /u/. Keep those unusual parts explicit. Earlier I, he, we and i[illegible] have [illegible] taught mappings in their printed contexts.

Read and correct

Say each sound, blend and read the [illegible]hole word, [illegible] reread the sentence for meaning. Touch one dot per sound. The split-vow[illegible]roup[illegible]e or i-e gets one dot; doubled consonants get one. On page 4, write the spelling for [illegible]e s[illegible]n in each box, then the word in normal order below. If a student guesses, point to [illegible]e sp[illegible]ing, [illegible] the sound, blend again and return to the sentence.

Dictate and che[illegible]

Page 8: say co[illegible], ki[illegible] the[illegible] can make a kite. Page 10: say I can see a rabbit. Say each item normally, rep[illegible] onc[illegible]and le[illegible]tudents say, segment, write and check. Use the full sentence guide. In chains, chan[illegible]e sound at a time. In sorting, check the split vowel. For matching, check meaning against [illegible] scene. Note secure decoding, teacher-word recall and useful next practice.

Print and assemble

Print readers on landscape A4 at actual size, 100%, single-sided. Cut the sheet centre, stack numbered A5 pages in order and staple on the left. Do not fold or use duplex booklet printing. Print this ten-page companion on portrait A4 at actual size. Use spare copies of card pages when needed; keep the writing areas available.

PREVIEW

Sukindi LEARNING

Say the sounds

Year 1 Set 05 a-e=/aI/; i-e=/IgI/; bb dd gg mm nn pp rr tt as one consonant sound in verified words

Say the sound. Use each card as one spelling group.

a-e	i-e
bb	dd
gg	mm
nn	pp
rr	tt

PREVIEW

Sukindi LEARNING

Blend and read

Year 1 Set 05 a-e=/aI/; i-e=/IgI/; bb dd gg mm nn pp rr tt as one consonant sound in verified words

Read each word. Touch one dot for each sound. The dash shows a split vowel.

cake c a-e k • • •	kite k i-e t • • •
rabbit r a bb i t • • • • •	tennis t e nn i s • • • • •
add • •	egg e gg • •
summit s u mm i t • • • • •	horrid h o rr i d • • • • •

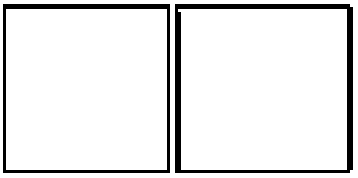
PREVIEW

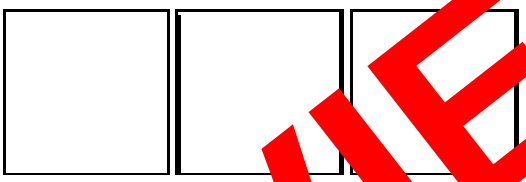
Sukindi LEARNING

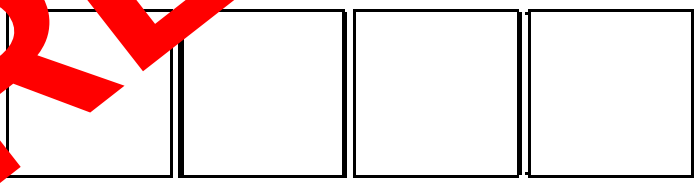
Build and write

Year 1 Set 05 a-e=/aI/; i-e=/IgI/; bb dd gg mm nn pp rr tt as one consonant sound in verified words

Say the word. Write one sound spelling in each box. Write the whole word below.

app 

mitt 

attic 

summit 

PREVIEW

Sukindi LEARNING

Change one sound

Year 1 Set 05 a-e=/aI/; i-e=/IgI/; bb dd gg mm nn pp rr tt as one consonant sound in verified words

Read each row. Change one sound each time. Write the last word.

cap	→	cape	→	cake
kit	→	kite	→	bite
make	→	lake	→	like
time	→	lime	→	line

PREVIEW

Sukindi LEARNING

Cut and sort

Year 1 Set 05 a-e=/aI/; i-e=/IgI/; bb dd gg mm nn pp rr tt as one consonant sound in verified words

Cut out the word cards. Put each card under its split vowel.

a-e	i-e

PREVIEW

kite	safe	time	cake
game	bike	lake	line

Sukindi LEARNING

Make a sentence

Year 1 Set 05 a-e=/aI/; i-e=/IgI/; bb dd gg mm nn pp rr tt as one consonant sound in verified words

Cut the tiles. Make each sentence in its blank strip. Write the whole sentence.

kite.	Mike	a	make	can

the	[illegible]ke.	can	Sam	see

PREVIEW

Sukindi LEARNING

Listen, write and check

Year 1 Set 05 a-e=/aI/; i-e=/IgI/; bb dd gg mm nn pp rr tt as one consonant sound in verified words

Read the teacher-word cards together. Then listen and write.

a	the	love	done

Write the words

1 _____ 2 _____

_____

Write the sentence

_____

PREVIEW

☐ I can read it. ☐ I can check it.

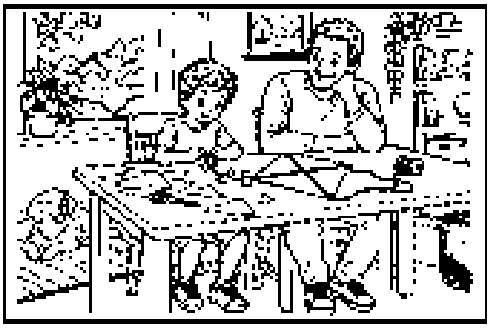
Sukindi LEARNING

Match the meaning

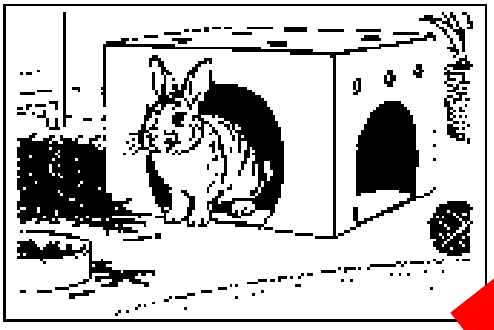
Year 1 Set 05 a-e=/aɪ/; i-e=/ʌɪ/; bb dd gg mm nn pp rr tt as one consonant sound in verified words

Read the choices. Draw lines to match each scene. The choices are mixed.

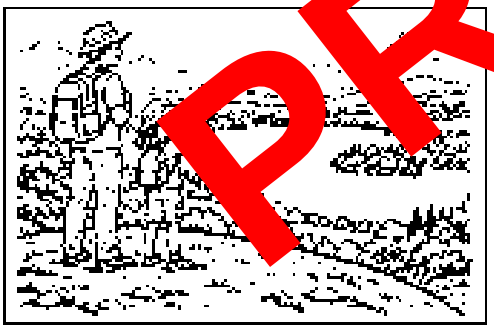
A



B



C



1. Sam can see the lake.

2. [illegible] make a kite.

3. The rabbit can hide.

PREVIEW

Choose a book. Draw one thing from it.

Sukindi LEARNING

Read, transfer and reflect

Year 1 Set 05 a-e=/aI/; i-e=/IgI/; bb dd gg mm nn pp rr tt as one consonant sound in verified words

Read this new text using the code you know.

A rabbit is by the lake. It can hide in a box. I can see it.

Draw the scene.

PREVIEW

Write the new sentence

I can read it.

I can check it.

Teacher observations

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PREVIEW

Year 1 Set 06 o-e, u-e and e-e

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Phonics Companion Pack
Book 1: Eve and the Flute (B&W) (Fiction)
Book 1: Eve and the Flute (Colour) (Fiction)
Book 2: The Mule and the Rope (B&W) (Fiction)
Book 2: The Mule and the Rope (Colour) (Fiction)
Book 3: These Cones (B&W) (Non-fiction)
Book 3: These Cones (Colour) (Non-fiction)
Book 4: The Flute (B&W) (Non-fiction)
Book 4: The Flute (Colour) (Non-fiction)

Eve and the Flute





Eve has a flute at home.

It has a low note and a high note.

PREVIEW

Sukindi LEARNING



Eve can not plo[illegible]te.

She has to st[illegible] and [illegible]ink.



Eve can see fluff at the tip.

The fluff is in the flute.

PREVIEW

Sukindi LEARNING



Eve can get the

The flute is



Eve can play the high note.

She has a big smile.

PREVIEW

Sukindi LEARNING

Eve and the Flute



PREVIEW



Eve has a flute at home.

It has a low note and a high note.

Sukindi LEARNING



Eve can not pla[illegible]te.

She has to st[illegible] and [illegible]ink.



Eve can see fluff at the tip.

The fluff is in the flute.

PREVIEW

Sukindi LEARNING



Eve can get the f

The flute is f



Eve can play the high note.

She has a big smile.

PREVIEW

Sukindi LEARNING

The Mule and the Rope





A cute mule is in the pen.

Eve has to take the mule home.

PREVIEW

Sukindi LEARNING



The rope is on a [illegible] ho[illegible]

Eve can not r[illegible]ch th[illegible] rope.



Eve can see a low box.

She can step up on the box.

PREVIEW

Sukindi LEARNING



Eve can get the

She can lead

PREVIEW



The mule is home with Eve.

Eve and the mule can rest.

Sukindi LEARNING

The Mule and the Rope



PREVIEW



A cute mule is in the pen.

Eve has to take the mule home.

Sukindi LEARNING



The rope is on a [illegible] ho[illegible]

Eve can not r[illegible]ch th[illegible] rope.



Eve can see a low box.

She can step up on the box.

PREVIEW

Sukindi LEARNING



Eve can get the [illegible]

She can lead [illegible] mule.



The mule is home with Eve.

Eve and the mule can rest.

PREVIEW

Sukindi LEARNING

These Cones



PREVIEW



These cones look thin at the tip.

These cones look wide at the base.

Sukindi LEARNING



A road cone can [illegible] e zone.

This cone is [illegible] the road.

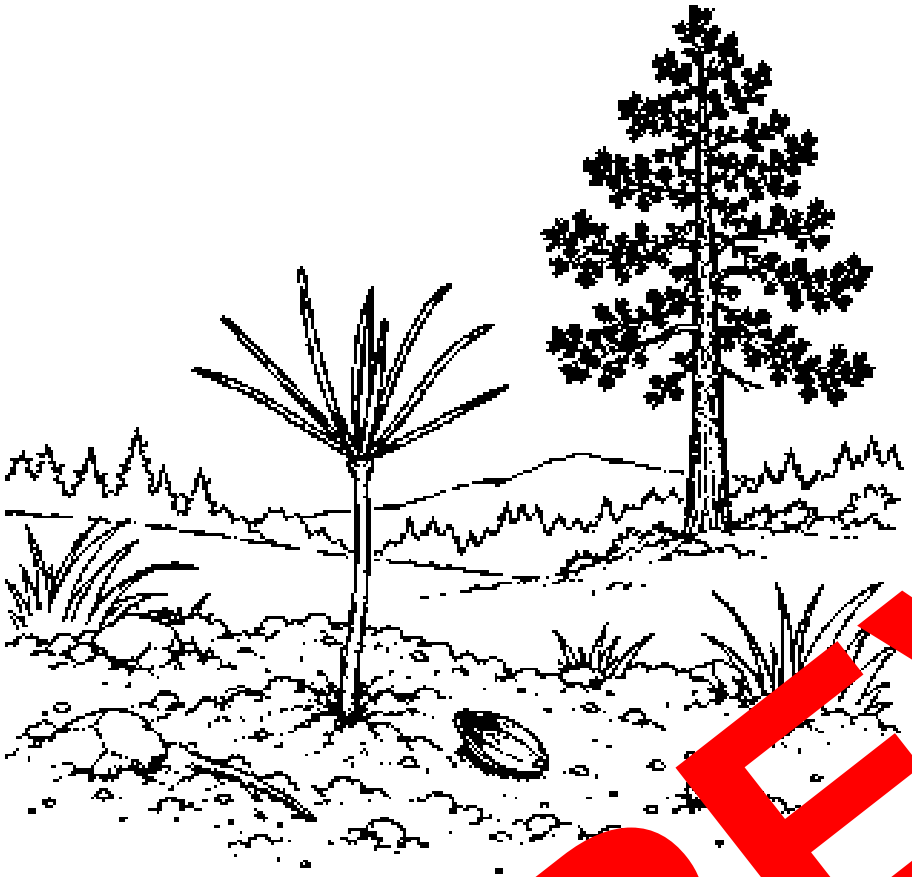


This pine cone has seed in it.

It is on a pine tree.

PREVIEW

Sukindi LEARNING



A seed can grow

It can make a pine tree.



The road cone has no seed.

These cones have a use.

PREVIEW

Sukindi LEARNING

These Cones



PREVIEW



These cones look thin at the tip.

These cones look wide at the base.

Sukindi LEARNING



A road cone can [illegible] e zone.

This cone is [illegible] the road.

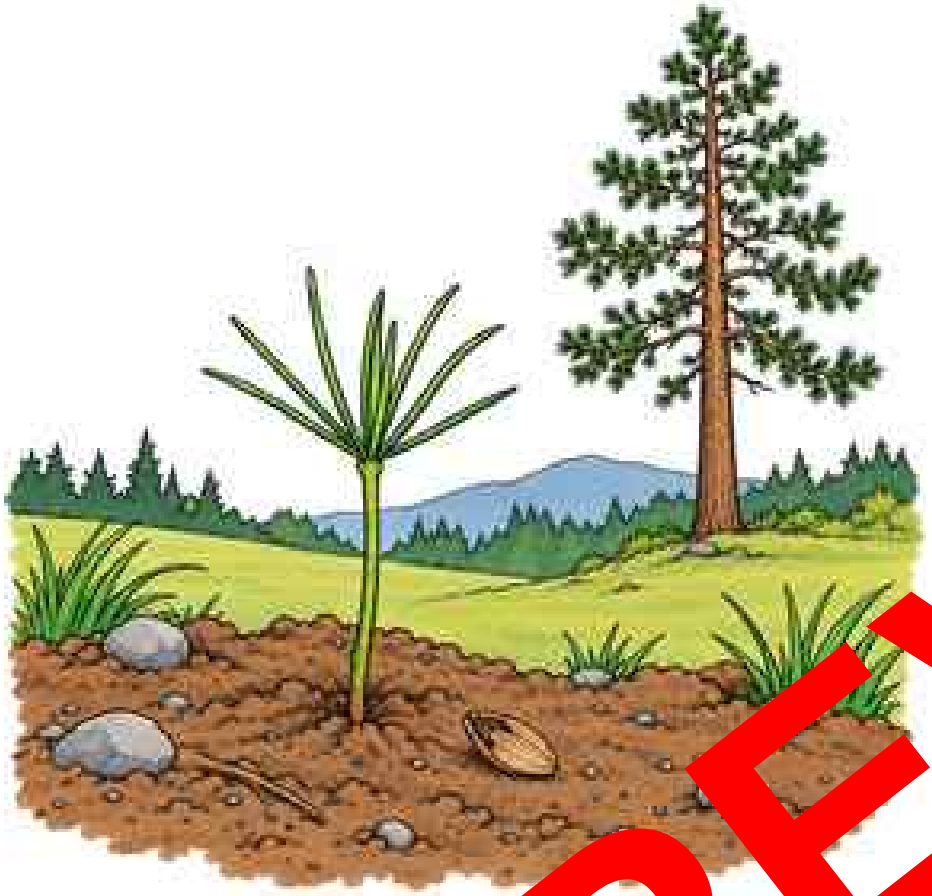


This pine cone has seed in it.

It is on a pine tree.

PREVIEW

Sukindi LEARNING



A seed can grow
It can make a pine tree.



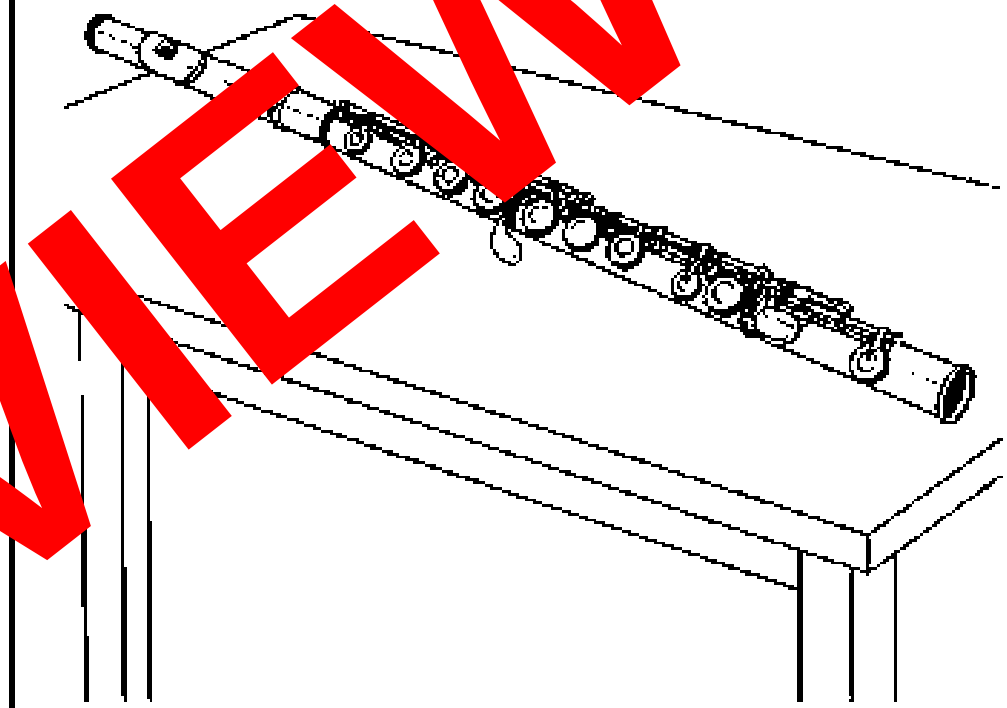
The road cone has no seed.
These cones have a use.

PREVIEW

Sukindi LEARNING

The Flute



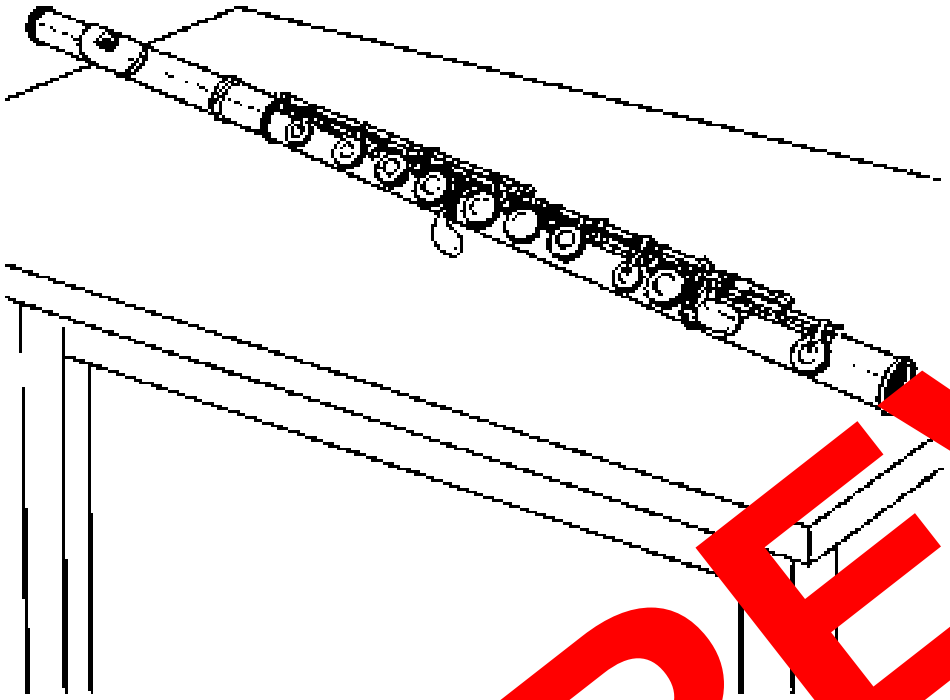


A flute is long and thin.

It has a hole at the tip.

PREVIEW

Sukindi LEARNING



The flute has ho

These holes h m a n .



A flute can make a low note.

It can make a high note.

PREVIEW

Sukindi LEARNING



The holes can b[illegible]

This can help [illegible]ake [illegible]ow n[illegible]e.



Blow at the lip of the hole.

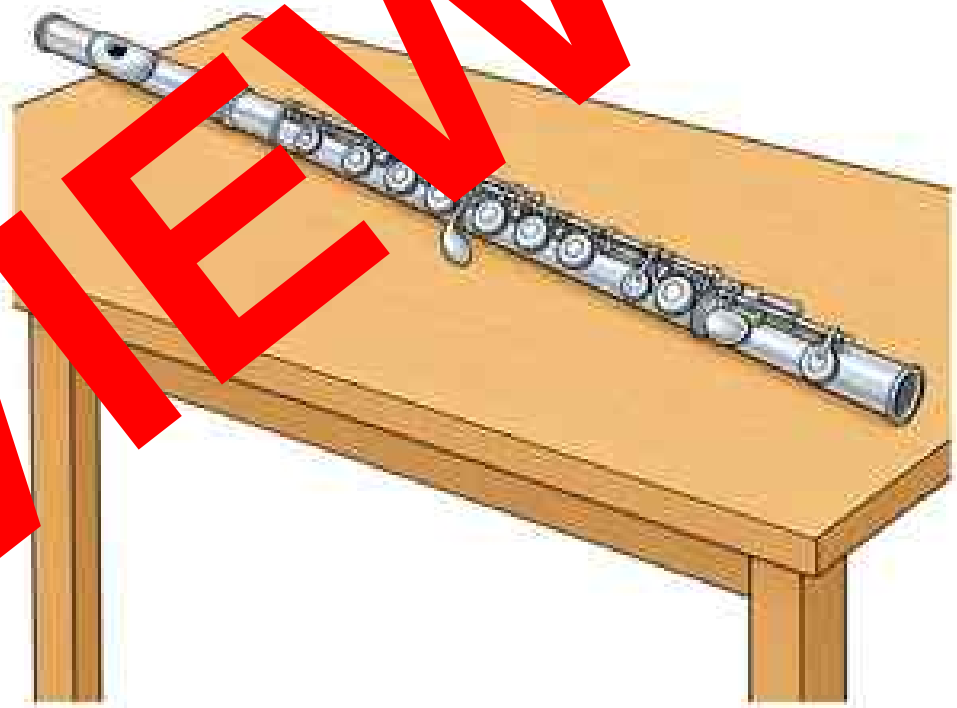
The flute can make a note.

PREVIEW

Sukindi LEARNING

The Flute



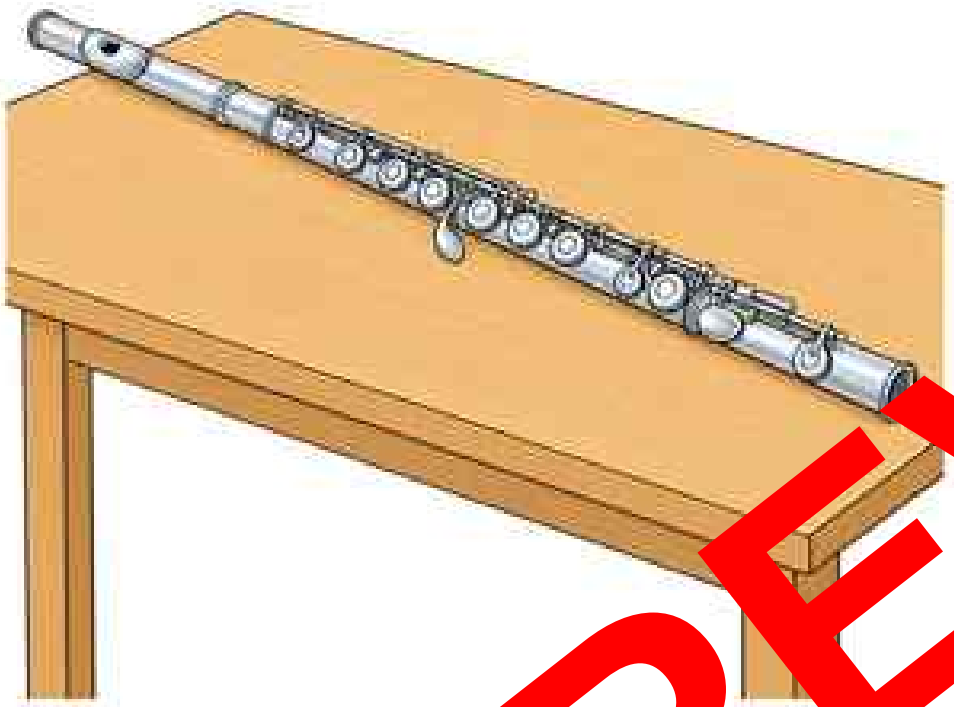


A flute is long and thin.

It has a hole at the tip.

PREVIEW

Sukindi LEARNING



The flute has ho[illegible]

These holes h[illegible] m[illegible] a n[illegible].



A flute can make a low note.

It can make a high note.

PREVIEW

Sukindi LEARNING



The holes can b[illegible]

This can help [illegible]ake [illegible]ow n[illegible]e.



Blow at the lip of the hole.

The flute can make a note.

PREVIEW

Sukindi LEARNING

Teach and check

Use the set after explicit teaching. Read directions together.

Focus

Teach a-e=/oa/, u-e=/oo/ or /y+oo/, and e-e=/ee/. In mule and cute, u-e represents TWO sounds: /y/ then /oo/. Mule has four sounds, not three.

Prerequisites

All earlier Foundation and Year 1 steps through Y105 are required, including earlier vowel spellings, a-e, i-e, consonant clusters and one-/two-syllable reading. Rehearse the name Eve and simple plural -s in cones, holes and notes.

Teacher words

Before reading, teach a, the and to for the stone; the and have for These Cones; a, the and of for The Flute. a has a weak vowel; the has weak e; to has o=/oo/; have has final ve=/v/; of has f=/v/. Check weak speech forms. For once, teach o=/w/ and ce=/s/. For only, teach o=/oa/ and final y=/ee/, across two syllables.

Teach, cover, reread

Model the split spelling around the consonant. Count sounds, then blend the whole word. If a student guesses, return to the exact spelling and sounds, model once, and have the student reread the complete sentence for meaning.

Print, assemble, check

Print readers landscape A4 at actual size, single-sided. Cut at the centre, stack pages 1-6 and staple left. Print this companion portrait A4. Check decoding, the two long-u readings, meaning, spelling and independent rereading.

Dictate on page 8: rope, mule, these

The mule is at home. / Eve can play a note.

PREVIEW

Sukindi LEARNING

Say the sounds

Cut the cards. Say the spelling, read the word and count its sounds.

o-e

/oa/

home

h o-e m

• • •

u-e

/ai/

j u-e

j l u-e t

• • • •

i-e

/y/ + /oo/

mule

m u-e l

• •• •

e-e

/ee/

these

th e-e s

• • •

PREVIEW

Sukindi LEARNING

Blend and read

Read each word. Blend its parts, then say it smoothly.

home h o-e m	rope r o-e p	cone c o-e n
note n o-e t	flute f l u-e t	rule r u-e l
mule m u-e l	cute c u-e t	these th e-e s
theme th e-e m	seed s ee d	shape sh a-e p

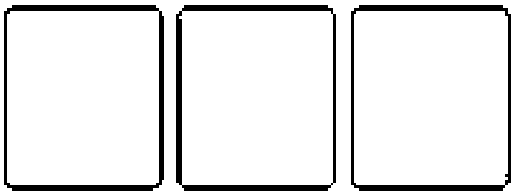
PREVIEW

Sukindi LEARNING

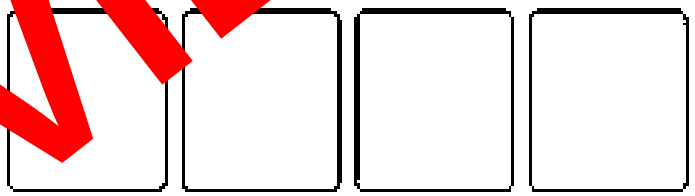
Say, build, write

Say the word. Touch one empty box per sound. Write the whole word.

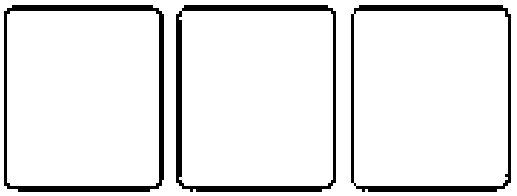
rope



mule



these



PREVIEW

Sukindi LEARNING

Change one sound

Read across. Change one sound each time. Write the last word.

home h o-e m • • •	→ hope h o-e p • • •	→ rope [illegible]-e p • •

[illegible] f l u t • • • •	→ flat f l a t • • • •	→ flag f l a g • • • •

PREVIEW

Sort the spellings

Cut the mixed cards. Put each card under its split spelling.

home	flute	these
theme	rope	mule
rule	eve	cone

o-e	u-e	e-e

PREVIEW

Sukindi LEARNING

Build the sentence

Order the mixed tiles. Read your sentence, then write it on the lines.

Sentence 1

flute.	Eve	the	play	can

Sentence 2

is	home.	The	at	mule

PREVIEW

Listen and write

Listen to your teacher. Say the sounds, write, then check together.

1 _____ _____

2 _____ _____

3 _____ _____

Sentence 1

_____

_____

_____

Sentence 2

_____

_____

Read, say, cover, write.

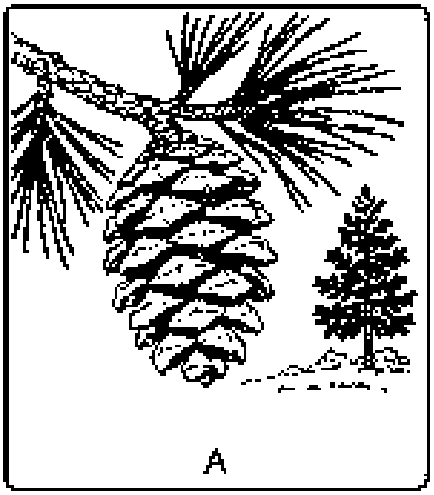
once	only
_ _ _ _	_ _ _ _
_____	_____
_____	_____
_____	_____

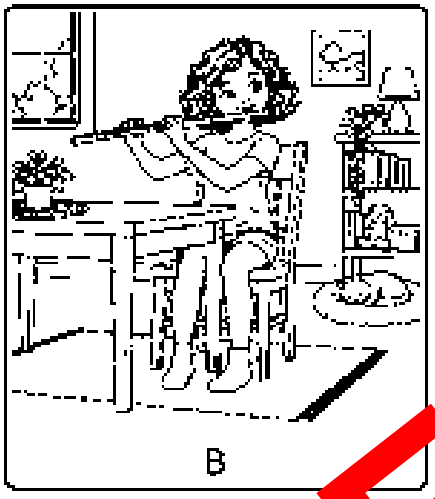
PREVIEW

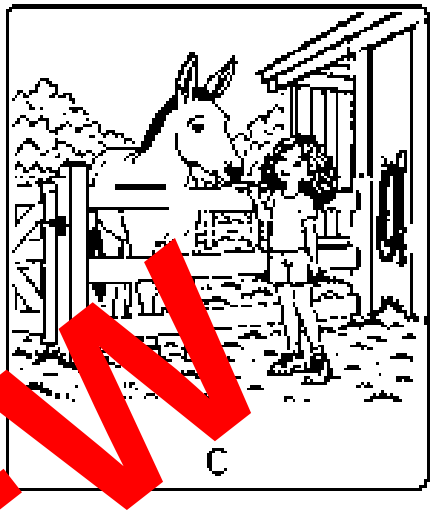
Sukindi LEARNING

Read and match

Read each sentence. Write its picture letter. Draw a favourite bit below.


A


B


C

Eve can play the flute. ☐

The mule is at home. ☐

The cow has seed in it. ☐

PREVIEW

Draw a bit you like. Tell a partner why.

Sukindi LEARNING

Read, tell, check

Read three times. Retell the facts. Write a sentence using home, mule or these.

Eve is at home.

She has a flute.

The flute is long and thin.

These notes can be high.

Eve can play a low note.

Reread: 1 ☐ 2 ☐ 3 ☐

Teacher observations: prompts, mean[illegible] next practice

PREVIEW

Sukindi LEARNING



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www.sukindi.com.au

PREVIEW

Year 1 Set 07 ue, ew and ir, ur

Table of Contents
Phonics Companion Pack
Book 1: The Blue Kite (B&W) (Fiction)
Book 1: The Blue Kite (Colour) (Fiction)
Book 2: The Clue at School (B&W) (Fiction)
Book 2: The Clue at School (Colour) (Fiction)
Book 3: New Stew (B&W) (Non-fiction)
Book 3: New Stew (Colour) (Non-fiction)
Book 4: A Few Seeds (B&W) (Non-fiction)
Book 4: A Few Seeds (Colour) (Non-fiction)

The Blue Kite



PREVIEW



I made a blue kite. I let the glue set.

Sukindi LEARNING



The wind blew. M[illegible] k[illegible]ew high.



The kite is in the tree. The line is tight.

PREVIEW

Sukindi LEARNING



I need help to ge[illegible]te. [illegible]m can do it.



Mum got my kite. The blue wing has a rip.

PREVIEW

Sukindi LEARNING



The new glue can ... We can do it!



My blue kite can fly. We did it!

PREVIEW

Sukindi LEARNING

The Blue Kite





I made a blue kite. I let the glue set.

PREVIEW

Sukindi LEARNING



The wind blew. M[illegible] k[illegible]ew high.



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Sukindi LEARNING



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PREVIEW

Sukindi LEARNING



The new glue can [illegible] We can do it!



My blue kite can fly. We did it!

PREVIEW

Sukindi LEARNING

The Clue at School





We get a cue at school. We can play the new game.

PREVIEW

Sukindi LEARNING



The cue is a blue [illegible] red spot.



We look at the blue coat. The coat has no red spot.

PREVIEW

Sukindi LEARNING



The blue box has [illegible] fits the cue.



We lift the lid. We can see the new flute!

PREVIEW

Sukindi LEARNING

The Clue at School





We get a cue at school. We can play the new game.

PREVIEW

Sukindi LEARNING



The cue is a blue [illegible] red spot.



We look at the blue coat. The coat has no red spot.

PREVIEW

Sukindi LEARNING



The blue box has [illegible] fits the cue.



We lift the lid. We can see the new flute!

PREVIEW

Sukindi LEARNING

New Stew



PREVIEW



This is a new stew. The stew is in a blue pot.

Sukindi LEARNING



This stew has me as and beans.



The stew is hot. The heat can cook the food.

PREVIEW

Sukindi LEARNING



We can eat stew [illegible] sp[illegible]. The spoon can scoop the [illegible]od.



The food is soft. We can chew it.

PREVIEW

Sukindi LEARNING

New Stew



PREVIEW



This is a new stew. The stew is in a blue pot.

Sukindi LEARNING



This stew has me as and Beans.



The stew is hot. The heat can cook the food.

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Sukindi LEARNING



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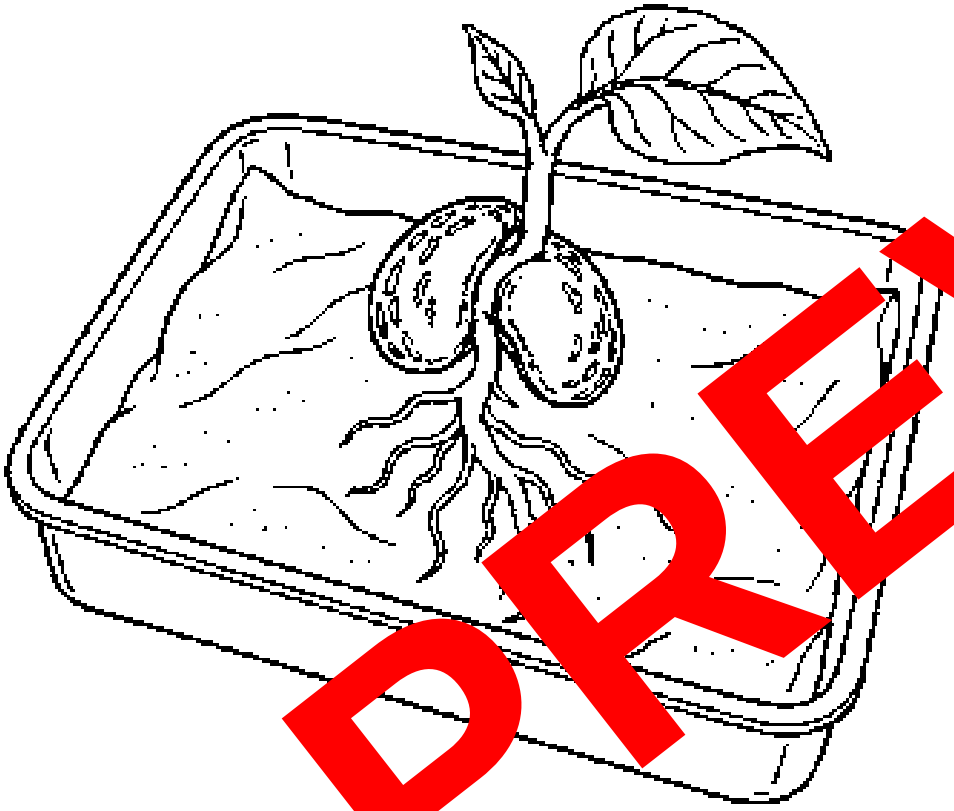


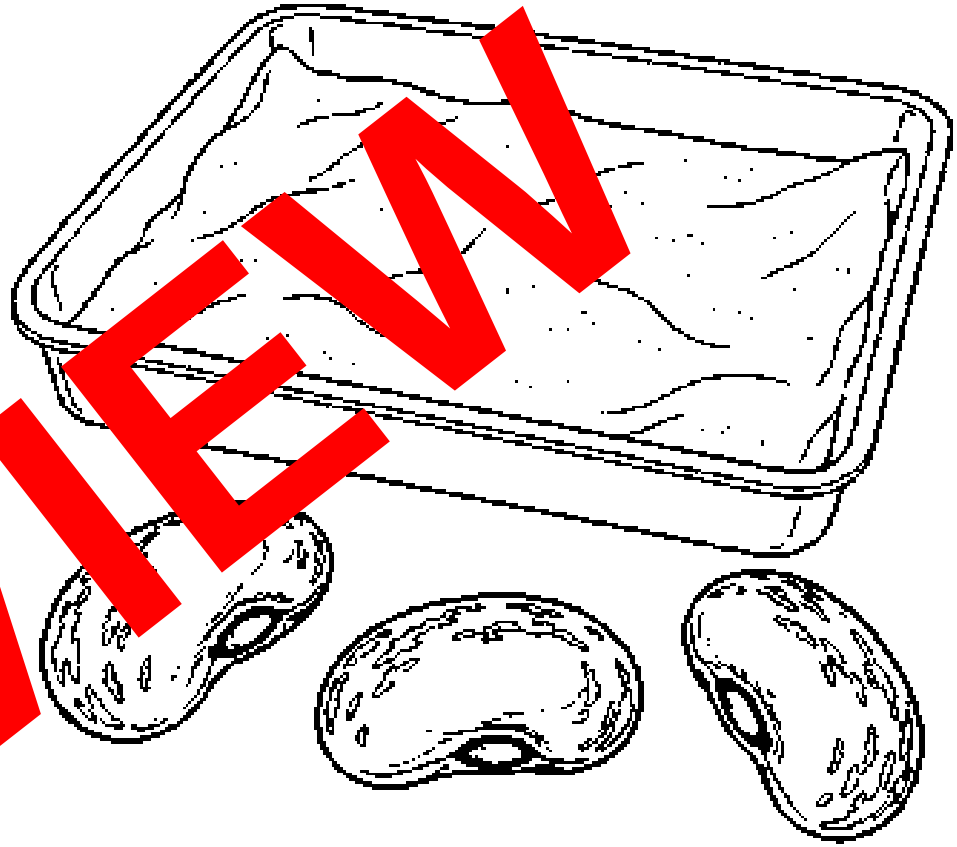
The food is soft. We can chew it.

PREVIEW

Sukindi LEARNING

A Few Seeds





We have a few seeds. These seeds can grow.

PREVIEW

Sukindi LEARNING



The seeds need a [illegible] W[illegible]n keep them wet.



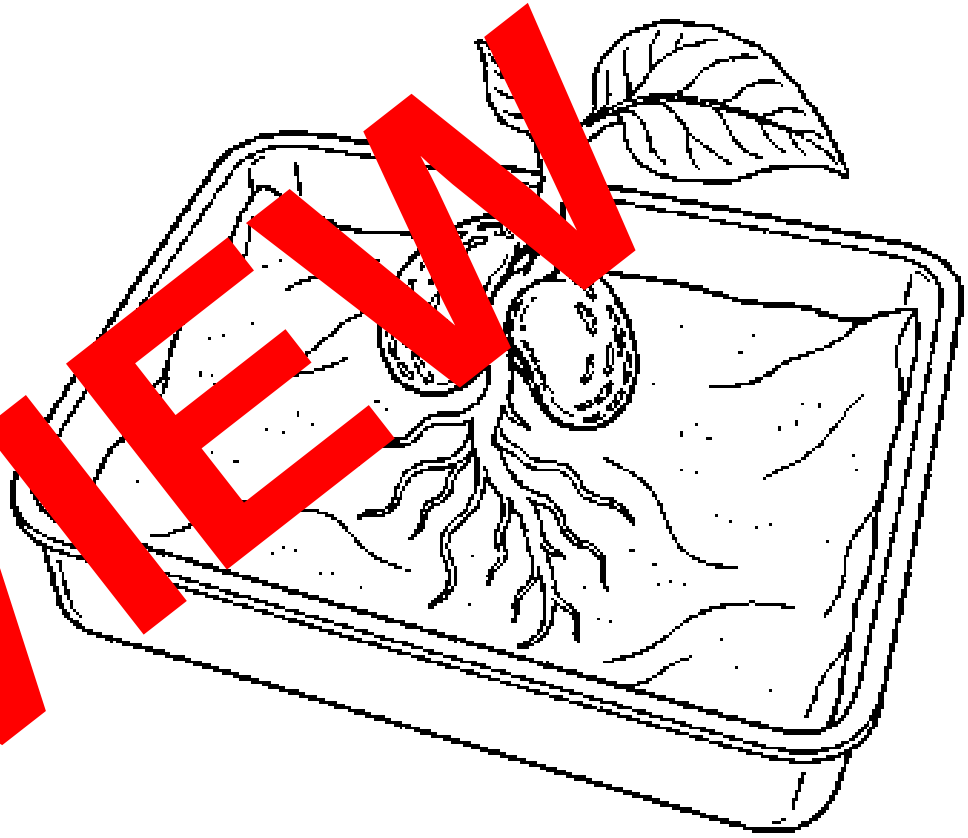
The seed grew a root. The root is thin.

PREVIEW

Sukindi LEARNING



A shoot grew nex[illegible] sh[illegible]s green.



The shoot has a new leaf. The leaf is green.

PREVIEW

Sukindi LEARNING

A Few Seeds





We have a few seeds. These seeds can grow.

PREVIEW

Sukindi LEARNING



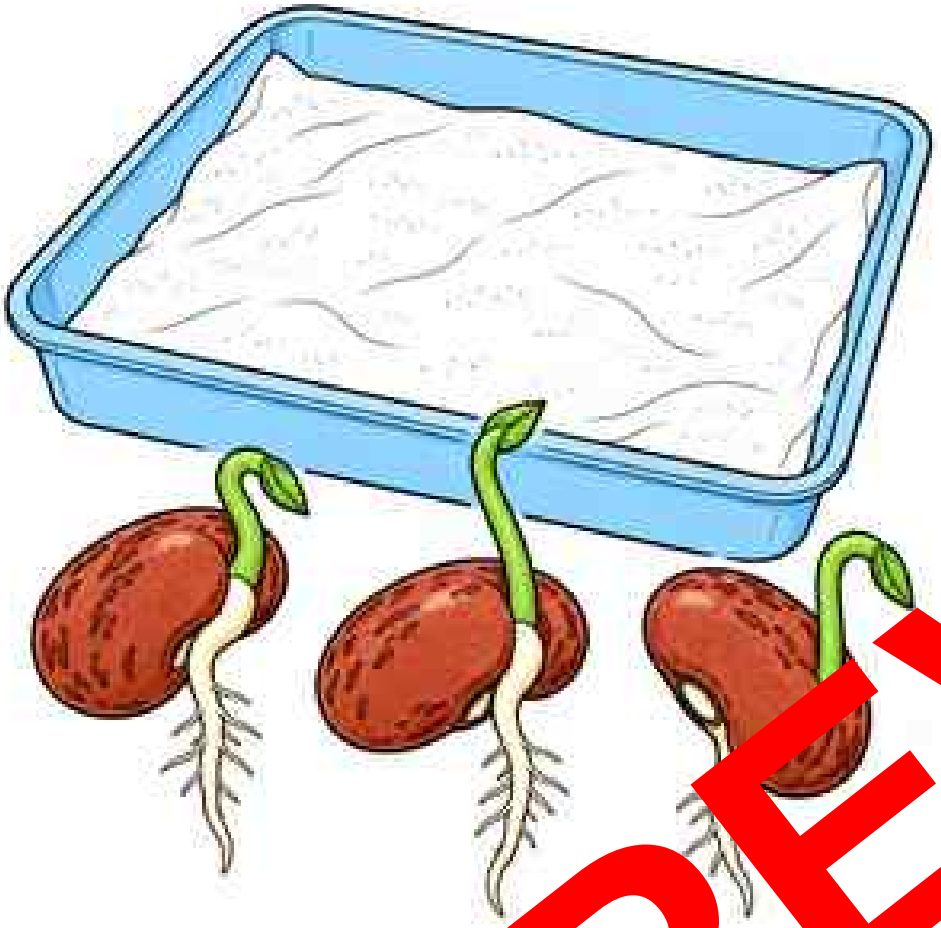
The seeds need a [illegible] W[illegible]n keep them wet.



The seed grew a root. The root is thin.

PREVIEW

Sukindi LEARNING



A shoot grew nex[illegible] sh[illegible]s green.



The shoot has a new leaf. The leaf is green.

PREVIEW

Sukindi LEARNING

Teaching and checking

Before reading

Teach all Foundation steps and Year 1 Sets 01–06 first, then teach this set's ue/ew readings and o=/oo/ in do/to. Revisit oo and u-e. Review capital recognition in I, Mum and sentence starts.

Count sounds accurately

Blue has three sounds. Cue, few and new also have three: /y/ plus /oo/ are two sounds carried by one spelling. Stew has four sounds. Do has two. A written digraph is not automatically one sound.

Teach the supported words

Teach a in its weak and strong spoken forms. Rehearse the with its voiced th and weak or strong vowel. In have, h and short a are known; support ve=/v/. Teach school before its book: s, oo and l are known; its unusual ch=/k/ needs support.

Revisit do and to

Do has the taught strong /d/ /oo/ reading in can do it. Model strong /t/ /oo/ for to, the sound cards; also rehearse its common weak spoken form. Do not assume all pupils use /oo/, or that to is cleared in every context.

A useful reading routine

Say the sounds cleanly, blend and reread naturally. Explain clue as a signal to act, and clue as information for the game. Ask what went wrong with the kite, what clue matched and what changed as the bean grew. Correct a specific error and let the student try again.

Dictation for page 8

Words 1–3: cue, stew, blue. Sentences 4–5: We can see blue. / The new kite is blue. Say each whole answer, repeat naturally and let the student use its full response guide.

Quick checks

Page 5 ends: grew, new, chew. Page 6: blue, glue, clue, cue; ew = new, few, blew, grew. Page 7: The new kite is blue. We chew the food. Page 9: 1–C, 2–A, 3–B.

Print and assemble

Print reader at actual size, landscape A4, single-sided. Cut the centre, stack the numbered A5 pages and staple. Print these ten companion pages portrait A4. Choose either reader edition; the text is the same.

PREVIEW

Sukindi LEARNING

Say the focus sounds

Listen to each word. Say its sounds, then point to the spelling. One spelling can carry two sounds.

ue

/oo/

blue

ew

/y/ + /oo/

few

ew

/oo/

chew

ue

/y/ + /oo/

cue

o = /oo/ in these words

do

to

PREVIEW

Sukindi LEARNING

Blend and read

Point to the dots, say the sounds and blend each word. Read it again smoothly.

blue	→	b l ue
few	→	f ew
clue	→	c l ue
new	→	n ew
glue	→	g l ue
stew	→	s t ew
do	→	d o
to	→	t o

PREVIEW

Sukindi LEARNING

Cover, tap and spell

Read a word, cover it and tap one box for each sound. Write the whole word on its guide.

blue

cue

few

stew

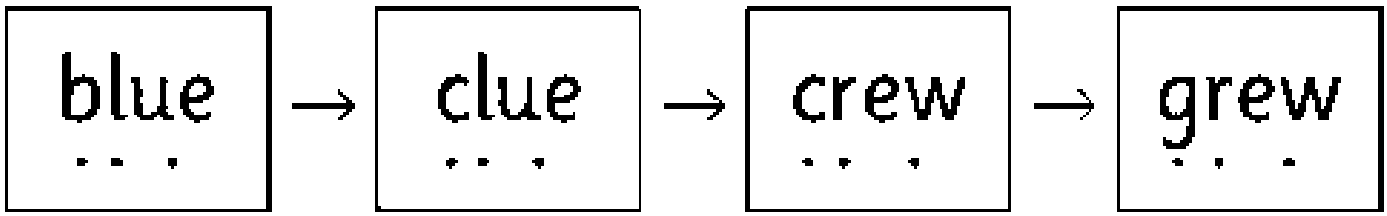
chew

PREVIEW

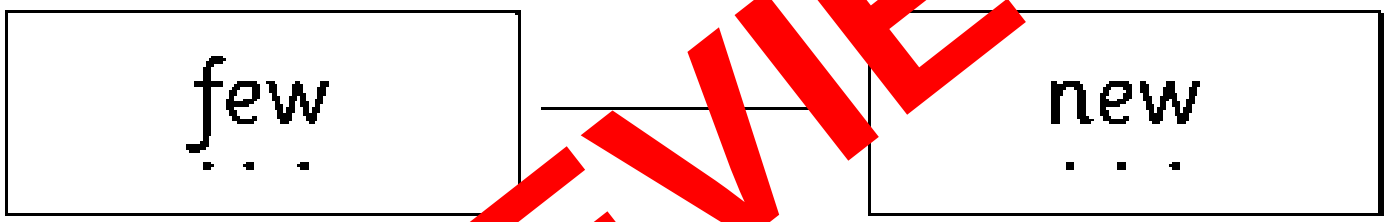
Sukindi LEARNING

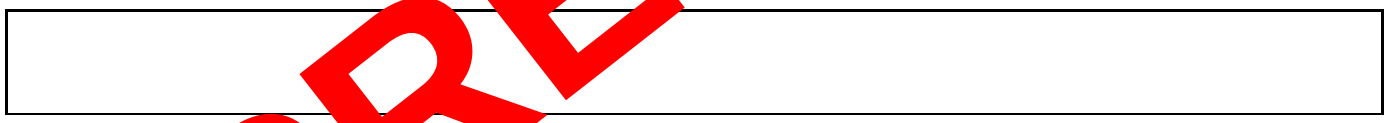
Change one sound

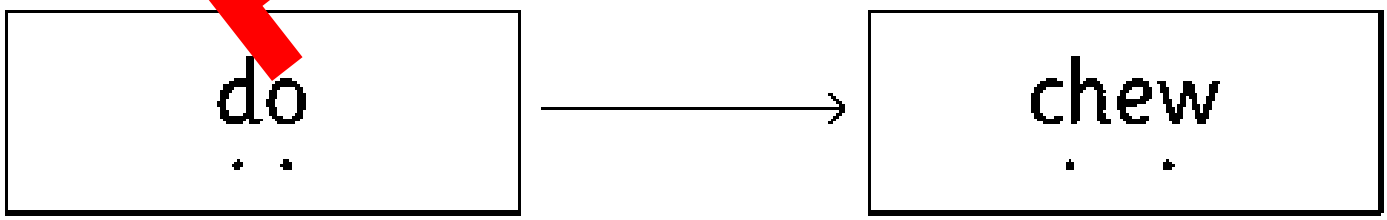
Read each chain. Say the sound that changes. Write the last word on the guide.













PREVIEW

Sukindi LEARNING

Sort ue and ew

Cut out the mixed cards. Read each word and place it in the matching spelling group.

blue	new	few	glue
blew	clue	cue	grew

PREVIEW

ue	ew

Sukindi LEARNING

Build, read and write

Order each set of tiles into a sentence. Read it and write the full sentence below.

blue.	kite	The	is	new

the	fool.	We	chew	can

PREVIEW

Change kite to boat. Say the new sentence.

Sukindi LEARNING

Listen and write

Say school and spot ch=/k/. Rehearse the. Listen to each answer, then write it on its guide.

school the

1

2

3

4

5

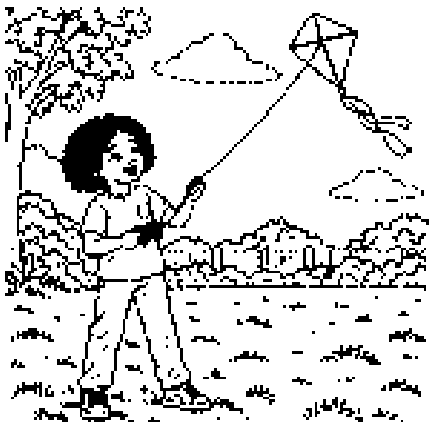
PREVIEW

Say the sounds and check each spelling.

Sukindi LEARNING

Read for meaning

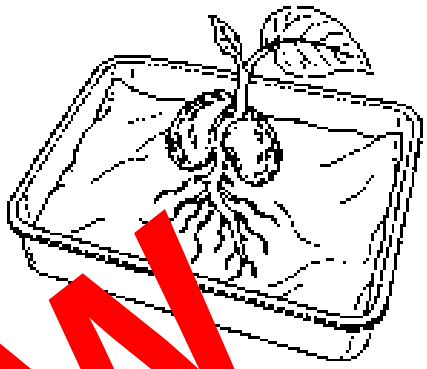
Read each sentence. Write the matching picture letter in its box.



A



B



C

PREVIEW

☐ A new leaf grew.

☐ The blue kite ... in ...

☐ ... food is in a pot.

Draw the kite at the end. Write one word about it.

Sukindi LEARNING

Read and try new text

Read each sentence twice. Circle ue and ew. Then write a new sentence using blue and new.

We can chew stew.

The blue boat has a new crew.

boat	blue.	The	is	new

PREVIEW

Draw your blue boat.

☐ I can read this.

☐ I can do it.

Teacher observations

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PREVIEW

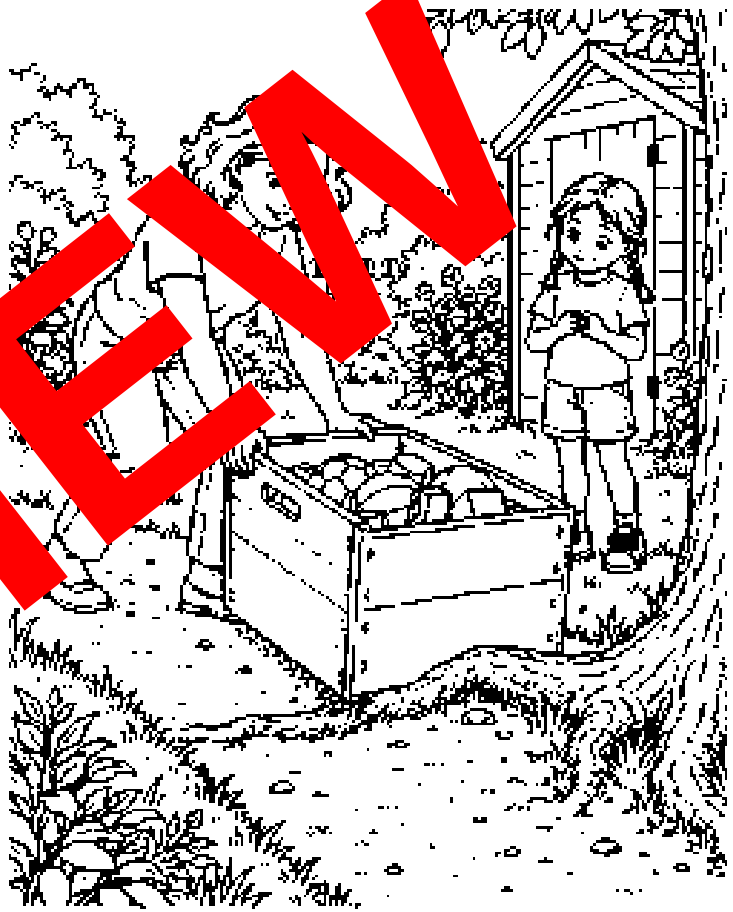
Year 1 Set 08 u and ou: The Boo Vowel

Table of Conte
Phonics Companion Pack
Book 1: Push, Pull, G (B&W) (Fiction)
Book 1: Pu Pull Go! (our) (Fiction)
Bo 2: T e Bu Hut (B&W) (Fiction)
Book 2: The Bush Hut (Colour) (Fiction)
Book 3: Push and Pull (B&W) (Non-fiction)
Book 3: Push and Pull (Colour) (Non-fiction)
Book 4: A Full Bag (B&W) (Non-fiction)
Book 4: A Full Bag (Colour) (Non-fiction)

Push, Pull, Go!

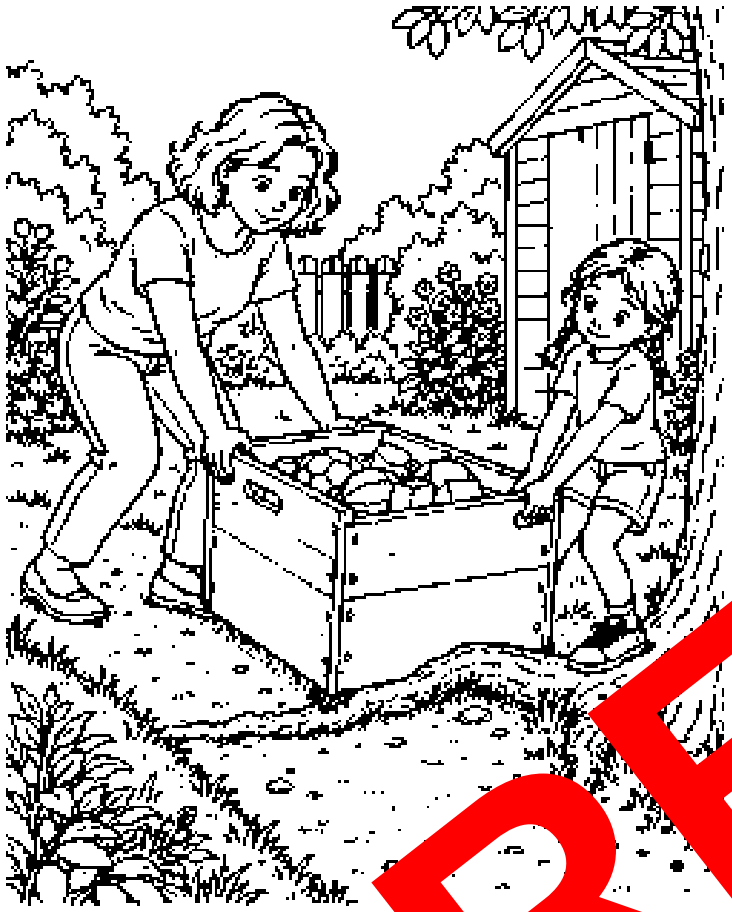


PREVIEW

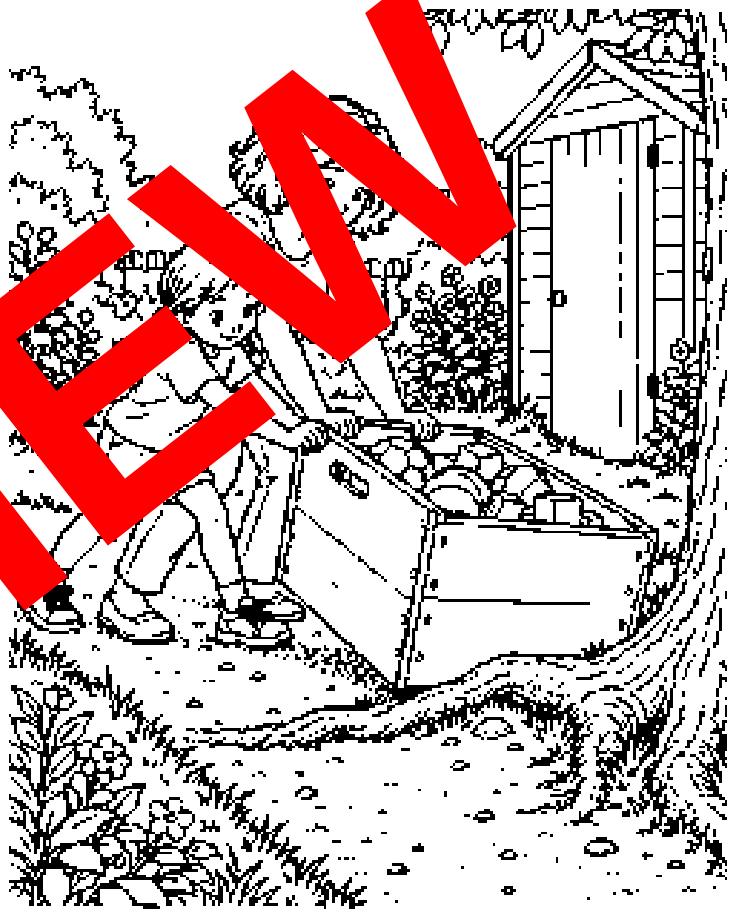


The box is full. Mum can push it, but it is stuck.

Sukindi LEARNING



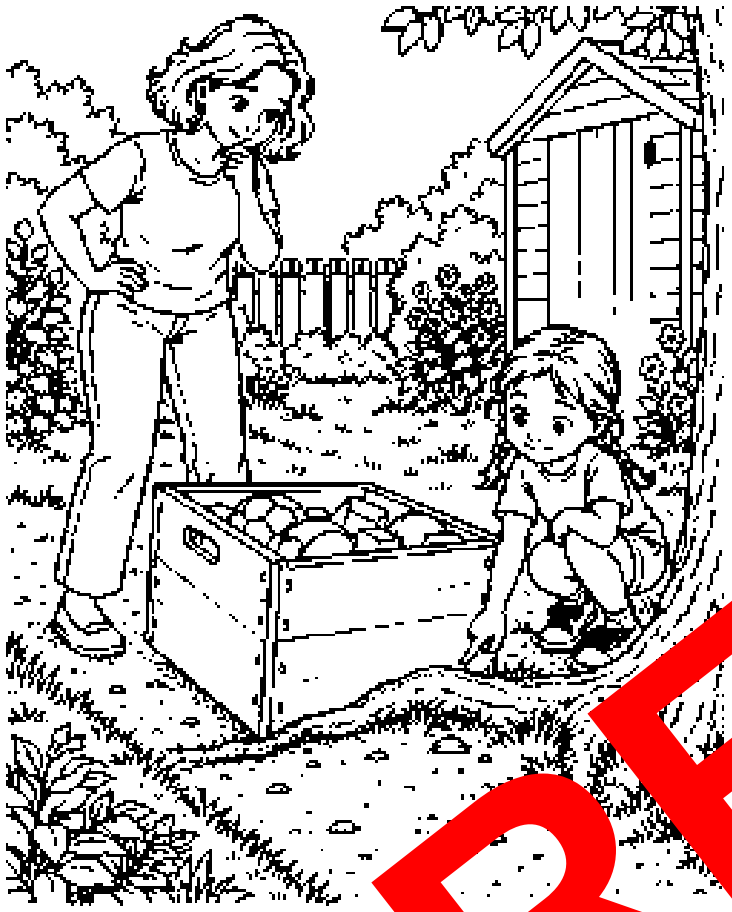
I could pull th ox. Mum could push it.



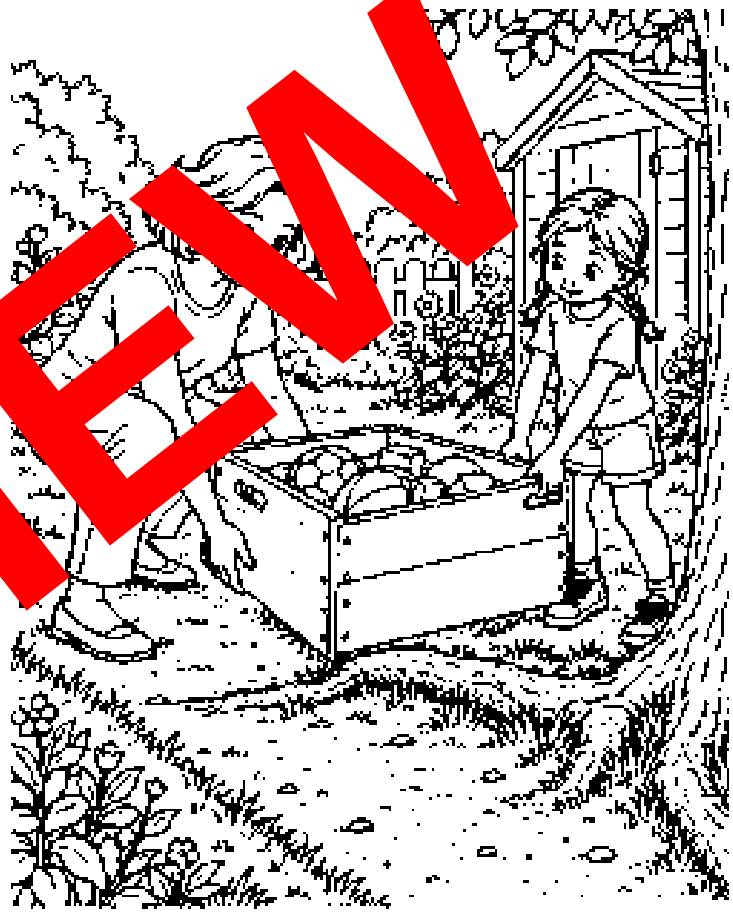
Mum and I push. The box tips, but it is still stuck.

PREVIEW

Sukindi LEARNING



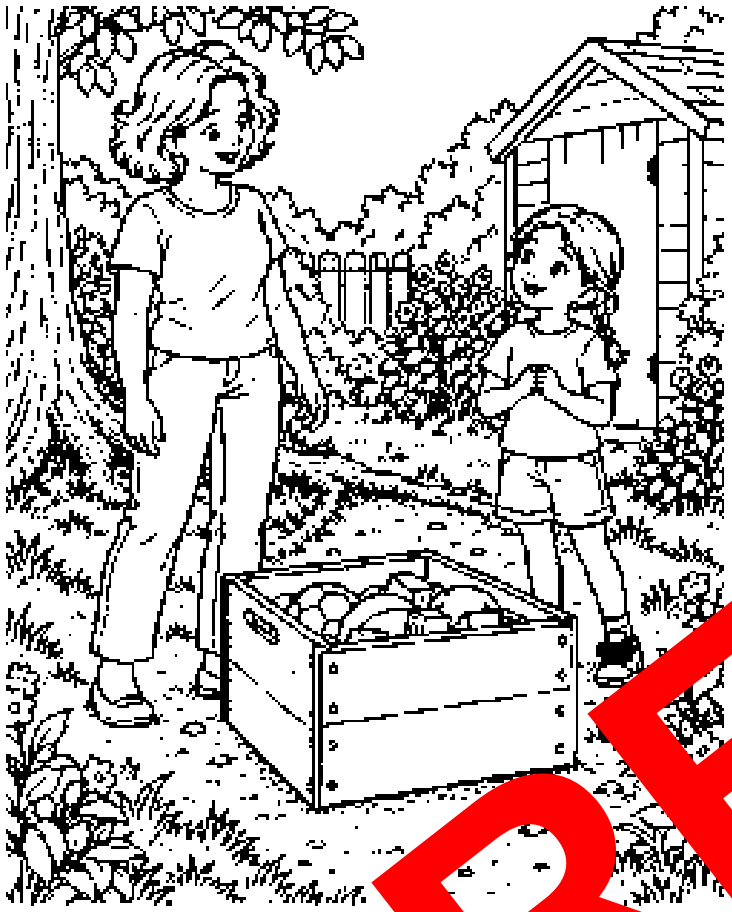
This root is in [illegible] wa[illegible] The B[illegible]x is on it.



Mum can lift this side. I pull the box.

PREVIEW

Sukindi LEARNING



The box slips [illegible] the [illegible]ot. Mum and I grin.



We push the box in the shed. We put it on the bench.

PREVIEW

Sukindi LEARNING

Push, Pull, Go!





The box is full. Mum can push it, but it is stuck.

PREVIEW

Sukindi LEARNING



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Mum and I push. The box tips, but it is still stuck.

PREVIEW

Sukindi LEARNING



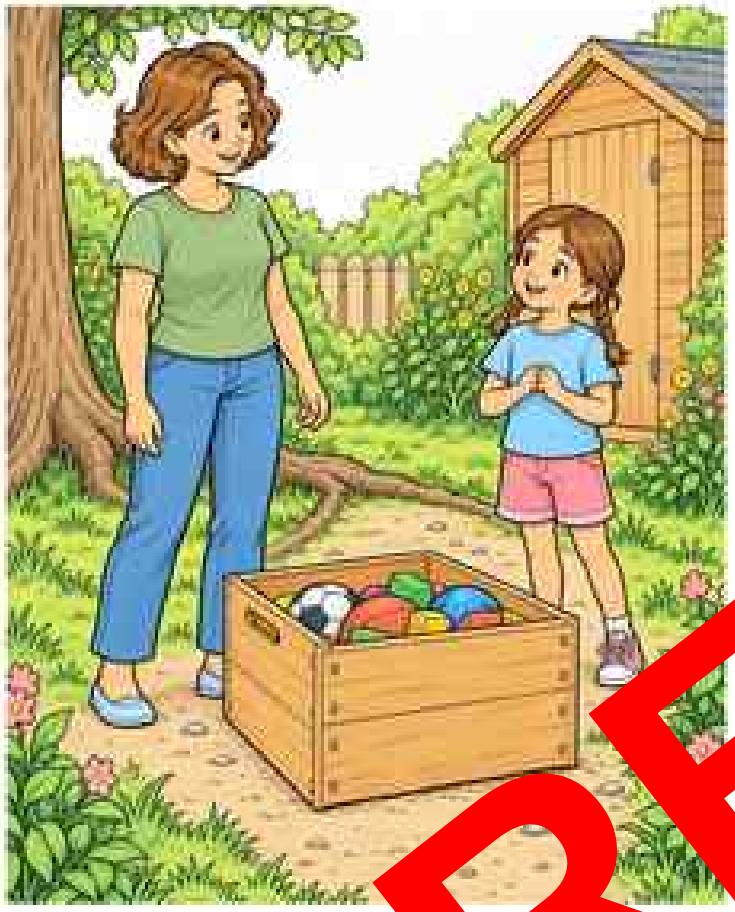
This root is in [illegible] w[illegible]. The box is on it.



Mum can lift this side. I pull the box.

PREVIEW

Sukindi LEARNING



The box slips [illegible] the [illegible]ot. [illegible]um and I grin.



We push the box in the shed. We put it on the bench.

PREVIEW

Sukindi LEARNING

The Bush Hut

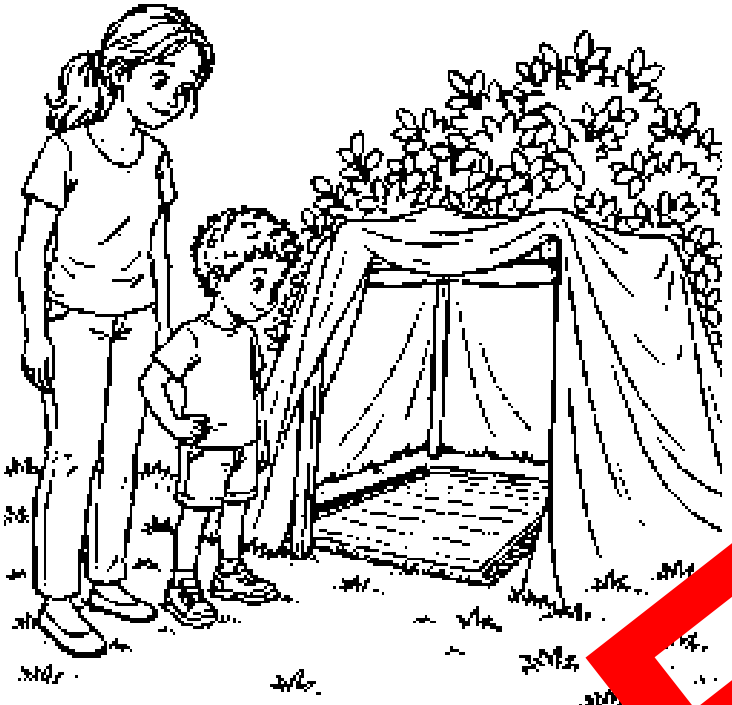


PREVIEW



Ben has a bush hut. He put a rug in it.

Sukindi LEARNING



The hut has n[illegible]eat[illegible]en would like a seat in it.



Ben can pull the rug. He can put a box on it.

PREVIEW

Sukindi LEARNING



He can push t box . This would make a good seat.



Ben and Mum sit in the bush hut. The hut is full!

PREVIEW

Sukindi LEARNING

The Bush Hut



PREVIEW



Ben has a bush hut. He put a rug in it.

Sukindi LEARNING



The hut has no seat. Ben would like a seat in it.



Ben can pull the rug. He can put a box on it.

PREVIEW

Sukindi LEARNING



He can push t[illegible] box[illegible]. This would make a good seat.



Ben and Mum sit in the bush hut. The hut is full!

PREVIEW

Sukindi LEARNING

Push and Pull

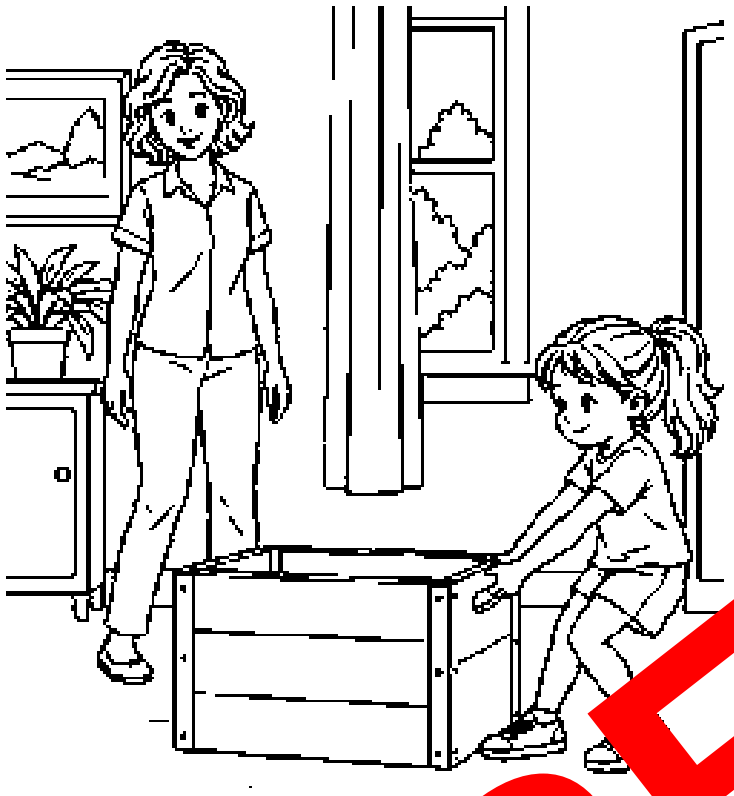


PREVIEW

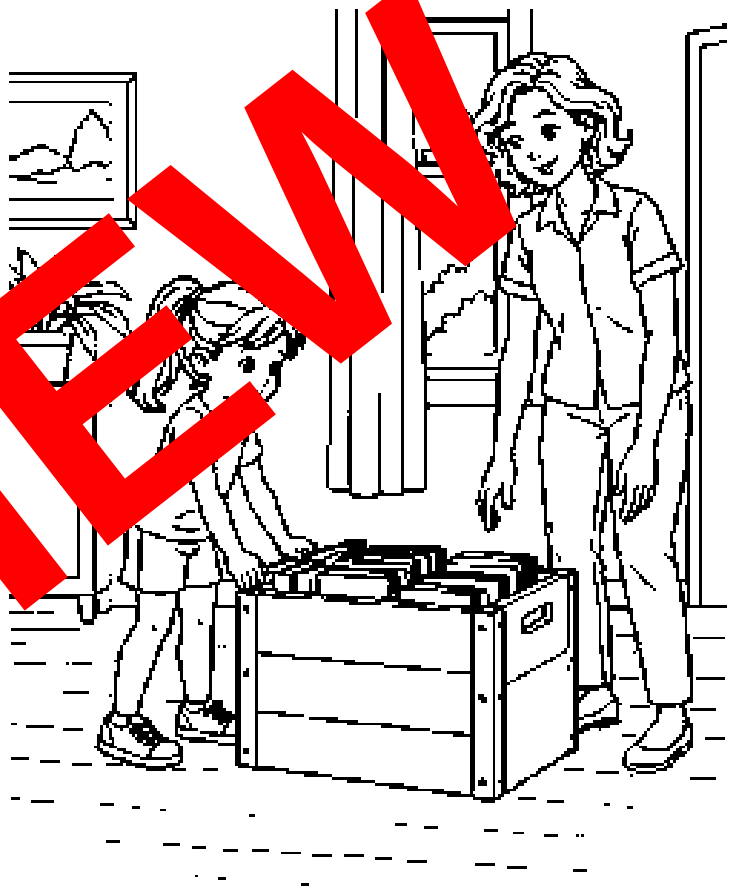


We can push this box. The box can slide.

Sukindi LEARNING



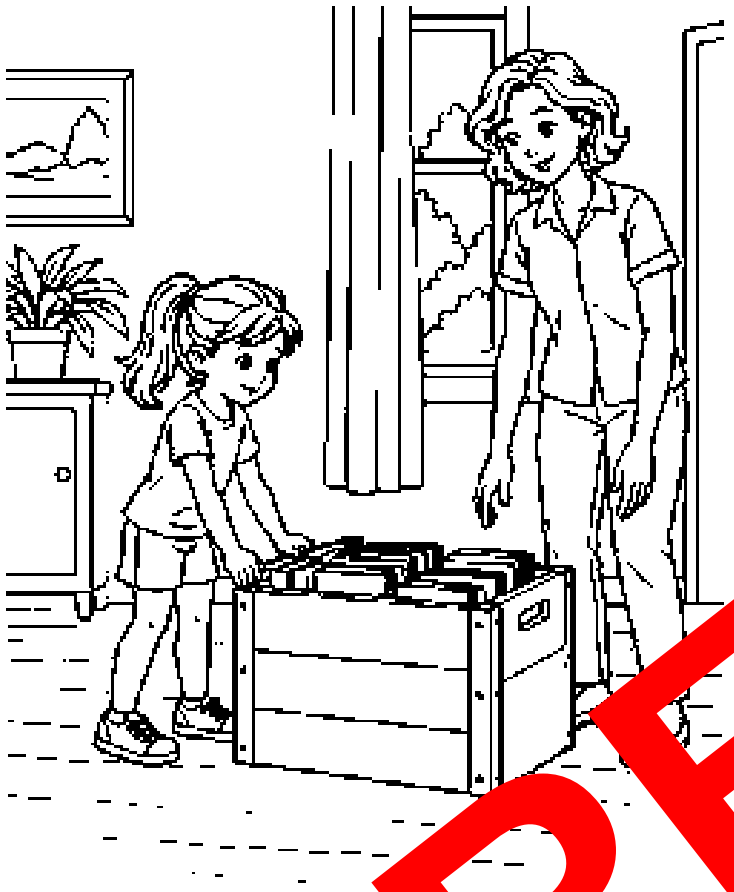
We can pull th box. The box can slide back.



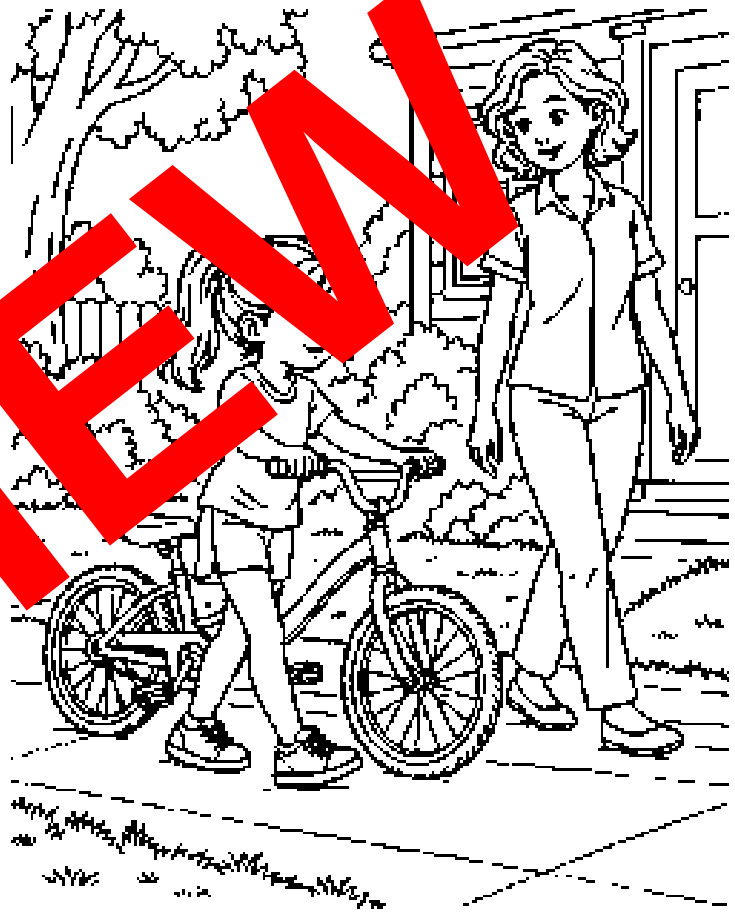
Put books in this box. The box is full.

PREVIEW

Sukindi LEARNING



A full box can[illegible]ed a big push. We should get Mum.



We can push this bike. We should go slow.

PREVIEW

Sukindi LEARNING



We can pull th[illegible] bac[illegible]e should put it on the rug.



A push can make a box slide. A pull can make it slide back.

PREVIEW

Sukindi LEARNING

Push and Pull



PREVIEW



We can push this box. The box can slide.

Sukindi LEARNING



We can pull th box. The box can slide back.



Put books in this box. The box is full.

PREVIEW

Sukindi LEARNING



A full box can [illegible]ed a big push. We should get Mum.



We can push this bike. We should go slow.

PREVIEW

Sukindi LEARNING



We can pull the bag. We should put it on the rug.

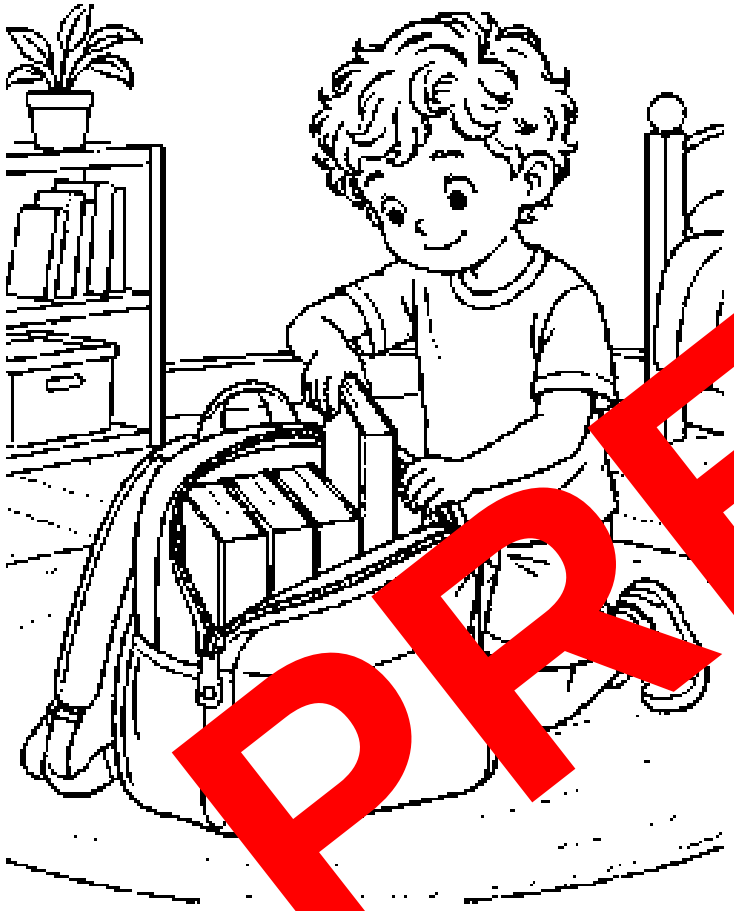


A push can make a box slide. A pull can make it slide back.

PREVIEW

Sukindi LEARNING

A Full Bag



PREVIEW



This bag is full. We put books in it.

Sukindi LEARNING



The bag has a zip. We could pull the zip shut.



We could put the bag on this hook. It can hang.

PREVIEW

Sukindi LEARNING



We could pull [illegible] back.
The bag is not [illegible].



We could put the book back in. The bag is full.

PREVIEW

Sukindi LEARNING

A Full Bag



PREVIEW



This bag is full. We put books in it.

Sukindi LEARNING



The bag has a [illegible] zip. We could pull the zip shut.



We could put the bag on this hook. It can hang.

PREVIEW

Sukindi LEARNING



We could pull [illegible] bag out.
The bag is not ful[illegible]



We could put the book back in. The bag is full.

PREVIEW

Sukindi LEARNING

Teach, read, check

Year 1 Set 08 - use after the earlier taught steps.

Focus and prerequisites

u has the book vowel in put, push, pull, full and bush. ou has that vowel in could, would and should.

Teach all earlier steps through Year 1 Set 07 first: current vowel spellings, split digraphs, longer words and simple -s endings. /y/ + /oo/ in cute, few and new are TWO sounds.

Teach before reading

Show the regular spellings, then the exceptional part. In a and th[illegible]ak vowel. The l in the three new teacher words is silent: do not add a sou[illegible] for it.

could: c /k/, ou book vowel, silent l, d /d/.

would: w /w/, ou book vowel, silent l, d /d/.

should: sh /sh/, ou book vowel, silent l, d /d/.

Book word sup[illegible]

Push, Pull, Go!: the, co[illegible]

The Bush Hut: [illegible] vo[illegible]

Push and Pu[illegible], th[illegible]houla[illegible]

A Full Bag: a, t[illegible] could.

PREVIEW

Dictate and check

Page 8 words: put, pull, full.

Sentences: The bag is full. / We could pull the zip.

Point to each spelling, say its sounds, then blend again. Check the vowel, silent l, spaces and full stops.

Assembly

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

Sukindi LEARNING

Say the book vowel

Say the vowel in book. Point to each spelling and say it.

u	ou

u in put; ou in could, would and should

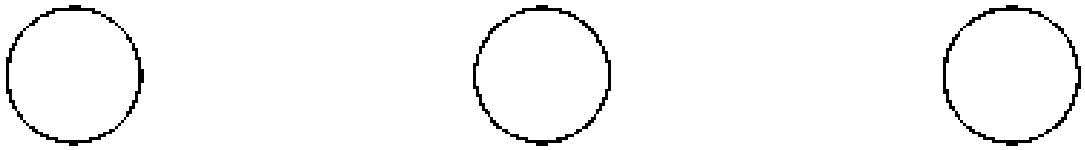
could	would	should
c ou l d	w ou l d	sh ou l d

PREVIEW

Touch ou for the book vowel. The underlined l is silent.

Say put, push, pull, full, bush.

Say should. Tap one circle for each sound.



Sukindi LEARNING

Blend and read

Point to the spellings. Say the sounds, then blend the word.

put	p u t
push	p u sh
pull	p u ll
full	f u ll
cute	c u-e t

PREVIEW

In cute, u-e gives /yʊ/ + /oo/: four sounds.

Sukindi LEARNING

Hear, build, write

Say each word. Write its spellings in the boxes, then the full word.

put

push

pull

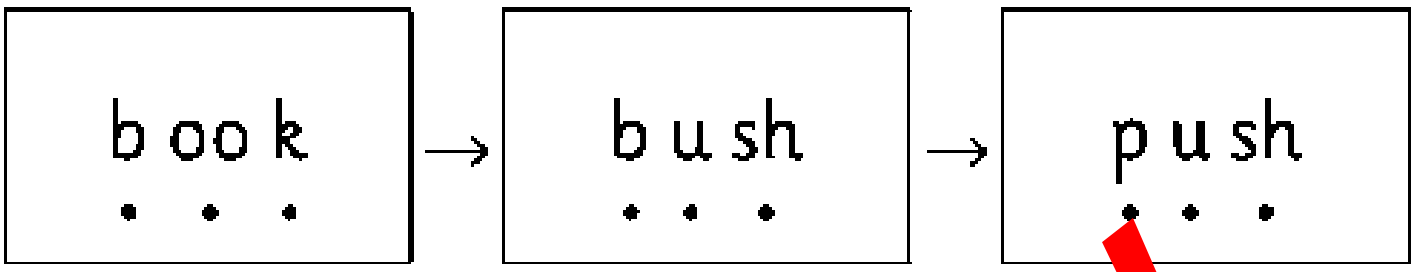
full

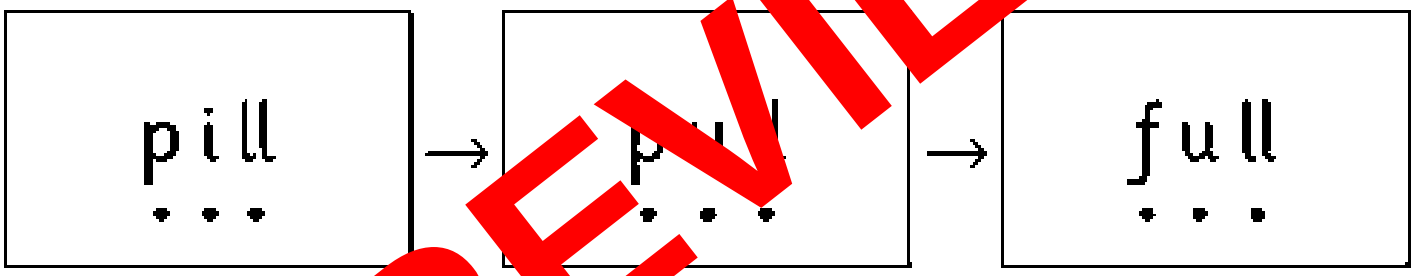
PREVIEW

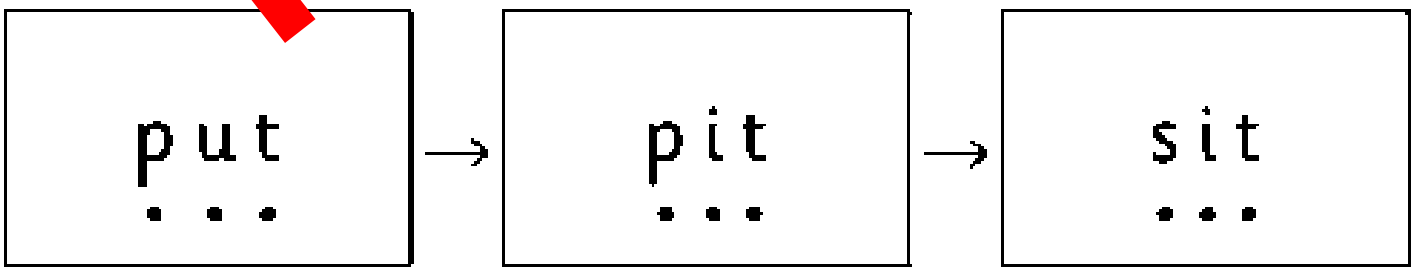
Sukindi LEARNING

Change one sound

Say the chain. Change one sound each time. Write the last word.







PREVIEW

Sukindi
LEARNING

Cut and sort

Read the cards. Cut them out. Sort by the book-vowel spelling.

put	book	full
wood	push	foot

u	oo
book vowel	book vowel

PREVIEW

Sukindi LEARNING

Build a sentence

Cut and order the tiles. Read each sentence, then write it.

1

box.	could	We	the	pull

2

full.	bag	The	is

Read your sentences again.

Check spaces and full stops.

PREVIEW

Sukindi LEARNING

Listen and write

Listen to each word and sentence. Write the whole answer.

1	2	3

Sentence 1

Sentence 2

PREVIEW

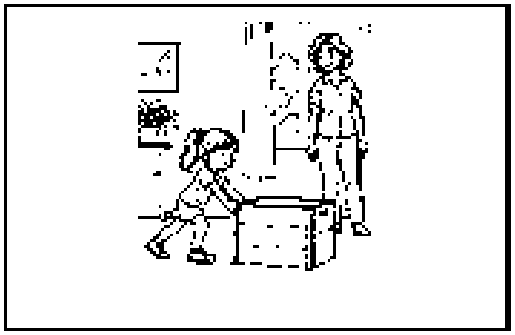
Check ou and the silent l in could.

Check the book vowel, spaces and full stops.

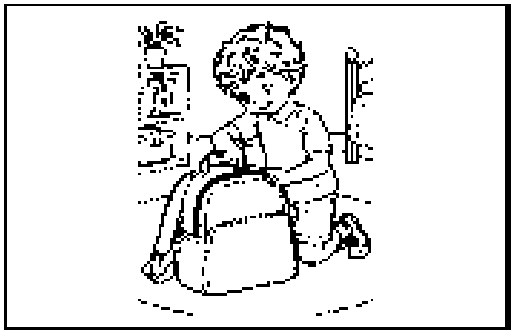
Sukindi LEARNING

Read and match

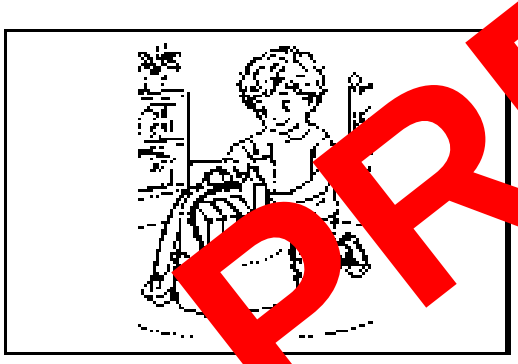
Draw a line from each picture to the matching words.



Put a book in the bag.



Push the box.



Pull the zip.

PREVIEW

How did Mum help with the box? Write a sentence.

Sukindi LEARNING

Read again and transfer

Read each book again. Tick after each read. Read and write below.

Book	Read 1	Read 2
Push, Pull, Go!	○	○
The Bush Hut	○	○
Push and Pull	○	○
A Full Bag	○	○

PREVIEW

Put a book in the bag.

The bag is full.

Teacher observations

Sukindi LEARNING



Sukindi
LEARNING

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Year 1 Set 09 ou and ow: The Sow Sound

PREVIEW

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Phonics Companion Pack
Book 1: The Crown (B&W) (Fiction)
Book 1: The Crown (Colour) (Fiction)
Book 2: The Clown (B&W) (Fiction)
Book 2: The Clown (Colour) (Fiction)
Book 3: Cows (B&W) (Non-fiction)
Book 3: Cows (Colour) (Non-fiction)
Book 4: Clouds (B&W) (Non-fiction)
Book 4: Clouds (Colour) (Non-fiction)

The Crown



PREVIEW



Pip has a crown. It is brown.

Sukindi LEARNING



Pip can show Mum the crown. Mum is proud.



The crown blew down. It went through the gap.

PREVIEW

Sukindi LEARNING



Pip can reach th[illegible]gap. Pip can pull the crow[illegible]out.



Pip has the crown now. Pip and Mum shout!

PREVIEW

Sukindi LEARNING

The Crown





Pip has a crown. It is brown.

PREVIEW

Sukindi LEARNING



Pip can show Mum the crown. Mum is proud.



The crown blew down. It went through the gap.

PREVIEW

Sukindi LEARNING



Pip can reach t[illegible]h t[illegible]gap. Pip can pull the crow[illegible]out.



Pip has the crown now. Pip and Mum shout!

PREVIEW

Sukindi LEARNING

The Clown



PREVIEW



The clown has brown boots. The boots make loud thuds.

Sukindi LEARNING



The clown can [illegible] The crowd claps.



The clown must go through the hoop.
The clown gets stuck.

PREVIEW

Sukindi LEARNING



The clown can[illegible] H[illegible]p. Now the clown can g[illegible] thro[illegible]gh.



The clown is proud, though the boots still thud. The crowd claps!

PREVIEW

Sukindi LEARNING

The Clown



PREVIEW



The clown has brown boots. The boots make loud thuds.

Sukindi LEARNING



The clown can [illegible] low. The crowd claps.



The clown must go through the hoop.
The clown gets stuck.

PREVIEW

Sukindi LEARNING



The clown can [illegible] hoop. Now the clown can go through.



The clown is proud, though the boots still thud. The crowd claps!

PREVIEW

Sukindi LEARNING

Cows

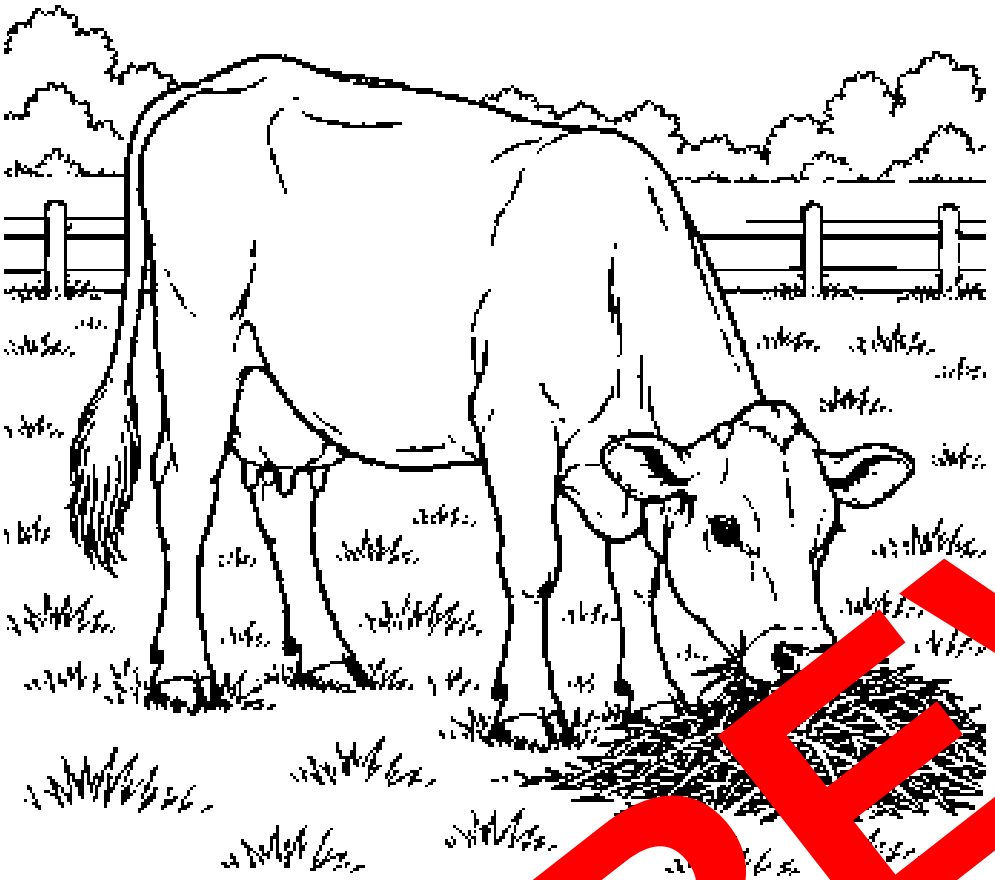


PREVIEW



This cow is brown. Cows can be black and white.

Sukindi LEARNING



Cows need fo[illegible] feed on hay.



The cow can chew food. Look at the mouth.

PREVIEW

Sukindi LEARNING



Food can com[illegible]p. The[illegible]w can chew it, then gulp [illegible]dow[illegible].



Cows can lie down. Cows can rest.

PREVIEW

Sukindi LEARNING

Cows



PREVIEW



This cow is brown. Cows can be black and white.

Sukindi LEARNING



Cows need food. Cows can feed on hay.



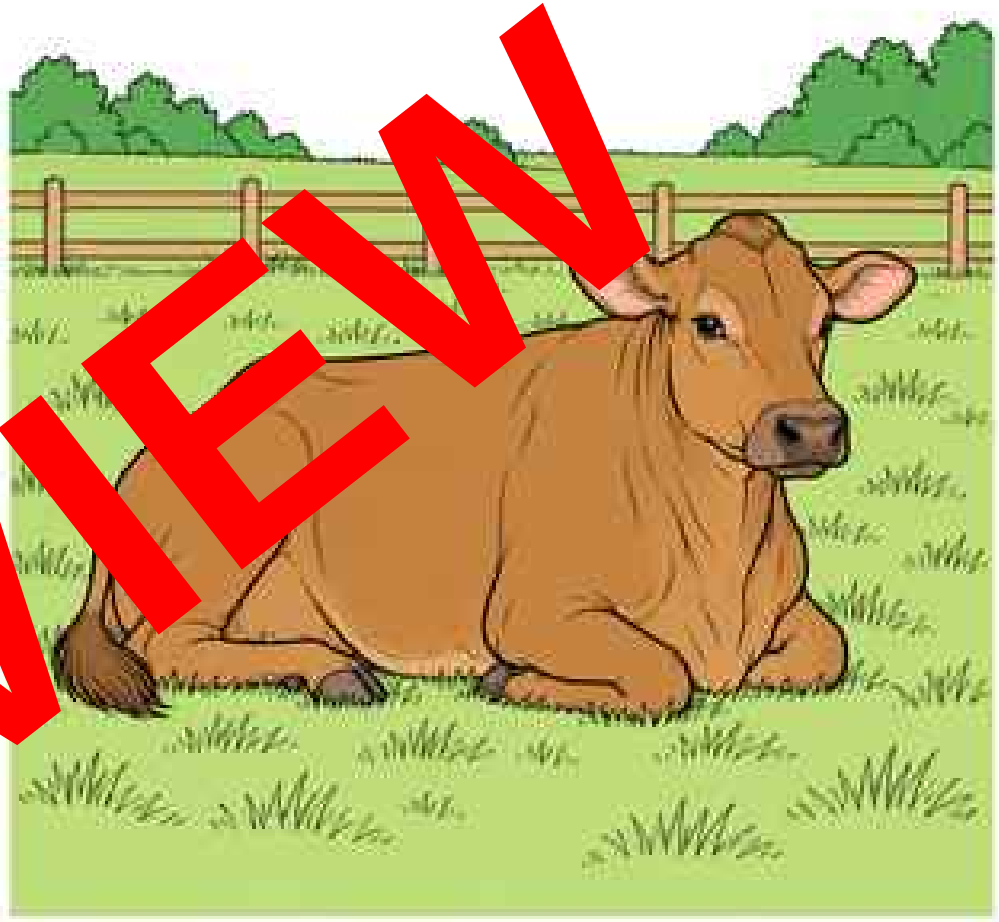
The cow can chew food. Look at the mouth.

PREVIEW

Sukindi LEARNING



Food can com[illegible]p. The[illegible]w can chew it, then gulp [illegible]dow[illegible]



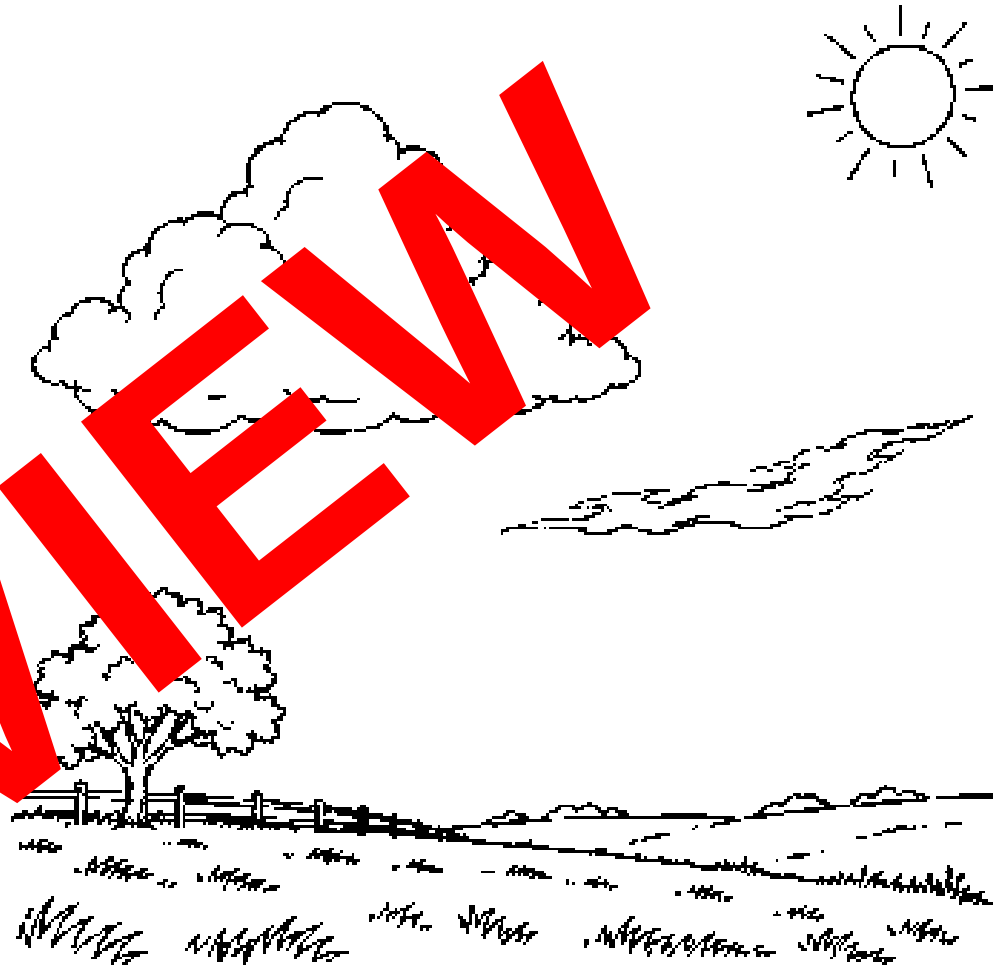
Cows can lie down. Cows can rest.

PREVIEW

Sukindi LEARNING

Clouds

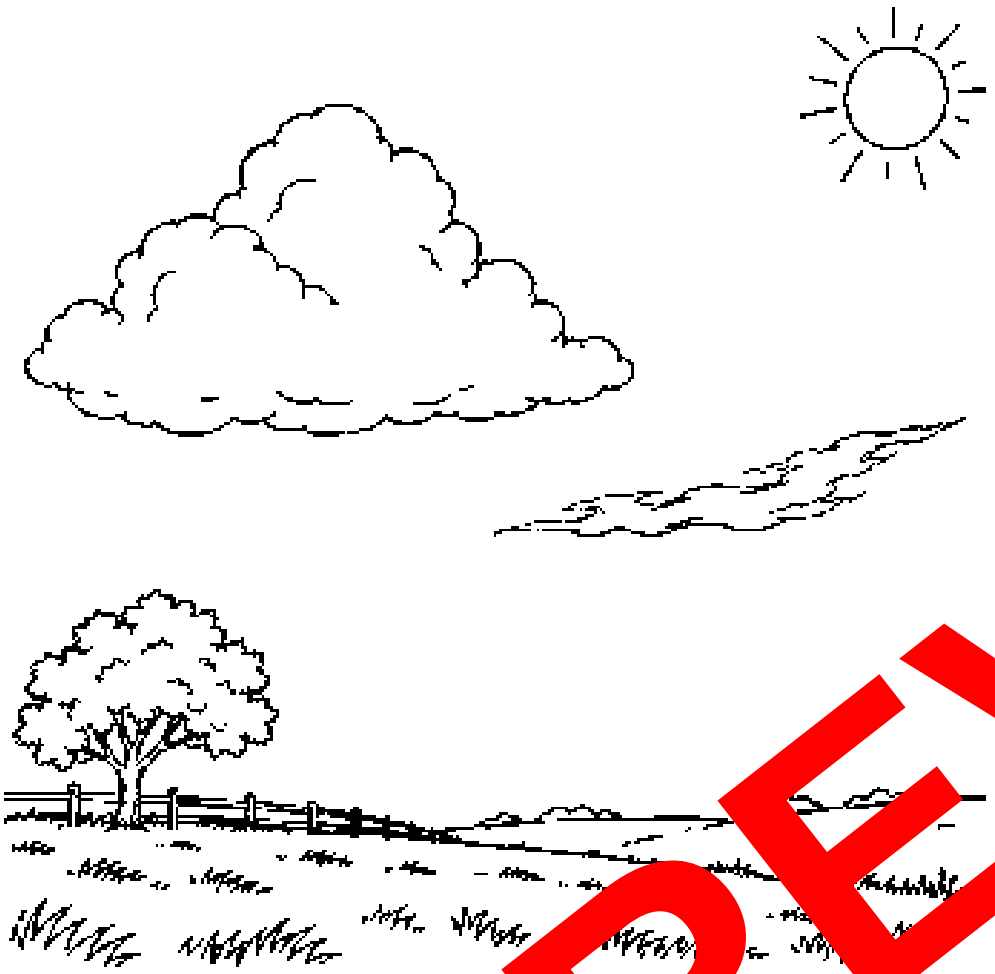




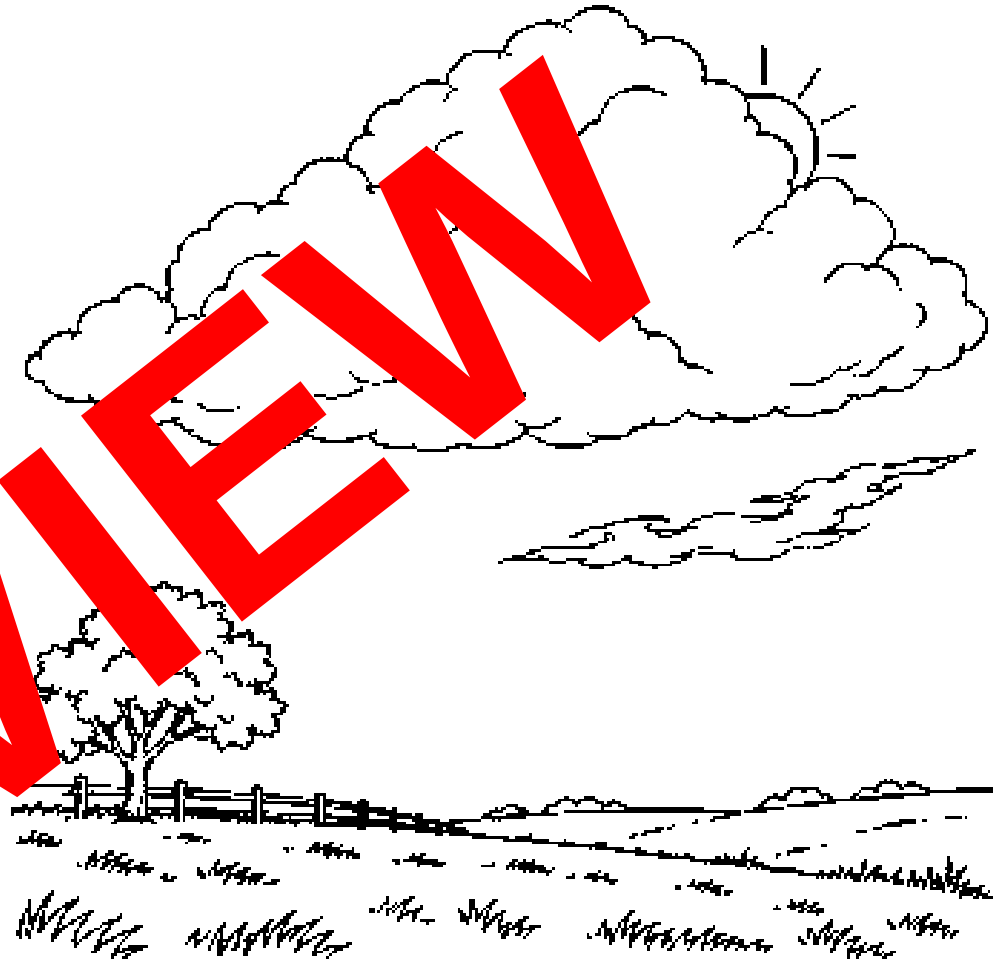
This cloud is white. It is up high.

PREVIEW

Sukindi LEARNING



Clouds can look thick. Clouds can look



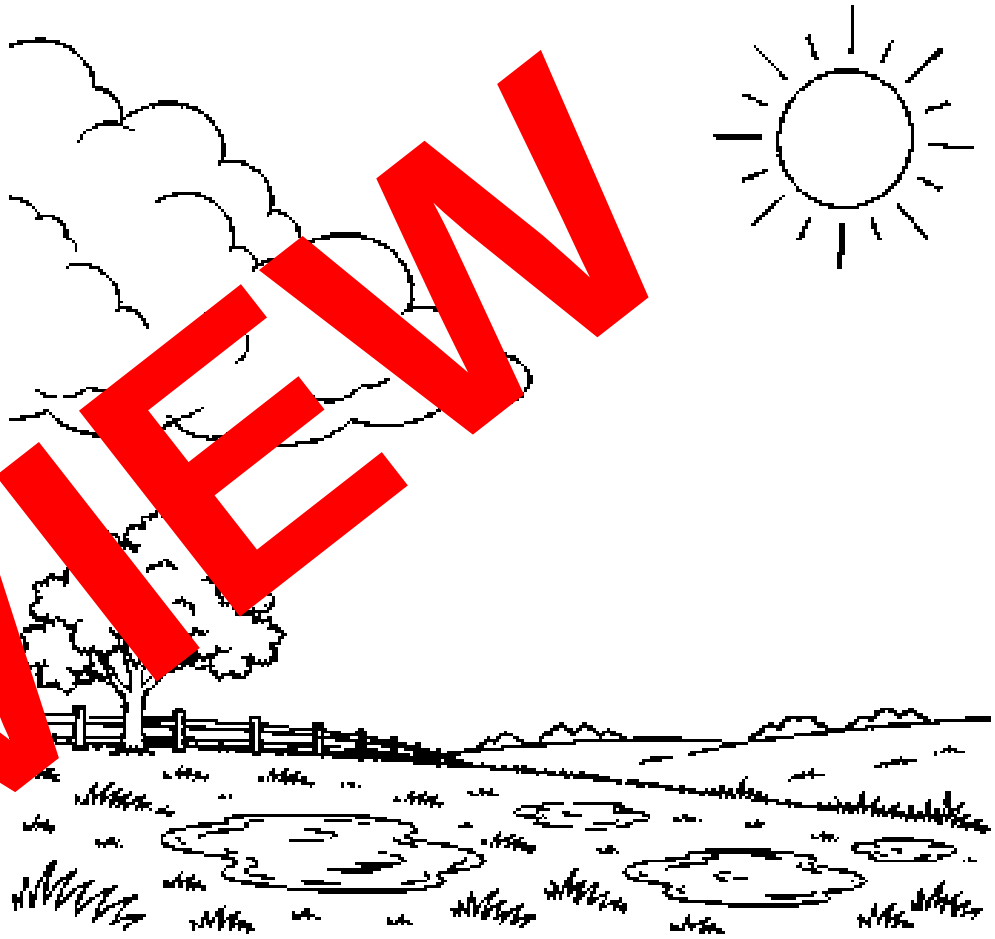
Clouds can hide the sun. The light can look dim.

PREVIEW

Sukindi LEARNING



Rain can come down. The ground can get wet.



The cloud can drift on. The sun can shine.

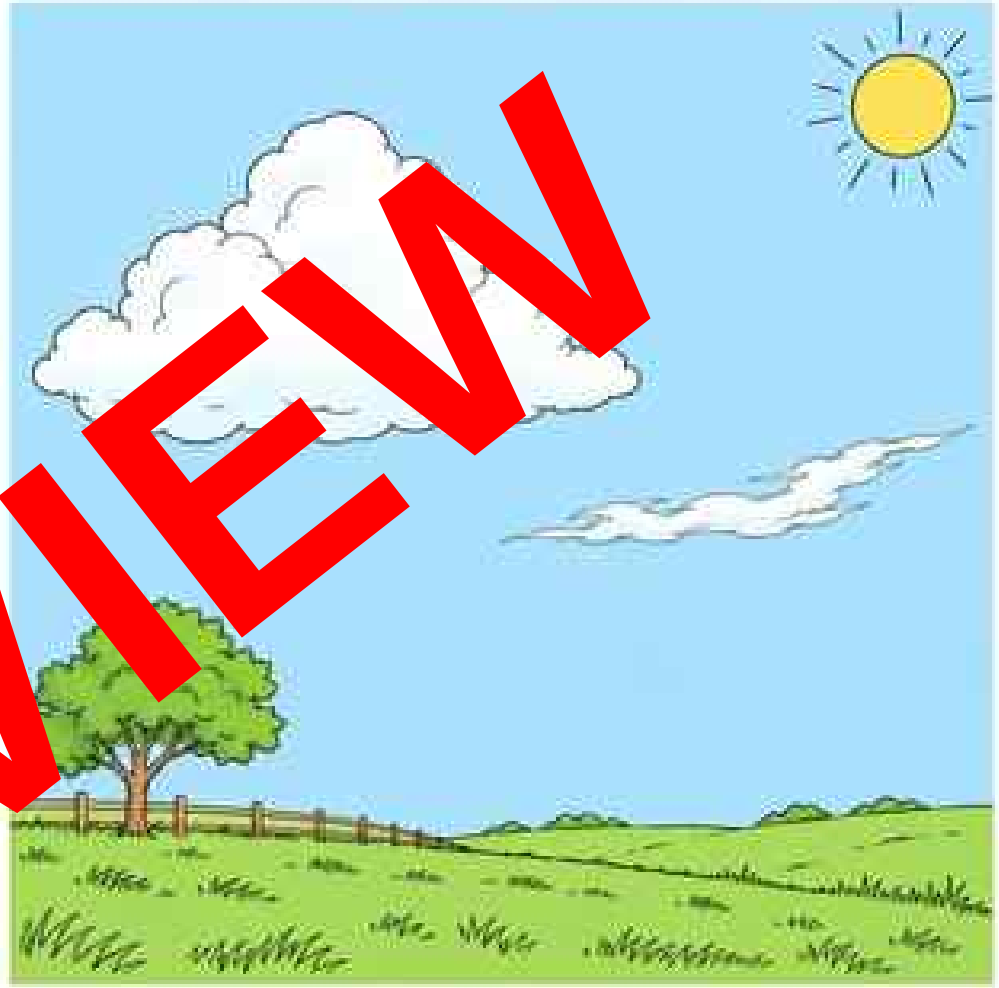
PREVIEW

Sukindi LEARNING

Clouds

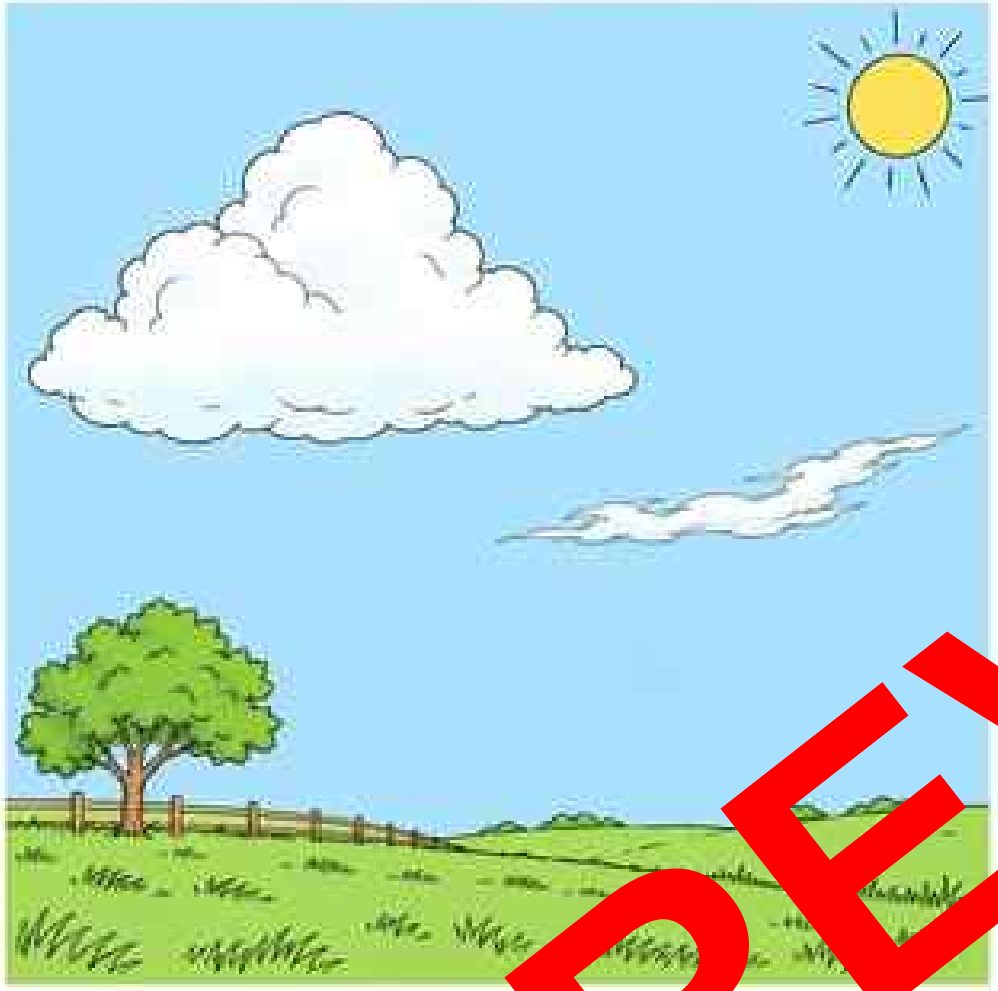


PREVIEW

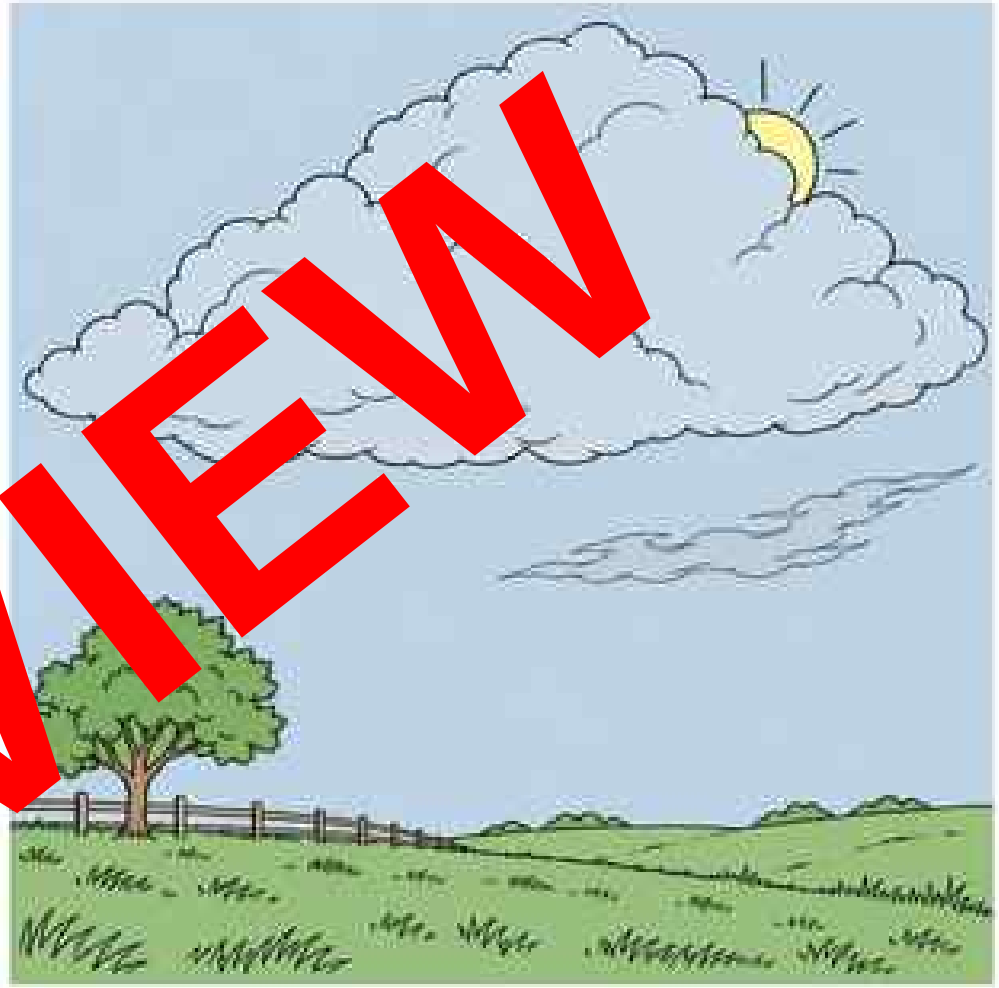


This cloud is white. It is up high.

Sukindi LEARNING



Clouds can look thin. Clouds can look thick.



Clouds can hide the sun. The light can look dim.

PREVIEW

Sukindi LEARNING



Rain can come down. The ground can get wet.



The cloud can drift on. The sun can shine.

PREVIEW

Sukindi LEARNING

Teach, practise, check

Year 1 Set 09 ou=/ow/; ow in cow

Four books, two matching editions, and ten activity pages.

Teach first

Teach ou=/ow/ and ow in cow. Compare ow in snow. Students need every earlier step through Y108, including clusters, simple -s meanings, split vowels and the two sounds /y/+/oo/. Review capitals and the name Pip.

Support before reading

through: th and r are taught; ough says /oo/ in this named word. though: voiced th is taught; ough says /oa/. Teach passage and contrast meanings. Also supports the weak vowel in the, the article a, and short /u/ in come. These remain supported [illegible]e.

Read and correct

Say the sounds and blend before checking sentence meaning. Do not guess from a picture. On an error, point to the spelling, supply the relevant sound, blend the whole word and reread the sentence. Teach only the exceptional part of a supported word.

Use the activities

Read directions aloud when needed. Help pho[illegible], not letters: cow has two; mouth has three; cloud has four; new has /[illegible]y/+/oo/. Use large cards upright. Change one sound at a time. Mix the cards and build sentences on a desk.

Dictate and check

Page 4: cow, mouth, cloud, [illegible]now, sound. Page 8: cow and mouth, then The brown cow can chew and the clown is proud. Cover the models before writing through and though. Use each full response guide; compare spellings after writing.

Assemble and observe

Print readers landscape A4, actual size, single-sided. Cut the centre, stack pages 1-6 and staple at the left. Print activities portrait A4. Check blending, the two ow readings, exception recall and sentence meaning. Reread for fluency; note the next useful practice.

PREVIEW

Sukindi LEARNING

Say and tap

Year 1 Set 09 ou=/ow/; ow in cow

Say each example. Listen for the vowel, then practise the spelling.

ou

•

/ow/

mouth

ow

•

/ow/

cow

ow

•

/ou/

snow

ew

• •

/y/ + /oo/

new

PREVIEW

Which ow?

cow snow

Say both. Explain the difference.

Sukindi LEARNING

Blend and read

Year 1 Set 09 ou=/ow/; ow in cow

Touch each spelling. Say its sound or sounds. Blend, then reread.

c ow • • cow	m ou th • • • m th
cl ou d • • • • cl d	br ow n • • • • brown
s n ow • • • snow	n ew • •• new

PREVIEW

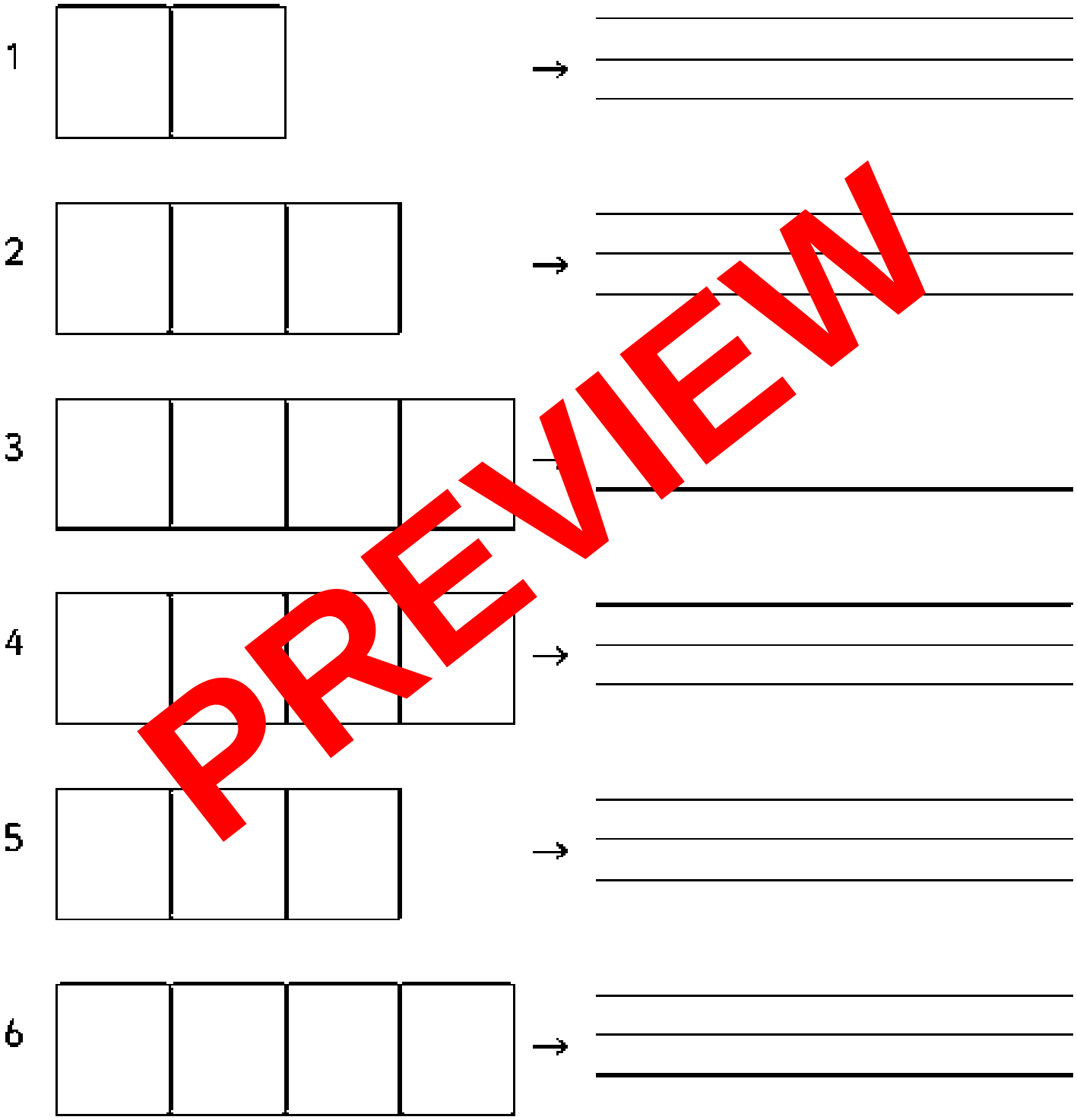
Check meaning after you blend.

Sukindi LEARNING

Build and write

Year 1 Set 09 ou=/ow/; ow in cow

Listen to the six words. Say the sounds. Build the spelling, then write.



PREVIEW

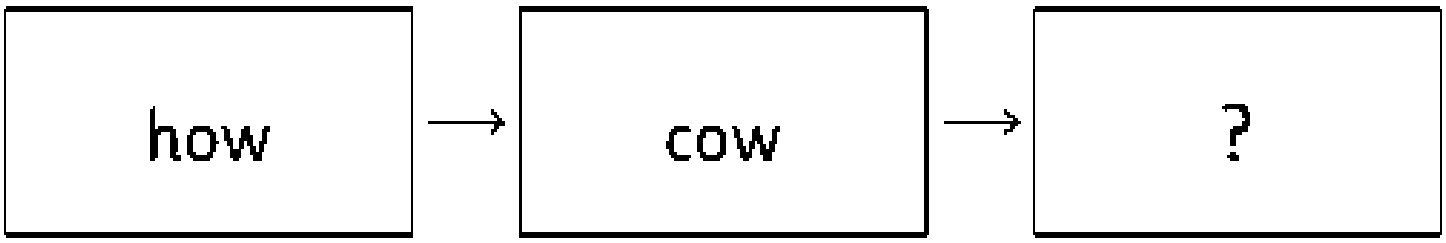
One box holds one sound spelling.

Sukindi LEARNING

Change one sound

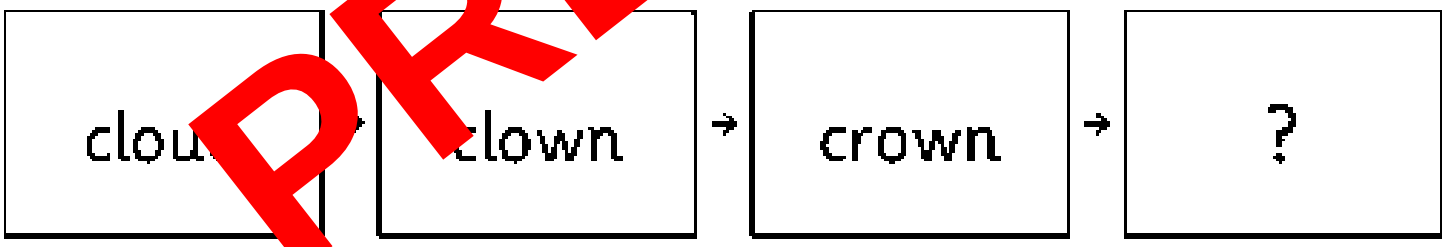
Year 1 Set 09 ou=/ow/; ow in cow

Read each chain. Choose the last word and write it on the wide line.



Change /k/ to /n/.





Change /k/ to /b/.



PREVIEW

Sukindi LEARNING

Sort the spellings

Year 1 Set 09 ou=/ow/; ow in cow

Cut the mixed cards. Read each word. Place it upright below the correct heading.

mouth	brown	snow
show	sound	cow
down	low	cloud

ou	ow	ow
/ow/	/ow/	snow

PREVIEW

Sukindi LEARNING

Build a sentence

Year 1 Set 09 ou=/ow/; ow in cow

Cut the mixed tiles. Build each sentence on a desk. Read it and write it below.

can	The	chew.
brown	cow	

pr[illegible]	The	clown
is		

Use a capital and the full stop.

PREVIEW

Sukindi LEARNING

Listen, write, check

Year 1 Set 09 ou=/ow/; ow in cow

Write the two dictated words. Practise through and though. Write both sentences.

1

2

through

Read, cover, write, then check the spelling.

3

4

Reread each complete sentence.

PREVIEW

Sukindi LEARNING

Match the meaning

Year 1 Set 09 ou=/ow/; ow in cow

Use the books. Match each beginning to its ending by drawing a line.

The cow	blew down.
The cloud	can get through the hoop.
The clown	can chew hay.
The crown	can hide the sun.

PREVIEW

Write the matched sentence about the crown.

Draw Pip with the crown.

Sukindi LEARNING

Read and use it

Year 1 Set 09 ou=/ow/; ow in cow

Read each new sentence twice. Blend first, then check meaning.

The cow can go through the gap. ☐

The cloud is low. ☐

The clown found the crown. ☐

Choose one sentence. Write it on the lines, then draw it.

PREVIEW

Teacher observations Blends ☐ Checks meaning ☐ Rereads ☐

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PREVIEW

Year 1 Set 10 oi and

Table of Conte
Phonics Companion Pack
Book 1: Joy and the oy (B&W) (Fiction)
Book 1: Joy nd th Toy olour) (Fiction)
Bo 2: J n in, oy! (B&W) (Fiction)
Book 2: oin in, Roy! (Colour) (Fiction)
Book 3: Soil (B&W) (Non-fiction)
Book 3: Soil (Colour) (Non-fiction)
Book 4: A Toy Boat (B&W) (Non-fiction)
Book 4: A Toy Boat (Colour) (Non-fiction)

Joy and the Toy





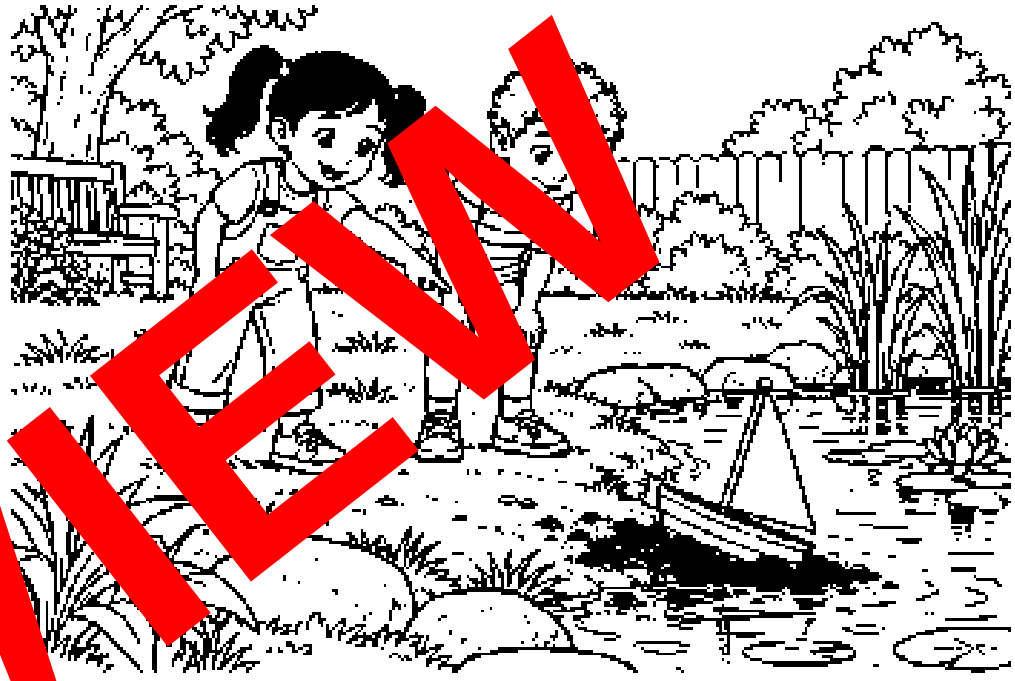
Joy and a boy play with a toy.
The toy is a red boat.

PREVIEW

Sukindi LEARNING



The boy can float the toy
the pond. A gust can blow
toy.



The toy is in the soil by the pond. Joy can point to the toy.

PREVIEW

Sukindi LEARNING



The boy can dig in the soil. Joy can pull the toy cart.



Joy has the toy. Joy and the boy play. It is a good day!

PREVIEW

Sukindi LEARNING

Joy and the Toy





Joy and a boy play with a toy.
The toy is a red boat.

PREVIEW

Sukindi LEARNING



The boy can float the toy
the pond. A gust can blow
toy.



The toy is in the soil by the pond. Joy can point to the toy.

PREVIEW

Sukindi LEARNING



The boy can dig in the soil. Joy can pull the toy out.



Joy has the toy. Joy and the boy play. It is a good day!

PREVIEW

Sukindi LEARNING

Join in, Roy!

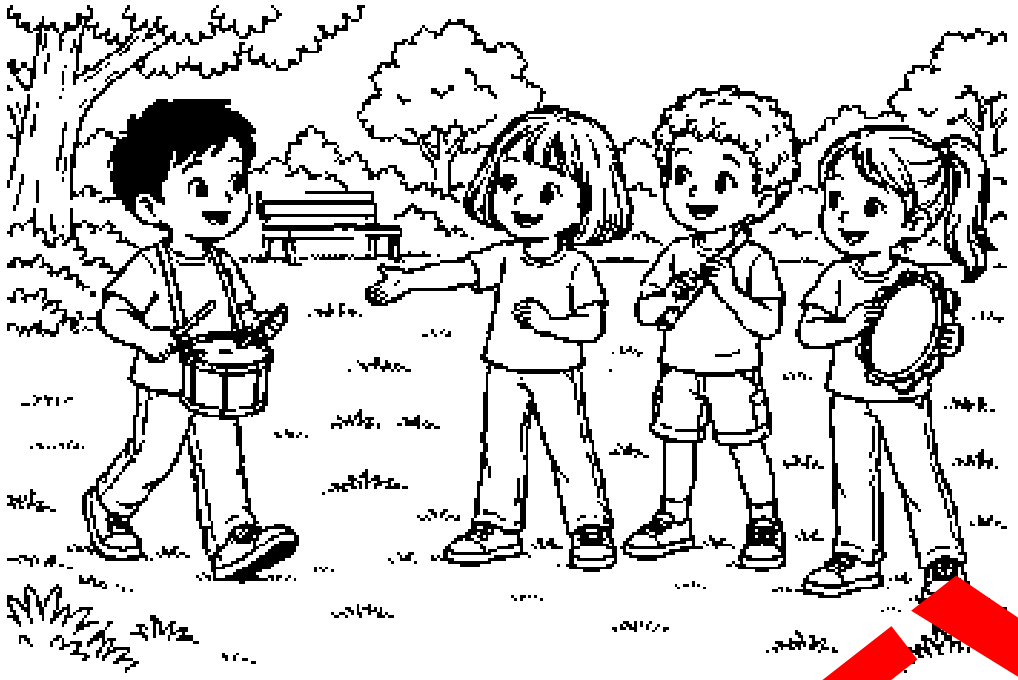




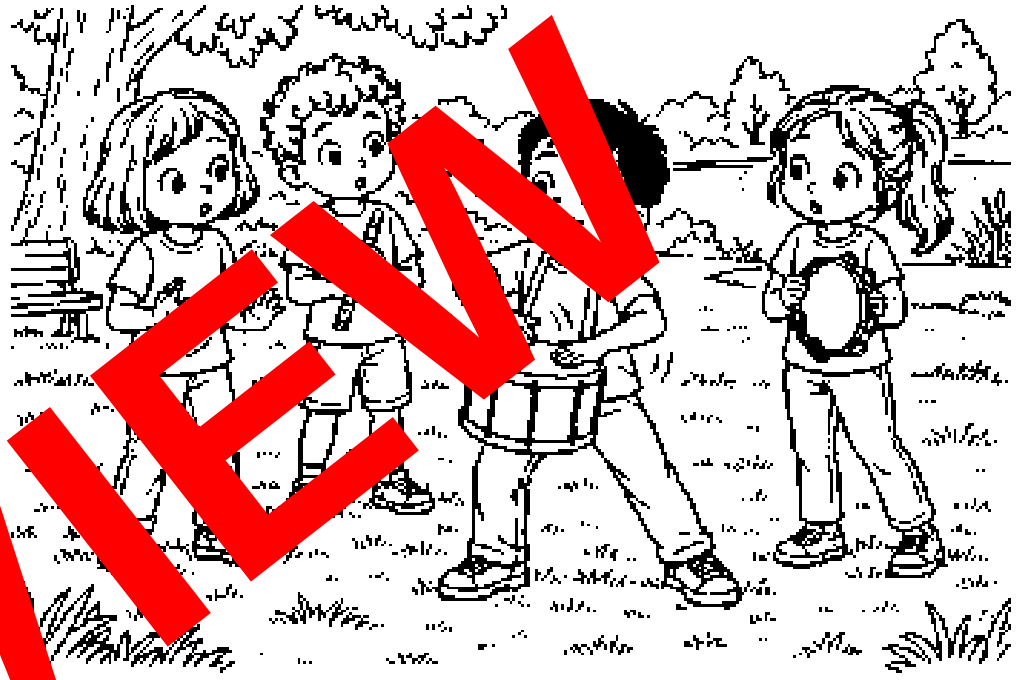
Roy has a toy drum. He can tap the drum.

PREVIEW

Sukindi LEARNING



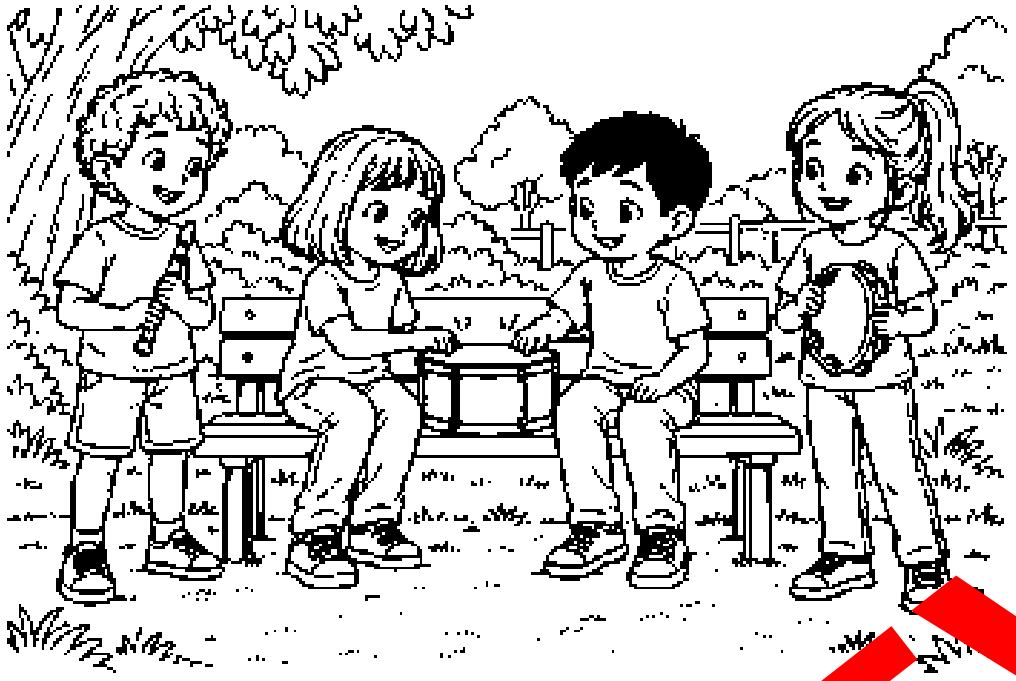
A band can play by the p[illegible].
Roy can join the b[illegible]nd.



Roy can bang the drum. The drum is loud! The band must stop.

PREVIEW

Sukindi LEARNING



A friend can tap the drum. Roy can tap the drum.



Roy can join in. The band can play. Roy can jump with joy!

PREVIEW

Sukindi LEARNING

Join in, Roy!





Roy has a toy drum. He can tap the drum.

PREVIEW

Sukindi LEARNING



A band can play by the pond.
Roy can join the band.



Roy can bang the drum. The drum is loud! The band must stop.

PREVIEW

Sukindi LEARNING



A friend can tap the drum. Roy can tap the drum.

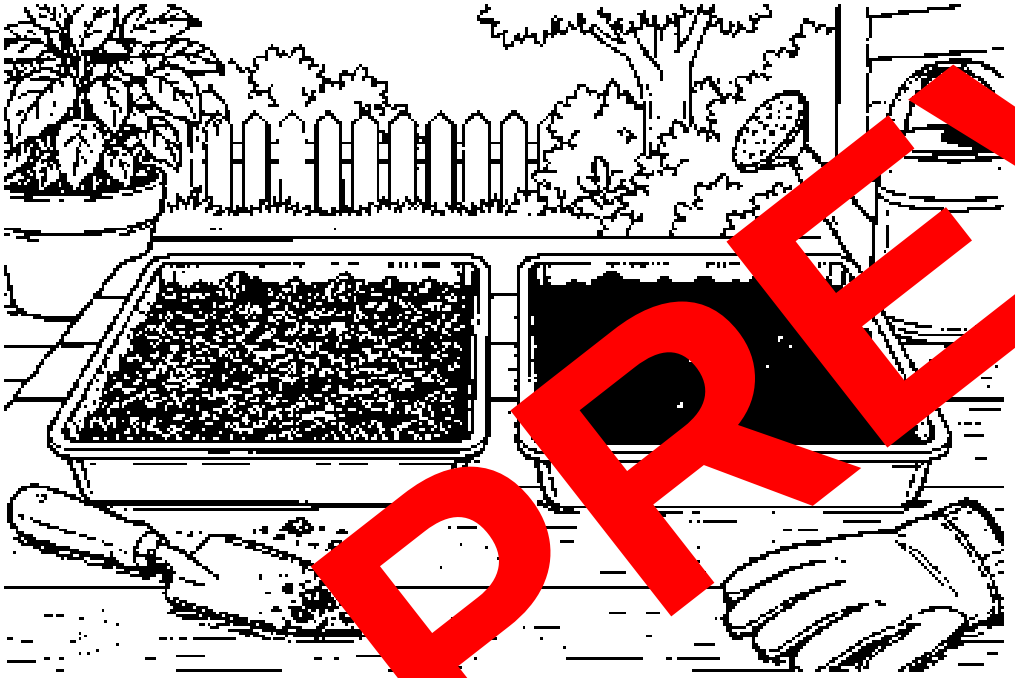


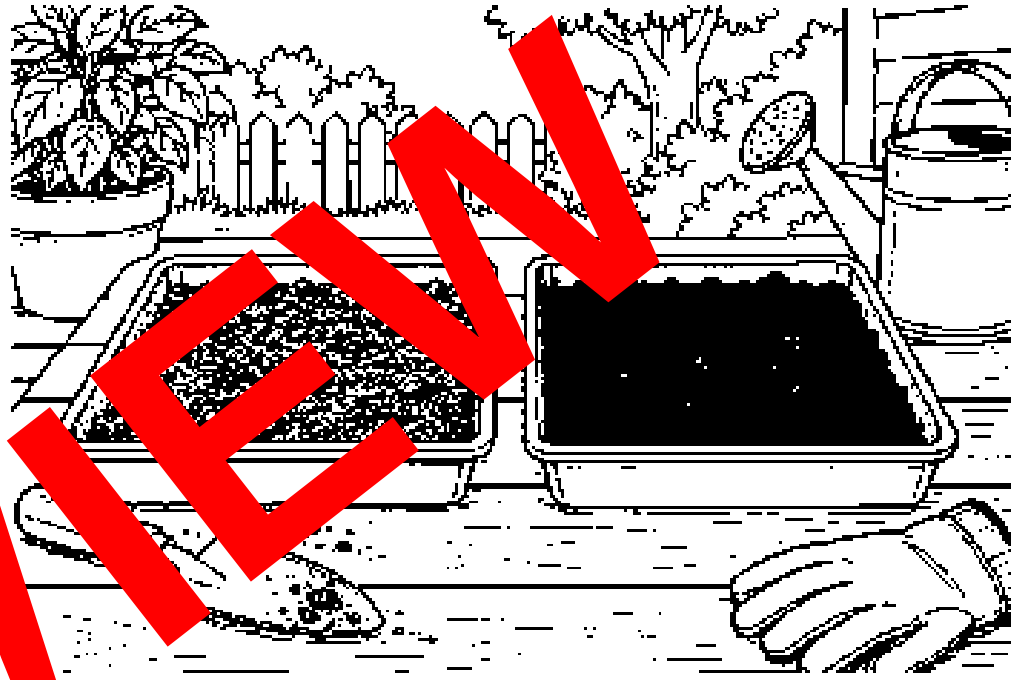
Roy can join in. The band can play. Roy can jump with joy!

PREVIEW

Sukindi LEARNING

Soil

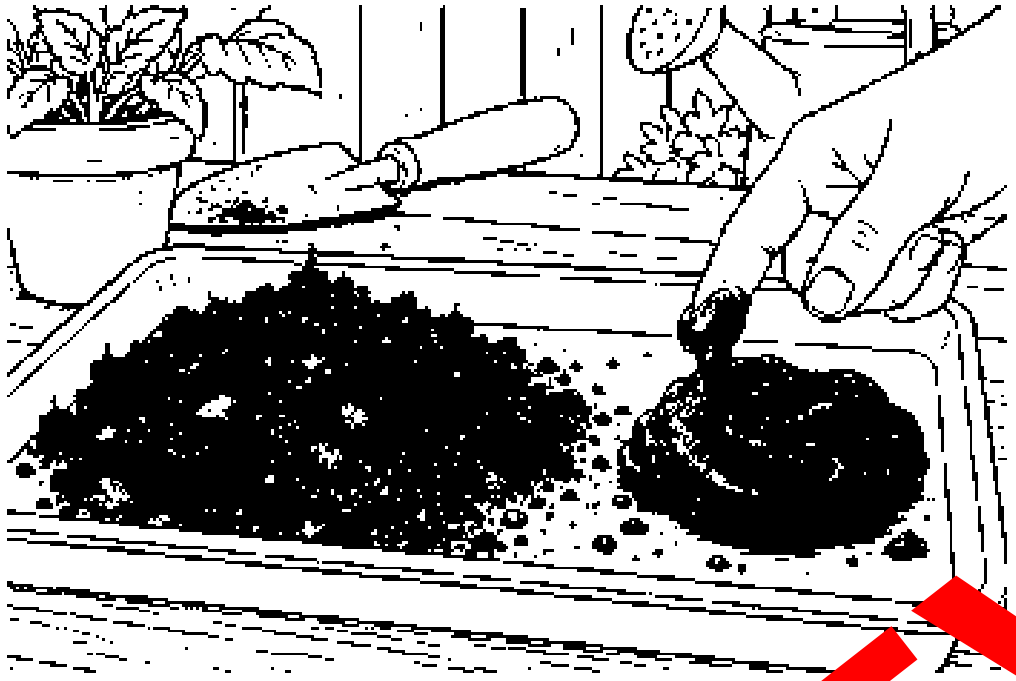




Soil can be brown. Soil can be dry. Soil can be wet.

PREVIEW

Sukindi LEARNING



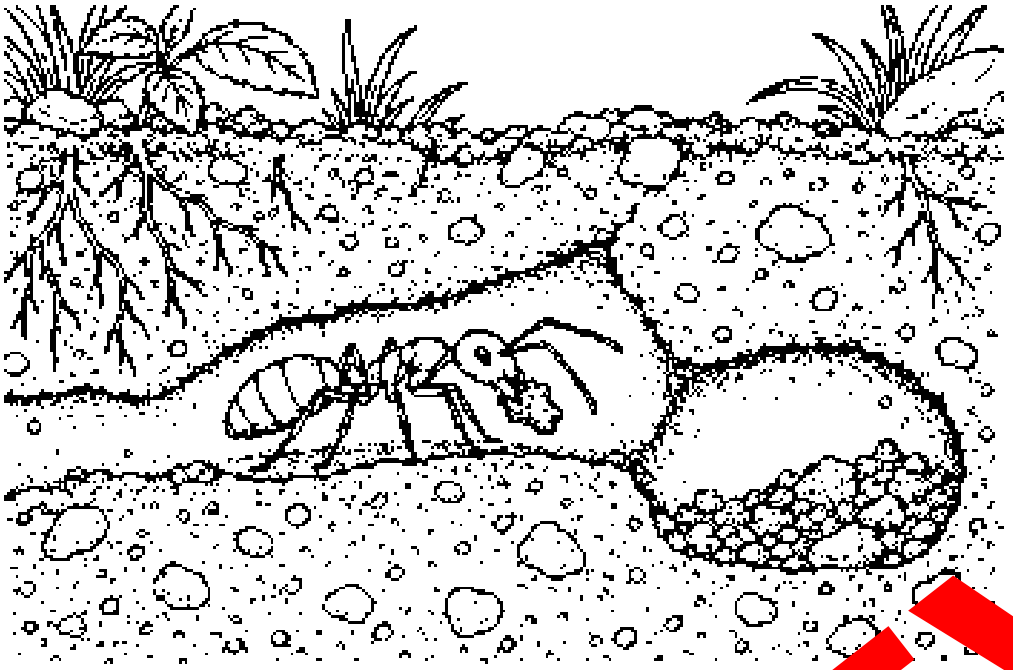
Soil can have grit and clay. Wet clay can be soft. It can stick.



Rain can sink in soil. A root can take it in.

PREVIEW

Sukindi LEARNING



An ant can dig in soil. An ant can make a nest.



People can grow a seed in soil. A root can go down. A shoot can go up.

PREVIEW

Sukindi LEARNING

Soil





Soil can be brown. Soil can be dry. Soil can be wet.

PREVIEW

Sukindi LEARNING



Soil can have grit and clay in it. Wet clay can be soft. It can stick.



Rain can sink in soil. A root can take it in.

PREVIEW

Sukindi LEARNING



An ant can dig in soil. An ant can make a nest.



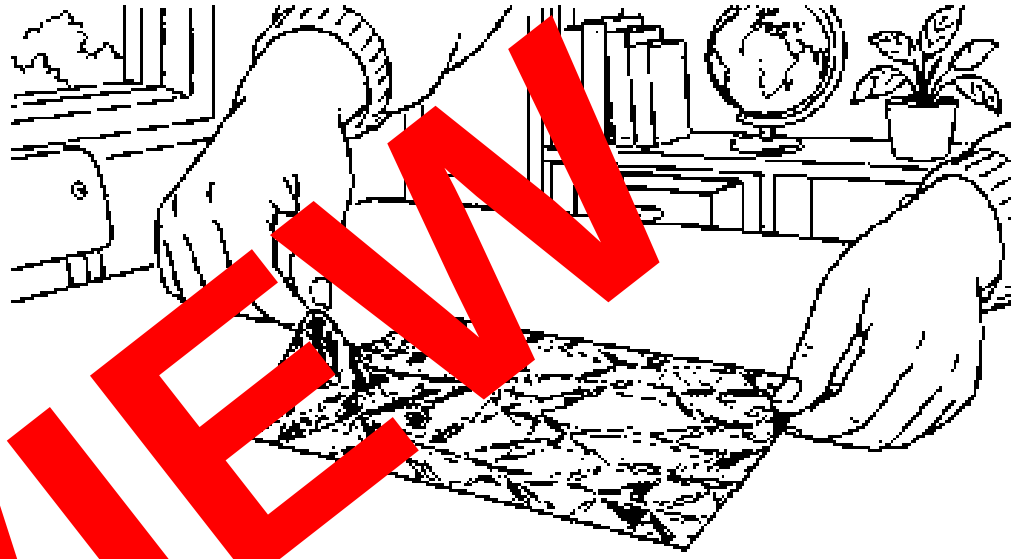
People can grow a seed in soil. A root can go down. A shoot can go up.

PREVIEW

Sukindi LEARNING

A Toy Boat

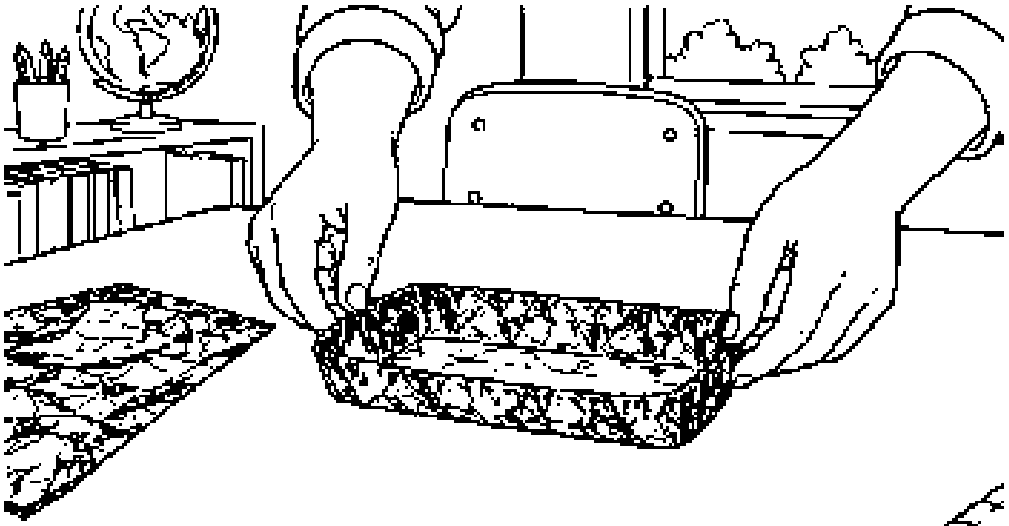




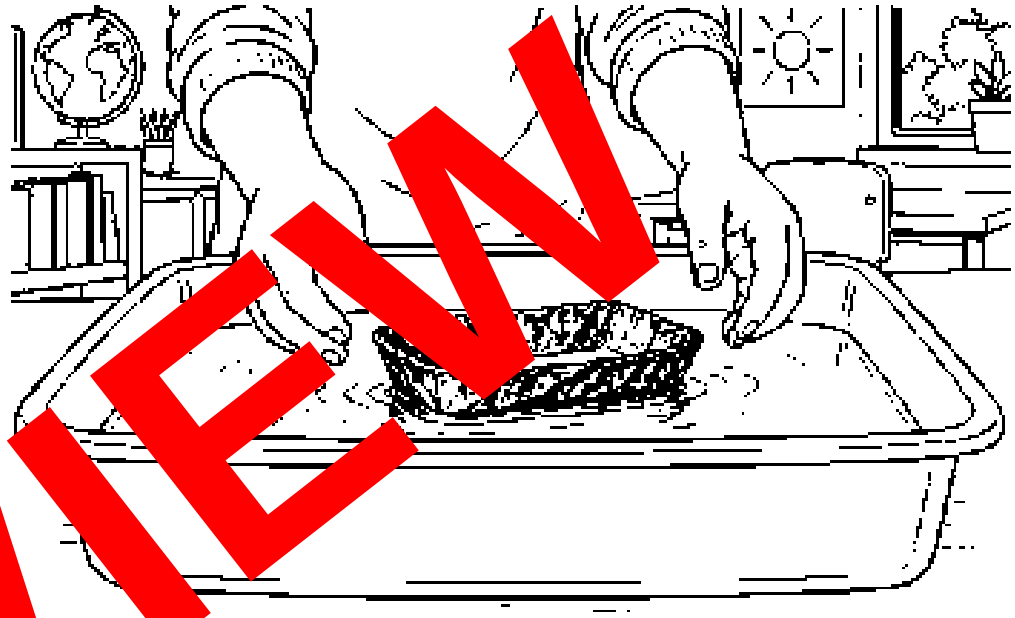
Foil is thin. It can bend.

PREVIEW

Sukindi LEARNING



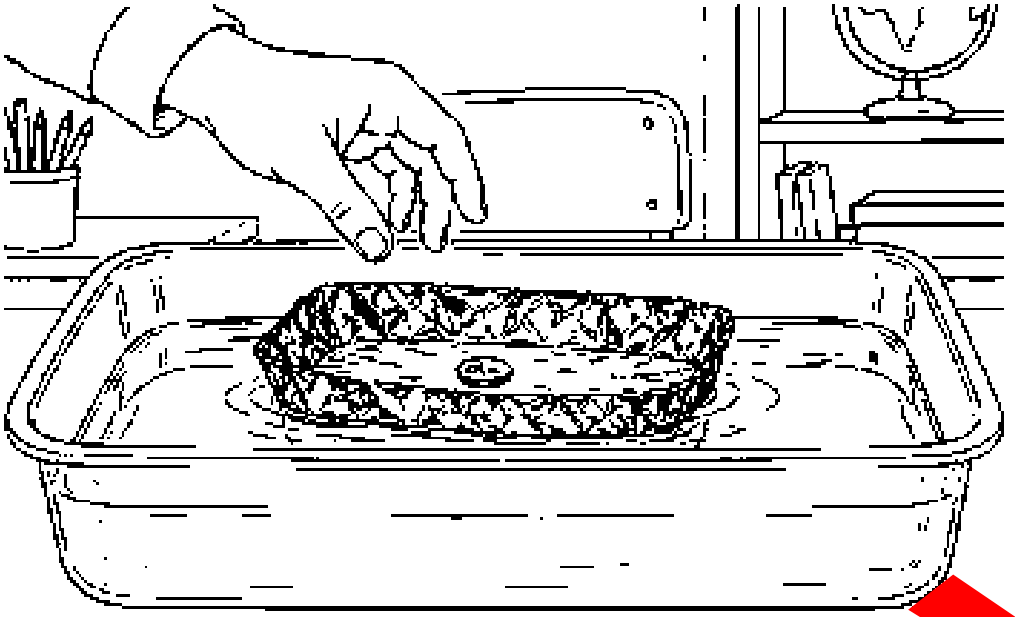
Make a toy boat with foil. The boat can be wide



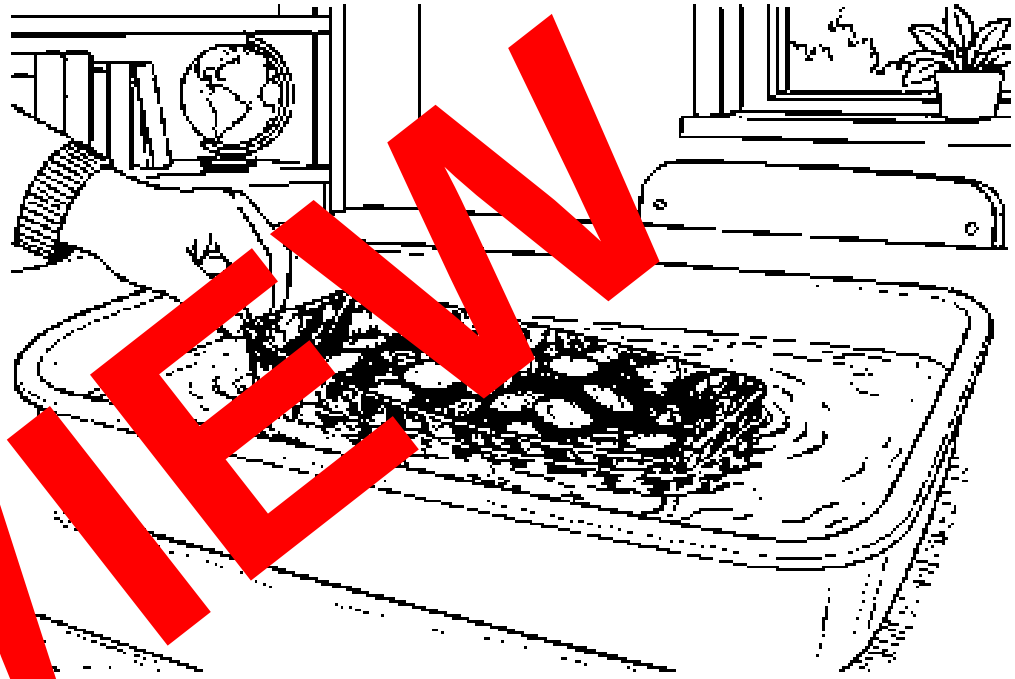
Put the toy boat in a tub. It can float.

PREVIEW

Sukindi LEARNING



Put a coin in the toy boat. The
boat can float with the coin.



A toy boat can sink with a big
load. Try it and see!

PREVIEW

Sukindi
LEARNING

A Toy Boat





Foil is thin. It can bend.

PREVIEW

Sukindi LEARNING



Make a toy boat with foil. The boat can be wide



Put the toy boat in a tub. It can float.

PREVIEW

Sukindi LEARNING



Put a coin in the toy boat. The boat can float with the coin.



A toy boat can sink with a big load. Try it and see!

PREVIEW

Sukindi LEARNING

Teach, read and check

Use after explicit teaching; select the practice students need.

Focus and readiness

oi and oy both represent /oi/. Teach all earlier Foundation and Year 1 Sets 01-09 first: short vowels, consonants and digraphs; adjacent consonants; taught -s endings; compounds and two-syllable words; long vowels and split digraphs; oo variants; ue/ew; named a/u/ou readings; ou and ow as in cow.

Before each book

Joy and the Toy: a, the, weak to. Join in, Roy!: a, the, friend. Soil: a, have, people. A T[illegible] Boat: a, the. Joy and Roy are names with taught /oi/ spellings; recognise J and R capitals.

Current teacher-word support

a: practise weak and strong /ə/ article readings. the: voiced th is taught; support weak final e and strong /ee/ before a vowel. to: strong o=/oo/ is taught; support the weak form /tə/. have: [illegible] always short, support final ve=/v/. friend: support ie=/e/. people: support eo=/ee/ and the weak final le syllable.

Model and check

Say the sounds, blend, then reread for meaning. Supply only the unsupported unusual part. A dot is one phoneme: oi/oy each get one; ew or u-e can represent /yoo/ as /ew/ and get two. Check the actual word, not its letter count. Use the large blank guides for [illegible] words and sentences.

Page 8 dictation

Say coin, toy, foil. Say: Roy can join in. The toy is in soil. Students write each whole answer in its numbered space. Then model friend and people for the two copy guides. Ask students to say, point, reread and check.

Assembly and observations

Readers: actual [illegible] one, single-sided; cut the centre, stack pages 1-6 and staple left. Companion: portrait A4. Check sort: only after students place every card; source rows are mixed. Note decoding, blending and [illegible] page 10. For the boat test, supervise shallow water and smooth foil; keep coins out of mouths and wash hands after soil or coin handling.

PREVIEW

Say the sound

Say /oi/. Both spellings show the same sound. Point, say and blend.

oi	oy

Say each word slowly. Count sounds, then blend the whole word.

b oy	c oi n
c oi l	t oy

PREVIEW

Blend and read

Point to each spelling. Say the sounds, then read the word smoothly.

coin	c oi n
soil	s oi l
join	j oi n
toy	t oy
joy	j oy
boy	b oy
new	n ew
few	f ew

PREVIEW

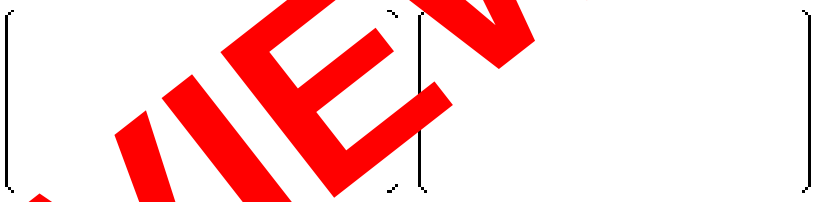
Build and spell

Read and cover the word. Say each sound; build it, then write the whole word.

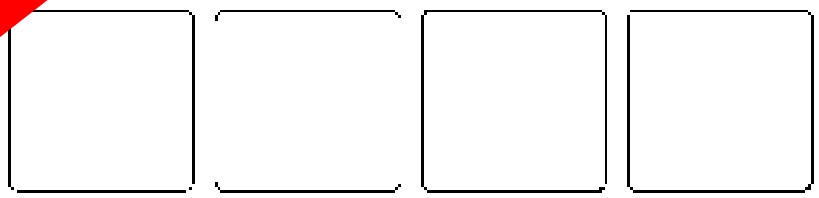
coin



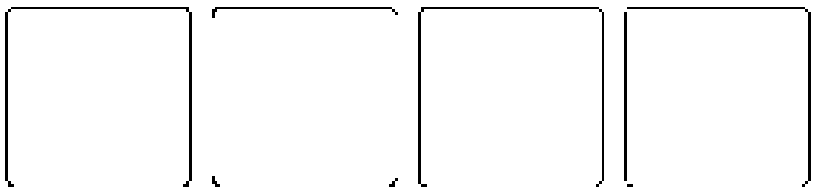
toy



joint



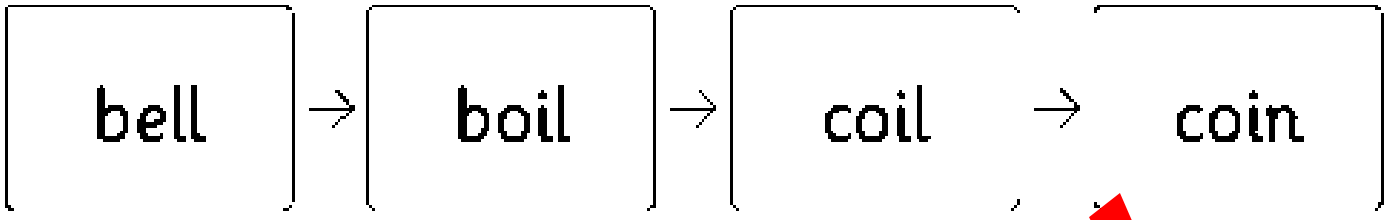
spoil



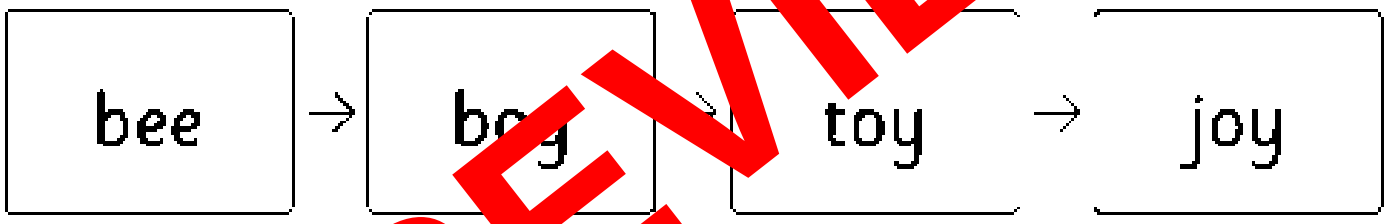
PREVIEW

Change one sound

Read each chain. Each move changes one sound; cover it for the writing task.

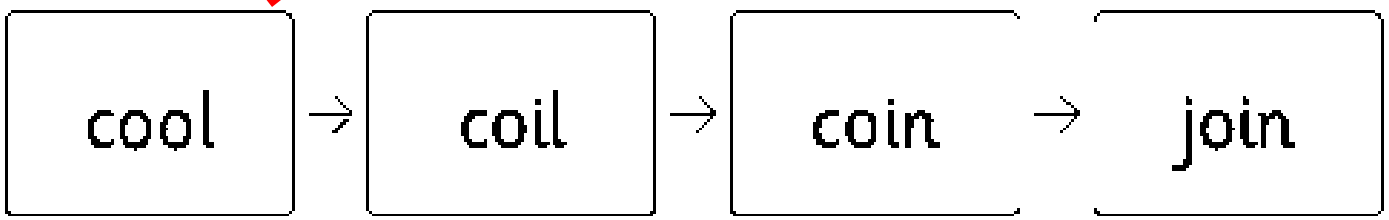


Cover the chain. In bell, change /e/ to /oi/. Write the word.



Cover the chain. In boy, change /b/ to /t/. Write the word.

PREVIEW



Cover the chain. In coin, change /k/ to /j/. Write the word.

Read, cut and sort

Cut the mixed cards. Read each word, then place it beneath its spelling.

oi	oy
coin	toy
boy	soil
join	joy
soy	foil

PREVIEW

Build a sentence

Read the mixed tiles. Say a sensible sentence, then write every word.

in.	Roy	join	can

Write sentence 1. Say it once more as you write.

PREVIEW

soil.	to	The	in		is

Write sentence 2. Say it once more as you write.

Draw the toy in your sentence.

Listen, write and check

Listen to the words and sentences. Use one space for each whole answer.

Three words

1. _____

2. _____

3. _____

Two sentences

1. _____

2. _____

PREVIEW

Say the supported parts, then copy

friend

people

☐ I said, wrote, reread and checked

Match the meaning

Read each phrase. Write its picture letter in the box; choices are mixed.

A



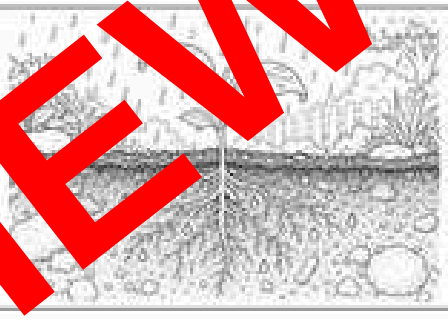
B



C



D



PREVIEW

A boy with a dru

A coin in t b t.

A root in s l

A toy in soil.

Draw one thing you learned from Soil.

Read again and try

Reread a book smoothly. Read these new sentences and words without a picture cue.

The boy can join in.

Put a coin in foil.

The toy can float.

oil	[illegible]t	soy	spoil

PREVIEW

Write one sent[illegible]e with an oi or oy word. Say it first

☐ I can say the sounds and explain my sentence.

Teacher observations



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PREVIEW

Year 1 Set 11 ar, or and ore

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Phonics Companion Pack
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Book 1: Ma at th Par Colour) (Fiction)
Bo 2: A torm at the Shore (B&W) (Fiction)
Book 2: A Storm at the Shore (Colour) (Fiction)
Book 3: On the Farm (B&W) (Non-fiction)
Book 3: On the Farm (Colour) (Non-fiction)
Book 4: At the Shore (B&W) (Non-fiction)
Book 4: At the Shore (Colour) (Non-fiction)

Mark at the Park



PREVIEW



Mark has a toy car.
He plays at the park.

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Mark c[illegible]ush[illegible] car.
I[illegible]ump[illegible]a sti[illegible]



His car is stuck.
Mark tugs it, but it will not go.

PREVIEW

Sukindi LEARNING



Mark [illegible] the [illegible]ack.
[illegible]s car [illegible]s fre[illegible]



Mark grins.
His car can go far!

PREVIEW

Sukindi
LEARNING

Mark at the Park



PREVIEW



Mark has a toy car.
He plays at the park.

Sukindi LEARNING



Mark c[illegible]ush[illegible] car.
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His car is stuck.
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PREVIEW

Sukindi LEARNING



Mark [illegible] the [illegible]ick.
[illegible]s car [illegible]s fre[illegible]



Mark grins.
His car can go far!

PREVIEW

Sukindi LEARNING

A Storm at the Shore





Joy and Mark play at the shore.
They dig in the sand.

PREVIEW

Sukindi LEARNING



A storm [illegible] way.
D[illegible]k clo[illegible]s fo[illegible].



Joy and Mark stop.
They rush back.

PREVIEW

Sukindi LEARNING



They [illegible] the hut.
Rain [illegible]s on the [illegible]of.



They stay in the hut.
They play a card game.

PREVIEW

Sukindi
LEARNING

A Storm at the Shore





Joy and Mark play at the shore.
They dig in the sand.

PREVIEW

Sukindi LEARNING



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Sukindi LEARNING



They [illegible] the hut.
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They stay in the hut.
They play a card game.

PREVIEW

Sukindi
LEARNING

Year 1 Set 11 non-fiction emergent reader Non-Fiction

On the Farm

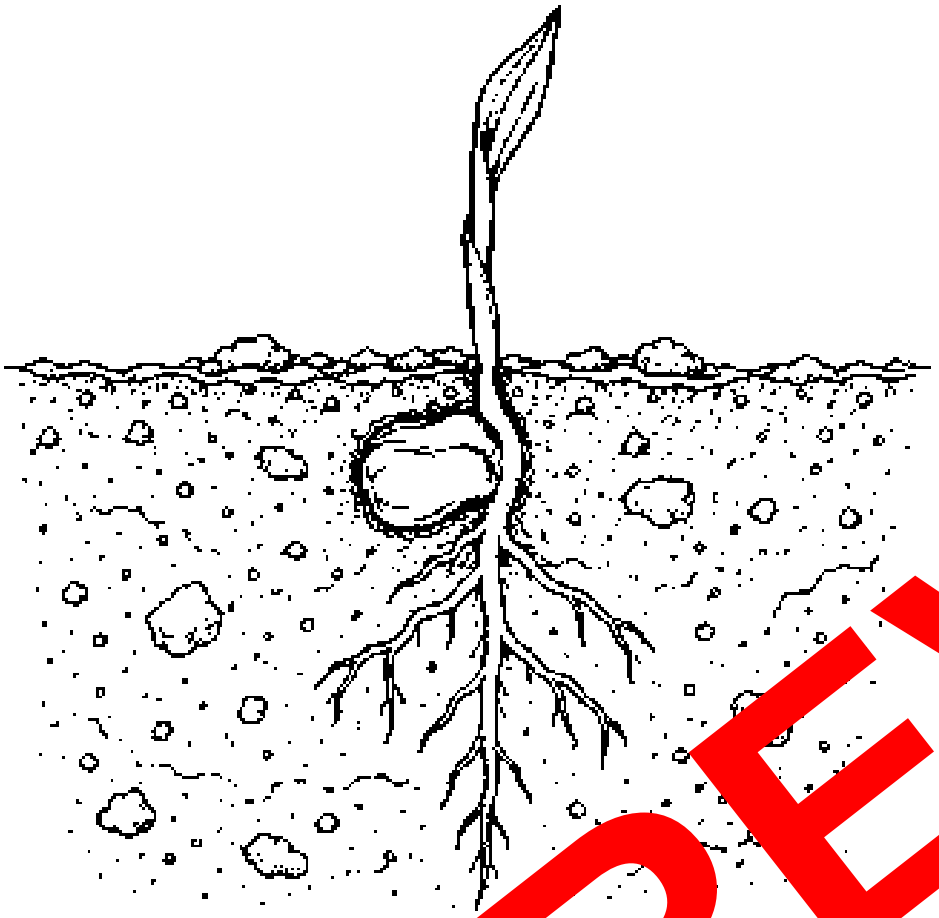




A farm can grow corn.
Corn seeds can sprout.

PREVIEW

Sukindi LEARNING



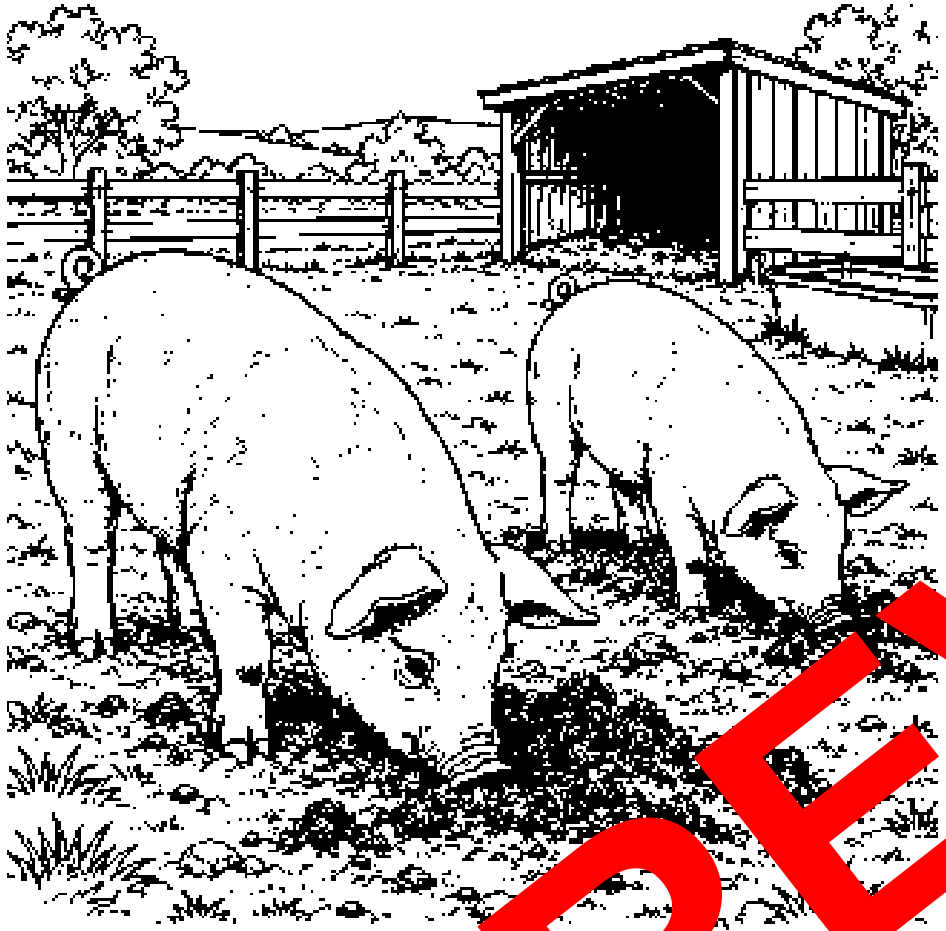
A corn se[illegible]n [illegible]t roots.
The root[illegible]row [illegible]own [illegible]the soil.



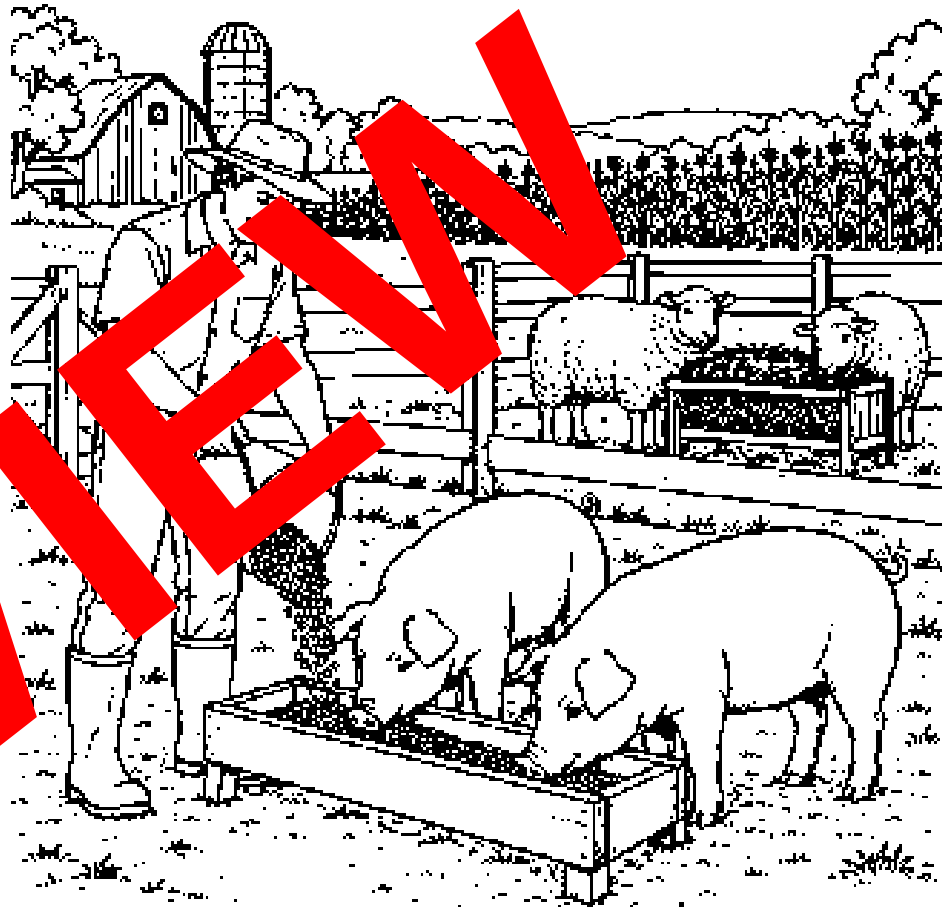
A farm can have sheep.
Sheep feed on short shoots.

PREVIEW

Sukindi
LEARNING



A farm ha pigs.
Pig oot soft il.



A farm has jobs each day.
The pigs and sheep need food.

PREVIEW

Sukindi LEARNING

On the Farm

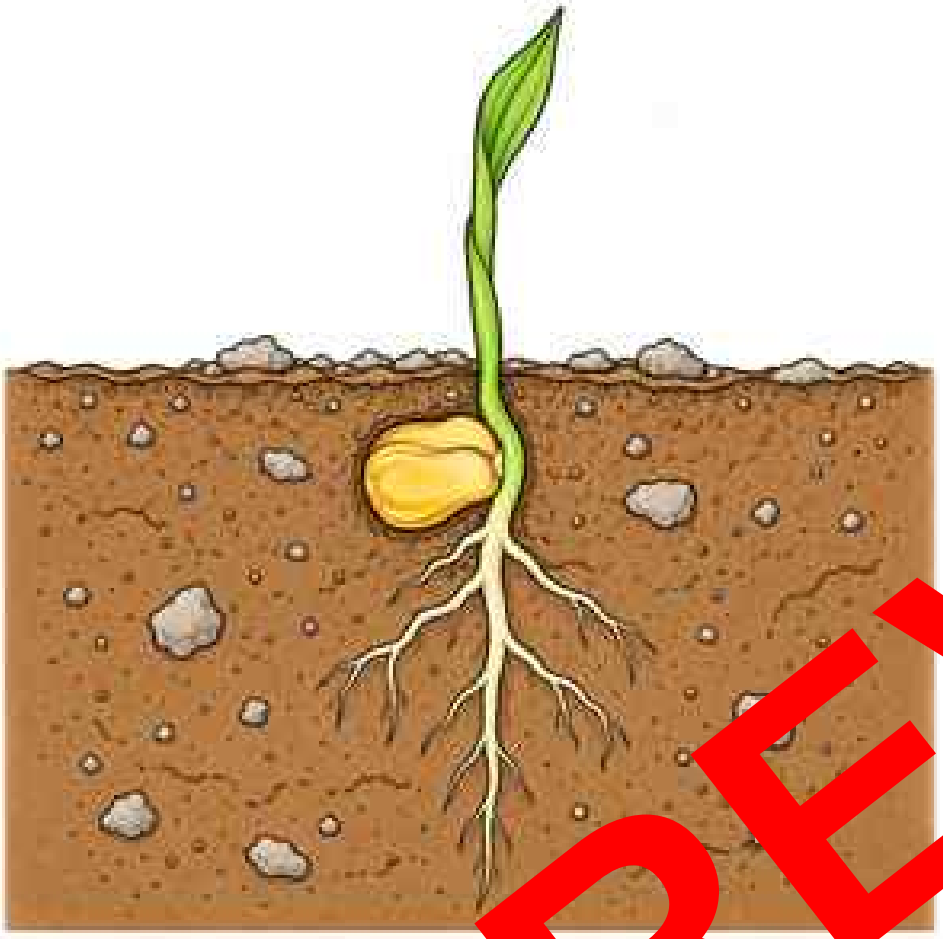


PREVIEW



A farm can grow corn.
Corn seeds can sprout.

Sukindi LEARNING



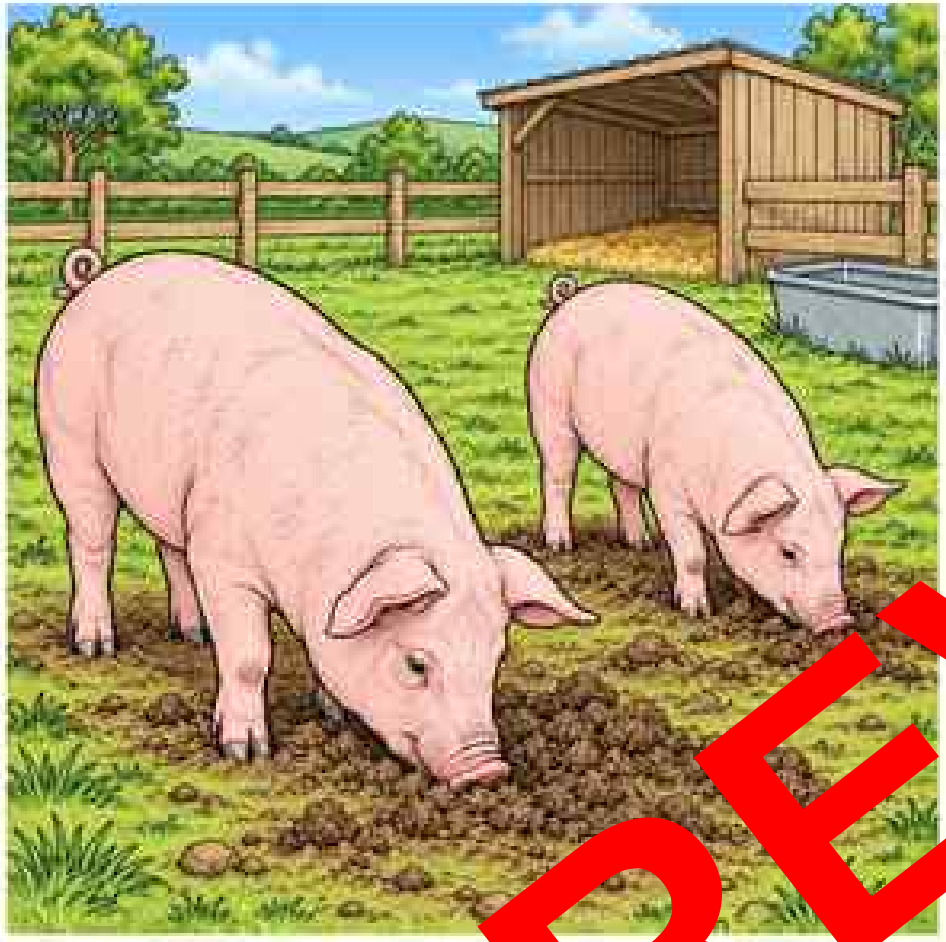
A corn se[illegible]n j[illegible]t roots.
The root[illegible]row [illegible]own [illegible]the soil.



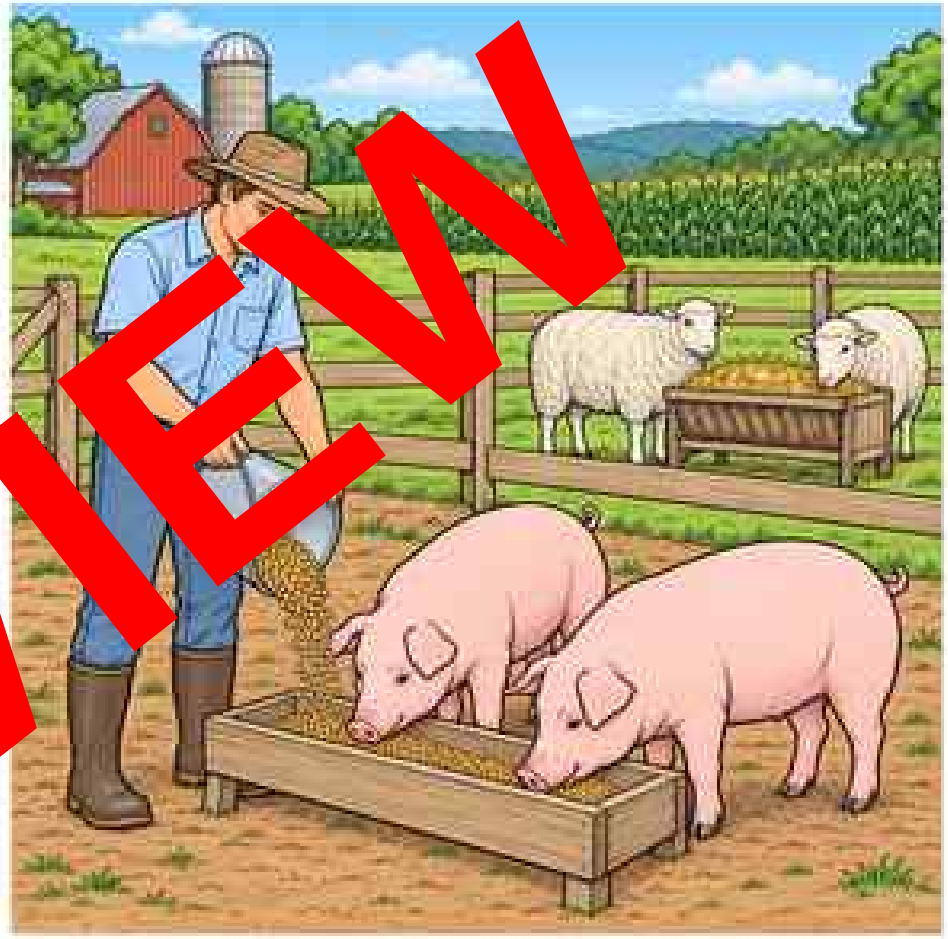
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PREVIEW

Sukindi LEARNING



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PREVIEW

Sukindi LEARNING

At the Shore

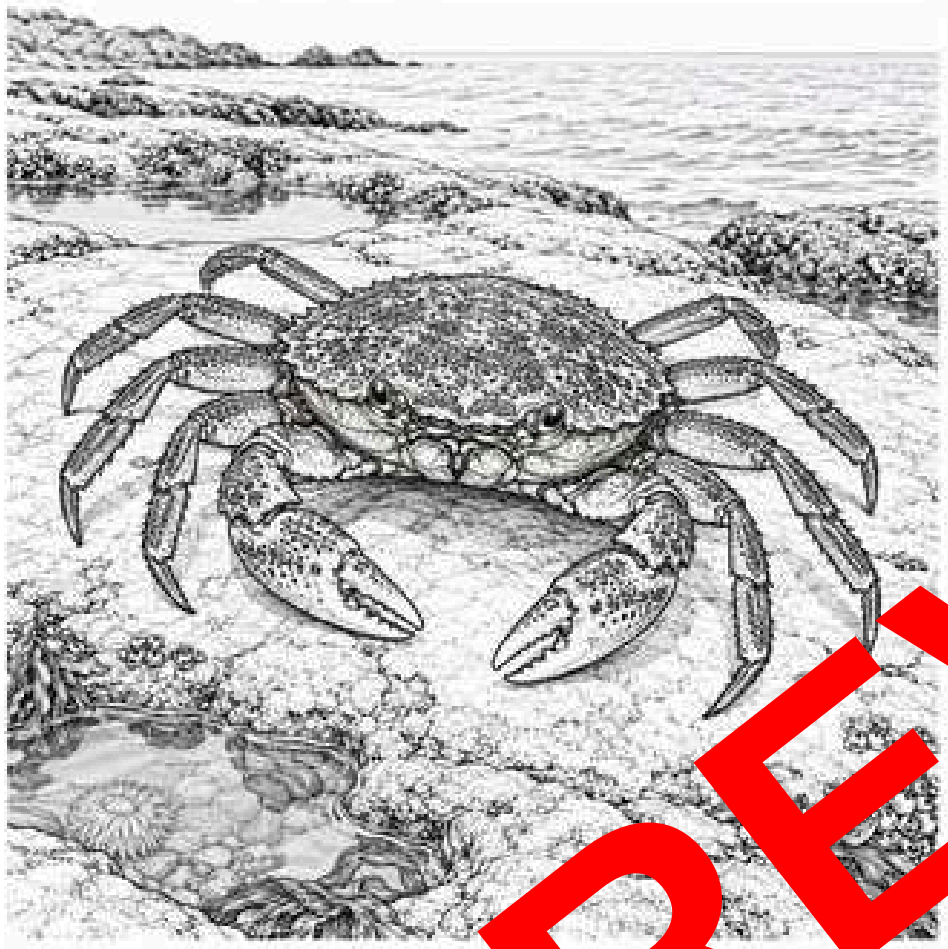




The sea meets the shore.
Waves reach the sand.

PREVIEW

Sukindi
LEARNING



A shore cr[illegible]s [illegible]ard shell.
[illegible]has [illegible] leg[illegible]



The crab can hide in a crack.
It is hard to spot.

PREVIEW

Sukindi
LEARNING



A gu fly gh.
It ca and the ore.



The tide can rise.
More sand gets wet.

PREVIEW

Sukindi LEARNING

At the Shore





The sea meets the shore.
Waves reach the sand.

PREVIEW

Sukindi LEARNING



A shore cr[illegible]s [illegible]ard shell.
[illegible]has t[illegible] leg[illegible]



The crab can hide in a crack.
It is hard to spot.

PREVIEW

Sukindi LEARNING





A gu[illegible] fly[illegible]gh.
It ca[illegible]and [illegible] the [illegible]ore.



The tide can rise.
More sand gets wet.

PREVIEW

Sukindi LEARNING

Reading and teaching guide

Year 1 Set 11 ar=/ar/, or=/or/, ore=/or/

Teach the code and named supported words before students read. Use the book that fits your students.

Before reading

Students need the full cumulative teaching sequence through Year 1 Set 10. Check capital M in Mark and capital J in Joy, as well as sentence capitals. Check simple final -s meanings for more than one and for one person's action, with /s/ or /z/. Use natural Australian pronunciation.

This set: ar, or and ore

Teach ar as in car, or as in fork, and ore as in shore. Each represents one vowel sound. Do not add an unpronounced r. In new, ew represents two sounds: /y/ plus /oo/.

New named teacher words

father: a has the broad ar vowel and final er is weak; voiced th is taught because first e [illegible] ave has short a, and final se gives z with silent e; voiced s is taught our: use its natural one- or two-syllable [illegible] reading, with no extra r. These named words do not introduce general new code.

Support that remains in the books

Mark at the Park: a, the. A Storm at the Shore: a, the, they. On the Farm: a, have. At the Shore: a, the, weak to. a: support its weak article vowel or strong ai. the: voiced th is taught; [illegible] for remaining supported they: support ey as ai. have: keep short a and support final ve with silent e. to: support weak [illegible]; [illegible] as oo is taught.

Read, correct and reread

Model a blend, let the student try, then reread [illegible] whole sentence for meaning. If a word stalls, identify the taught spellings, supply the named unusual part or blend again. Reread for smoother phrasing.

Use the activity pages

Page 4: say farm, corn, store. Page 5: [illegible] /ar/ sound only. Page 6: sort cards by the vowel spelling. Page 7: build and write complete sentences. Page 8: [illegible] supported words, then dictate fork, shore and Our farm has corn.

Check and respond

Count sounds, not letters. Keep /y/ plus /oo/ as two sounds when present. Check every sound, spelling, complete sentence and matching choice. Ask what happened or what the student learned; accept a clear spoken response. For the crab, count eight walking legs and two front claw legs.

Print and assemble

Readers: landscape A4, actual size, single-sided. Cut the centre, stack the six numbered A5 pages and staple on the left. Do not fold or use duplex booklet mode. Companion: portrait A4, actual size. Choose B&W or matching Colour.

PREVIEW

Sukindi LEARNING

Say the sounds

Year 1 Set 11 ar=/ar/, or=/or/, ore=/or/

Say each sound. Copy each spelling. Keep ar, or and ore as one sound each.

ar	or	ore
•	•	•

PREVIEW

Read cue. Tap its three sounds.

c ue

• ••

Sukindi LEARNING

Blend and read

Year 1 Set 11 ar=/ar/, or=/or/, ore=/or/

Point to each spelling, tap each sound, then blend the whole word.

ar m • •	b ar k • • •
f or k • • •	s t ar m • • • •
sh or e • •	m ore • •
c l ue • • •	n ew • ••

PREVIEW

Read each word once more.

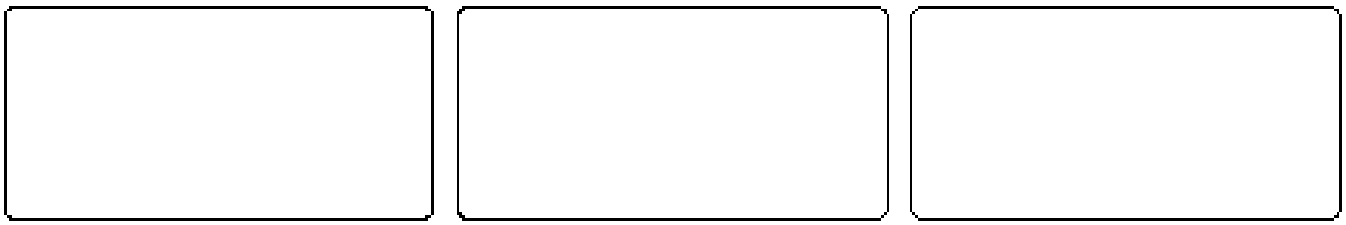
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Build and spell

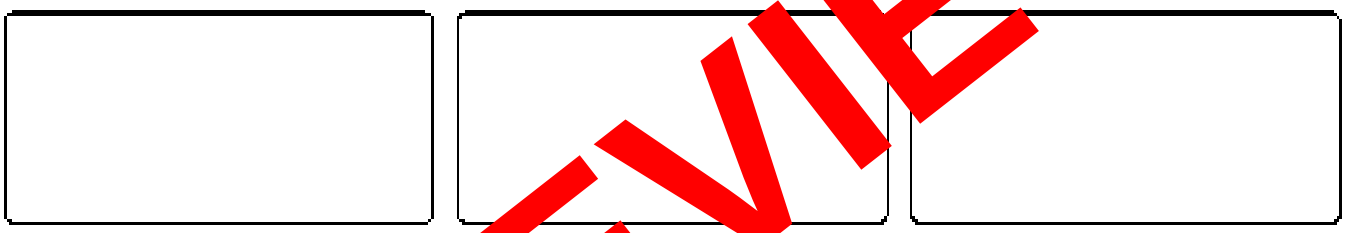
Year 1 Set 11 ar=/ar/, ar=/or/, ee=/er/

Listen to each word. Tap the sounds. Write the spellings, then the whole word.

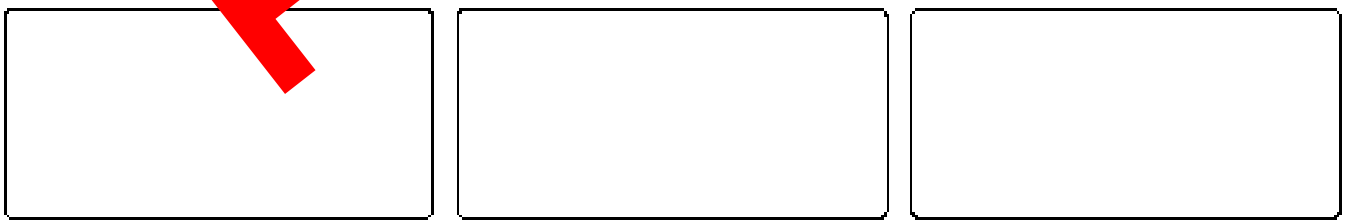
1



2



3



PREVIEW

Sukindi LEARNING

Change one sound

Year 1 Set 11 ar=/ar/, or=/or/, ee=/er/

Keep the other sounds. Write each new word on its own guide.

Change p to b. Then change b to d.

park → _____ → _____

Change p to s. Then change s to sh.

port → →

Change m to [illegible]. Then change [illegible] to f.

more → _____ → _____

PREVIEW

Sukindi LEARNING

Sort the spellings

Year 1 Set 11 ar=/ar/, or=/or/, ore=/or/

Read and cut the cards. Sort by ar, or or ore. Keep every card upright below its heading.

card	fork	more
shore	park	cord
storm	store	jar

ar	or	ore

PREVIEW

Sukindi LEARNING

Build a sentence

Year 1 Set 11 ar=/ar/, ar=/or/, ee=/er/

Read the mixed tiles. Build each sentence. Write the whole sentence on its wide guide.

red	The	is	car

storm	dark	The	is

has	sand	shore	The

PREVIEW

Sukindi LEARNING

Read and write

Year 1 Set 11 ar=/ar/, ar=/er/, ear=/er/

Read the named words. Notice the underlined unusual parts. Copy each complete word on its numbered guide.

1	2	3
father	because	our

1

2

3

Listen and write each word.

Listen and write the whole sentence.

PREVIEW

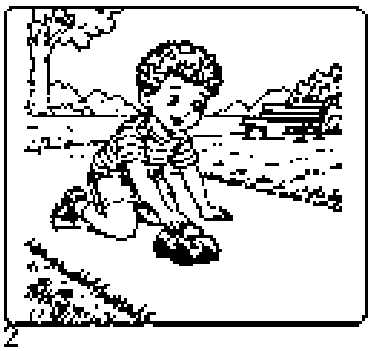
Sukindi LEARNING

Match the meaning

Year 1 Set 11 ar=/ar/, ar=/or/, ee=/er/

Match each picture to a sentence. Draw a line. The sentences are mixed.

1



2



3



A The crab has a hard shell.

B Mark has a toy [illegible].

[illegible] The corn grows.

PREVIEW

Pick a book. Draw one part. Write a word.

Sukindi LEARNING

Reread and transfer

Year 1 Set 11 ar=/ar/, or=/or/, ore=/or/

Read these new lines. Mark ar, or and ore. Choose one complete sentence to write.

A car can go far.

A storm is on the way.

More corn can grow.

PREVIEW

Draw what your sentence means.

☐ I can read a new line.

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PREVIEW

Year 1 Set 12 er, ir and ur

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Book 1: The Red Shirt (Colour) (Fiction)
Book 2: The First Turn (B&W) (Fiction)
Book 2: The First Turn (Colour) (Fiction)
Book 3: A Bird on a Perch (B&W) (Non-fiction)
Book 3: A Bird on a Perch (Colour) (Non-fiction)
Book 4: Fur (B&W) (Non-fiction)
Book 4: Fur (Colour) (Non-fiction)

A Bird on a Perch



PREVIEW



This is a bird.
It has a beak.

Sukindi LEARNING



This bird has w gs.
It can flap and



This bird can perch on a twig.
It can hop on the sand.

PREVIEW

Sukindi LEARNING



This bird can [illegible] up [illegible]ed.
The beak is sho[illegible]n[illegible]thick.



A bird can drink from a pool.
It can perch on a twig.

PREVIEW

Sukindi LEARNING

A Bird on a Perch





This is a bird.
It has a beak.

PREVIEW

Sukindi LEARNING



This bird has w gs.
It can flap and j



This bird can perch on a twig.
It can hop on the sand.

PREVIEW

Sukindi LEARNING



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PREVIEW

Sukindi LEARNING

Fur

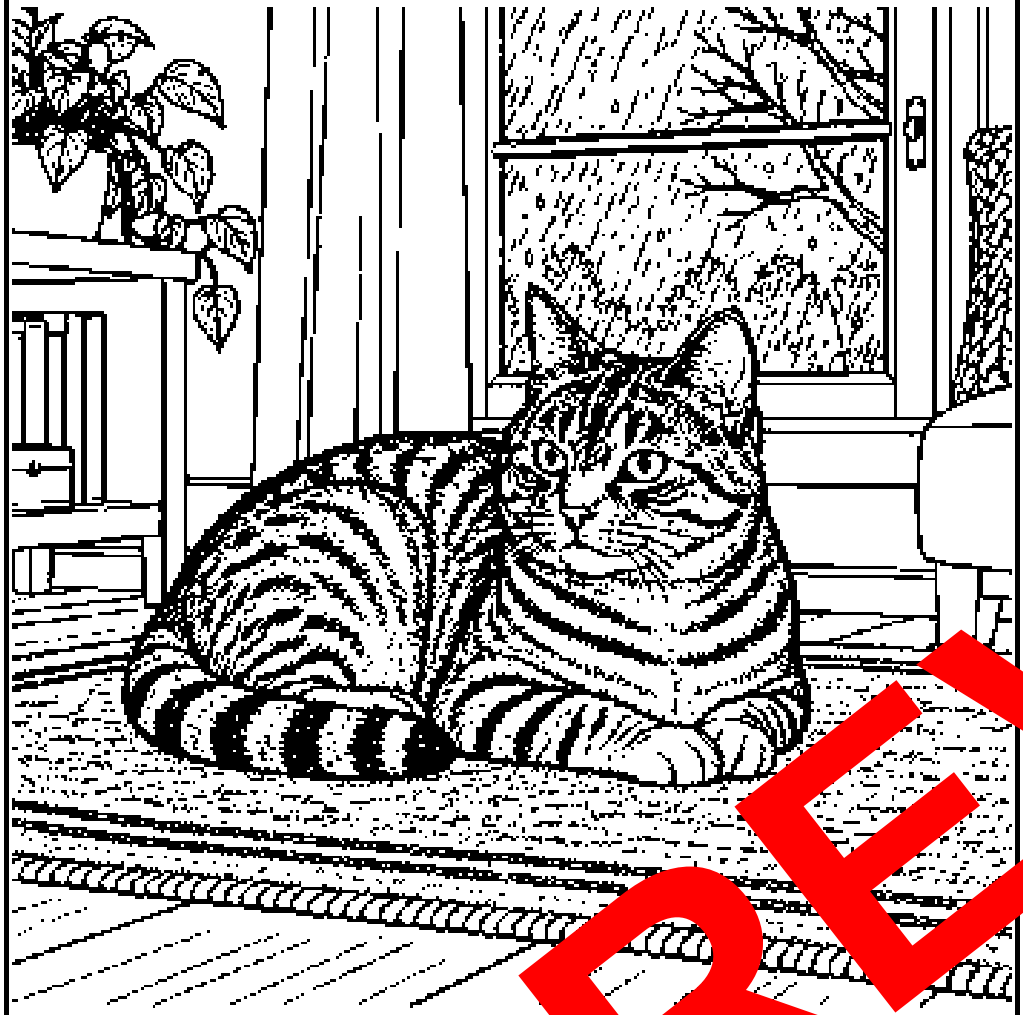


PREVIEW



This cat has fur.
The fur is soft.

Sukindi LEARNING



Fur can help th cat i vint
It can help keep ea t.



This dog has fur.
It has a thick coat.

PREVIEW

Sukindi LEARNING



The dog is big.
The cat has a t[illegible].



A cat and a dog can shed fur.
This fur is on the rug.

PREVIEW

Sukindi LEARNING

Fur



PREVIEW



This cat has fur.
The fur is soft.

Sukindi LEARNING



Fur can help th cat i vint
It can help keep ea t.



This dog has fur.
It has a thick coat.

PREVIEW

Sukindi LEARNING



The dog is big.
The cat has a t[illegible] c[illegible].



A cat and a dog can shed fur.
This fur is on the rug.

PREVIEW

Sukindi LEARNING

Teacher guide

Focus and prerequisites

Use after all earlier Foundation and Year 1 steps through Set 11. Practise stressed er/ir/ur (fern, bird, fur) and weak final er (sister, runner, winter). Check actual speech; do not add an r from spelling.

Named-word support

Teach mother, brother and other before use. Their o says /u/. Voiced th and weak final er are already taught. Review article a and the in their actual phrases. In the kite story, her has a retained h and weak er; revisit the stressed h-er form too.

Read and correct

Blend the mapped spellings, then reread smoothly for meaning. If a word is not right, point to the spelling, say its sound and blend again. Use the supplied full-word forms; check any spoken reduction separately.

Use the companion

Work orally before writing. One dot card per sound, including either er. Cut cards from this single-sided copy. Mix and say the sounds below headings, build chains and sentences, then check spellings. Write short complete responses on the wide guides.

Dictation on page 8

Say fern, bird, turn and sister for the four word spaces. Then dictate The girl can turn. and The fern is big. Repeat the whole sentence before the student writes it; do not show a model. Read it back and check capitals, spellings and the full stop.

Checking and assembly

Listen for accurate blending, the stressed/weak vowel contrast and transfer into a new line. Note a next teaching step on page 10. Print readers on landscape A4 at actual size, single-sided. Cut the centre, stack numbered A5 pages 1-6 and staple left. Print this companion on portrait A4.

About the factual readers

The pictured bird is a zebra finch; the statements describe that bird, not every bird. Fur compares only the pictured cat and dog. Fur helps retain heat, and shelter still matters. There is no invented animal speech.

PREVIEW

Sukindi LEARNING

Say the sounds

Say the word. Listen for the vowel. Point to its spelling. One dot is one sound.

er	ir	ur
•	•	•
stressed /er/	stressed /er/	essed /er/

weak ending /schwa/

fern	bird
f er n	b ir d
• • •	• • •

fur	runner
f ur	r u nn er
• •	• • • •

sister	winter
s i s t er	w i n t er
• • • • •	• • • • •

PREVIEW

Sukindi LEARNING

Read and blend

Blend the spellings. Read the whole word. Reread the row smoothly.

fern f er n • • •	bird b ir d • • •	fur f ur • •
turn t ur n • • •	shirt sh ir t • • •	sister s i s t er • • • • •
runner r u n er • • • •	bigger b i gg er • • • •	winter w i n t er • • • • •
perch p er ch • • •	farm f ar m • • •	third th ir d • • •

Point to a weak ending. Say the whole word again.

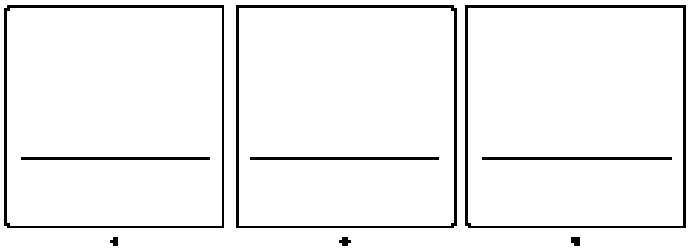
PREVIEW

Sukindi LEARNING

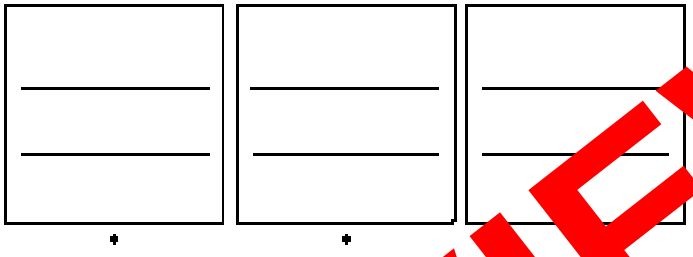
Say, cover, spell

Say each word. Cover it. Say its sounds. Write one spelling in each sound box. Check the whole word.

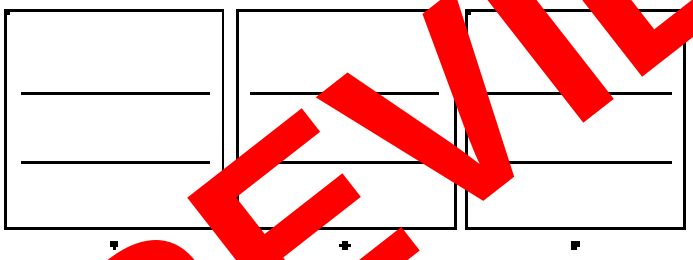
bird



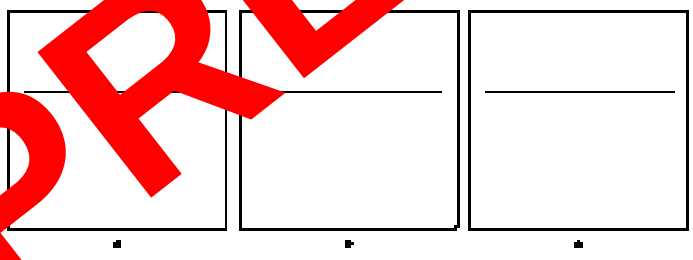
turn



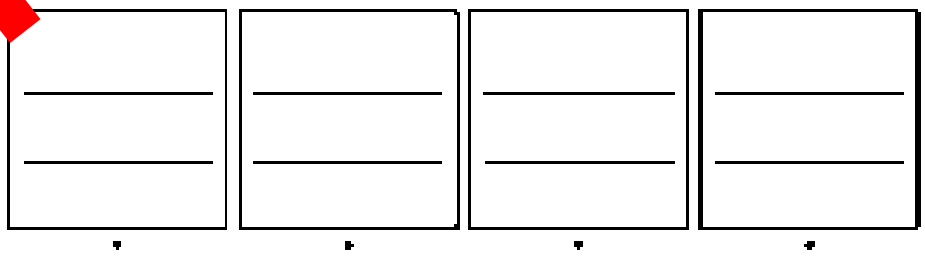
fern



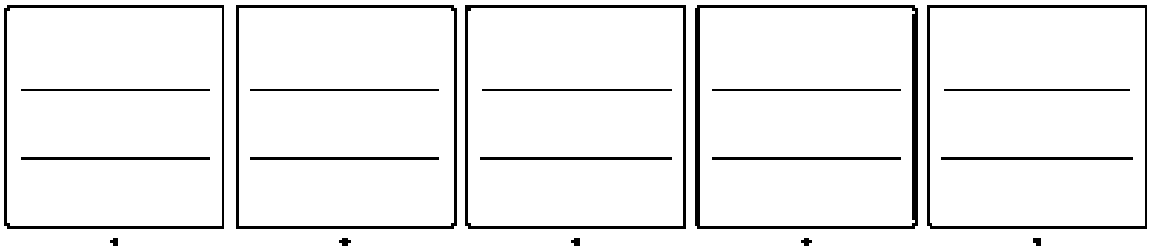
perch



runner



sister



PREVIEW

Sukindi LEARNING

Change one sound

Make each word chain with the mixed cards. Each step changes just one sound. Read your chain aloud.

bad >

turn | bird | [illegible]urn

fin >

[illegible]in | term | fern

cool >

gull | girl | curl

shirt >

port | pot | short

PREVIEW

Sukindi LEARNING

Sort the spellings

All these words have stressed */er/*. Cut the mixed cards. Sort by the spelling for that sound.

fern	bird	turn
girl	burn	term
fur	perch	shirt

er	ir	ur

PREVIEW

Sukindi LEARNING

Make a sentence

Cut the tiles. Make each sentence in the blank boxes. Read it. Write the full sentence on the wide guide.

perch.	can	The	bird

fur.	The	has	cat

PREVIEW

Sukindi LEARNING

Listen and write

Read the supported words. Listen to the dictation on page 1. Write all four words and both full sentences.

mother	brother	other

1

2

3

4

PREVIEW

Sentence 1

Sentence 2

Sukindi LEARNING

Match and respond

Read each clue. Choose and write its word. Then draw a story scene and write one short sentence.

shirt	fern	bird

It has wings and can perch.

Sister can put it on.

It is green and has roots.

Draw your scene here.

PREVIEW

Sukindi LEARNING

Read, try, reflect

Read each line twice. Pick one to draw. Write your own short line with a focus word.

The bird can turn and perch.

The runner has a red shirt.

The other girl has her turn.

Draw the line you chose.

PREVIEW

☐ I can read. ☐ I can spell.

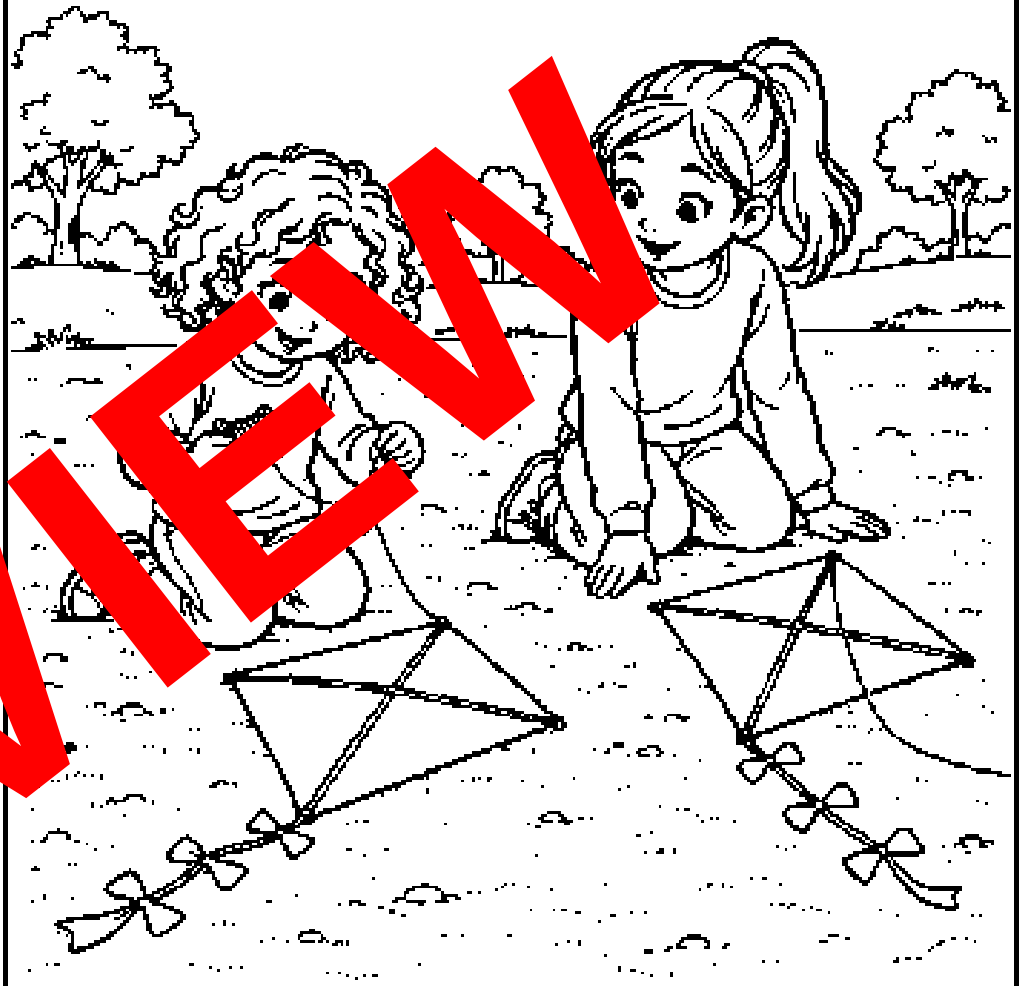
Teacher observations

Sukindi LEARNING

The First Turn

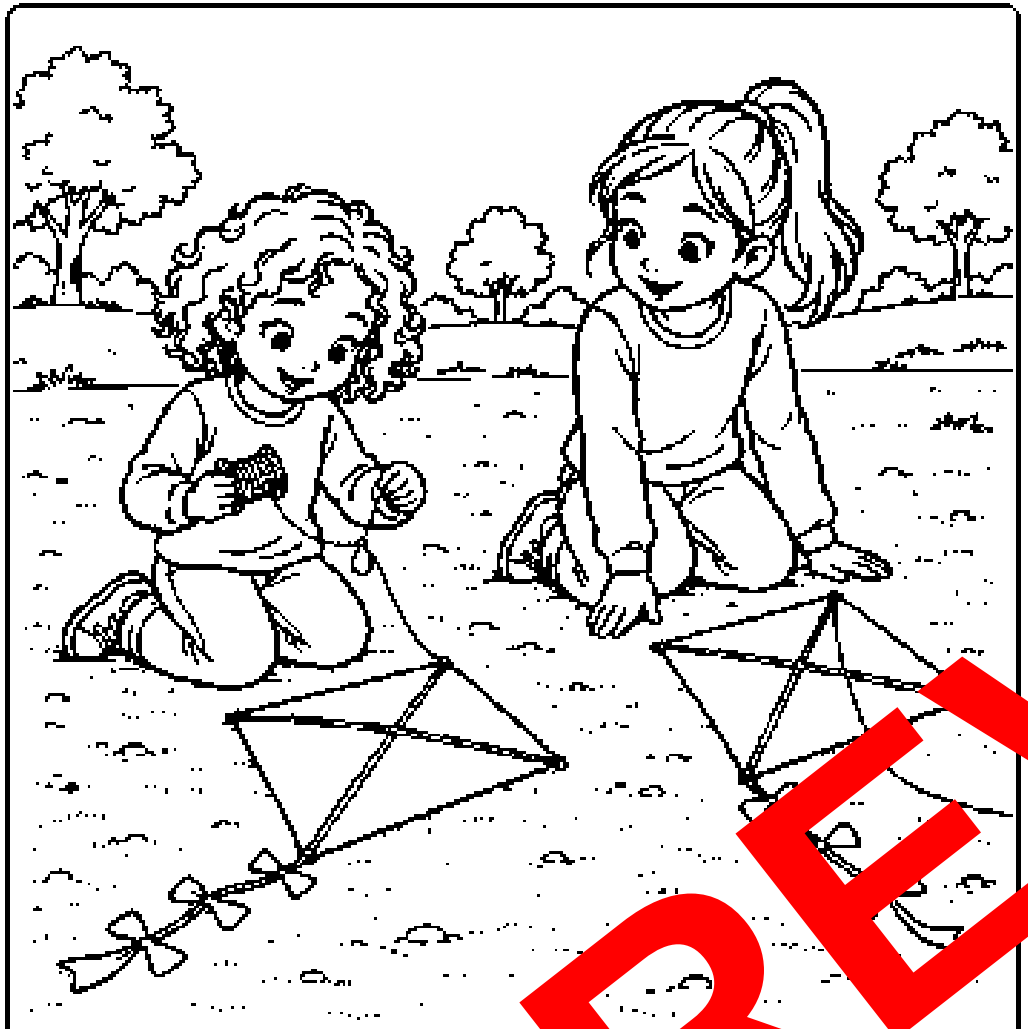


PREVIEW

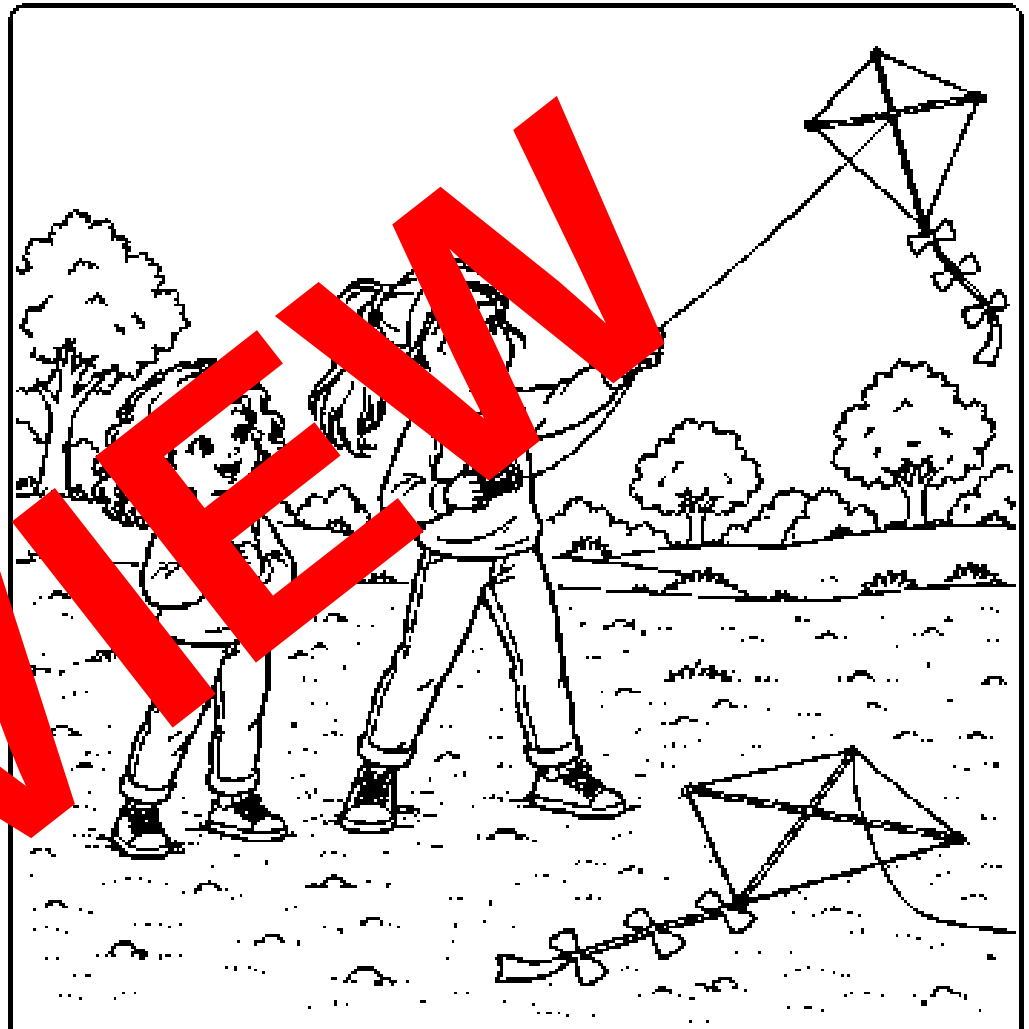


The girl has a red kite.
Her sister has a blue kite.

Sukindi LEARNING



The string has twist.
The girl can tu t.



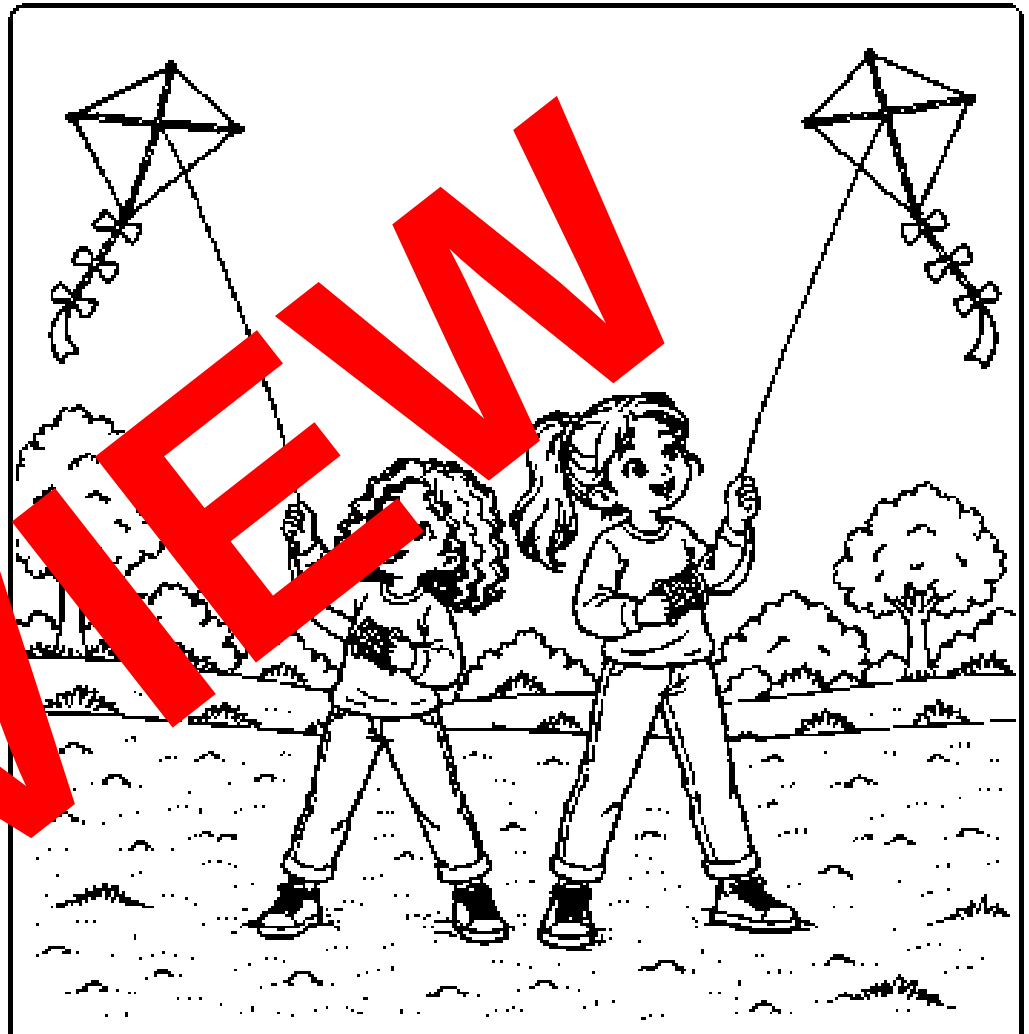
The girl lets her sister try.
The sister has the first turn.

PREVIEW

Sukindi LEARNING



The girl has th[illegible]ther [illegible]rn.
Her sister lets h[illegible]tr[illegible]



The red and blue kites fly high.
The girl can grin with her sister.

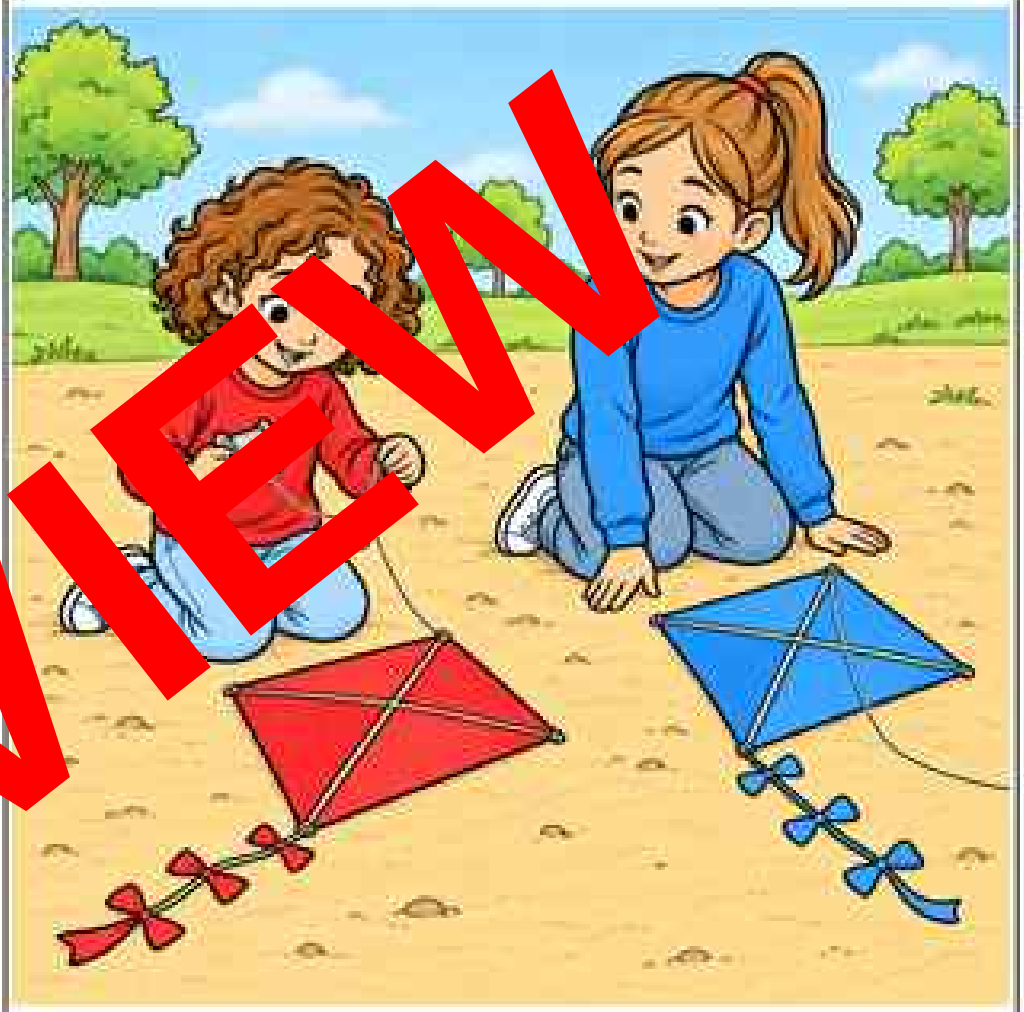
PREVIEW

Sukindi LEARNING

The First Turn



PREVIEW



The girl has a red kite.
Her sister has a blue kite.

Sukindi LEARNING



The string has twist.
The girl can tu t.



The girl lets her sister try.
The sister has the first turn.

PREVIEW

Sukindi LEARNING



The girl has th[illegible]ther [illegible]rn.
Her sister lets h[illegible]tr[illegible]



The red and blue kites fly high.
The girl can grin with her sister.

PREVIEW

Sukindi LEARNING

Year 1 Set 12 er ir ur stressed er; final weak er/e/school Fiction

The Red Shirt





Sister can put the red shirt on the bed.

Mother can see it.

PREVIEW

Sukindi LEARNING



The cat tugs th ed s t.
It drags it out.



Brother looks in the fern.
Sister looks on the sand.

PREVIEW

Sukindi LEARNING



Mother spots the red shirt on the fern.

Sister grins.



Sister puts the shirt on the line.

The cat can nap on the bed.

PREVIEW

Sukindi LEARNING

The Red Shirt





Sister can put the red shirt on the bed.
Mother can see it.

PREVIEW

Sukindi LEARNING



The cat tugs th red s t.
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Brother looks in the fern.
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PREVIEW

Sukindi LEARNING



Mother spots the red shirt in the fern.
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The cat can nap on the bed.

PREVIEW

Sukindi LEARNING



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PREVIEW

Year 1 Set 13 aw, au, al, ld, all

Table of Contents

Phonics Companion Pack
Book 1: A Ball on the Lawn (B&W) (Fiction)
Book 1: A Ball on the Lawn (Colour) (Fiction)
Book 2: A Chalk Trail (B&W) (Fiction)
Book 2: A Chalk Trail (Colour) (Fiction)
Book 3: A Paw and a Claw (B&W) (Non-fiction)
Book 3: A Paw and a Claw (Colour) (Non-fiction)
Book 4: Haul a Load (B&W) (Non-fiction)
Book 4: Haul a Load (Colour) (Non-fiction)

Year 1 Set 13 owner/; owner/ort; al in talk; a before l or ll. Fiction

A Ball on the Lawn



PREVIEW



Jill and the dog play on the lawn.

The dog has a small ball.

Sukindi LEARNING



The ball is in his [illegible].

Jill can call [illegible] dog.



The dog will not drop the ball.

Jill has food.

PREVIEW

Sukindi LEARNING



The dog can see the ja[illegible]

The dog can drop the ba[illegible]



The dog can eat.

Jill has the ball again.

PREVIEW

Sukindi LEARNING

A Ball on the Lawn





Jill and the dog play on the lawn.

The dog has a small ball.

PREVIEW

Sukindi LEARNING



The ball is in his j w.

Jill can call t e doc



The dog will not drop the ball.

Jill has food.

PREVIEW

Sukindi LEARNING



The dog can see the ja[illegible]

The dog can drop the ba[illegible]



The dog can eat.

Jill has the ball again.

PREVIEW

Sukindi LEARNING

Year 1 Set 13 owner/; owner/ort; al in talk; a before l n all. Fiction

A Chalk Trail



PREVIEW



Tom has chalk.

Tom can draw a trail on a wall.

Sukindi LEARNING



Jill can walk by the wall.

Jill can see the trail.



The trail stops at a pot.

Jill can see a small pot.

PREVIEW

Sukindi LEARNING



Jill can look in th pot.

A small ball in th pot.



Jill and Tom play ball on the lawn.

It is fun.

PREVIEW

Sukindi LEARNING

A Chalk Trail



PREVIEW



Tom has chalk.

Tom can draw a trail on a wall.

Sukindi LEARNING



Jill can walk by the w

Jill can see the trai



The trail stops at a pot.

Jill can see a small pot.

PREVIEW

Sukindi LEARNING



Jill can look in th pot.

A small ball in th pot.



Jill and Tom play ball on the lawn.

It is fun.

PREVIEW

Sukindi LEARNING

A Paw and a Claw



PREVIEW



A cat has paws.

A paw has soft pads.

Sukindi LEARNING



A claw is on a p[illegible]

A claw can [illegible]p.



A crab has claws.

The claws can grip food.

PREVIEW

Sukindi LEARNING



The crab has a hard shell.

A crab can walk.



A paw has soft pads.

A crab has hard claws.

PREVIEW

Sukindi LEARNING

A Paw and a Claw





A cat has paws.

A paw has soft pads.

PREVIEW

Sukindi LEARNING



A claw is on a p

A claw can g p.



A crab has claws.

The claws can grip food.

PREVIEW

Sukindi LEARNING



The crab has a h[illegible] s[illegible]

A crab can [illegible]k.



A paw has soft pads.

A crab has hard claws.

PREVIEW

Sukindi LEARNING

Year 1 Set 13 owl/ow/, owl/ow/; all/l/ talk; a before ll in all/l/ Non-Fiction

Haul a Load



PREVIEW



A truck can haul a load.

The load is on the truck.

Sukindi LEARNING



A big load can fill the truck.

The truck can haul a good load.



A cart can haul a small load.

A hand can pull the cart.

PREVIEW

Sukindi LEARNING



The cart can hau[illegible] b[illegible]ag.

The ball is s[illegible]ll.



A truck can haul a big load.

A cart can haul a small load.

PREVIEW

Sukindi LEARNING

Haul a Load



PREVIEW



A truck can haul a load.

The load is on the truck.

Sukindi LEARNING



A big load can fill the [illegible].

The truck can haul [illegible].

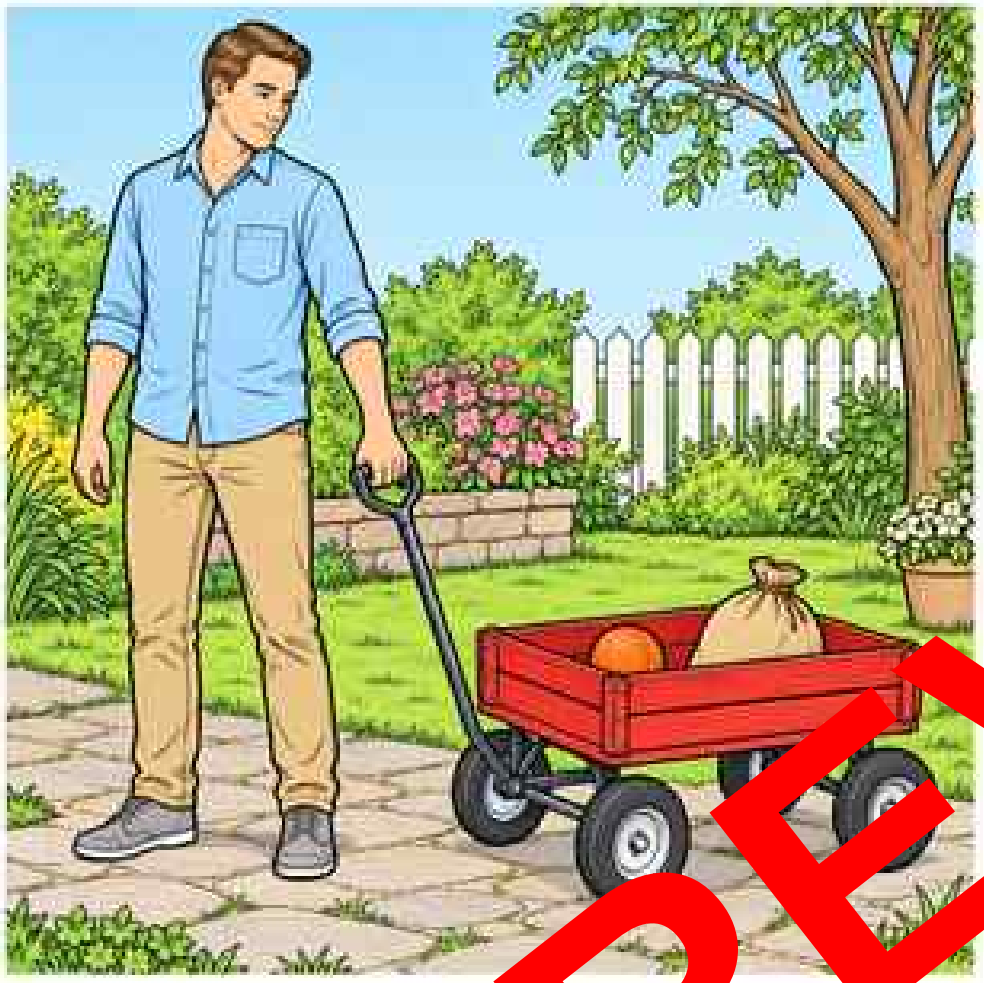


A cart can haul a small load.

A hand can pull the cart.

PREVIEW

Sukindi LEARNING



The cart can hau[illegible] ba[illegible]ng.

The ball is s[illegible]ll.



A truck can haul a big load.

A cart can haul a small load.

PREVIEW

Sukindi LEARNING

Teach and check

Year 1 Set 13 aw/or/, au/or/; al in talk, a before ll in all

Introduce the code, then check what students can do.

Before reading

Use after every earlier step in this progression: short vowels, consonants, doubled spellings, blends, digraphs, earlier long vowels, ar/or/ore, er/ir/ur, weak final er, simple -s and taught longer-word structures. Check prerequisites; the year label does not establish readiness.

Compare the new spellings

aw in saw and au in haul both spell the or vowel. al in talk is one vowel spelling: t + al + k all is a + ll, with two sounds. Do not add an l in talk or a final r to the vowel.

Named-word support

In water, w and careful t are regular; weak final er is already taught. Support named a as the or vowel. In again, model weak initial a and ai as short e; check an accepted [illegible]-ai variant. In the, voiced th is taught; support weak e. Support weak article a, and its strong [illegible] used.

Read the books

Introduce capital J in Jill and T in Tom. Model careful taught pronunciations, then let students blend, reread and explain. The first story uses a, the and again; the [illegible] books use a and the. Do not guess from pictures.

Use the activities

A dot marks one sound, including a whole digraph. Read words, cover them, build spellings with tiles and write. Keep cards upright when sorting. Mean[illegible]pices and sentence tiles are jumbled; students make the decisions.

Dictate and check

On page 8, dictate paw, haul, talk and [illegible]ten: The dog has a ball. On page 4, check talk, ball and haul across the sound bo[illegible]. T[illegible]water and again before their cover-and-write practice.

Correct and notice

Model the corr[illegible] sou[illegible]-spelling, blend the whole word and reread the sentence. Check every spelling, the changed sou[illegible] a chain and the meaning. Note accurate blending, spelling, sentence reading and support still ne[illegible]d.

Print and assemble

Print readers at actual size, landscape A4, single-sided Cut the centre, stack pages 1-6 and staple at the left. These are not folded booklets. Print this companion at actual size on portrait A4.

PREVIEW

Sukindi LEARNING

Listen and say

Year 1 Set 13 aw=/or/, au=/or/; al in talk, a before ll in all

Say the words. Listen for the same vowel sound.

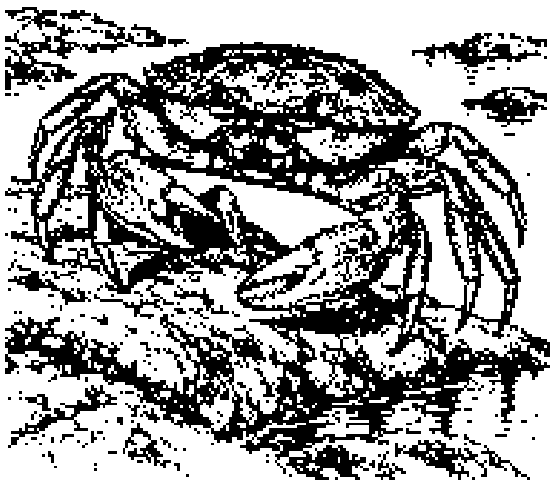
aw	au
s aw	h au l
• •	• • •
al	**a before ll**
t al k	all
• • •	• •

PREVIEW



p aw

• •



c l aw

• • •

Tap paw. Tap claw. Say the first sound in each.

Sukindi LEARNING

Blend and read

Year 1 Set 13 aw=/ɔ:/, au=/ɔ:/; al in talk, a before ll in all

Blend each word. Tap one dot for each sound.

c l aw • • •	h au l • • •
t al k • • •	all • •
r aw • •	s m a ll • • • •
f au l t • • • •	l aw n • • •

PREVIEW

Read across. Read down. Read the words in a new order.

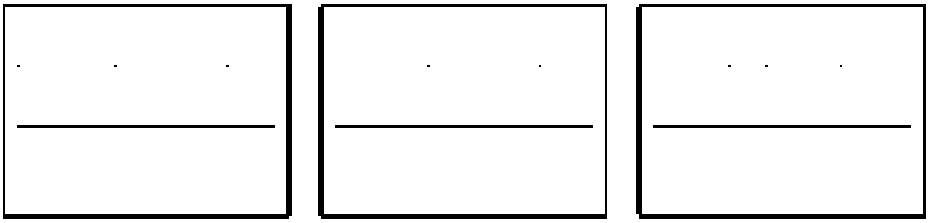
Sukindi LEARNING

Build and spell

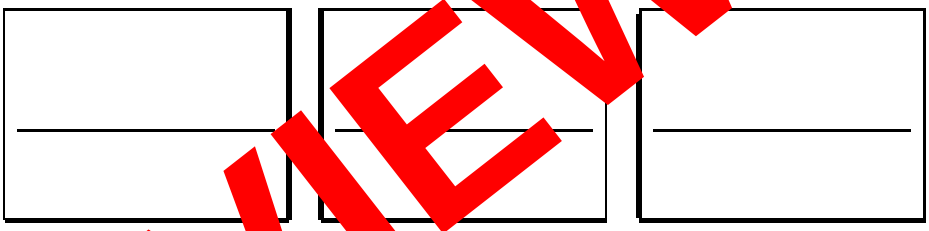
Year 1 Set 13 aw=/ɔ:/, au=/ɔ:/; al in talk, a before ll in all

Read, cover and build. Write one spelling in each sound box.

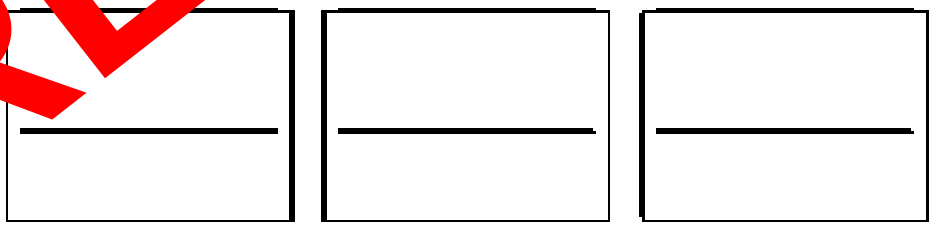
talk



ball



haul



PREVIEW

Cut these spellings. Build the three words.

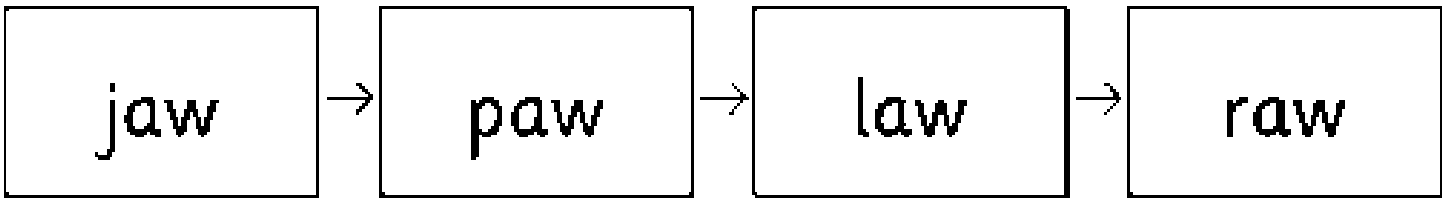
ll	t	au	b	k
h	aw	l	a	al

Sukindi LEARNING

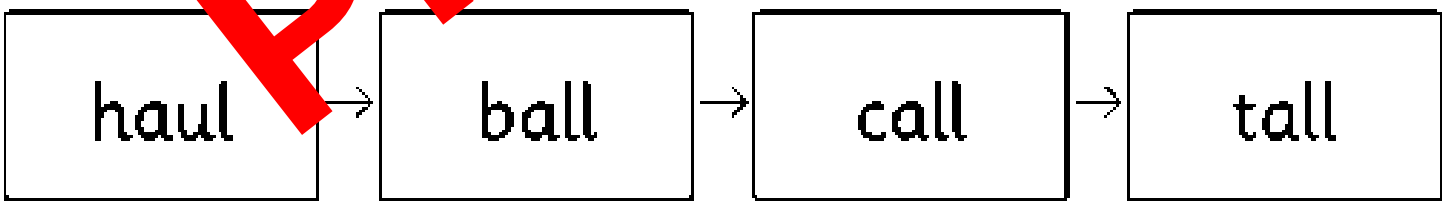
Change one sound

Year 1 Set 13 aw=/or/, au=/or/; al in talk, a before ll in all

Say the one sound that changes. Circle its new spelling. Write the last word.







PREVIEW

Sukindi LEARNING

Sort the spellings

Year 1 Set 13 aw/or/_ au/or/; al in talk, a before ll in all

Cut the word cards. Sort each card by its vowel spelling.

aw	au
al	a • ll

PREVIEW

saw	ball	haul	talk
walk	paw	call	fault

Sukindi LEARNING

Build a sentence

Year 1 Set 13 aw=/o:/, ew=/o:/, ol in colt, a before ll in all

Cut and order each row. Read it, then write the whole sentence.

ball.	has	The	a	dog

has	claw.	a	lab	A

haul	wood.	can	A	truck

PREVIEW

Sukindi LEARNING

Listen, write, check

Year 1 Set 13 ow/oa/o_e, ou/ow; al in talk, a before ll in all

Listen to your teacher. Write the four words and the sentence.

1 _____ 2 _____

3 _____ 4 _____

Write the whole sentence here.

_____

_____

Read, cover and write the named words.

w a t er

a g ai n

_____ _____

_____ _____

PREVIEW

Sukindi LEARNING

Match and respond

Year 1 Set 13 aw=/o:/, ew=/o:/, ol in talk, a before ll in all

Match each sentence to a word. Draw lines to show the meaning.

Tom can draw with it.

It is on a paw.

The dog can play with it.

A truck can do it.

ball

chalk

haul

claw

PREVIEW

Draw one thing from [illegible]. Write one sentence about it.

Sukindi LEARNING

Read, use and reflect

Year 1 Set 13 ow=/oʊ/, ou=/oʊ/; al in talk, a before ll in all

Reread the passage. Use the code in a new sentence.

We can walk on the lawn.

A small cart can haul a ball.

We all can play.

ball	haul	lawn

Write one sentence with haul. You may use the other words.

Tick what you can do.

☐ I can read. ☐ I can spell. ☐ I can talk.

Teacher check: blending, spelling, meaning and next support.

PREVIEW

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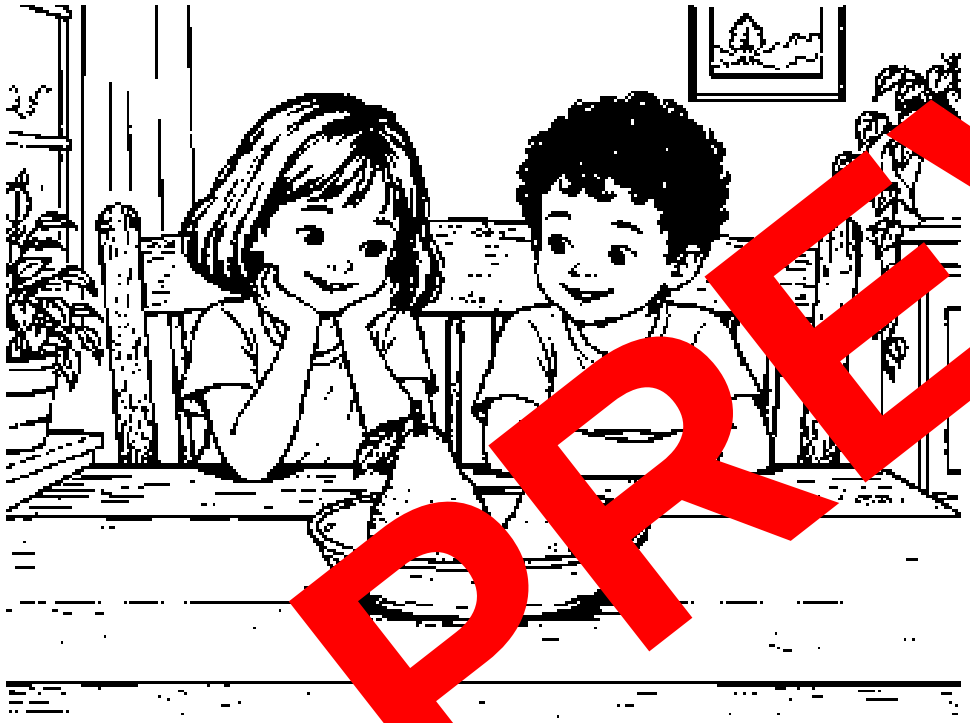
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PREVIEW

Year 1 Set 14 air, are and ea, ir, be, ir

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Book 1: A Fair Share (Colour) (Fiction)
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Book 2: A Bear on a Chair (Colour) (Fiction)
Book 3: Air (B&W) (Non-fiction)
Book 3: Air (Colour) (Non-fiction)
Book 4: A Hare and a Bear (B&W) (Non-fiction)
Book 4: A Hare and a Bear (Colour) (Non-fiction)

A Fair Share



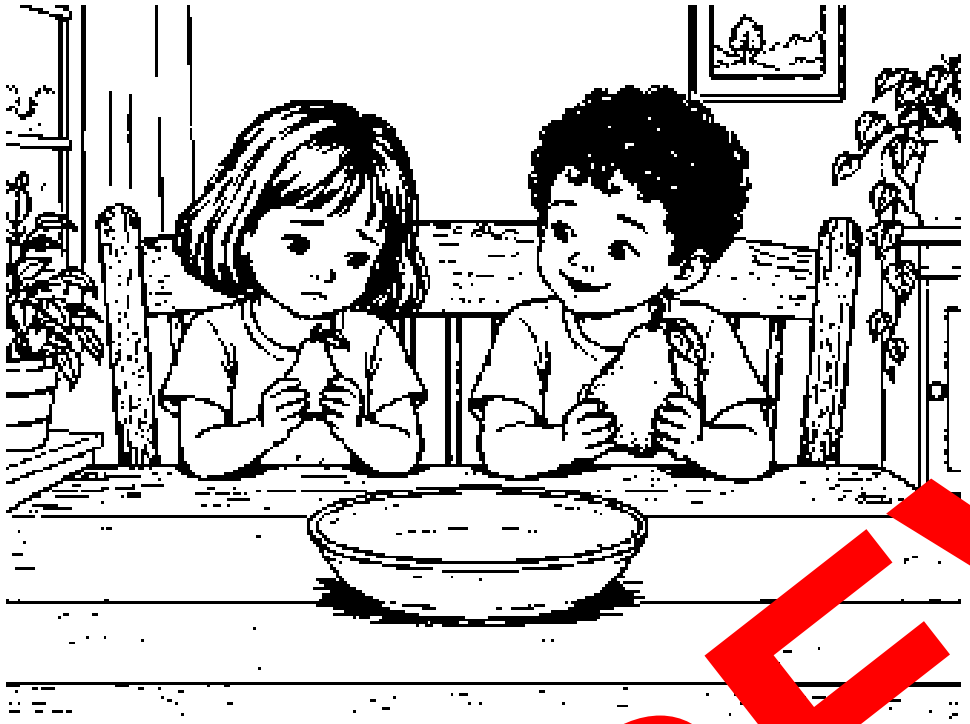


Jill and Ben sit on a chair.

Their food is in a dish.

PREVIEW

Sukindi LEARNING



Ben has a [illegible] pear.

Jill has a small pear.



Jill is not glad.

Their share is not fair.

PREVIEW

Sukindi LEARNING



Ben can cut his pear.

Jill can take a big bit.



Jill and Ben smile.

Their share is fair.

PREVIEW

Sukindi LEARNING

A Fair Share





Jill and Ben sit on a chair.

Their food is in a dish.

PREVIEW

Sukindi LEARNING



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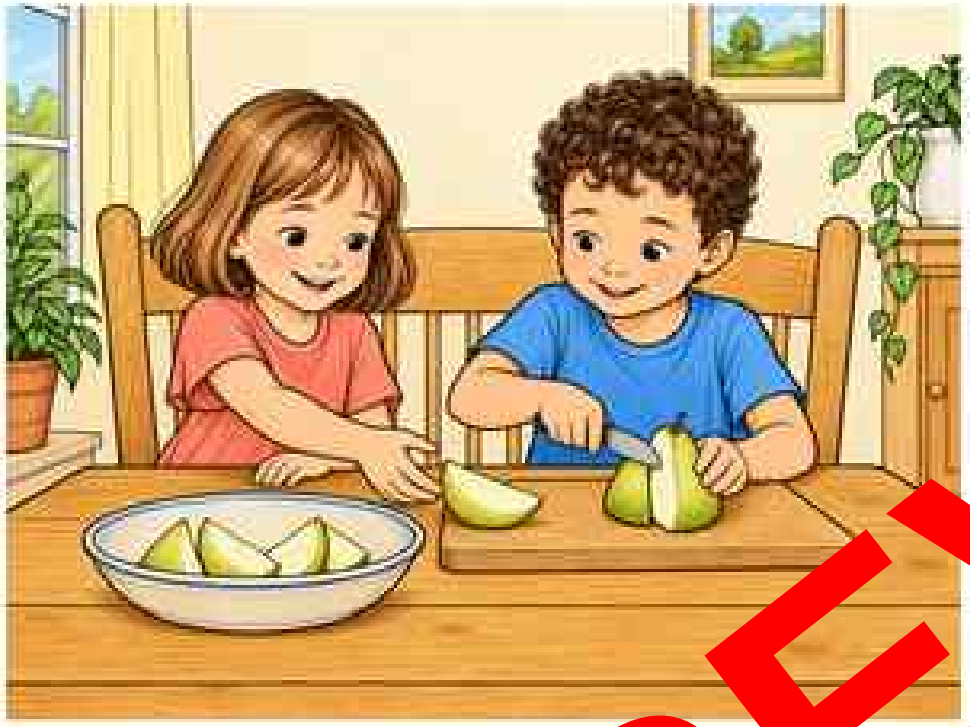


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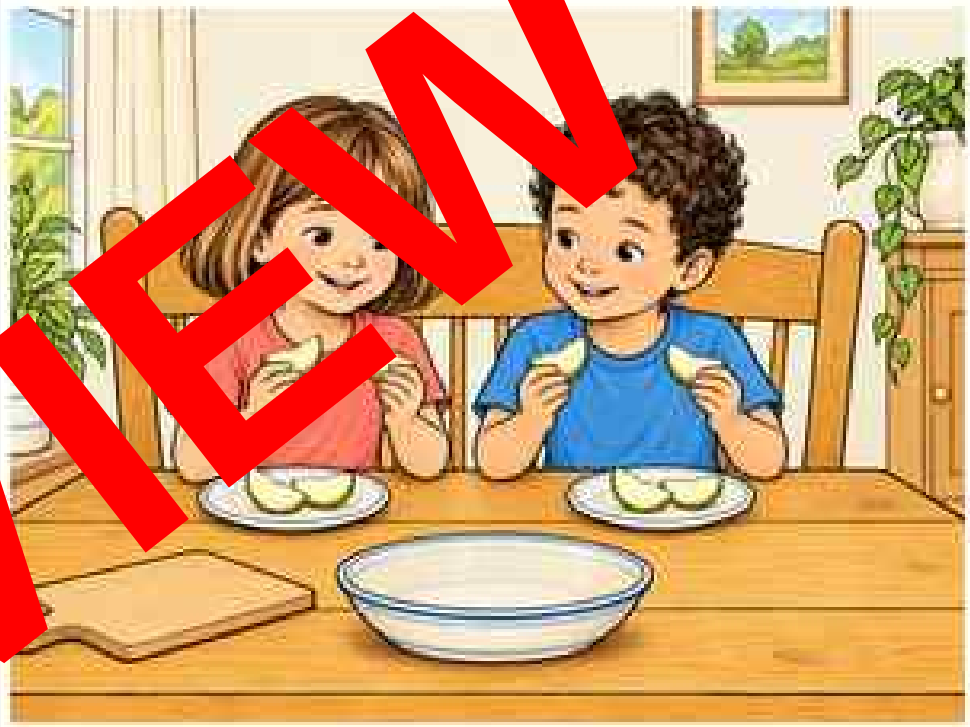
PREVIEW

Sukindi LEARNING



Ben can cut his pear.

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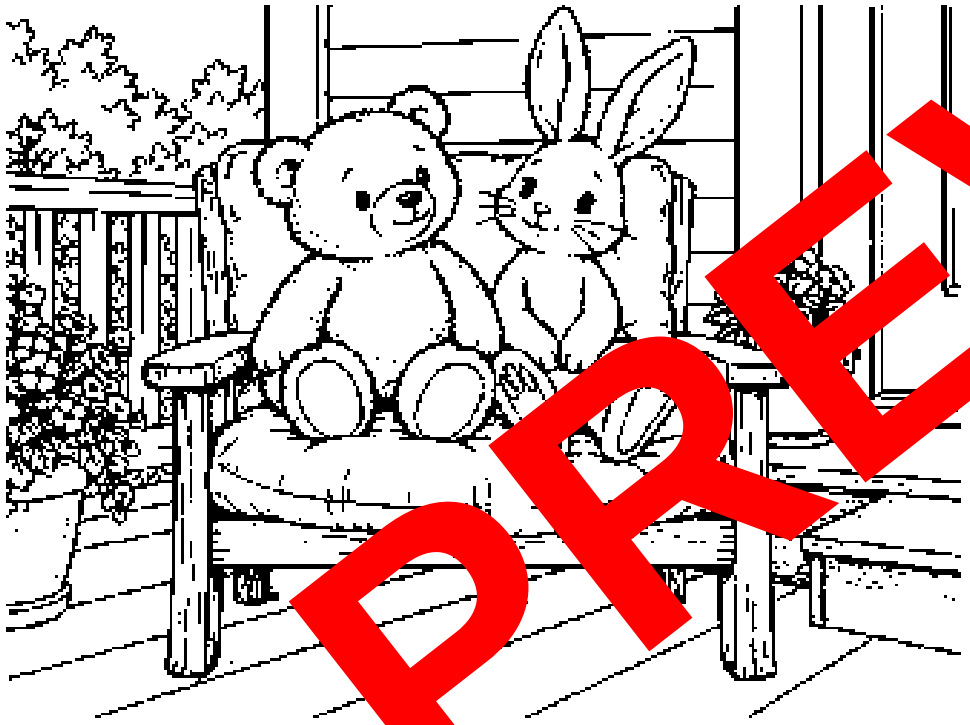
Jill and Ben smile.

Their share is fair.

PREVIEW

Sukindi LEARNING

A Bear on a Chair



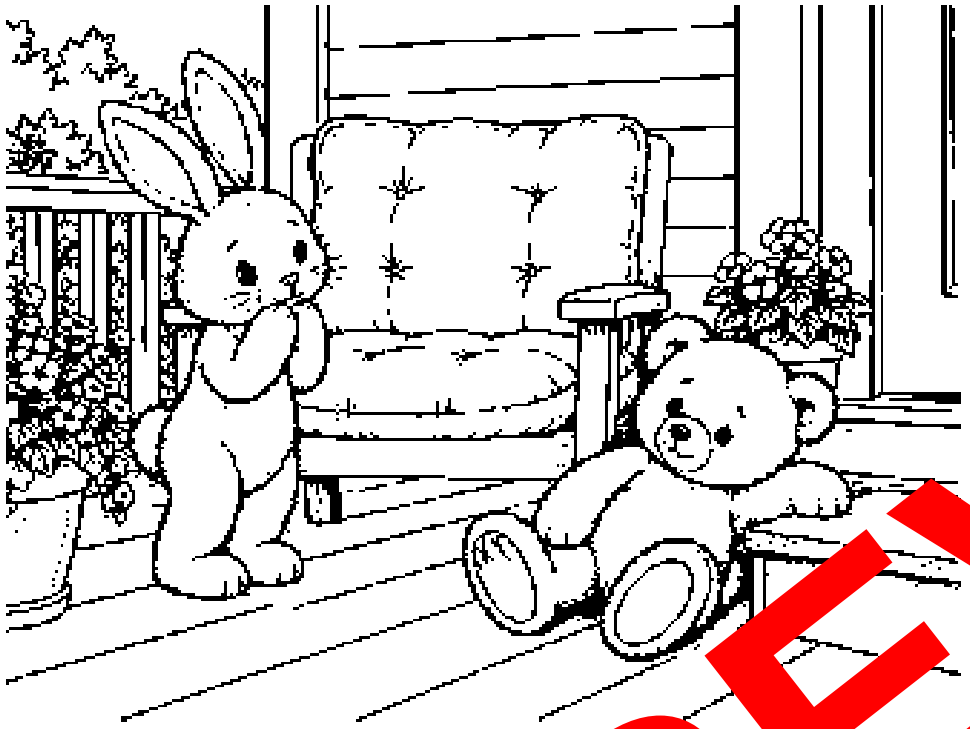


A pair can sit on a chair.

Their seat is soft.

PREVIEW

Sukindi LEARNING



The bear sl[illegible]is chair.

His paw t[illegible] a stair.

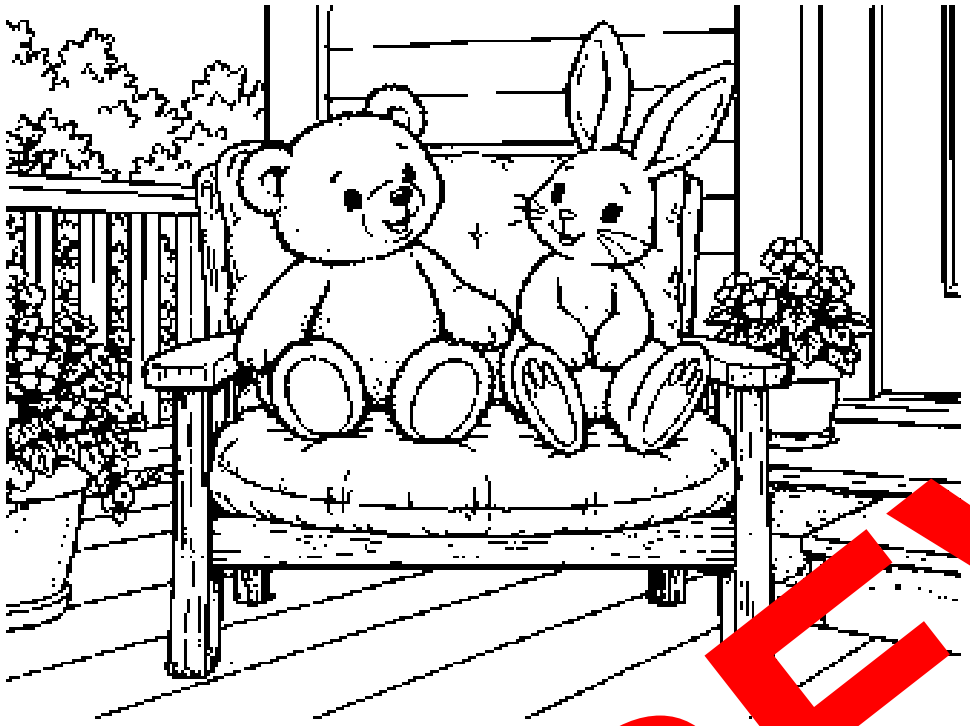


The hare can tug his arm.

The bear can pull.

PREVIEW

Sukindi LEARNING



The bear is a fair.

The hare will sit by his side.



Their share is fair.

The bear and hare smile.

PREVIEW

Sukindi LEARNING

A Bear on a Chair



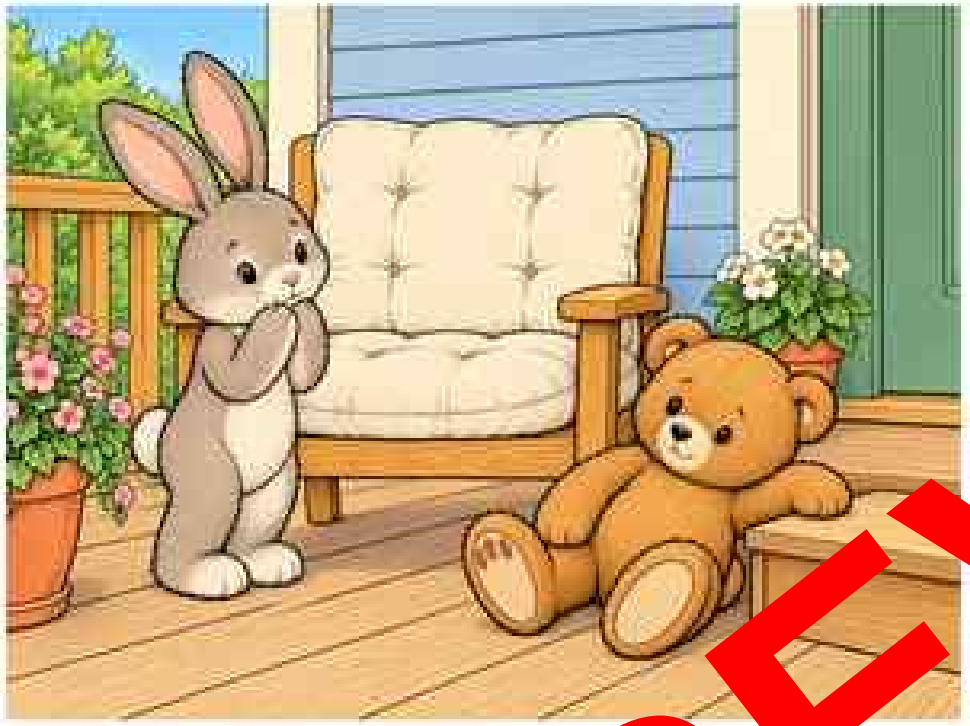
PREVIEW



A pair can sit on a chair.

Their seat is soft.

Sukindi LEARNING



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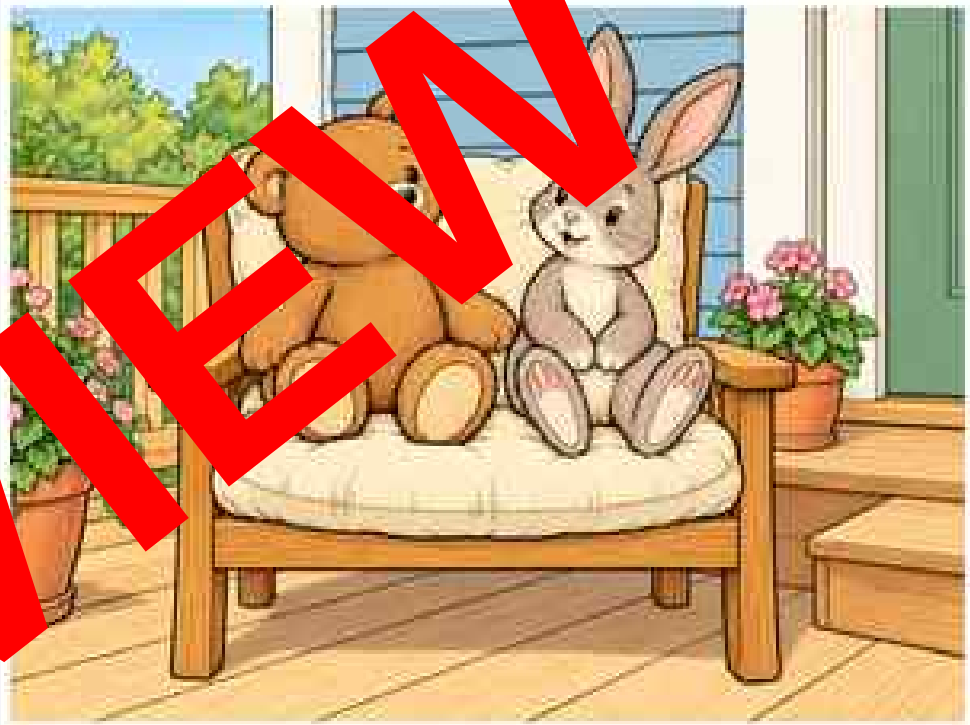
PREVIEW

Sukindi LEARNING



The bear is [illegible] a fair.

The hare [illegible] sit by his side.



Their share is fair.

The bear and hare smile.

PREVIEW

Sukindi LEARNING

Air





Air is all round us.

We need air.

PREVIEW

Sukindi LEARNING



A gust is g[illegible] go.

A gust ca[illegible]ow hair.

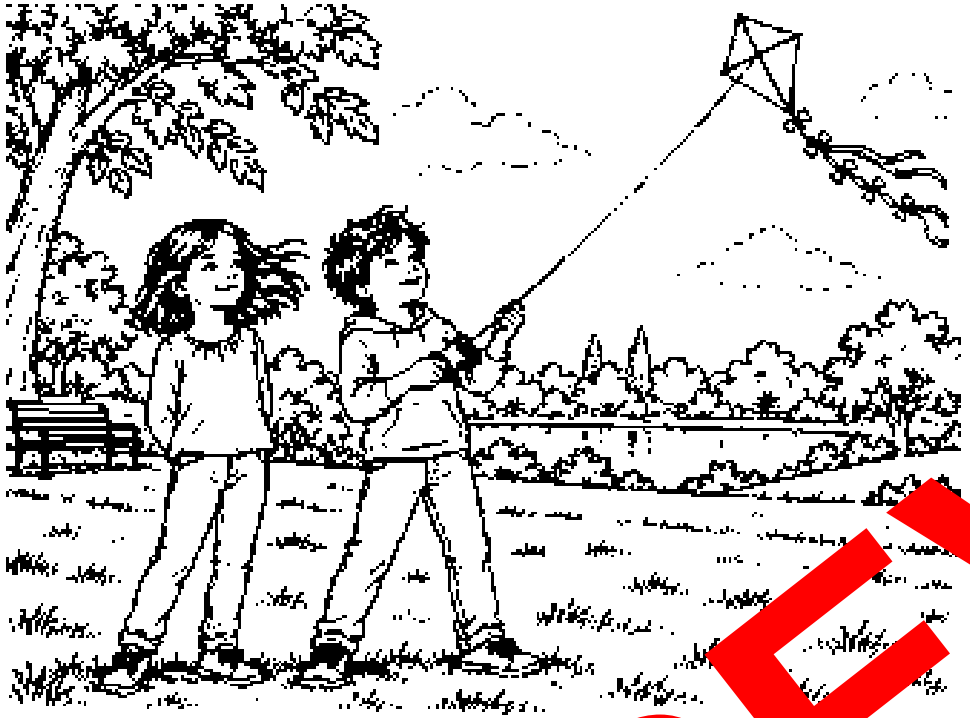


Air can fill a ball.

A full ball can feel firm.

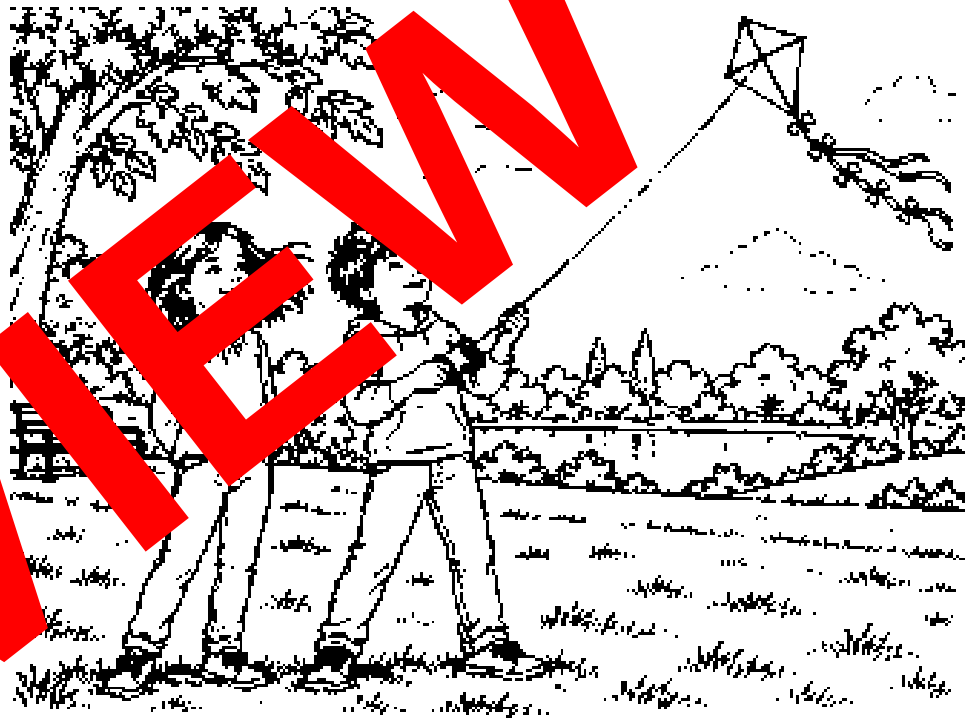
PREVIEW

Sukindi LEARNING



Air can lift a kite.

A kite can fly high.



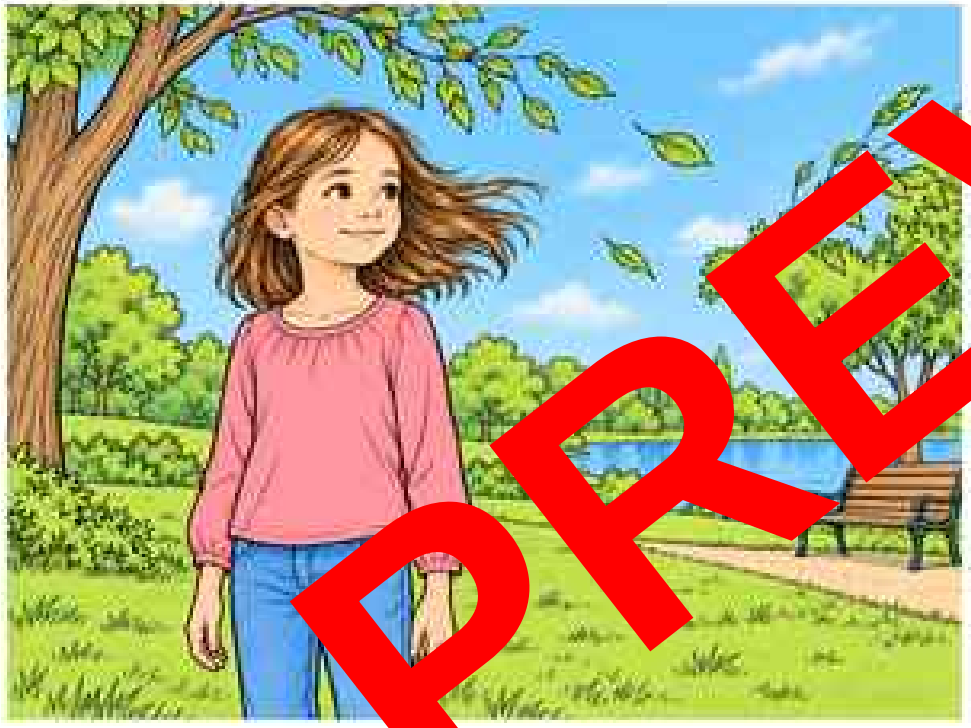
A pair can fly a kite.

Air can blow their hair.

PREVIEW

Sukindi LEARNING

Air



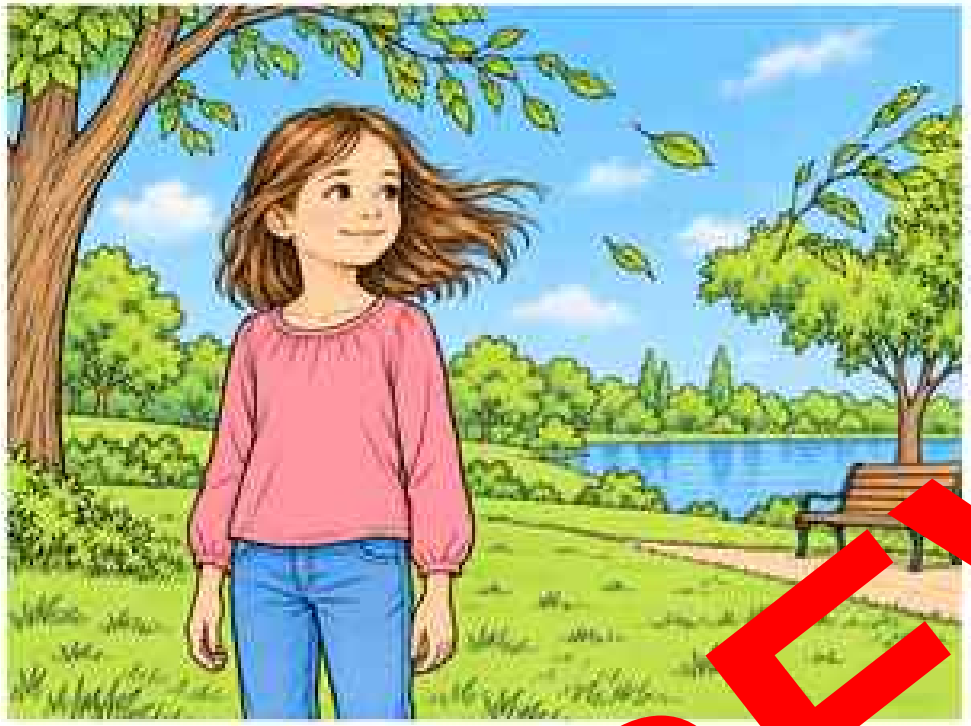
PREVIEW



Air is all round us.

We need air.

Sukindi LEARNING



A gust is ai[illegible] go.

A gust ca[illegible]ow hair.



Air can fill a ball.

A full ball can feel firm.

PREVIEW

Sukindi LEARNING



Air can lift a kite.

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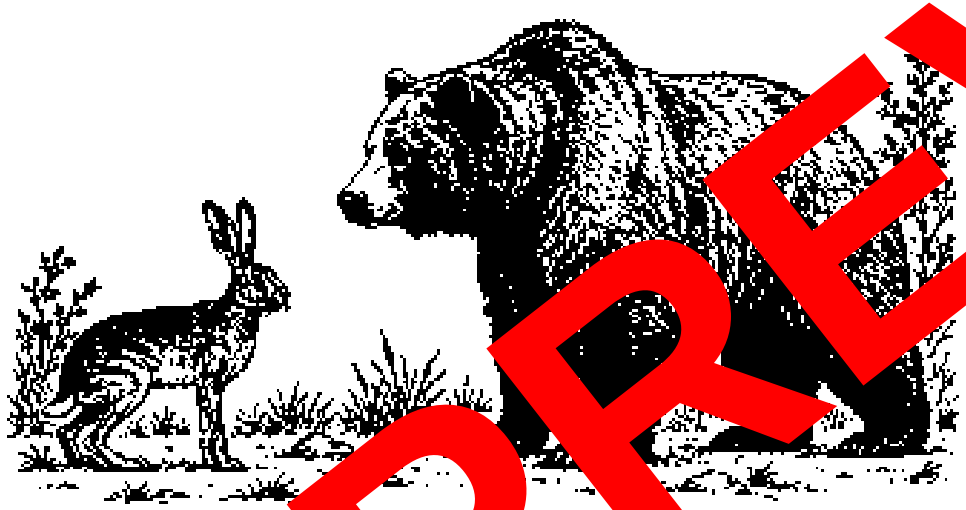
A pair can fly a kite.

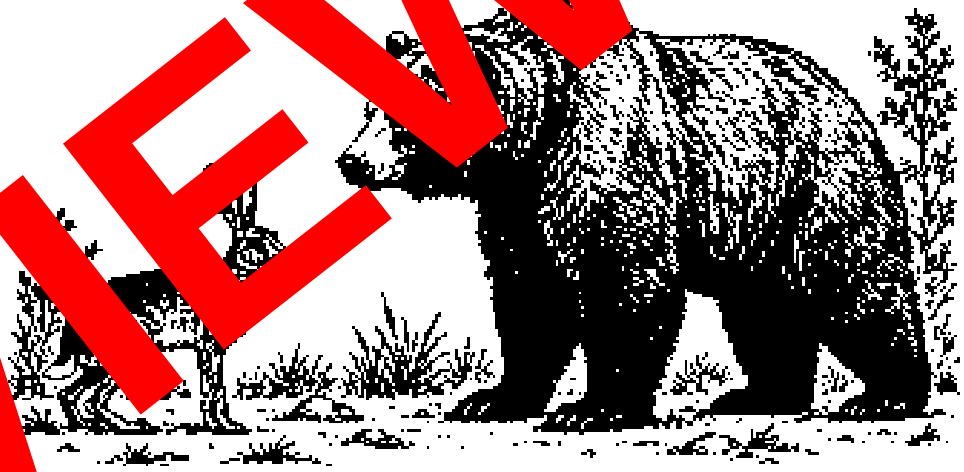
Air can blow their hair.

PREVIEW

Sukindi LEARNING

A Hare and a Bear



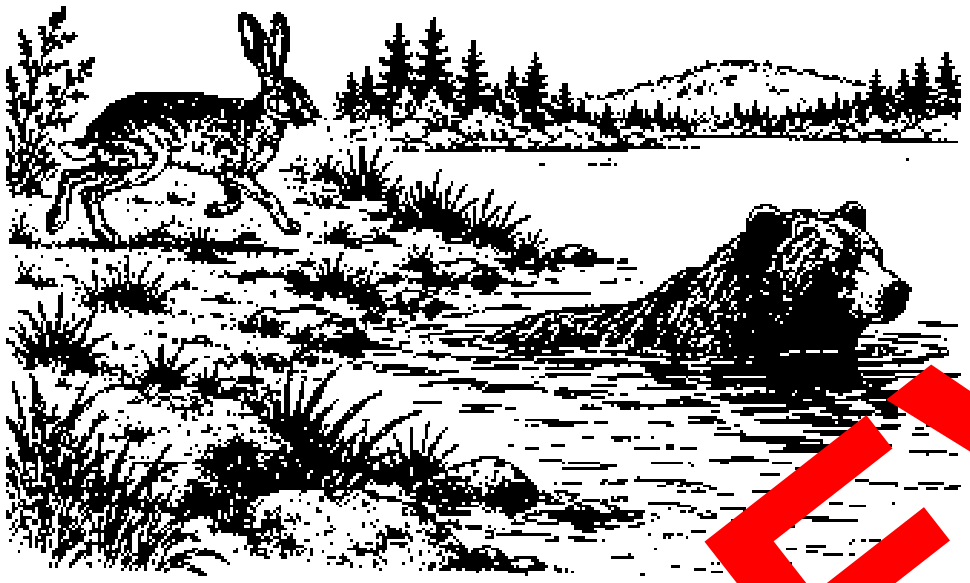


A hare has long legs.

A bear has big paws.

PREVIEW

Sukindi LEARNING



A hare can [illegible].

A bear can [illegible]m.

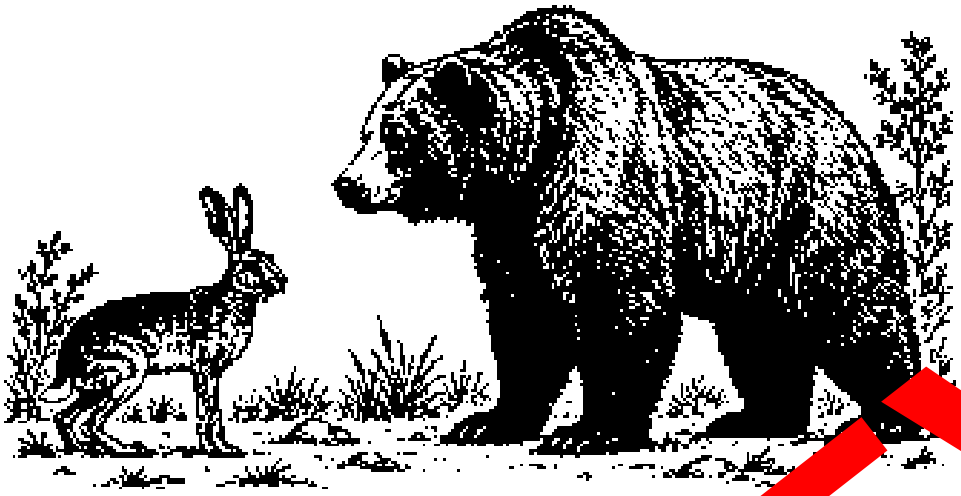


A hare can eat shoots.

A bear can hunt fish.

PREVIEW

Sukindi LEARNING



A hare has
A bear ha



We can take care.
We can stay far back.

PREVIEW

Sukindi
LEARNING

A Hare and a Bear



PREVIEW



A hare has long legs.

A bear has big paws.

Sukindi LEARNING



A hare can [illegible].

A bear can swim.

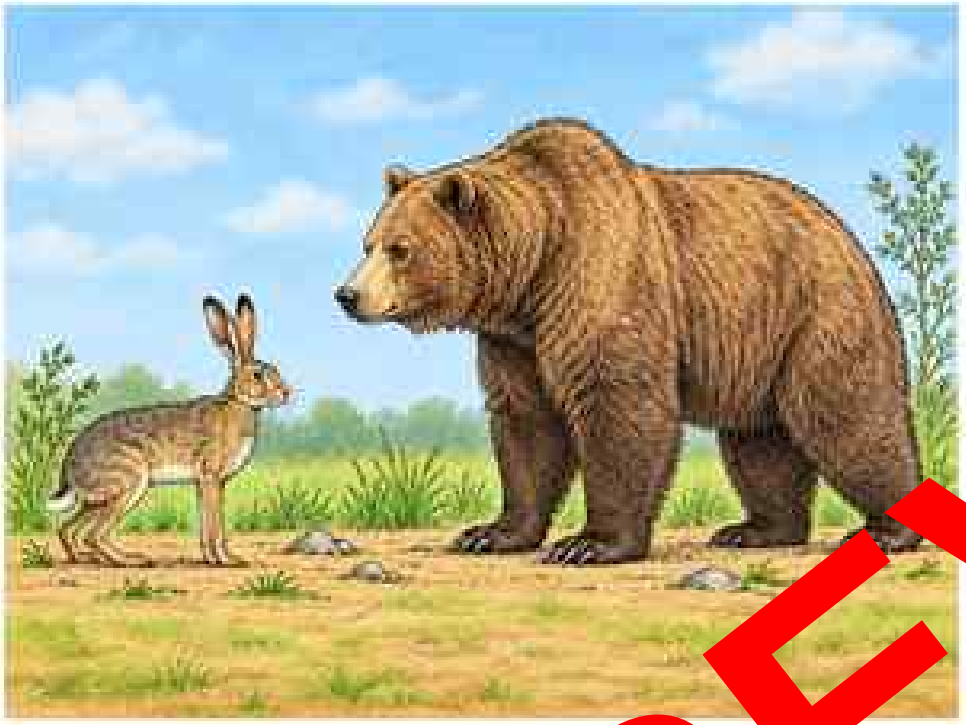


A hare can eat shoots.

A bear can hunt fish.

PREVIEW

Sukindi LEARNING



A hare has j

A bear ha f .



We can take care.

We can stay far back.

PREVIEW

Sukindi LEARNING

Teach and check

Year 1 Set 14 *air*=/air/; *are* in *care*; *ear* in *bear*

Use this set after its stated teaching prerequisites.

Focus

Read *air* in *chair*, *are* in *care* and *ear* in *bear* as /air/. Compare the spellings. Do not use the future *ear* sound in *hear*.

Before reading

Students need all earlier Foundation and Year 1 sound-spelling, word-structure and simple -s teaching. Prepare the capital letters in Jill and Ben and explain the food meaning of shoots.

Supported words

Teach their: voiced th is already taught; *air* is supported /air/. Distinguish the weak schwa vowels in *a* and *the*. Standalone *are* uses taught *ar* plus a named silent final *e*. Name patterns support and strong /ar/, distinct from *are* in *care*. Use clear strong forms for initial decoding, then natural rereading.

Reading and meaning

Point through every spelling, blend and read the whole word. Discuss the small problem and resolution in Fiction. The Non-Fiction books show sound effects and compare a brown hare with a brown bear. Comparison drawing does not claim one shared habitat.

Correction and practice

Pause at an error. Say the target sound or supply the named supported part, blend again and reread the sentence. Use *care* cards, chains, jumbled sentences and meaning tasks. Let students explain why *hare* makes sharp *fair*.

Dictation

On page 8 say *care*, *chair* and *bear*, one at a time. Then say: Their chair is in a shed. A bear has a big paw. Repeat each complete sentence naturally. Students write on its own wide guide.

Assembly and checking

Print readers on landscape A4 at actual size, single-sided. Cut the centre, stack pages 1–6 in order and staple the left edge. Print this companion on portrait A4. Check the target spellings, support, meanings and actual written responses; note the next useful practice.

PREVIEW

Sukindi LEARNING

Hear the sound

Year 1 Set 14 air=/air/; are in care; ear in bear

Say /air/. Find each spelling. Read the examples.

air	are	ear

These three spellings can represent the same sound.

chair	care	bear
pair	share	pear

Say each word. Point to the spelling for /air/.

PREVIEW

Sukindi LEARNING

Blend and read

Year 1 Set 14 air/[air]; are in care; ear in bear

Blend the sounds. Read the word below each card.

ch air all	c are f
b ear g	p air firm
sh are fish	p ear blue

PREVIEW

Read all six cards again.

Sukindi LEARNING

Build and spell

Year 1 Set 14 air/fair/; are in care; ear in bear

Cut out the tiles. Build each word, then write it.

c	ear	b
are	sh	re

care

bear

share

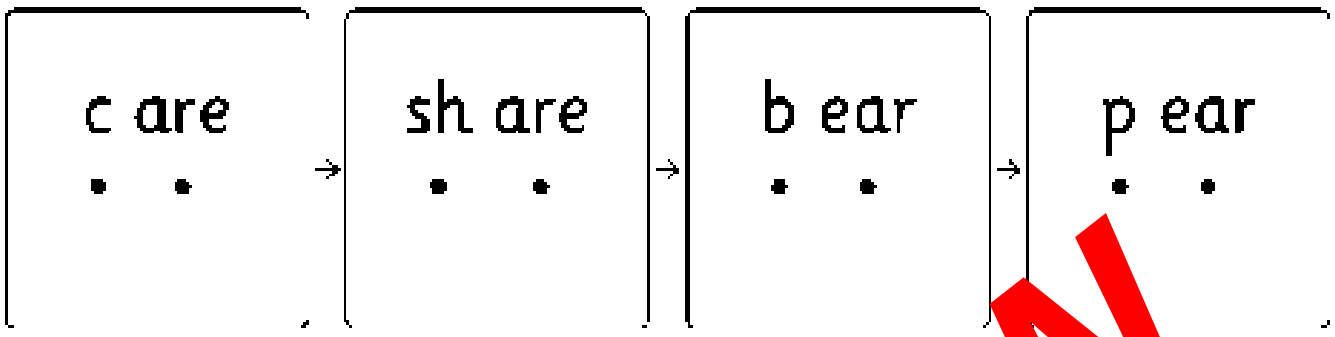
PREVIEW

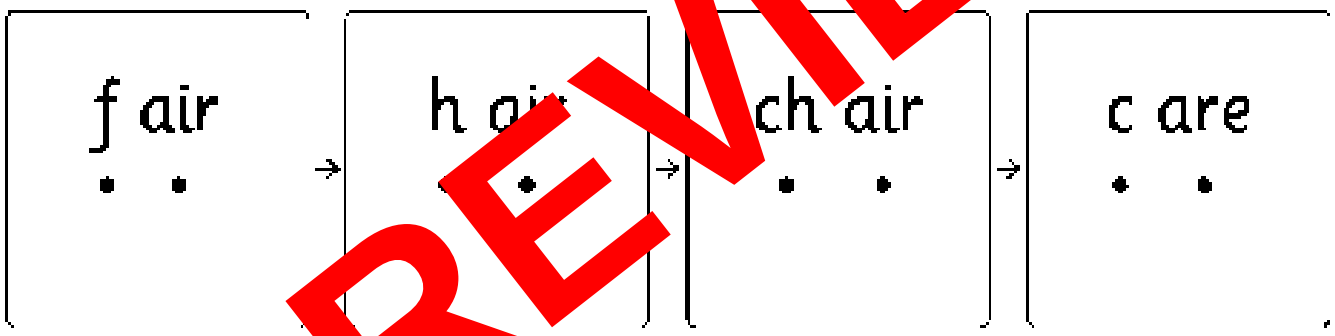
Sukindi LEARNING

Change one sound

Year 1 Set 14 air/fair/; are in care; ear in bear

Read along each arrow. Change just the first sound.





PREVIEW

Write the last word from each chain.

Check the first sound and the vowel sound.

Sukindi LEARNING

Sort the spellings

Year 1 Set 14 air=/air/; are in care; ear in bear

Cut out the cards. Sort by the spelling for /air/.

chair	bear	care
pear	pair	are
share	wear	hair

air		ear

PREVIEW

Sukindi LEARNING

Build a sentence

Year 1 Set 14 air/fair/; are in care; ear in bear

Cut out each set of tiles. Make a sentence. Write it.

pear.	can	The
share	pair	a

sled	in	Their
a	chair	is

PREVIEW

Sukindi LEARNING

Listen and write

Year 1 Set 14 air/fair/; are in care; ear in bear

Practise the supported words. Then listen and write.

their	are
the	

Listen. Write each word.

Listen. Write each dictated sentence.

PREVIEW

Sukindi LEARNING

Read for meaning

Year 1 Set 14 air=/air/; are in care; ear in bear

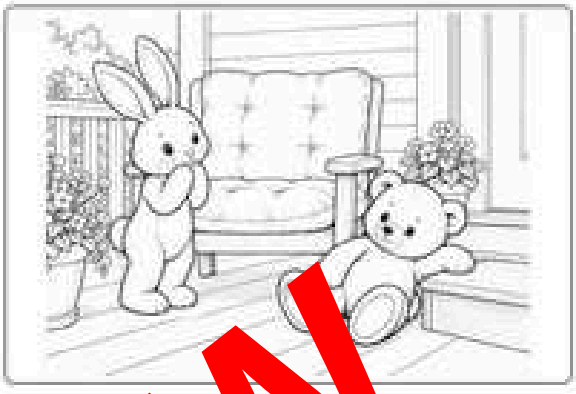
Read each sentence. Draw a line to the matching picture.

A pair can fly a kite.

A paw is on a stair.

Jill has a sma[illegible]

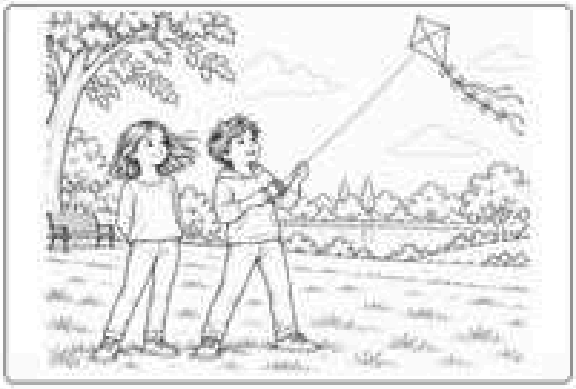
A



B



C



PREVIEW

Draw a bear. Write bear.

Sukindi LEARNING

Read and read again

Year 1 Set 14 air=/air/; are in care; ear in bear

Read the passage. Reread it smoothly and check each word.

A bear and a hare sit on a chair.

Their share is fair.

The pair can share a pear.

First read	Reread	Check
☐	☐	☐

Write one word from each sentence.

PREVIEW

Teacher observations

☐ Code ☐ Blending ☐ Support

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PREVIEW

Year 1 Set 15 ear, eer and ere

Table of Contents
Phonics Companion Pack
Book 1: A Deer Is Near (B&W) (Fiction)
Book 1: A Deer Is Near (Colour) (Fiction)
Book 2: Hear A Cheer (B&W) (Fiction)
Book 2: Hear A Cheer (Colour) (Fiction)
Book 3: Deer (B&W) (Non-fiction)
Book 3: Deer (Colour) (Non-fiction)
Book 4: What Can We Hear? (B&W) (Non-fiction)
Book 4: What Can We Hear? (Colour) (Non-fiction)

A Deer Is Near





A deer is near.

It can hear a loud sound.

PREVIEW

Sukindi LEARNING



The d[illegible] c[illegible] h[illegible] me.

I [illegible] still.



I sit on a log.

The deer is near.

PREVIEW

Sukindi LEARNING



The deer can see me.

It can feed here.



I am glad.

The deer has no fear.

PREVIEW

Sukindi LEARNING

A Deer Is Near



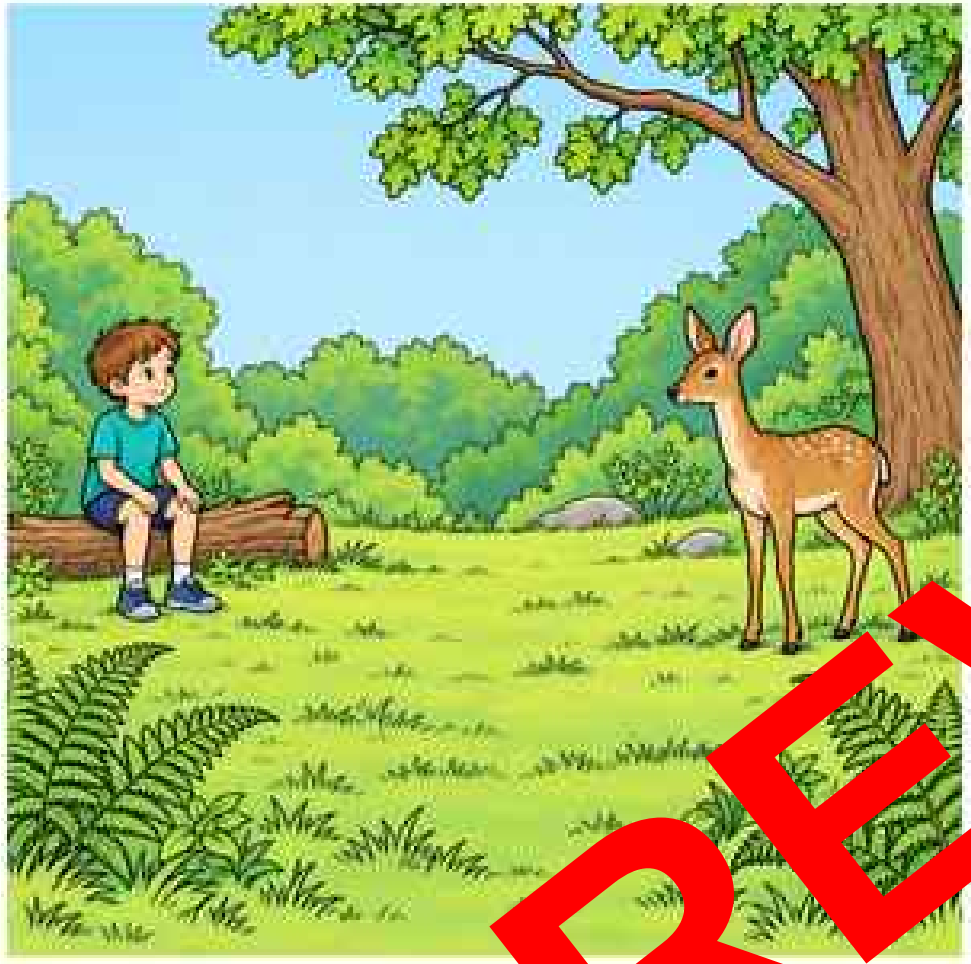
PREVIEW



A deer is near.

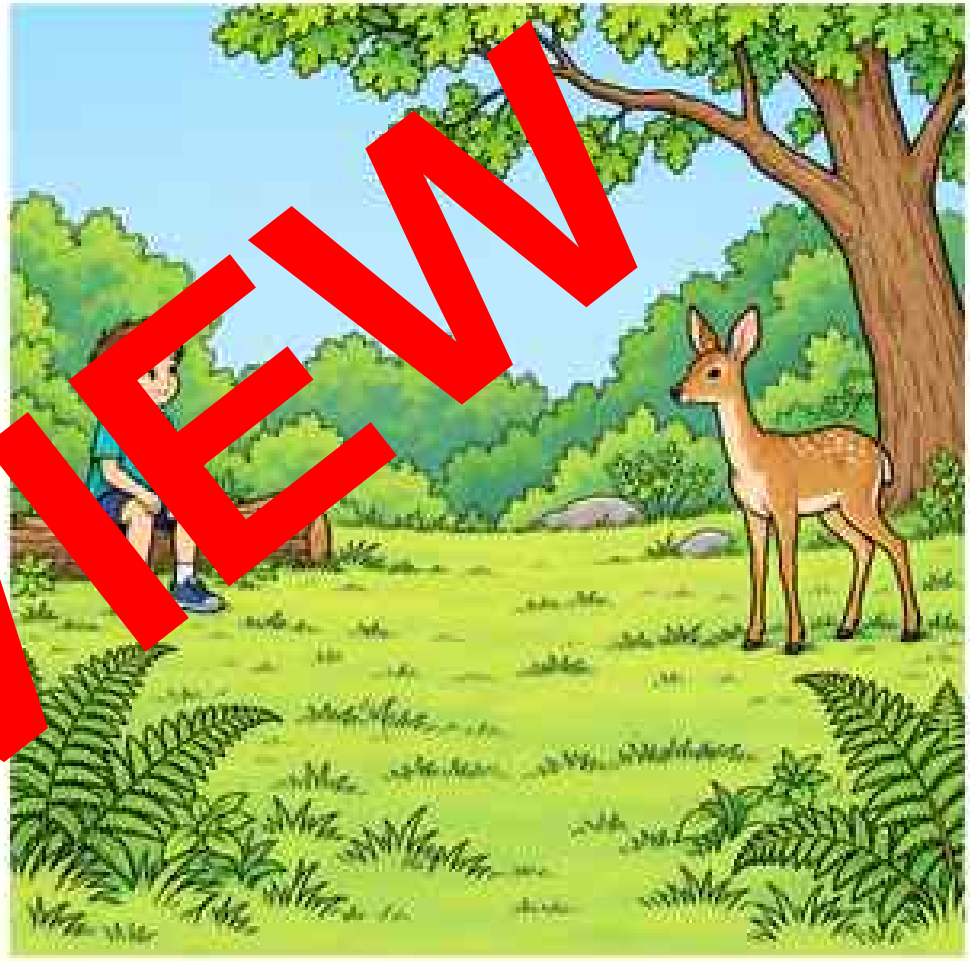
It can hear a loud sound.

Sukindi LEARNING



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The deer is near.

PREVIEW

Sukindi LEARNING



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It can feed here.



I am glad.

The deer has no fear.

PREVIEW

Sukindi LEARNING

Hear A Cheer





A ball is near a wall.

The team is here.

PREVIEW

Sukindi LEARNING



I co see the all.

I can h ar a cheer.



I kick the ball.

It is in the goal.

PREVIEW

Sukindi LEARNING



The [illegible] it.

We hear [illegible] loud cheer.



We all cheer.

The team is here.

PREVIEW

Sukindi LEARNING

Hear A Cheer





A ball is near a wall.

The team is here.

PREVIEW

Sukindi LEARNING



I co see the all.

I can h r a cheer.



I kick the ball.

It is in the goal.

PREVIEW

Sukindi LEARNING



The team can see it.

We hear a loud cheer.



We all cheer.

The team is here.

PREVIEW

Sukindi LEARNING

Deer



PREVIEW



A deer has ears.

It can hear.

Sukindi LEARNING



Loo at ach ar.

Deer can h r a soft sound.



Deer can eat a green shoot.

Deer can eat bark.

PREVIEW

Sukindi LEARNING



Deer ca nid ne a tree.

Deer ca stand still.



If deer are near, stand still.

Let deer feed.

PREVIEW

Sukindi LEARNING

Deer



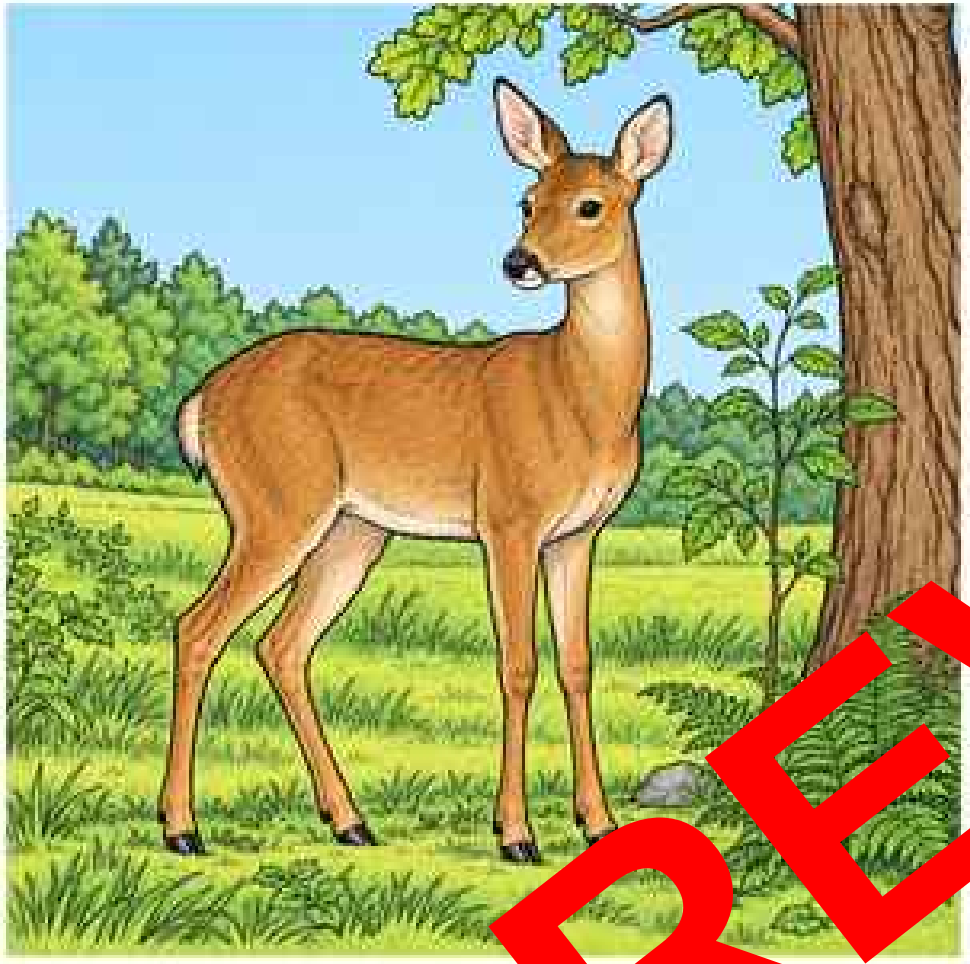


A deer has ears.

It can hear.

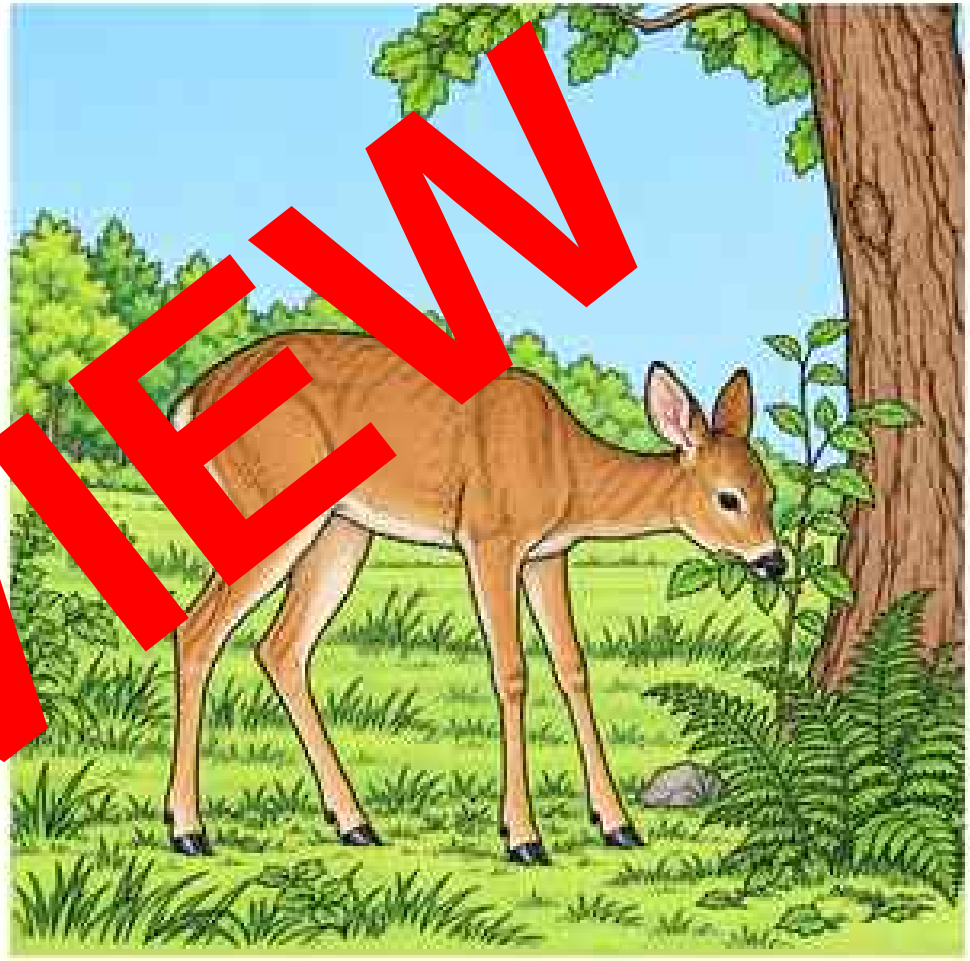
PREVIEW

Sukindi LEARNING



Loo at each ear.

Deer can he r a soft sound.

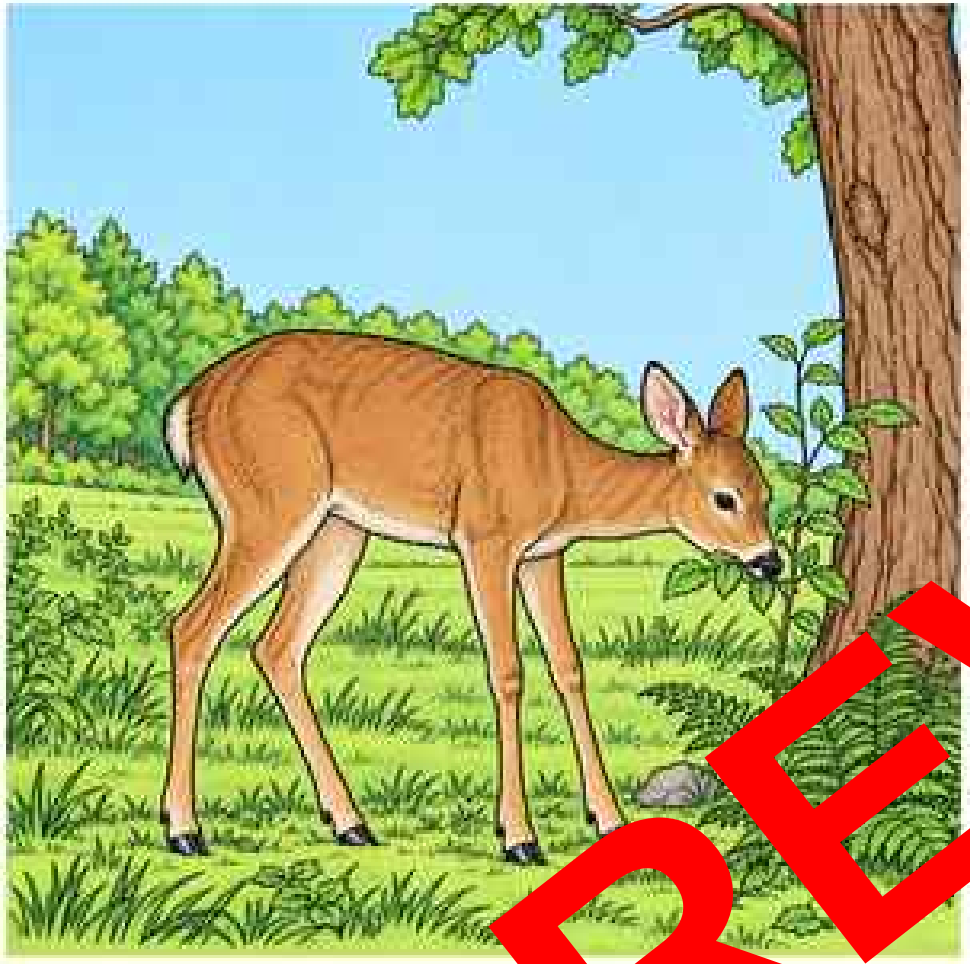


Deer can eat a green shoot.

Deer can eat bark.

PREVIEW

Sukindi LEARNING



Deer ca nid ne a tree.

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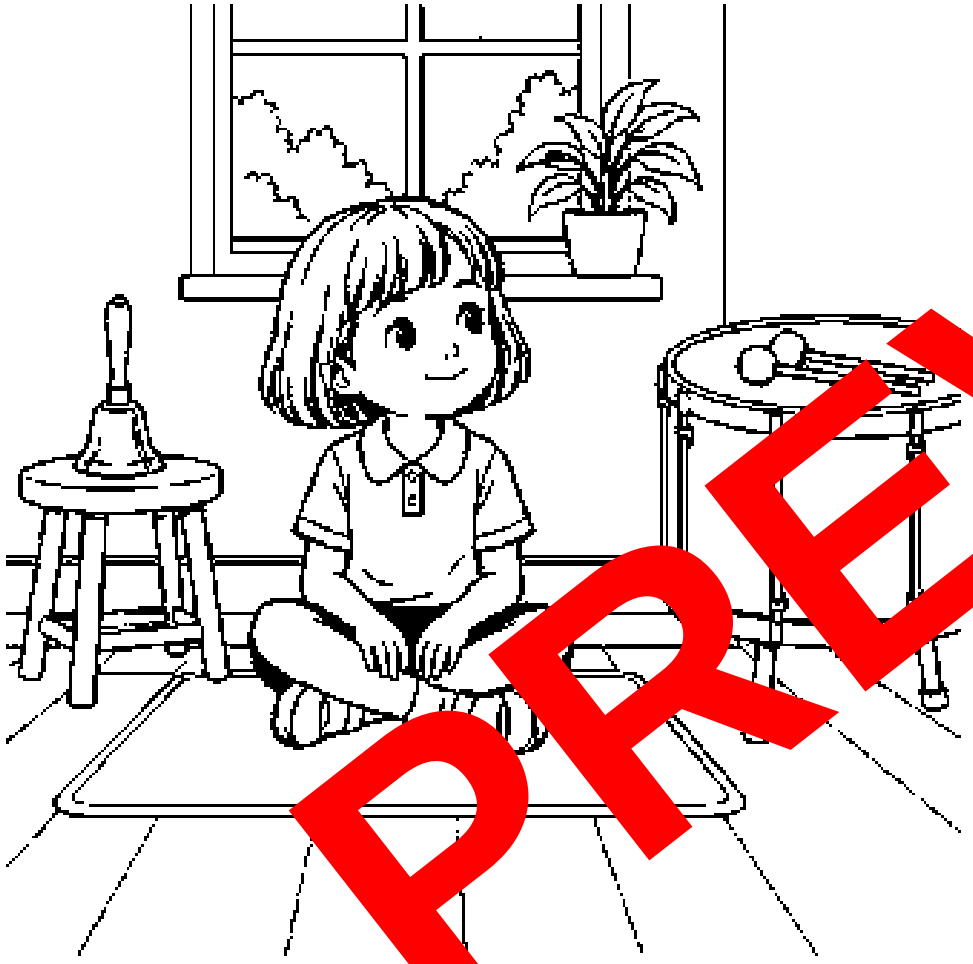
If deer are near, stand still.

Let deer feed.

PREVIEW

Sukindi LEARNING

What Can We Hear?





We can hear a bell.

A bell can ring.

PREVIEW

Sukindi LEARNING



We can hear a drum.

A drum can boom.

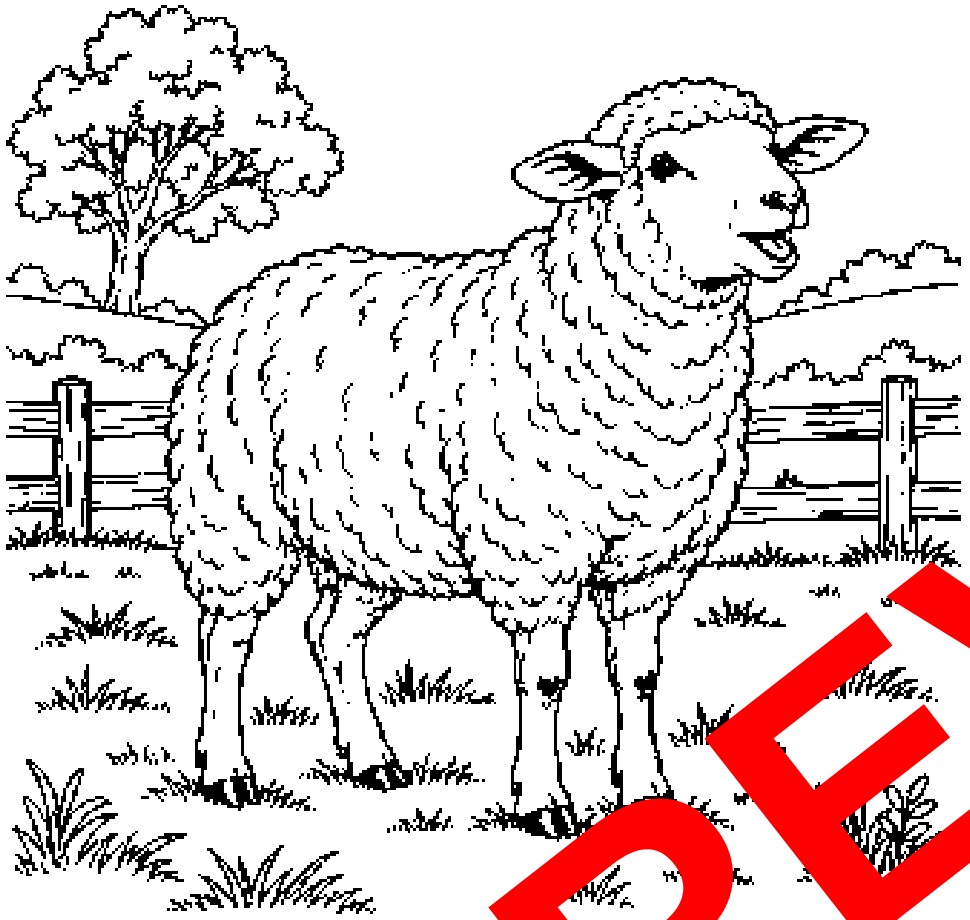


We can hear the sea.

The sea can be loud.

PREVIEW

Sukindi LEARNING



We can hear a sheep.

A sheep can bleat.



Sit here and be still.

What can we hear?

PREVIEW

Sukindi LEARNING

What Can We Hear?



PREVIEW



We can hear a bell.

A bell can ring.

Sukindi LEARNING



We c[illegible] he[illegible]r d[illegible]rum.

A drum can boom.

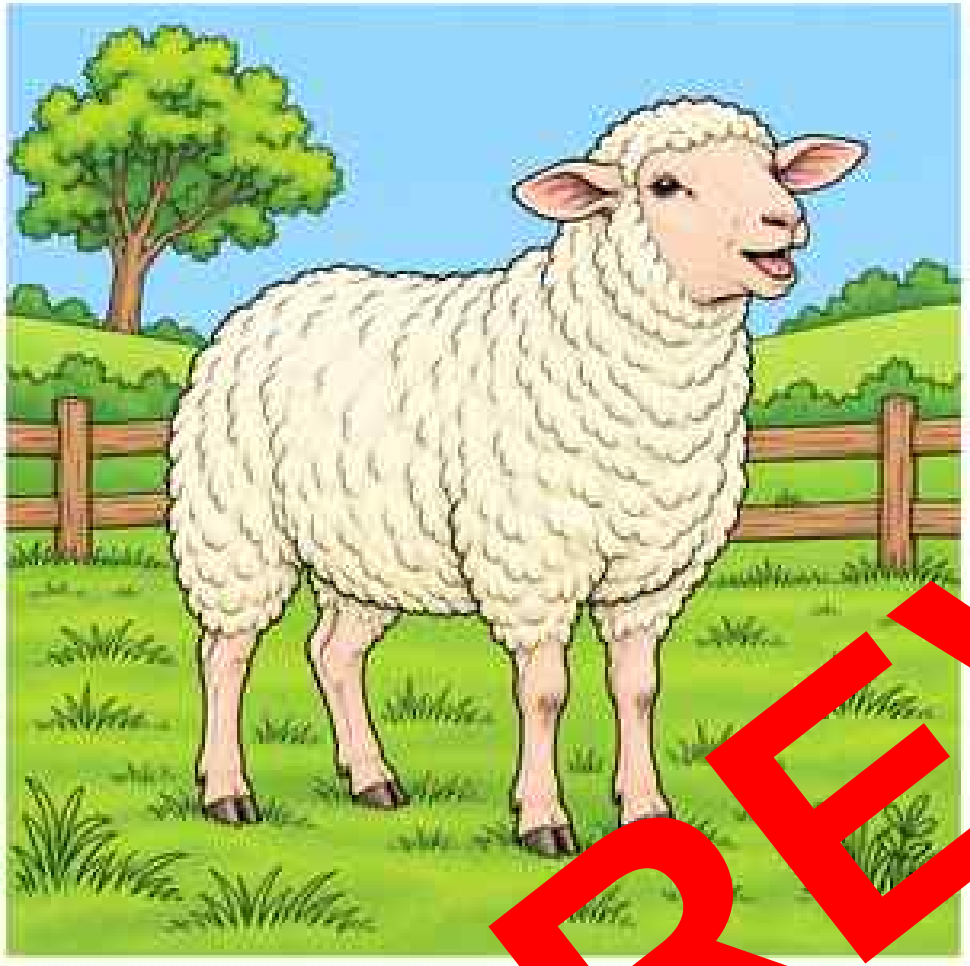


We can hear the sea.

The sea can be loud.

PREVIEW

Sukindi LEARNING



We c[illegible] he[illegible] a[illegible]heep.

A shee[illegible] can bleat.



Sit here and be still.

What can we hear?

PREVIEW

Sukindi LEARNING

Teacher guidance

Read the activity directions with students. Teach the prerequisites and named teacher words before each reader.

Focus and prerequisites

All earlier Foundation and Year 1 Set 01-14 code, taught one- and two-syllable structures, clusters and simple -s meanings are required. Teach ear in hear, eer in deer and ere in here. Contrast ear in bear. Use normal Australian pronunciation; do not add a final r.

Current teacher-word support

a: weak uh article. the: voiced th is regular; weak final e needs support. are: strong form uses taught ar plus named final silent e. Its weak uh form still needs named whole-word support. [illegible]e are in care has a different vowel. what: wh and t are regular; a says short o. where: wh is regular; er[illegible]ays air. Here uses taught h + ere=/eə/ in these sentences. Do not generalise these unusual par[illegible]

Read and correct

Recognise capital forms. Point to each spelling, say the sounds, blend and re[illegible]he complete sentence. Supply a missed sound and reblend rather than go[illegible]ing fr[illegible] a pictur[illegible]. Use strong clear word forms for initial blending, then model natural phr[illegible]g. [illegible] the s[illegible]nes after decoding.

Sound and spelling tasks

On page 4, say hear, deer and cheer in that [illegible]der. St[illegible]ents b[illegible] each word with the tiles, then write it. Page 5 starts at deer: say near, then h[illegible]r, th[illegible] hes[illegible] change one initial phoneme each time and spell the whole new word. Keep its re[illegible]letter order.

Dictate and check

On page 8, dictate here, [illegible] W[illegible]ls [illegible] deer? Supply named where support first. Check each sound, its spelling and [illegible] full se[illegible]ence. [illegible] page 6, compare hear/bear vowels and fit all six cut cards upright under the headin[illegible] [illegible]reread each sentence and check its picture meaning

Use and [illegible]ces

Keep listening [illegible] comfortable. Students may identify the pictured source or explore safe gentle instrument vibra[illegible] when hearing access differs. Allow pointing, oral responses and movable cards before writing; keep [illegible]e same word targets. Use page 10 for transfer, rereading and brief observations.

Print and assemble

Choose one edition of each of the four books. Print readers A4 landscape at actual size, single-sided. Cut at the centre; stack numbered A5 pages 1-6 and staple left. This is sequential two-up, not folded or duplex. Print this ten-page companion A4 portrait, actual size, single-sided. Each reader edition uses three sheets

PREVIEW

Sukindi LEARNING

Hear Each Sound

Say the focus spellings. Say each word slowly, then blend. Each dot stands for one sound

ear	eer	ere
in hear	in deer	in here

h e a r

d e e r

h e r e

PREVIEW

Sukindi LEARNING

Blend And Read

Point to each spelling, say the sounds, then blend and reread the whole word.

hear	deer
here	clear
cheer	near

PREVIEW

Sukindi LEARNING

Say And Spell

Listen to the three words in Teacher guidance. Cut and build each word, then spell it on its line.

h	eer	ch
ear	d	t[illegible]r

1

2

3

PREVIEW

Sukindi LEARNING

A New Sound

Start with deer. Listen to the next word. Change one initial sound and spell the whole new word.

deer

d → n

n → n

h → ch

PREVIEW

Sukindi LEARNING

Read And Sort

Read the words. Cut out the cards and sort by the sound of ear. Keep every card upright.

hear	pear	near
bear	clear	ear

ear in hear	ear in bear

PREVIEW

Sukindi LEARNING

Read And Spell

Cut and order each row to make a sentence. Read it, then write the complete sentence.

near.	The	is	deer

cheer.	a	hear	We	can

PREVIEW

☐ I can read.

Sukindi LEARNING

Hear And Spell

Teach where, then listen to the dictation in Teacher guidance. Write two words and one full sentence.



In where, wh says /w/; the named ere says /air/.

PREVIEW

1

2

3

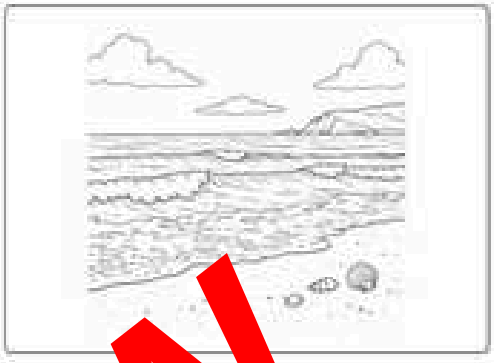
☐ I can hear each sound.

Sukindi LEARNING

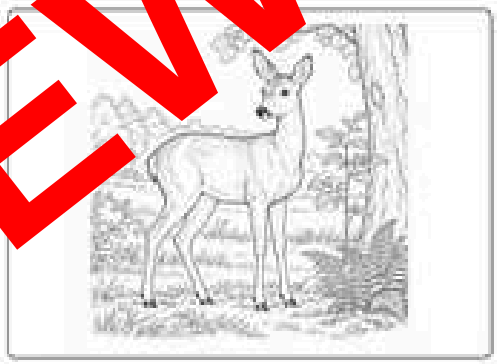
Read And Pick

Read each sentence. Draw a line to its picture. The pictures are mixed. Then draw your own scene.

A deer is near.



We can hear a drum.



We can hear the sea.



Draw a deer near a tree.

PREVIEW

Sukindi
LEARNING

Read It Here

Read two new sentences. Write the first one, then reread it. Show the focus spellings you can read.

The deer can hear a bell.

A sheep is near a tree.

PREVIEW

☐ ear ☐ eer ☐ ere

☐ I can read.

Teacher observations

Sukindi LEARNING



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Year 1 Set 16 Soft c, ce, ci, g

PREVIEW

Table of Contents
Phonics Companion Pack
Book 1: The Gem (B&W) (Fiction)
Book 1: The Gem (Colour) (Fiction)
Book 2: The Race (B&W) (Fiction)
Book 2: The Race (Colour) (Fiction)
Book 3: Ice (B&W) (Non-fiction)
Book 3: Ice (Colour) (Non-fiction)
Book 4: A Gem (B&W) (Non-fiction)
Book 4: A Gem (Colour) (Non-fiction)

The Gem



PREVIEW



Ben can see a gem in the sand. The gem is red.

Sukindi LEARNING



Ben lifts the gem. It slips near the fence.



The gem is in a deep gap by the fence. His hand will not fit.

PREVIEW

Sukindi LEARNING



Ben can lift the gem with a spoon. It is safe now.



Ben can put the gem in a box. It is a nice gift for Mum.

PREVIEW

Sukindi LEARNING

The Gem





Ben can see a gem in the sand. The gem is red.

PREVIEW

Sukindi LEARNING



Ben lifts the gem. It slips near the fence.



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Sukindi LEARNING



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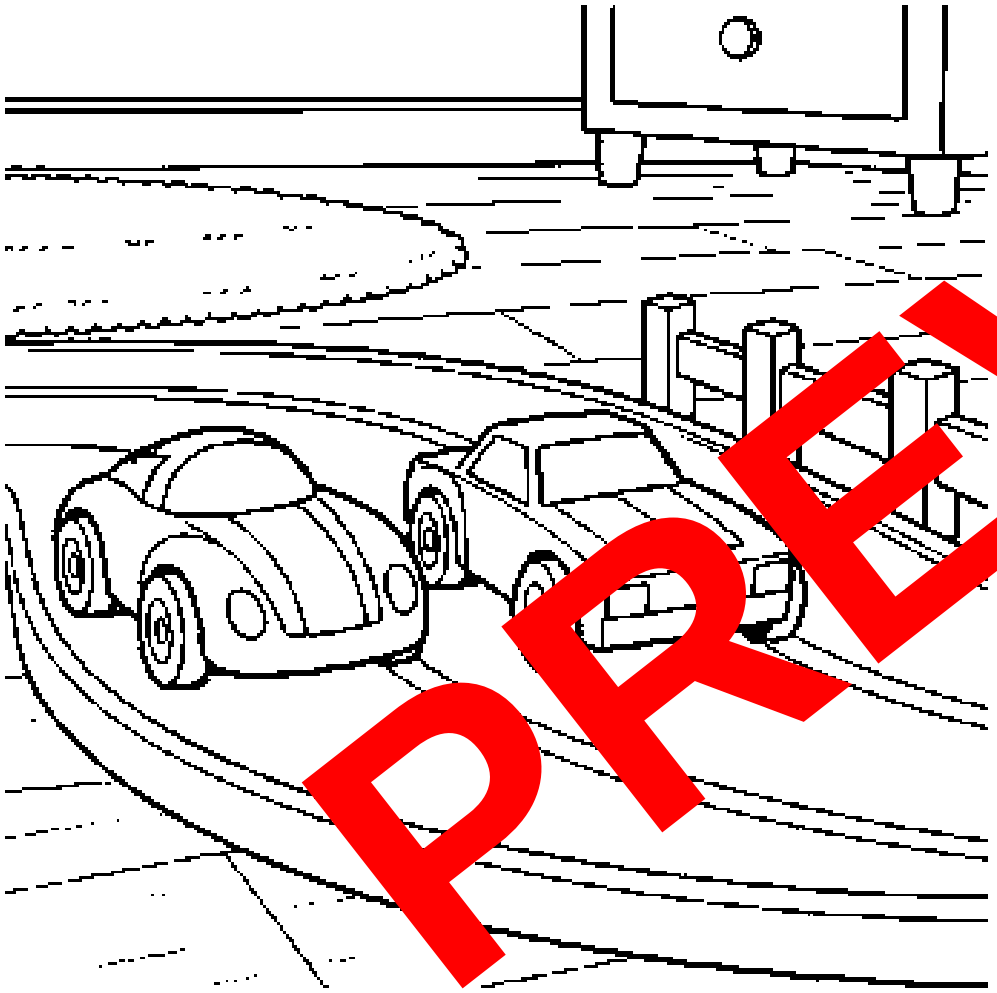


Ben can put the gem in a box. It is a nice gift for Mum.

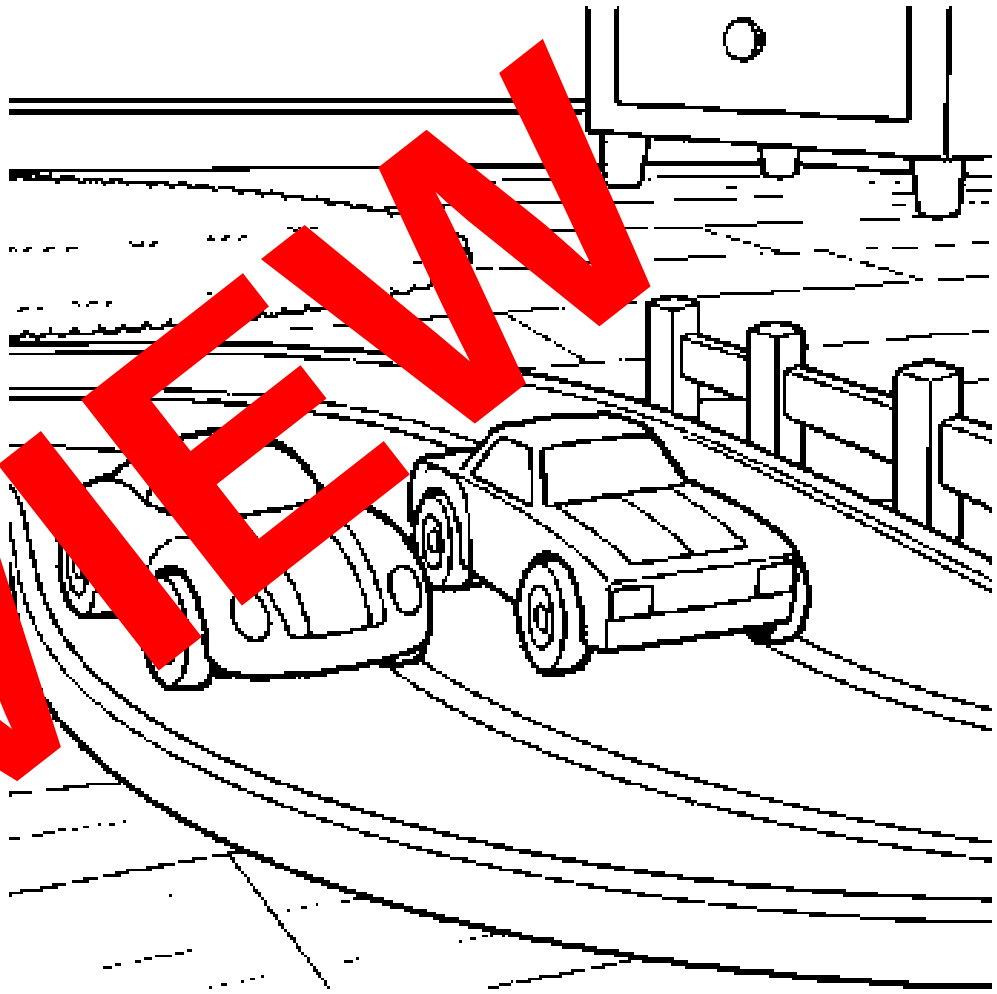
PREVIEW

Sukindi LEARNING

The Race

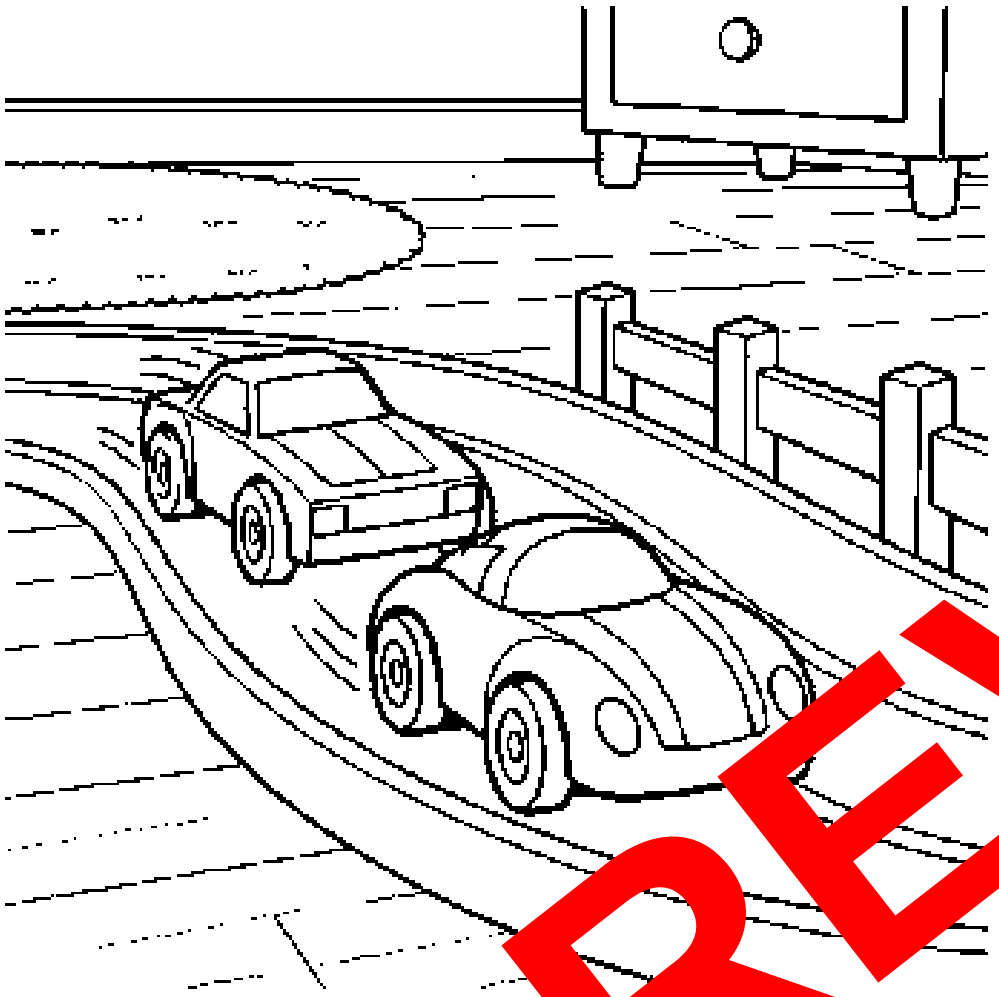


PREVIEW

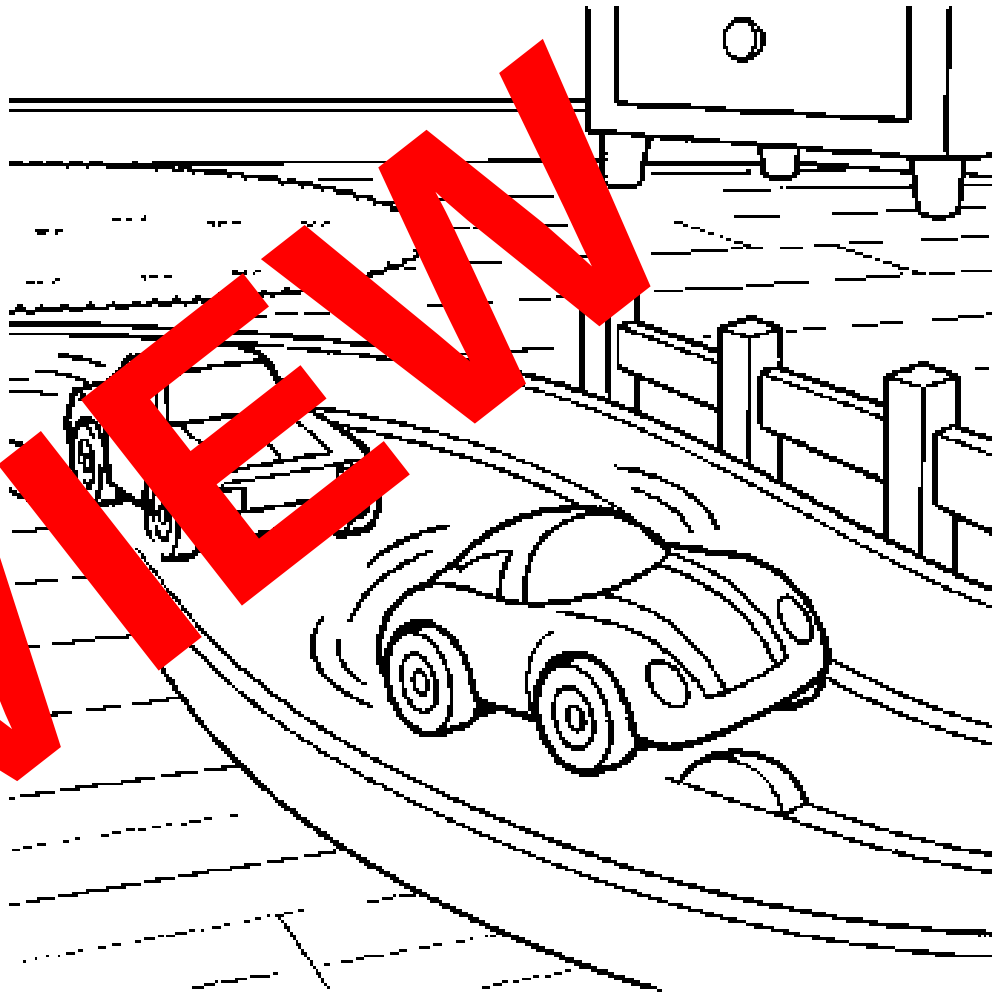


The red car is in a race. The blue car is in the race.

Sukindi LEARNING



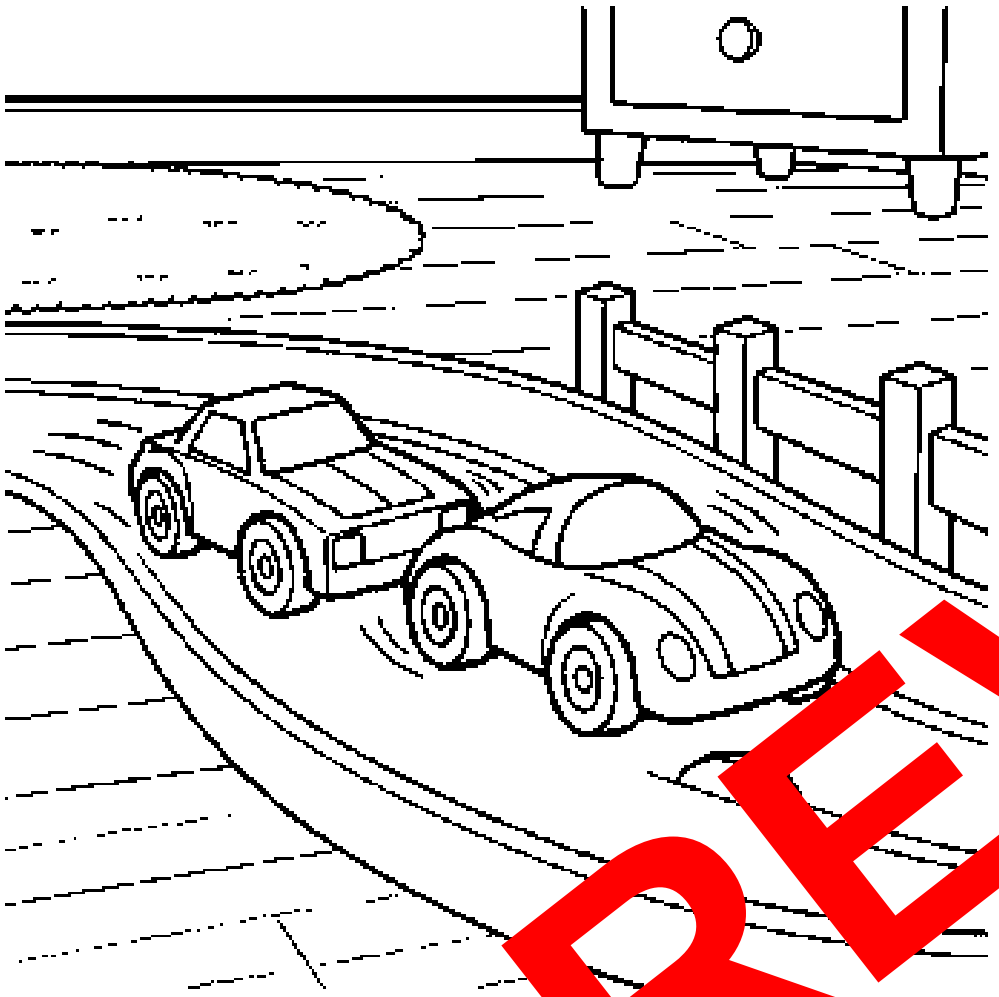
The red car c[illegible] go [illegible]und [illegible]he bend.
The blue car c[illegible]eep up.



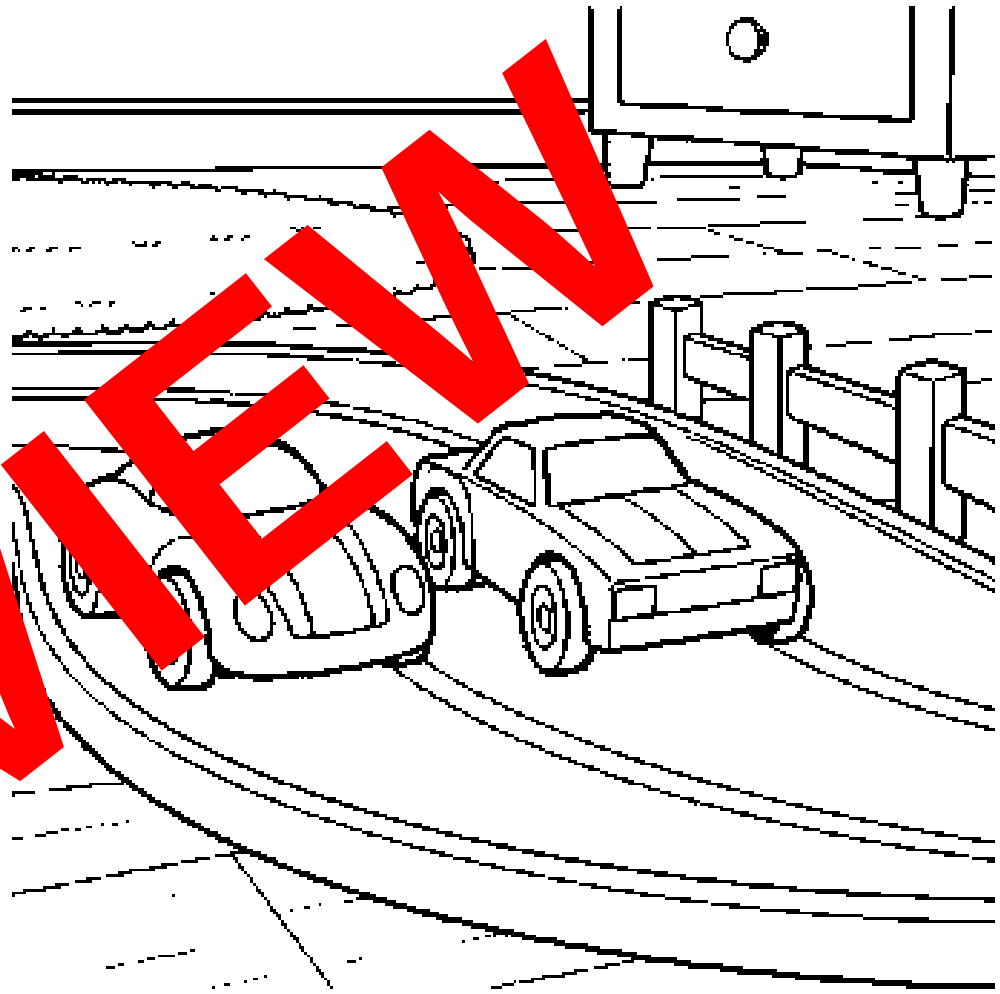
The red car hits a bump. It spins near the fence.

PREVIEW

Sukindi LEARNING



The blue car can push the red car. The fence is not in the way now.



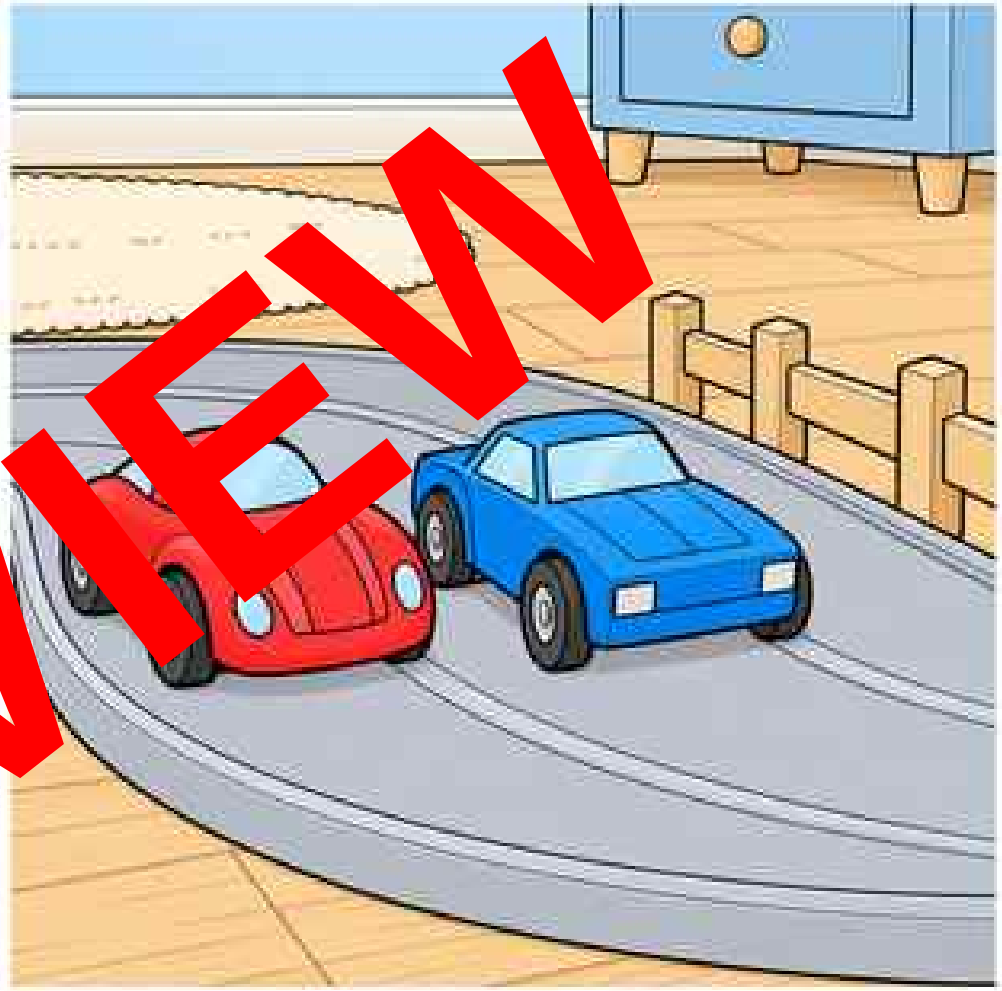
The red car can race with the blue car. It is a nice race.

PREVIEW

Sukindi LEARNING

The Race

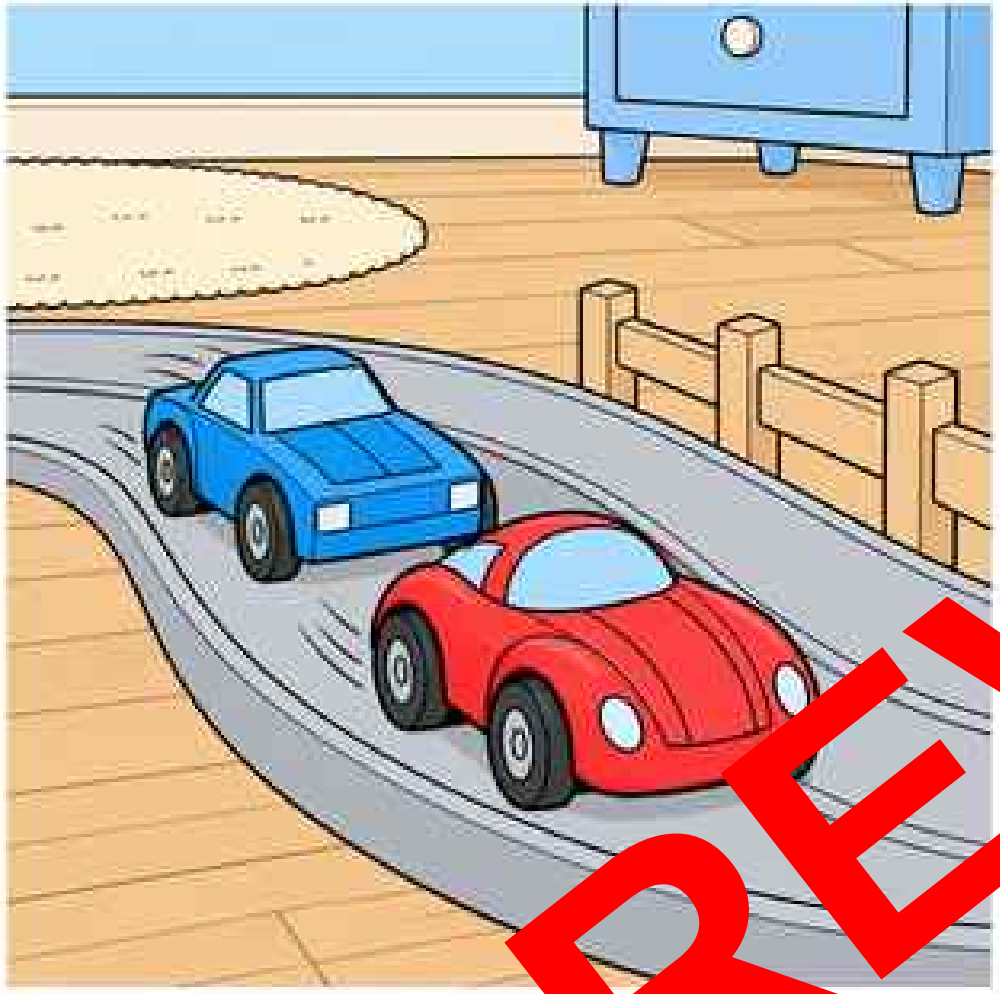




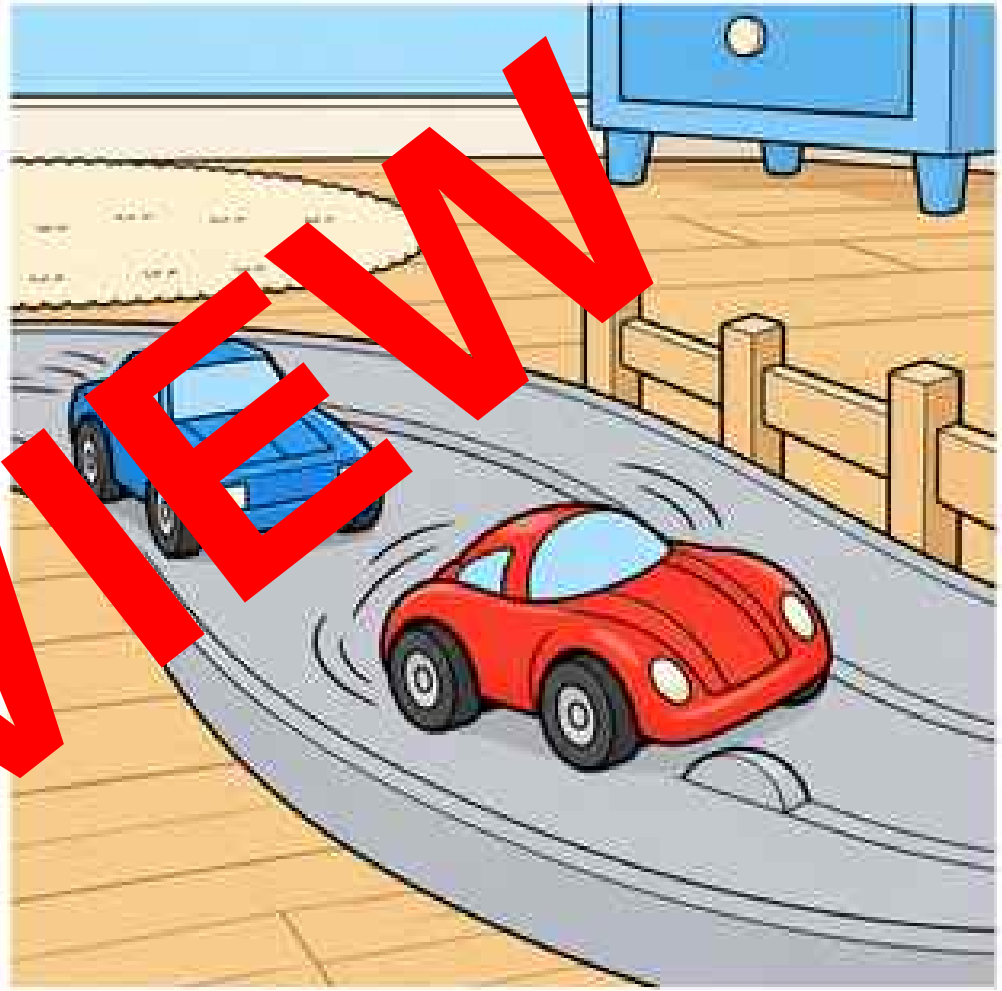
The red car is in a race. The blue car is in the race.

PREVIEW

Sukindi LEARNING



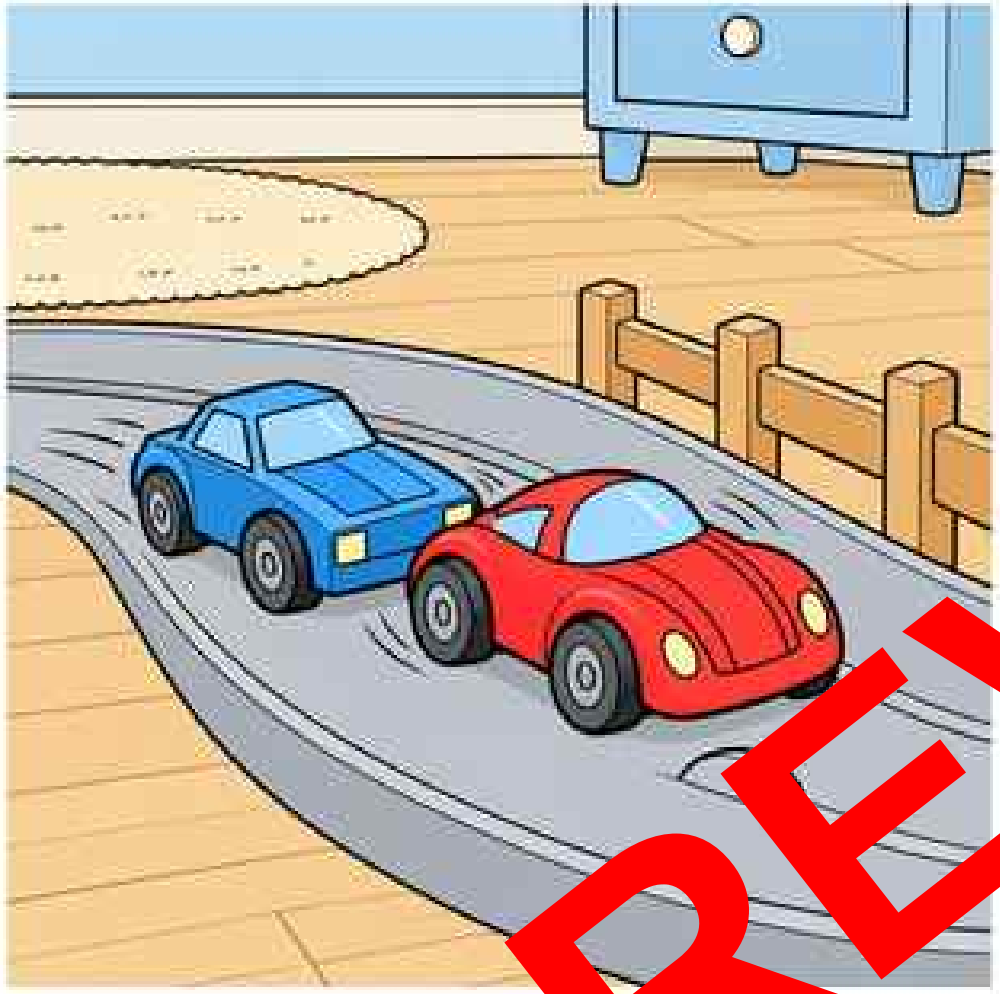
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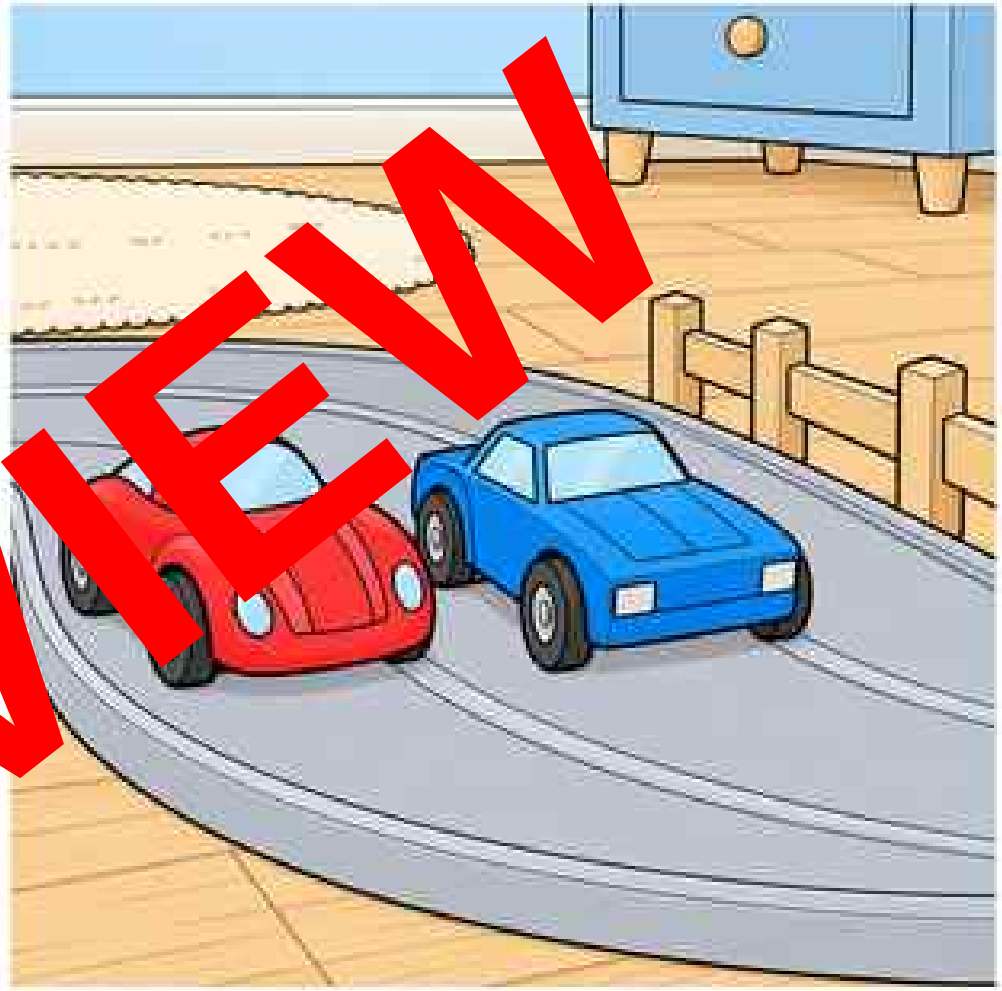
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PREVIEW

Sukindi LEARNING



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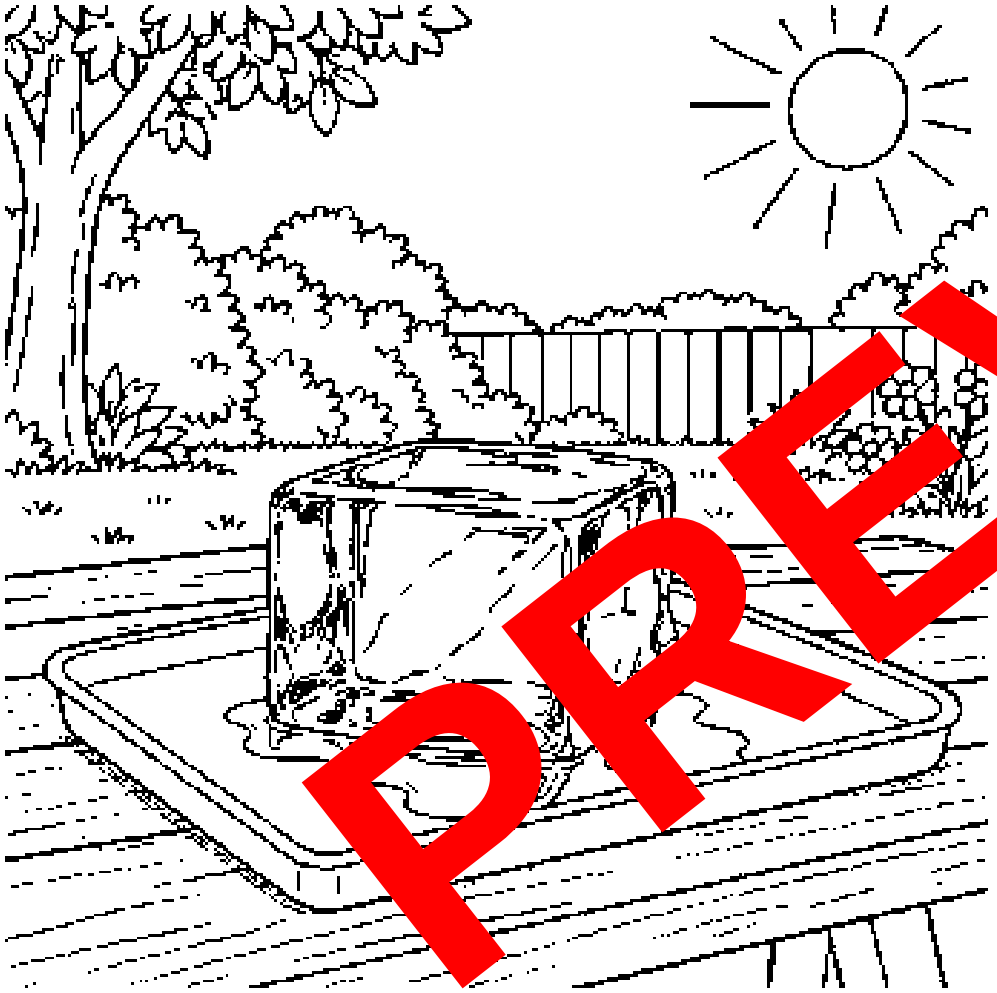


The red car can race with the blue car. It is a nice race.

PREVIEW

Sukindi LEARNING

Ice





Ice can be clear. It can be hard.

PREVIEW

Sukindi LEARNING



Ice can float. We can see ice in this pond.



The sun can melt ice. Ice can drip as it melts.

PREVIEW

Sukindi LEARNING



We can put i[illegible]n a[illegible]up. [illegible]e ice can melt.



The ice is not ice now. It is water in the cup.

PREVIEW

Sukindi LEARNING

Ice





Ice can be clear. It can be hard.

PREVIEW

Sukindi LEARNING



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Sukindi LEARNING



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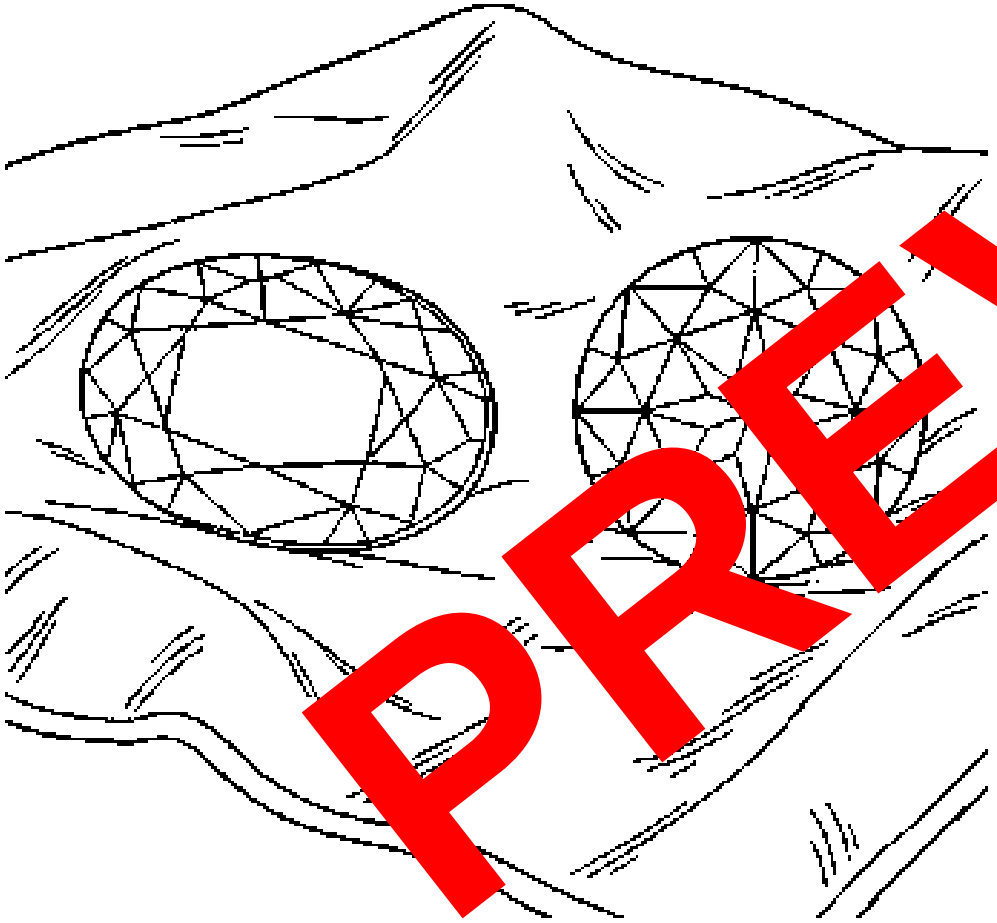


The ice is not ice now. It is water in the cup.

PREVIEW

Sukindi LEARNING

A Gem

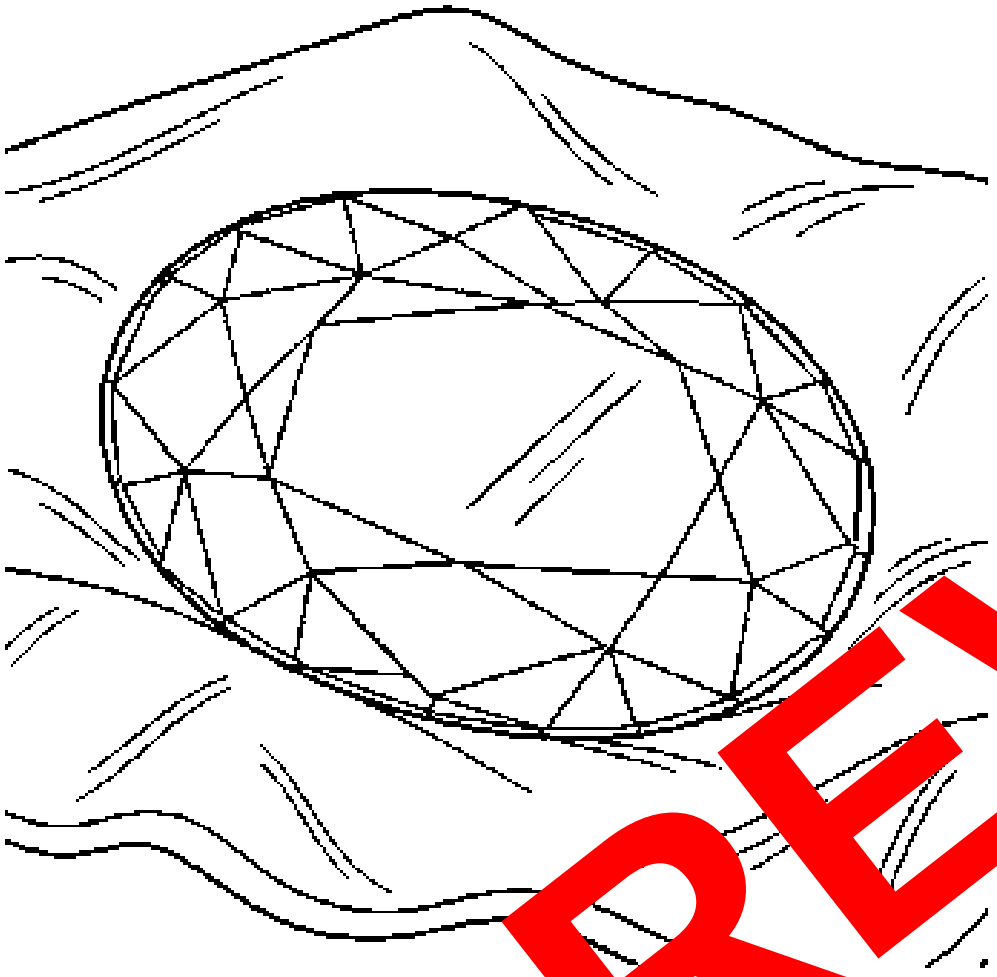


PREVIEW



A gem can be red. A gem can be green.

Sukindi LEARNING



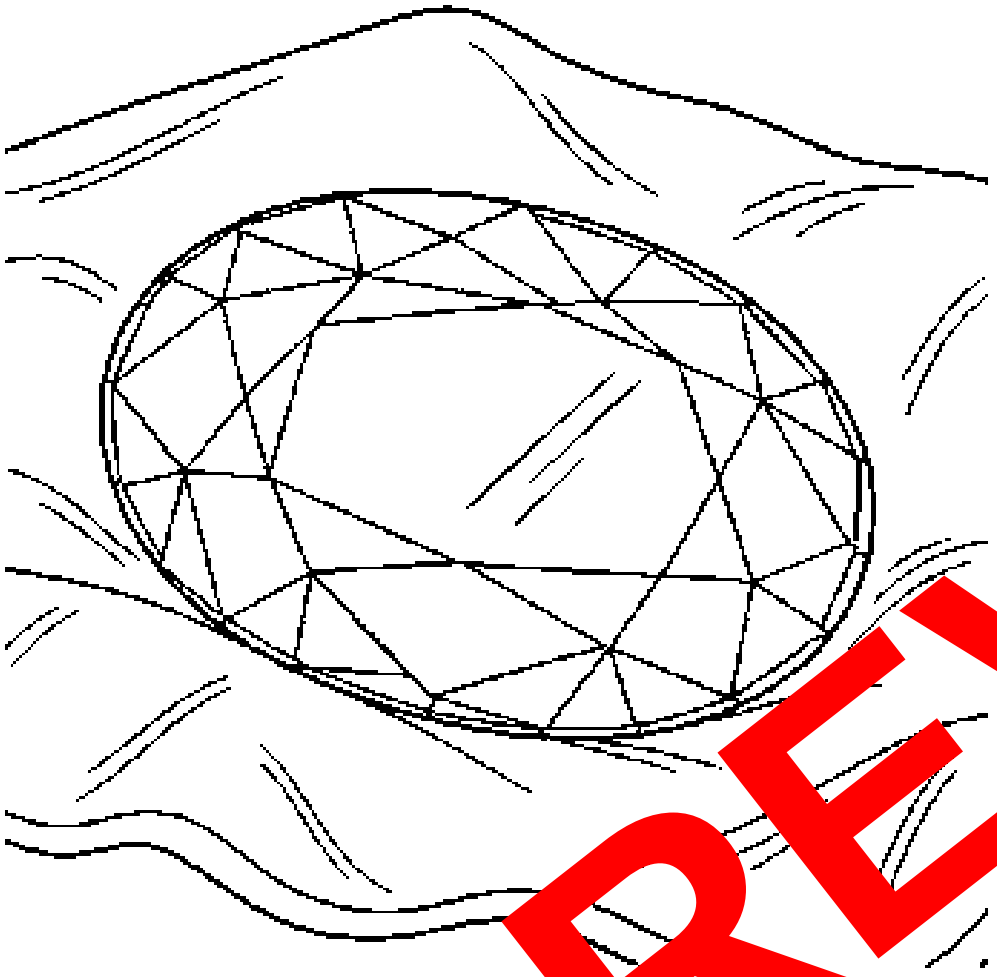
This gem has a flat face. Each face can shine.



A gem can fit in a ring. We can see a gem in this ring.

PREVIEW

Sukindi LEARNING



Many gems [illegible] shi[illegible]. W[illegible]can see a red gem in bri[illegible]ght.



Can we see any gem in this ring? We can see a green gem.

PREVIEW

Sukindi LEARNING

A Gem





A gem can be red. A gem can be green.

PREVIEW

Sukindi LEARNING



This gem has a flat face. Each face can shine.



A gem can fit in a ring. We can see a gem in this ring.

PREVIEW

Sukindi LEARNING



Many gems s[illegible] shi[illegible]. W[illegible]an see a red gem in bri[illegible]ght.



Can we see any gem in this ring? We can see a green gem.

PREVIEW

Sukindi LEARNING

Teacher guide

Year 1 Set 16 c=/s/; ce=/s/, g=/j/ in verified words

Focus and prerequisites

Use after all prior teaching through Y115 and this Y116 step. Practise c=/s/ in cent and face, ce=/s/ in fence and since, and g=/j/ in gem and magic. Review earlier hard c and g, consonant clusters, split vowels and taught simple -s forms. Do not say every g before e, i or y is soft.

Model the spelling carefully

In face, c gives /s/ and final e belongs to a-e. In fence, ce gives /s/. Keep each word in its normal written order. Explain cent as a coin-value word, cell as a small unit or room, and magic as a pretend trick before the practice. Review capitals, including Ben and Mum.

Teach the named words first

Many and any: teach BOTH a=/e/ and final y=/ee/ in these named words only. Te[illegible] a wi[illegible]its weak article vowel in sentences and strong /ai/ when isolated. In the, voiced th is already taugh[illegible] weak e before consonants and the usual /ee/ before ice. Support weak for in the gift sente[illegible] In w[illegible]er, a[illegible] is named-word support and weak final er is already taught. No new general weak-vo[illegible] rule.

Read, correct and reread

Listen to sounds, blend the whole word, then reread the s[illegible]nte[illegible] for [illegible]unna[illegible] an error occurs, point to the exact spelling, supply the taught sound and blend again. [illegible]ad a[illegible] wi[illegible]dinary full ability form. Ask how Ben solves the gap problem and how the blue car helps. D[illegible]inguis[illegible]ath stories from factual ice/gem observations

Use the ten pages flexibly

Page 2: oral sounds and focus cards. Pa[illegible] 3: tap and blend. Page 4: build OR write one spelling per sound box. Page 5: change one pho[illegible]e; teach[illegible]o; c[illegible]e in cell/cent and g in gem. Page 6: cut, mix and sort. Page 7: order, read and write f[illegible] sentenc[illegible]. Pages [illegible]0: dictation, named words, meaning, rereading and transfer.

Dictation a[illegible]he[illegible]ng

For page 8 dic[illegible]e cent, [illegible]m an[illegible]nce, then A gem can shine. Say each naturally, repeat if needed, and check the whole writte[illegible]se. For page 5 cue bell /b/ to /s/ then /s/ to /t/; send final /d/ to /t/ then first /s/ to /t/; jam /a/ to /e/ then [illegible] to /t/; cue j in jet. Private teaching checks come from the modelled code and book meaning, not guessing pictures.

Printing, assembly and observations

Print readers at actual size on landscape A4, single-sided. Cut the centre, stack pages 1-6 and staple the left edge. Do not fold or use duplex booklet printing. Print this ten-page companion portrait A4 at actual size. Use safe cutting help and classroom-sized gem substitutes. Never go onto pond ice. Briefly note accuracy, blending, fluency and the next spelling to revisit.

PREVIEW

Sukindi LEARNING

Say, see, write

Year 1 Set 16 c=/s/; ce=/s/, g=/j/ in verified words

Say each word. Listen for the focus sound. Read both letter forms.

c C	ce CE	g G
cent	fence	gem

Say the sounds in cent, fence and gem. Write each fo[illegible] sp[illegible] be[illegible].

c

ce

g

Check the sound. Read the word again.

PREVIEW

Sukindi LEARNING

Map and blend

Year 1 Set 16 c=s/k/; e=i/ɛ/, g=j/ʤ/ in verified words

Touch each spelling. Say the sounds, blend, then read the whole word.

cell • • •	cent • • • •
fence • • • •	gem • • •
magic • • • • •	since • • • •

PREVIEW

Sukindi LEARNING

Build and spell

Year 1 Set 16 c=s/k/; ce=/s/, g=/j/ in verified words

Say each word. Build it with tiles OR write one spelling in each sound box.

n	g	e	ce
t	m	c	e
f	n	e	s

cent

gem

fence

PREVIEW

Sukindi LEARNING

Change one sound

Year 1 Set 16 c=/s/; ce=/s/; g=/j/ in verified words

Say the first word. Change one sound at each step. Write the new words.

Change /b/ to /s/; use c. Then change /s/ to /t/.



Write the whole chain.

Change last /d/ to /t/; use c. Then first /s/ to /t/.



Write the whole chain.

Change /a/ to /e/; use e. Then /m/ to /t/; use j.



Write the whole chain.

PREVIEW

Sukindi LEARNING

Cut and sort

Year 1 Set 16 c=/s/; ce=/s/, g=/j/ in verified words

Cut the mixed cards. Sort by the focus spelling and sound. Keep cards upright.

fence	cell	gem
magic	since	face
cent	gems	nice

c = /s/	ce = /s/	g = /j/

PREVIEW

Sukindi LEARNING

Make a sentence

Year 1 Set 16 -ay/-ai; -ar/-al, -er/-ir in verified words

Cut each mixed set. Make a sentence, read it, then write the full sentence.

box.	a	is
The	in	gem

near	The	fence.
is	the	car

PREVIEW

Check: capital, spaces, full stop. Read it again.

Sukindi LEARNING

Listen and write

Year 1 Set 16 c=/k/; a=/ɛ/, e=/iː/ in verified words

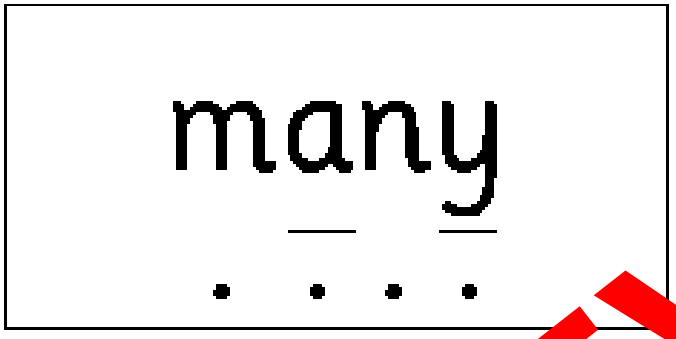
Listen to the three words. Say the sounds, write, then check.

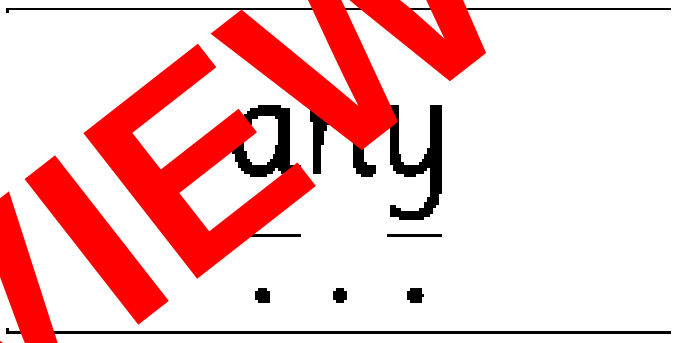
1

2

3

In these named words only: a = /eɪ/ and y = /eeɪ/.





PREVIEW

Listen to the whole sentence. Say it, then write it.

Check sounds, spellings, spaces and the full stop.

Reread the named words without guessing.

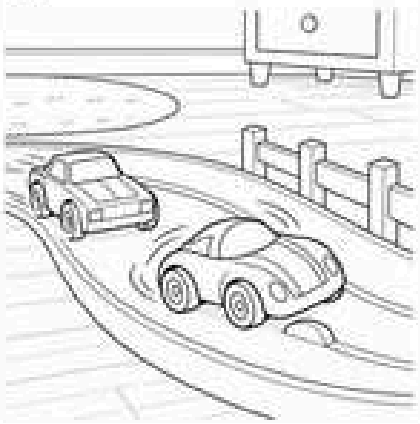
Sukindi LEARNING

Read for meaning

Year 1 Set 16 c=/s/, ce=/s/, g=/j/ in verified words

Read each sentence. Write the matching picture letter in its box.

A



B



C



The gem is in a box.

Ice can float.

The red car hits a bump.

PREVIEW

Choose one sentence. Say it, then write it.

A gem can shine. Ice can float.

Sukindi LEARNING

Reread and use it

Year 1 Set 16 c=s/j/; ce=/s/, ge=/j/ in verified words

Read each sentence. Circle the focus spelling. Reread smoothly.

A nice gem can shine.

The cent is in a box.

We can see ice ne[illegible] the fen[illegible].

PREVIEW

Pick gem or ce[illegible] Draw i[illegible] a b[illegible] Write the full sentence

The ____ is in a box.

gem cent

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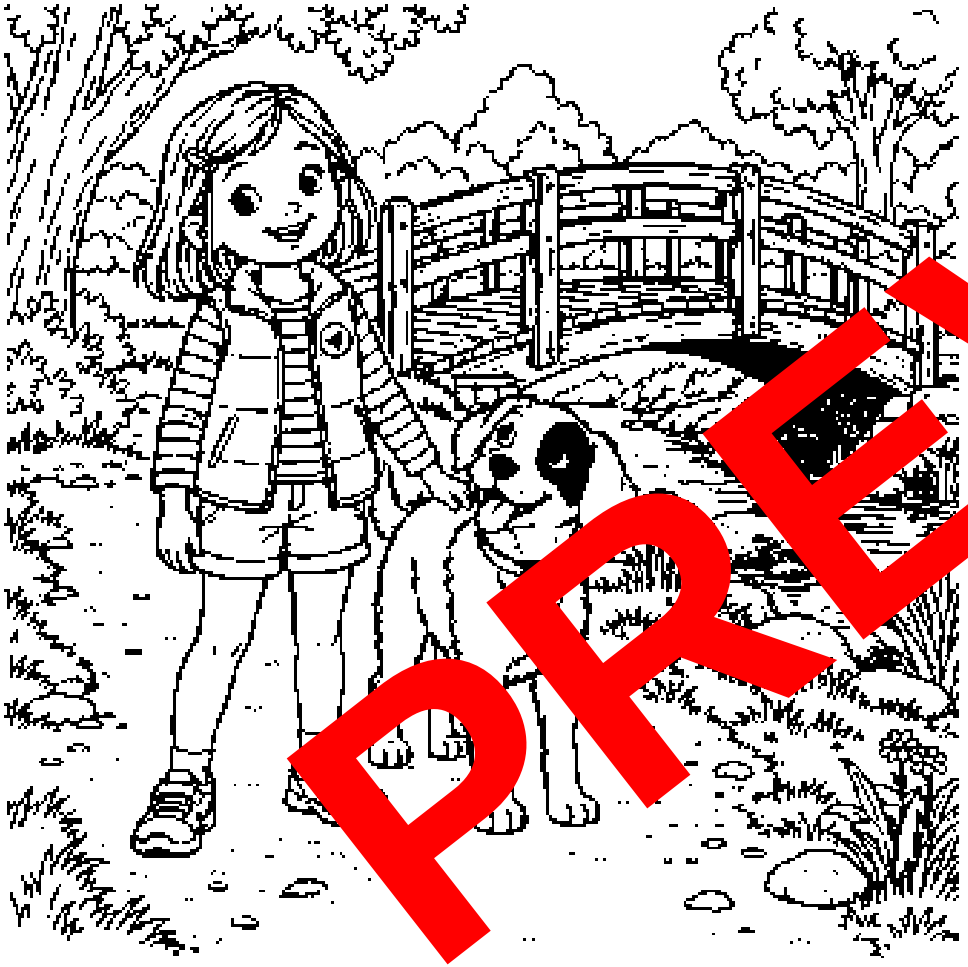
Year 1 Set 17 ge, dge and ve

PREVIEW

Table of Conte
Phonics Companion Pack
Book 1: Meg and th Badge (B&W) (Fiction)
Book 1: Me and the Ba ge (Colour) (Fiction)
Bo 2: The Lar e Box (B&W) (Fiction)
Book 2: The Large Box (Colour) (Fiction)
Book 3: Bridge and Barge (B&W) (Non-fiction)
Book 3: Bridge and Barge (Colour) (Non-fiction)
Book 4: At the Hedge (B&W) (Non-fiction)
Book 4: At the Hedge (Colour) (Non-fiction)

Year 1 Set 17 ge-ff; dge-ll; ve-ve | Fiction

Meg and the Badge





Meg has a little badge. The badge is on her vest.

PREVIEW

Sukindi LEARNING



Meg and her dad cross the large bridge. The dog can sniff the edge.



The badge can slip off. It can drop on the bridge.

PREVIEW

Sukindi LEARNING



The dog can take the badge.
Meg can reach the badge.



"My badge!" Meg can give her dog a hug.

PREVIEW

Sukindi LEARNING

Meg and the Badge



PREVIEW



Meg has a little badge. The badge is on her vest.

Sukindi LEARNING



Meg and her dog cross the large bridge. The dog can sniff the edge.



The badge can slip off. It can drop on the bridge.

PREVIEW

Sukindi LEARNING



The dog can take the badge.
Meg can reach the badge.



"My badge!" Meg can give her dog a hug.

PREVIEW

Sukindi LEARNING

Year 1 Set 17 ge-ff; dge-lf; ve-lve | Fiction

The Large Box





Viv and Ben have a large box.
"We can make a shop!"

PREVIEW

Sukindi LEARNING



"Give me a [illegible] Ben puts the box on [illegible] side.



"This can be a great shop." Ben can cut a flap.

PREVIEW

Sukindi LEARNING



The flap can [illegible] a hinge.
Viv can see a peach.



Ben can nudge the flap shut.
"This is a great shop!"

PREVIEW

Sukindi LEARNING

The Large Box





Viv and Ben have a large box.
"We can make a shop!"

PREVIEW

Sukindi LEARNING



"Give me a h[illegible] Be[illegible]" Ben puts the box on [illegible] si[illegible]e.



"This can be a great shop." Ben can cut a flap.

PREVIEW

Sukindi LEARNING



The flap can [illegible] a hinge.
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"This is a great shop!"

PREVIEW

Sukindi LEARNING

Bridge and Barge

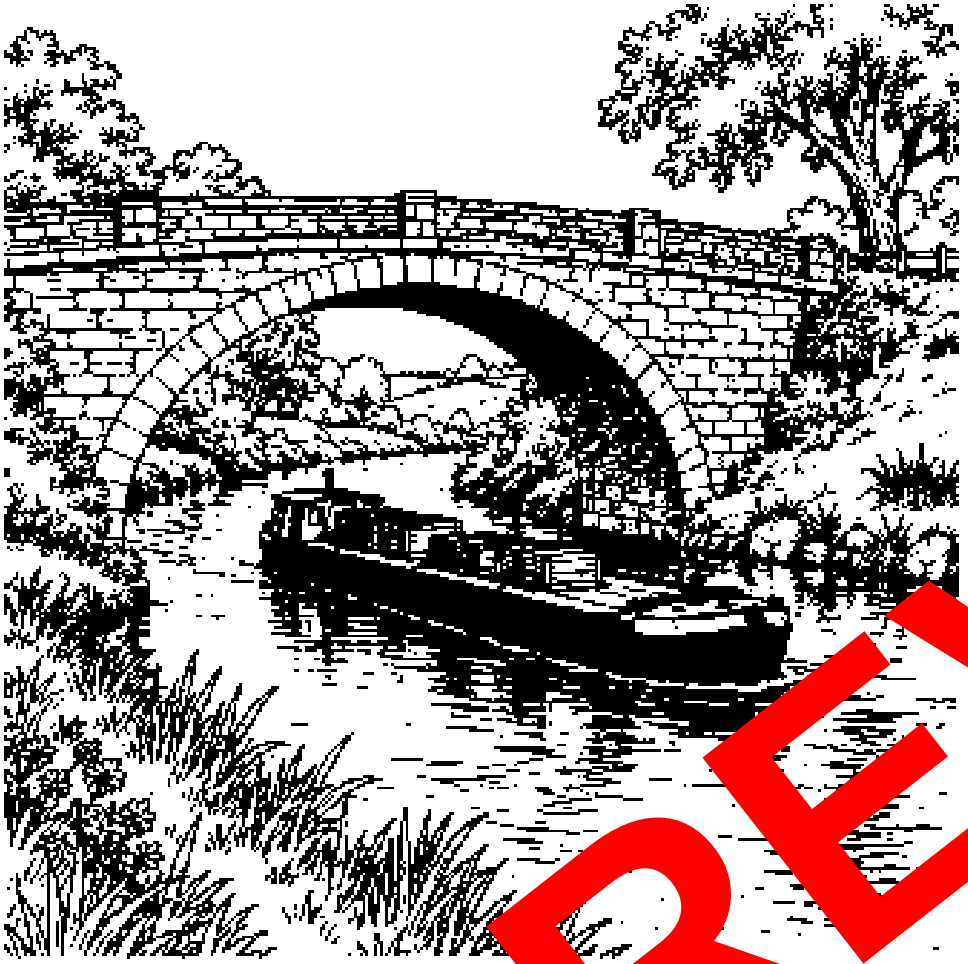




A bridge can cross a stream. A barge can float on the stream.

PREVIEW

Sukindi LEARNING



This bridge i[illegible]. [illegible]e barge is long and f[illegible]



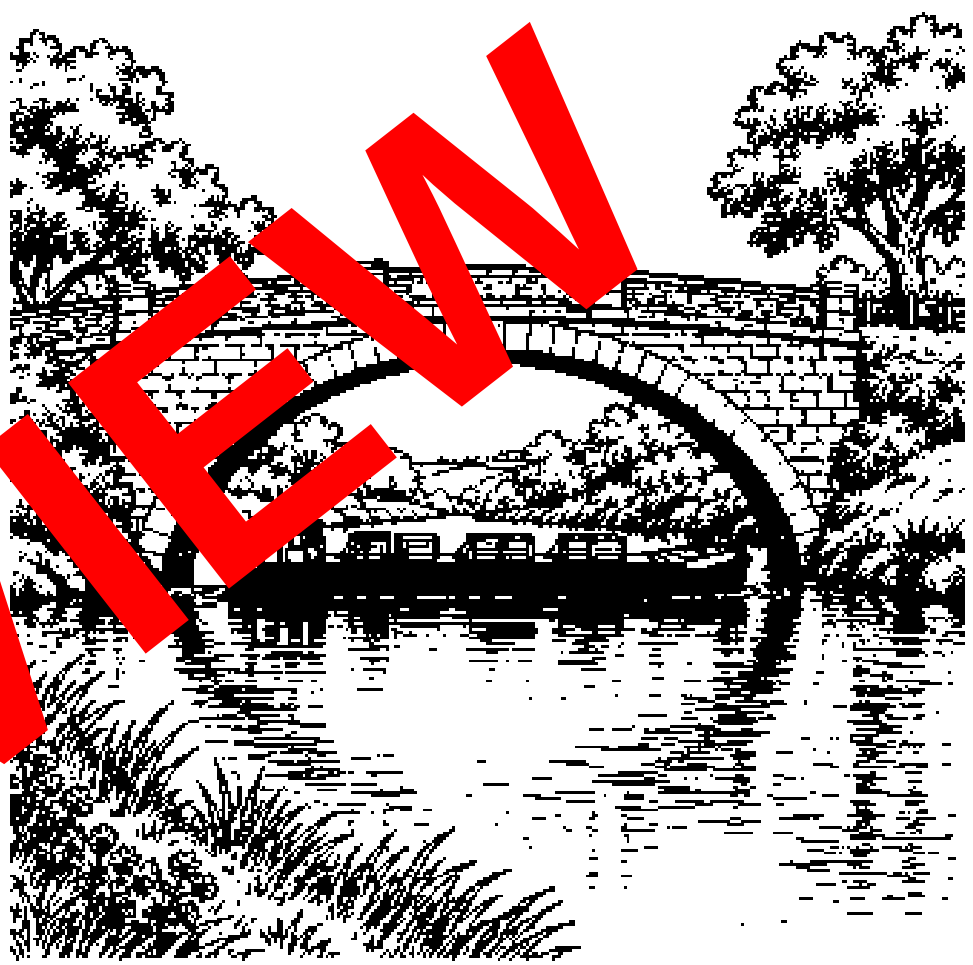
This bridge has a curve. Look at the curve.

PREVIEW

Sukindi LEARNING



This barge h[illegible] a flat deck. It has a large loa[illegible]



This barge can fit in the arch.
The bridge must be high.

PREVIEW

Sukindi LEARNING

Bridge and Barge



PREVIEW



A bridge can cross a stream. A barge can float on the stream.

Sukindi LEARNING



This bridge i… la…e. …e barge is long and fl…



This bridge has a curve. Look at the curve.

PREVIEW

Sukindi LEARNING



This barge h[illegible] a flat deck. It has a large loa[illegible]



This barge can fit in the arch.
The bridge must be high.

PREVIEW

Sukindi LEARNING

At the Hedge



PREVIEW



This is a hedge. A hedge can be high and thick.

Sukindi LEARNING



A bird can li[illegible] t[illegible] a h[illegible]dge. The thick hedge can hide it.



A little bird can perch at the edge. It can give a short song.

PREVIEW

Sukindi LEARNING



This hedge h[illegible] gap. A bird can hop in the g[illegible]o.



A large hedge can be a home.
Look at this hedge and its edge.

PREVIEW

Sukindi LEARNING

At the Hedge



PREVIEW



This is a hedge. A hedge can be high and thick.

Sukindi LEARNING



A bird can li[illegible] t[illegible] a [illegible]dge. The thick hedge [illegible]an [illegible]ide it.



A little bird can perch at the edge. It can give a short song.

PREVIEW

Sukindi LEARNING



This hedge has a gap. A bird can hop in the gap.



A large hedge can be a home.
Look at this hedge and its edge.

PREVIEW

Sukindi LEARNING

Teacher guidance

Use the readers after the full cumulative code and prerequisites have been explicitly taught.

Focus and earlier learning

Teach final ge and dge as one /j/ sound, and ve as one /v/ sound. Revisit hard g in give. Students need earlier clusters, doubled consonants, split vowels, vowel teams, ar/or/er/air/ear and their verified alternatives, simple verb/plural -s, two-syllable reading and capital recognition.

Current teacher-word support

Teach a in its article forms. In the, th is already taught; support the weak final e. In great, only ea as long ay is named support. In little, tt is already /t/; retain the final weak le as named support. Each book uses no more than three still-supported forms.

Have and are

Have now maps h-a-ve with short a in the full possessive reading; earlier [illegible]truction stays valid. Do not infer a general weak-vowel rule. In strong are, ar is already /ar/; only final [illegible]e remains named support. Natural weak whole are also needs named support; [illegible] does not clear it.

Reading and correction

Say the sounds, blend, then reread naturally. Supply [illegible]missing [illegible]and reblend rather than guessing from the picture. Teach the names Meg, Viv [illegible]Ben w[illegible] their [illegible]ct short-vowel recipes. Use live as the short-i verb. Discuss the story problem [illegible]resolu[illegible]on the factual observation, after decoding.

Print and assemble

Choose one edition of each [illegible]. Pri[illegible]e reade[illegible]DFs landscape A4, actual size, single-sided. Cut at the centre guide, stack the [illegible]s pa[illegible]in [illegible]b[illegible]rder, then staple left. Print this companion portrait A4 at actual size.

Oral work[illegible]d a[illegible]ation

Page 2: say [illegible]d segm[illegible]t bad[illegible] barge and give. Page 4: dictate badge, then give for building and writing. Page [illegible]ate badge and give, then I have a badge. and We are on a bridge. Teach the weak are form before [illegible]second sentence.

Checking and next steps

Dots count sounds, not letters. Page 5 changes sound 3 then 2 in each chain; explain budge and carve orally. Sort by the actual final spelling, with all three cards fitting below each heading. Check whole sentences, then let students correct and reread. Ask for the meaning of each matched picture and record the next sound or fluency goal.

PREVIEW

Sukindi LEARNING

Sound cards

Say each spelling and its sound. Blend and segment badge, barge and give orally, then cut out the cards.

ge /j/	dge /j/
ve /v/	g /g/
j /j/	v /v/

PREVIEW

Point to a spelling for the last sound in badge, barge and give. Compare the earlier single-letter cards.

Sukindi LEARNING

Blend and read

Point to each spelling group and say its sound. Blend the word, then read the whole word smoothly.

b ar ge

barge

l ar ge

l ge

b a dg

b dg

b r i dg e

bridge

g i ve

give

c u r v e

curve

PREVIEW

Sukindi LEARNING

Build and write

Cut the six tiles. Listen to the two words. Say the sounds, build each word in its boxes, then write it.

ve	b	a
g	dge	i

1

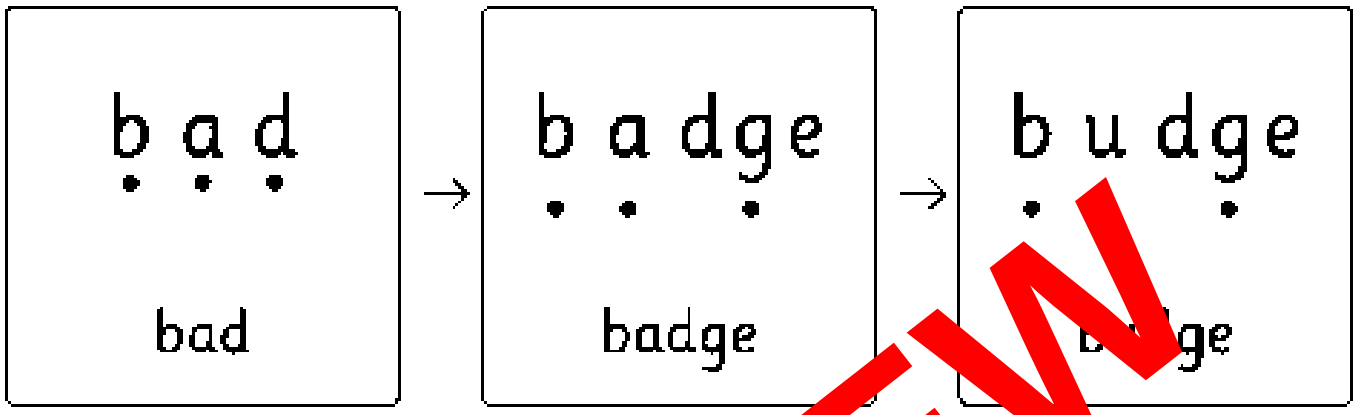
2

PREVIEW

Sukindi LEARNING

Change one sound

Read each chain. Change one sound each time. Say what changes. Write the last word from each chain.





PREVIEW

Chain 1

Chain 2

Reread each chain and explain the meaning of the last word.

Sukindi LEARNING

Sort the spellings

Read and cut the word cards. Sort by the final spelling. Keep every card upright below its heading.

badge	give	barge
large	edge	have
curve	hinge	bridge

PREVIEW

ge	dge	ve

Sukindi LEARNING

Make a sentence

Cut and order each set of tiles. Read the sentence. Place it in the long box, then write the whole sentence.

large.	The	bridge	is

bad[illegible].	I	have	a

PREVIEW

Sukindi LEARNING

Listen, write, check

Listen to the two words and two sentences. Write each whole answer. Reread, check and correct with support.

Word 1

Word 2

Sentence 1

Sentence 2

PREVIEW

Read the teacher words. Point to the named part.

great	little	are
ea	le	e

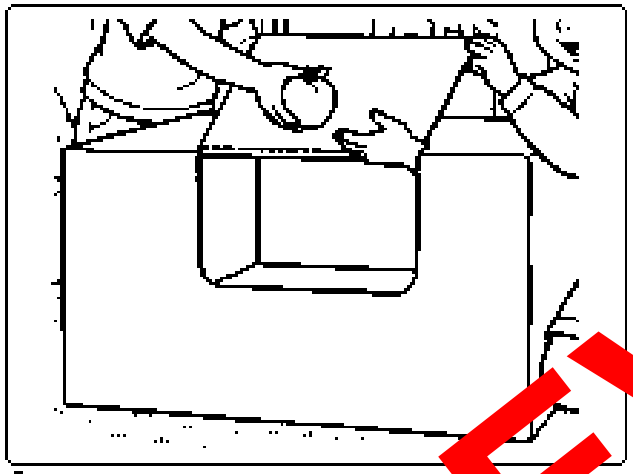
Sukindi LEARNING

Match the meaning

Read each word. Say the matching picture letter. Draw one thing from a book in the box and say its word.

barge	hedge	badge	box

A



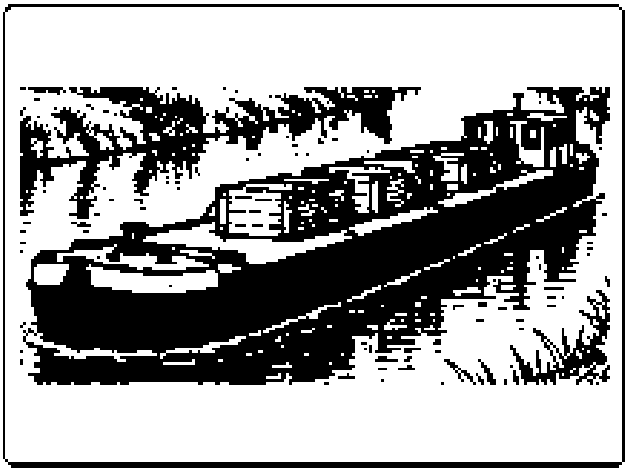
B



C



D



PREVIEW

Sukindi LEARNING

Reread and use it

Read the new words and sentences. Write each full sentence, reread it, then choose your next practice goal.

fudge	dodge	serve

I can dodge a ball.

We can serve a peach.

PREVIEW

☐ I can read. ☐ I can blend. ☐ I can spell.

Teacher observations / next step

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PREVIEW

Year 1 Set 18 tch, Final y ndey

Table of Conte
Phonics Companion Pack
Book 1: The Muddy uppy (B&W) (iction)
Book 1: Th udd Pup (Colour) (Fiction)
Bo 2: T e Luc y Key (B&W) (Fiction)
Book 2: he Lucky Key (Colour) (Fiction)
Book 3: A Donkey (B&W) (Non-fiction)
Book 3: A Donkey (Colour) (Non-fiction)
Book 4: Hatch (B&W) (Non-fiction)
Book 4: Hatch (Colour) (Non-fiction)

The Muddy Puppy



PREVIEW



This puppy can fetch.

He can catch a ball.

Sukindi LEARNING



The ball is in mu

The puppy is



He can fetch the ball.

He digs in the mud.

PREVIEW

Sukindi LEARNING



The puppy has th[illegible]

Mud is on his [illegible]n.



He can swim in the pond.

Now he is a happy puppy.

PREVIEW

Sukindi LEARNING

The Muddy Puppy



PREVIEW



This puppy can fetch.

He can catch a ball.

Sukindi LEARNING



The ball is in mu

The puppy is



He can fetch the ball.

He digs in the mud.

PREVIEW

Sukindi LEARNING



The puppy has t[illegible]

Mud is on his [illegible]n.



He can swim in the pond.

Now he is a happy puppy.

PREVIEW

Sukindi LEARNING

The Lucky Key



PREVIEW



Teddy has a key.

He can lock his box.

Sukindi LEARNING



The key is on jel

The box is shu



Teddy can fetch a spoon.

He lifts the key.

PREVIEW

Sukindi LEARNING



The key has jell[illegible]

Teddy can rub [illegible] cle[illegible]



Teddy can lock the box.

He has a funny laugh.

PREVIEW

Sukindi LEARNING

The Lucky Key



PREVIEW



Teddy has a key.

He can lock his box.

Sukindi LEARNING



The key is on jel

The box is shu



Teddy can fetch a spoon.

He lifts the key.

PREVIEW

Sukindi LEARNING



The key has jelly[illegible]

Teddy can rub [illegible] clean.



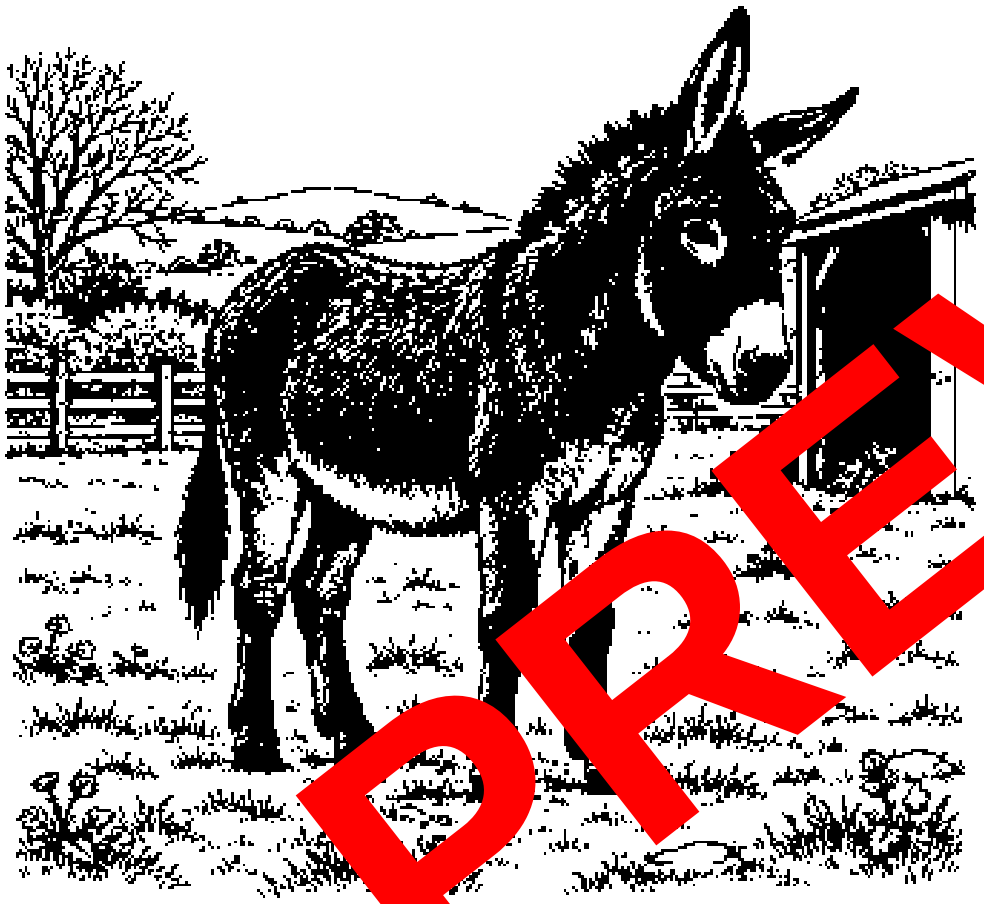
Teddy can lock the box.

He has a funny laugh.

PREVIEW

Sukindi LEARNING

A Donkey



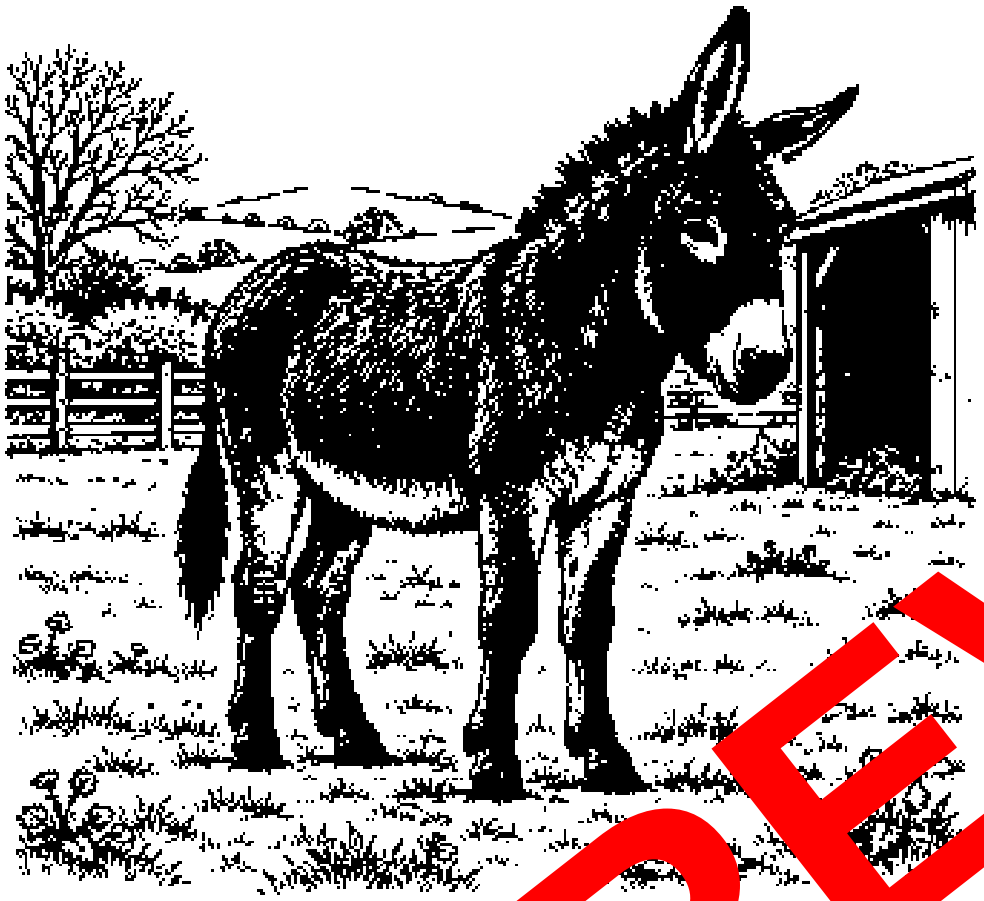
PREVIEW



A donkey has long ears.

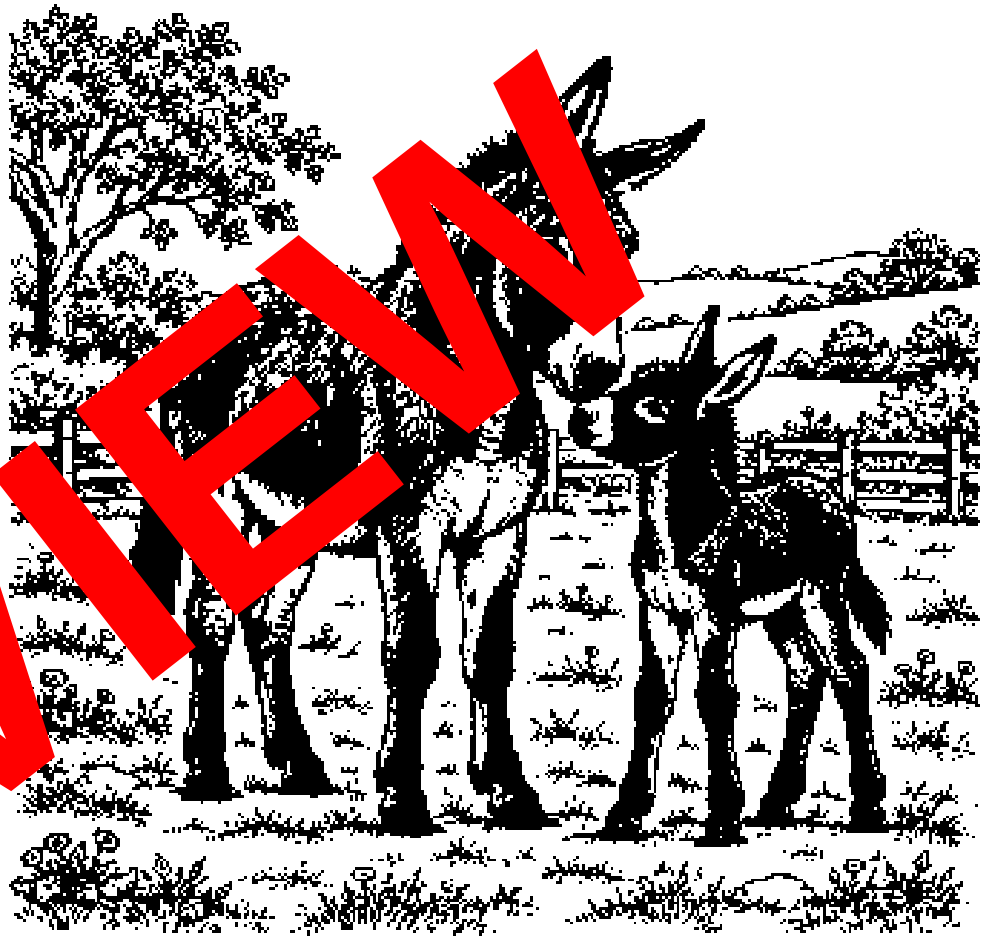
It has a thick coat.

Sukindi LEARNING



A donkey can h

The ears can



A baby donkey is a foal.

A foal can stand.

PREVIEW

Sukindi LEARNING



A donkey can eat.

Hay is dry.



A donkey can pull a cart.

It can help on a farm.

PREVIEW

Sukindi LEARNING

A Donkey



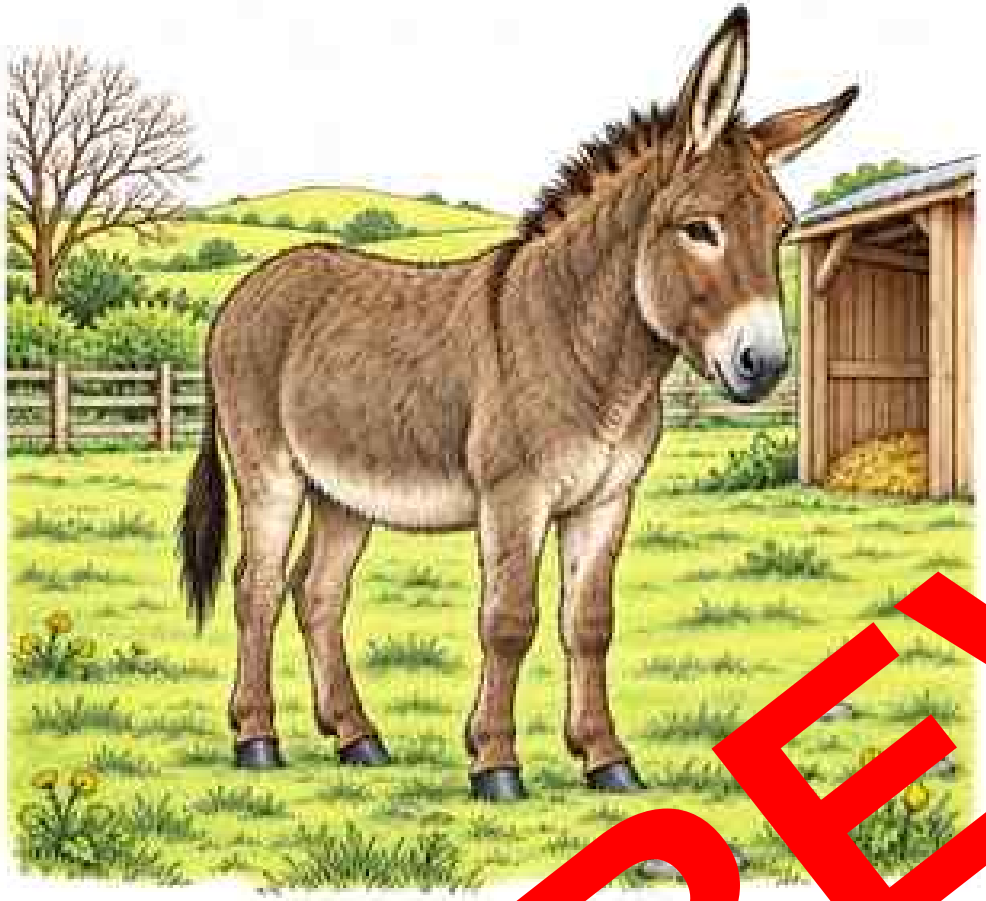
PREVIEW



A donkey has long ears.

It has a thick coat.

Sukindi LEARNING



A donkey can h[illegible].

The ears can t[illegible].

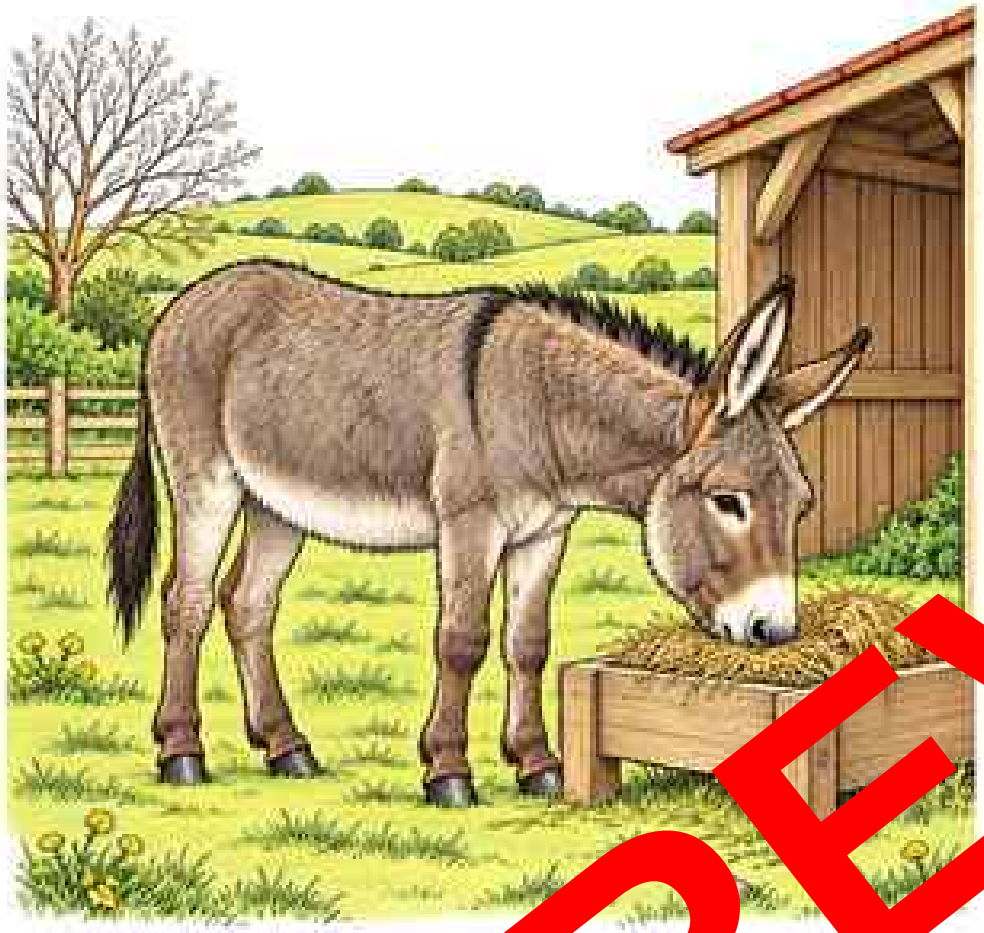


A baby donkey is a foal.

A foal can stand.

PREVIEW

Sukindi LEARNING



A donkey can ea[illegible]

Hay is dry.



A donkey can pull a cart.

It can help on a farm.

PREVIEW

Sukindi LEARNING

Hatch



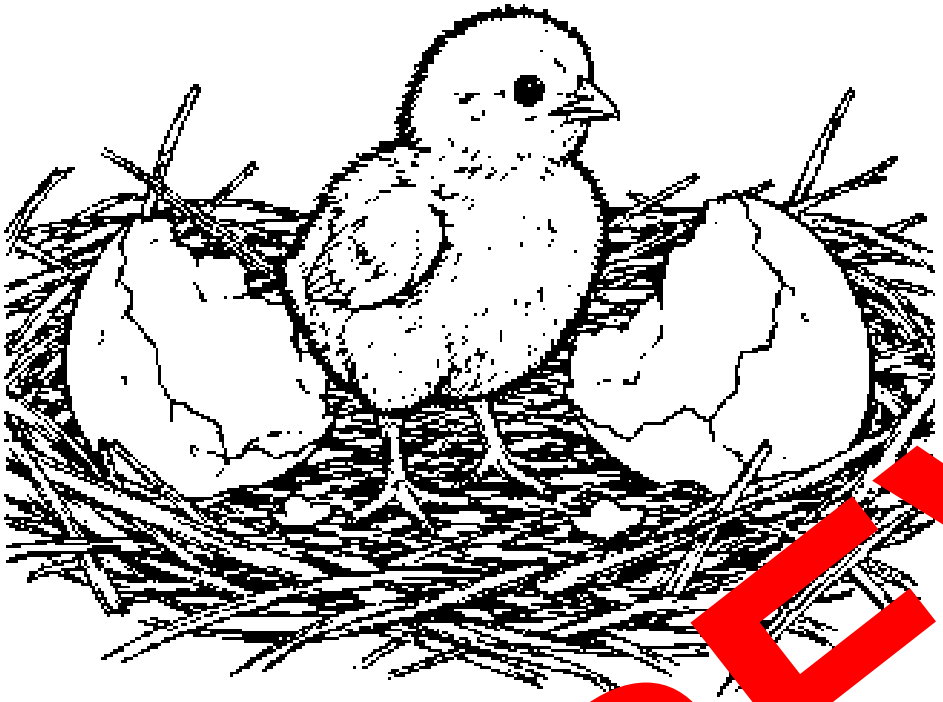
PREVIEW



A hen can lay an egg.

The egg has a hard shell.

Sukindi LEARNING



The shell can spl

A chick can ha h.



The chick is small and fluffy.

It has a short beak.

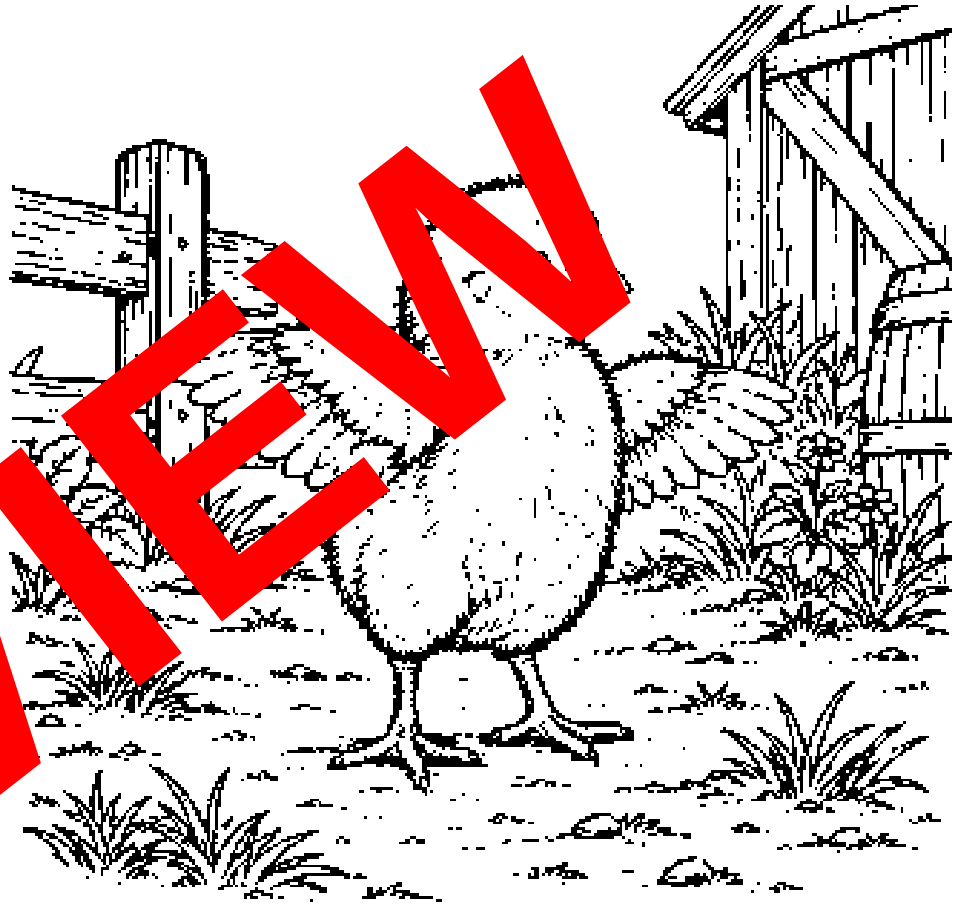
PREVIEW

Sukindi LEARNING



The chick can sc[illegible]nd [illegible]ck.

It can peck at [illegible]od.



A chick can stretch its wings.

It will grow.

PREVIEW

Sukindi LEARNING

Hatch



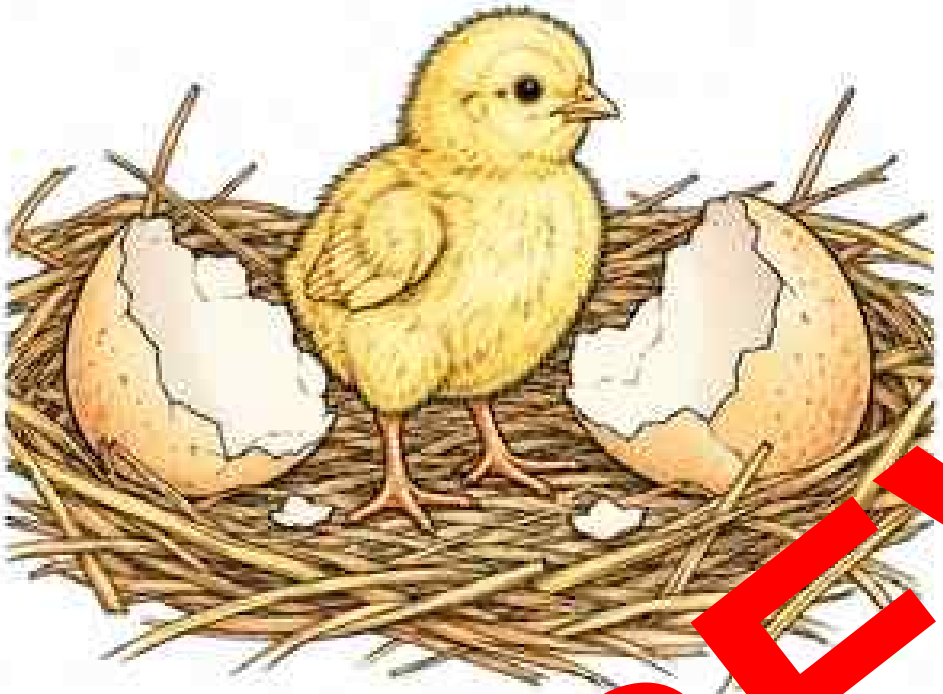
PREVIEW



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Sukindi LEARNING



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PREVIEW

Sukindi LEARNING



The chick can sc[illegible]nd [illegible]ck.

It can peck at [illegible]od.



A chick can stretch its wings.

It will grow.

PREVIEW

Sukindi LEARNING

Teaching and checking

Before the first read

Use after all Foundation and Year 1 teaching steps through Set 17, including earlier two-syllable structures. Teach this set in small chunks before independent reading. Recognise sentence capitals and capital T in Teddy.

Focus and oral practice

Teach tch=/ch/ in catch and match; final y=/ee/ in longer words such as happy; and final ey=/ee/ in verified words such as key and donkey. Compare ch/tch, then y in my and happy. Do not extend these choices to every word.

Named-word support

Support the weak article a. In the, th=/dh/ is already taught; support the natural [illegible], while strong e=/ee/ before a vowel is current code. In laugh, name au=/ar/ and gh=[illegible]. In baby, name initial a=/ai/, final y=/ee/ is now regular.

Current reading model

Model clear, unreduced can (/k.a.n/) and has (/h.a.z/) for initial decoding. Do not introduce their weak vowels as a new rule. Pretty is not used in these books; its stressed e=/i/ would need named support, but its final y is current code.

Building and dictation

Page 4: say key, catch, puppy; students build and write each word. Page 5: change one sound each time and write the final word. Page 8: dictate catch, donkey, baby, then The puppy can fetch. and I can catch a ball. Students write each full sentence on its own wide guide.

Check, correct and reread

Ask students to point, say the sounds, blend and reread. Name the exceptional part without guessing from a picture. Check grapheme choice, complete spelling, sentence order and meaning; then reread for flow. Hatch follows one fertile egg, not every egg hatches.

Assembly

Print at actual size, single-sided. Cut each landscape reader sheet down the centre; stack pages 1-6 in order and staple left. Print the companion on portrait A4. Never fold the reader sheets into a booklet.

PREVIEW

Say and spot

Say each focus sound. Read the words and find the focus spelling.

tch	y	ey
/ch/	/ee/ in longer words	/ee/ in these words

PREVIEW

catch	key
happy	donkey
match	puppy

Blend and read

Point to each spelling. Say the sounds, blend, then reread the word.

catch

stretch

happy

donkey

jelly

key

PREVIEW

Cut, build and spell

Cut the tiles. Listen to each word. Build it in the boxes, then write it.

ey	p	a	pp	k
tch	y	u	m	

1

2

3

PREVIEW

Change one sound

Read each row. Tell which sound changed. Write the last word.

funny → bunny → sunny

_____

catch → match → patch

_____

key → bee → tea

PREVIEW

Sukindi LEARNING

Sort the final spelling

Cut the word cards. Read each word. Place it under its final spelling.

donkey	puppy	key
muddy	hockey	funny

y	ey

PREVIEW

Sukindi LEARNING

Make two sentences

Cut each set of tiles. Put it in order on the blank strip. Write the sentence.

fetch.	The	can	puppy

key	a	has	Teddy

PREVIEW

Listen, write, check

Listen. Say the word or sentence. Write it. Read it back and check it.

Words

1 _____

2 _____

3 _____

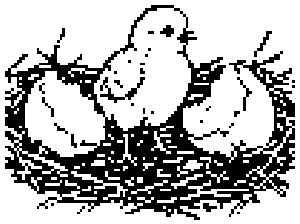
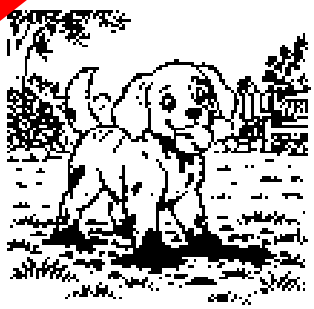
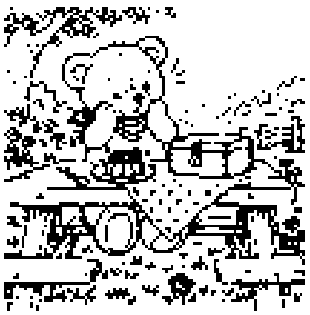
Sentences

_____

PREVIEW

Read and match

Read each sentence. Draw a line to the picture that matches its meaning.

The key is on jelly.	1	
The puppy has a ball.	2	
A chick can hatch.	3	
A donkey can eat hay.	4	

PREVIEW

Draw one thing from a book. Write one word from the book.

Sukindi LEARNING

Read, tell, try

Reread a book smoothly. Tell what happened or one fact you found.

A puppy can catch a toy.

The toy is by a box.

Draw the puppy and [illegible]. Write a sentence. Add a detail if you wish.

PREVIEW

☐ I can read tch.

☐ I can read y and ey.

Teacher observations:



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PREVIEW

Year 1 Set 19 -es, -ed, -ing -e and -est

Table of Conte
Phonics Companion Pack
Book 1: Boxes in the Rain (B&W) (Fiction)
Book 1: Boxes in the Rain (Colour) (Fiction)
Book 2: The Lost Brushes (B&W) (Fiction)
Book 2: The Lost Brushes (Colour) (Fiction)
Book 3: Fish in the Pond (B&W) (Non-fiction)
Book 3: Fish in the Pond (Colour) (Non-fiction)
Book 4: Hopping and Jumping (B&W) (Non-fiction)
Book 4: Hopping and Jumping (Colour) (Non-fiction)

Year 1 Set 19 contractions, suffixes, -ed, -ing, -er, -est, -ful, -ly

Boxes in the Rain



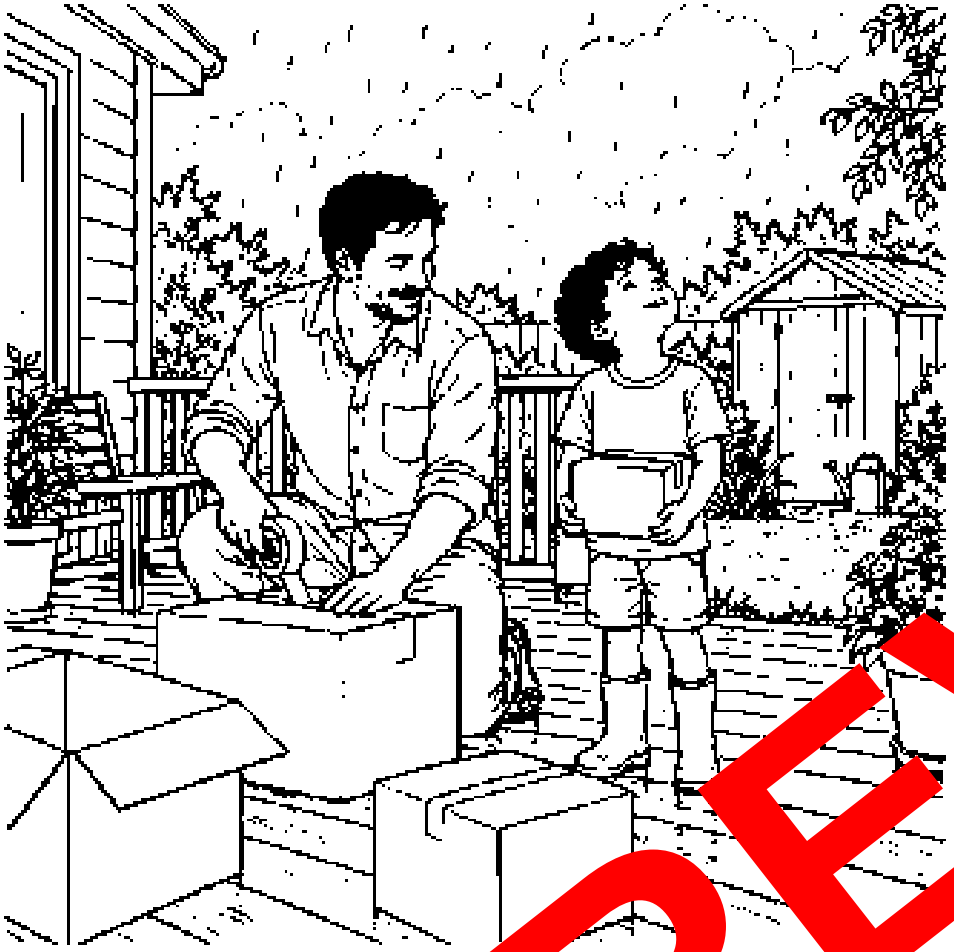
PREVIEW



Dad packed boxes on the deck.

I helped him.

Sukindi LEARNING



It rained on the [illegible]

I looked up at [illegible] sky.



Mum called, "Quick!"

Dad picked up boxes.

PREVIEW

Sukindi LEARNING



I kept helping D[illegible].

Mum helped u[illegible]tac[illegible]oxes in the shed.



The rain stopped.

We sat in the shed with the boxes.

PREVIEW

Sukindi LEARNING

Boxes in the Rain





Dad packed boxes on the deck.

I helped him.

PREVIEW

Sukindi LEARNING



It rained on the [illegible]

I looked up at [illegible] sky.



Mum called, "Quick!"

Dad picked up boxes.

PREVIEW

Sukindi LEARNING



I kept helping D[illegible].

Mum helped u[illegible]tac[illegible]oxes in the shed.



The rain stopped.

We sat in the shed with the boxes.

PREVIEW

Sukindi LEARNING

The Lost Brushes



PREVIEW



I needed brushes.

The brushes were not in the pot.

Sukindi
LEARNING



I looked in boxe[illegible]ag[illegible]

Mum looked o[illegible]he [illegible]elf.



Dad filled a dish with soap.

He looked at the sink.

PREVIEW

Sukindi LEARNING



I spotted brushes in a sink.

Dad helped me get them.



I painted a ship and a smaller boat.

Mum called it the best gift.

PREVIEW

Sukindi LEARNING

Year 1 Set 19 ew(ue) where needed, -ed/-t/, /id/, /n/, -ing(doing), -er/-est / fiction

The Lost Brushes





I needed brushes.

The brushes were not in the pot.

PREVIEW

Sukindi LEARNING



I looked in boxe ag

Mum looked o he elf.



Dad filled a dish with soap.

He looked at the sink.

PREVIEW

Sukindi LEARNING



I spotted brushe[illegible] si[illegible]

Dad helped me [illegible]et t[illegible]m.



I painted a ship and a smaller boat.

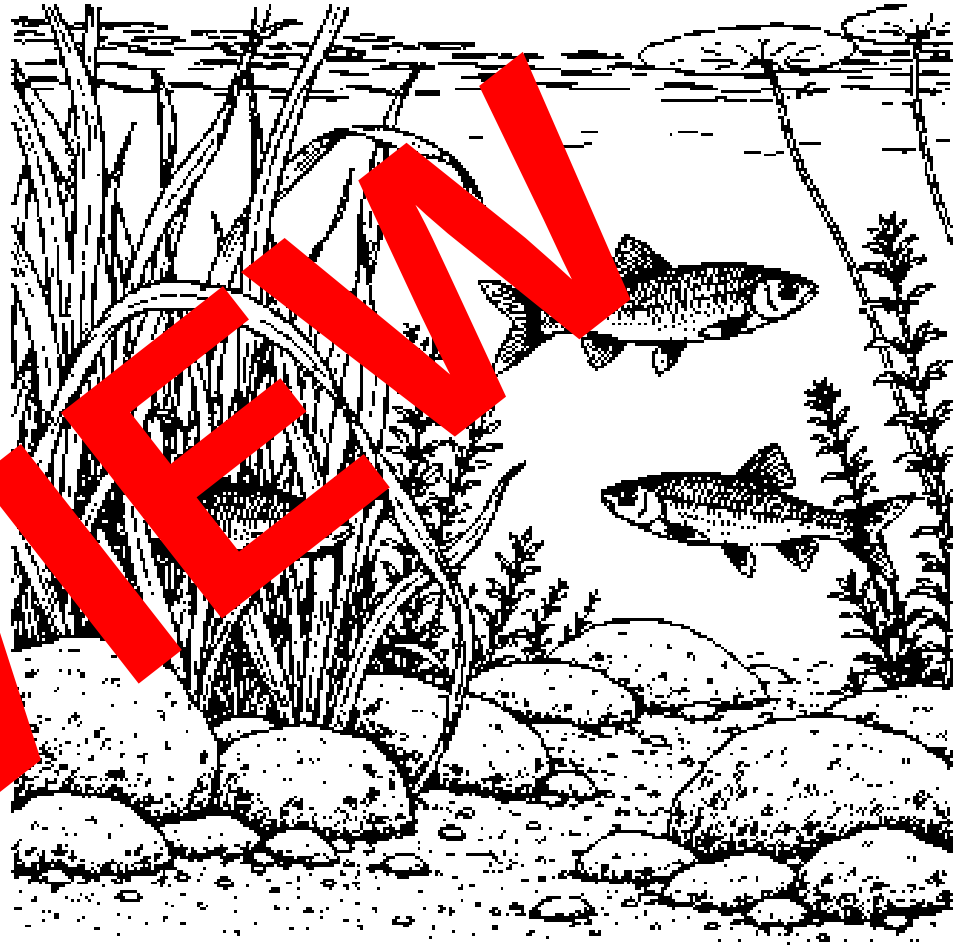
Mum called it the best gift.

PREVIEW

Sukindi LEARNING

Fish in the Pond



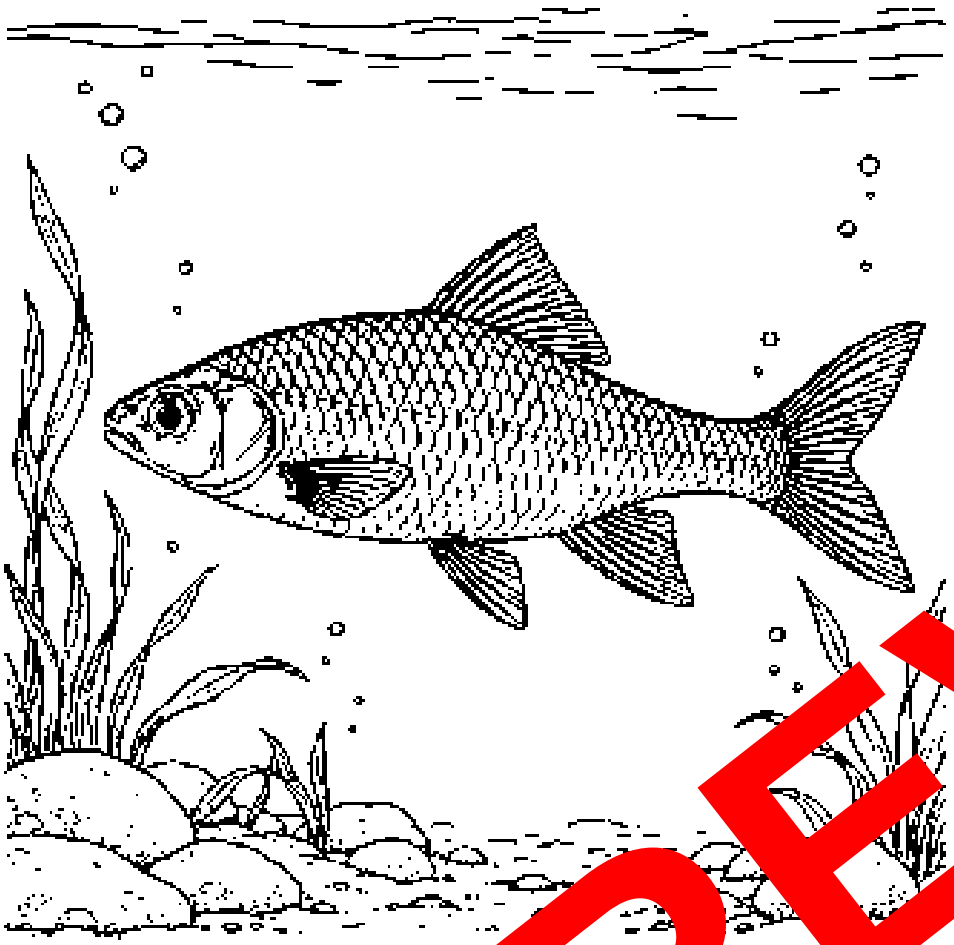


Fish live in this pond.

A small fish can hide in the weed.

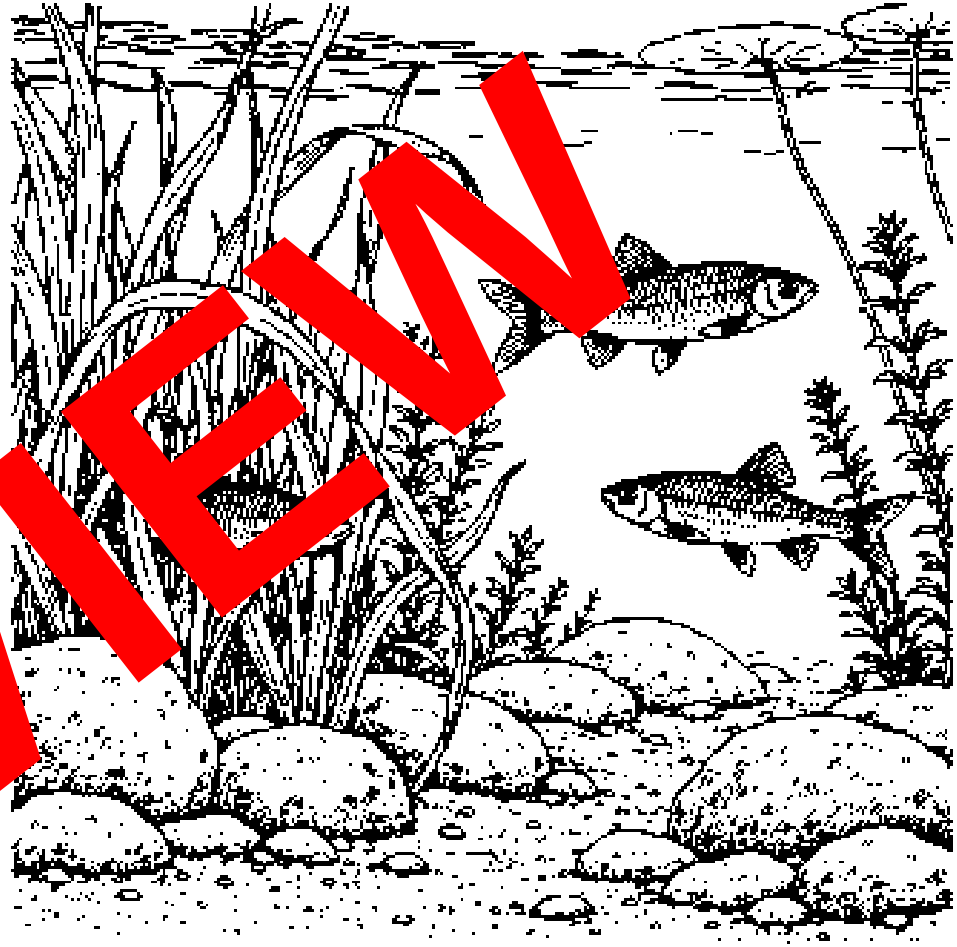
PREVIEW

Sukindi LEARNING



A fish is swimmi[illegible].

It swings its ta[illegible]eft [illegible]d right.

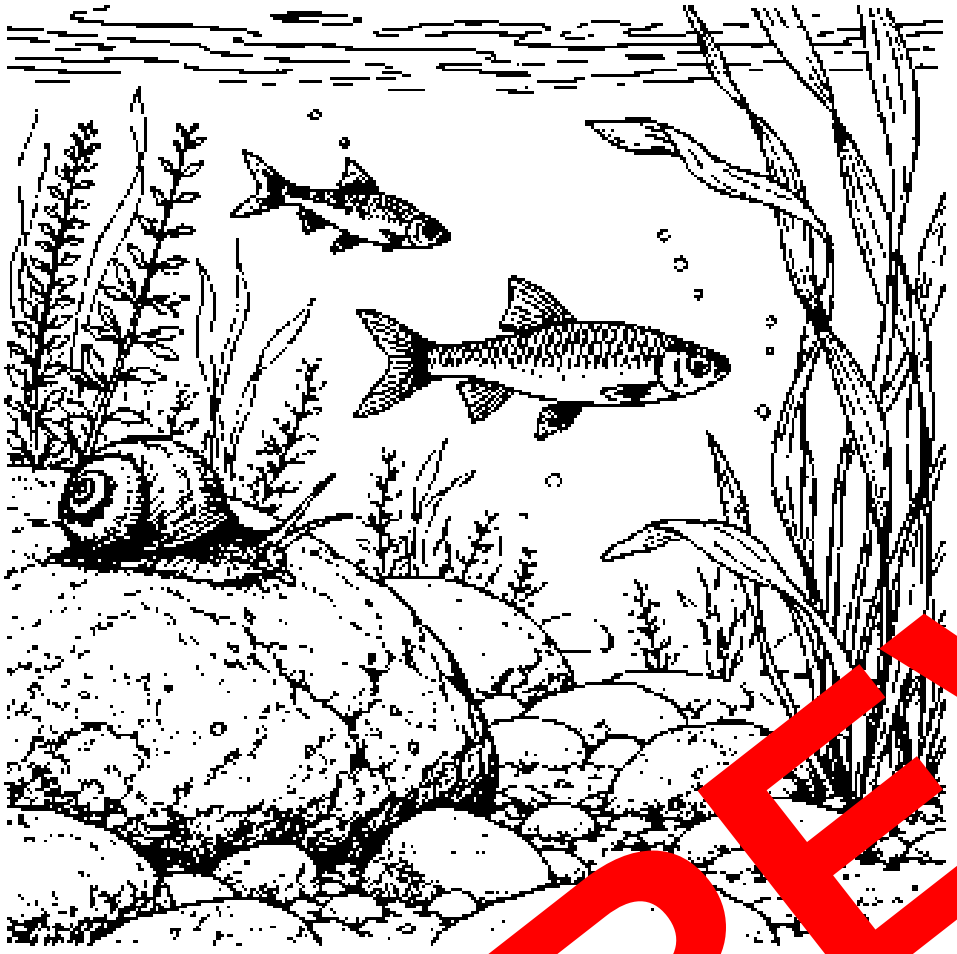


A fish is resting near the weed.

The weed can help it hide.

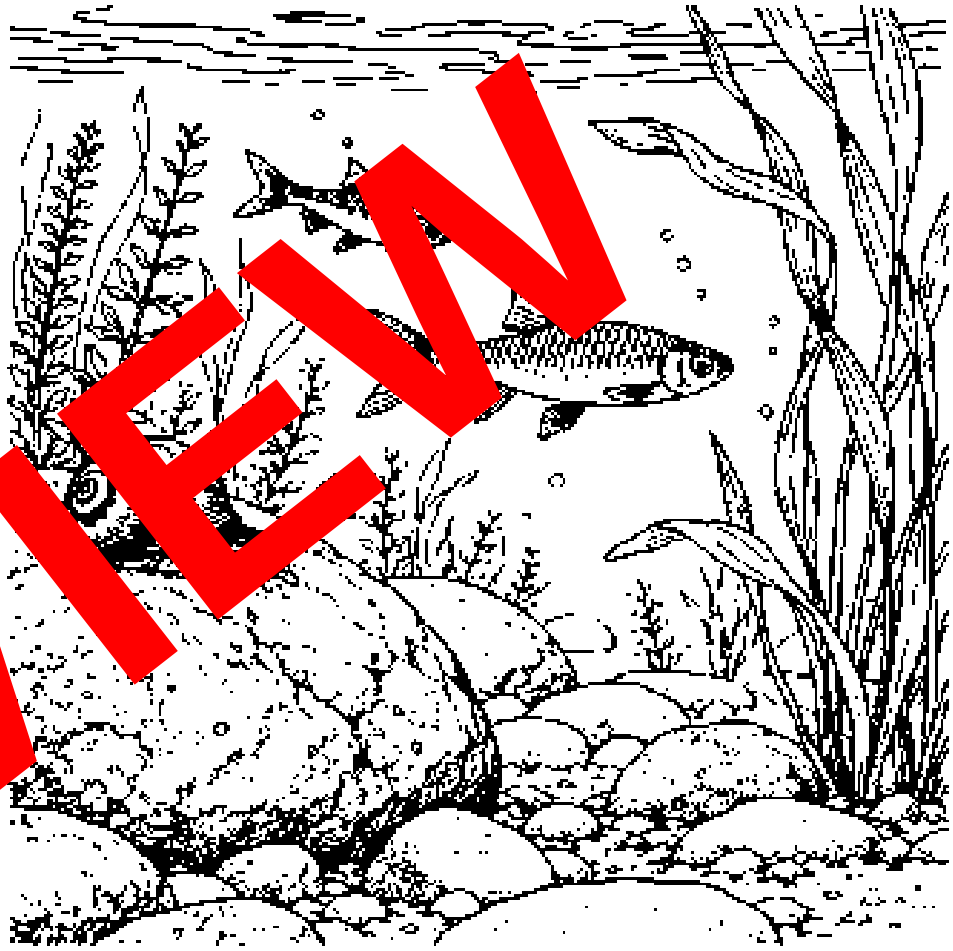
PREVIEW

Sukindi LEARNING



A fish can be qu[illegible] [illegible]nail.

It can dart fro[illegible] r[illegible].



Look in the pond.

Spot fins, tails and flashes near the weed.

PREVIEW

Sukindi LEARNING

Fish in the Pond



PREVIEW



Fish live in this pond.

A small fish can hide in the weed.

Sukindi LEARNING



A fish is swimmi[illegible].

It swings its ta[illegible]eft [illegible]d right.

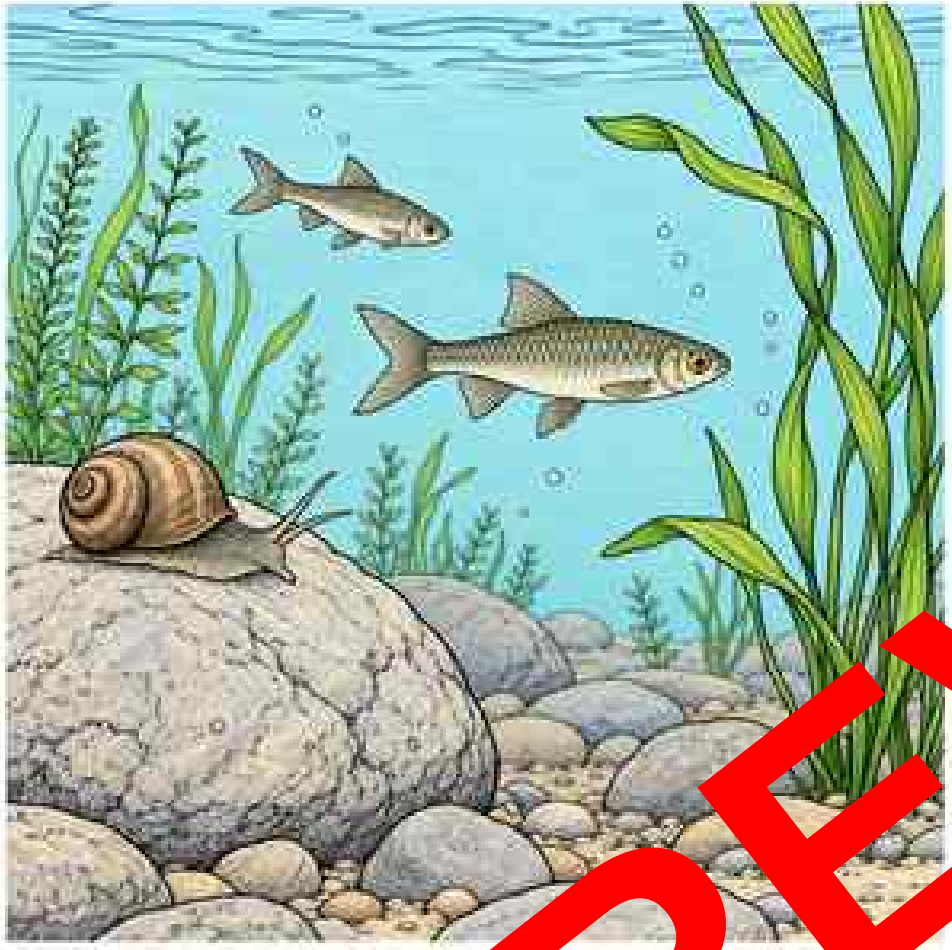


A fish is resting near the weed.

The weed can help it hide.

PREVIEW

Sukindi LEARNING



A fish can be q[illegible] an snail.

It can dart fro[illegible] r[illegible].



Look in the pond.

Spot fins, tails and flashes near the weed.

PREVIEW

Sukindi LEARNING

Hopping and Jumping



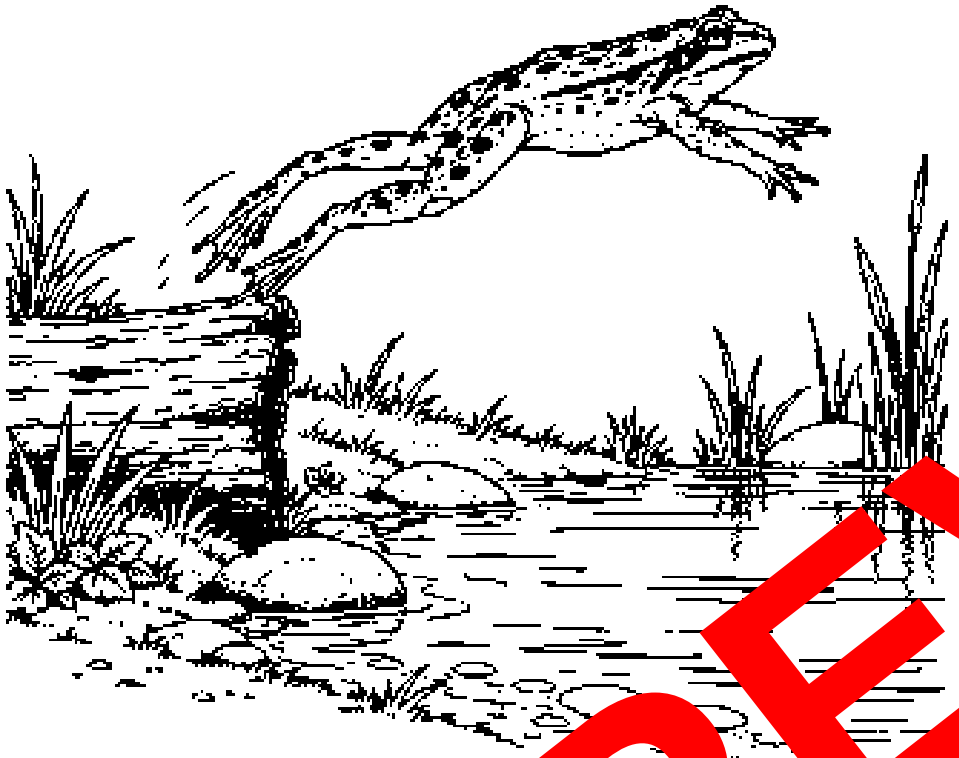
PREVIEW



A frog has long back legs.

It can jump from the bank.

Sukindi
LEARNING



A frog is jumpin[illegible]

Its back legs h[illegible]it [illegible]p.



A rabbit has strong back legs.

It is hopping on land.

PREVIEW

Sukindi LEARNING



A frog can swim [illegible]

A rabbit can r[illegible]on l[illegible]nd.



A frog and a rabbit can jump.

Spot the long back legs that help them.

PREVIEW

Sukindi LEARNING

Year 1 Set 19 -ow/ou/o/ where needed, -ed/-t/, /d/, /id/, -ing/-ong/, -er/-est / Non-Fiction

Hopping and Jumping



PREVIEW



A frog has long back legs.

It can jump from the bank.

Sukindi LEARNING



A frog is jumpin[illegible]

Its back legs h[illegible]it j[illegible]mp.



A rabbit has strong back legs.

It is hopping on land.

PREVIEW

Sukindi LEARNING



A frog can swim [illegible]

A rabbit can r[illegible]nd.



A frog and a rabbit can jump.

Spot the long back legs that help them.

PREVIEW

Sukindi LEARNING

Teaching and Reading

Teach before reading

Use these books after every earlier Foundation and Year 1 step, through Set 18. Students need the earlier vowel spellings, split spellings, r-controlled vowels, soft c/g, final y/ey and longer-word reading. Teach the new endings and their meanings before reading. These books practise taught code; they do not replace explicit teaching.

Model the ending

Say box, then boxes. Listen for both ending sounds /ɪ/ /z/. Compare helped (/t/), played (/d/) and landed (/ɪ/ /d/). The same -ed spelling can sound different. Blend the base and ending, then reread the whole word. Do one together before students try the cards

Compare meaning aloud

Use fishing for an action in progress. Compare quick and quicker. With three o[illegible] s[illegible] tall, taller, tallest. -er compares two, -est identifies the most in that group. Say the [illegible]ding [illegible]tur[illegible] this pack explores -est orally; independent written practice uses the verified e[illegible]ngs [illegible]he [illegible]rds.

Teach these word parts

The books need the (all four), a (the brush and factual bo[illegible]s) a[illegible]e (The Last Brushes). In the, th is already known; support the weak final vowel. Support the [illegible]rmal [illegible]ticle [illegible]ading of a. In were, w is known; support ere and its weak connected form. Intr[illegible]uce [illegible]nal [illegible] family for the practice page: animal needs its weak medial vowel and final [illegible] family [illegible]eeds [illegible]reak or omitted medial vowel. Final y in family is already /eə/. Say each word nat[illegible]lly [illegible]e re[illegible]ding it.

Read, correct and explain

Point to the spelling, say its sounds [illegible] bl[illegible]. If an ending is missed, model it, have the student read the whole word, then reread the [illegible]ce. [illegible] the p[illegible]ure to discuss meaning after decoding. In the pond book, weed means unde[illegible]er pl[illegible]s; th[illegible]al book shows a long-legged pond frog and a rabbit

Practise and check

Model page 3, l[illegible]d t[illegible]the[illegible] page 4, then use the sound changes and sort. Copy the tile/card page if needed so th[illegible]eceivi[illegible]areas [illegible]y intact. For page 8, dictate boxes, jumped, landed, then Dad helped us. Say the senten[illegible] students repeat it, and allow time to write. Check sounds, ending, capital and full stop together.

Print and assemble

Print actual size, single-sided. Each reader has six numbered A5 pages on three landscape A4 sheets. Cut the centre, stack pages 1-6 and staple on the left. The ten practice pages stay portrait A4. Choose either edition; they contain the same four books. Use scissors and staples with appropriate classroom supervision.

PREVIEW

Hear the Endings

Listen with your teacher. Say the word, then listen to its ending. Try box, then boxes.

box ⟶ boxes

es

/ɪ/ /z/

ed

/t/

ed

/d/

ed

/ɪ/ /d/

ing

/ɪ/ /ng/

er

weak /er/

PREVIEW

Blend and Read

Say each sound. Blend the word. Keep every sound in its ending. Read the first word with your teacher, then try the rest.

boxes

helped

tanned

fishing

quicker

PREVIEW

Read: ship brush rain jumped

Build and Spell

Say each word. Tap its sounds. Mix the tiles, build each word, then write it. Try helped together first.

helped

boxes

PREVIEW

Cut out the tiles. Mix them before you build.

ed	b	h	es	p
x	e	o	l	

Change One Sound

Change just one sound. The rest of the word stays the same. Read boxes, then change /b/ to /f/.

boxes → foxes

Only the first sound changed.

Say foxes. Change /o/ to /i/. Say your new word, then write it.

Use your new word. Change /f/ to /m/. Say the whole word, then write it.

Read the choices if you need a clue.

mixes	foxes	fixes

PREVIEW

Sort the Endings

Say each word. Listen to the -ed ending. Cut out the mixed cards, then sort and read them.

/t/	/d/	/ɪ/ /d/

PREVIEW

Listen again. Does each word belong?

Cut on the outside of each card.

looked	landed	played
ended	rained	picked

Build a Sentence

Read this model with your teacher. A sentence tells a whole idea.

A rabbit can hop.

Start with a capital. Finish with a full stop.

Now order the tiles to tell what fish can do.

swim.	Fish	can

Build your sentence here.

Write your sentence. Read it back.

Check the capital, spaces and full stop. Does your sentence make sense?

PREVIEW

Listen, Write and Check

Listen. Say the word. Write it. Check every sound, including the ending.

1	2	3

Listen to the sentence. Say it together, then write it.

Read and Remember

Say each word with your teacher. Copy it once.

animal

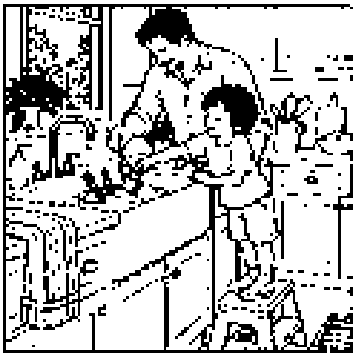
family

Read your writing. Check each word.

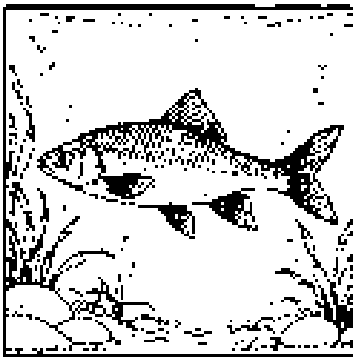
PREVIEW

Read for Meaning

Read the sentences. Draw a line from each picture to the sentence that matches it.



A frog can jump.



Dad he ea e.



A fish is swimming.

PREVIEW

Draw the boxes safe in the shed.

Sukindi
LEARNING

Read Again and Explain

Choose a book. Read it twice. Make the words sound like talking. Tick your book after you read.

- ☐ Boxes in the Rain
- ☐ The Lost Brushes
- ☐ Fish in the Pond
- ☐ Hopping and Jumping

PREVIEW

Tell a partner

What problem did the [illegible] solve? How did the child find the brushes? How do back legs help the [illegible] rabbit?

Write one sentence using words from your book. Read it to a partner.

Teacher observations: _____

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PREVIEW

Year 1 Set 20 Weak Vowels and Schwa

Table of Contents
Phonics Companion Pack
Book 1: The Kitten and the Ribbon (B&W) (Fiction)
Book 1: The Kitten and the Ribbon (Colour) (Fiction)
Book 2: A Lemon in the Wagon (B&W) (Fiction)
Book 2: A Lemon in the Wagon (Colour) (Fiction)
Book 3: A Camel (B&W) (Non-fiction)
Book 3: A Camel (Colour) (Non-fiction)
Book 4: A Magnet (B&W) (Non-fiction)
Book 4: A Magnet (Colour) (Non-fiction)

Year 1 Set 20 unstressed vowel sound in multisyllabic words, unstressed suffix, word endings -ion, -ian, -ion

The Kitten and the Ribbon



PREVIEW



The kitten had a red collar.

It pulled a ribbon along the rug.

Sukindi LEARNING



The ribbo stu nd the bed.
The kitten ed, but it did not
get t ribbon.



I got a long stick.
I slid it under the bed.

PREVIEW

Sukindi LEARNING



I pulled the [illegible] along the [illegible]g.

The kit[illegible] ran to it.



The kitten sat on the ribbon.

It fell asleep on the rug.

PREVIEW

Sukindi LEARNING

The Kitten and the Ribbon





The kitten had a red collar.

It pulled a ribbon along the rug.

PREVIEW

Sukindi LEARNING



The ribbo slid nd the bed.
The kitten ed, but it did not
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I got a long stick.
I slid it under the bed.

PREVIEW

Sukindi
LEARNING



I pulled the [illegible] along the [illegible]g.

The kit[illegible] ran to it.



The kitten sat on the ribbon.

It fell asleep on the rug.

PREVIEW

Sukindi LEARNING

Year 1 Set 20 unstressed vowel sounds in multisyllabic words, unstressed final /l/, /əl/, /ən/ and /ər/ in polysyllabic words

A Lemon in the Wagon



PREVIEW



The family set off in a wagon.
A tractor pulled it along the road.

Sukindi LEARNING



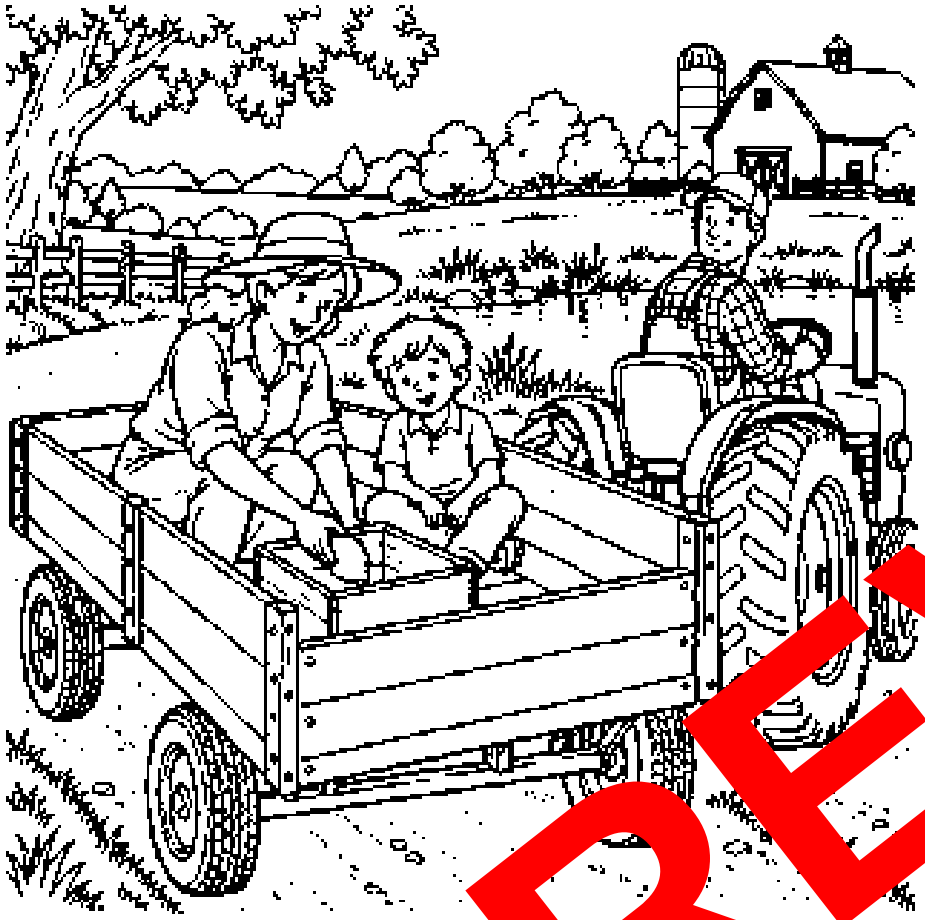
The w gon it ump.
A lemon fe and landed by a
nd.



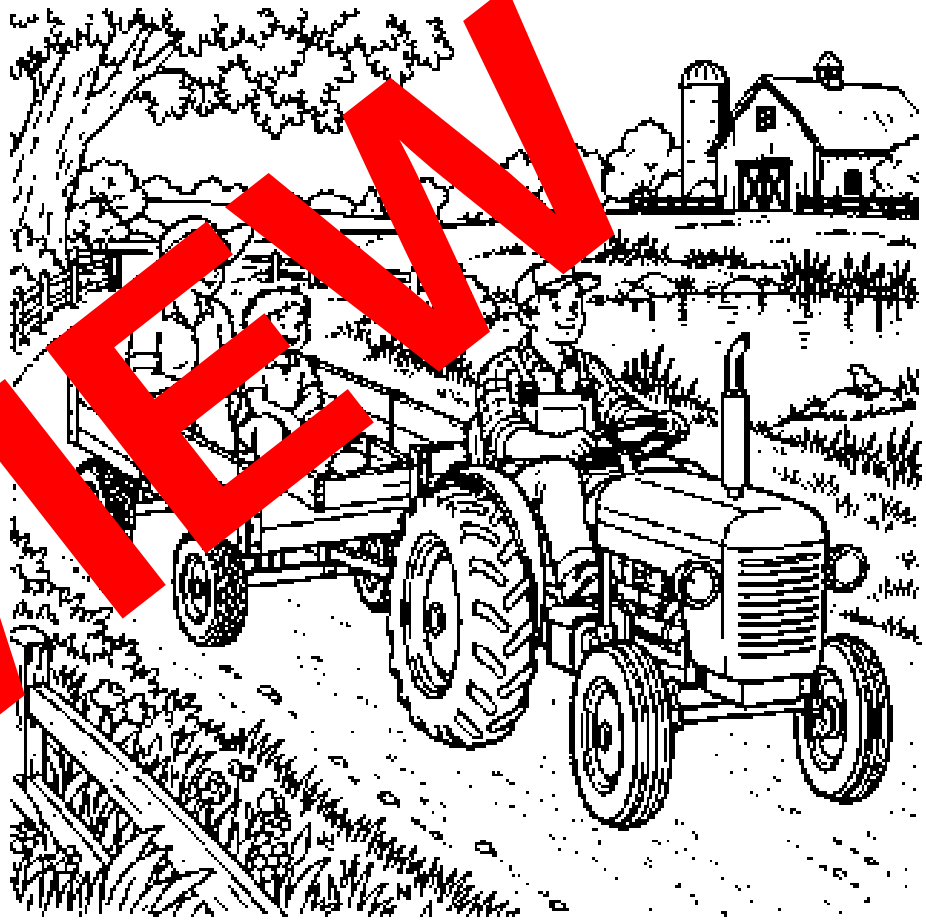
The family stopped the tractor.
A big frog sat by the lemon.

PREVIEW

Sukindi LEARNING



The fa ily a the emon.
It went in a ox in the wagon.



The tractor pulled the wagon along.
The lemon sat snug in its box.

PREVIEW

Sukindi LEARNING

A Lemon in the Wagon





The family set off in a wagon.
A tractor pulled it along the road.

PREVIEW

Sukindi LEARNING



The w gon it ump.
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Sukindi LEARNING



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PREVIEW

Sukindi LEARNING

Year 1 Set 20 understand and read simple words, understand text, word order | Non-Fiction

A Camel



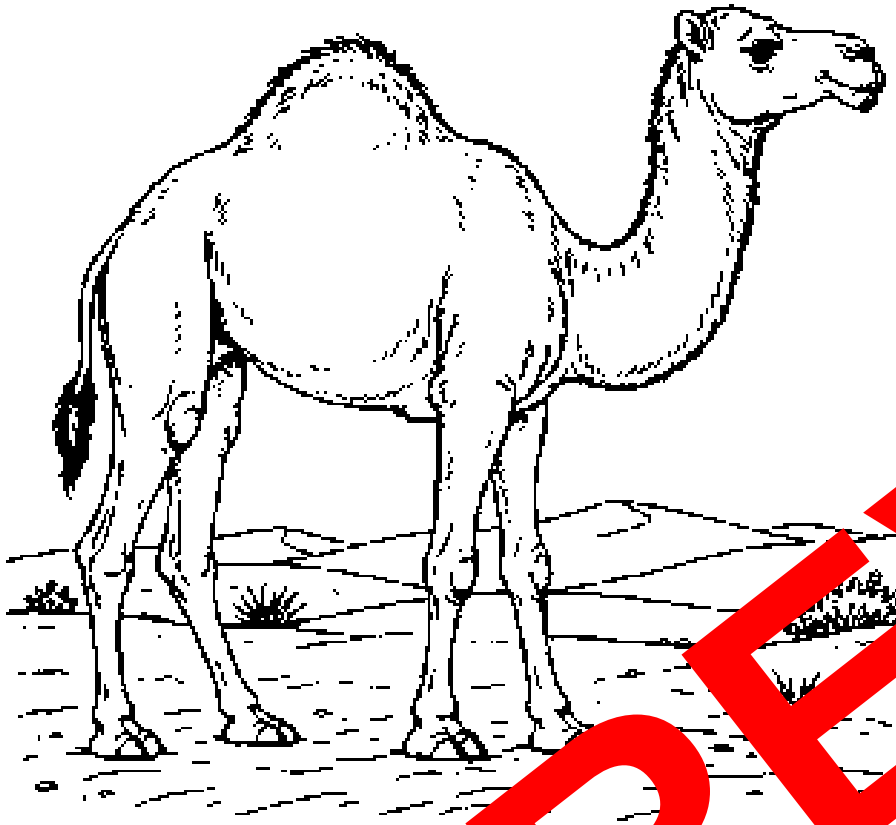


A camel has a hump.

The hump has fat in it.

PREVIEW

Sukindi LEARNING



A cam[illegible] feet.
Its feet do[illegible]sink deep in soft
[illegible]nd.



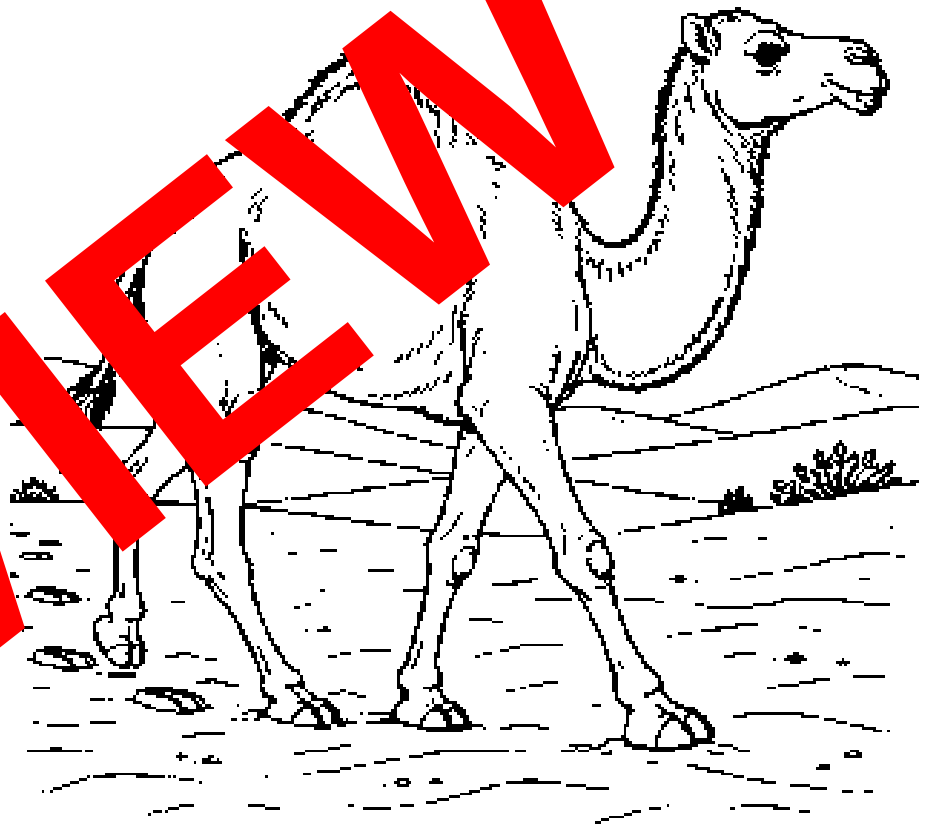
A camel has long lashes.
The lashes help keep sand out.

PREVIEW

Sukindi LEARNING



A came[illegible]an s[illegible]t its nostrils.
This help[illegible]eep sand out.



A camel can go a long way.
It can walk on soft sand.

PREVIEW

Sukindi LEARNING

A Camel



PREVIEW



A camel has a hump.

The hump has fat in it.

Sukindi LEARNING



A cam[illegible] feet.
Its feet do[illegible]sink deep in soft
[illegible]nd.



A camel has long lashes.
The lashes help keep sand out.

PREVIEW

Sukindi LEARNING



A came[illegible]an s[illegible]ut its [illegible]ostrils.
This help[illegible]eep sand out.

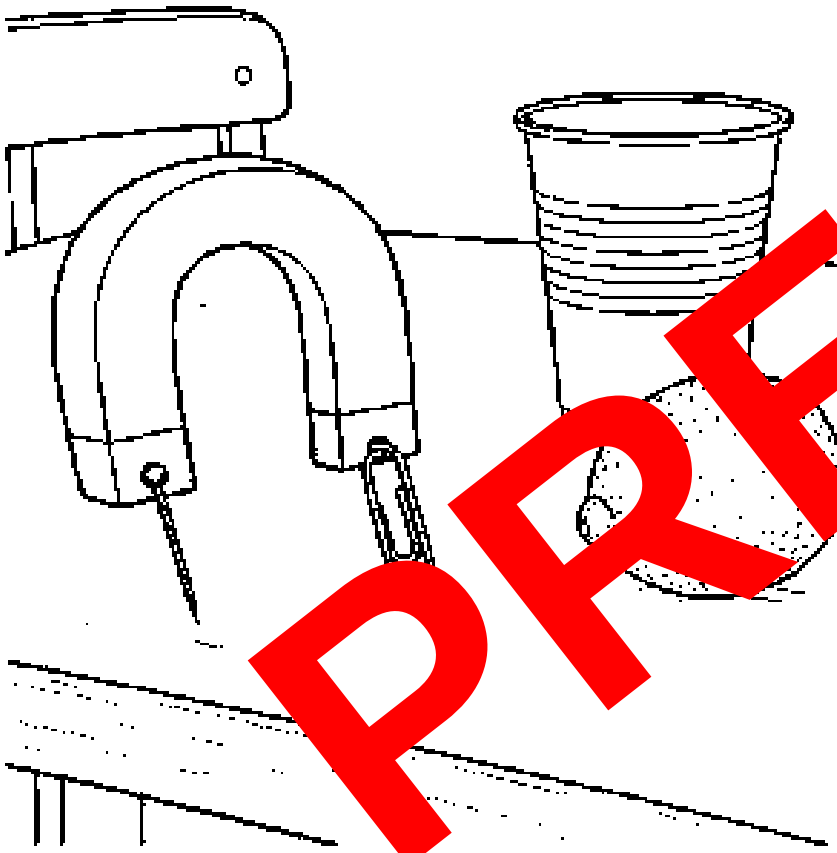


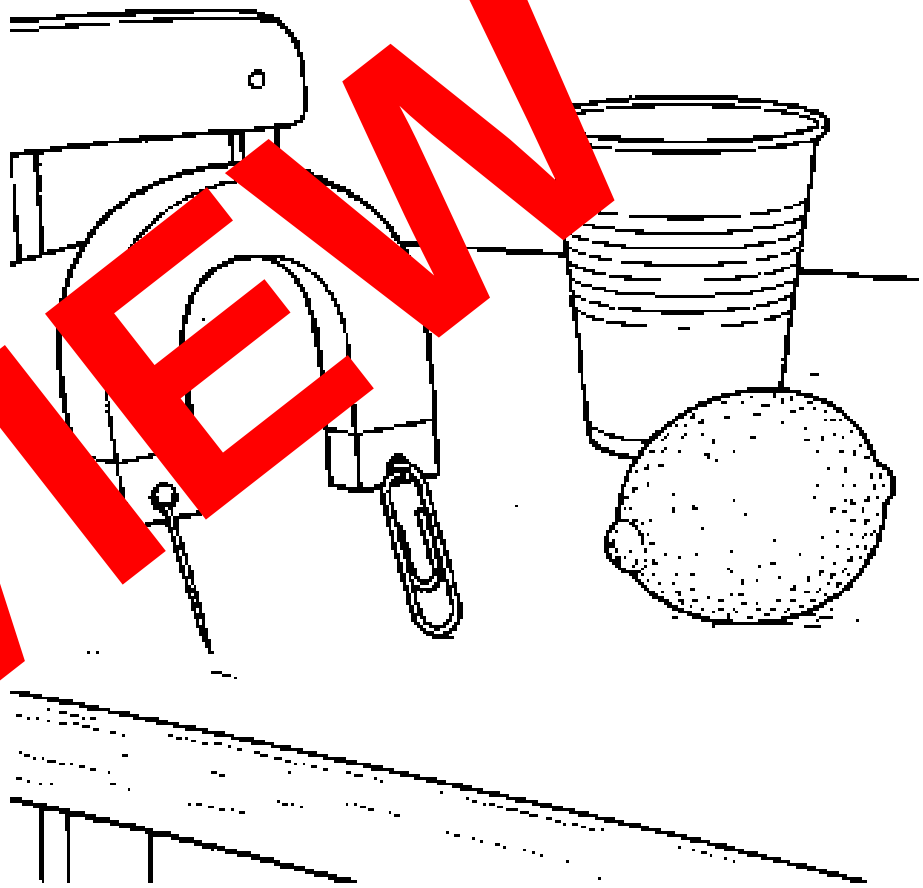
A camel can go a long way.
It can walk on soft sand.

PREVIEW

Sukindi LEARNING

A Magnet

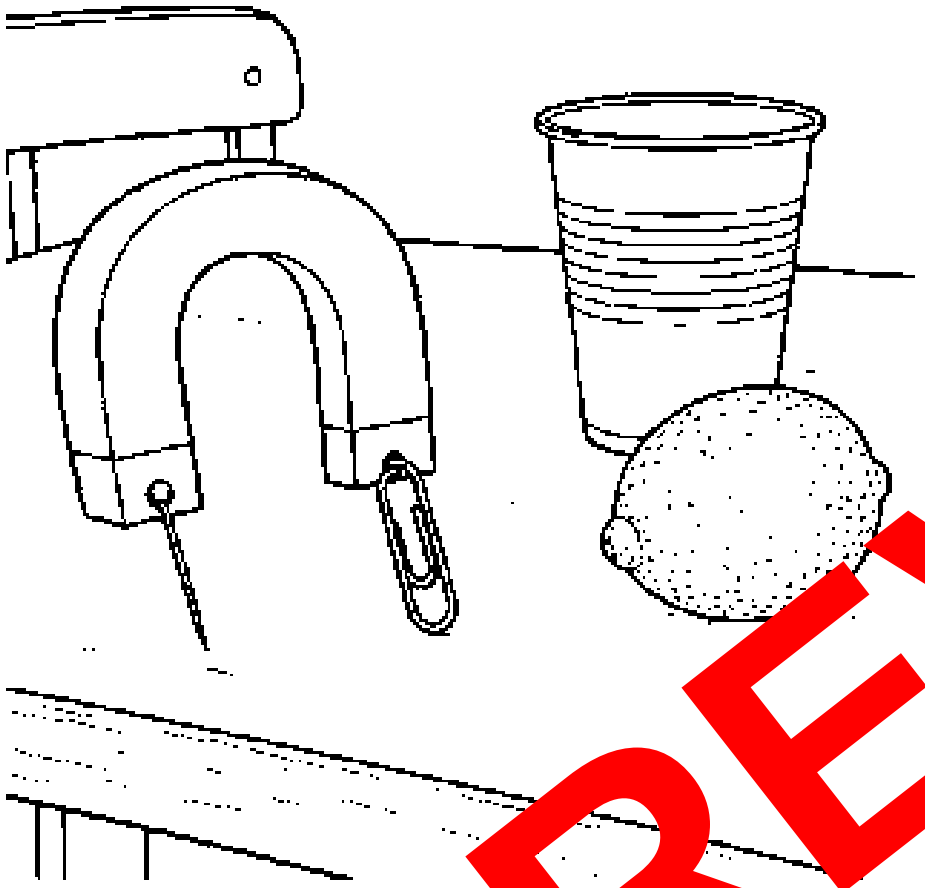




A magnet can pull a steel pin.
It can pull a steel clip.

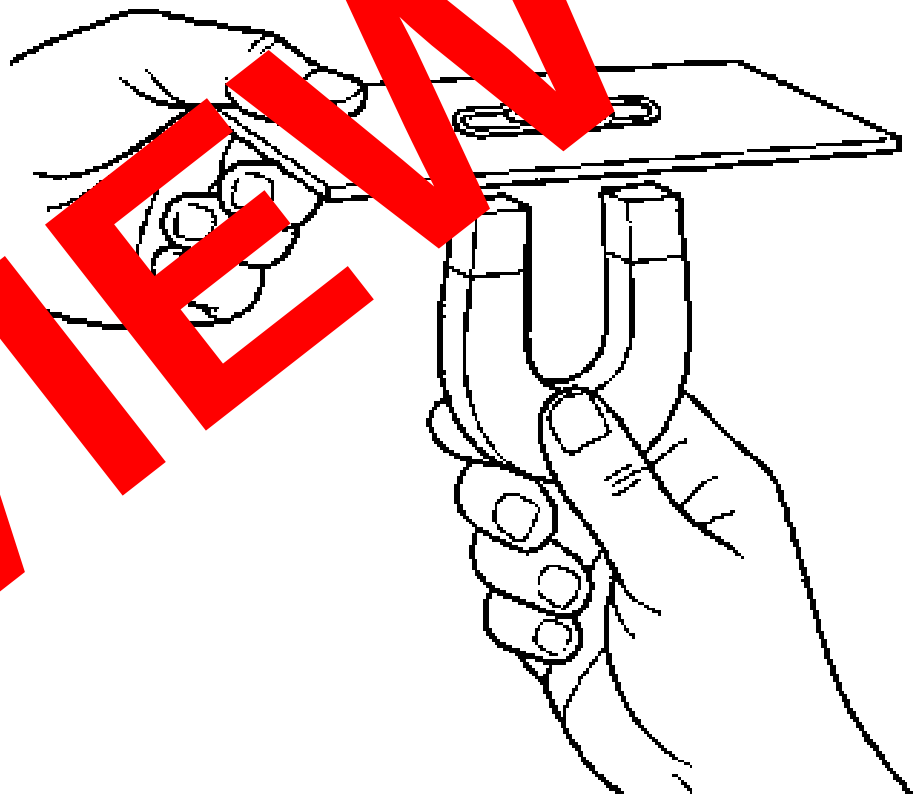
PREVIEW

Sukindi LEARNING



A magnet w[illegible] n[illegible] pu[illegible]this plastic
[illegible]p.

It will no[illegible]ull a lemon.

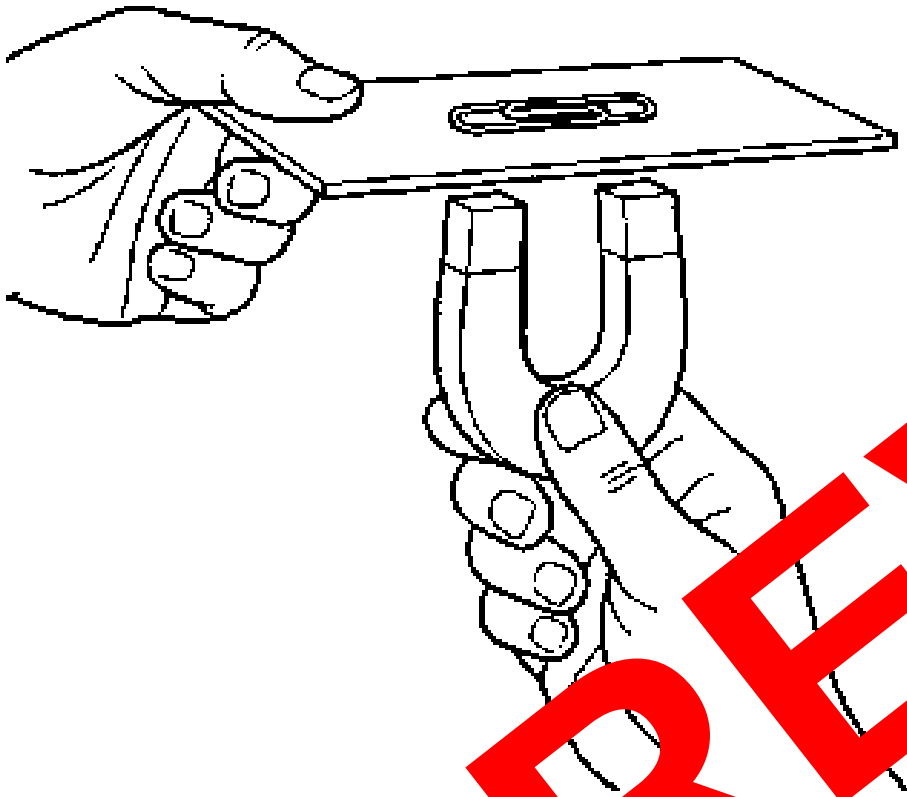


Put a steel clip on thin card.

Put a magnet under the card.

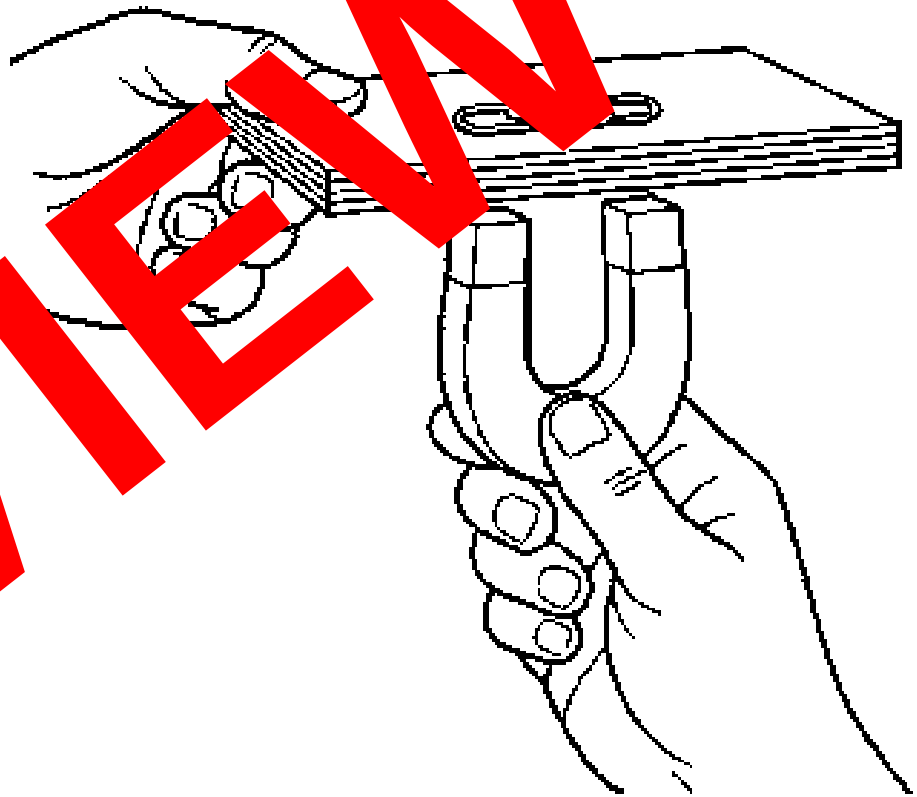
PREVIEW

Sukindi LEARNING



Slide the m gne alo under the
rd.

The clip can de along on top.



Try thick card.

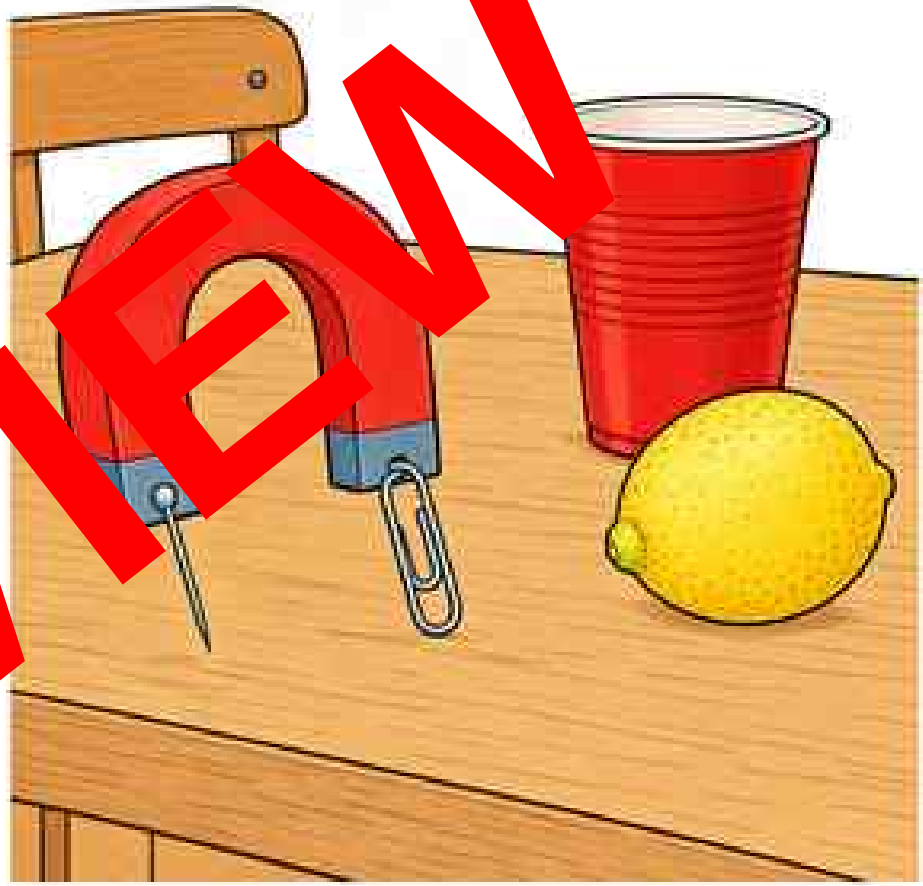
Can the magnet pull the clip as well?

PREVIEW

Sukindi LEARNING

A Magnet





A magnet can pull a steel pin.
It can pull a steel clip.

PREVIEW

Sukindi LEARNING



A magnet will not pull this plastic cup.

It will not pull a lemon.



Put a steel clip on thin card.

Put a magnet under the card.

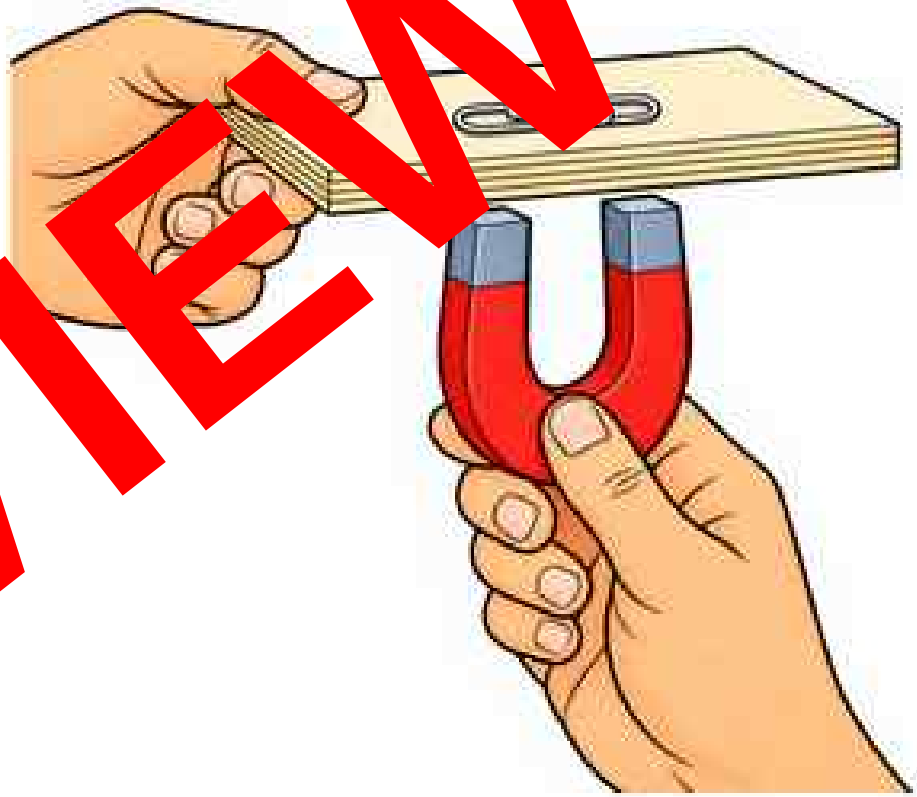
PREVIEW

Sukindi LEARNING



Slide the m gne along under the
rd.

The clip can de along on top.



Try thick card.

Can the magnet pull the clip as well?

PREVIEW

Sukindi LEARNING

Teacher guidance

Introduce the words and model one task. Work together before students try the next example. Read directions aloud as needed.

Teach the focus

Use after all earlier steps through Year 1 Set 19 and explicit teaching of this set. A quiet unstressed vowel may sound like a small uh. Model camel naturally, with a strong first syllable and quiet second vowel. Magnet uses a weak short i here. Do not stretch every vowel into its first-taught sound.

Revisit supported words

Teach a and the before the books. Weak a and weak e are now in scope; [illegible]ed [illegible] was taught earlier. Revisit strong a as a named form. Practise natural weak/strong the[illegible]ag[illegible]8, strong are has taught ar and silent final e; weak are still needs named support[illegible] the [illegible]ugh[illegible]ital pronoun. Do and to have their taught strong oo reading; to m[illegible]be wea[illegible]eech.

Read, correct and understand

Point to the sound spellings, blend, then say the word [illegible]natur[illegible] Supply [illegible] forgotten sound and reblend instead of guessing from a picture. The fa[illegible]y s[illegible]d a[illegible]ses three syllables with a quiet middle vowel. Some speakers leave that vowe[illegible]ut; e[illegible]lain [illegible]at written l is not voiced in that familiar two-syllable form. Explain collar, t[illegible]r, ca[illegible]s and [illegible]ostrils with a concrete example or gesture; nostrils are the openings in th[illegible]ose.

Use the practice page

Pages 2-3: model camel, th[illegible]lend[illegible]a rere[illegible] Page 4: say lemon, collar, cactus for rows 1-3; build with the cut tiles, [illegible]en w[illegible]e eac[illegible]h[illegible]e word. Keep cards upright. Page 5: point to the one sound that changes; [illegible]w sp[illegible]oo can [illegible]ll represent an unchanged sound.

Sort, build [illegible]ck

Page 6 sor[illegible]he spe[illegible]ng of [illegible] quiet vowel, rather than the first sound. Read each word naturally, then find a o[illegible] Page 7: guide the first row, then let students order the next. Check the capital, full stop and m[illegible]ing. Page 9: join meanings, draw the ribbon location and use the given words for a full sentence.

Dictate and reread

Page 8: say lemon, collar, tractor, then The kitten is asleep. Students repeat, write and reread; allow a correction after feedback. Page 10: button is a new transfer word using taught code. Listen for accurate first reading, then smoother rereading. Note a useful next step.

Print, assemble and explore

Print one reader edition on landscape A4 at 100%, single-sided. Cut at the centre guide; stack A5 pages 1-6 and staple left. Do not fold or duplex. Print practice pages on portrait A4. For the magnet test, pretest an ordinary steel clip with the same large classroom magnet and both card thicknesses; supervise small objects. Discuss the actual result without promising a thick-card outcome.

PREVIEW

Sukindi LEARNING

Quiet vowel cards

Say camel as you talk: its e is a quiet uh. Try magnet: its last vowel is a short i. Say each word naturally, then point to the quiet spelling. Cut out the cards to practise.

camel	magnet

a about	e [illegible]el	i family	o lemon
u cactus	e magnet	or tractor	ar collar

PREVIEW

Sukindi LEARNING

Blend, then read

Touch each dot and say its sound. Blend the word, then say it smoothly as you talk. Try camel together first. Keep the quiet vowel natural.

c a m e l

camel

m a g n e t

ma ne

f a m i l y

family

c ll ar

collar

t c t r

tractor

c a c t u s

cactus

r i bb o n

ribbon

a b ou t

about

PREVIEW

Sukindi LEARNING

Build and write

Cut out these tiles. Your teacher will say a word. Say its sounds, build it in one row of boxes, then write the whole word on the lines. Try the first word together.

ar	m	t	l	c	s
o	a	o	c	e	u
ll	n	c			

1

2

3

PREVIEW

Sukindi LEARNING

Change one sound

Read each chain. One sound changes at each move. Try the first pair together. Point to the changed spelling, then write the last word. A rudder helps turn a boat.

kitten > mitten

kitten > kitchen

runner > rubber > rudder

PREVIEW

Sukindi LEARNING

Sort the quiet vowel

Read each word naturally. Listen for its quiet vowel, then look at the spelling. Cut out the cards. Sort them under a or o. Keep every card upright inside its space.

about	ribbon	wagon
lemon	away	panda

PREVIEW

quiet a	quiet o

Sukindi LEARNING

Build a sentence

Cut out the tiles. Order the words in the blank row. Try the first sentence together: start with its capital, finish at the full stop and check the meaning. Write each whole sentence.

asleep.	The	is	kitten

steel.	[illegible]n	A	pull	magnet

Read both sentences aloud. Check their meaning, capital and full stop.

PREVIEW

Sukindi LEARNING

Read, remember, write

Say a, the and are with your teacher. Then listen to three words and a sentence. Repeat each one, write it and reread it. Check and correct after feedback.

a	the	are

Use the ar sound in car to read are. The last e is silent. Say [illegible] clearly, [illegible] hear it in a sentence with your teacher. It may sound quieter.

PREVIEW

1 _____

2 _____

3 _____

4 _____

Sukindi LEARNING

Match and respond

Read the words and sentences. Join each word to the sentence that matches its book.
Read your matches aloud to check their meaning.

kitten	It has a hump.
lemon	It can p[illegible]el.
camel	It [illegible]ell out.
magnet	It fell asleep.

PREVIEW

Where did [illegible] ribbon g[illegible] stuck? Draw it. Use these words to write a sentence.

under the bed The ribbon slid

Sukindi LEARNING

Read it smoothly

Read these new sentences carefully. Look at every sound spelling. Then reread smoothly. Tell your teacher how a quiet vowel helped you read a word.

The family sat by the pond.

A button fell on the rug.

PREVIEW

After rereading, tick what you noticed.

- ☐ I can blend it.
- ☐ I can read it with.

Copy this sentence to read your writing.

The kitten sat on the rug.

Teacher observations

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Year 1 Set 21 Final le, el nd at

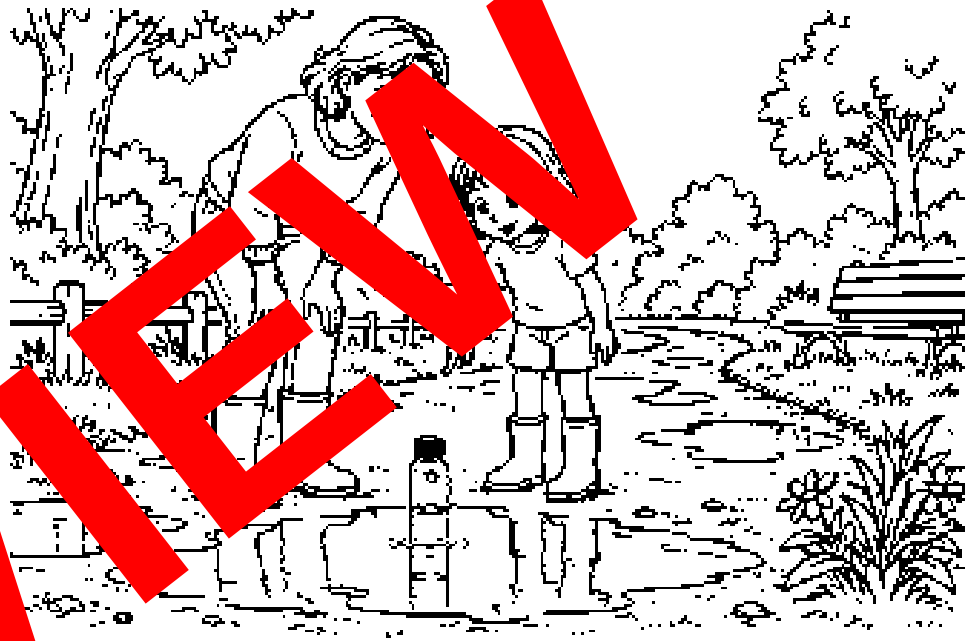
PREVIEW

Table of Conte
Phonics Companion Pack
Book 1: The Bottle i he Puddle (B&W) (Fiction)
Book 1: Th ottle n th uddle (Colour) (Fiction)
Bo 2: T Rid e in the Tunnel (B&W) (Fiction)
Book 2: The Riddle in the Tunnel (Colour) (Fiction)
Book 3: Metal Handles (B&W) (Non-fiction)
Book 3: Metal Handles (Colour) (Non-fiction)
Book 4: Long, Longer, Longest (B&W) (Non-fiction)
Book 4: Long, Longer, Longest (Colour) (Non-fiction)

Year 1 Set 2: /ʌ/ as in brother, double, rubbish; /ʊ/ as in pull; /ɪ/ before pronunciation of /ŋ/ in verified longer words | Fiction

The Bottle in the Puddle

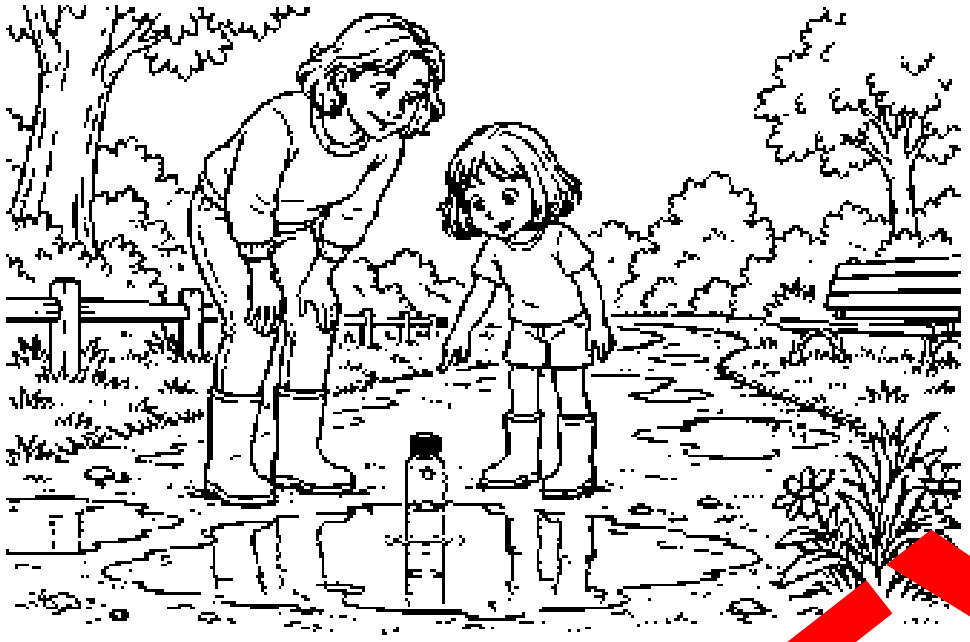




Mum and I found a little bottle.
It sat in the middle of a puddle.

PREVIEW

Sukindi LEARNING



The little bottle had [illegible] lid.
A bubble sat [illegible] lid.



Mum held the bottle and I turned the lid.
Then the lid came off.

PREVIEW

Sukindi LEARNING



At home, we cleaned the
little bottle.
Mum mixed soap and
water for bubbles.



I blew a bubble.
It grew bigger and bigger,
then popped!

PREVIEW

Sukindi
LEARNING

The Bottle in the Puddle





Mum and I found a little bottle.
It sat in the middle of a puddle.

PREVIEW

Sukindi LEARNING



The little bottle had [illegible] lid.
A bubble sat [illegible] lid.



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PREVIEW

Sukindi LEARNING



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water for bubbles.

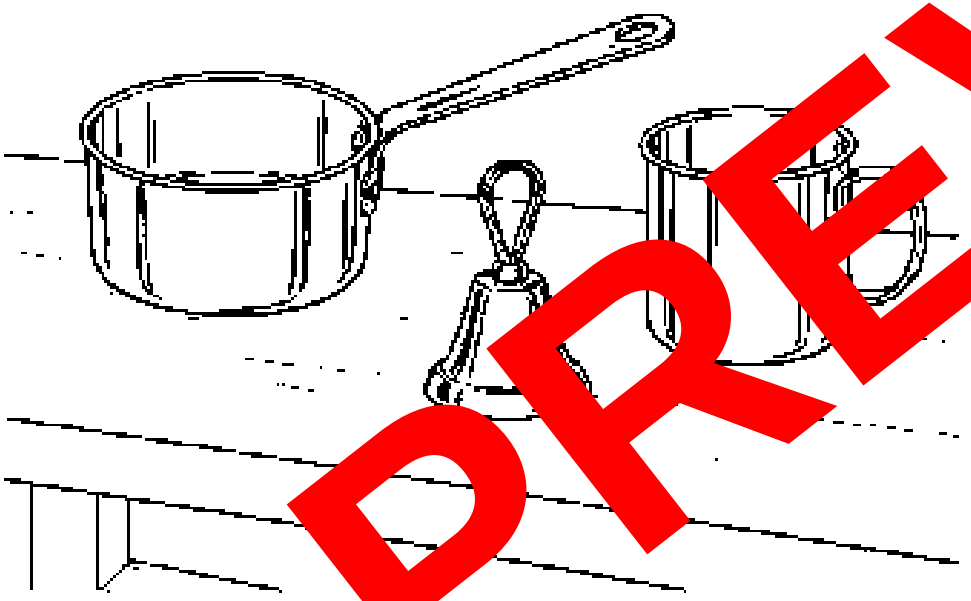


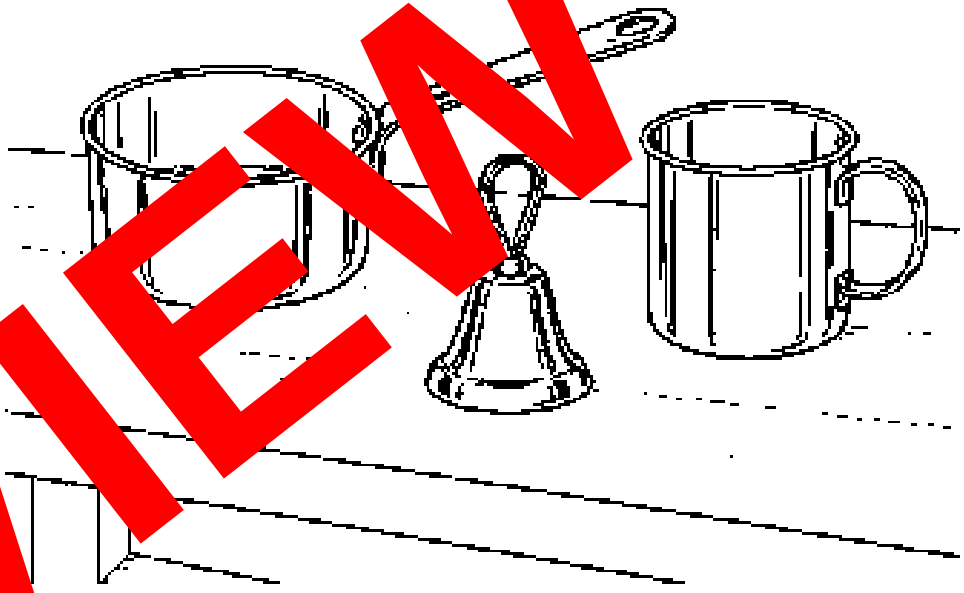
I blew a bubble.
It grew bigger and bigger,
then popped!

PREVIEW

Sukindi LEARNING

Metal Handles

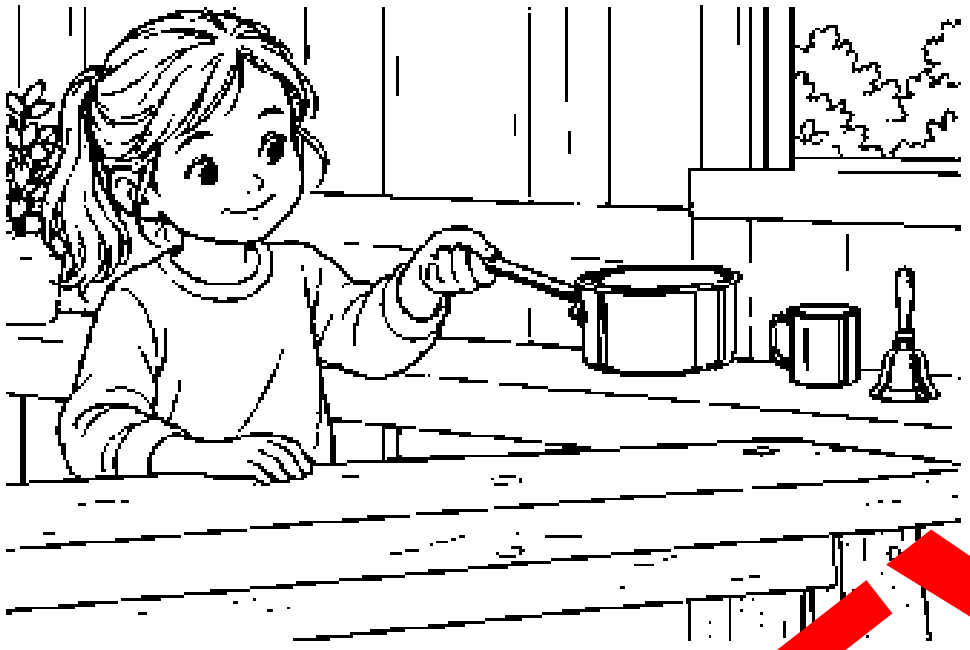




A handle can help us grip a thing.
This metal pan has a long handle.

PREVIEW

Sukindi LEARNING



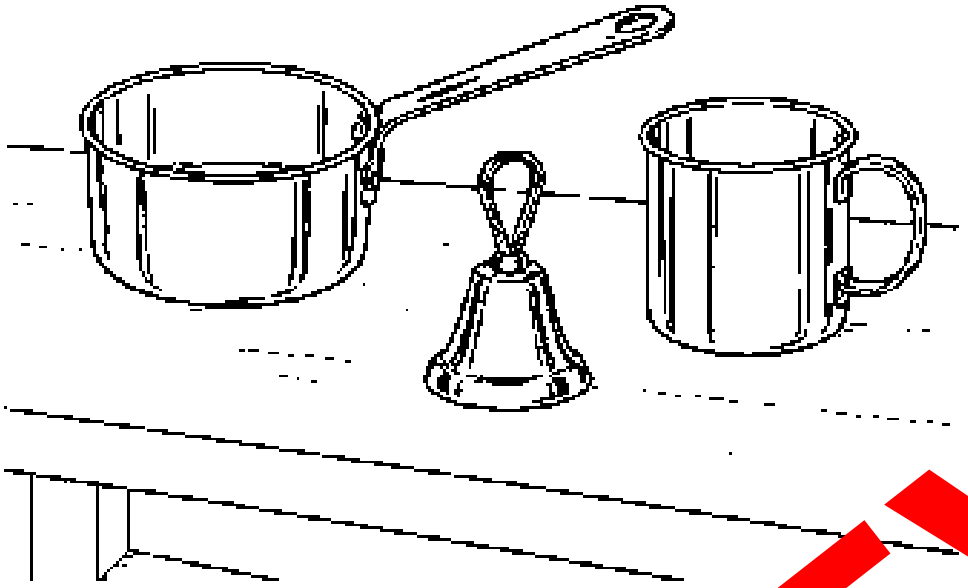
The pan is cool.
We can grip the handle
and lift it.



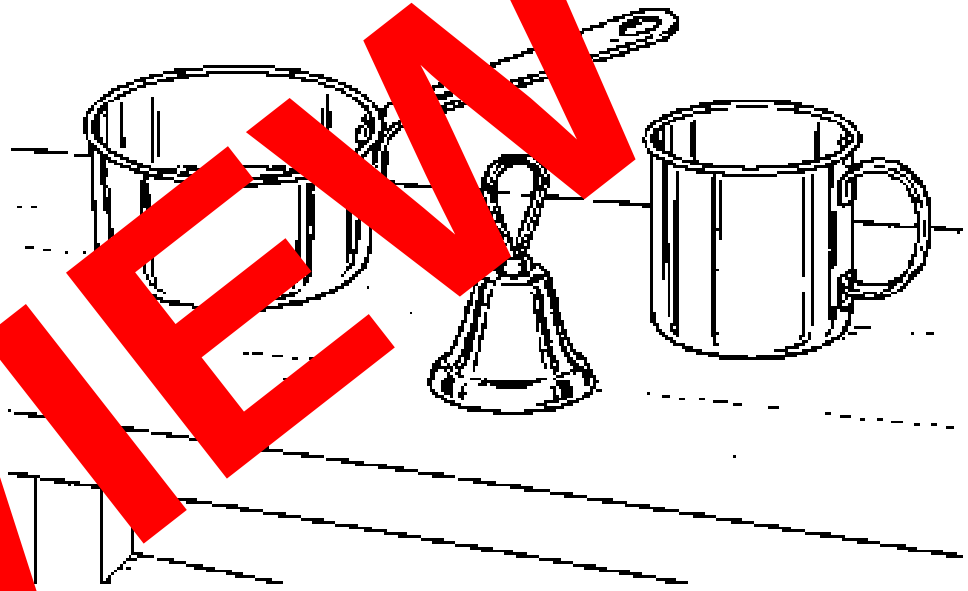
This little bell has a metal handle.
Grip the handle, then ring the bell.

PREVIEW

Sukindi LEARNING



This mug has a me[illegible]
hand[illegible].
The handle is [illegible] loop
[illegible] the sid[illegible].



A handle can be long,
short or round.
We pick a handle that fits
the hand.

PREVIEW

Sukindi
LEARNING

Metal Handles



PREVIEW



A handle can help us grip a thing.
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Sukindi LEARNING



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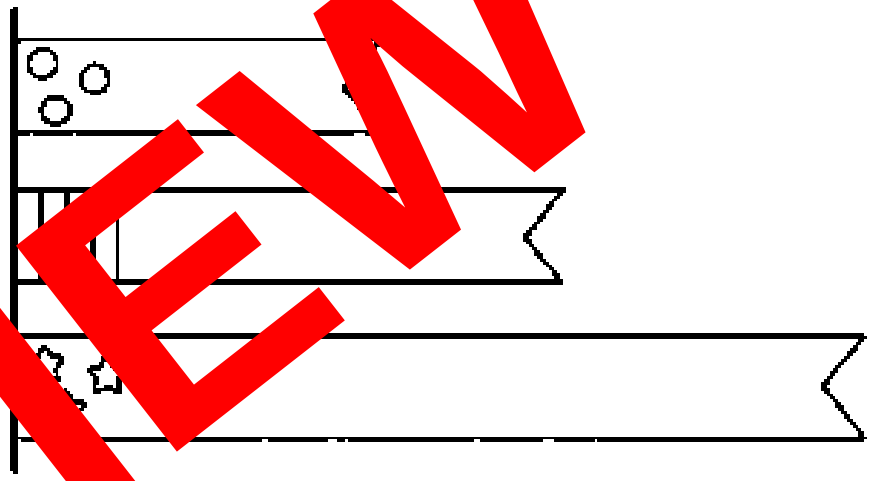
PREVIEW

Sukindi
LEARNING

Long, Longer, Longest

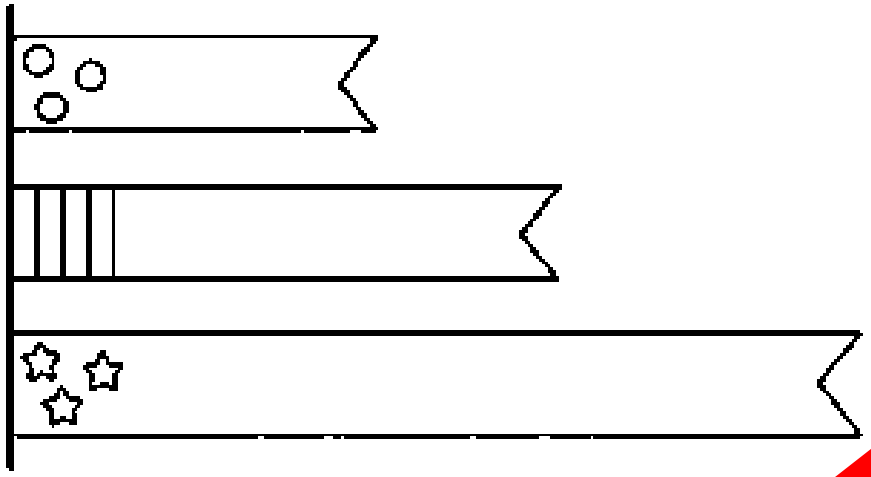


PREVIEW

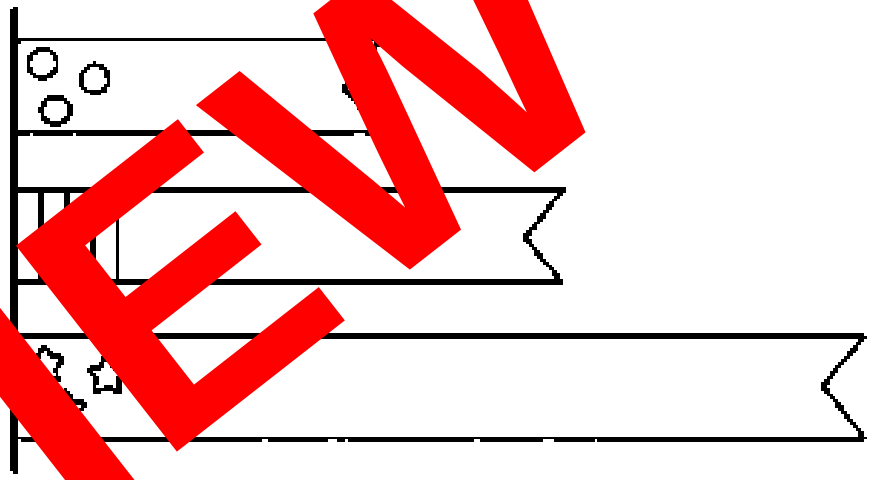


We can line up three bits of ribbon.
Start each bit at the same line.

Sukindi LEARNING



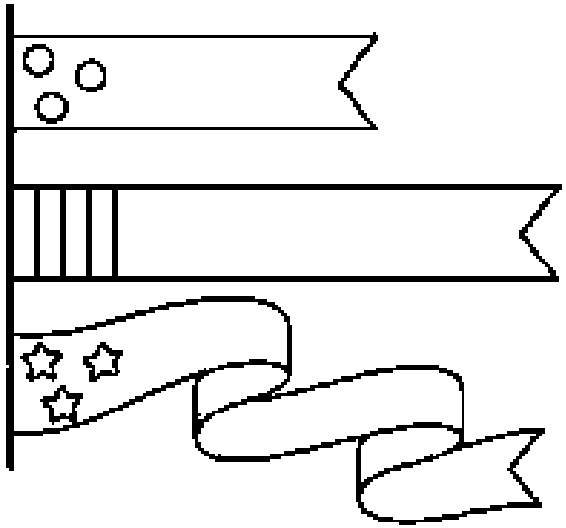
The top bit is long
The middle bit is long
than the top bit.



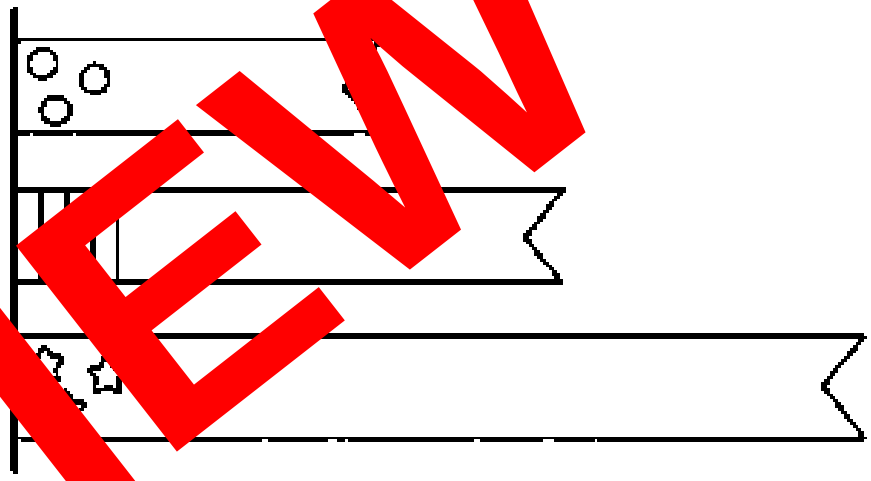
The bottom bit is the longest.
It is longer than the middle bit.

PREVIEW

Sukindi LEARNING



A long bit can curl up in the middle.
Pull it out flat and stretch it.



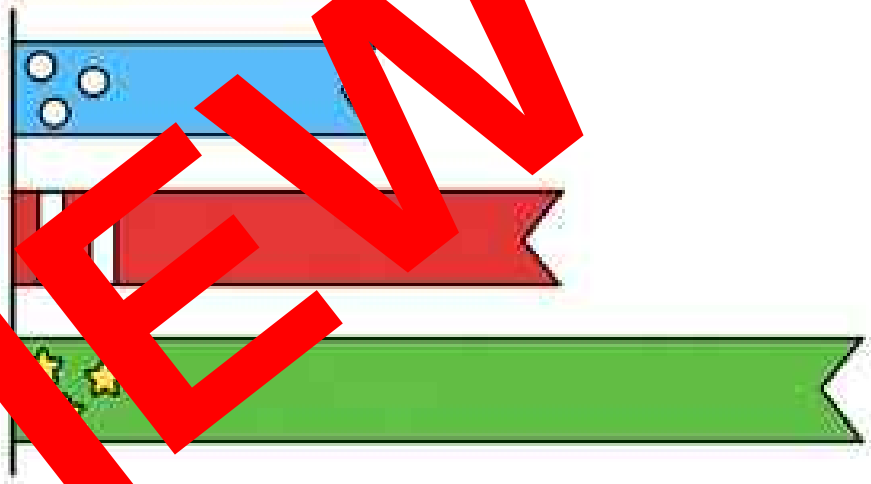
Now line up the ends again.
The bit that looks small can be the longest!

PREVIEW

Sukindi LEARNING

Long, Longer, Longest

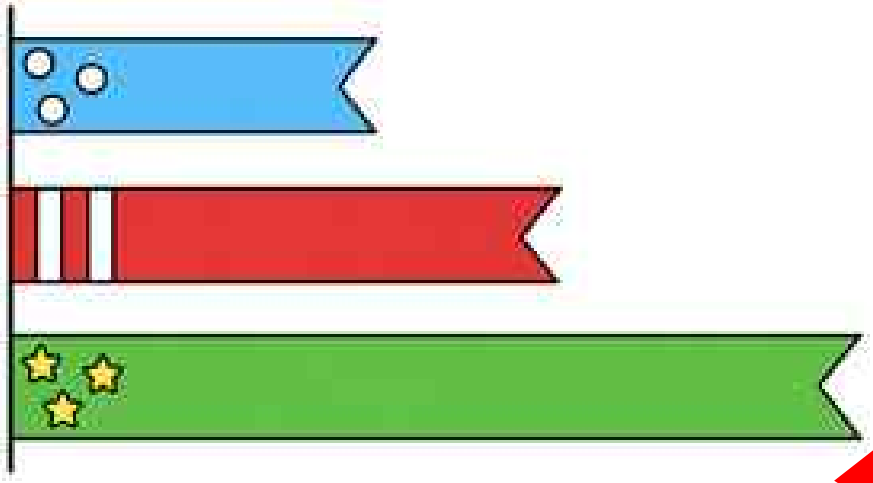




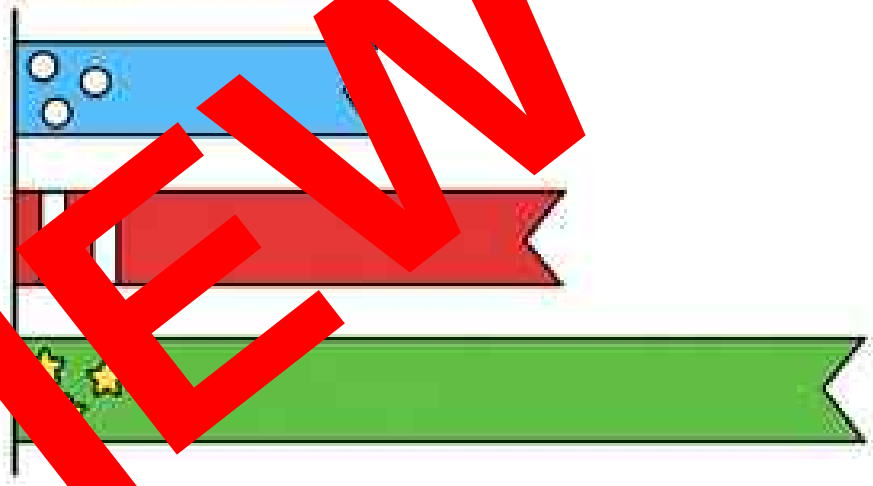
We can line up three bits of ribbon.
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PREVIEW

Sukindi LEARNING



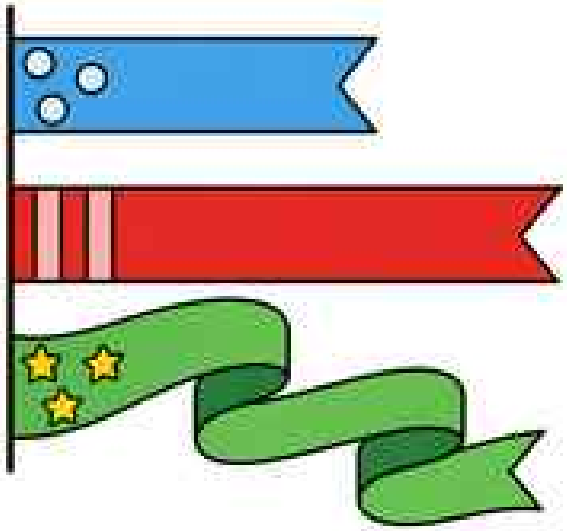
The top bit is long
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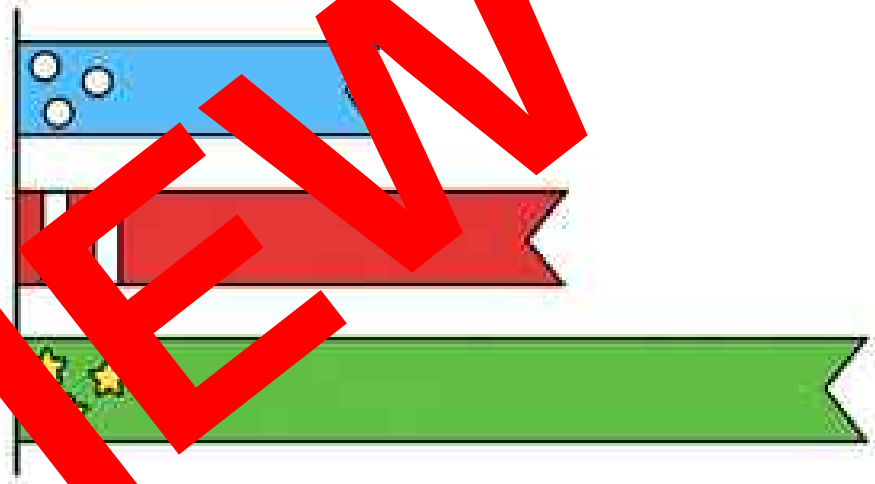
The bottom bit is the longest.
It is longer than the middle bit.

PREVIEW

Sukindi LEARNING



A long bit can curl up in the middle.
Pull it out flat and match it.



Now line up the ends again.
The bit that looks small can be the longest!

PREVIEW

Sukindi LEARNING

Teacher guidance

Teach the code first. Read directions together, then let students try.

Focus and prerequisites

Use after every earlier scope step through Year 1 Set 21 has been taught. Practise final le, el and al as weak vowel + /l/, and n=/ng/ before the pronounced g in jungle, longer and longest. Revisit sentence capitals, I, Mum and Dad.

Model, guide, then try

Say bubble sound by sound: /b/ /u/ /b/ /uh/ /l/. Show that written le has two sounds. Blend the whole word naturally. Model bottle, blend metal together, then let students try tunnel. Supply a missing sound and reblend; do not guess from pictures.

Current word support

Teach a (weak "uh"; support strong "ay"), of (f=/v/), water (…or/), …ay=/e/) and again (ai=/e/) before use. The weak vowels in a/again and fin…r in w…ter a… …w taught; final s=/z/ in says is taught too. The weak and strong forms …the… and the current forms of little/animal now meet their explicit review condi…

Support in each book

The Bottle In the Puddle: a, of, water. Th… Puddle … the …nnel: a, says. Metal Handles: a. Long, Longer, Longest: a, of, again…y each …tu…lly, identify its supported part, then reread the full sentence.

Build, dictate and check

Page 4: say bubble, th… …net… Pag… …ictate bottle, tunnel, then "The little bell can ring." Say the whole item, …eat it… …r stud…nts segment/write, then reread. Page 8 also practises of/says. Check … wh… par… …d discuss one useful correction.

Check answers and …

On page 5 o… first sound changes in each pair. On page 6 sort by the written ending; the endings sou… alike. On page 7 check meaning, capital, spaces and full stop. On page 9 ask why each des…ption fits. Use a cool pan only; ribbon ends start together before comparing.

Print and assemble

Readers: A4 landscape, actual size 100%, single-sided. Cut at the centre, stack A5 pages 1-6, staple left. Choose one edition per book. These are sequential pages, not folded booklets. Companion: ten portrait A4 pages. Use full-size cards beside the practice page; keep pieces away from young children.

PREVIEW

Sukindi LEARNING

Hear the ending

Say each ending with your teacher. Listen for a quick /uh/ sound, then /l/. Try it together before you read the words on the next page.

le	el	al
two sounds	two sounds	two sounds

PREVIEW

j u n g le

Hear /ng/, then /g/ in jungle. The g has its own sound. Say the whole word together.

Sukindi LEARNING

Blend and read

Touch a dot for each sound. Some written endings have two sounds. Blend a row with your teacher, then try the next row yourself.

bottle • • • ••	metal • • • ••
tunnel • • ••	apple • • ••
jungle • • • • ••	longer • • • • •

PREVIEW

Sukindi LEARNING

Say, build and write

Cut out the tiles. Listen to the two page 1 word prompts. Say each word, build it in a row of boxes, then write and reread it.

bb	m	le	e
u	al	b	t

PREVIEW

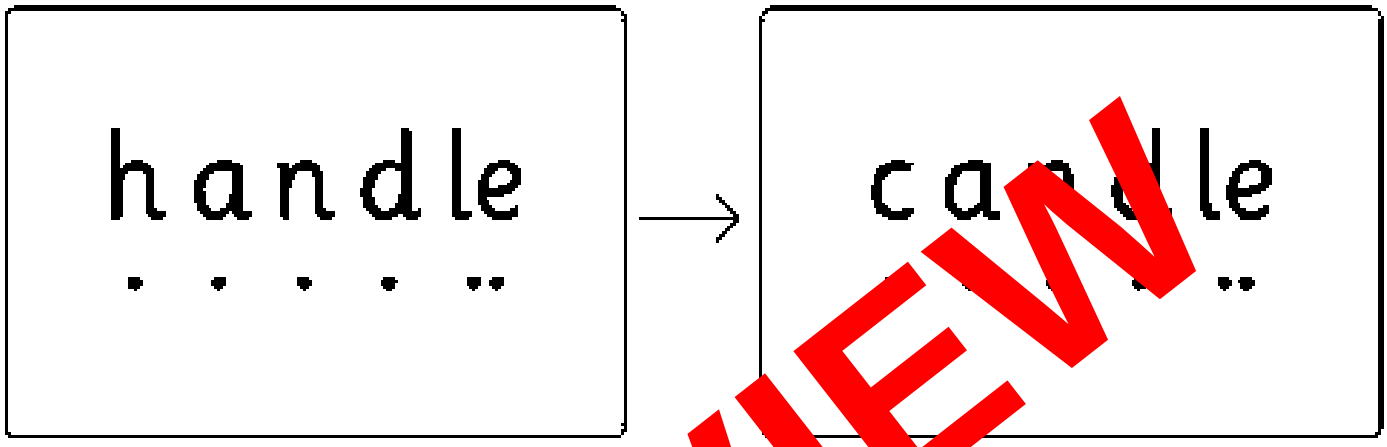
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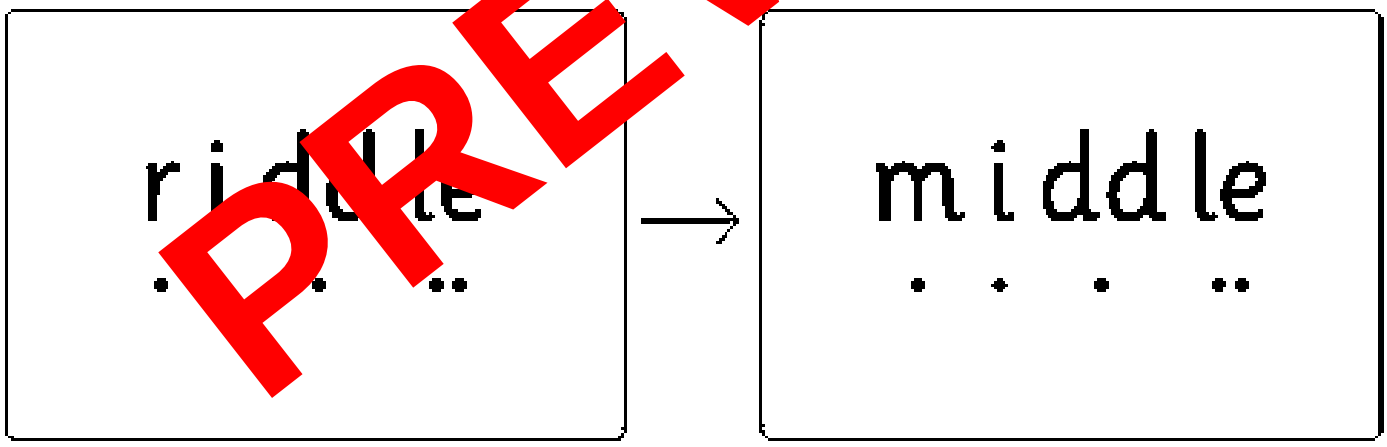
2

Sukindi LEARNING

Change one sound

Read each pair. Say the sounds in both words. Circle the written part that changes. Then choose one word to write on the lines.





PREVIEW

Sukindi
LEARNING

Sort the endings

Read the cards. The endings sound alike. Look at the last letters and sort the cards into le, el and al. Keep every card upright.

metal	apple	tunnel
little	camel	animal

le	el	al

PREVIEW

Sukindi LEARNING

Build sentences

Read the words. Number the boxes to make a sentence. Write the whole sentence on its wide lines. Reread it to check the meaning.

can ☐	bell ☐	ring. ☐
The ☐	little ☐	

PREVIEW

h☐	a ☐	pan ☐
handle. ☐	The ☐	metal ☐

Sukindi LEARNING

Listen, write and check

Listen to the page 1 prompts. Say each one, write it, then read it back. Read of and says together. Cover the words, write them below, then uncover and check.

1 _____

2 _____

Write the whole sentence.

_____

PREVIEW

of	says

_____ _____

Sukindi LEARNING

Match the meaning

Read each word and description. Draw a line to show the match. Then draw a part you liked in The Riddle in the Tunnel and add one word.

tunnel	A We can grip this to lift a pan.
puddle	B We can go in at the end and get out at the end.
handle	C Rain can fill this dip in the ground.

PREVIEW

Sukindi LEARNING

Read, write and reflect

Read these words and new sentences to someone. Read again so they sound like talking. Copy the second sentence, then check your work.

candle	riddle
longest	animal

PREVIEW

The little animal is in the middle.

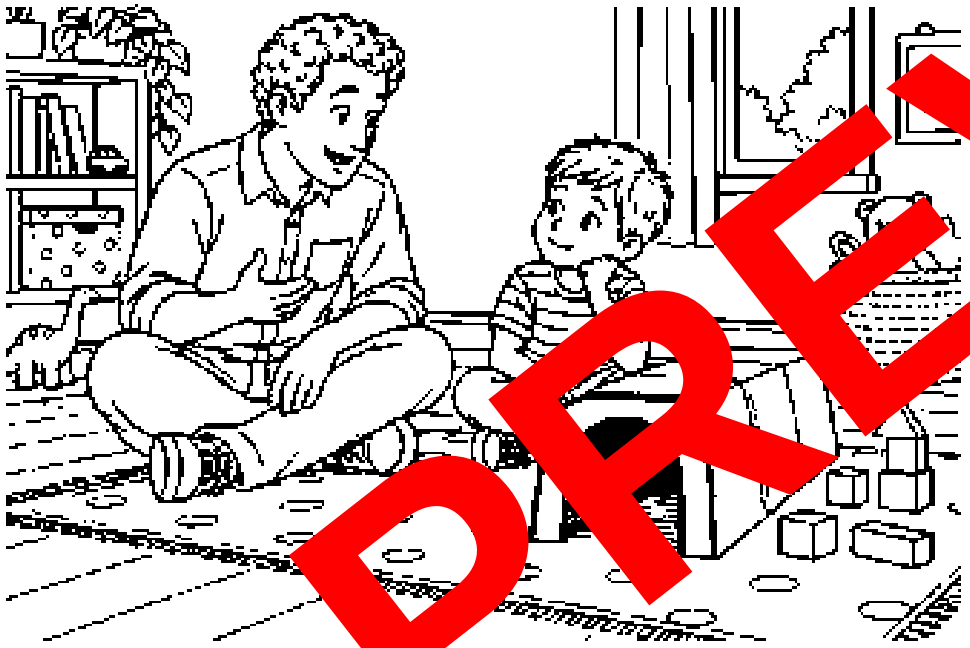
The animal candle is longer.

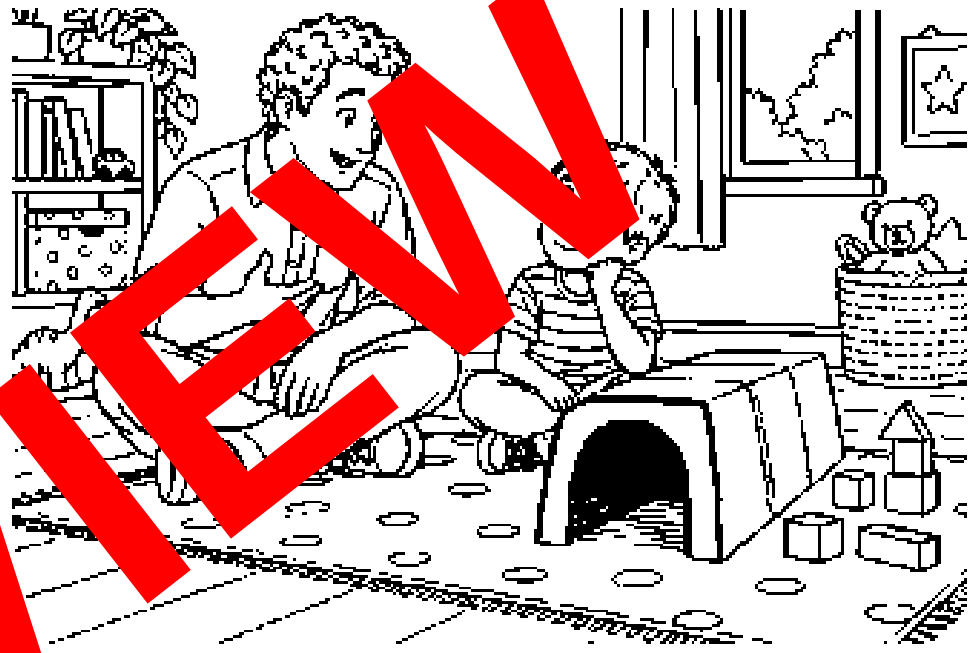
☐ I checked each sound. ☐ I read it smoothly.

Teacher observations:

Sukindi LEARNING

The Riddle in the Tunnel

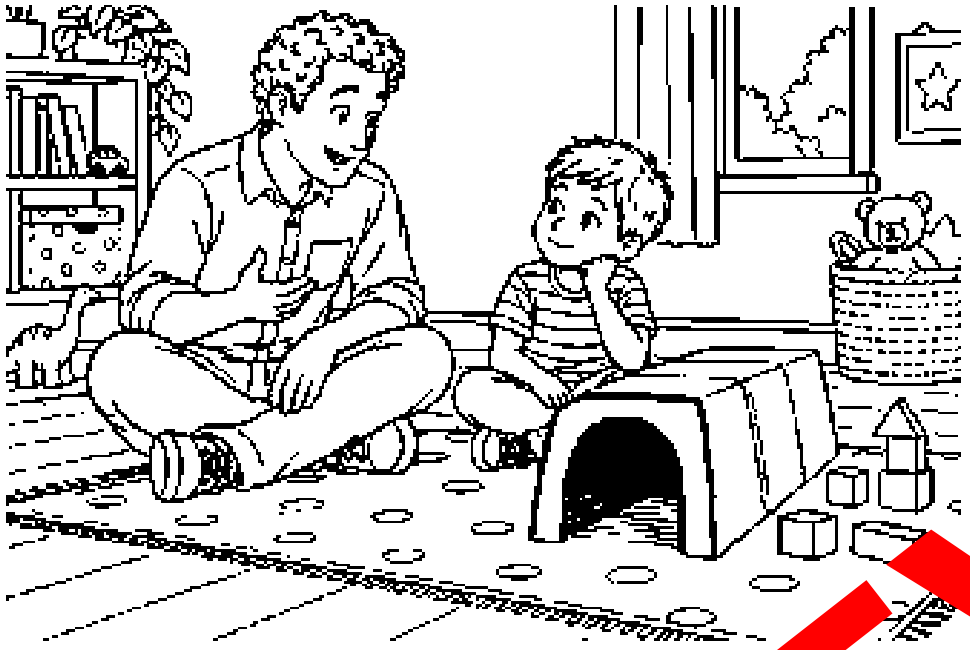




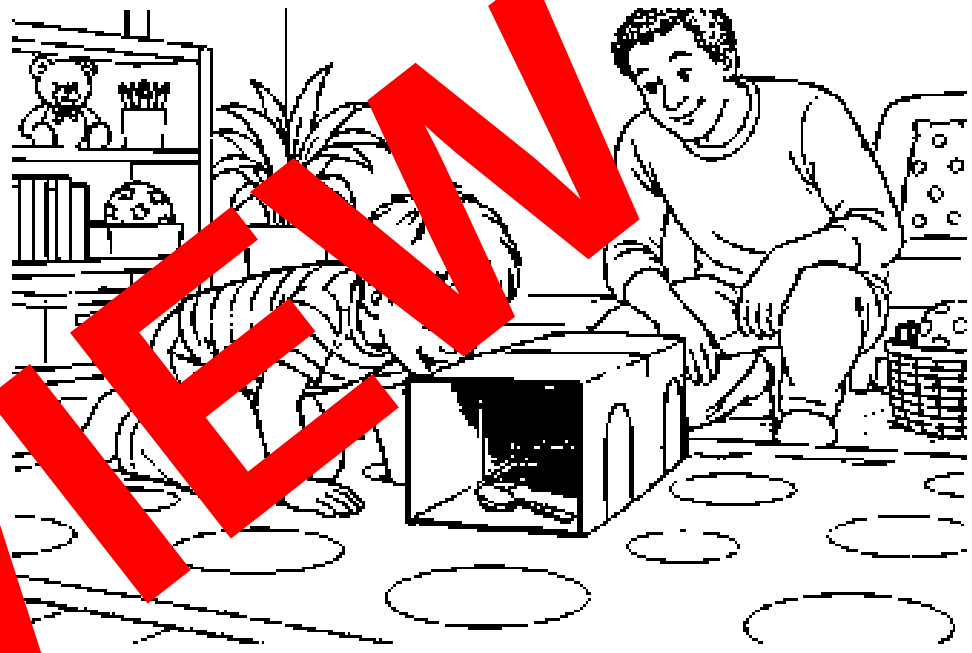
Dad hid a thing near the toy tunnel.
He has a little riddle for me.

PREVIEW

Sukindi LEARNING



It has a little hand
It is metal and can ring.



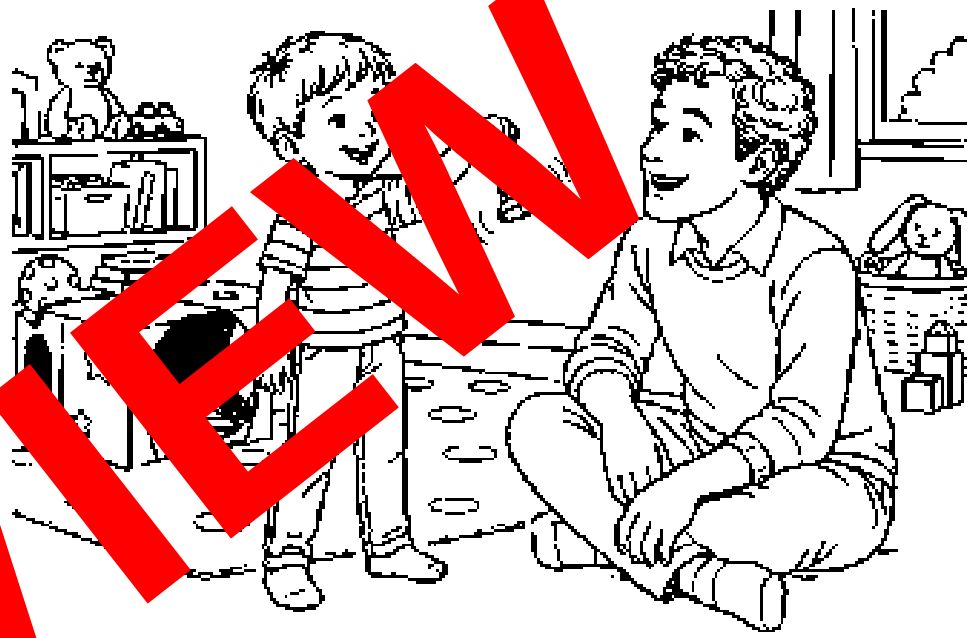
I look in the little toy tunnel.
I spot a spoon, but it cannot ring.

PREVIEW

Sukindi LEARNING



Here is a little metal [illegible].
It is next to the toy [illegible].



I ring the bell for Dad.
"That is it!" he says with a grin.

PREVIEW

Sukindi LEARNING

The Riddle in the Tunnel





Dad hid a thing near the toy tunnel.
He has a little riddle for me.

PREVIEW

Sukindi LEARNING



It has a little hand
It is metal and can ring.



I look in the little toy tunnel.
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Sukindi LEARNING



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PREVIEW

Sukindi LEARNING



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Year 1 Set 22 Open Syllables

PREVIEW

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Book 1: The Paper Robot (Colour) (Fiction)
Book 2: A Super Day at the Gym (B&W) (Fiction)
Book 2: A Super Day at the Gym (Colour) (Fiction)
Book 3: A Baby Tiger (B&W) (Non-fiction)
Book 3: A Baby Tiger (Colour) (Non-fiction)
Book 4: An Emu (B&W) (Non-fiction)
Book 4: An Emu (Colour) (Non-fiction)

Year 1 Set 22 a e i o u long readings in open syllables; internal gold Fiction

The Paper Robot



PREVIEW

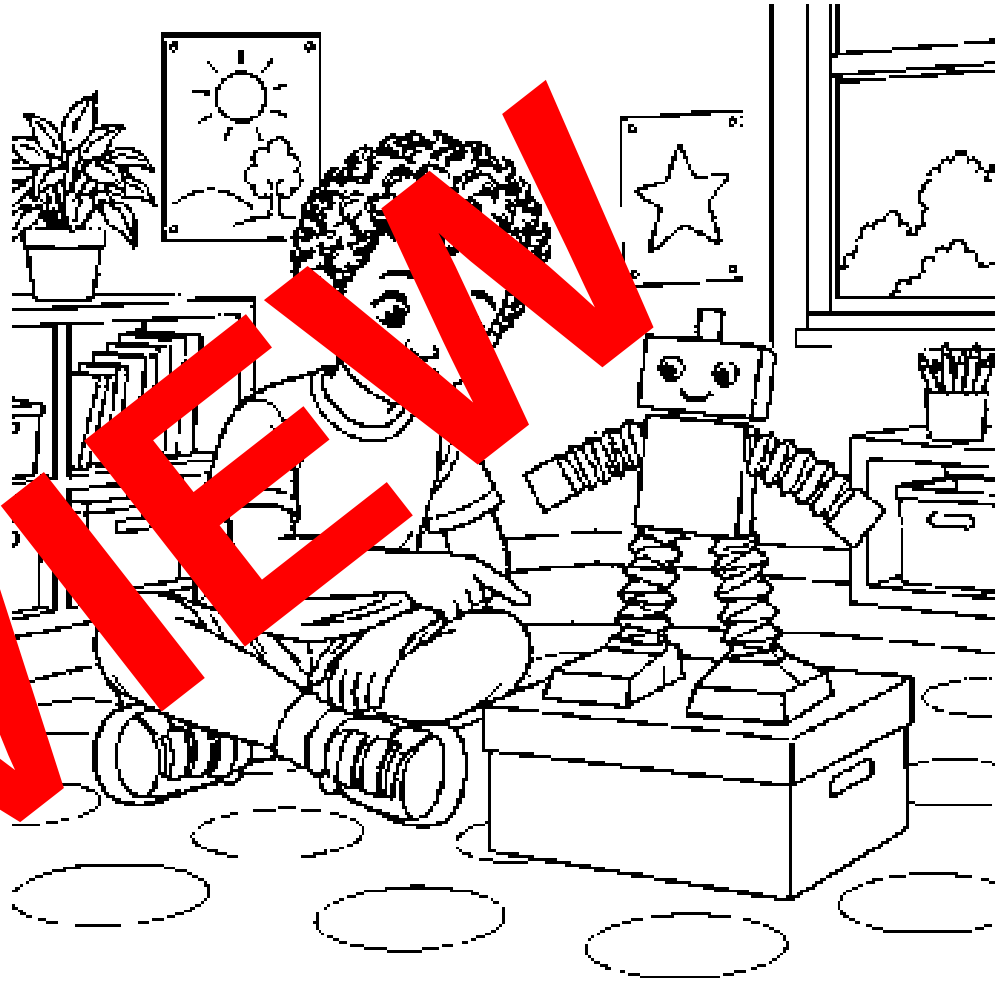


I make a paper robot.
Its legs can bend.

Sukindi LEARNING



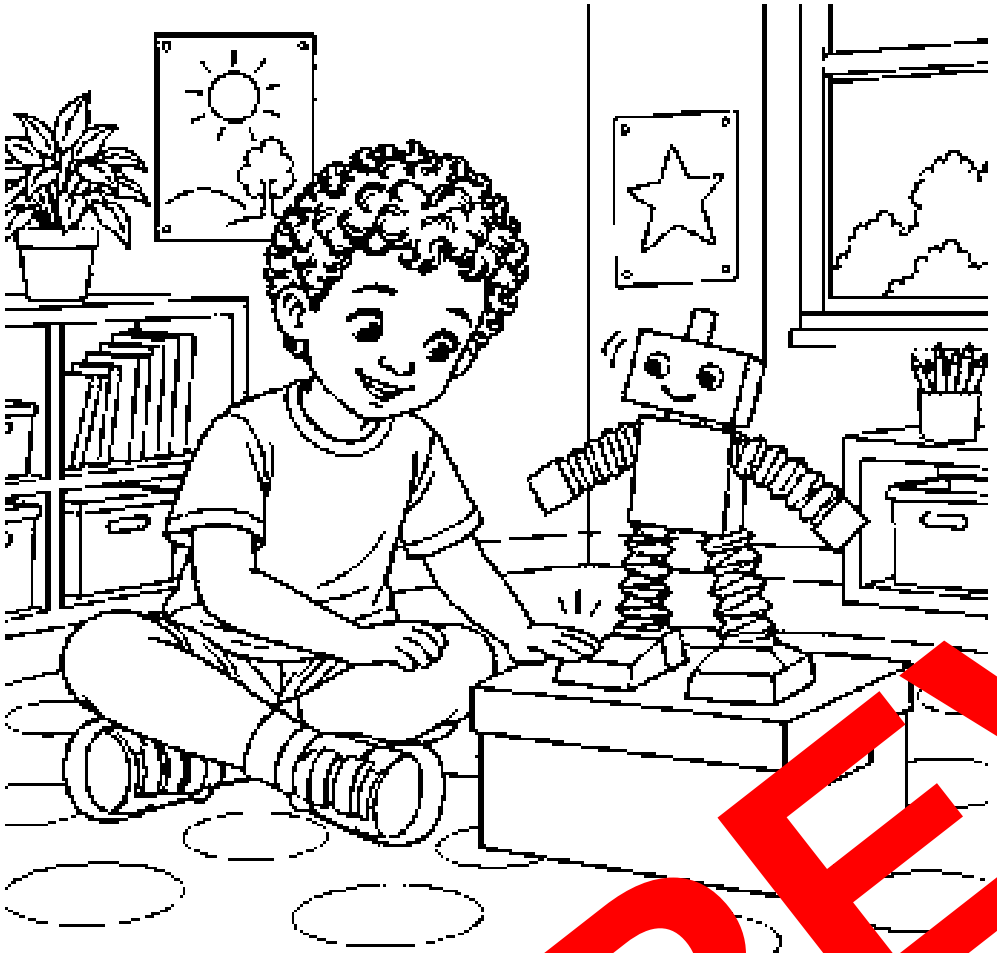
I set my robot [illegible] bo
It tips to the [illegible]de.



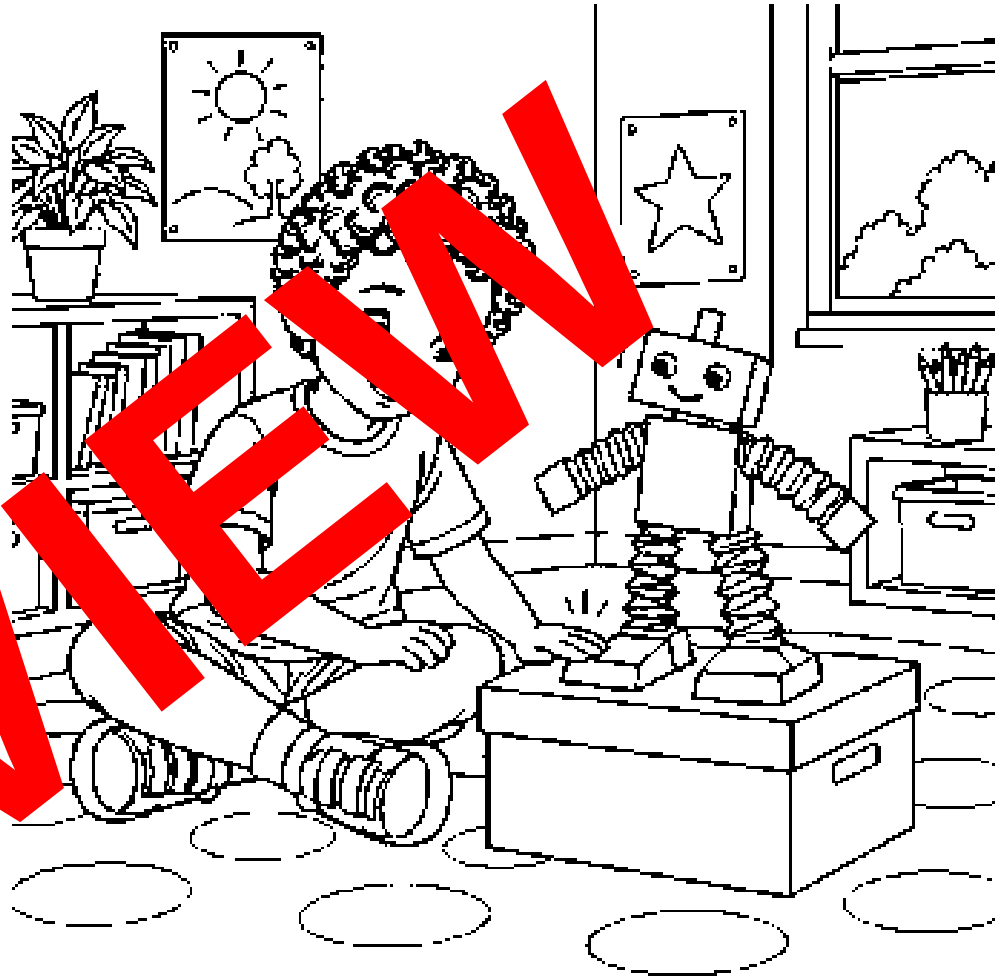
I make its feet big and flat.
Now my robot can stand.

PREVIEW

Sukindi LEARNING



I tap on its foo[illegible]
My robot n[illegible] to t[illegible] mu[illegible].



My super paper robot has a job.
It keeps the beat with me.

PREVIEW

Sukindi LEARNING

The Paper Robot

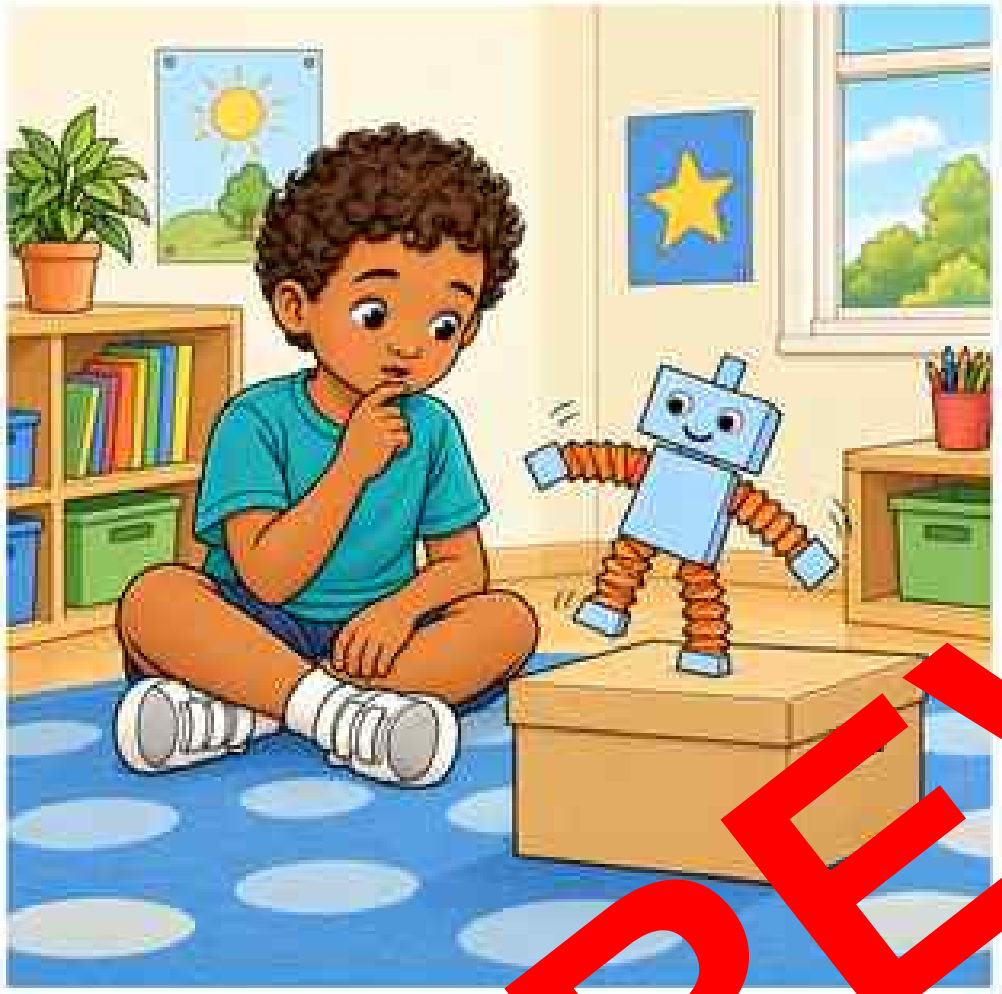


PREVIEW



I make a paper robot.
Its legs can bend.

Sukindi LEARNING



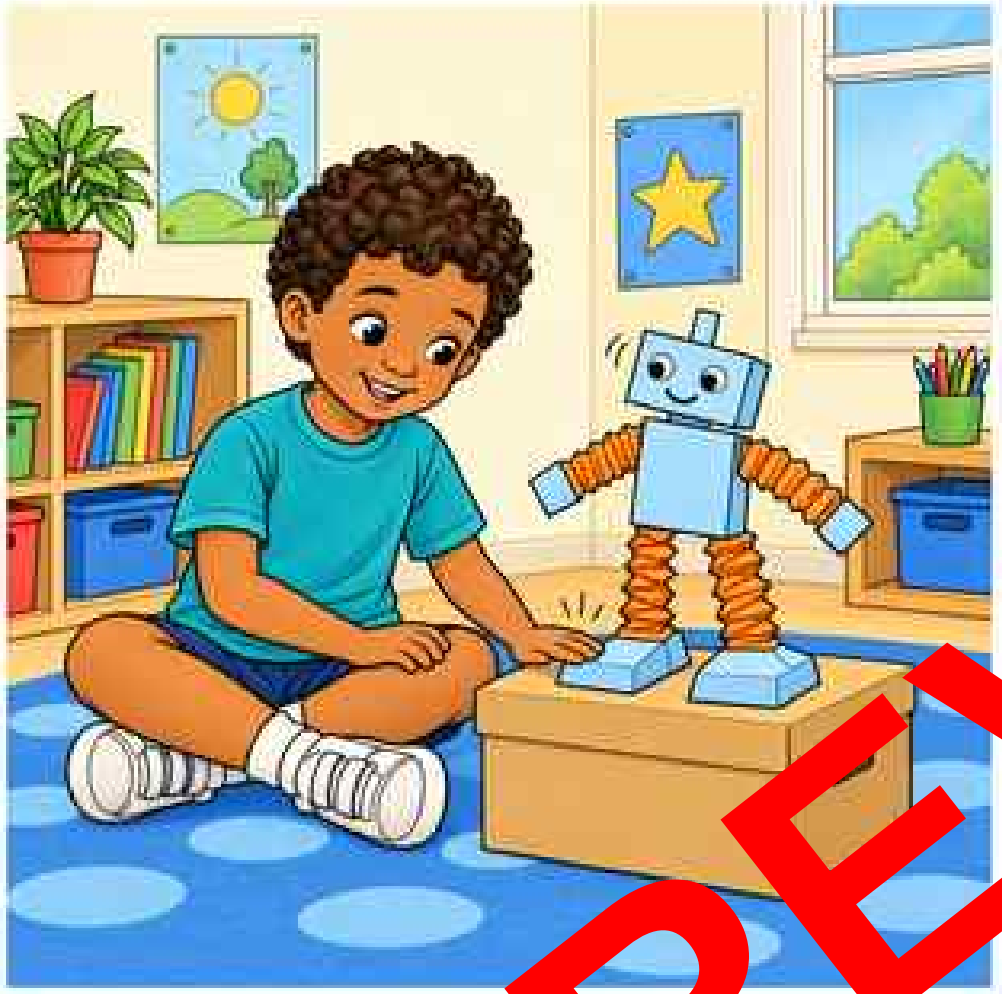
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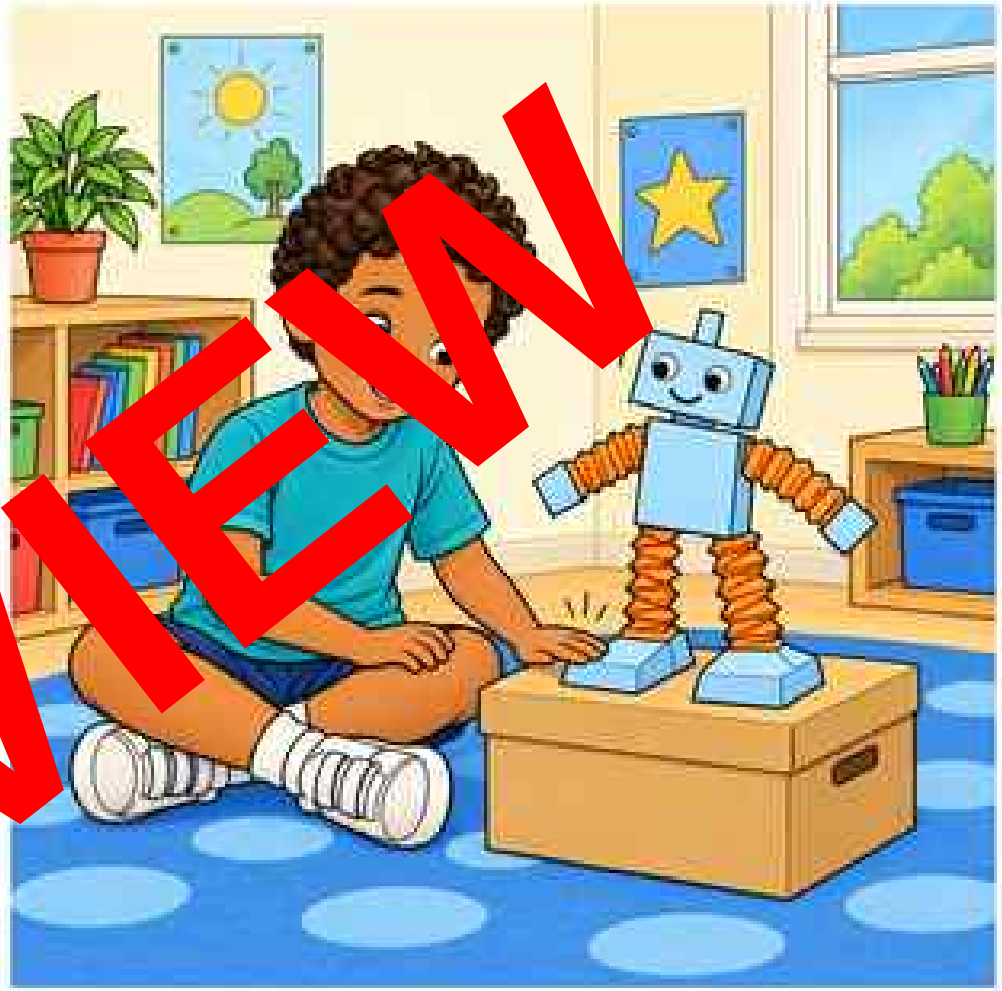
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PREVIEW

Sukindi LEARNING



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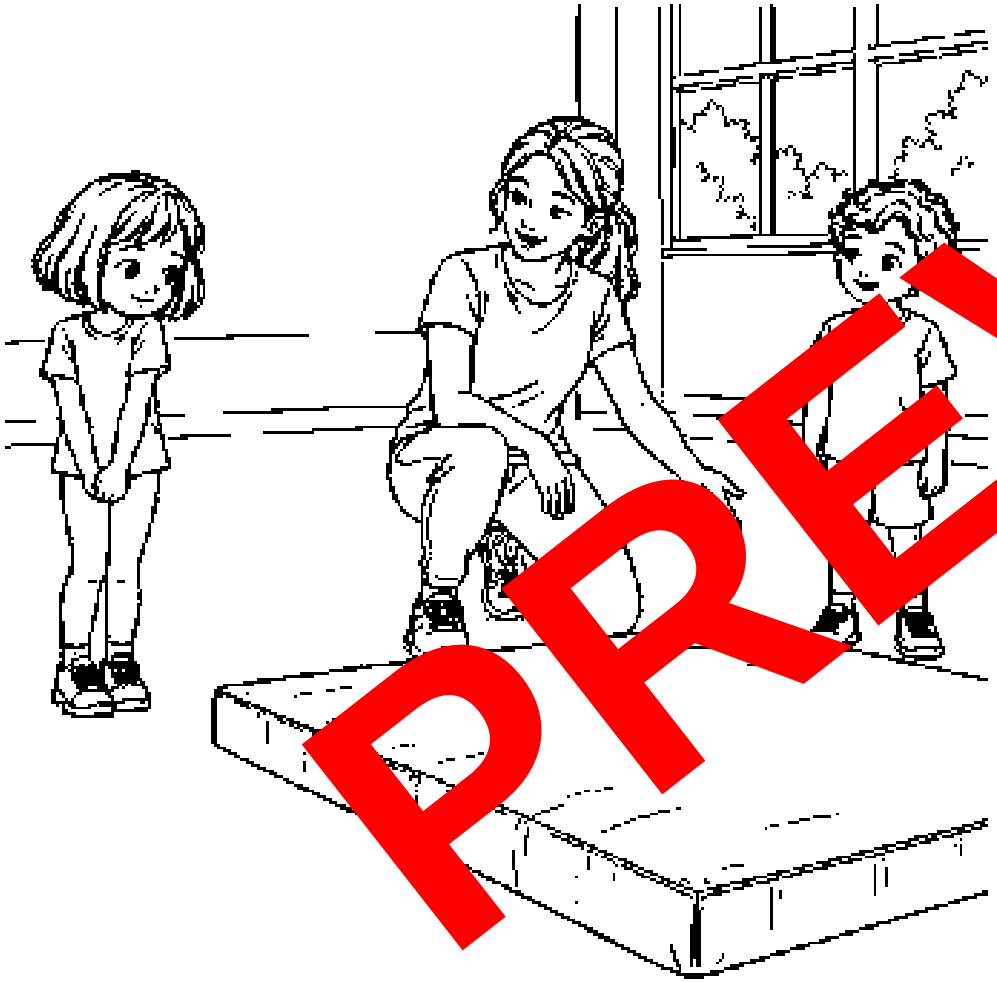
My super paper robot has a job.
It keeps the beat with me.

PREVIEW

Sukindi LEARNING

Year 1 Set 22 a e i o u long readings in open syllables; internal gold Fiction

A Super Day at the Gym

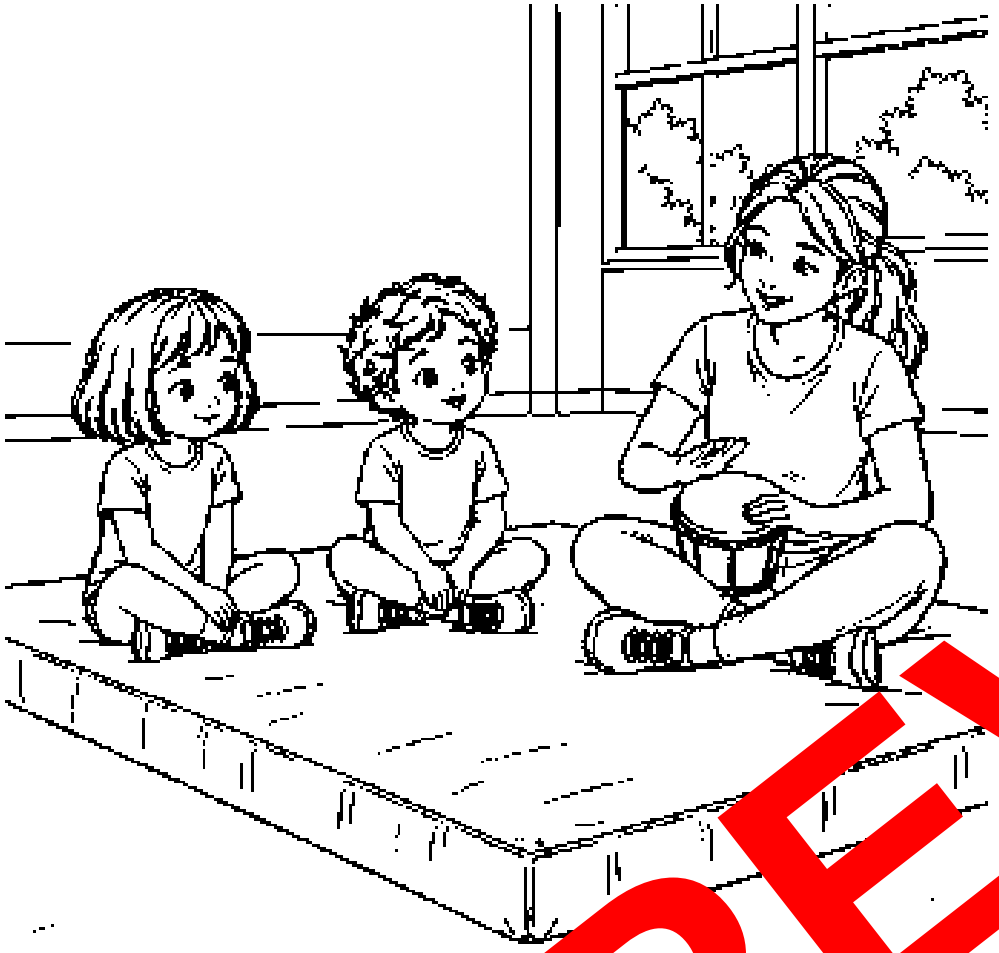


PREVIEW



It is my first day at the gym.
I feel shy.

Sukindi LEARNING



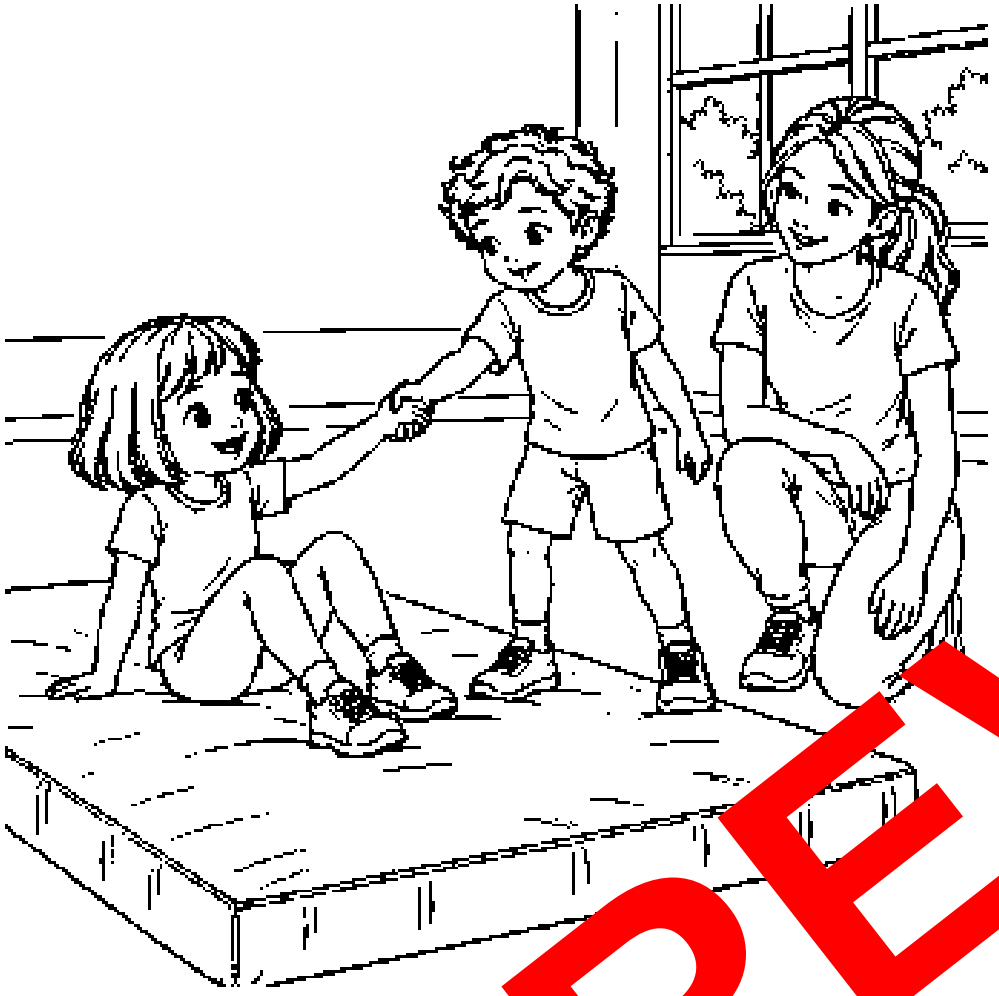
I sit on a big m
A lady taps drum



We skip to the music.
I land with a bump.

PREVIEW

Sukindi LEARNING



My friend help[illegible]ge[illegible]o.
I give my fr[illegible]d a [illegible]g gr[illegible]



We jump and spin to the beat.
It is a super day at the gym!

PREVIEW

Sukindi
LEARNING

A Super Day at the Gym



PREVIEW



It is my first day at the gym.
I feel shy.

Sukindi LEARNING



I sit on a big m
A lady taps drum



We skip to the music.
I land with a bump.

PREVIEW

Sukindi LEARNING



My friend helps me get up.
I give my friend a big grin.



We jump and spin to the beat.
It is a super day at the gym!

PREVIEW

Sukindi LEARNING

A Baby Tiger

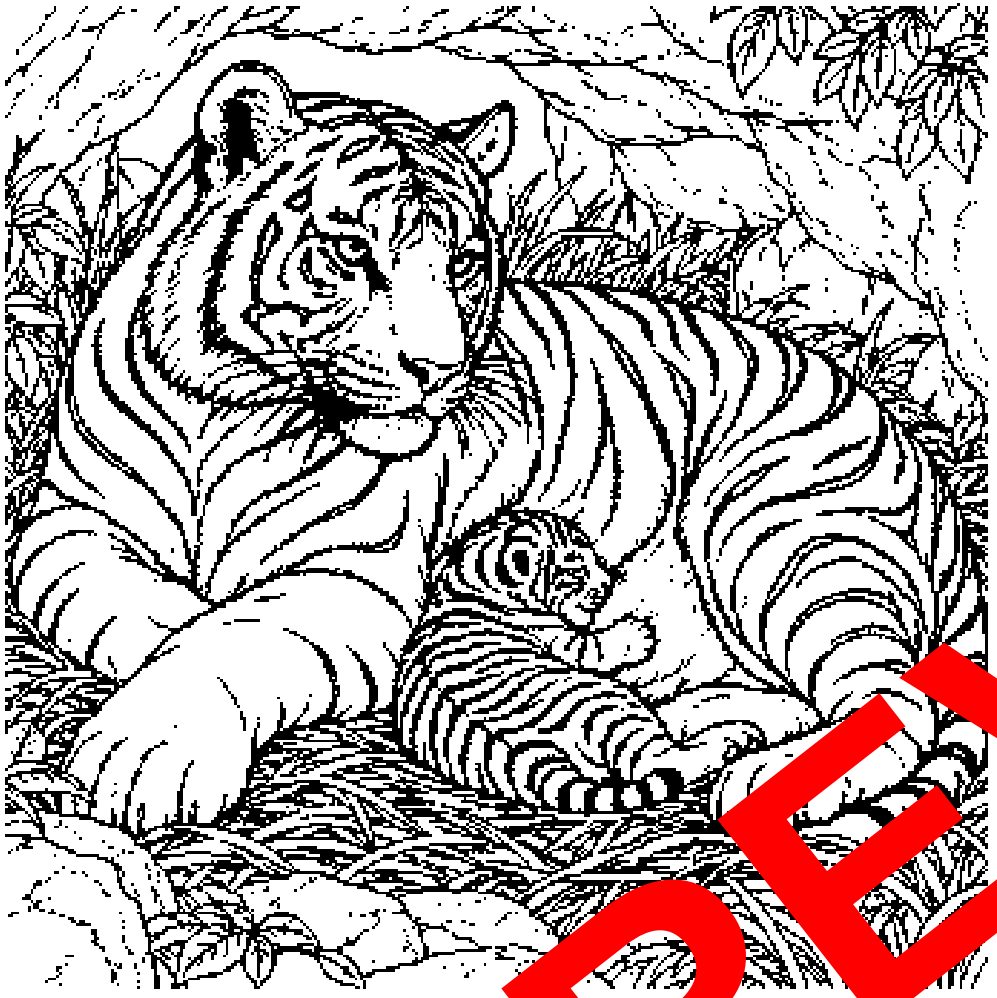


PREVIEW

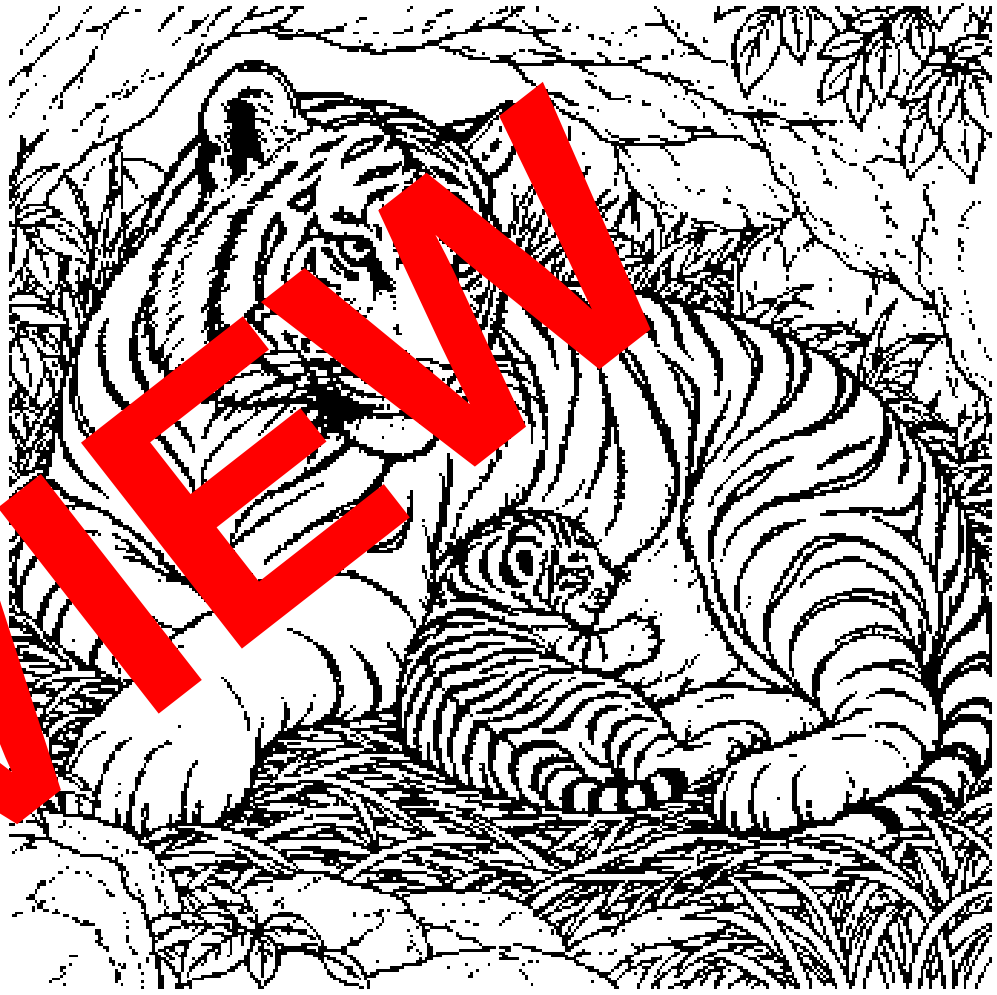


A tiger is a big cat.
A baby tiger is a cub.

Sukindi LEARNING



A new cub can[illegible]ee.
It stays in a [illegible]fe d[illegible].



Its mother feeds it milk.
Milk helps a cub grow.

PREVIEW

Sukindi LEARNING



A tiger has stri n coat.
The stripes p it de.



A cub gets bigger.
It runs and plays with its mother.

PREVIEW

Sukindi LEARNING

A Baby Tiger



PREVIEW



A tiger is a big cat.
A baby tiger is a cub.

Sukindi LEARNING



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PREVIEW

Sukindi LEARNING



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The stripes h[illegible]p it h[illegible]de.



A cub gets bigger.
It runs and plays with its mother.

PREVIEW

Sukindi
LEARNING

An Emu



PREVIEW



An emu is a big bird.
It has a long neck and long legs.

Sukindi LEARNING



An emu cannot
Its legs help run.



An emu eats seeds.
It can pick up food with its beak.

PREVIEW

Sukindi LEARNING



The dad sits on the eggs.
He keeps them safe in a nest.



The chicks have stripes.
The dad helps them get food.

PREVIEW

Sukindi LEARNING

An Emu

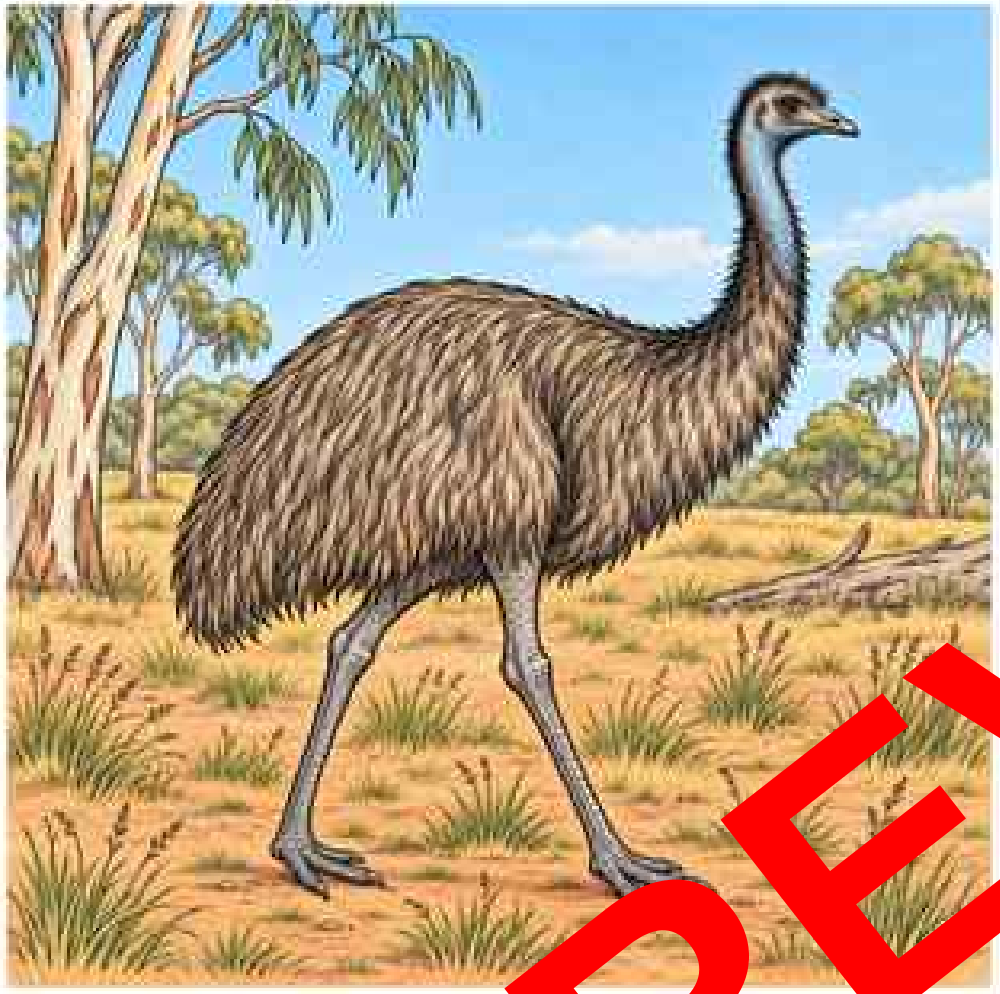


PREVIEW



An emu is a big bird.
It has a long neck and long legs.

Sukindi LEARNING



An emu cannot
Its legs help run.



An emu eats seeds.
It can pick up food with its beak.

PREVIEW

Sukindi LEARNING



The dad sits on the eggs.
He keeps them safe in a nest.



The chicks have stripes.
The dad helps them get food.

PREVIEW

Sukindi LEARNING

Teaching and checking

Focus and readiness

Use this set after all earlier steps have been explicitly taught. Review short vowels, known long-vowel spellings, weak vowels, word endings and longer-word blending. The new readings are a in paper, e in emu, i in tiger, o in robot, u in super, u in music, and y in gym. Compare open and closed examples in real words; avoid a rigid rule for splitting every word. Notice stress and natural Australian weak vowels.

Model, practise together, then release

Say paper. Point to p, a, p, er and say their sounds; blend the word, then read it in its sentence. Let students echo, blend another example with you and then try independently. In music and emu, one u spells two phonemes, /y/ and /oo/. In super, u spells /oo/ without /y/. In gym, g is the already-taught soft /j/. Revisit the printed word after an error: say the sounds, blend and reread for meaning.

Introduced word support

Before each book, explicitly rehearse its needed forms and the; add friend in the gym story and mother in the tiger book. In friend, ie spells /e/; mother, o spells /u/; voiced th and weak er are already taught. In the, th is already voiced; model its weak final vowel in the sentence. Model weak a and its strong /ai/ form when needed. Keep support to these actual current parts; do not call all of each word irregular.

Use the practice pages

Read directions and model the first item together. Ask students to say sounds before blending or writing. Sound dots show phonemes, so u in music has two dots. Change only one sound in each word ladder step. Cut the source cards and tiles; keep them upright. Let students test, explain and reread their choices before checking. Read the four originals for meaning, then revisit each passage for smoother reading.

Dictation and spelling checks

On Build and write, say music, robot, emu, one per row. On Listen and write, say music, gym, robot, tiger, then The robot has a job. and The emu has long legs. Say each sentence naturally, repeat it, let the student say it back, then write and reread it. Prompt the taught word parts and named support as needed. Check every sound, spelling order, spaces, capital and full stop; explain one useful correction and let the student retry.

Reading, meaning and assembly

Ask what makes the robot stand, how the friend helps, what a new cub needs and how the emu dad helps. Students may point, speak, draw or write before explaining their answer. Notice accurate blending, current vowel choices, self-correction and understanding. Print one chosen reader edition at actual size, single-sided on landscape A4. Cut the centre, stack numbered pages 1-6 and staple left. Do not fold or use duplex booklet settings. The ten practice pages stay portrait A4. Keep the separate reading and printing guide.

PREVIEW

Hear the vowel sounds

Listen to paper. The a says /ai/. Say it with me. Say the other words with someone, then point to the letters that spell their vowel sounds.

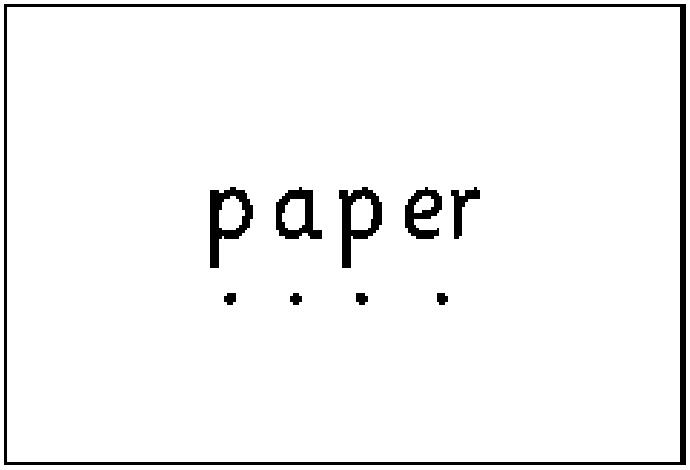


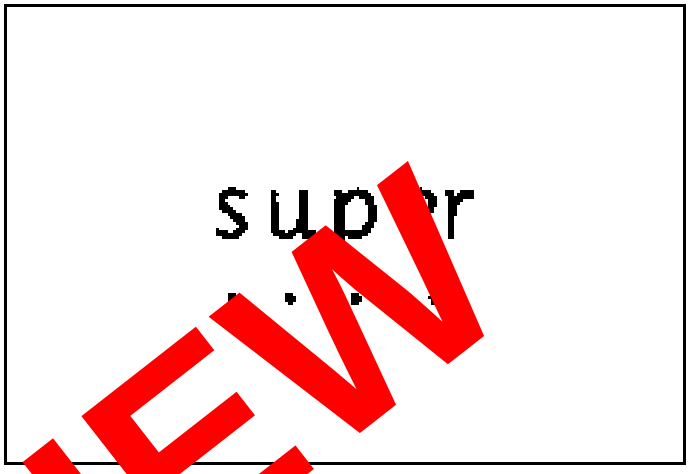
PREVIEW

Try it together: say music, then super. Listen carefully: u can spell /y/ and /oo/, or just /oo/. Now say gym and hear the short /i/ sound in y.

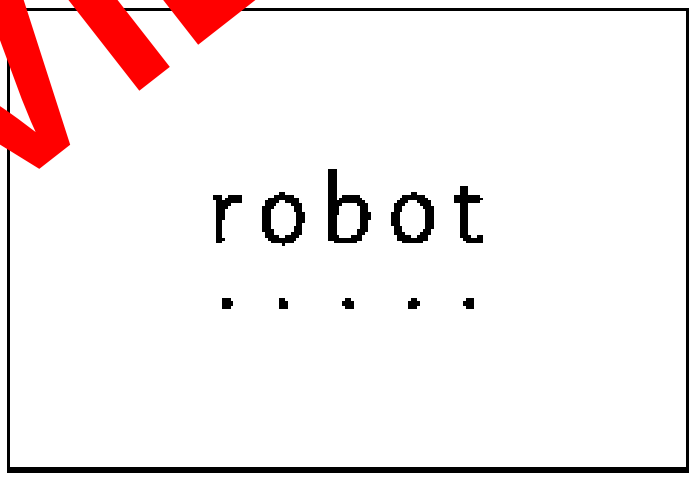
Blend and read

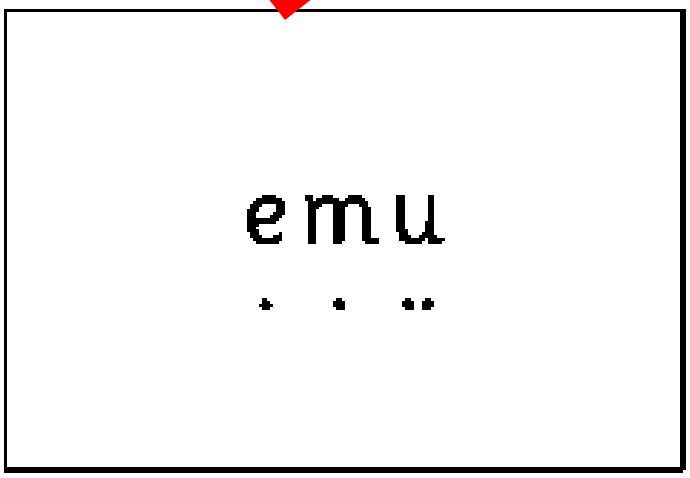
Touch a dot for each sound. Blend the sounds, then say the whole word. Try paper with someone first. In emu, u spells /y/ and /oo/, so it has two dots.

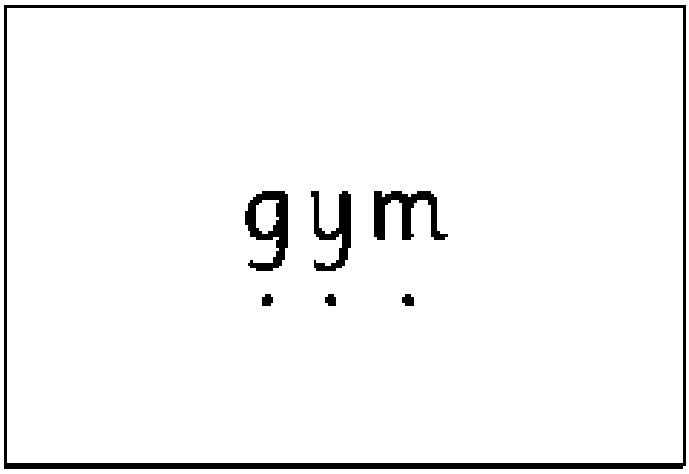












PREVIEW

Build and write

Listen to one word at a time. Say its sounds. Cut and choose the letters, build the word in the wide box, then write it on the lines. Read it back.

i	m	c	u	s

o	b	t	o	r

u	e	m

PREVIEW

Change one sound

Read rim, then gym. The first sound changes, but i and y both spell /i/. Say the change in each step, then copy the last word.

rim → gym → gem

cat → cap → cup

fit → feet → feed

man → moon → noon

PREVIEW

Sort the vowel sounds

Say paper and hear /ai/. Say tiger and hear /igh/. Cut the mixed word cards. Read each word, listen to its first vowel sound, then put it in the matching space.

paper	tiger	lady	bike
kite	baby	pilot	unicorn

The /ai/ sound	The /igh/ sound

PREVIEW

Build a sentence

A sentence tells an idea. Start with a capital letter and finish with a full stop.
Read the model together. Cut each set of tiles, build its sentence, then write it.

I can run.

job.	The	a	robo	has

lon	has	legs.	An	emu

PREVIEW

Listen and write

Say each word, listen to its sounds, then write it. Say music slowly: /m/ /y/ /oo/ /z/ /i/ /k/. Hear two sounds in u. Read your writing to check every part.

1

2

3

4

Say the whole sentence, then write it.

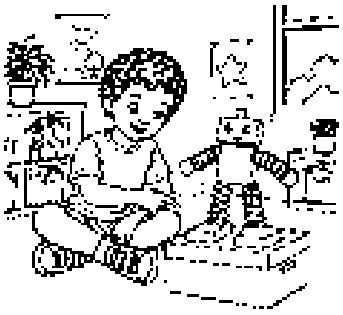
PREVIEW

Read, cover, then write.

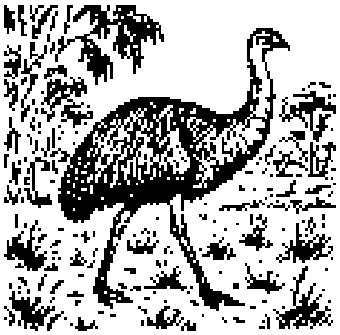
the	friend	mother

Read for meaning

Read each sentence. Look carefully at the pictures. Write the number of the picture that matches. Tell someone how you know.



1



2



The cub drinks milk. ☐

The robot can stand. ☐

The emu has long legs. ☐

Choose a book. Draw a part, and write a sentence.

PREVIEW

Read again and tell

Read these new sentences. Blend a word if you need to, then reread the whole sentence so its meaning is clear.

An emu and a tiger can run.

My super robot can tap to the music.

A baby tiger has stripes on its coat.

Choose a word that was hard. Say its sounds, blend it, then reread its sentence again.

☐ I blended. ☐ I reread. ☐ I checked meaning.

What helped the robot stand?

How does the emu dad help the chicks?

Teacher observations

PREVIEW



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Year 1 Set 23 Short e Spellings

PREVIEW

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Book 1: A Friend Can Help (Colour) (Fiction)
Book 2: How Many Hats? (B&W) (Fiction)
Book 2: How Many Hats? (Colour) (Fiction)
Book 3: Bread (B&W) (Non-fiction)
Book 3: Bread (Colour) (Non-fiction)
Book 4: Heads (B&W) (Non-fiction)
Book 4: Heads (Colour) (Non-fiction)

A Friend Can Help



PREVIEW



My red thread is stuck on a twig. I tug, but it will not slip free.

Sukindi LEARNING



My friend sa Sto I help." We look at the tw



"Lift this bit," I say. My friend lifts the twig.

PREVIEW

Sukindi LEARNING



I pull the thre[illegible]. It [illegible]s j[illegible]!



My friend and I grin. My red thread is free again.

PREVIEW

Sukindi LEARNING

A Friend Can Help





My red thread is stuck on a twig. I tug, but it will not slip free.

PREVIEW

Sukindi LEARNING



My friend say Sto I help." We look at the tw



"Lift this bit," I say. My friend lifts the twig.

PREVIEW

Sukindi LEARNING



I pull the thre[illegible]. It [illegible]s j[illegible]!



My friend and I grin. My red thread is free again.

PREVIEW

Sukindi LEARNING

Year 1 Set 23 ea in heard; e in friend; ei in said/again; ay in says; a in any/many | Fiction

How Many Hats?





My friend had many hats. "How many can fit on my head?" I said.

PREVIEW

Sukindi LEARNING



"Try this red h[illegible]," m[illegible] frie[illegible] said. I put it on my head[illegible]



I added a big hat and a small hat. My head tipped to the left.

PREVIEW

Sukindi LEARNING



The hats fell i[illegible] he[illegible]. "[illegible] that many!"
my friend sai[illegible]



I put just the red hat on my head.
"Ready to play?" I said.

PREVIEW

Sukindi LEARNING

How Many Hats?





My friend had many hats. "How many can fit on my head?" I said.

PREVIEW

Sukindi LEARNING



"Try this red h[illegible]," m[illegible] frie[illegible] said. I put it on my head[illegible]



I added a big hat and a small hat. My head tipped to the left.

PREVIEW

Sukindi LEARNING



The hats fell i[illegible] he[illegible]. "[illegible] that many!"
my friend sai[illegible]



I put just the red hat on my head.
"Ready to play?" I said.

PREVIEW

Sukindi LEARNING

Bread

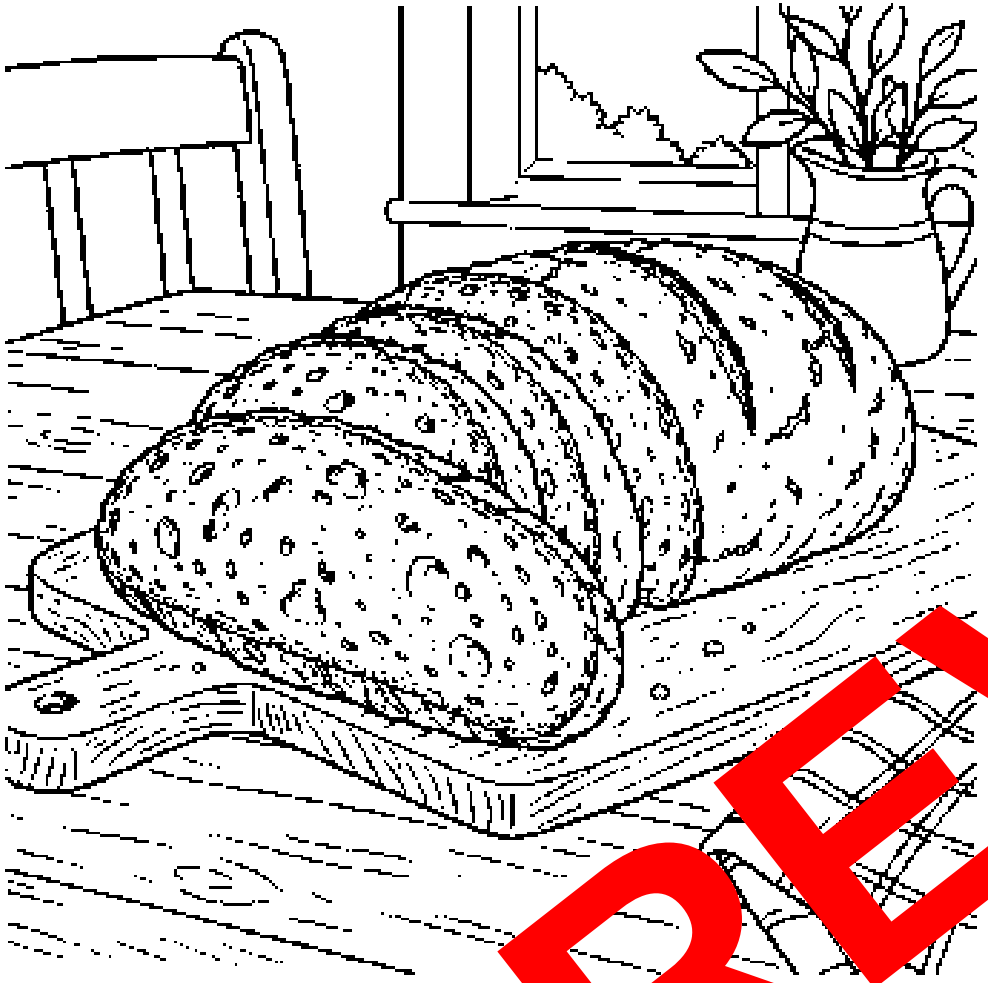




This is bread. Bread can be a loaf or a bun.

PREVIEW

Sukindi LEARNING



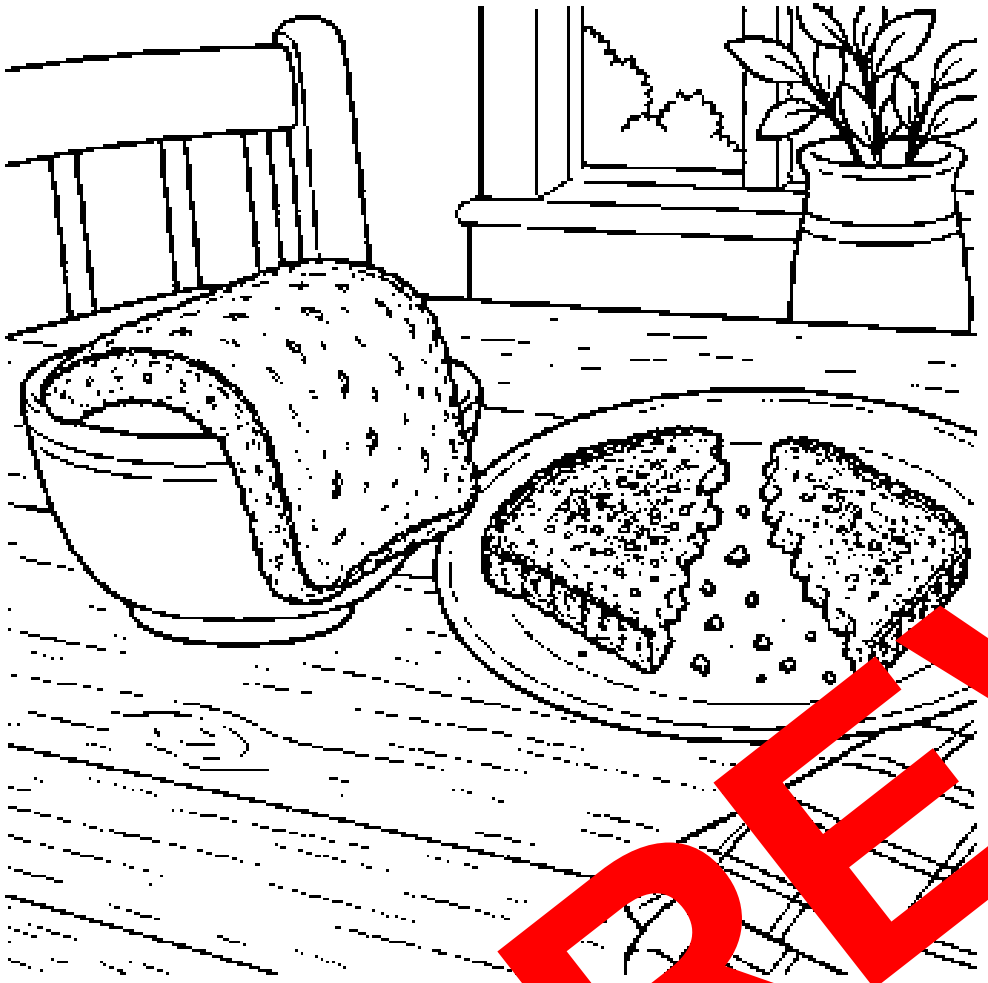
Bread has a crust. The crust is brown and crisp.



We can cut a loaf. We can see soft bread in the middle.

PREVIEW

Sukindi LEARNING



We can toast bread. Toast can be brown and crisp.



Soft bread bends. Crisp toast can snap.

PREVIEW

Sukindi LEARNING

Bread





This is bread. Bread can be a loaf or a bun.

PREVIEW

Sukindi LEARNING



Bread has a crust. The crust is brown and crisp.



We can cut a loaf. We can see soft bread in the middle.

PREVIEW

Sukindi LEARNING



We can toast bread. Toast can be brown and crisp.



Soft bread bends. Crisp toast can snap.

PREVIEW

Sukindi LEARNING

Heads





This head has hair on top. An ear is at each side.

PREVIEW

Sukindi LEARNING



My chin is be[illegible] my [illegible]ou[illegible] My hair is on top of my [illegible]ad.



A hen has a beak on its head. A beak can peck at food.

PREVIEW

Sukindi LEARNING



This sheep ha[illegible] woo[illegible]n it[illegible]ead. It can turn its head [illegible]d l[illegible]k.



I can turn my head and look. A nod of my head says yes.

PREVIEW

Sukindi LEARNING

Heads





This head has hair on top. An ear is at each side.

PREVIEW

Sukindi LEARNING



My chin is bel[illegible] my [illegible]. My hair is on top of my [illegible]nd.



A hen has a beak on its head. A beak can peck at food.

PREVIEW

Sukindi LEARNING



This sheep ha[illegible] woo[illegible]n it[illegible]ead. It can turn its head [illegible]d l[illegible]k.



I can turn my head and look. A nod of my head says yes.

PREVIEW

Sukindi LEARNING

Reading and teaching guide

Year 1 Set 23 ea in head; ie in friend; ai in said/again, ay in says; a in any/many

Ready for this set

Use after all earlier steps through Year 1 Set 22, including clusters, vowel alternatives, longer words, weak vowels and taught endings. Practise the named short /e/ spellings: ea in head, ie in friend, ai in said/again, ay in says and a in any/many. These are small word collections, not rules for every ea, ie, ai, ay or a.

Show, then try together

Say head. Tap /h/ /e/ /d/. Point to h, ea, d: ea writes one sound. Blend head, then try bread together. For friend, keep ie together and hear all five sounds. Say any and many naturally in two syllables. Revisit earlier vowel readings in the books.

Current word support

Review natural a, the and to: their strong and weak readings are not in the taught scope. Before Heads, teach of: o can be weak /uh/; f says /v/. That f reading remains some word support. Review capitals, pronoun I, full stops, questions and speech marks. Do not guess from pictures.

Read, correct and reread

Model a page, read it together, then let the student try. If a word is hard, point to the spelling, say the needed sound, blend the word and reread the sentence. Check what happened or what the page shows. Reread later for a smoother voice and meaning.

Use the activities

Cut cards and tiles on their borders. Make head together, then dictate said and friend for page 4. Return tiles before each new word. Page 5 changes one sound at a time; say the new word before writing. Read sort cards before checking the /e/ spelling. Build the whole sentence on page 7, then write it.

Dictation on page 8

Say head, friend, again. Then say: My friend has bread. Say each item naturally, repeat once, and allow thinking time. Students say, tap sounds, write and reread. Check the /e/ spelling together; correct the word and reread the whole sentence.

Print, assemble and notice

Print at actual size, single-sided. Readers: landscape A4, cut down the centre, stack pages 1-6 in order and staple on the left. Do not fold or duplex. Companion: portrait A4. Notice accurate blending, /e/ choices, meaning and writing. Record one next practice point on page 10. This set has four original books in two editions.

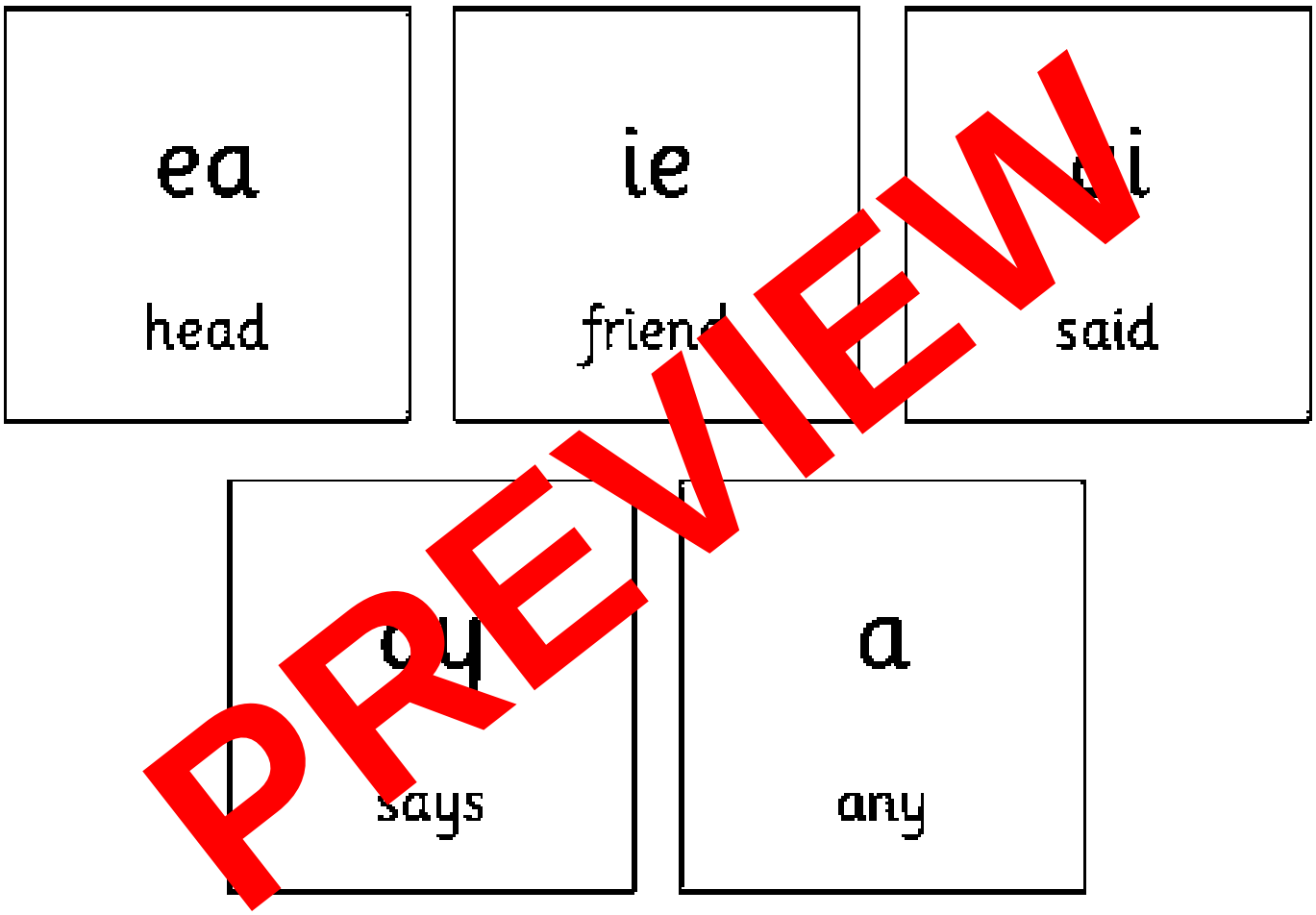
PREVIEW

Sukindi LEARNING

One sound, different spellings

Year 1 Set 23 ea in head; ie in friend; ai in said/again, ay in says; a in any/many

Listen to head. Say /h/ /e/ /d/. The middle sound is /e/. In head, ea writes that sound. Say each word with me, then point to its /e/ spelling.



PREVIEW

Try together: head

h ea d

Say bread. Which letters write /e/? Point to ea. Now choose another card and say its word.

Sukindi LEARNING

Read the words

Year 1 Set 23 ea in head; e in friend; ai in said/again, ay in says; a in any/many

Read slowly. Keep letters that spell one sound together. Blend and say the whole word. Try head with me before reading the other cards.

h ea d • • • head	b r ea d • • • • [illegible]
f r ie n d • • • • • fr[illegible]nd	s ai d • • • said
s ay s • • • says	a n y • • • any

PREVIEW

Read the whole words again. Keep your voice smooth and point to the letters for /e/.

Sukindi LEARNING

Build and write words

Year 1 Set 23 ea in head; ie in friend; ai in said/again, ay in says; a on any/many

Listen. Say the word. Move one tile for each sound, then write the whole word. Return the tiles before the next word.

ie	d	h	s
n	ea	f	d
ai	r	d	

Try together: head

PREVIEW

Listen for the next word.

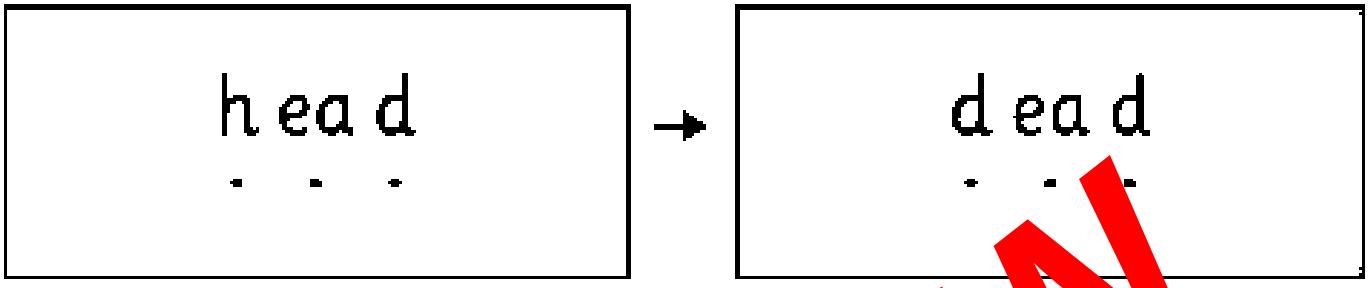
Listen for the last word.

Sukindi LEARNING

Change one sound

Year 1 Set 23 ea in head; e in friend; ai in said/again, ay in says; a in any/many

Listen to head. Change /h/ to /d/. We get dead. Only the first sound changes. Say the new word before writing it.



Say dead. Change the first /d/ to /r/.

Say the new word. Write it.

Say red. Change [illegible] to [illegible].

Say the new [illegible]

Say bed. Change /e/ to /a/.

Say the new word. Write it.

Say your chain again. What changed each time?

PREVIEW

Sukindi LEARNING

Sort the spellings

Year 1 Set 23 ea in head; e in friend; ai in said/again, ay in says; a as in any/many

Read each card. Look at the letters that spell /e/. Put it under ea, ai or a. Try bread with me: ea writes /e/ in bread.

head	any	said
again	bread	many
thread		

ea	ai	a

PREVIEW

Sukindi LEARNING

Make a sentence

Year 1 Set 23 ea in head; e in friend; oi in soil/again, ay in stay; a on any/many

Cut the tiles. Start with My. The full stop goes at the end. Move every tile into the big box. Read your sentence so it makes sense.

red	friend	a
hat.	My	as

PREVIEW

Build the whole sentence here.

Write your whole sentence. Read it back.

Sukindi LEARNING

Listen, write and check

Year 1 Set 23 ea is head; e is friend; oi is said/again, ay is says; a is any/many

Say the word. Tap each sound. Write it. Check the letters for /e/. Say the sentence before you write it.

1.

2.

3.

Now write the whole sentence.

Reread your sentence. Point to the /e/ spellings and check them together.

PREVIEW

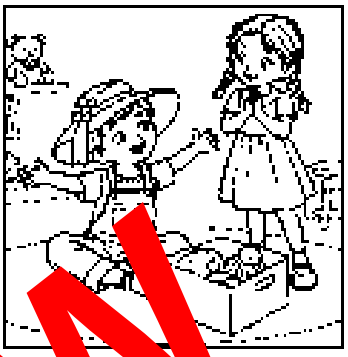
Sukindi LEARNING

Read and match

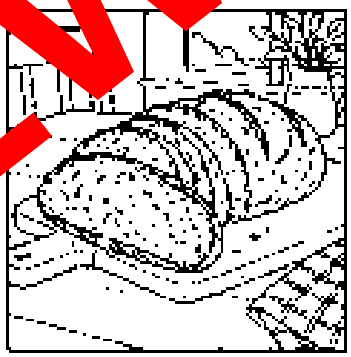
Year 1 Set 23 ea in head; e in friend; oi in soil/again, ay in say; a in any/many

Read each sentence. Join it to the matching picture. Tell a partner which detail helped you choose.

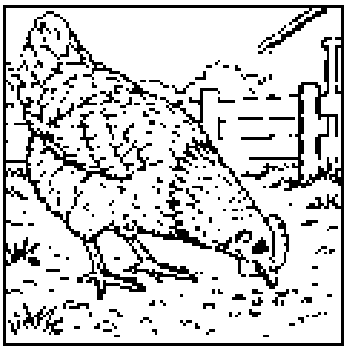
This bread has a crust.



A hen has a beak.



A hat is on my head.



PREVIEW

Draw a part you liked or something you learnt.

Tell a partner about your drawing

Sukindi LEARNING

Read, try and reflect

Year 1 Set 23 ea in head; e in friend; ai in said/again, ay in says; a in any/many

Read this with me. Then read it again by yourself.

My friend said, "Bread is ready." We can eat bread.

Choose a word that makes sense. Write your word on the lines. Try the first one together.

head	bread

Put the red hat on my _____.

We can eat _____.

☐ I read each word. Circle a word to practise again.

Teacher observations:

PREVIEW

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PREVIEW

Year 1 Set 24 Short u: o, o-e and oa

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Book 1: Some Mud! (Colour) (Fiction)
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Book 2: Come, Young Pup! (Colour) (Fiction)
Book 3: Some Young Animals (B&W) (Non-fiction)
Book 3: Some Young Animals (Colour) (Non-fiction)
Book 4: Some Honey (B&W) (Non-fiction)
Book 4: Some Honey (Colour) (Non-fiction)

Year 1 Set 2A o in son; ow in comet/some/done; oo in young | Fiction

Some Mud!



PREVIEW



My brother has some mud. I have some pots.

Sukindi LEARNING



"Come and he[illegible] h[illegible]say. We fill the pots with so[illegible]mu[illegible]



"Does this need some more?" I say. My brother mixes in some sand.

PREVIEW

Sukindi LEARNING



"Enough!" I so[illegible] ome mud right up to th[illegible]op.



We tip the pots. Some mud cakes come out! We have done it!

PREVIEW

Sukindi LEARNING

Some Mud!



PREVIEW



My brother has some mud. I have some pots.

Sukindi LEARNING



"Come and hel[illegible] h[illegible]say. We fill the pots with son[illegible]mu[illegible]



"Does this need some more?" I say. My brother mixes in some sand.

PREVIEW

Sukindi LEARNING



"Enough!" I sa[illegible] av[illegible]ome mud right up to th[illegible]op.



We tip the pots. Some mud cakes come out! We have done it!

PREVIEW

Sukindi LEARNING

Come, Young Pup!





The young pup will not come out. He is in some thick mud.

PREVIEW

Sukindi LEARNING



His mother ha[illegible] to help. She steps on some flat [illegible]



"Come on, son!" The young pup looks at the stones. "Does this look safe?"

PREVIEW

Sukindi LEARNING



He steps up on the stone. His mother gives him some food.



"Enough mud!" says the young pup. He has come out! His mother licks his muddy head.

PREVIEW

Sukindi LEARNING

Come, Young Pup!





The young pup will not come out. He is in some thick mud.

PREVIEW

Sukindi LEARNING



His mother ha[illegible]om[illegible]to [illegible]lp. She steps on some flat [illegible]ne[illegible]



"Come on, son!" The young pup looks at the stones. "Does this look safe?"

PREVIEW

Sukindi LEARNING



He steps up on the stone. His mother gives him some encouragement.

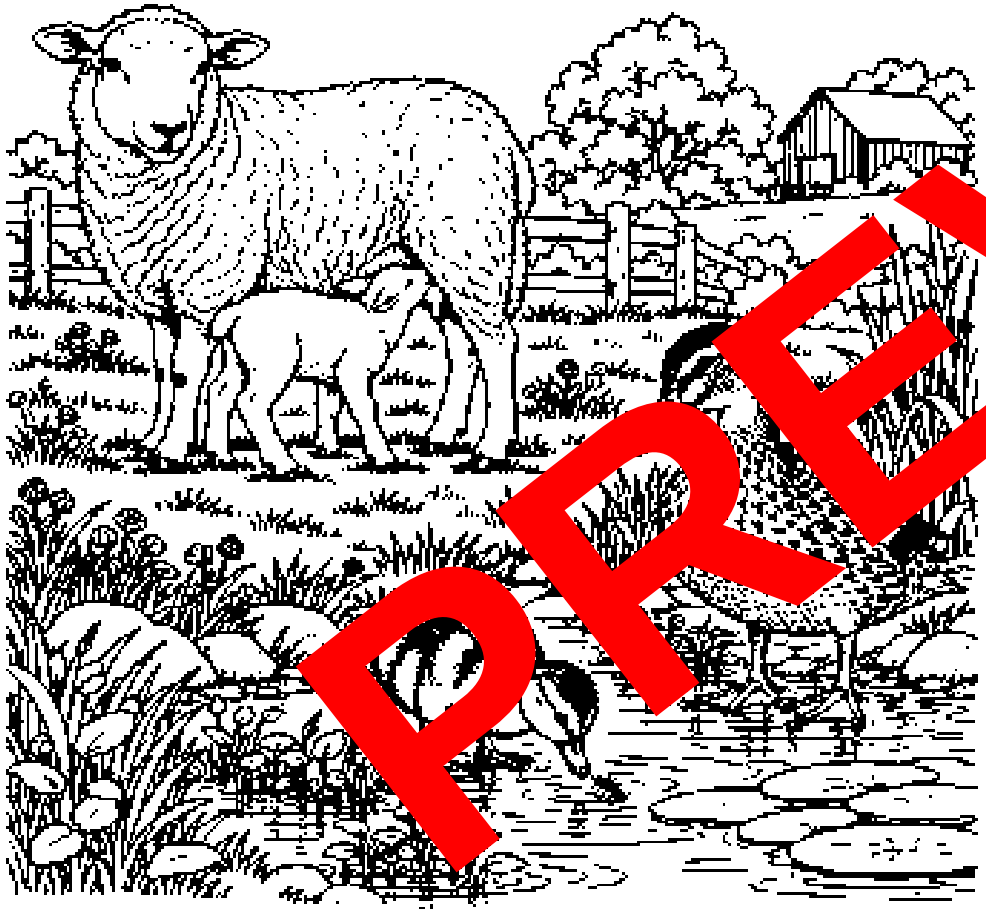


"Enough mud!" says the young pup. He has come out! His mother licks his muddy head.

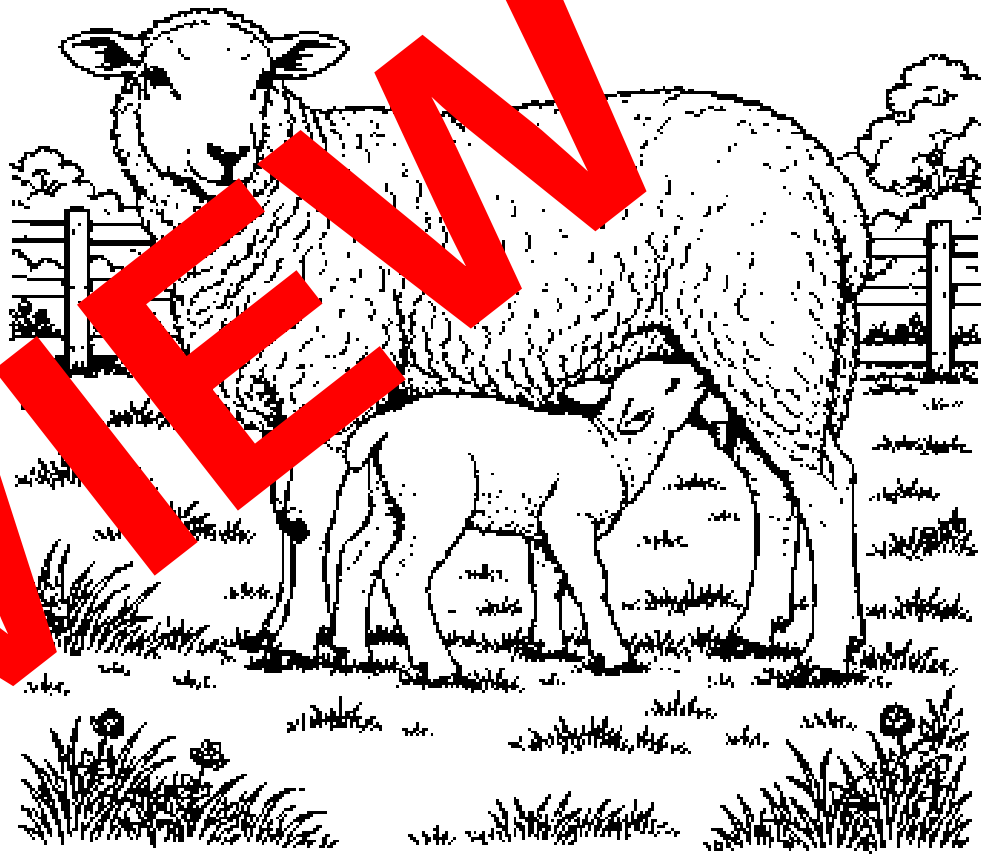
PREVIEW

Sukindi LEARNING

Some Young Animals

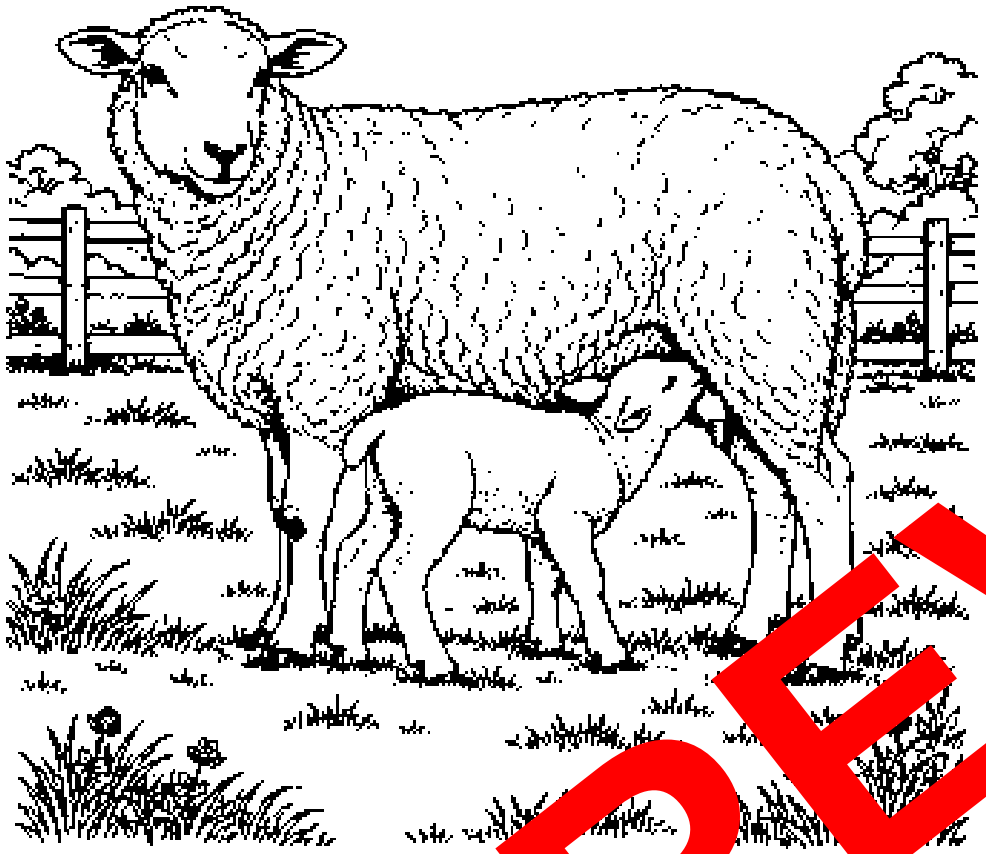


PREVIEW



This young sheep has some milk. His mother can feed him.

Sukindi LEARNING



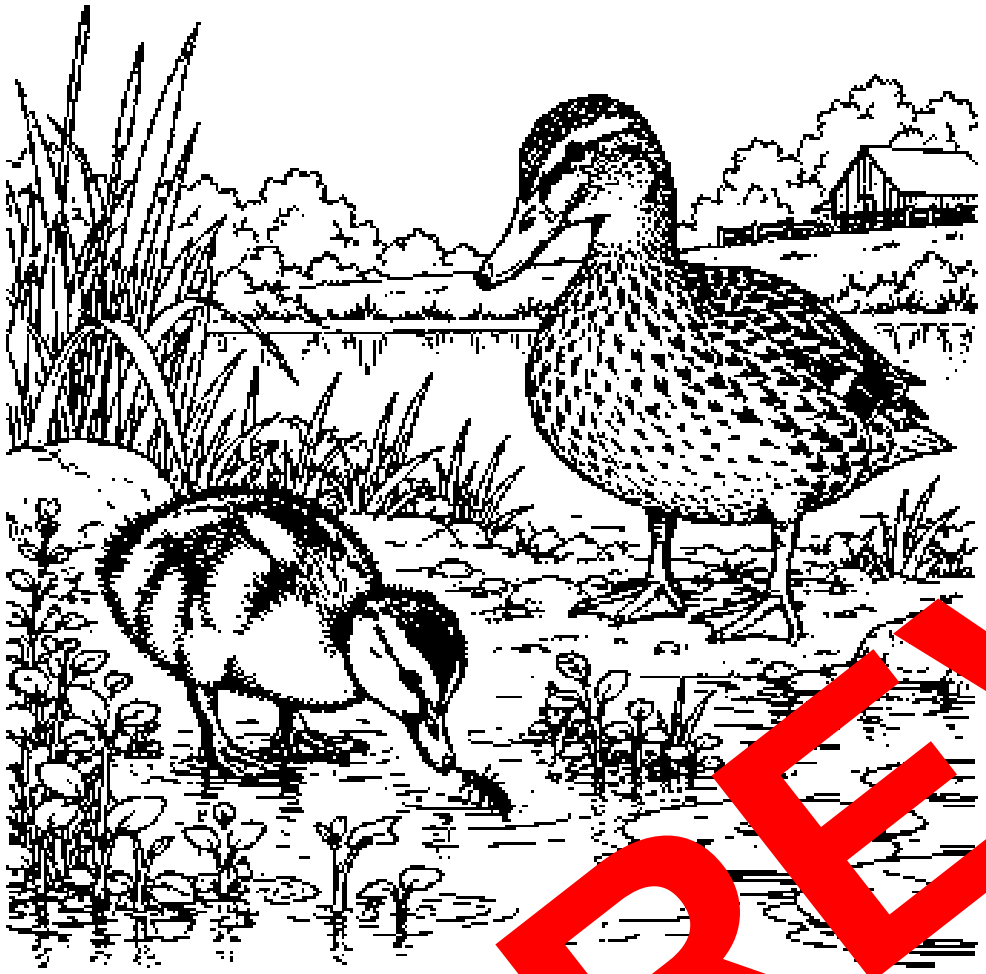
His mother ha[illegible] wool. The young sheep has soft wool.



This young duck has soft down. He has no wool.

PREVIEW

Sukindi LEARNING



The young du[illegible] ca[illegible]et [illegible]me food. He does not nee[illegible]ilk.



Some young animals drink milk. Some get food by the pond. All need food to grow.

PREVIEW

Sukindi LEARNING

Some Young Animals

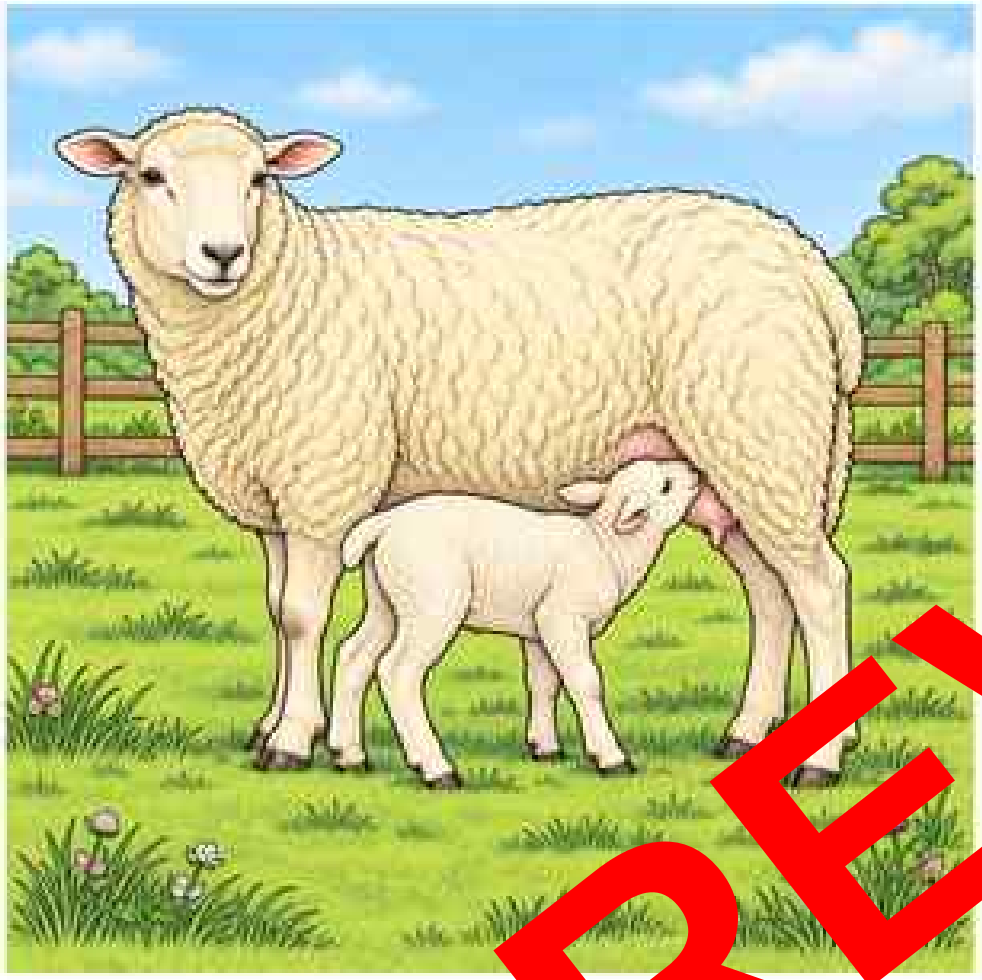


PREVIEW



This young sheep has some milk. His mother can feed him.

Sukindi LEARNING



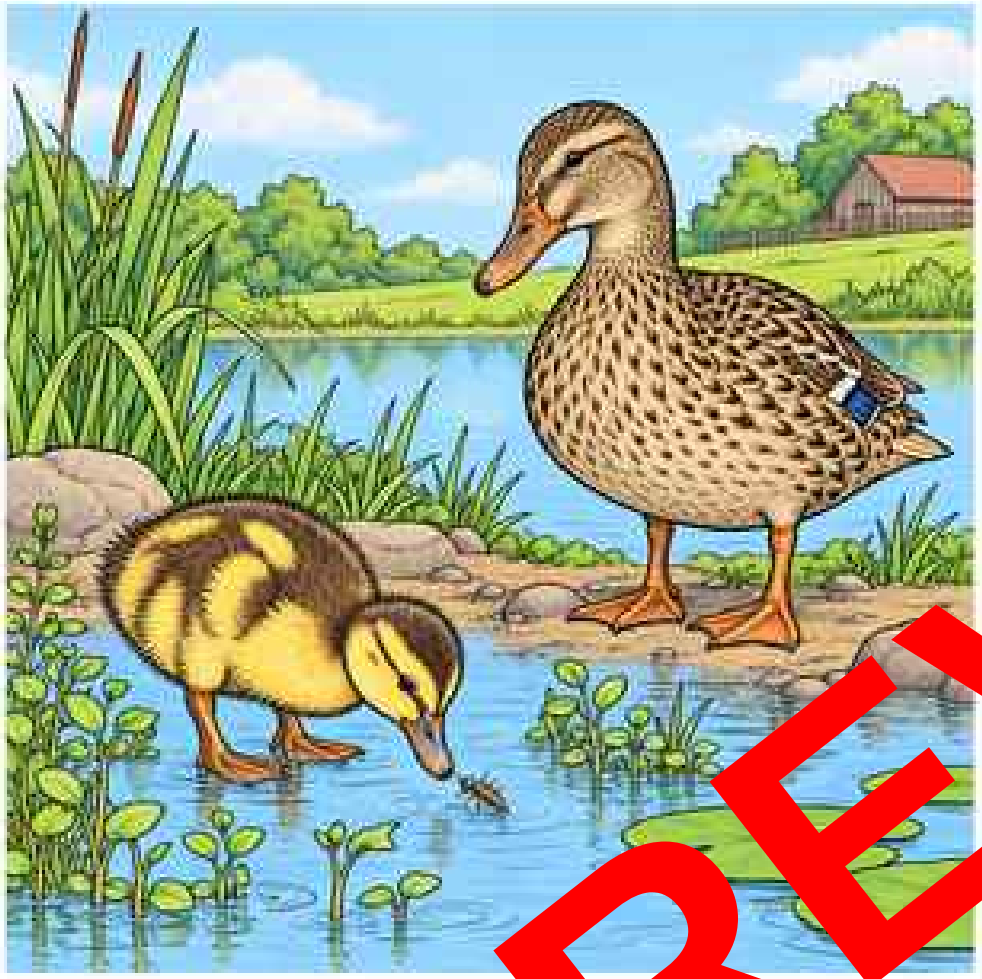
His mother ha[illegible] vo[illegible] The young sheep has soft wool.



This young duck has soft down. He has no wool.

PREVIEW

Sukindi LEARNING



The young du[illegible] ca[illegible] et [illegible]me food. He does not nee[illegible]ilk.



Some young animals drink milk. Some get food by the pond. All need food to grow.

PREVIEW

Sukindi LEARNING

Some Honey





Some bees get nectar from flowers.

Nectar is sweet.

PREVIEW

Sukindi LEARNING



Some bees co[illegible] ba[illegible] to[illegible]e hive. The bees share th[illegible]ect[illegible].



The bees fan the nectar. Some water comes out.

PREVIEW

Sukindi LEARNING



The thick nect[illegible]s h[illegible]ney. Bees keep some honey i[illegible]he h[illegible]ve.



Bees can eat honey in winter. Some honey stays in the hive.

PREVIEW

Sukindi LEARNING

Some Honey





Some bees get nectar from flowers.
Nectar is sweet.

PREVIEW

Sukindi LEARNING



Some bees co[illegible] ba[illegible] to[illegible]e hive. The bees share th[illegible]ect[illegible].



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PREVIEW

Sukindi LEARNING



The thick nect[illegible]is [illegible]ney. Bees keep some honey i[illegible]he h[illegible]ve.



Bees can eat honey in winter. Some honey stays in the hive.

PREVIEW

Sukindi LEARNING

Teaching and checking

Year 1 Set 24 o in son; o-e in come/some/done; ou in young

Focus and readiness

Use this pack after all earlier sets have been explicitly taught: consonant clusters, long-vowel alternatives, split spellings, longer words, weak vowels and common endings. Practise the sound in sun written o in son, o-e in come/some/done, and ou in young/country. These are small verified word groups, not rules for every o or ou.

Model, then guide

Say son, tap /s/ /u/ /n/, point to each spelling and blend. In come, keep c-o-m-e in its normal order. Point to o and final e in place; together they show the middle sound. Build son together on page 4; then let the student build young. If a word stalls, point to the useful spelling, say the sound, blend and reread the whole sentence.

Teach the named parts

In does, teach oe as the sound in sun; s as /z/ is already known. In enough, [illegible]wea[illegible]irst e, n and ou use current learning; teach gh as /f/ in this word only. Rehearse the named [illegible]o[illegible]tra[illegible] final-e readings in the; voiced th is already known. In water, support a as the vowel i[illegible]w; w[illegible]k [illegible]already known. Read these forms naturally in context.

Practise and check

Guide the first sentence on page 7 using its capital and [illegible]l st[illegible]en tru[illegible]e next sentence. On page 8, cover and write doesenough. Dictate son, come, yo[illegible]g, t[illegible]: D[illegible]m[illegible]rother have enough? Say the sentence, repeat it together, write it and reread to ch[illegible]k. O[illegible]age [illegible]hange one sound, even when more than one letter changes. Read love as i[illegible]ove he[illegible]

Talk about meaning

Explain nectar as sweet liquid in fl[illegible]rs and [illegible]own as a young bird's soft covering. Compare the sheep drinking milk with the duckling getti[illegible]f[illegible] for itself. Ask the student to explain the pup's route and the mud story's ending. On [illegible]0 th[illegible]erso[illegible]mes from the new passage; choose the sheep's food using Some Young Anim[illegible]

Print, assemble and observe

Print at actual[illegible]e, si[illegible]e-sid[illegible] Reader files are landscape A4: cut down the centre, stack the numbered A5 [illegible]ges i[illegible]rder a[illegible] staple at the left. Do not fold or use booklet/duplex settings. The companion stay[illegible]rait A4. Cut cards on their outlines; keep them full size. Listen, note the next useful practice ste[illegible]n page 10 and reread a chosen book for fluency.

PREVIEW

Sukindi LEARNING

Say the sound

Year 1 Set 24 o in son; o-e in come/some/done; ou in young

Say son with me. Touch one dot for each sound. Blend the sounds to read the word.

s o n

o	o-e	ou
son	c[illegible]	young

PREVIEW

Say each word. Put one counter in the space for each sound you hear. Check together.

young	
money	
month	

Sukindi LEARNING

Blend and read

Year 1 Set 24 o in son; o-e in come/some/done; ou in young

Read young with me. The ou and ng each show one sound. Touch, blend and read.

y ou ng

son	some
young	honey
mother	come
done	month

PREVIEW

Read the words again. Keep the sounds smooth.

Sukindi LEARNING

Build and spell

Year 1 Set 24 o in son; o-e in come/some/done; ou in young

Cut the tiles. Build son together, one tile for each sound. Now build young. Then write both words.

ou	s	ng
n	y	o

son

young

Write son.

Write young.

PREVIEW

Sukindi LEARNING

Change one sound

Year 1 Set 24 o in son; o-e in come/some/done; ou in young

Change one sound to make a new word. Use the word bank. Read each chain when you finish.

cub	>	come

Only the last sound changes: /b/ becomes /m/.

son	live	[illegible]	love

PREVIEW

den _____ > _____

Change the [illegible] to /u/.

Then change the last /d/ to /s/.

luck > _____ > _____

Change the last /k/ to /v/.

Then change the middle /u/ to /i/.

Sukindi LEARNING

Sort the spellings

Year 1 Set 24 o in son; o-e in come/some/done; ou in young

These spellings can show the sound in sun. Read and cut the cards. Sort by the spelling for that sound.

some	young	son
country	honey	done

o	o-e	ou

PREVIEW

Sukindi LEARNING

Build a sentence

Year 1 Set 24 o in son; o-e in come/some/done; ou in young

Start with the capital. End with the full stop. Build and read the first sentence together. Then try the next one.

sheep	Some	run.	young

Write the whole sentence.

come	has	My	brother

Write the whole sentence.

PREVIEW

Sukindi LEARNING

Listen and write

Year 1 Set 24 o in son; o-e in come/some/done; ou in young

Read does and enough together. Point to the part we have taught by name.

does	enough
oe says /ʊ/.	gh says /f/.

Cover each word. Say it, then write it.

_____ _____

Listen and write the three words.

1 2 3

_____ _____ _____

Write the whole sentence on the lines.

_____

_____

_____

_____

PREVIEW

Sukindi LEARNING

Read for meaning

Year 1 Set 24 o in son; o-e in come/some/done; ou in young

Match each phrase to its meaning. Draw the lines yourself.

some honey	°	°	coins to pay
some money	°	°	baby sheep
young sheep	°	°	sweet food from bees

Draw the young pup on the mat.

The young pup has come _____.

Choose: son out some

PREVIEW

Sukindi LEARNING

Read something new

Year 1 Set 24 o in son; o-e in come/some/done; ou in young

Read the new text. Blend a word if you need to. Then reread the whole sentence.

My brother has come to the farm.
The young sheep need some food.
Does he have enough?

Tick the person in the new text.

- ☐ my sister
- ☐ my brother

Tick food for the young sheep.

- ☐ some stones
- ☐ some milk

Copy one whole sentence. Use one or both lines.

Read again. Tick.

- ☐ son
- ☐ come
- ☐ young

Teacher observations:

PREVIEW

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Year 1 Set 25 a After w and Br ad a

Table of Conte
Phonics Companion Pack
Book 1: The Wand i the Bath (B& W) (Fiction)
Book 1: Th Vand h th ath (Colour) (Fiction)
Bo 2: T e Las Banana (B&W) (Fiction)
Book 2: The Last Banana (Colour) (Fiction)
Book 3: Wash Hands Well (B&W) (Non-fiction)
Book 3: Wash Hands Well (Colour) (Non-fiction)
Book 4: A Banana (B&W) (Non-fiction)
Book 4: A Banana (Colour) (Non-fiction)

PREVIEW

Year 1 Set 2S ending after using to verified words: broad ending /l/, /ck/ /ff/ /ll/ /ss/ /zz/ type words | Non-fiction

A Banana





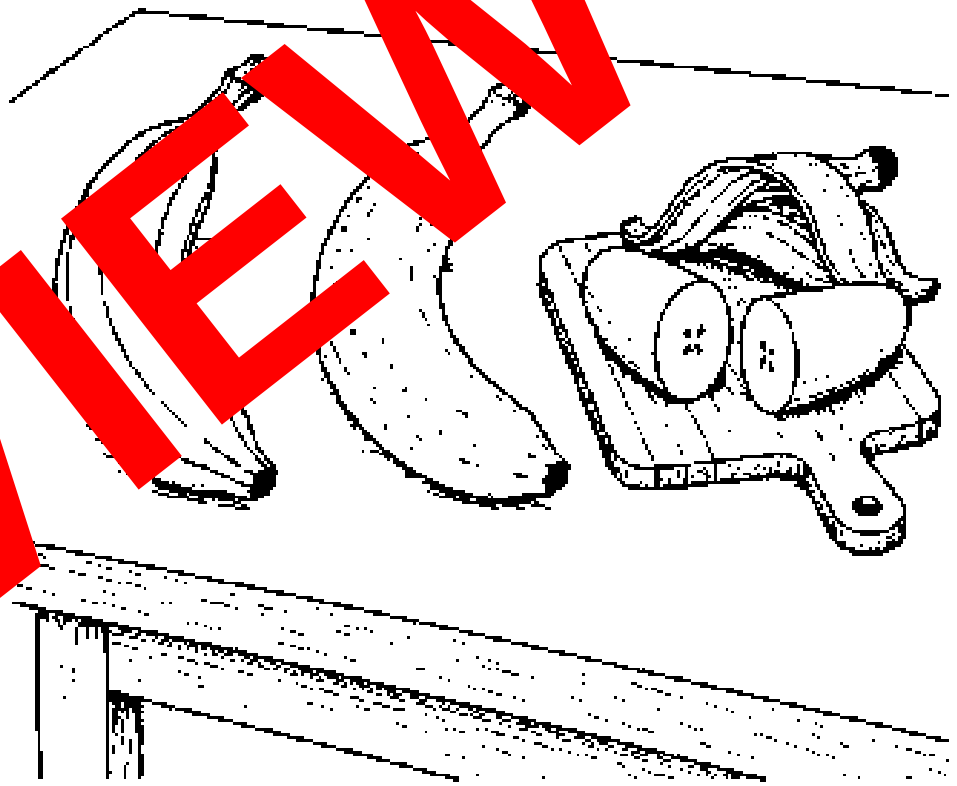
A banana grows on a tall plant. It is not a tree.

PREVIEW

Sukindi LEARNING



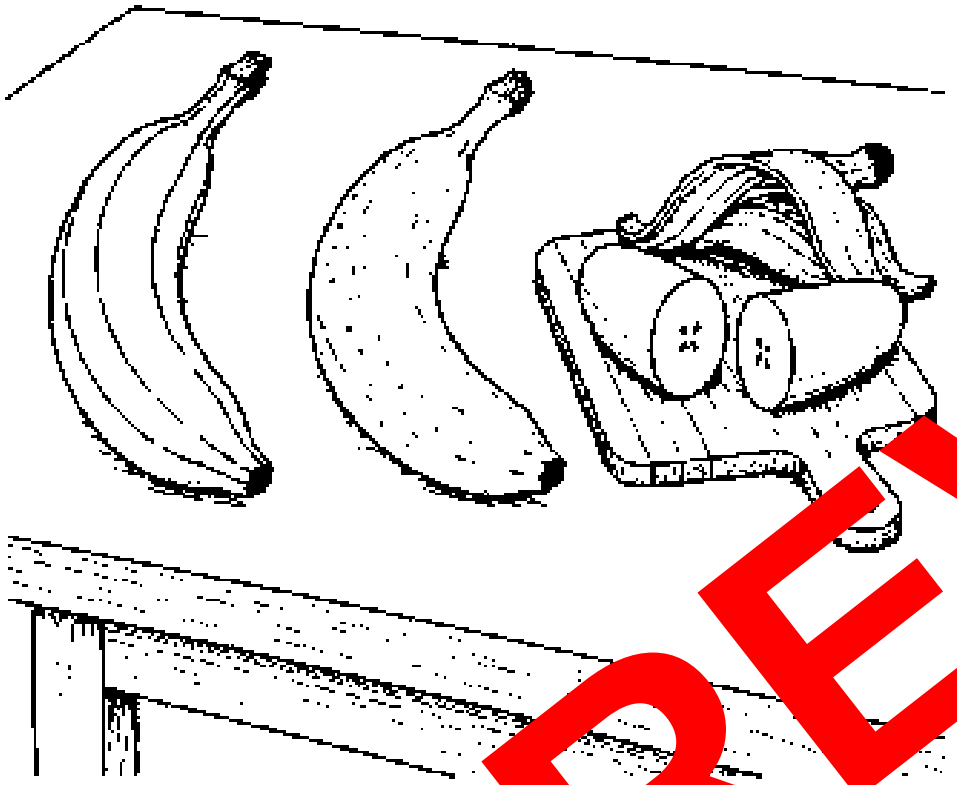
The plant has a big green leaf. A bunch hangs high on it.



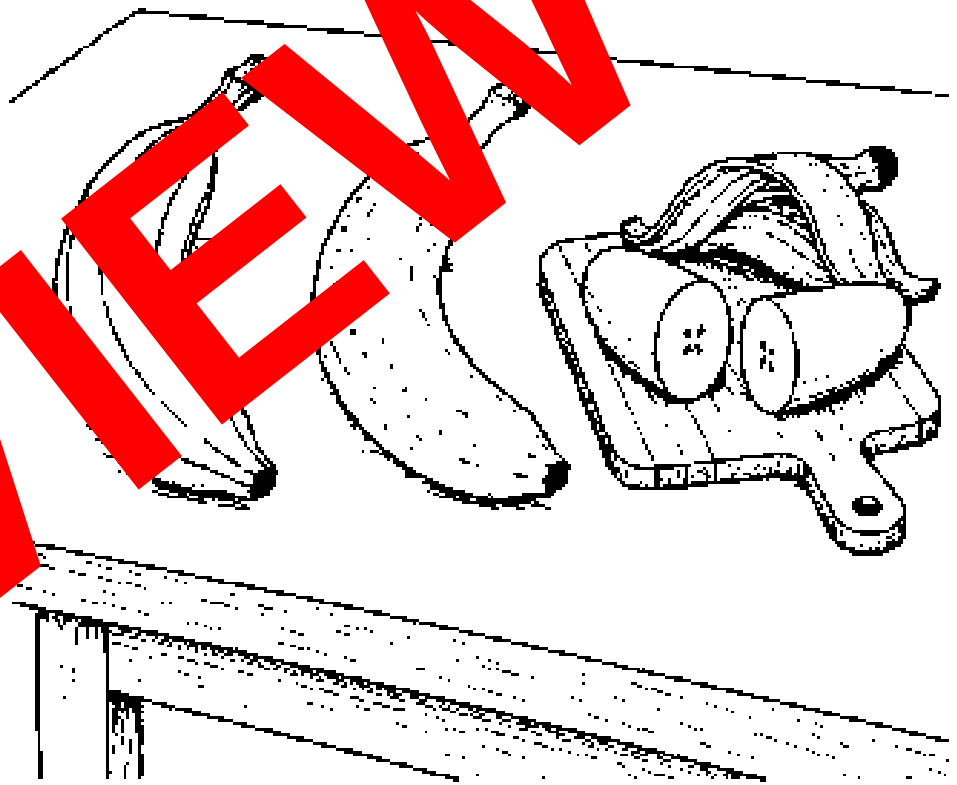
The skin starts green. It can turn yellow.

PREVIEW

Sukindi LEARNING



Peel the skin off. The banana is soft.



Cut the banana in half. Each half has soft flesh.

PREVIEW

Sukindi LEARNING

A Banana



PREVIEW

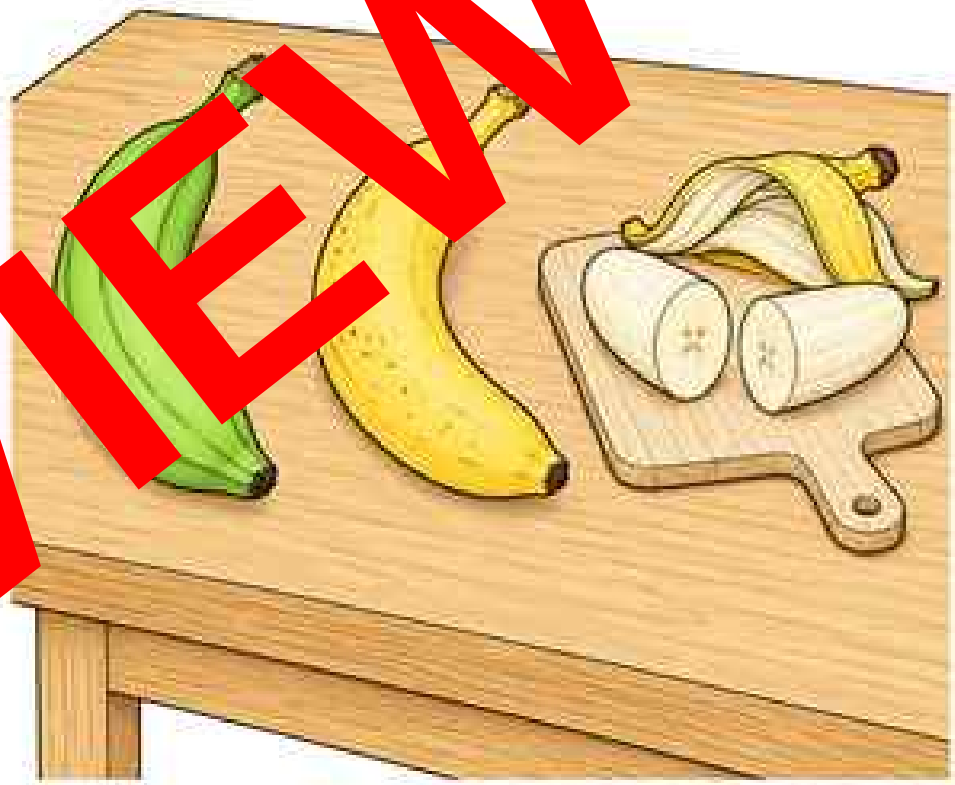


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Sukindi LEARNING



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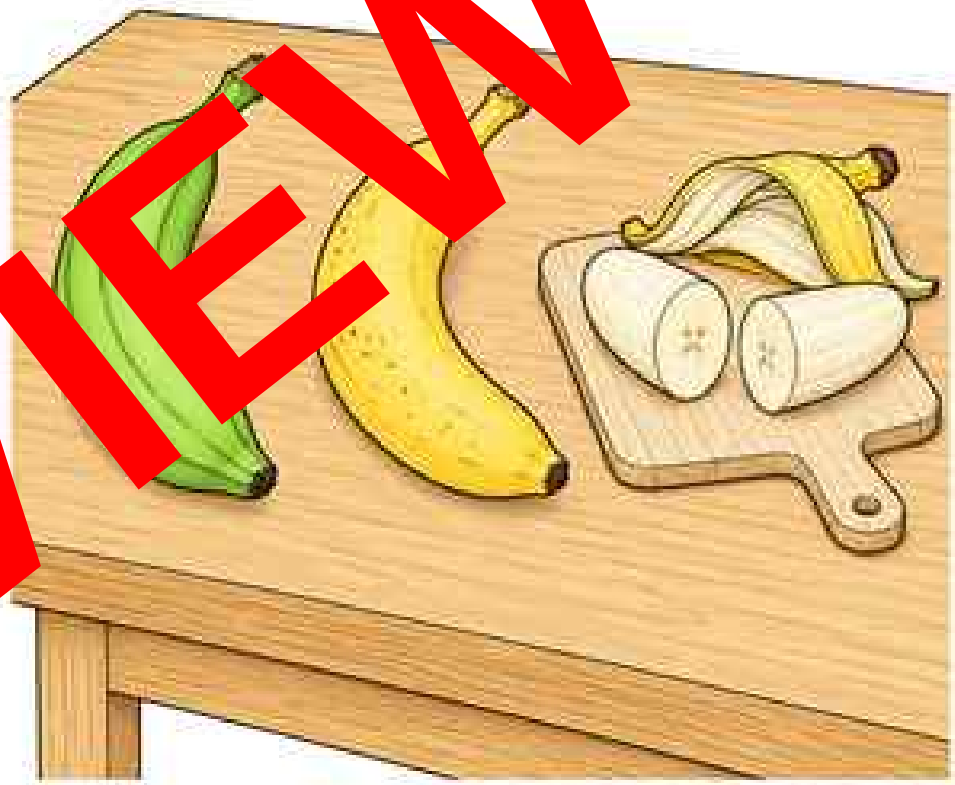
The skin starts green. It can turn yellow.

PREVIEW

Sukindi LEARNING



Peel the skin off. The banana is soft.



Cut the banana in half. Each half has soft flesh.

PREVIEW

Sukindi LEARNING

Teaching and checking

Year 1 Set 25 a-lot after w/qu in worded words; broad a-for-l in bath/fast/father-type words

Teach the focus after the prerequisites

Use after every earlier Foundation and Year 1 step, including voiced th, clusters, long vowels, weak vowels, longer words and common endings. In these checked words a says /o/ after w/qu, as in wash, want, what and squash, or broad /ar/, as in bath, path, fast and father. These are word groups, not rules for every a.

Model, guide, then let the student try

Say wash normally. Point to w, a, sh and blend /w/ /o/ /sh/. Explain that a uses /o/ here. Build bath together, then try squash. qu has /k/ then /w/, so squash has five sounds. Accept genuine Australian short-a/broad-a choices and map the spoken form separately.

Teach answer and half explicitly

In answer, broad a, n, s and weak er are current; w is silent. In half, h and f are known; a spells the broad vowel with no separately sounded l. Both words retain named support. Do not turn [illegible] a silent-w or al rule.

Keep the book support clear

The Wand in the Bath. a, the, weak was. The Last Banana: the, [illegible] answer. Wash Hands Well. the, weak for. A Banana: a, the, half. Model article a and natural weak for[illegible] Vo[illegible] in the[illegible] taught; the weak final e remains supported. The strong forms of was and for use[illegible]ugh[illegible]und[illegible]elling.

Read for meaning as well as accuracy

Read directions aloud. Model one example, [illegible] text, [illegible] let the student try. After an error, point to the spelling, say its current sound, blend and reread. Ask what happened or what the fact means; do not guess from a picture. In handwashing, gap means between fingers; at least twenty seconds means twenty or more. Rinse with clean running water and dry with [illegible] towel. A Banana describes common Cavendish eating bananas.

Use the writing task and check

On page 8 dictate answer, [illegible] h[illegible]tence 1: Wash the wand. Sentence 2: Cut it in half. Say the whole sentence, repeat it [illegible]lly, ask the student to reread. Check spelling, spaces and the full stop. Check the changed sound, not meaning [illegible] whole sentence order, record brief observations on page 10.

Print and assemble

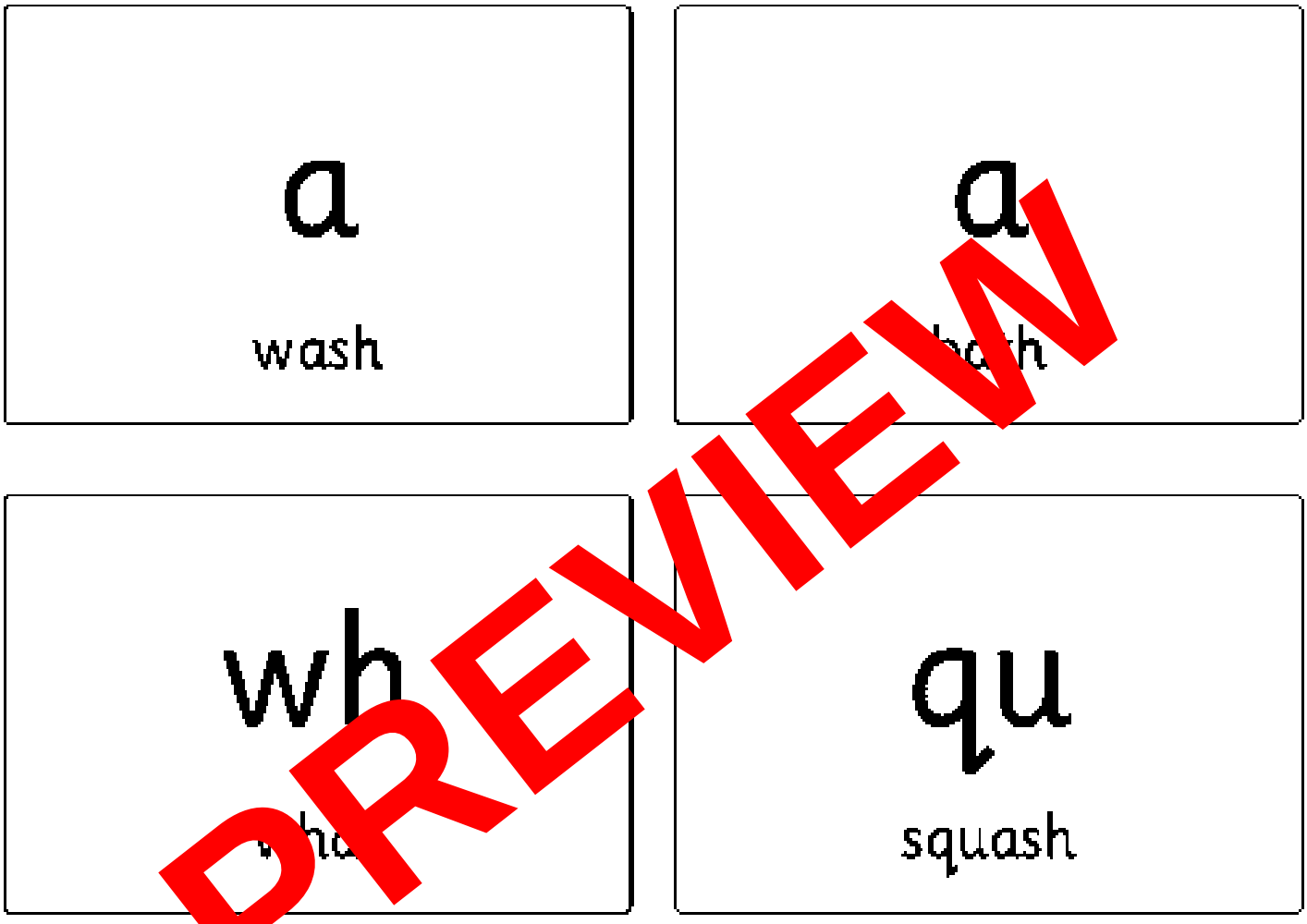
Print at actual size, single-sided. Cut each landscape A4 reader at the centre, stack numbered pages 1-6 and staple left. Print this ten-page companion on portrait A4. Cut cards on their borders. No folding or duplex booklet setting is needed.

PREVIEW

Listen, say and notice

Year 1 Set 25 a–or after w/qu in worded words; broad a–ar in bathfast/fatherstyle words

Say wash with me. Listen to its vowel. Now say bath. The same letter a can show a different vowel in these words.



PREVIEW

Point to a in wash. Say /o/. Point to a in bath. Say your normal vowel. In squash, qu stands for two sounds: /k/ then /w/. Try it with me, then say the words below.

wash want what

bath fast path

Sukindi
LEARNING

Blend and read

Year 1 Set 25 a-or after wash was words; broad a-short as bath/last/father-type words

Watch me touch below each sound in wash. We blend the sounds to read the word. Try bath with me, then read the next two words.

w a sh

b a th

q u a sh

a f t er

PREVIEW

want

wand

last

path

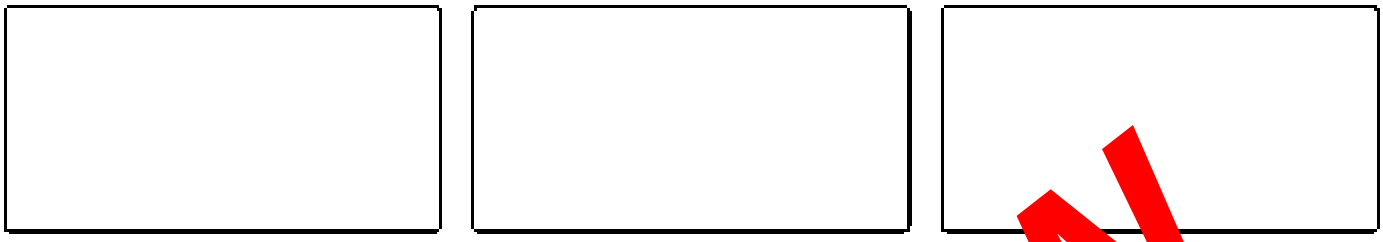
Sukindi
LEARNING

Build and spell

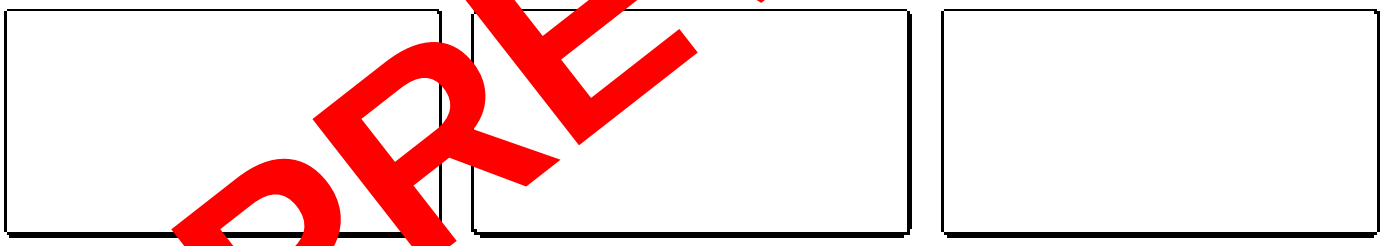
Year 1 Set 25 a-or after w/qu w verified words; broad a-for1 w bathtfast/father-type words

Cut out the tiles first. Say wash. Build it with three tiles, then write it below. Try bath next. Say each sound as you choose its spelling.

wash



bath



PREVIEW

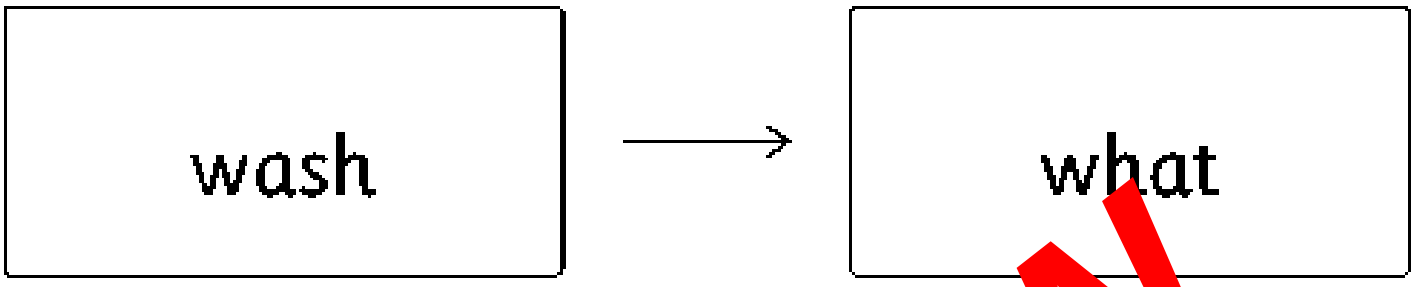
sh	b	a
th	w	a

Sukindi LEARNING

Change one sound

Year 1 Set 25 a-or after w/qu w-ere-ore words; broad a-or/ar w-ere-or/ar/air-ere-eyre words

Say wash. Change the last sound /sh/ to /t/. Blend what. Only one sound changes. Both words still have the vowel /o/.



Change the last sound in wand to /t/. Say the new word. Write it on the lines.

PREVIEW

Change the last sound in what to /sh/. Say the new word. Write it on the lines.

Read both new words. Tell which sound changed and which sounds stayed the same.

Sort and compare a

Year 1 Set 25 a-or after w/qu in worded words; broad a-for/ar in bath/fast/father-type words

Read each word aloud. Put words with a just after w in the wash group. Put the other words in the bath group. Compare the vowels using your normal Australian speech.

wash	bath	want
fast	wand	path

a after w	bath word group

PREVIEW

Sukindi LEARNING

Build a sentence

Year 1 Set 25 a-or after w/qu as verified words; broad a-for-l as bath/fast/father-type words

We will tell where the wand was. Start with The and end with bath. Put the tiles in order. Read the whole sentence to check it.

bath.	The	in
wand	the	was

Build here

PREVIEW

Read it. Cover it. Write it. Reread to check.

Sukindi LEARNING

Listen, write and check

Year 1 Set 25 a-or after w/qu w/qu worded words; broad a-for/ar in bath/fast/father-type words

Read answer and half with me. Look at the underlined letters. We will say each word, then learn which letters we do not sound out.

answer	half

Say answer. Its w is silent: we do not say it. In half, al shows the vowel; l has no sound of its own. Cover the words. Say and write answer, then half.

PREVIEW

Sentence 1

Sentence 2

Read each sentence back. Check every word and the full stop.

Sukindi LEARNING

Read, match and respond

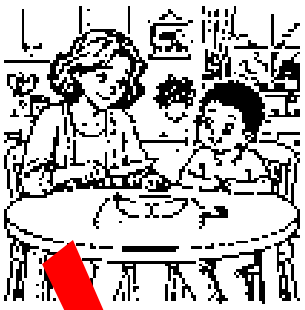
Year 1 Set 25 a-or after w/qu as in verified words; broad a-for-or in bathtfast/father-type words

Read each sentence. Draw a line to the picture that shows its meaning. The pictures are mixed up, so check each one.

The wand is in the bath.

Mum cut the banana in half.

Wash hands with s[illegible]p







PREVIEW

Tell what Wash [illegible]s Well taught about soap. Draw washing hands, then copy the sentence about soap from above.

Sukindi LEARNING

Read again and use it

Year 1 Set 25 a-or after w/qu in worded words; broad a-for/ in bathtfast/father-type words

Try these new sentences. Blend each word, then reread for meaning. Tell why the a in wash and the a in last sound different.

Father can wash the wand.

Cut the last banana in half.

Read, cover, say, then write each sentence on its two lines. Re[illegible] to ch[illegible] every word.

PREVIEW

☐ I read and checked each word.

Teacher observations

Sukindi LEARNING

Year 1 Set 25 e-i-o-f after w-qu in verified words, break and join in both/ss/ll/ff/zz type words | Fiction

The Last Banana



PREVIEW



Mum and her son had the last banana.

Sukindi LEARNING



"What can w[illegible]sa[illegible]er son. "I want half."



"I can cut it in half," said Mum. "Is that fair?"

PREVIEW

Sukindi LEARNING



"Yes!" said ha[illegible]son. Mu[illegible]cut the banana in h[illegible]f.



"That is the answer!" said Mum.
Mum and her son had half each.

PREVIEW

Sukindi LEARNING

The Last Banana



PREVIEW



Mum and her son had the last banana.

Sukindi LEARNING



"What can w[illegible] sa[illegible]er son. "I want half."



"I can cut it in half," said Mum. "Is that fair?"

PREVIEW

Sukindi LEARNING



"Yes!" said he[illegible] Mu[illegible]cut the banana in h[illegible]f.



"That is the answer!" said Mum. Mum and her son had half each.

PREVIEW

Sukindi LEARNING

Year 1 Set 2B a-e/ai/ay/ea/ee/ie/igh/oa/ow/oo/ue/ew/ou/ow/ar/or/ir/er/ur/ai/ay/au/aw/al/ou/ow/ph/wh/ey/ei/eigh/ey/ie/ph/ch/tch/ge/dge/le/el/il/ve/se/ce/ke/ck/ch/ph/gh/wh/wr/kn/mb/mn/gn/ss/sc/st/ Fiction

The Wand in the Bath



PREVIEW



Father had a red wand. His son said, "I want a bath."

Sukindi LEARNING



His son had t[illegible] w[illegible]d i[illegible]he bath.
Then it fell [illegible] with [illegible] spla[illegible].



"What was that?" said his son.
Father got a net.

PREVIEW

Sukindi LEARNING



Father got th wa in s net.
"What a ca l!" s a his on.



The wand was safe at last. After that, bath time was fun!

PREVIEW

Sukindi LEARNING

The Wand in the Bath



PREVIEW



Father had a red wand. His son said, "I want a bath."

Sukindi LEARNING



His son had th[illegible] w[illegible]d t[illegible]he bath.
Then it fell [illegible] with[illegible] spla[illegible].



"What was that?" said his son.
Father got a net.

PREVIEW

Sukindi LEARNING



Father got th wa d in s net.
"What a ca l!" s d his on.



The wand was safe at last. After that, bath time was fun!

PREVIEW

Sukindi LEARNING

Year 1 Set 25 ended after using the verified words: brand, orders, I, bath/bathe/bather-type words | Non-fiction

Wash Hands Well



PREVIEW



This is soap. We can wash hands with it.

Sukindi LEARNING



Wet hands a[illegible] wit[illegible]oap. Wash the back an[illegible]ach[illegible]ap.



Rub for at least twenty seconds. That can help lift mud and germs.

PREVIEW

Sukindi LEARNING



Wash soap off [illegible] hands well.



Wash hands after the toilet. Wash hands after play in mud.

PREVIEW

Sukindi LEARNING

Wash Hands Well





This is soap. We can wash hands with it.

PREVIEW

Sukindi LEARNING



Wet hands a[illegible] wit[illegible]oap. Wash the back an[illegible]ach[illegible]ap.



Rub for at least twenty seconds. That can help lift mud and germs.

PREVIEW

Sukindi LEARNING



Wash soap off. Then dry hands well.



Wash hands after the toilet. Wash hands after play in mud.

PREVIEW

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Year 1 Set 26 Spelling Changes with Suffixes

PREVIEW

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Book 1: Making a Kite (Colour) (Fiction)
Book 2: Hiking to the Lake (B&W) (Fiction)
Book 2: Hiking to the Lake (Colour) (Fiction)
Book 3: Hopping and Running (B&W) (Non-fiction)
Book 3: Hopping and Running (Colour) (Non-fiction)
Book 4: Making a Clay Pot (B&W) (Non-fiction)
Book 4: Making a Clay Pot (Colour) (Non-fiction)

Teaching and reading guide

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Before reading

Use this set after all earlier sound spellings, longer-word reading and the taught endings ing, er, est, s, es and ed. No new sound is introduced. Revisit each known base before adding an ending.

Model the three changes

An ending is a word part we add to a base. Show make + ing: remove the final e, then add ing. The long vowel stays. Show hop + ing: this short-vowel base ends in one consonant letter, so double p before ing. The two p letters still spell one /p/. Show happy + er: change y to i, then add er. The i keeps the /ee/ sound. Compare happier with happiest. These are selected conventions, not rules for every word.

Guide, then practise

Compare hope and hop, then hoping and hopping. Ask which vowel stays in each changed base. Try hiking together before independent making, hopping and happier. Keep y before ing; do not double a final cluster or an existing ck/ss spelling. Explain its as belonging to the animal.

Teach supported parts

In eye, all three letters together spell /igh/. In buy, b is known and uy spells /igh/. In long are, ar is already known; the final e is silent support. The weak whole form also needs teaching. In there, voiced th is known and ere=/air/ is supported. In you, y is known and ou=/oo/ is supported. Teach these before their books. Current a and the use known strong/weak vowels; voiced th is already taught.

Reading and correction

Read a word from left to right, join the sounds and check it makes meaning. If an ending causes trouble, find the base, model the change and reread the whole sentence. Discuss the two stories and the real observations and process in the non-fiction books.

Dictation on page 8

Say hoping, hopping, eye and buy separately. Then say: I am making a kite. A rabbit is hopping. Repeat each complete sentence before students write. Let students reread and check the changed base, sounds, spaces and full stop.

Assembly and checking

Print readers single-sided, landscape A4 at actual size. Cut down the centre, stack the numbered pages and staple on the left. Print this companion portrait A4. Check reading, spelling, meaning and useful writing space. If making a clay pot, use air-dry clay and follow its material directions; the reader is about a dry pen pot.

PREVIEW

Say, change and read

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Read make. Add the ending ing. Take off the final e; the long vowel stays. Now compare hop with hopping and happy with happier. Say what changed.

make	→	making
hop	→	hopping
happy	→	happier

PREVIEW

An ending is a word part we add.

ing	er	est

Sukindi LEARNING

Blend the whole word

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Say each sound, then join the sounds to read the word. The doubled letters pp spell one /p/. In happier, i keeps the /ee/ sound from happy.

m	a	k	i	ng
•	•	•	•	•

h	o	p		
•	•	•	•	•

		pp	i	ng
•	•	•	•	•

h	a	pp	i	er
•	•	•	•	•

PREVIEW

Read the known bases again.

hike hope happy

Sukindi LEARNING

Build and write

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Cut out the word parts. For each base, change the spelling before adding the ending. Build one whole word in its box, then write it on the guide.

happ	p	ing	mak	er

hop	i	ing

make + ing

hop + ing

happy + er

PREVIEW

Sukindi LEARNING

Change one sound

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Keep the other sounds in the same order. Model: change /o/ in hop to /oa/ to make hope. Say each new word before you write it.

hop → hope

hopping: change /o/ to /oa/.

sitting: change /s/ to /f/.

fitting: change /f/ to /h/.

PREVIEW

Sukindi LEARNING

Sort the spelling changes

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Cut the cards. Say the known base and its ending. Decide what happened to the base, then put each card in its group. Two cards belong in each group.

making	hopping	helping	happier
happiest	jumping	hiking	running

Drop the final e	Double the last consonant
Change y to i	Keep the base

PREVIEW

Sukindi LEARNING

Build a sentence

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Cut out the words. Read them, then put them in an order that makes sense. Build your sentence in the two-row box. Write it on the guides and read it back.

pot.	I	making
clay	a	a

Write your sentence. Use the box guides if you need them.

Check spaces and the full stop. Read it back.

PREVIEW

Listen, spell and check

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Study eye and buy, then cover them. Listen to each word or sentence. Say it, write it and check the spelling change. Listen again if you need to.

eye	buy
Word 1	Word 2
Supported word 1	Supported word 2
Sentence 1	
Sentence 2	

PREVIEW

Match the meaning

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Read each sentence. Find its picture and write the picture number in the box. Check that the whole sentence matches.



1 2 3

Mum and I are making a kit

A frog is sitting [illegible] a l

The pot is fo[illegible]ens.

Draw the repaired kite. Say what the patch does.

PREVIEW

Sukindi LEARNING

Read again and try a new word

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Read the passage once carefully. Read it again smoothly. Point to a changed base and explain what happened.

I am hoping to see a rabbit.
A rabbit is hopping by a lake.
I stop and sit still.

Try this new base with a known ending. Read bake. It changes to make. Say the new word, then write it.

bake + ing

Circle a word you can now read smoothly. Tell someone how you checked its ending.

Teacher observations

- [ ] Finds and reads the known base
- [ ] Explains a useful spelling change
- [ ] Rereads the whole word and sentence

PREVIEW

Hiking to the Lake



PREVIEW



Dad and I are hiking to the lake.
We keep to the path.

Sukindi LEARNING



Dad is hoping t see a frog.
I am hoping to e a fish.



A frog is sitting by a log.
I can see its big eye.

PREVIEW

Sukindi LEARNING



Dad and I stop and sit still.
The frog can relax in the sun.



Dad is happy, and I am happier still.
We can go hiking here again.

PREVIEW

Sukindi LEARNING

Hiking to the Lake





Dad and I are hiking to the lake.
We keep to the path.

PREVIEW

Sukindi LEARNING



Dad is hoping t see a frog.
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A frog is sitting by a log.
I can see its big eye.

PREVIEW

Sukindi LEARNING



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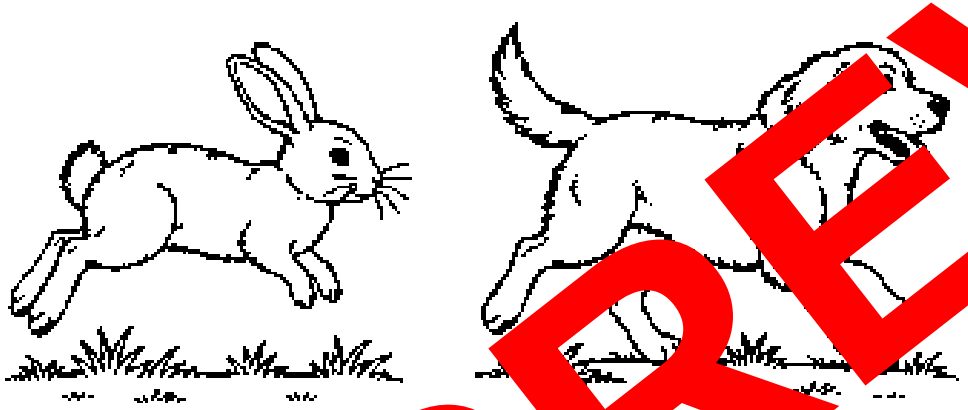


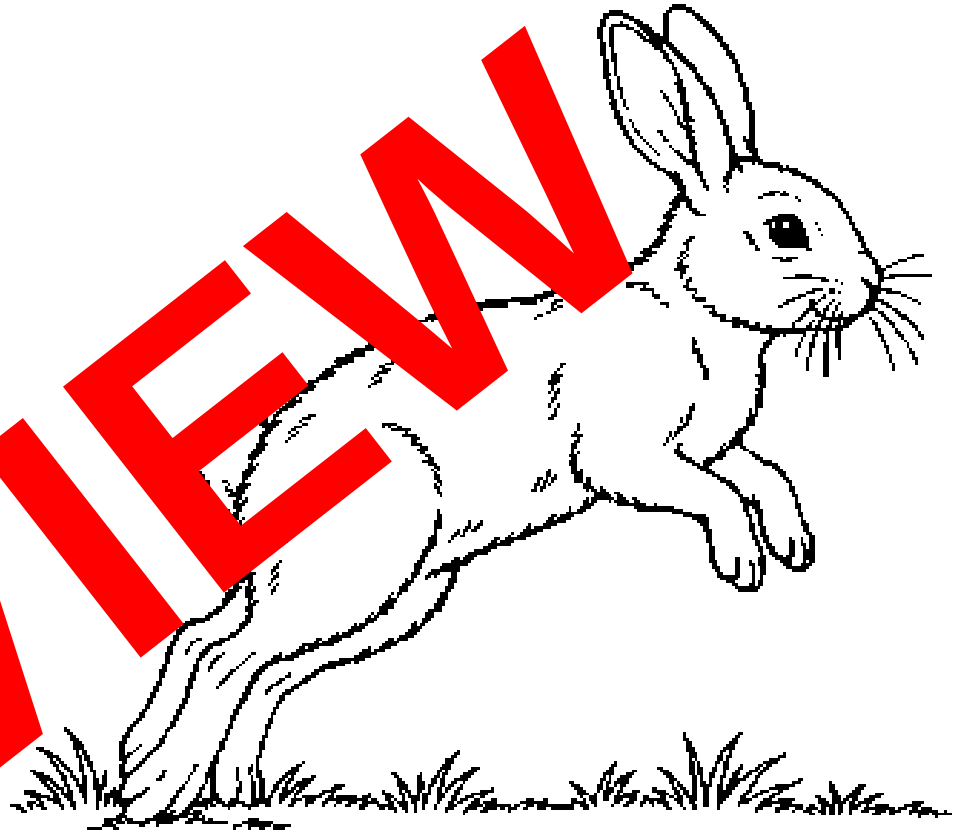
Dad is happy, and I am happier still.
We can go hiking here again.

PREVIEW

Sukindi LEARNING

Hopping and Running

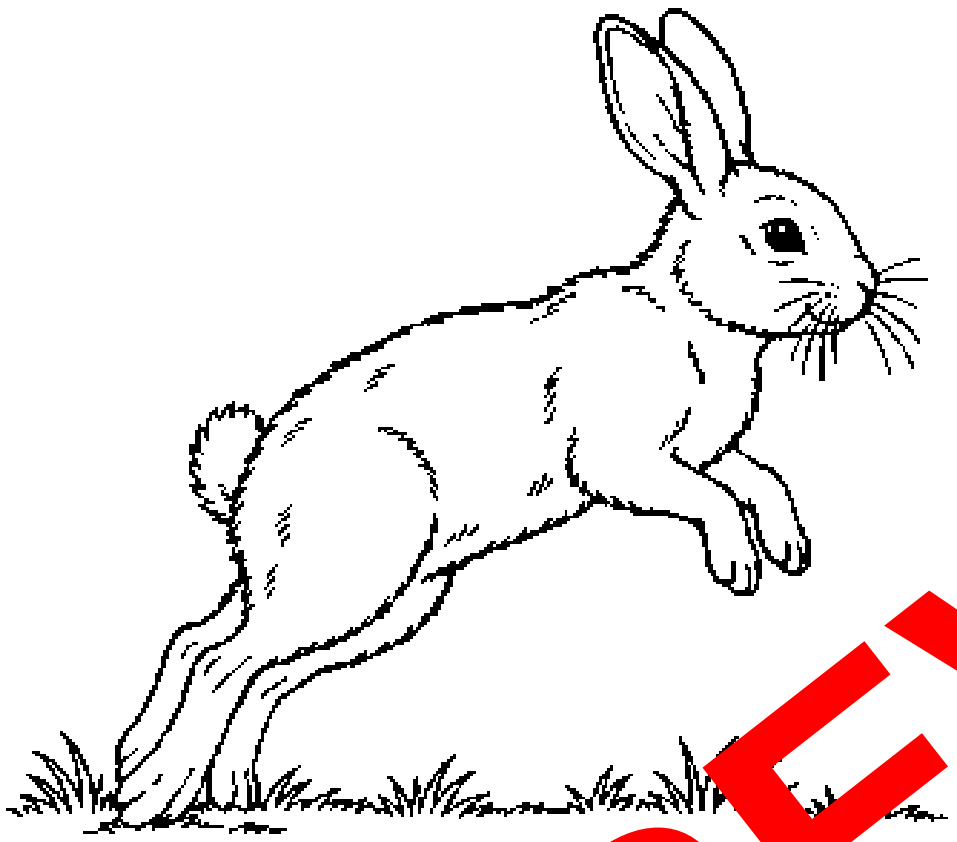




A rabbit has long back legs.
It can hop.

PREVIEW

Sukindi LEARNING



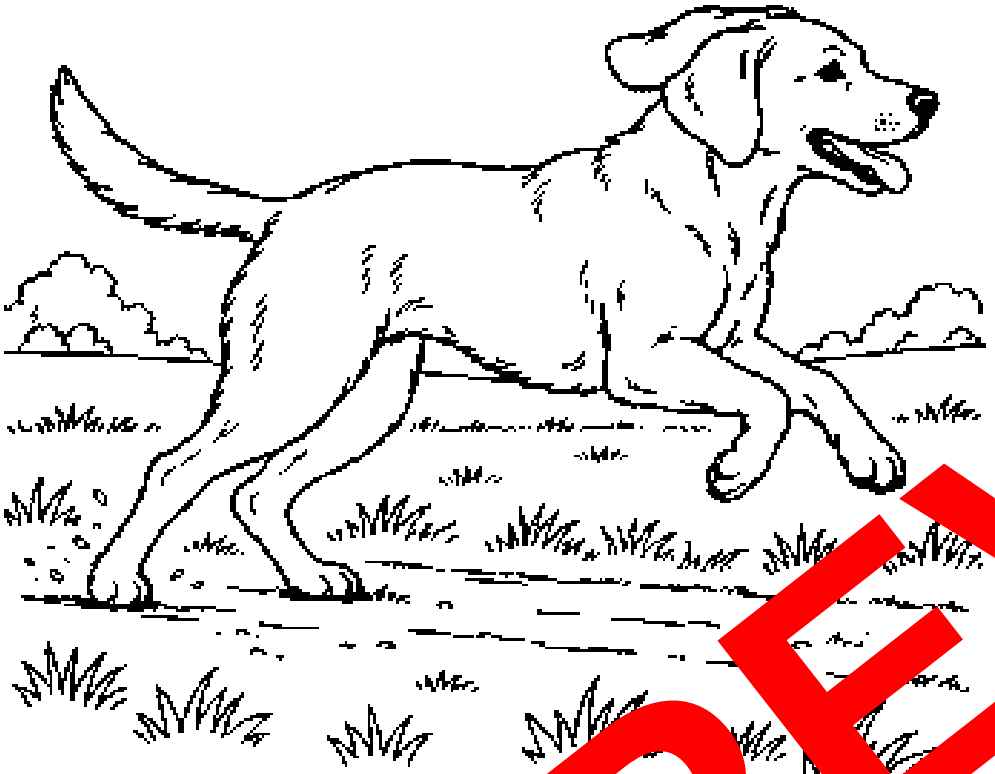
When it is hop[illegible]g, it[illegible]back[illegible]gs push it up and along.



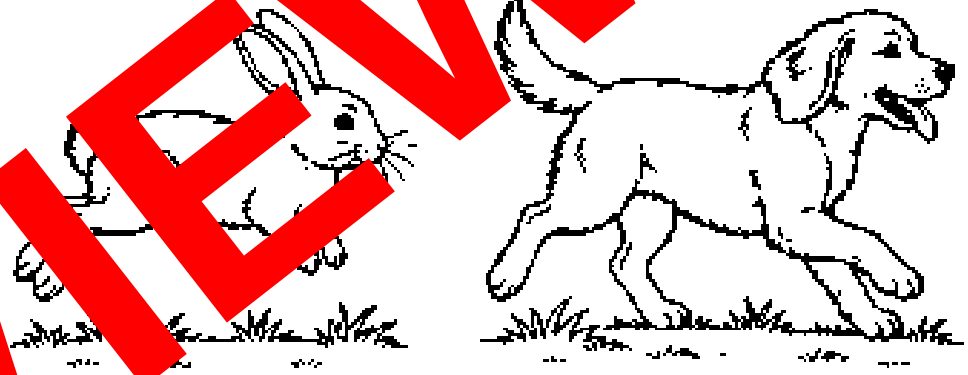
A dog is running.
It can push off the ground with its back legs.

PREVIEW

Sukindi LEARNING



Its feet push, li[illegible]and [illegible]d.
Running is a w[illegible]to [illegible]t from here to there.

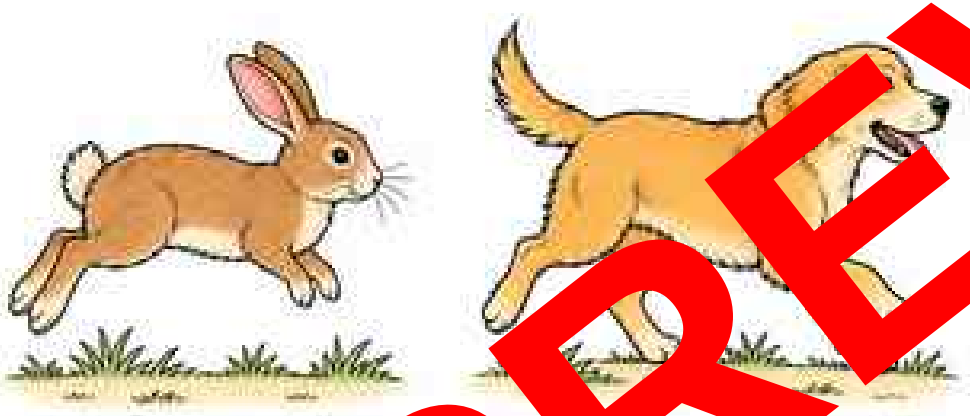


An animal can get along by hopping or running.
What can you spot?

PREVIEW

Sukindi LEARNING

Hopping and Running

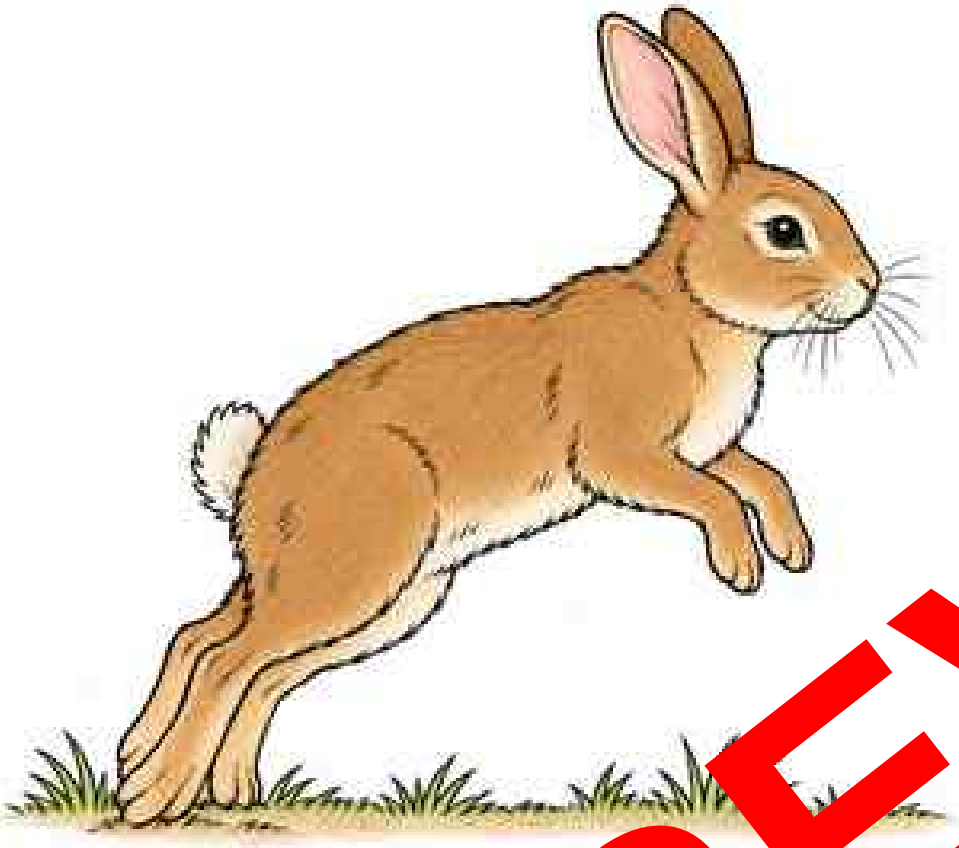




A rabbit has long back legs.
It can hop.

PREVIEW

Sukindi LEARNING



When it is hop[illegible]g, it[illegible]back[illegible]gs push it up and along.



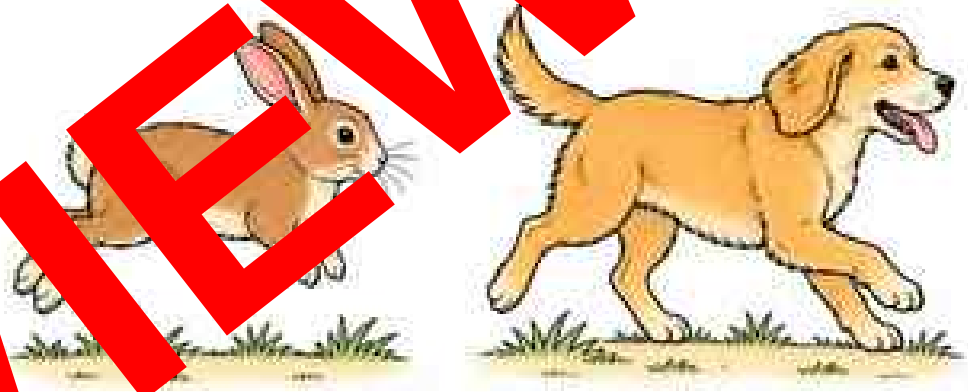
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PREVIEW

Sukindi LEARNING



Its feet push, lif and d.
Running is a w to t from here to there.



An animal can get along by hopping or running.
What can you spot?

PREVIEW

Sukindi LEARNING

Making a Clay Pot

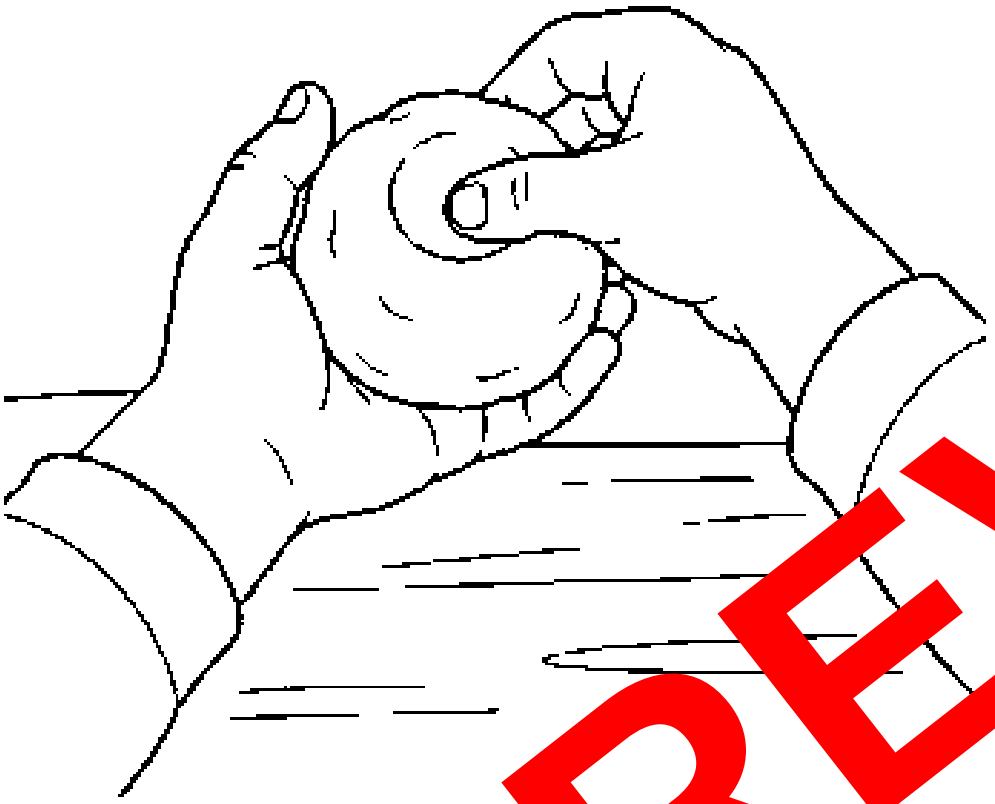


PREVIEW



Air-dry clay is soft for shaping.
Making a pot starts with a ball.

Sukindi LEARNING



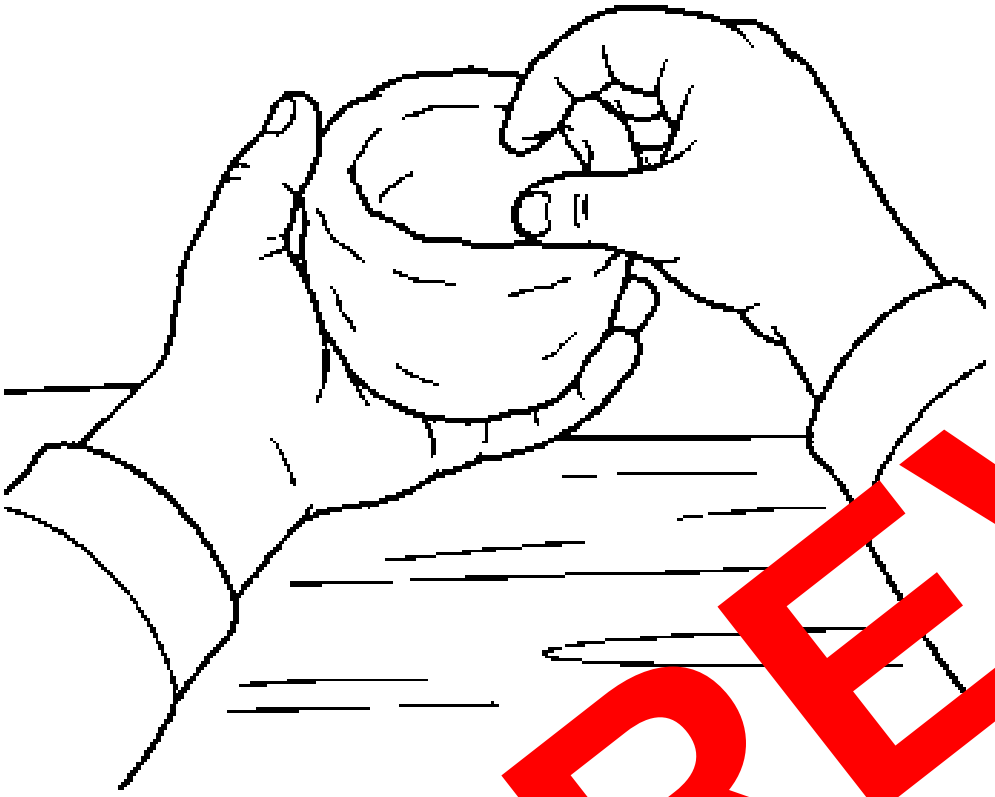
Shape the clay into a ball.
Push in the middle to make a dip.



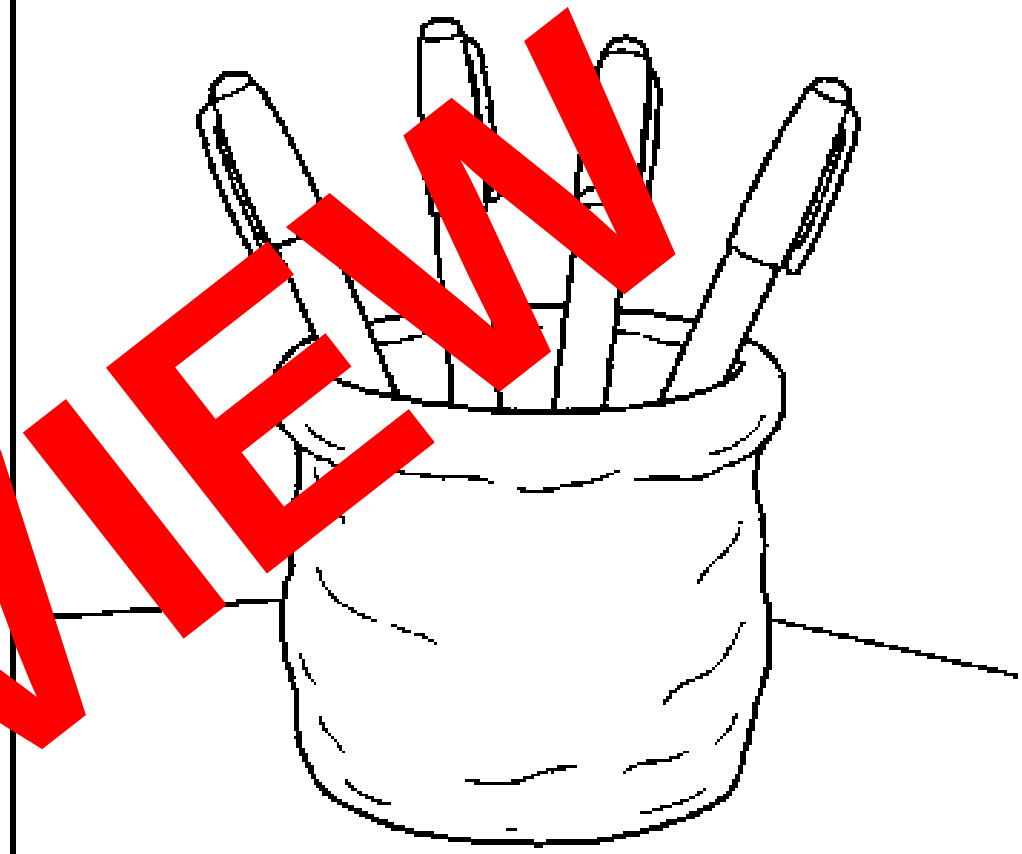
Keep turning the ball and pressing the side.
The dip gets wider.

PREVIEW

Sukindi LEARNING



Pinch the side [illegible] ca[illegible]
Keep a thick ri[illegible]nd [illegible] flat base.



Let the pot dry.
The dry pot can keep pens in place.

PREVIEW

Sukindi LEARNING

Making a Clay Pot





Air-dry clay is soft for shaping.
Making a pot starts with a ball.

PREVIEW

Sukindi LEARNING



Shape the clay into a ball.
Push in the middle to make a dip.



Keep turning the ball and pressing the side.
The dip gets wider.

PREVIEW

Sukindi LEARNING



Pinch the side [illegible] ca
Keep a thick ri[illegible]nd [illegible] flat base.



Let the pot dry.
The dry pot can keep pens in place.

PREVIEW

Sukindi LEARNING

Making a Kite



PREVIEW



Mum and I are making a kite.
We do not need to buy it.

Sukindi LEARNING



Mum is cutting [illegible] shap[illegible]
I am making a [illegible].



The kite has a rip.
I am hoping Mum can help.

PREVIEW

Sukindi LEARNING



Mum is sticking [illegible] pat[illegible] on
I keep the kite [illegible]



The kite can fly high.
I am the happiest kid in the park!

PREVIEW

Sukindi LEARNING

Making a Kite





Mum and I are making a kite.
We do not need to buy it.

PREVIEW

Sukindi LEARNING



Mum is cutting [illegible] shap[illegible]
I am making a [illegible]a[illegible].



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PREVIEW

Sukindi LEARNING



Mum is sticking [illegible] on
I keep the kite [illegible]



The kite can fly high.
I am the happiest kid in the park!

PREVIEW

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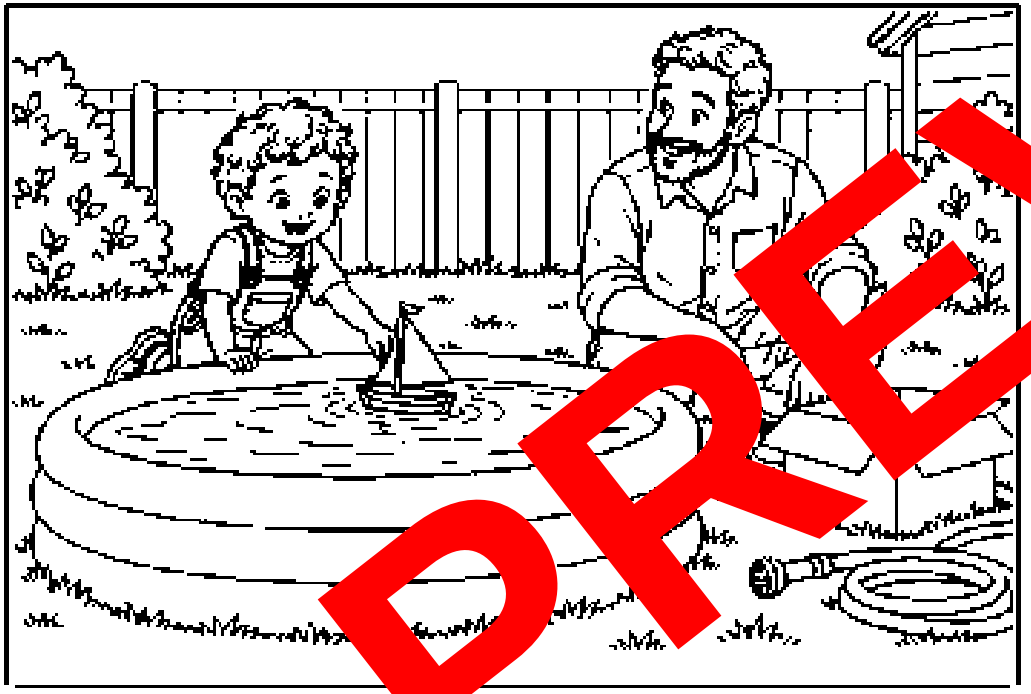
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Year 1 Set 27 Prefixes, Suffixes and Contractions

PREVIEW

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Book 1: A Helpful Plan (Colour) (Fiction)
Book 2: Replay the Game (B&W) (Fiction)
Book 2: Replay the Game (Colour) (Fiction)
Book 3: Helpful Tools (B&W) (Non-fiction)
Book 3: Helpful Tools (Colour) (Non-fiction)
Book 4: Snails Move Slowly (B&W) (Non-fiction)
Book 4: Snails Move Slowly (Colour) (Non-fiction)

A Helpful Plan

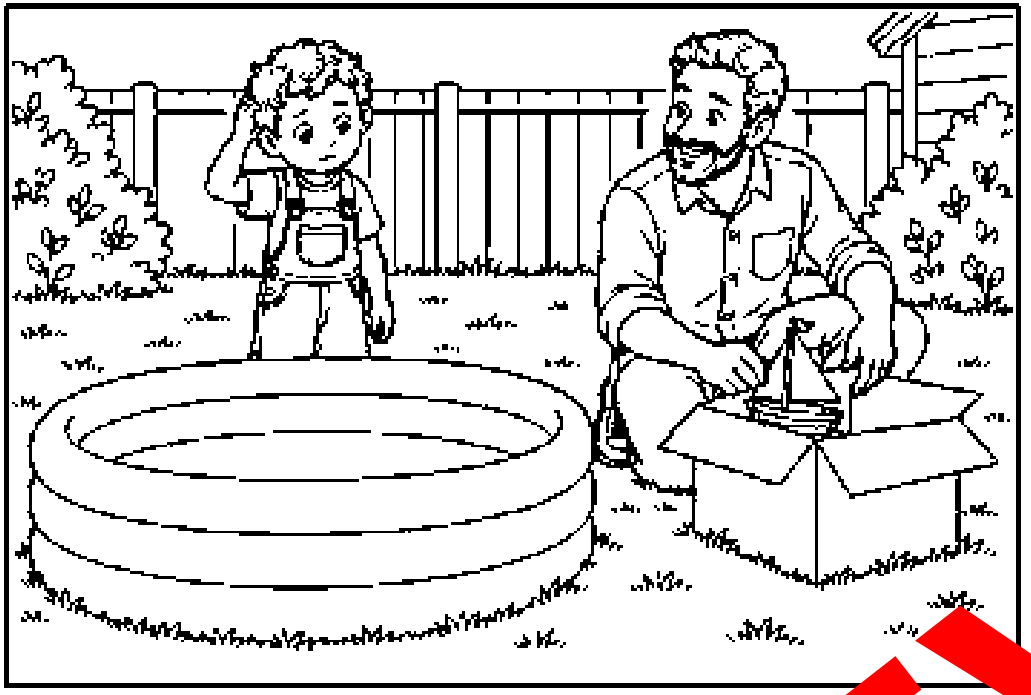




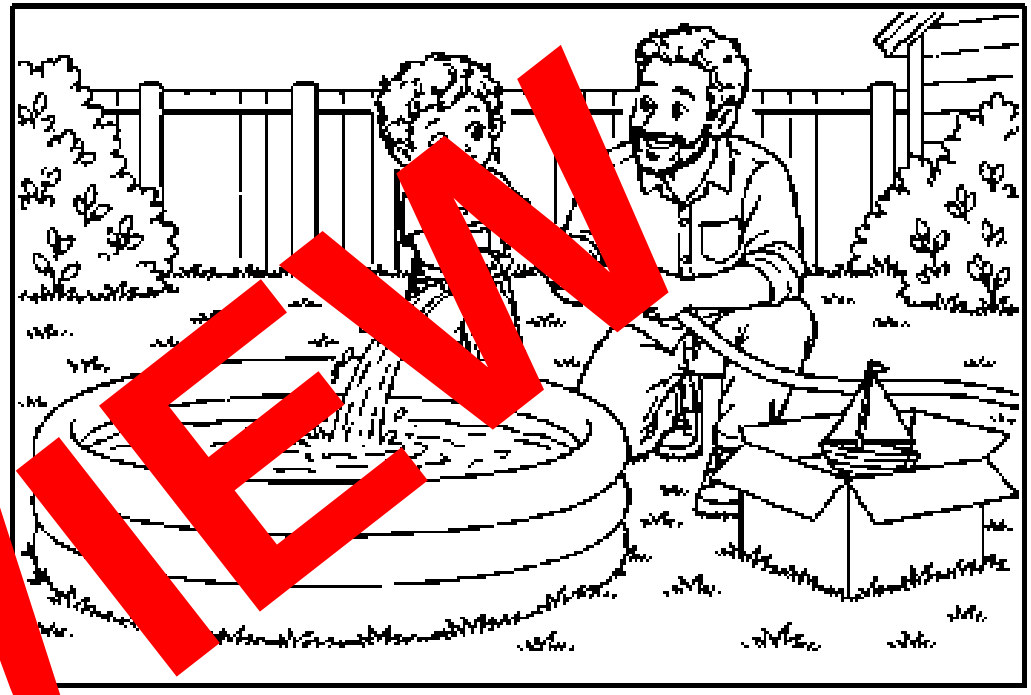
PREVIEW

Ben and Dad unpack a little boat. Ben is unhappy with the dry pool.

Sukindi LEARNING



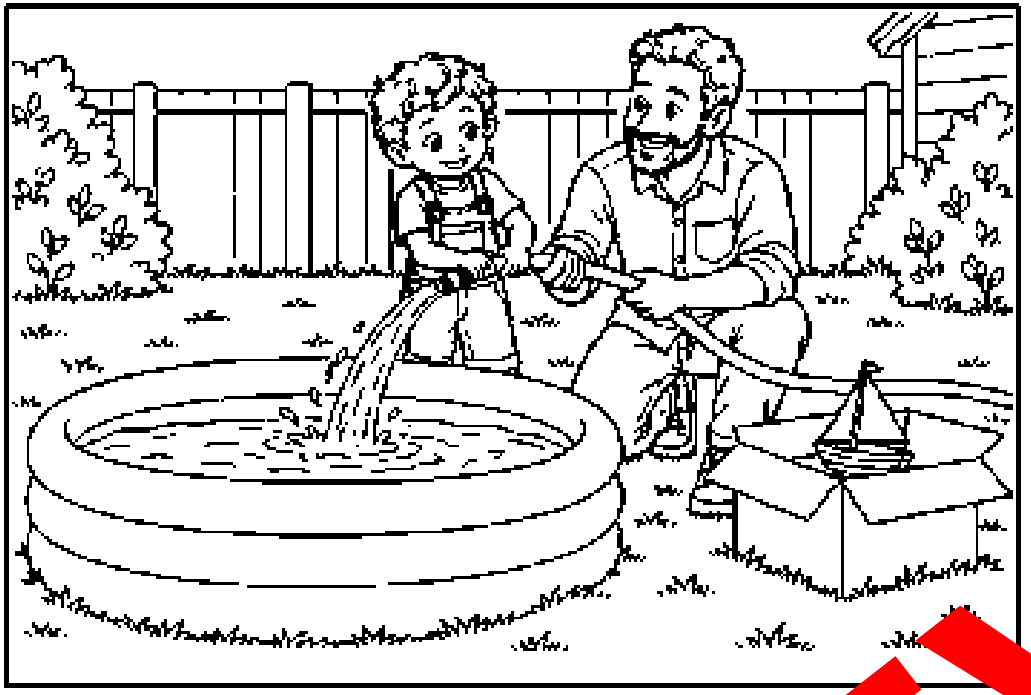
The pool is dry, and the boat will not move. 'It's no ele-ll' says Ben.



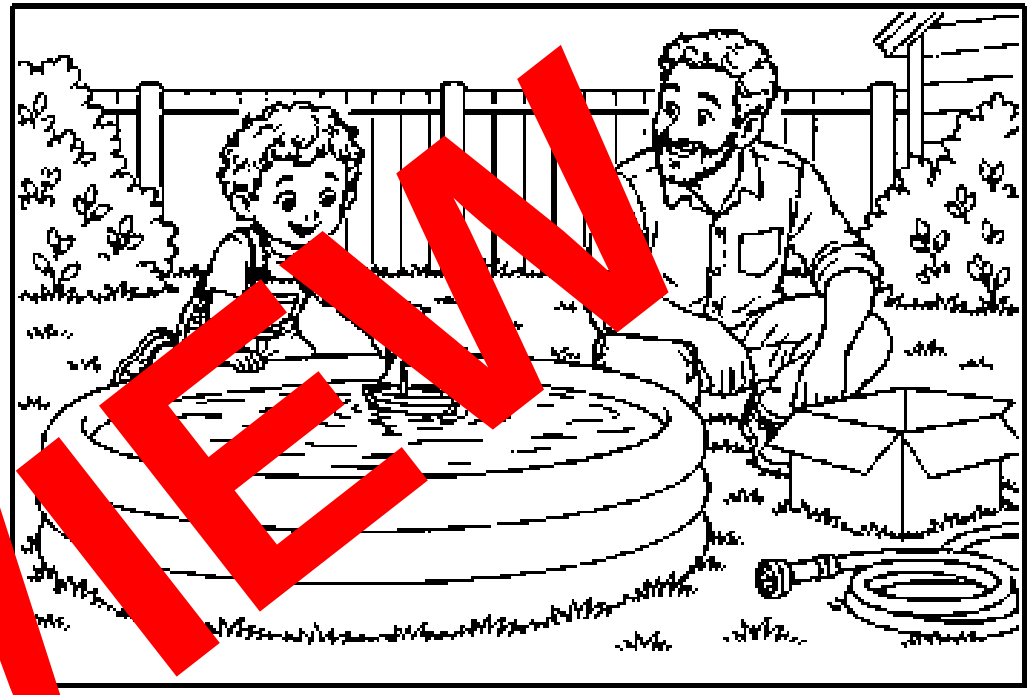
'I'm helpful,' says Ben. 'We can refill the pool.'

PREVIEW

Sukindi LEARNING



Dad and Ben refill the [illegible]
slowly. Ben can help Dad
with the hose.



Ben can push the boat. He
grins with happiness.

PREVIEW

Sukindi
LEARNING

A Helpful Plan





Ben and Dad unpack a little boat. Ben is unhappy with the dry pool.

PREVIEW

Sukindi LEARNING



The pool is dry, and the boat will not move. 'It's no ele-ll' says Ben.



'I'm helpful,' says Ben. 'We can refill the pool.'

PREVIEW

Sukindi LEARNING



Dad and Ben refill the pool slowly. Ben can help Dad with the hose.

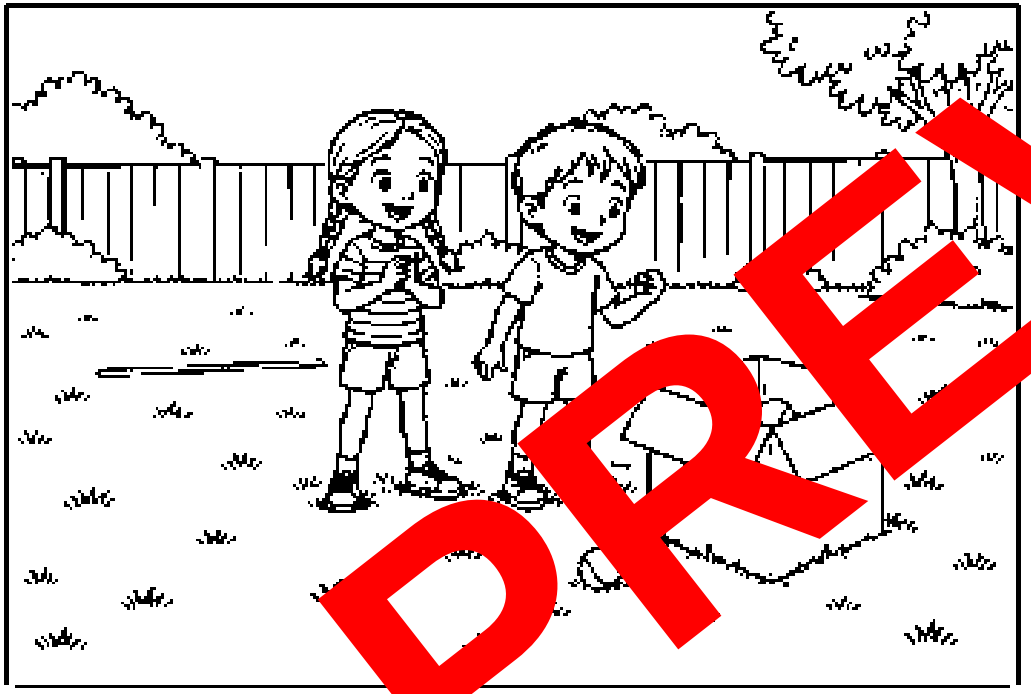


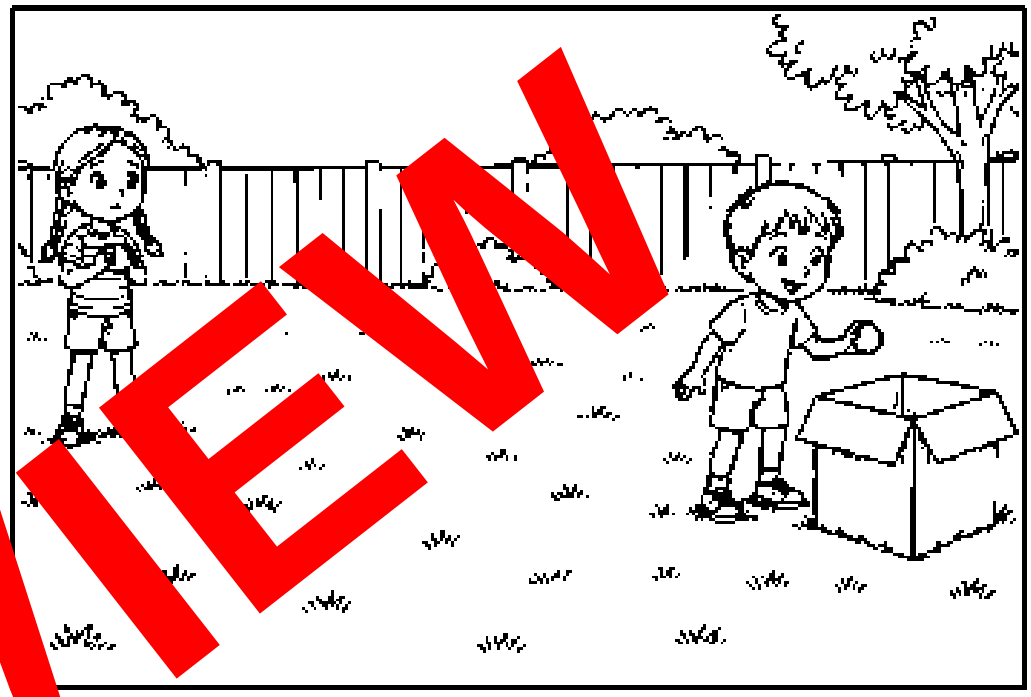
Ben can push the boat. He grins with happiness.

PREVIEW

Sukindi LEARNING

Replay the Game

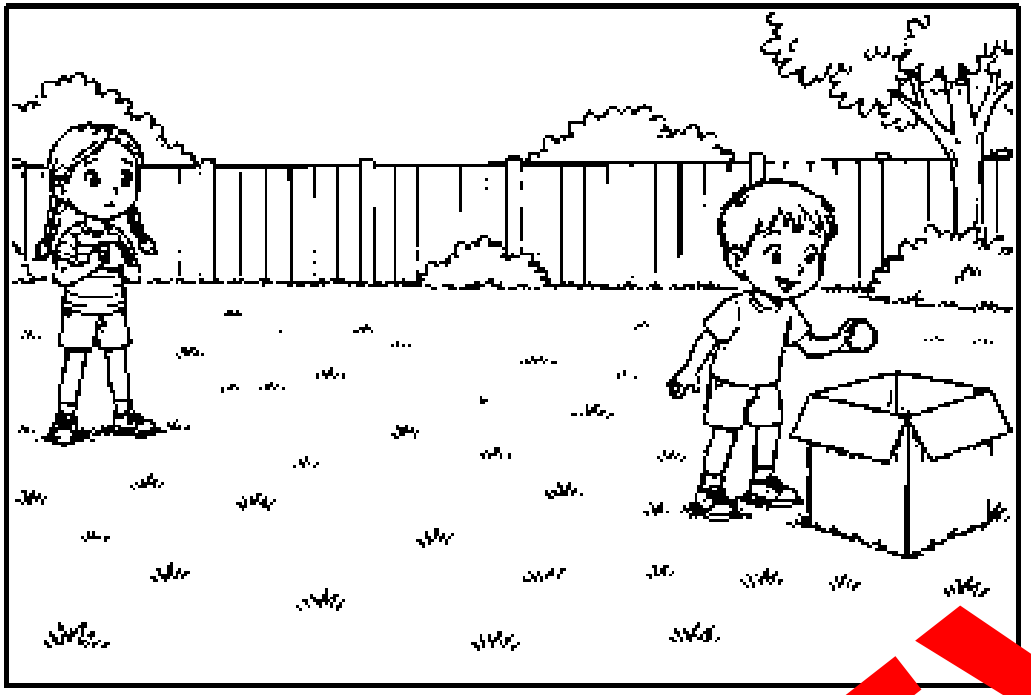




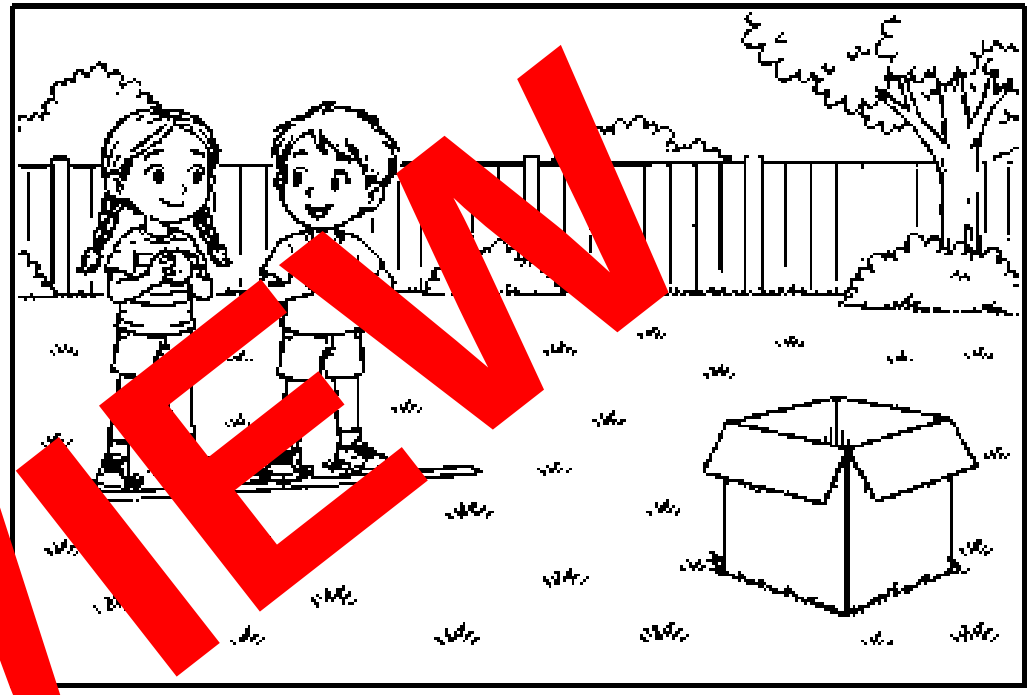
Jess and Kim play a game. Kim can toss a ball at a big box.

PREVIEW

Sukindi LEARNING



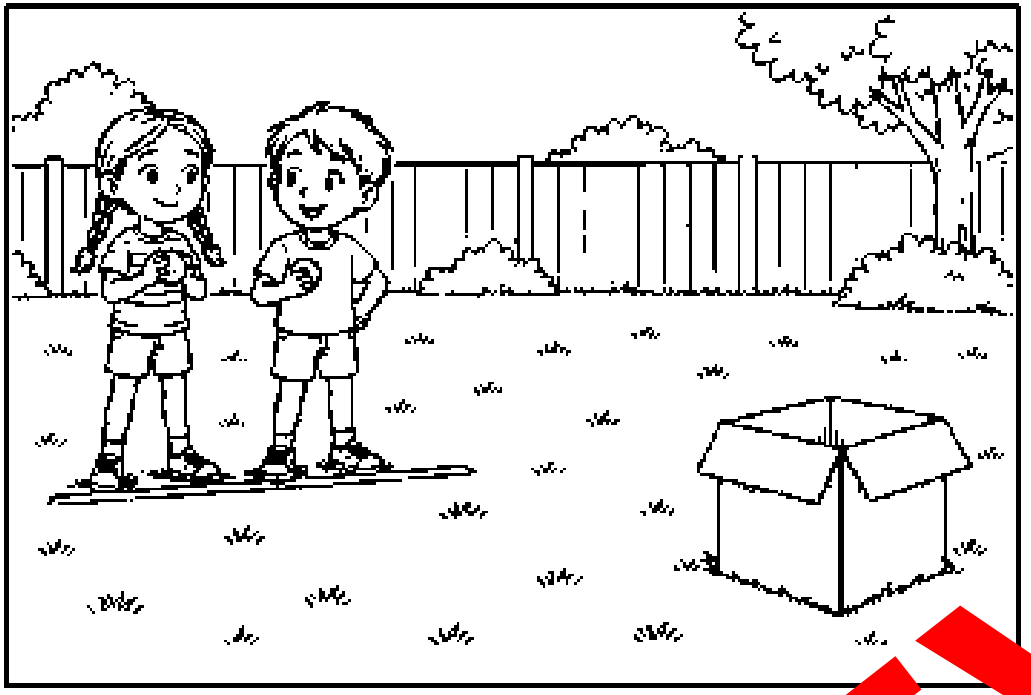
Kim is near the box, bu[illegible]s is not. 'It's unfair!' sa[illegible]s J[illegible]s



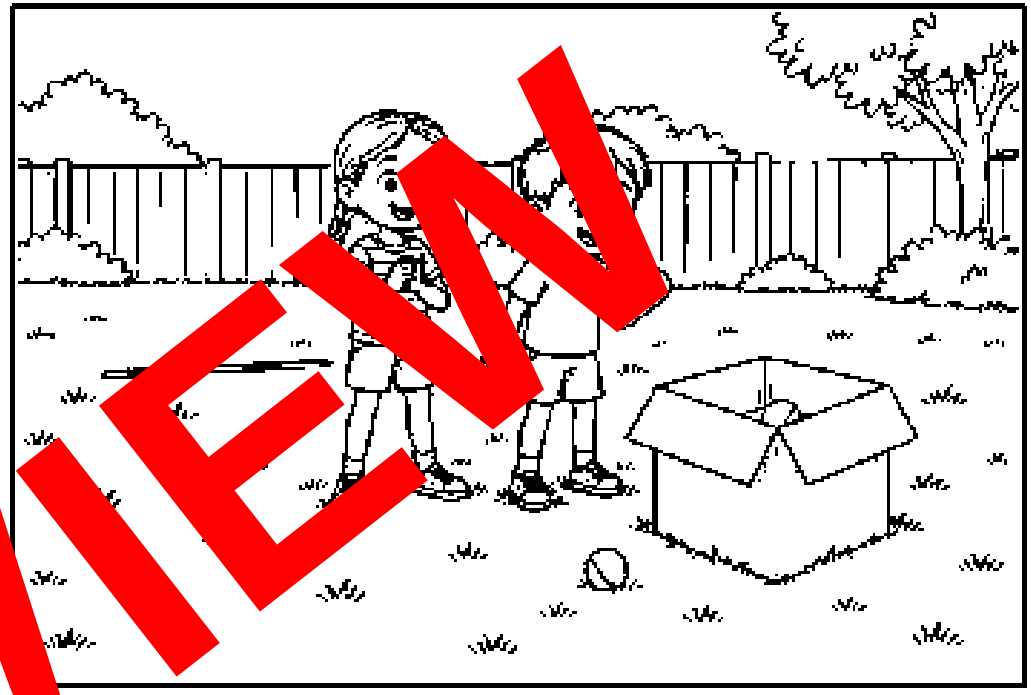
'Let's retell the rules,' says Kim. 'Then we can replay.'

PREVIEW

Sukindi LEARNING



Jess and Kim stand on the
same line. Each can toss
the box.



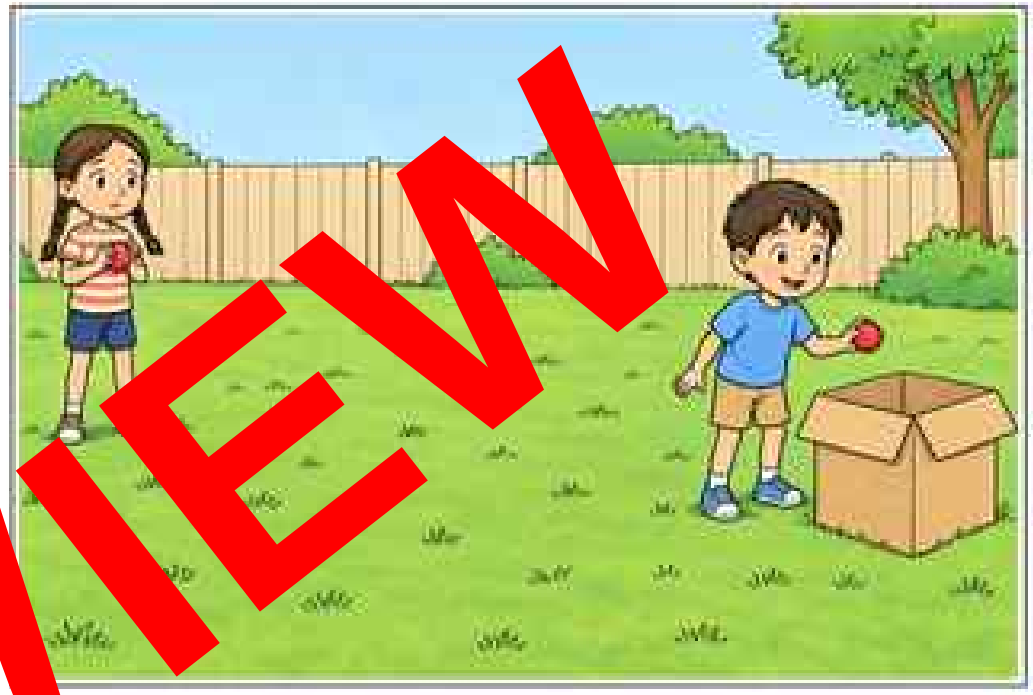
Jess has a bigger smile. 'It's
fair!' says Jess. Kim is happy.

PREVIEW

Sukindi
LEARNING

Replay the Game

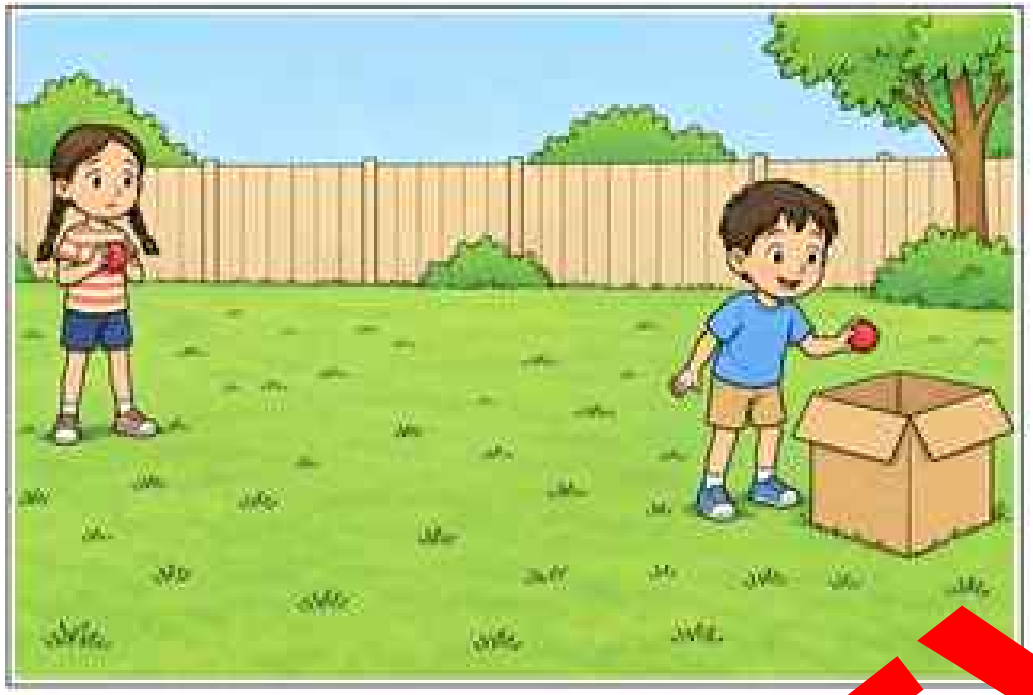




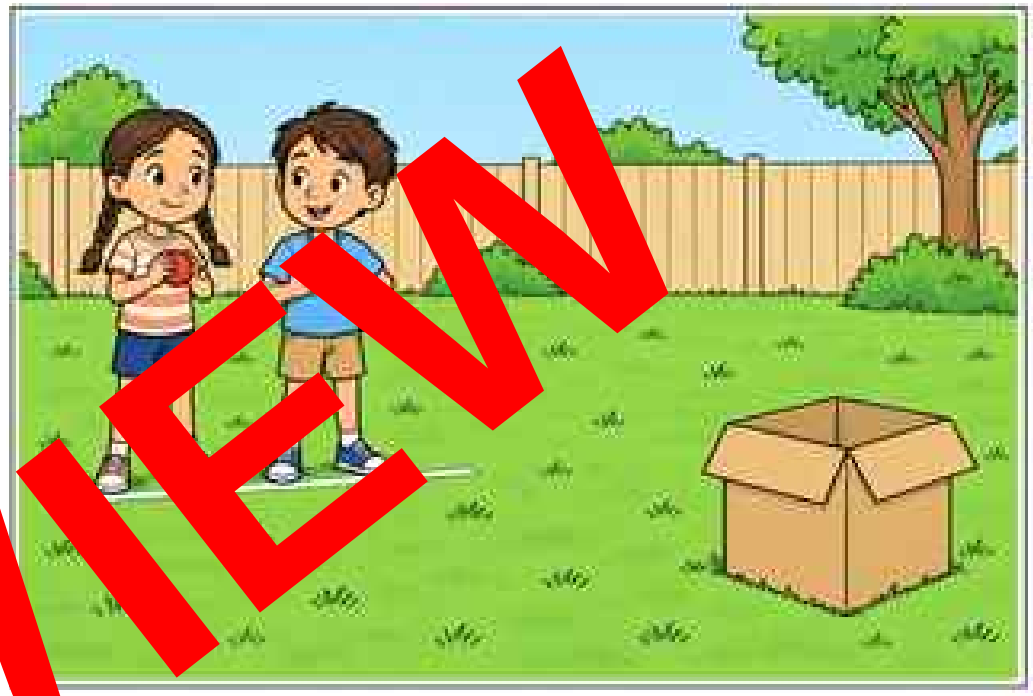
PREVIEW

Jess and Kim play a game. Kim can toss a ball at a big box.

Sukindi LEARNING



Kim is near the box, bu[illegible] is not. 'It's unfair!' sa[illegible]



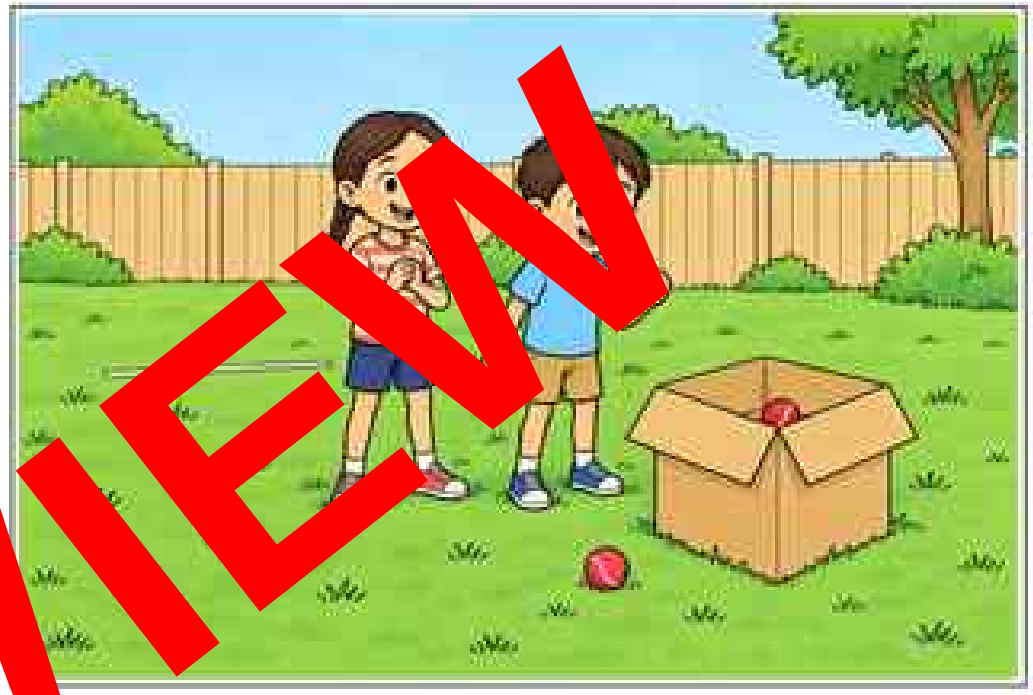
'Let's retell the rules,' says Kim. 'Then we can replay.'

PREVIEW

Sukindi LEARNING



Jess and Kim stand on the same line. Each can toss the box.

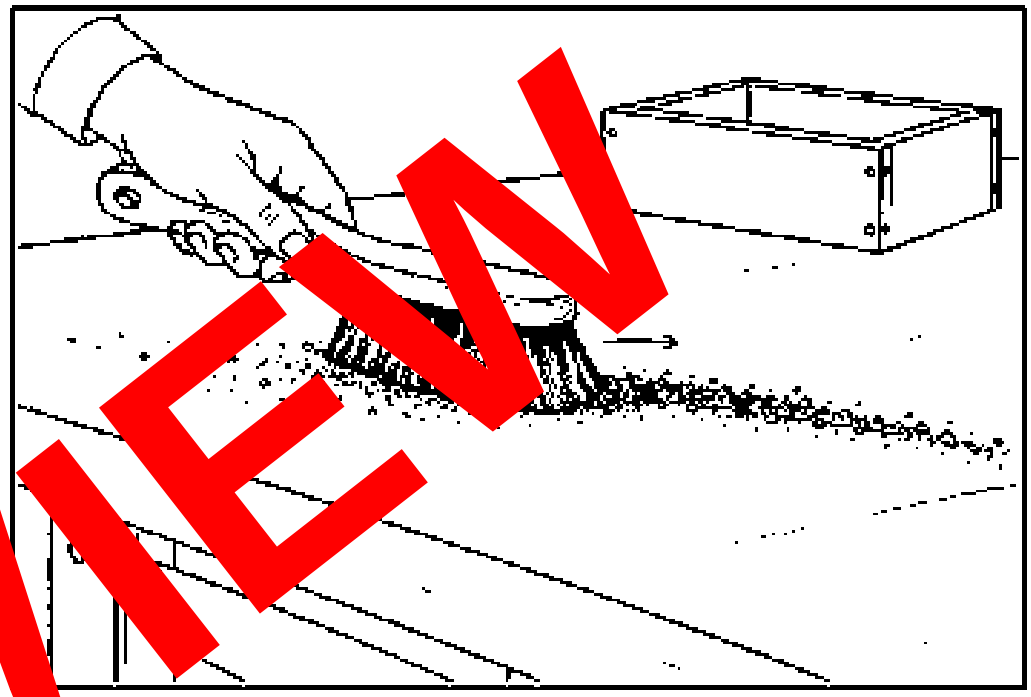


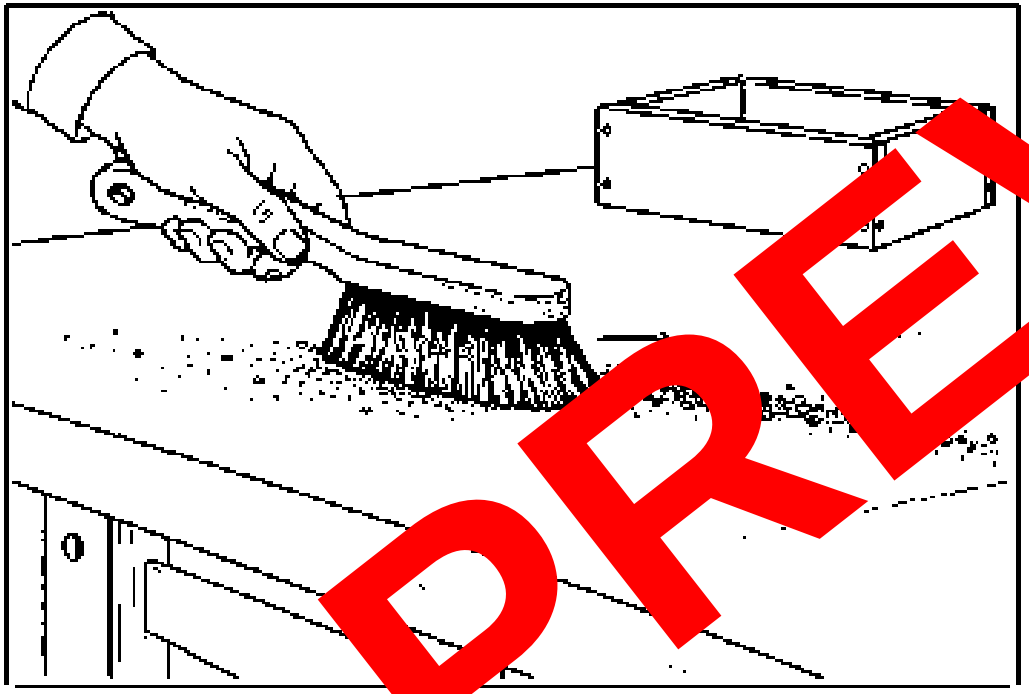
Jess has a bigger smile. 'It's fair!' says Jess. Kim is happy.

PREVIEW

Sukindi LEARNING

Helpful Tools

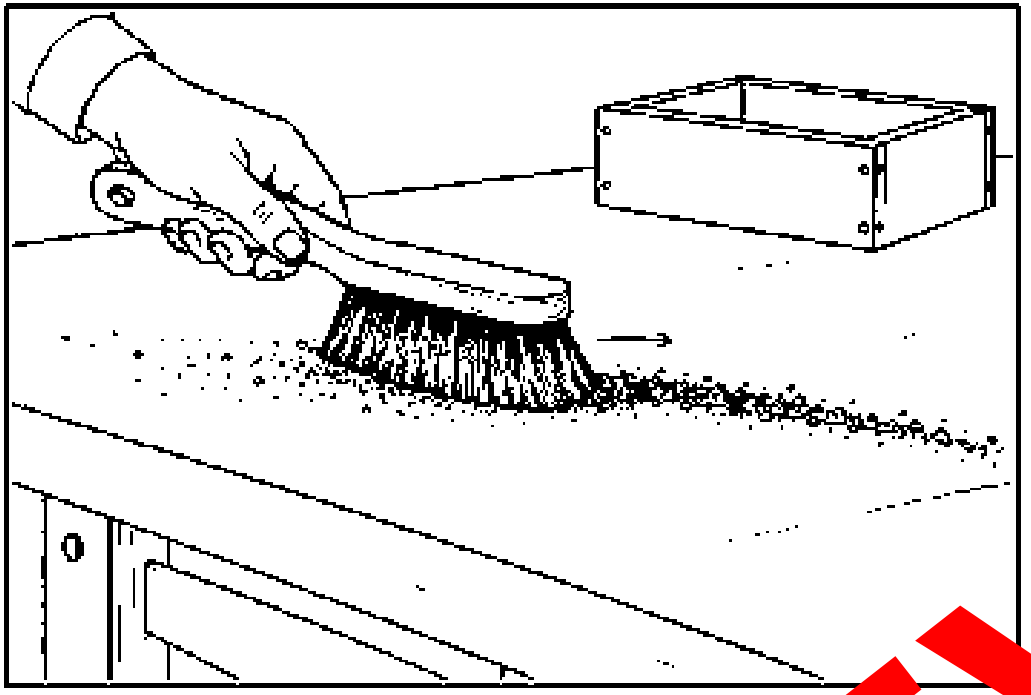




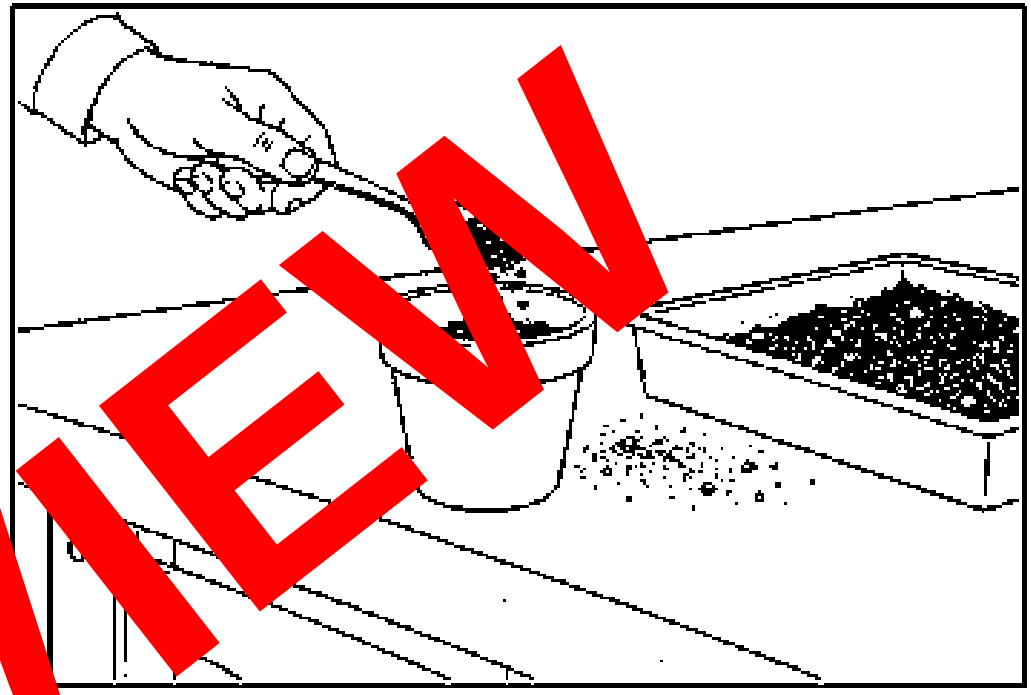
A brush is a helpful tool. The soft brush can sweep up dust.

PREVIEW

Sukindi LEARNING



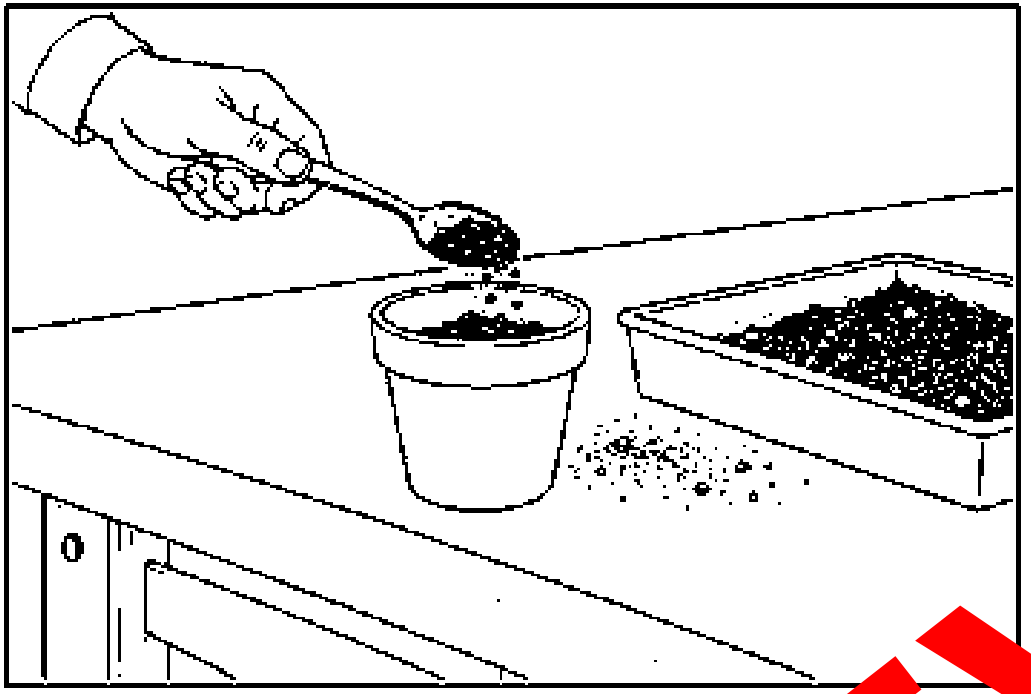
Use the brush slowly. The dust is in a neat line.



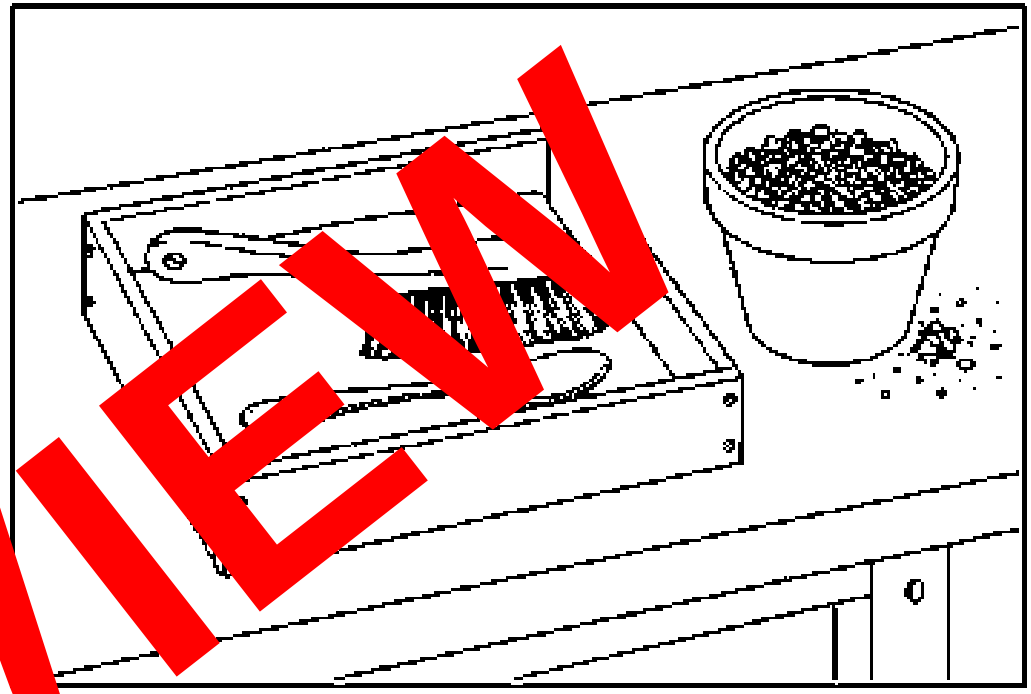
A spoon is a helpful tool. It can scoop soil.

PREVIEW

Sukindi LEARNING



Use the spoon to refill [illegible].
A careless scoop can spill soil.

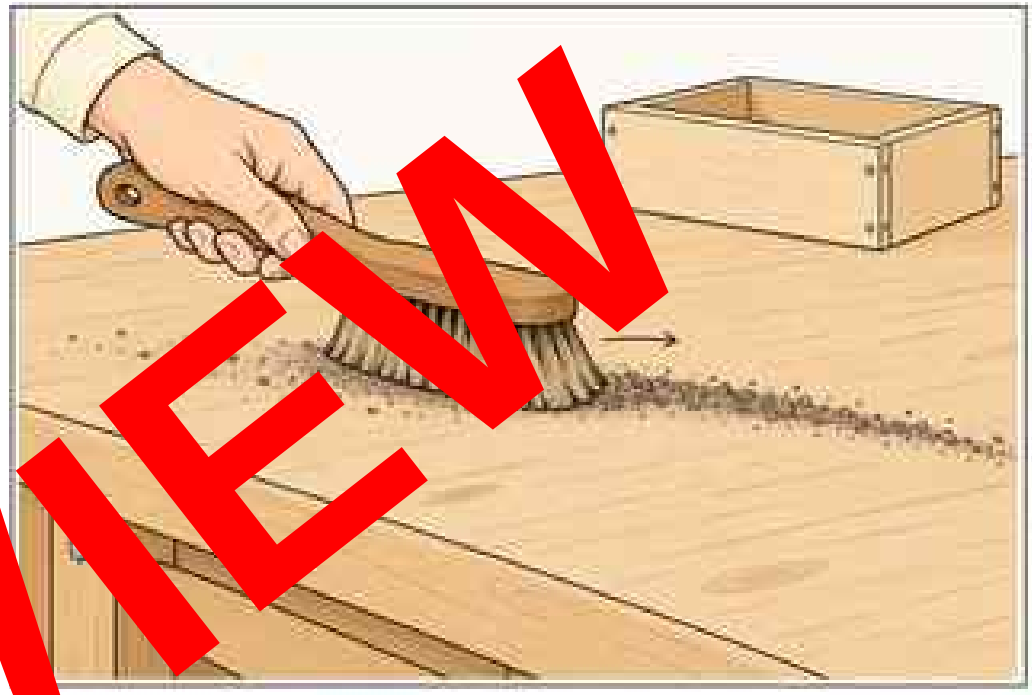


Neatness helps us see each tool. Put the tools back in the box.

PREVIEW

Sukindi LEARNING

Helpful Tools

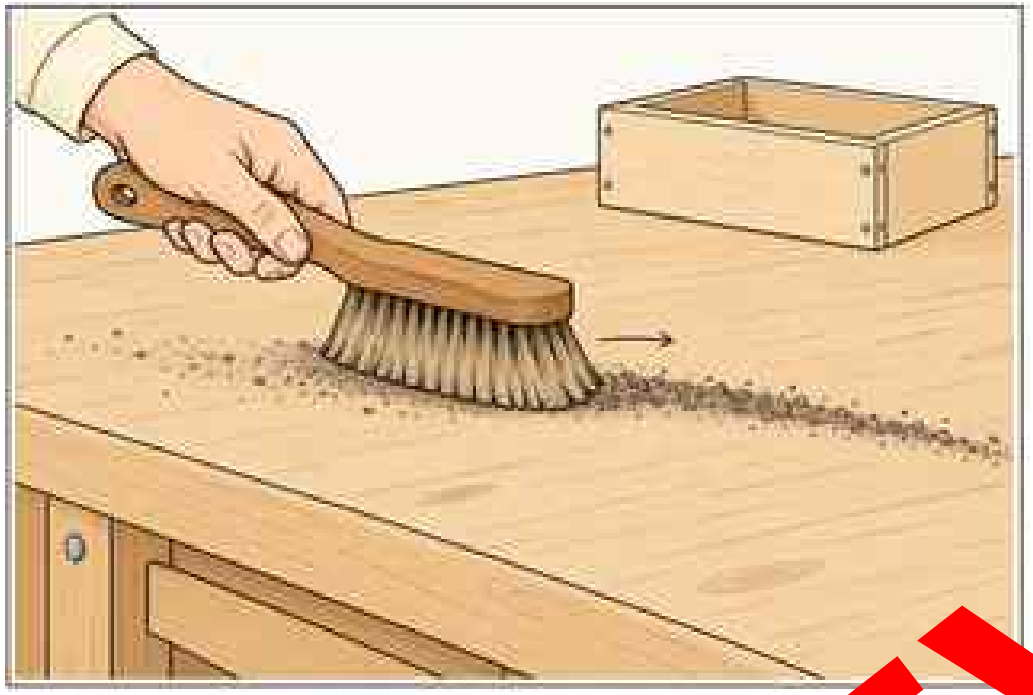




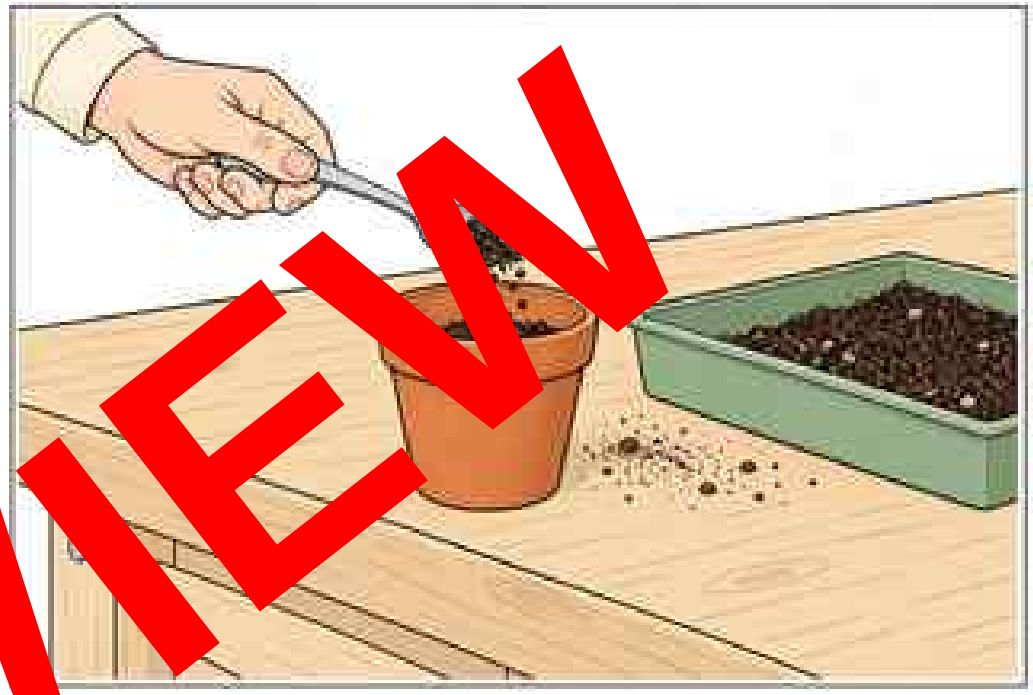
A brush is a helpful tool. The soft brush can sweep up dust.

PREVIEW

Sukindi LEARNING



Use the brush slowly. The dust is in a neat line.



A spoon is a helpful tool. It can scoop soil.

PREVIEW

Sukindi LEARNING



Use the spoon to refill [illegible].
A careless scoop can spill [illegible].

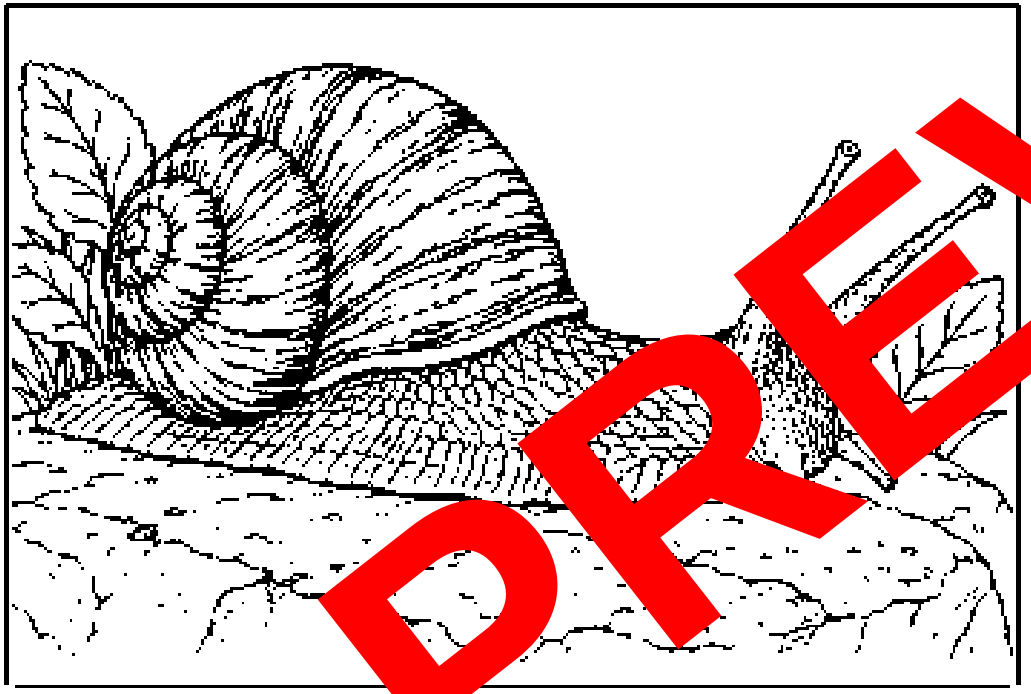


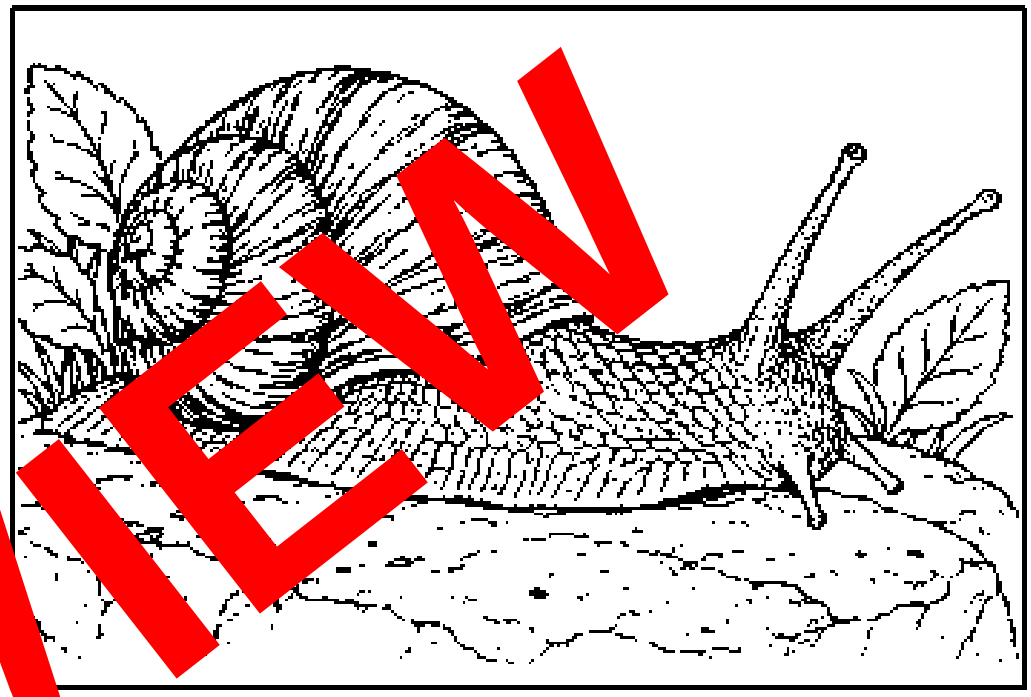
Neatness helps us see each tool. Put the tools back in the box.

PREVIEW

Sukindi LEARNING

Snails Move Slowly

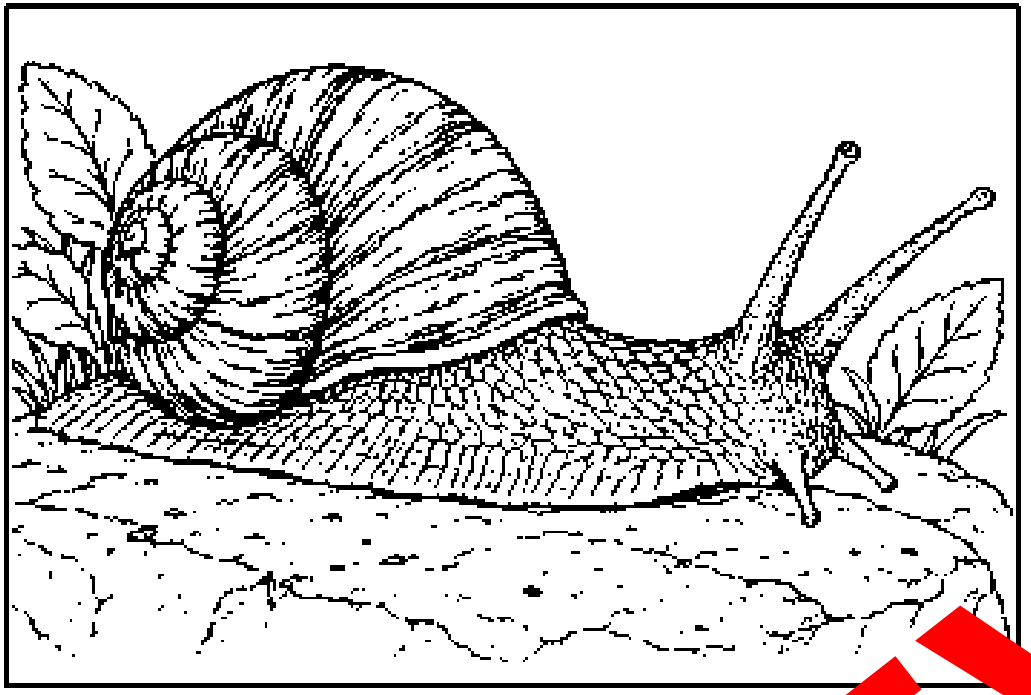




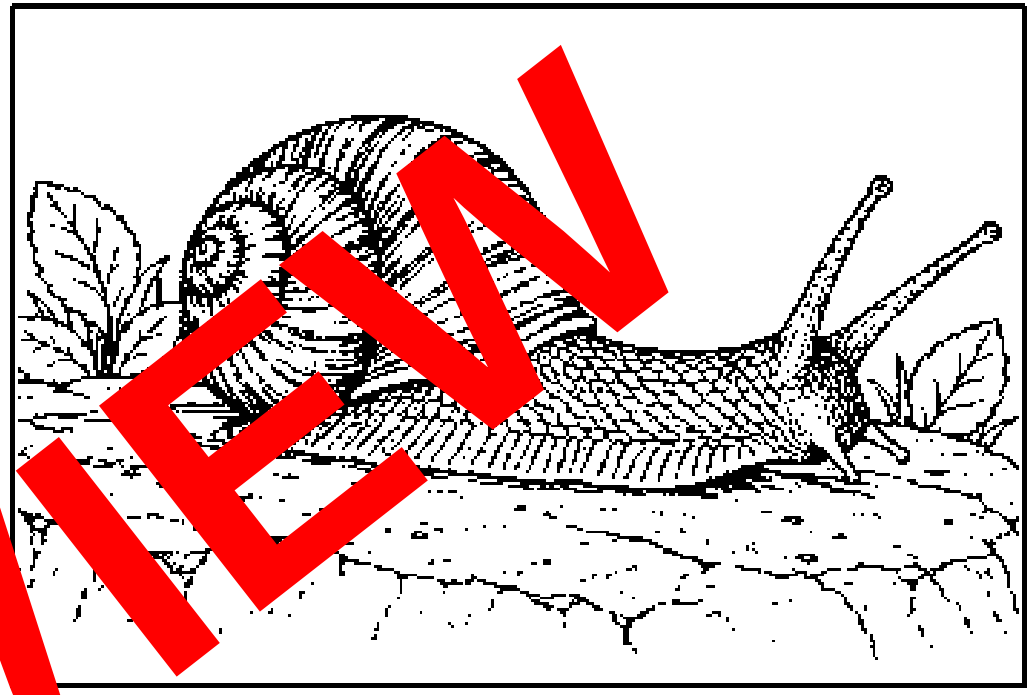
A snail has a soft body. The shell is hard.

PREVIEW

Sukindi LEARNING



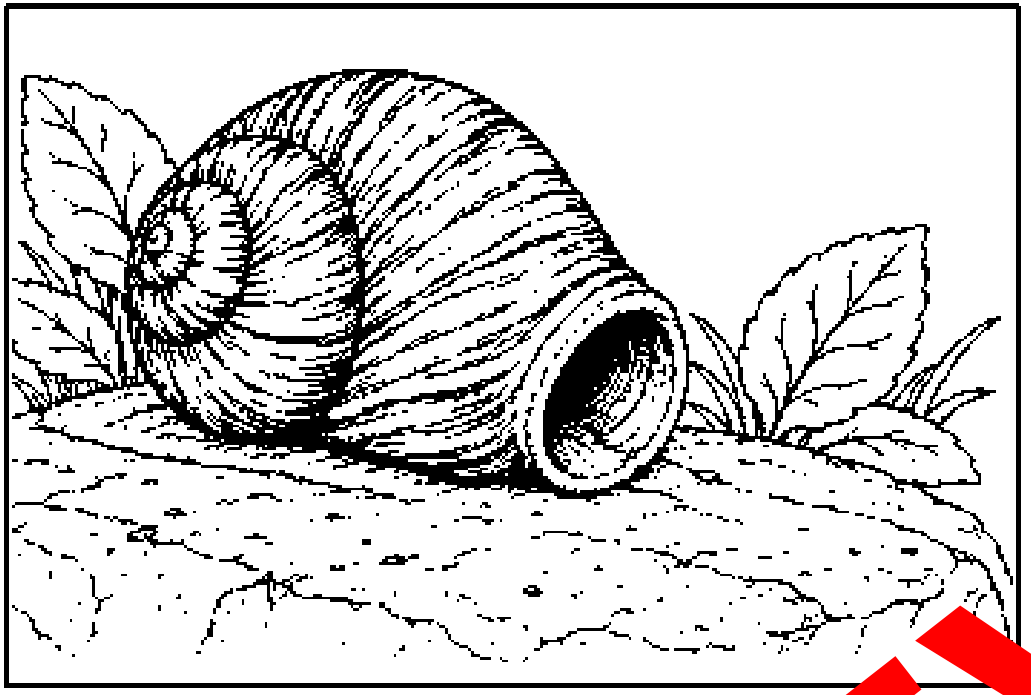
A snail has a flat foot. It can move on this foot.



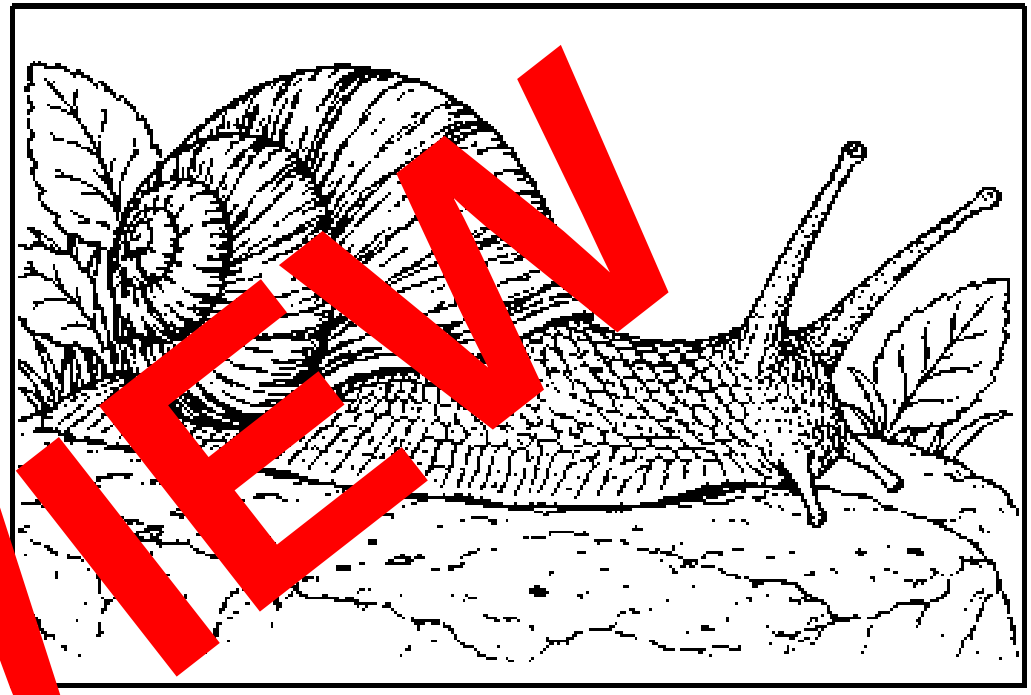
The snail can make slime. The slime helps the foot slide.

PREVIEW

Sukindi LEARNING



The snail can pull its soft body in. The hard shell can help keep it safe.



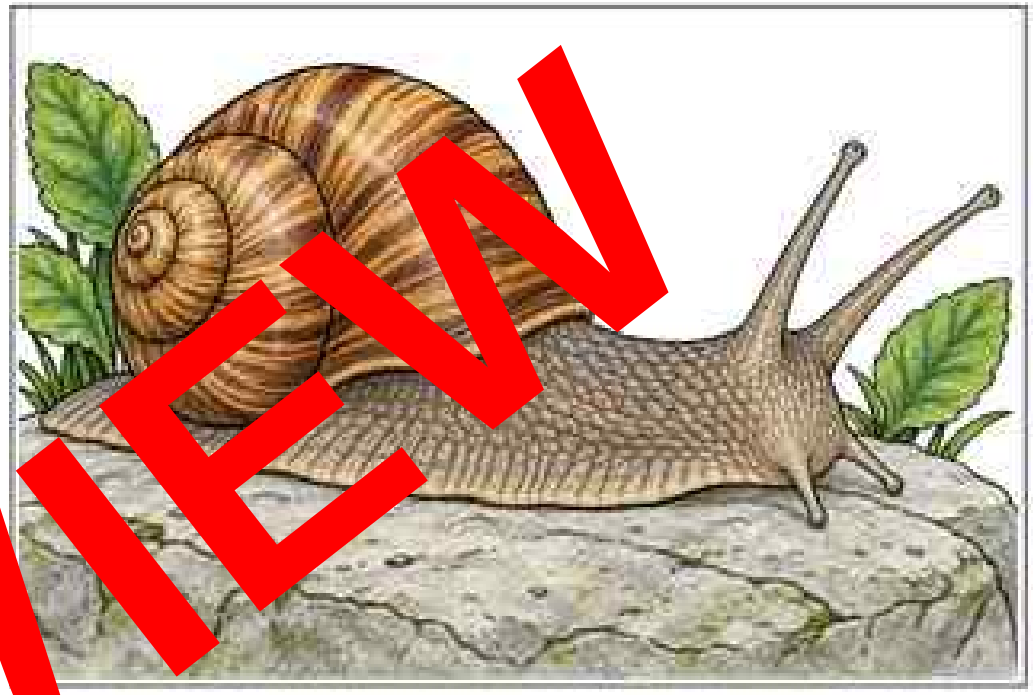
We can look at a snail with care. A careless hand can hurt its soft body.

PREVIEW

Sukindi LEARNING

Snails Move Slowly

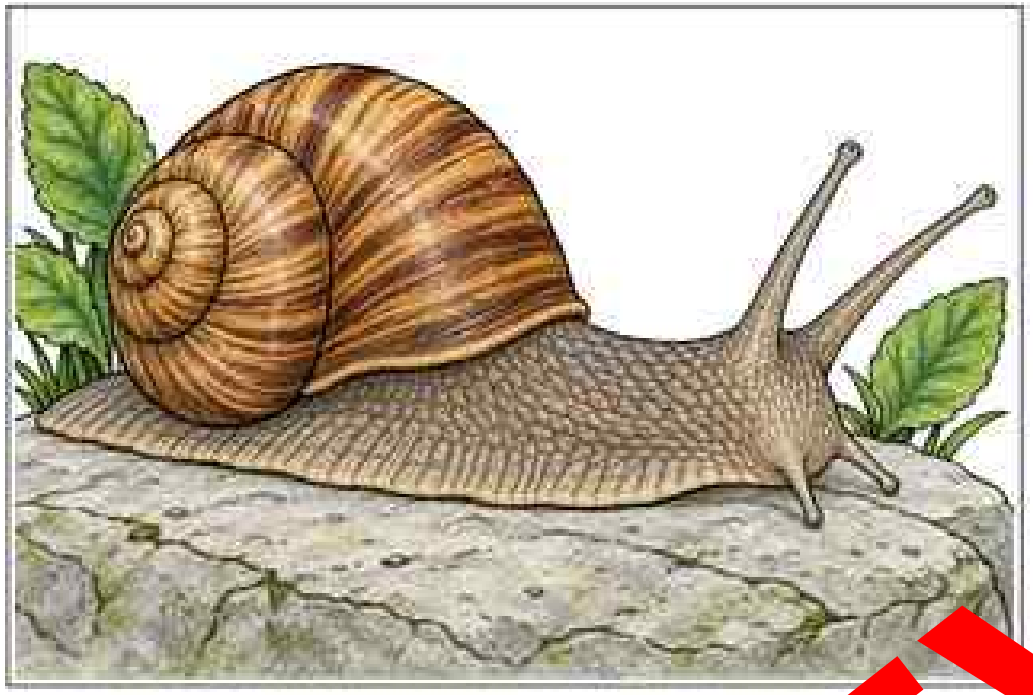




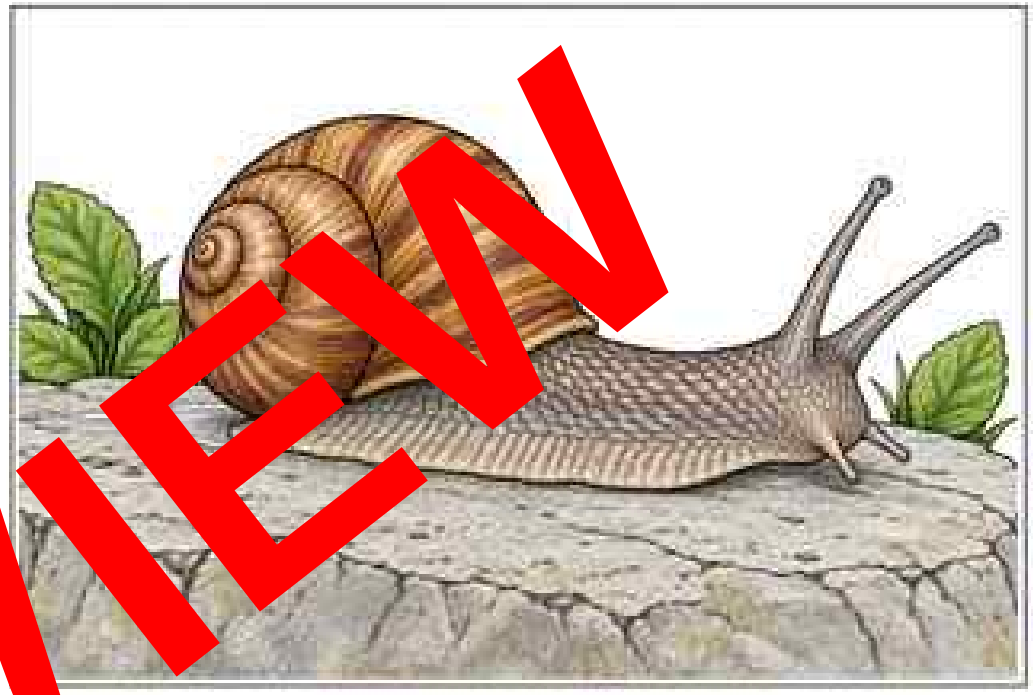
A snail has a soft body. The shell is hard.

PREVIEW

Sukindi LEARNING



A snail has a flat foot. It can move on this foot.



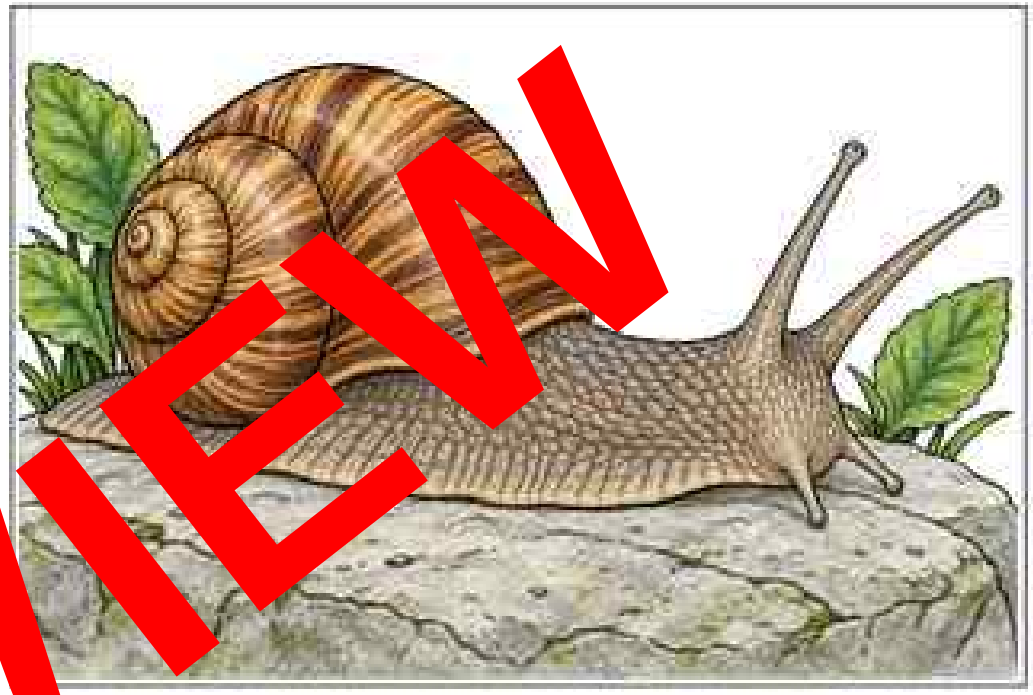
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PREVIEW

Sukindi LEARNING



The snail can pull its soft body in. The hard shell can help keep it safe.



We can look at a snail with care. A careless hand can hurt its soft body.

PREVIEW

Sukindi LEARNING

Teaching and checking

Year 1 Set 27 un-/re-, -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Before reading

Use after all earlier Foundation and Year 1 steps have been explicitly taught. Revisit long and weak vowels, split spellings, final y, inflections and the drop-e, doubling and y-to-i conventions. Say Ben, Jess and Kim; check their capital letters.

Make the meaning clear

un- can mean not (unhappy) or undo an action (unpack). re- means again (refill). -ful means having a quality; -less means without it. -ness names a state or quality; -ly often tells how an action happens. Model help + ful, hope + less and happy + ness. Keep the y in hopeless; change y to i in happiness. Review long, longer, longest with three real lengths.

Words to teach

Read a naturally as a weak article, or with its strong long-a sound when stressed. In the, th is already taught; support the weak final e in this named word. In m[illegible] and ve are regular; teach o as long oo. A Helpful Plan and Snails Move Slowly use I, the and move. The other two books use a and the. Teach each before reading.

Contractions

I am becomes I'm (missing a); it is becomes it's (missing i); let us becomes let's (missing u). Point to the apostrophe: it marks missing letters. Keep capital I. Explain that its in the snail book shows belonging and has no apostrophe. Do not turn the word parts into extra sound dots.

Read, build, then write

Model one item; do the next together; then let students try. For a mistake, return to the actual spelling, say the sounds, blend the whole word and reread for meaning. Ask why Ben needed a plan and how the game became fair. In nonfiction, point to the evidence in the picture and explain the tool or body part.

Quick checks and dictation

Check each sound dot, un-/re- meaning, one-sound chains, ending sorts, sentence order and the apostrophe. Dictate move and happiness; then I'm helpful. and Let's replay the game. Use the response guides on page 8. A sound change alters one phoneme, not a whole word part. Accept a clear, sensible full sentence for the reader response.

Printing and assembly

Print at actual size, single-sided. Reader PDFs are landscape A4: cut down the centre, stack the six numbered A5 pages and staple at the left. Do not fold or use booklet/duplex settings. The companion is ten portrait A4 pages. Cut cards with supervision. Use either matching reader edition; reread for accuracy, meaning and expression.

PREVIEW

Sukindi LEARNING

Say and build word parts

Year 1 Set 27 un-/re-, -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Say unpack. Hear /u/ /n/ at the start. Say refill: re- tells us to fill again. Say each word part, then blend the whole word.

un-	re-
-ful	-less
-ness	-ly

long	longer	longest
_____	_____	_____

PREVIEW

Model: help + ful = helpful

Helpful means able to help. Together, make unpack with un- and pack. Tell how the meaning changes. Now write both words.

helpful	unpack
_____	_____
_____	_____

Sukindi LEARNING

Blend and read

Year 1 Set 27 un-/re-, -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Point to each spelling and say its sound. Blend the word. A dot stands for one sound, even when several letters work together.

unpack

refill

helpful

careless

slowly

happiness

PREVIEW

Read the whole word again. Tell what it means.

Sukindi LEARNING

Build and write

Year 1 Set 27 un-/re-, -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Say each word slowly. Cut out the word-part cards. Build the word in the large boxes, then write the whole word.

Model: re + fill = refill

pack	help
ful	un

Build unpack

Build helpful

PREVIEW

Sukindi LEARNING

Change one sound

Year 1 Set 27 un-/re-, -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Read pack, then back. Only the first sound changes. Move along each chain. Say which sound changes; keep the others.





PREVIEW

Now add [illegible] lock. Say the new word, then write it. Add un- to pack and write that wo[illegible] too.

lock

pack

Sukindi LEARNING

Sort the endings

Year 1 Set 27 un-/re-, -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Read each card. Cut it out. Look at the ending, then put the whole card in its matching space. Explain one word.

helpful	hopeless
careless	careful

-ful	-less

PREVIEW

Sukindi LEARNING

Make a sentence

Year 1 Set 27 un-/re-, -full/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Read the mixed tiles. Make a sentence in the empty boxes. Use the capital and full stop to help. Read it, then write it.

pool.	can	Dad	the	refill

game	replay	the	Jess	can

PREVIEW

Sukindi LEARNING

Short forms and dictation

Year 1 Set 27 un-/re-, -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

An apostrophe marks missing letters. Read the two words first. Join them into one short form; keep the meaning.

I am = I'm — missing a

it is = it's — missing i

let us = let's — missing u

Listen and write: move, happiness.

Listen to the next sentence. Say it, then write it.

Listen to the next sentence. Say it, then write it.

PREVIEW

Sukindi LEARNING

Match and respond

Year 1 Set 27 un-/re-, -full/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Read a word on the left. Draw a line to its meaning on the right. Read the new pair and check that it makes sense.

refill	not happy
unhappy	not fast
careless	fill again
slowly	not with care

PREVIEW

Think about A Helpful Plan. How did Dad help Ben? Tell a partner, then write a full sentence.

Sukindi LEARNING

Read, use and reflect

Year 1 Set 27 un-/re-, -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Read this new passage. Reread it smoothly, keeping the meaning. Point to a word part that helps you.

I'm helpful. I can unpack a box. I can refill a pot slowly. Let's replay the game.

PREVIEW

Try these new words. Use the word parts you know. Explain one to a partner.

repack	unzip	softness	joyful

Write a sentence with repack. Read it to check it.

Tell: Which word part helped you most? Why?

Teacher observations: _____

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Year 1 Set 28 Cumulative Reading and Revision

PREVIEW

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Phonics Companion Pack
Book 1: The Picnic Plan (B&W) (Fiction)
Book 1: The Picnic Plan (Colour) (Fiction)
Book 2: The Lost Puppet (B&W) (Fiction)
Book 2: The Lost Puppet (Colour) (Fiction)
Book 3: A Bean Seed (B&W) (Non-fiction)
Book 3: A Bean Seed (Colour) (Non-fiction)
Book 4: A Paper Bridge (B&W) (Non-fiction)
Book 4: A Paper Bridge (Colour) (Non-fiction)

The Picnic Plan

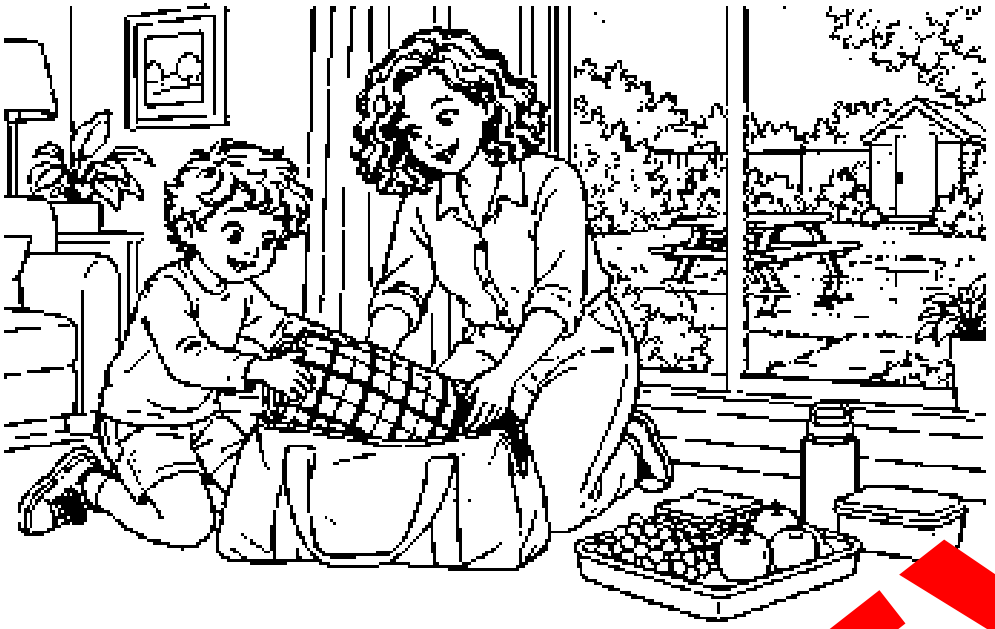




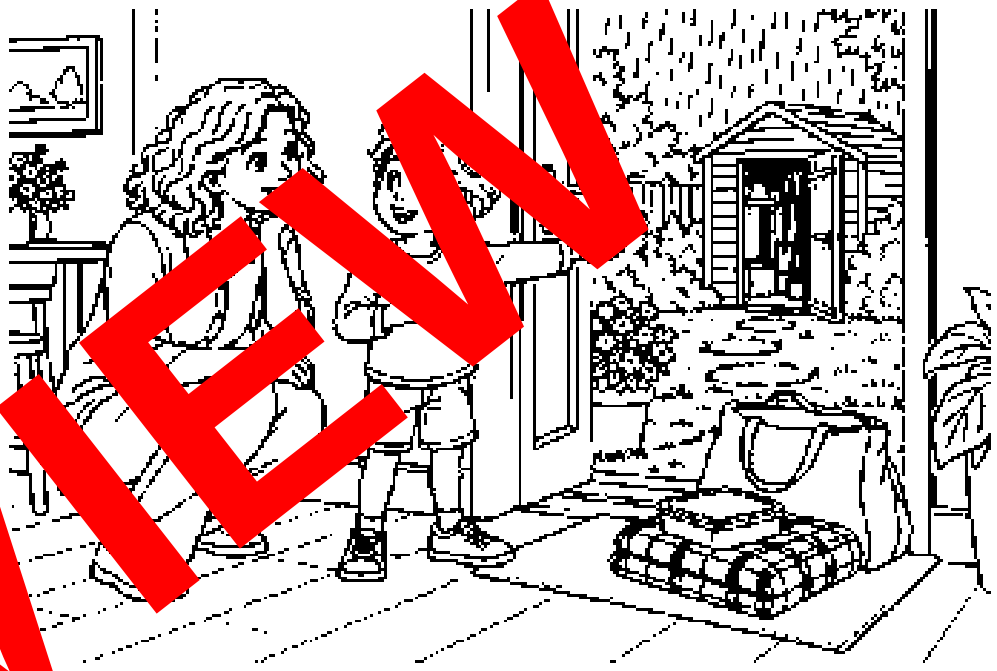
Mum and I pack a picnic. I put a blanket in the bag.

PREVIEW

Sukindi LEARNING



Rain taps on the roof. The picnic mat is wet.



I have a plan. We can picnic in the shed.

PREVIEW

Sukindi LEARNING



We sit on the blanket with food and drink on a tray. The shed is snug and dry.



We chat as rain drips. The picnic plan is a hit!

PREVIEW

Sukindi LEARNING

The Picnic Plan





Mum and I pack a picnic. I put a blanket in the bag.

PREVIEW

Sukindi LEARNING



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PREVIEW

Sukindi LEARNING



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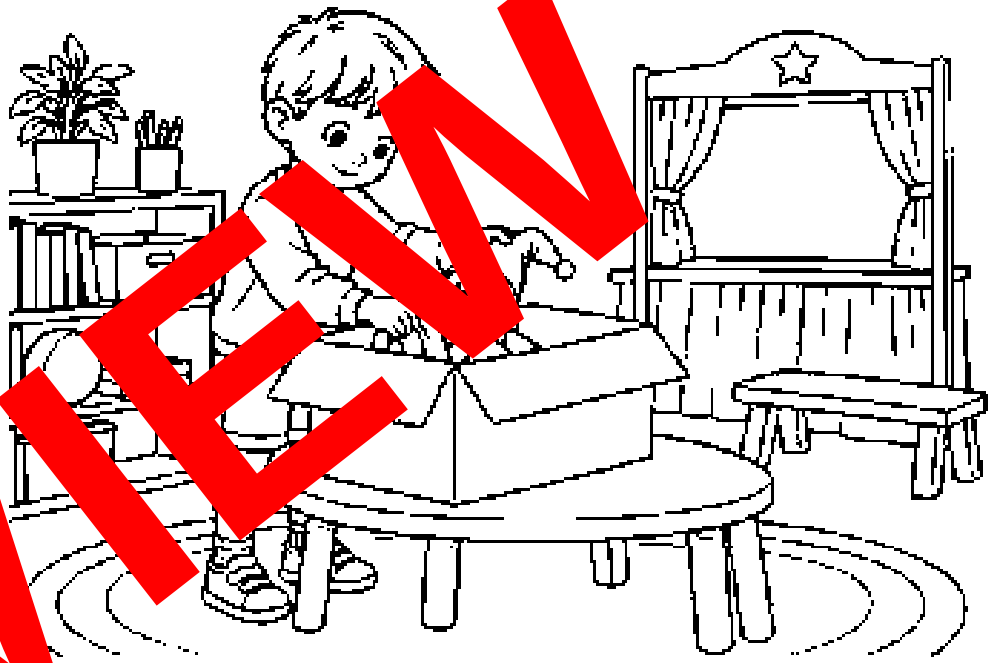
We chat as rain drips. The picnic plan is a hit!

PREVIEW

Sukindi LEARNING

The Lost Puppet

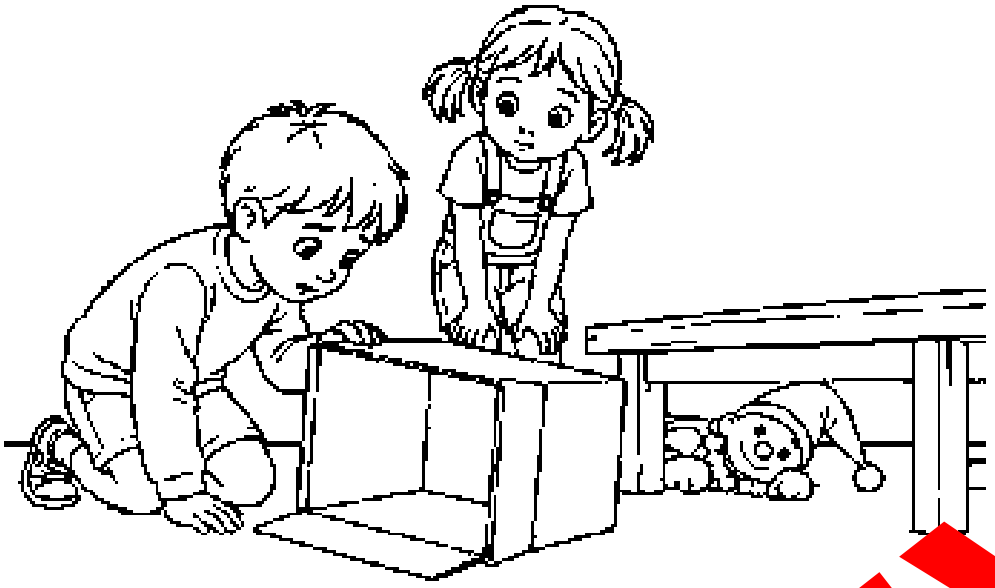




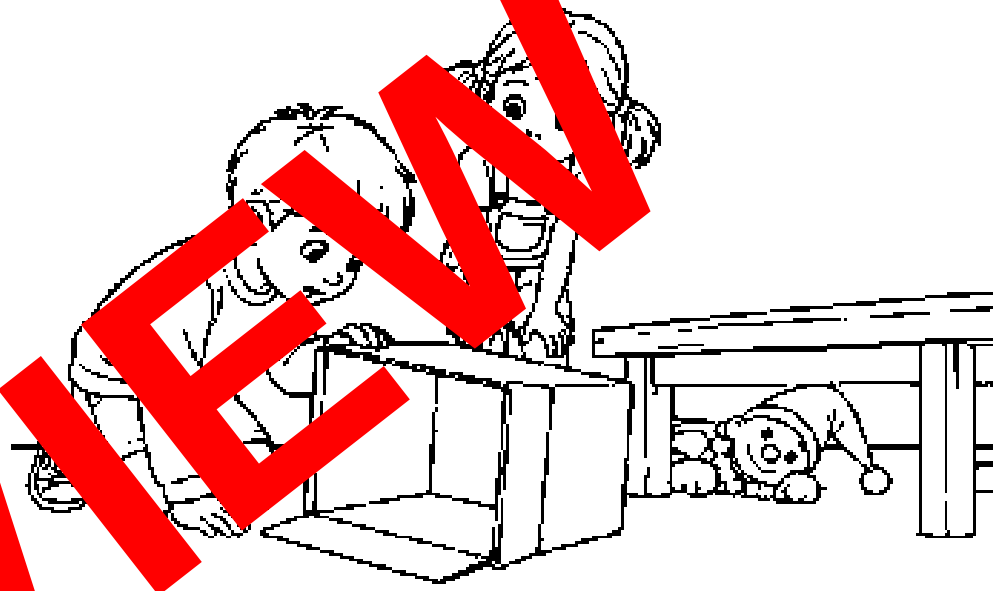
I pack my puppet in a box for the show. It has a red hat.

PREVIEW

Sukindi LEARNING



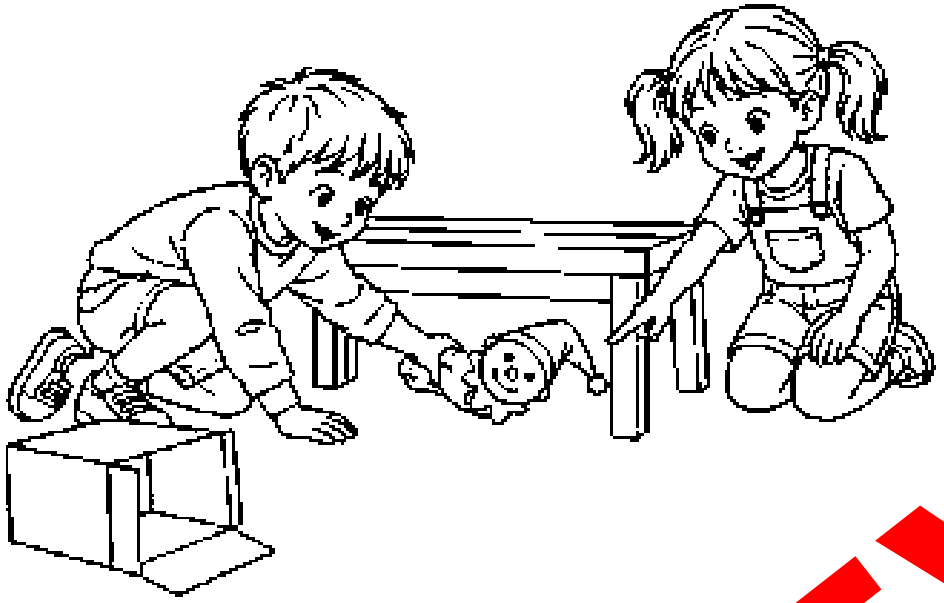
The box tips. The pu et d ps u the bench.



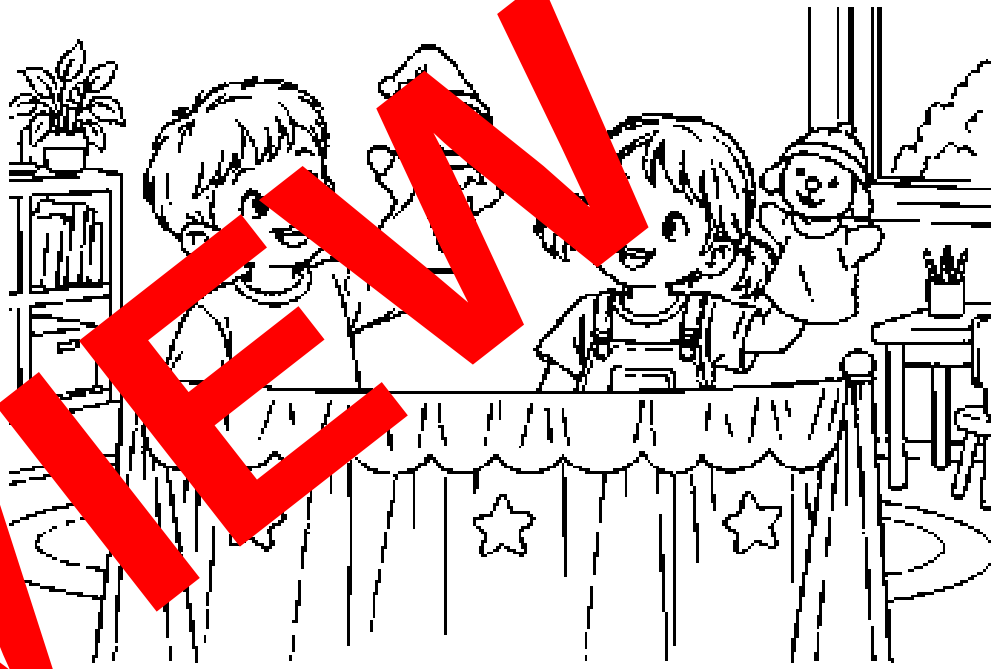
I look in the box. No puppet! I feel unhappy.

PREVIEW

Sukindi LEARNING



My friend spots a red hat under the bench. I reach down and pull the puppet out.



We start the show. I feel happy with my helpful friend.

PREVIEW

Sukindi LEARNING

The Lost Puppet





I pack my puppet in a box for the show. It has a red hat.

PREVIEW

Sukindi LEARNING



The box tips. The puppet drops under the bench.



I look in the box. No puppet! I feel unhappy.

PREVIEW

Sukindi LEARNING



My friend spots a red hat under the bench. I reach down and pull the puppet out.

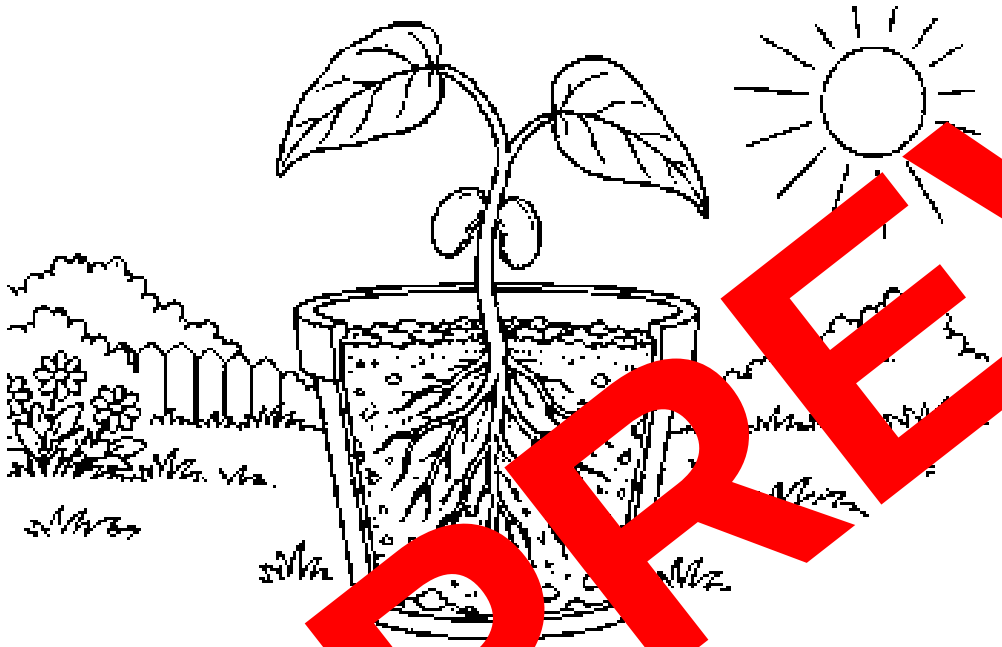


We start the show. I feel happy with my helpful friend.

PREVIEW

Sukindi LEARNING

A Bean Seed

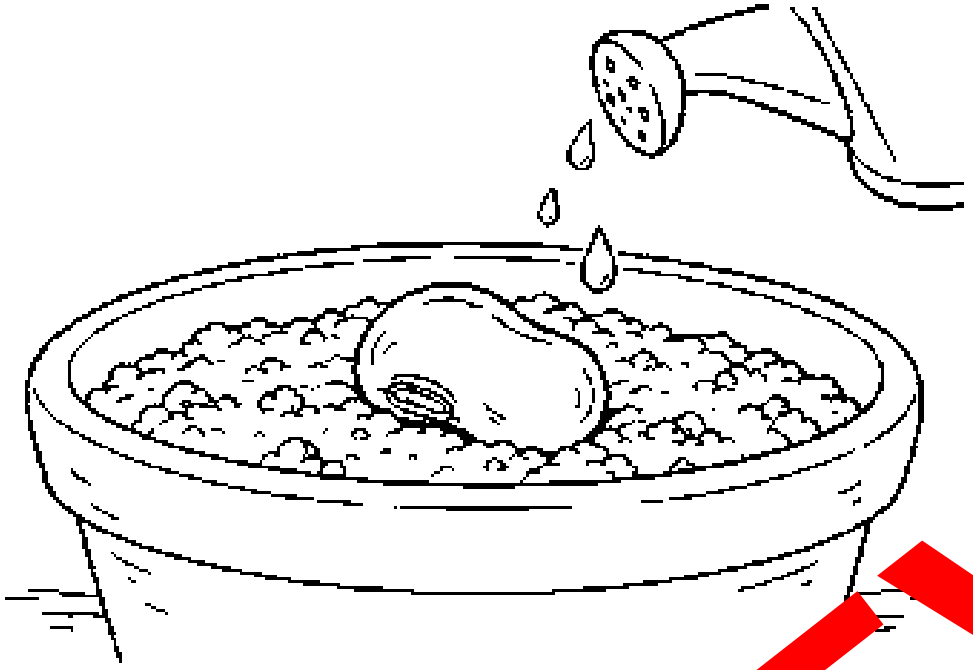




A bean seed has a seed coat. The coat helps keep the seed safe.

PREVIEW

Sukindi LEARNING



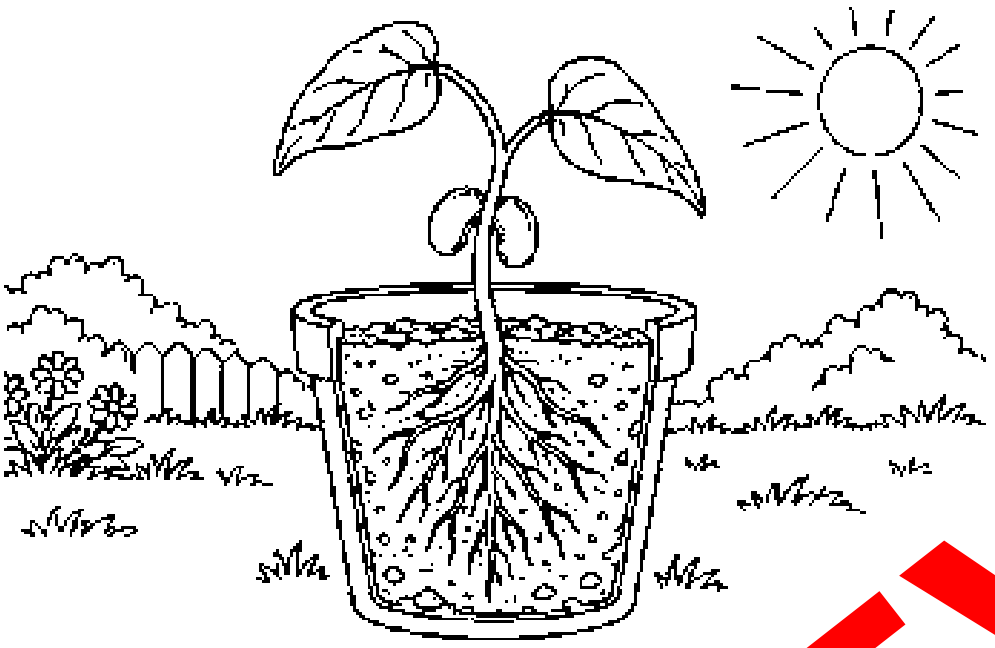
Water helps the seed start growing.
The seed takes in water and swells.



A root pushes out of the seed. The root grows down in the soil.

PREVIEW

Sukindi LEARNING



A shoot grows up. Li[illegible] he[illegible]s th[illegible]
green plant mak[illegible] foo[illegible]



Bean seeds grow in pods. Each new seed can start a new plant.

PREVIEW

Sukindi LEARNING

A Bean Seed





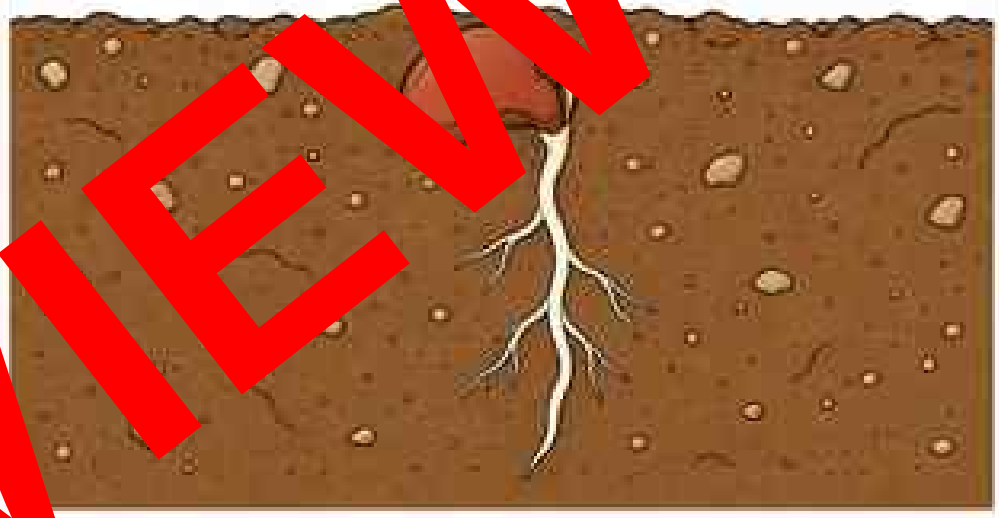
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PREVIEW

Sukindi LEARNING



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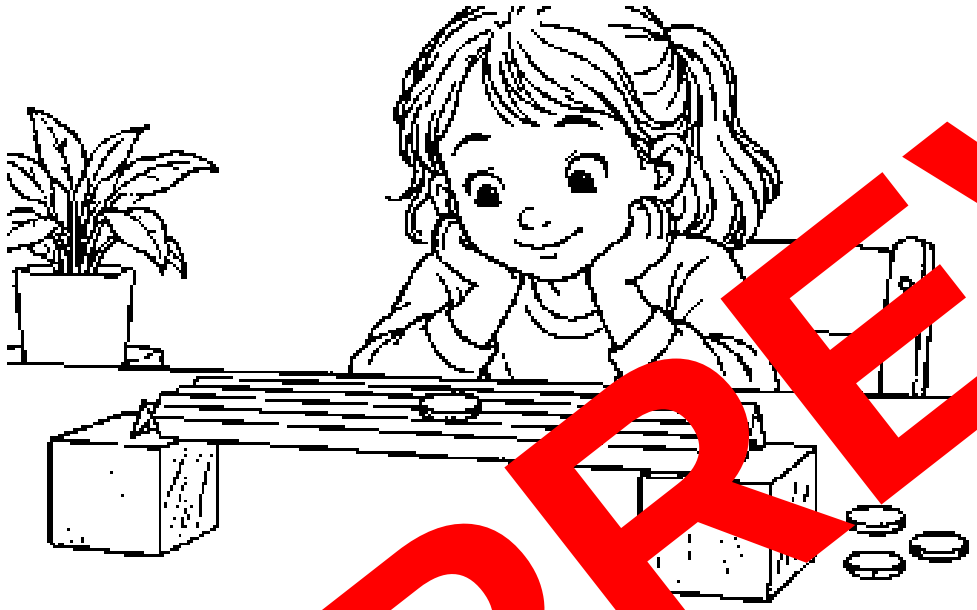


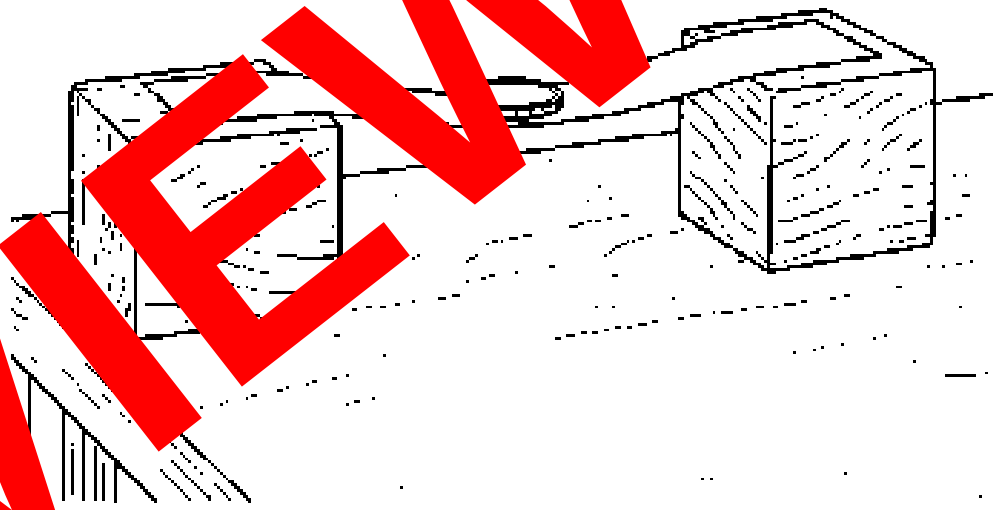
Bean seeds grow in pods. Each new seed can start a new plant.

PREVIEW

Sukindi LEARNING

A Paper Bridge

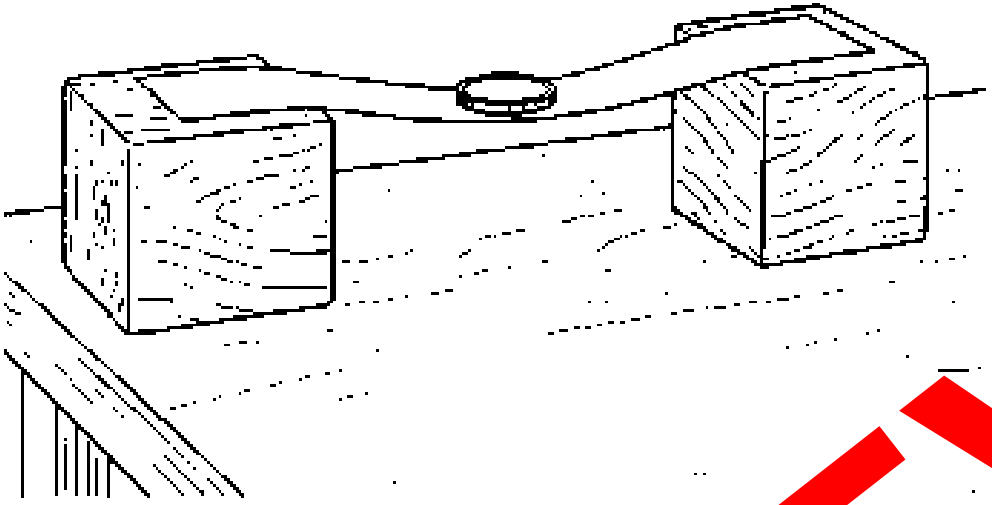




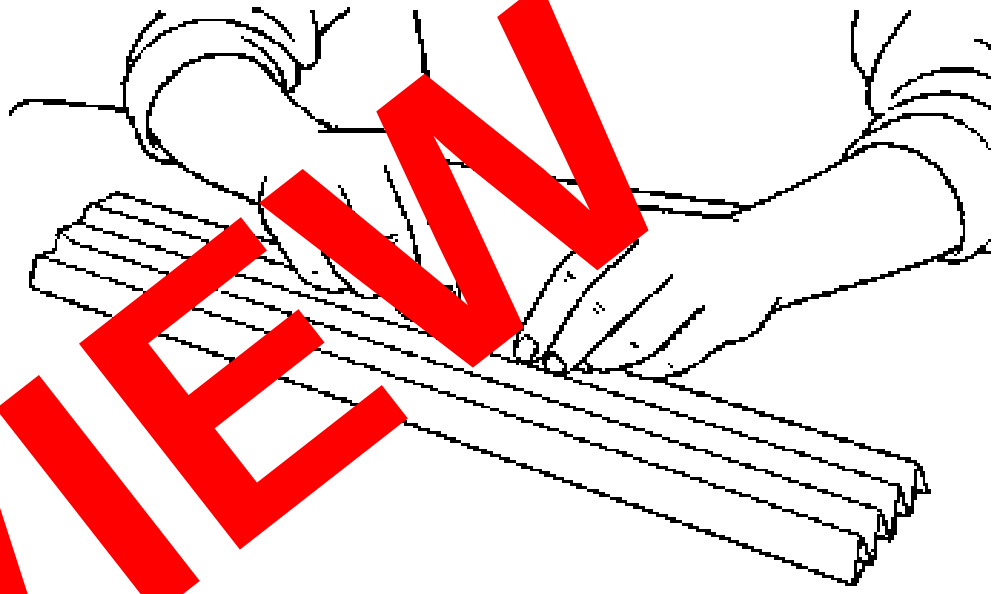
Paper can bend. A flat paper strip can sag in the middle.

PREVIEW

Sukindi LEARNING



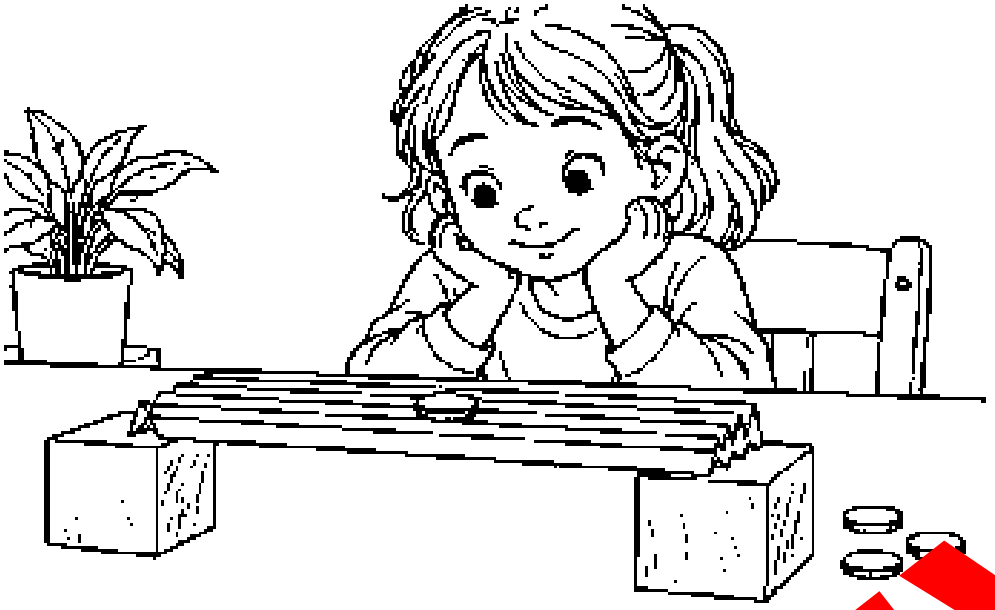
Put a strip on two bl[illegible]ks. A[illegible]d a[illegible]
in the middle.



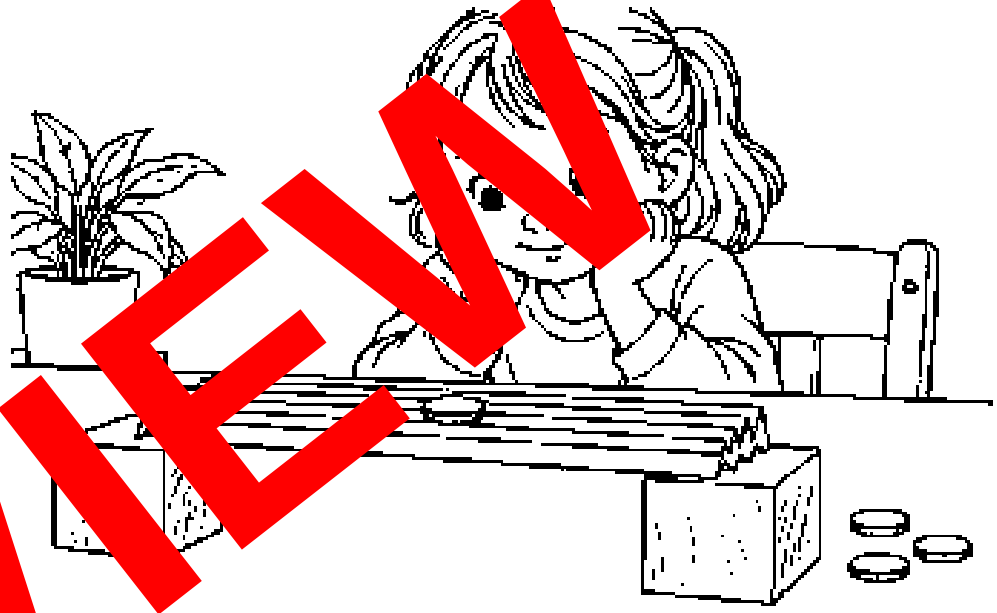
Bend a fresh paper strip up and
down, like a fan.

PREVIEW

Sukindi
LEARNING



Put the bent strip on the blocks. Put the same coin in the middle.



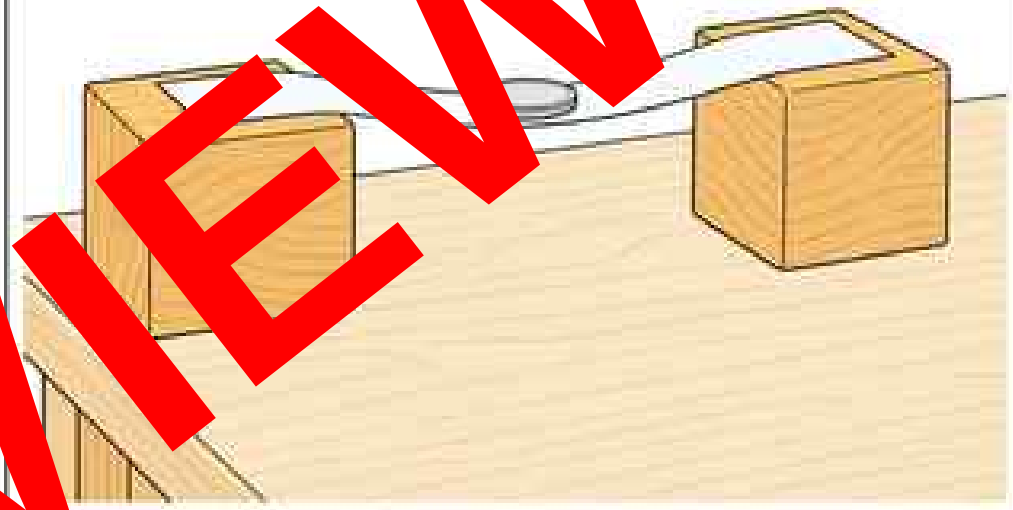
The bends help the paper stay stiff. Test each shape with the same coins.

PREVIEW

Sukindi LEARNING

A Paper Bridge

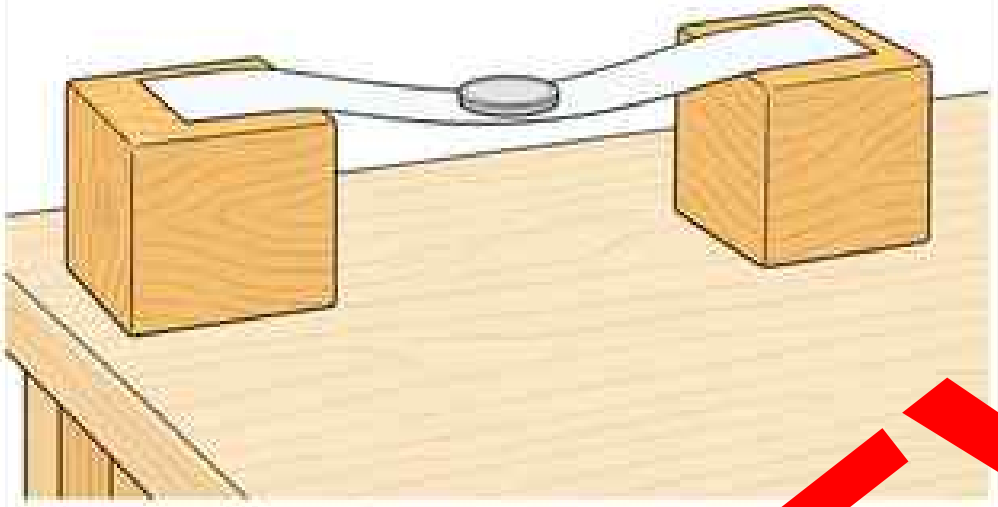




Paper can bend. A flat paper strip can sag in the middle.

PREVIEW

Sukindi LEARNING



Put a strip on two bl[illegible]ks. A[illegible]d a[illegible]
in the middle.



Bend a fresh paper strip up and
down, like a fan.

PREVIEW

Sukindi
LEARNING



Put the bent strip on the blocks. Add the same coin in the middle.



The bends help the paper stay stiff.
Test each shape with the same coins.

PREVIEW

Sukindi LEARNING

Reading, spelling and meaning

Year 1 Set 28 No new compulsory code

Teach the sounds and word parts first. Then help students read smoothly and check meaning.

Before reading

Use after the full Year 1 sequence through this set. Revisit mixed vowel spellings, two- and selected three-syllable words, weak vowels and taught endings. There is no new compulsory code or new teacher word. Read directions together before independent practice.

Show, practise, then try

Model rain: say /r/ /ai/ /n/, blend rain, then explain its meaning. In blanket, say the quiet final syllable naturally; do not force a strong e. Read a sentence once accurately, then again in useful groups. Pause at a full stop. Ask what happened or what the facts explain.

Current word support

Review a (weak uh or strong ə), the (voiced th plus weak uh or strong ə), and y (/ɪ/ /i/ or natural weak uh). These parts are now taught. Before A Bean Seed, teach wat[illegible] has the or vo[illegible] is weak. In of, f says /v/. Before A Paper Bridge, point out the silent w in own. Ke[illegible]rned parts clear.

Use the companion

Say each word before mapping it. One dot means one sound, not one letter. Model one chain and one sort card, then let students explain their decisions. [illegible] on the blank sheet; copy or write in the wide guides. Cut cards on their borders. Check with the sentence rather than [illegible]plying a guess from a picture.

Dictation and checking

Page 8 words: rain, puppet, [illegible]. Sentences: The [illegible]t grows down. The picnic is dry. Say each sentence naturally, repeat it, then [illegible] the [illegible]dent [illegible] and reread it. Check sounds, letter order, capital, spaces and full stop. Correct [illegible]art, [illegible] again, then reread the whole sentence.

Reading, [illegible] assembly

Ask why the [illegible] and which clue found the puppet. For facts, discuss root downshoot up and why the bridge [illegible] the same coins. Bean stages take time and need suitable moist, warm conditions. Keep bridge paper size [illegible] and block gap the same. Print readers at actual size, single-sided, landscape A4. Cut the centre; stack [illegible] 1-6 and staple left. Print this companion portrait A4.

PREVIEW

Sukindi LEARNING

Hear it, then map it

Year 1 Set 28 No new compulsory code

Say each sound. Blend the word. Use the spelling cards to find another way to write a known vowel.

rain

r ai n

ai	ay
ee	ea
oa	ow

PREVIEW

Point to ai in rain. Read pain with the same vowel sound. Explain how the two meanings differ.

Sukindi LEARNING

Blend longer words

Year 1 Set 28 No new compulsory code

Say the sounds, blend the whole word, then explain it. Keep the quiet vowel natural.

blanket

b l a n k e t

puppet

p u pp e t

helpful

h e l p f u l

growing

g r ow i ng

PREVIEW

Build, then write

Year 1 Set 28 No new compulsory code

Cut out the tiles. Say the word. Put one spelling tile in each box, then write the whole word.

ee	r	d
ai	s	n

Build rain.

Build seed.

PREVIEW

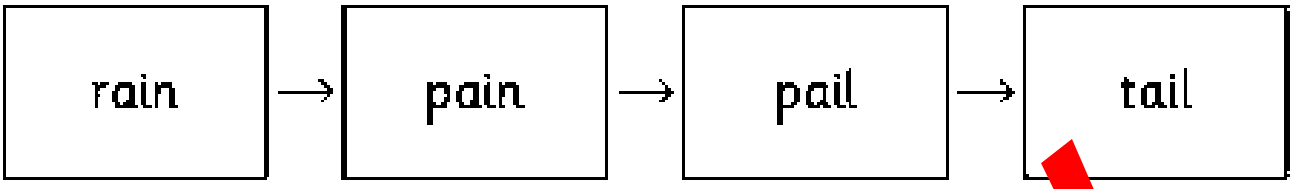
Sukindi LEARNING

Change one sound

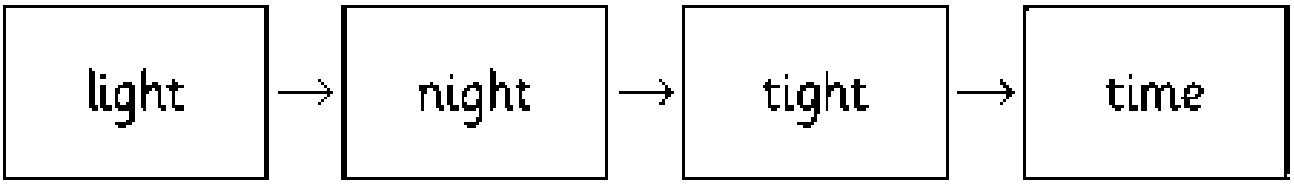
Year 1 Set 28 No new compulsory code

Read each chain. Say which sound changes and what each new word means. Copy the last word.

rain to pain: change /r/ to /p/. Keep the other sounds. Rain falls; pain can hurt.







PREVIEW

Sort by the vowel sound

Year 1 Set 28 No new compulsory code

Cut the cards. Read each word. Put it with rain or boat. Explain the vowel sound you hear.

rain	boat	snow	day
home	cake	train	oap

Like rain	Like boat

PREVIEW

Sukindi LEARNING

Make a clear sentence

Year 1 Set 28 No new compulsory code

Read the tiles. Put them in order on the blank mat. Say the sentence, then write it below.

Sentence 1

hit!	The	is	picnic	a	plan

Sentence 2

grows	down.	The	root

PREVIEW

Listen, write and check

Year 1 Set 28 No new compulsory code

Review the marked parts. Listen to the words and sentences, write them, then read them back.

two	water	of

Word 1

Word 2

Word 3

Sentence 1

Sentence 2

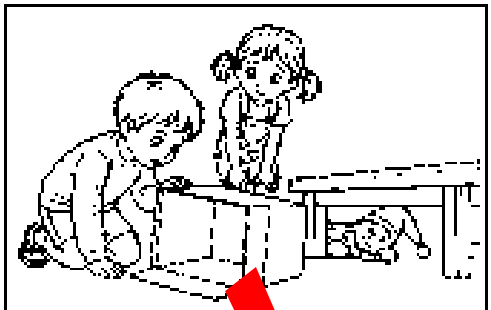
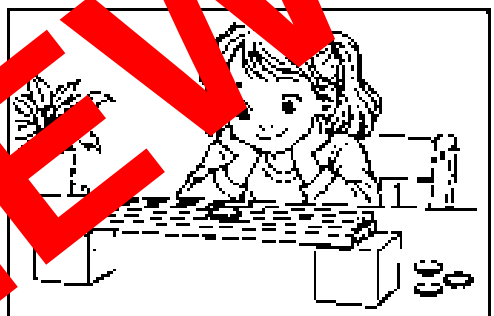
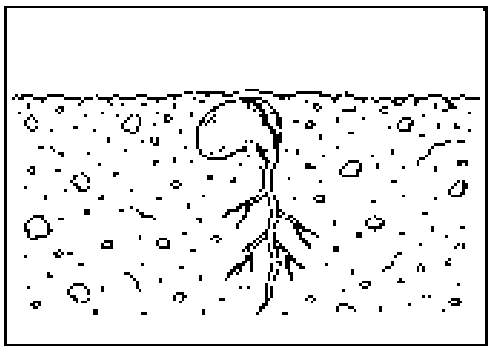
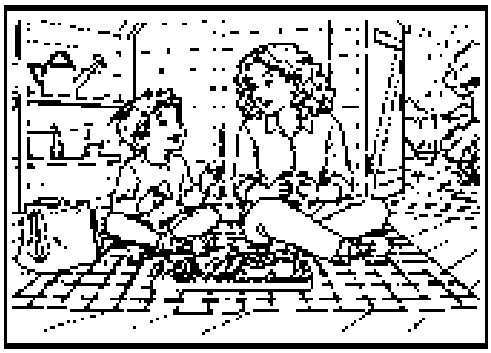
PREVIEW

Sukindi LEARNING

Read and match the meaning

Year 1 Set 28 No new compulsory code

Read each sentence. Draw a line to its picture. Check the sentence before using the picture.

A root grows down.	1	
The picnic is dry.	2	
The puppet is under the bench.	3	
The bent paper stays stiff.	4	

PREVIEW

Tell which book helped you match one picture. Explain the words that gave you the clue.

Sukindi LEARNING

Read with meaning

Year 1 Set 28 No new compulsory code

Read carefully once. Read again in smooth groups. Pause at each full stop, then check the meaning.

At sunset, I pack a small bag. I put a fresh peach, a book and a bottle in it. My friend and I can sit in the shade and read.

PREVIEW

What is in the bag?

- ☐ A puppet and a coin.
- ☐ A peach, a book and a bottle.
- ☐ A hat and a mat.

What spot is in the last sentence?

_____

_____

- ☐ I read each line.
- ☐ I can tell what it means.

Teacher observations: accuracy _____ phrasing _____ meaning _____

Sukindi LEARNING