

**YEAR 2**

**ENGLISH**

**KEY STAGE 1**

**UNIVERSAL  
ENGLISH ACADEMY**

# Common Sight Words

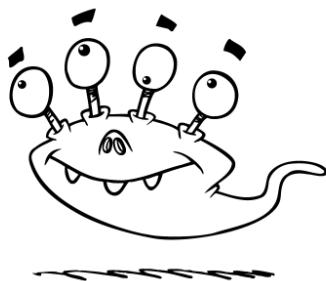
## INSTRUCTIONS OF THE GAME

First of all you need a dice. Throw it and place the button on the box according to the number you got. Now you have to make a full sentence with the word in the box. If the sentence is right you can throw the dice again and go on creating sentences. But you **MUST** use the previous word as well. **How far can you go?**

Spell a word beginning with 't'	on	with	Spell your friend's name	FINISH
21	22	23	24	
not	for	it	I	have
20	21	22	24	
in	that	Spell a word that has a silent letter	Spell a word beginning with 'h'	
14	16	17	18	19
a	and	Go back two squares	Spell your name	
13	12	10		
be	to	Mime a word for your classmates to guess	of	
5	6	8	9	
Spell 3 words	Go forward five squares	the	START	
	3	2	1	

# Common Sight Words

Blend the phonemes to read the words in the walls. Write the words in the word grids. Look carefully to see where the words fit. Find the hidden word shaded in each grid and write it on the line.



		h	
s			
		t	h
a			

the      she      with      as

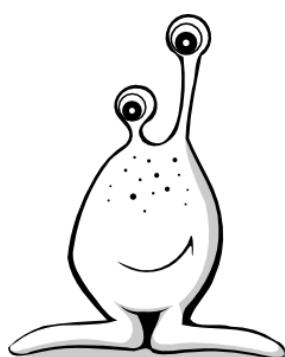
Hidden word: \_\_\_\_\_



h			
		a	s
		n	d
m			

was      have      and      my

Hidden word: \_\_\_\_\_



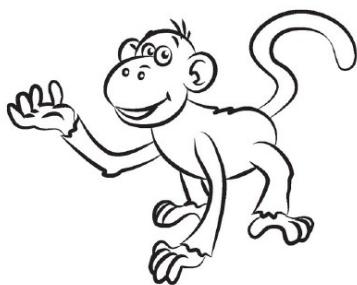
i			
s		e	
		t	
		o	

it      she      at      to

Hidden word: \_\_\_\_\_

# High frequency words

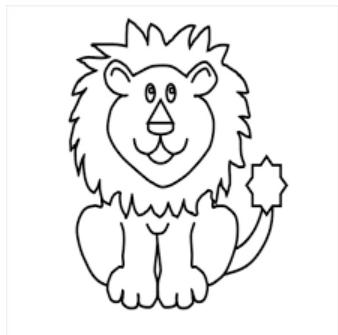
Blend the phoneme to read the words in the walls. Write the words in the word grids. Look carefully to see where the words fit. Find the hidden word shaded in each grid and write it on the line.



		h	
s			
		t	h
a			

the      she      with      as

Hidden word: \_\_\_\_\_



h			
		a	s
		n	d
m			

was      have      and      my

Hidden word: \_\_\_\_\_



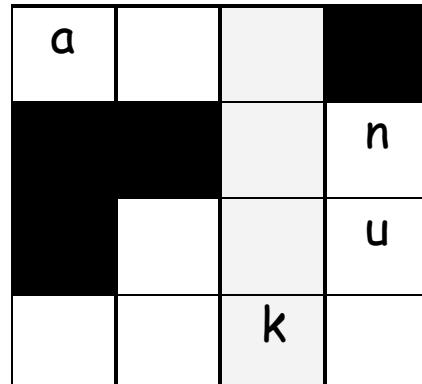
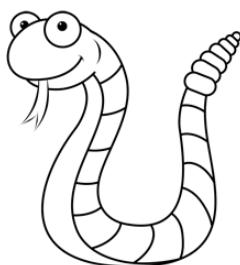
i			
s		e	
		n	
		o	

it      she      in      so

Hidden word: \_\_\_\_\_

# High frequency words

Blend the phoneme to read the words in the walls. Write the words in the word grids. Look carefully to see where the words fit. Find the hidden word shaded in each grid and write it on the line.



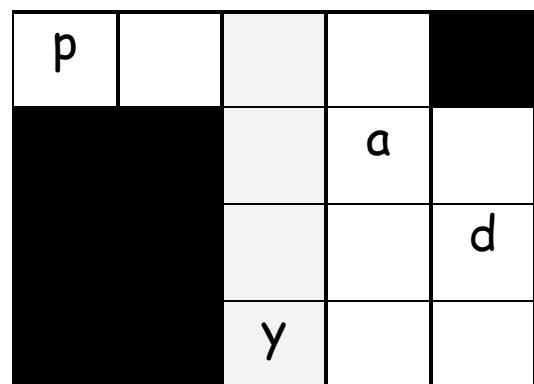
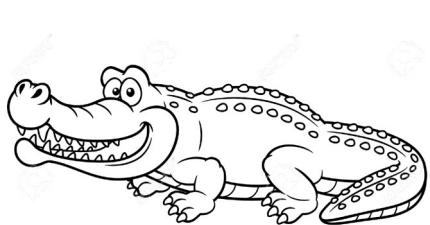
on

all

you

like

Hidden word: \_\_\_\_\_



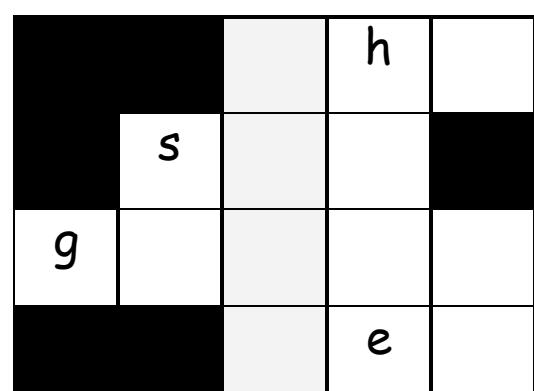
was

yes

and

play

Hidden word: \_\_\_\_\_



she

the

see

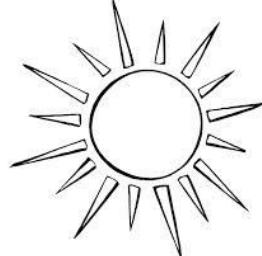
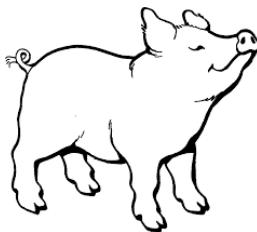
going

Hidden word: \_\_\_\_\_

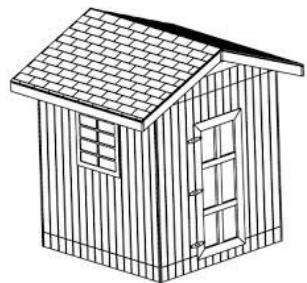
# Various short vowel phonemes

Choose a tile from each column to make a word with a short vowel phoneme. Use as many tiles as many times as you like but you must have one from each column to make the word. The pictures and clues will help you. Write the words you make in the table. One example has been completed for you.

An animal that meows



We can write with this



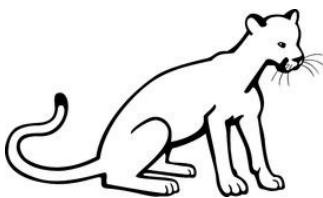
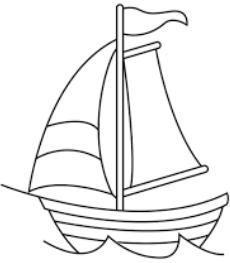
		t
c		m
b	a	d
sh	e	n
p	i	g
k	o	ck
s	u	ng
d		p
		n

short a	short e	short i	short o	short u
cat				

# Various long vowel phonemes

Choose a tile from each column to make a word with a long vowel phoneme. Use as many tiles as many times as you like but you must have one from each column to make the word. The pictures and clues will help you. Write the words you make in the table. One example has been completed for you.

The opposite of day



			w
sp		d	
n	a	e	e
c	e	k	d
b	i	gh	e
h	o	a	t
t	u	o	ch
p		e	s
d		m	a
		b	

We have ten on our feet

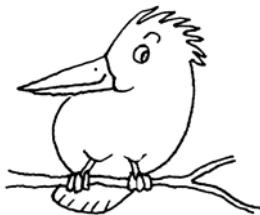


Long a	Long e	Long i	Long o	Long u
spade				

# Various diphthong phonemes

Choose a tile from each column to make a word with a diphthong phoneme. Use as many tiles as many times as you like to make the word. The pictures and clues will help you. Write the words you make in the table. One example has been completed for you.

The opposite of boy



An animal you can ride



		sh
g		l
f	ir	d
b	or	k
c	air	ng
f	oy	y
b	ar	ch
st	ow	p
t		l
		g

ir	or	air	oy	ar	ow
girl					

# 'Ph' Sounds Like 'f'

Fill in the missing letters. Use the words below and label the pictures:

elephant, trophy, telephone, phantom, dolphin,  
graph, alphabet, photograph, pharmacy



Write sentences using the vocabulary above

1.

---

---

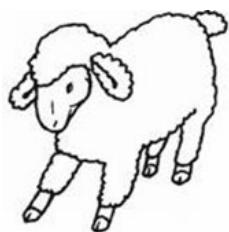
2.

---

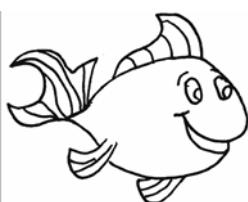
---

# Animal Anagrams

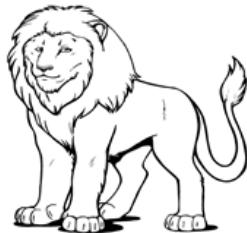
Rearrange the letters to spell the animal names below.



s  
e  
e  
h  
p



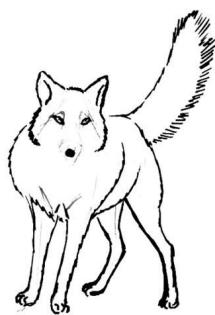
s  
h  
i  
f



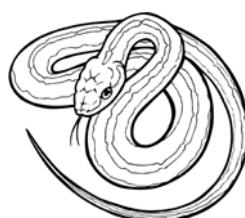
l  
o  
i  
n



r  
a  
b  
b  
i  
t



x  
o  
f



s  
a  
n  
e  
k



a  
r  
p  
o  
r  
t



i  
c  
h  
e  
k  
c  
n



o  
g  
f  
r

# Picture Sound Puzzles

## Adding sounds

$$p + \text{INK} = \text{---}$$

$$s + \text{BELL} = \text{---}$$

$$10 + t = \text{---}$$

$$sp + \text{RING} = \text{---}$$

## Take away sounds

$$h \cancel{h} \text{ HAND} = \text{---}$$

$$c \cancel{c} \text{ CLOCK} = \text{---}$$

$$s \cancel{s} \text{ SNAIL} = \text{---}$$

$$t \cancel{t} \text{ TRAIN} = \text{---}$$

## Changing sounds

$$b + \cancel{n} \text{ NEST} = \text{---}$$

$$sn + \cancel{r} \text{ RAKE} = \text{---}$$

$$b + \cancel{f} = \text{---}$$

$$p + \cancel{c} \text{ CARROT} = \text{---}$$

**Name Game:** Try exchanging the first sound in your name with each letter of the alphabet,

# Magic 'e'

Magic 'e' changes the sound of the first vowel. Make new words below.

nam		name
sam		
gam		
dat		
gat		
plat		
lik		
bik		
wip		
fin		
cop		
rop		
not		
tun		
cub		
fum		
cut		

add  
magic 'e'

Now use some of the words to write 4 sentences below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Read the words below. Think about the vowel sounds in each word and sort them into table below.

cap    cake    pen    keep    pig    pine    mop    mole  
sun    tube    can    ten    pin    pike    dog    tone

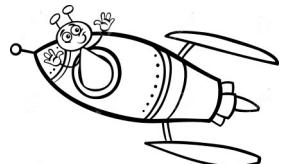
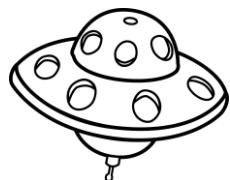
Can you think of any more? (Hint - why don't you look for words that rhyme with the words that you already have?)

Now use some of the words to write 3 sentences below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Words with double letters

Blend the phonemes to read these words: *letter*, *correct* and *running*.  
They have two letters in the middle which are the same.



Look at the pictures and say what they show. Write the double letters from the box below in the middle of each word.



tt

rr

mm

nn

ff

bb

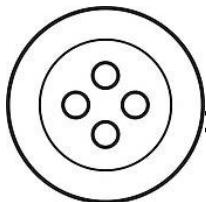


1.



mi\_ \_ or

2.



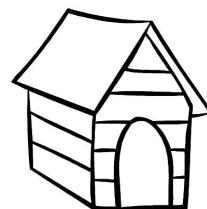
bu\_ \_ on

3.



to\_ \_ ee

4.



ke\_ \_ el

5.



ro\_ \_ er

6.

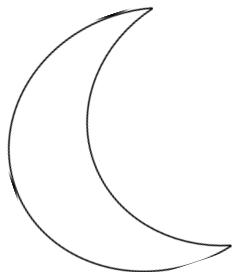
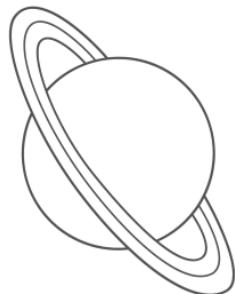
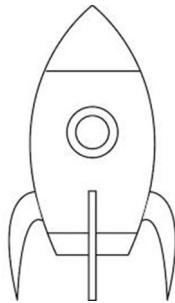


su\_ \_ er

Make a sentence with one of the words above.

# Syllables

Blend the phonemes to read these words: *rocket*, *planet* and *moon*.  
Can you hear how many syllables each word has?

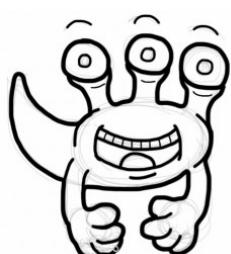


Write your first name on the line. \_\_\_\_\_

How many syllables does it have? \_\_\_\_\_

Write your last name on the line. \_\_\_\_\_

How many syllables does it have? \_\_\_\_\_

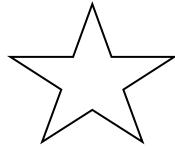


Write the number of syllables  
of the words below in the stars.

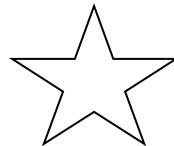
sun =



rocket =



Mercury =



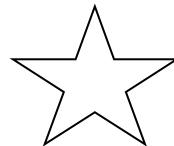
stars =



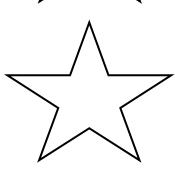
spaceship =



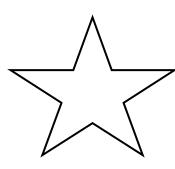
Venus =



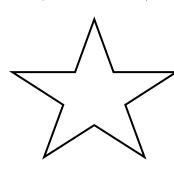
moon =



alien =



Earth =



# Beginning Blends

## What's the Beginning Blend?

Say the words for the pictures below. Listen to the first sound you hear. Write the blend for that sound on the line.

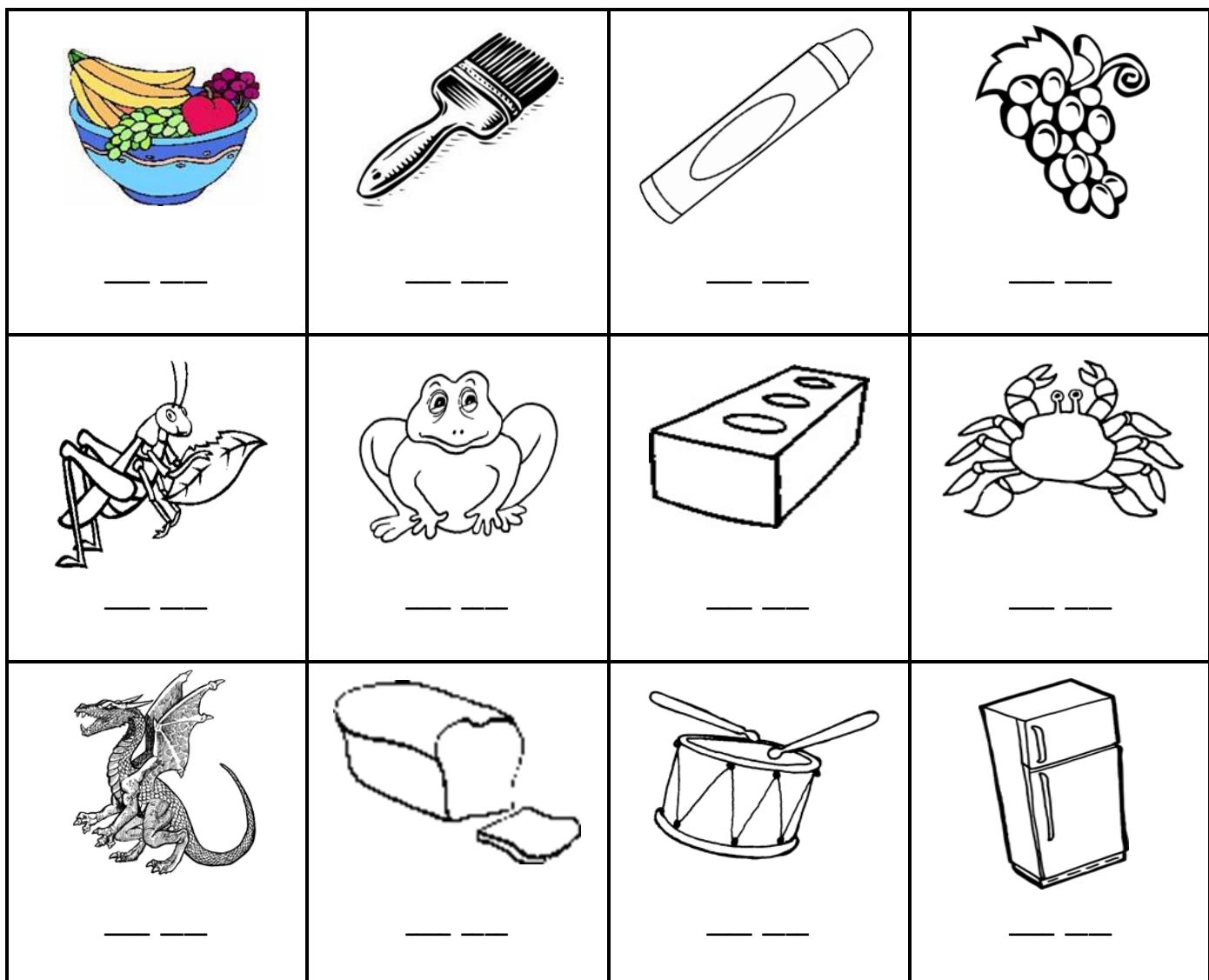
br

cr

dr

fr

gr



Read the sentences below and identify the blends sound by circling.

1. The green frog sat on a Lilly pad.
2. The dragon breathed fire.

# Beginning Blends

## What's the Beginning Blend?

Say the words for the pictures below. Listen to the first sound you hear. Write the blend for that sound on the line.

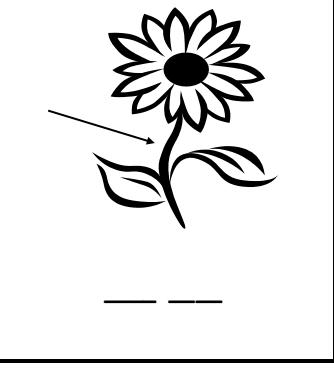
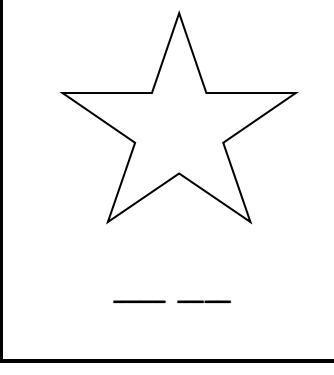
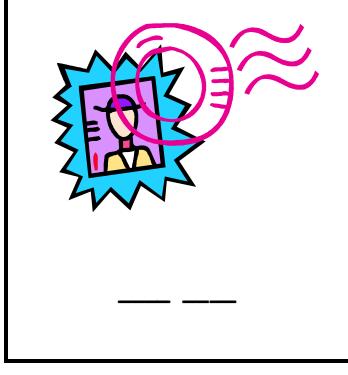
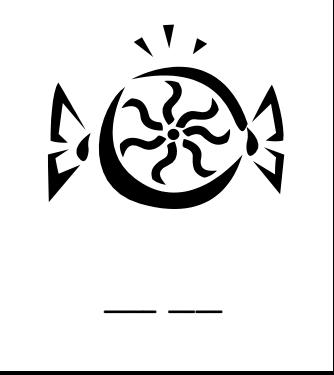
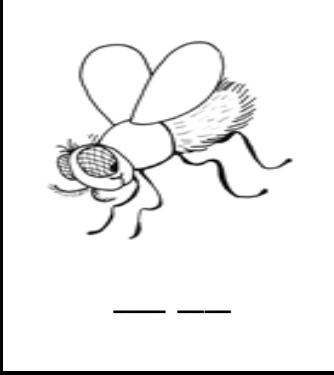
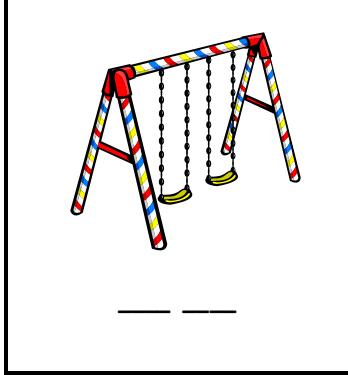
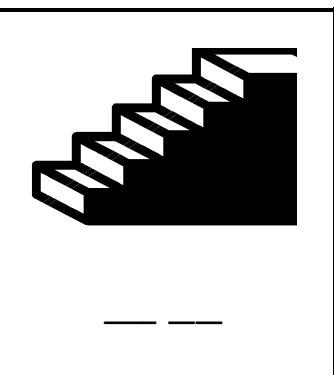
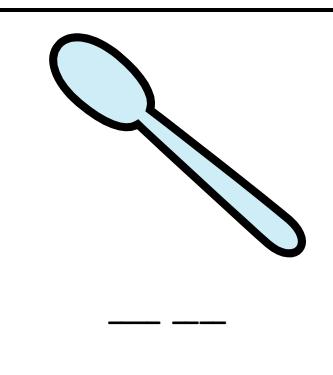
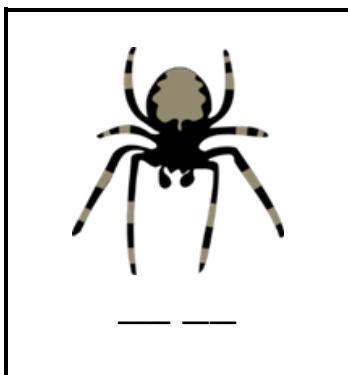
sp

sw

sn

st

fl



Read the sentences below and identify the blends sound by circling.

1. There's a fly on the flower.
2. The flower has a stem.

# Beginning Blends

## What's the Beginning Blend?

Say the words for the pictures below. Listen to the first sound you hear. Write the blend for that sound on the line.

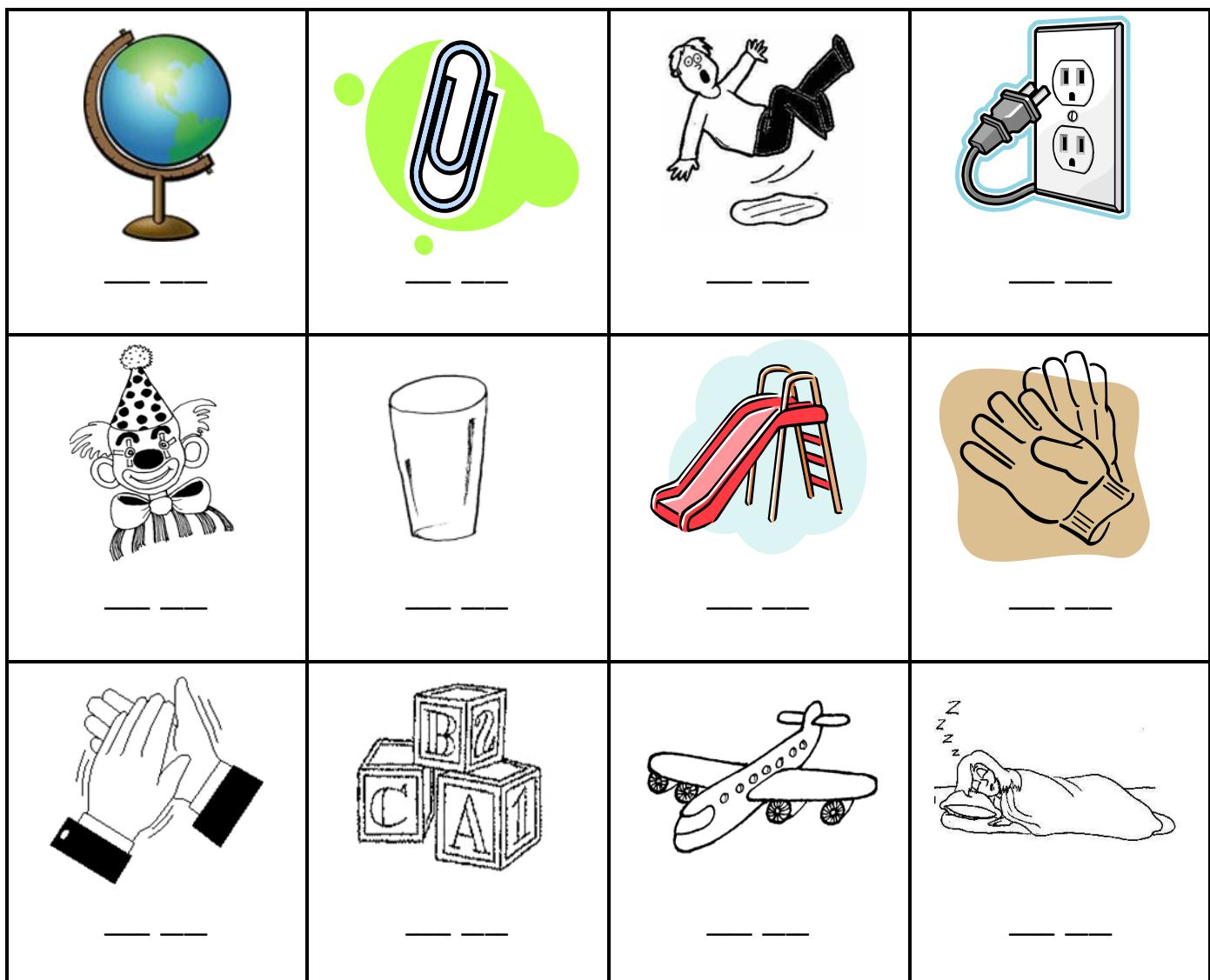
gl

sl

cl

bl

pl



Read the sentences below and identify the blends sound by circling.

1. There's a plane in the sky.
2. The boy slipped on the slide.

# Beginning Blends

## What's the Beginning Blend?

Say the words for the pictures below. Listen to the first sound you hear. Write the blend for that sound on the line.

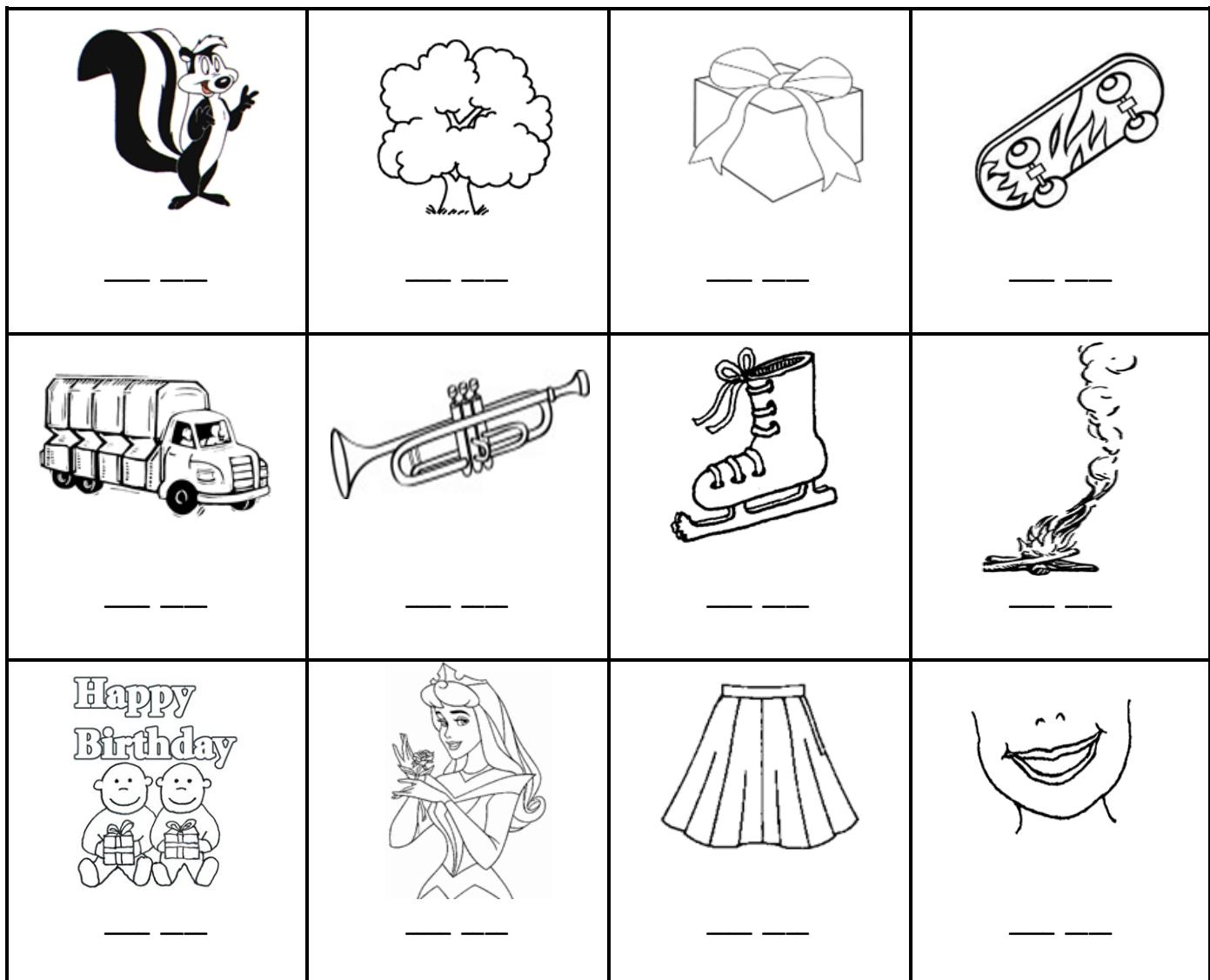
pr

tr

sk

sm

tw



Read the sentences below and identify the blends sound by circling.

1. The skunk smells bad.
2. The Prince smiled.

# End Blends

## What's the end Blend?

Say the words for the pictures below. Listen to the last sound you hear. Write the blend for that sound on the line.

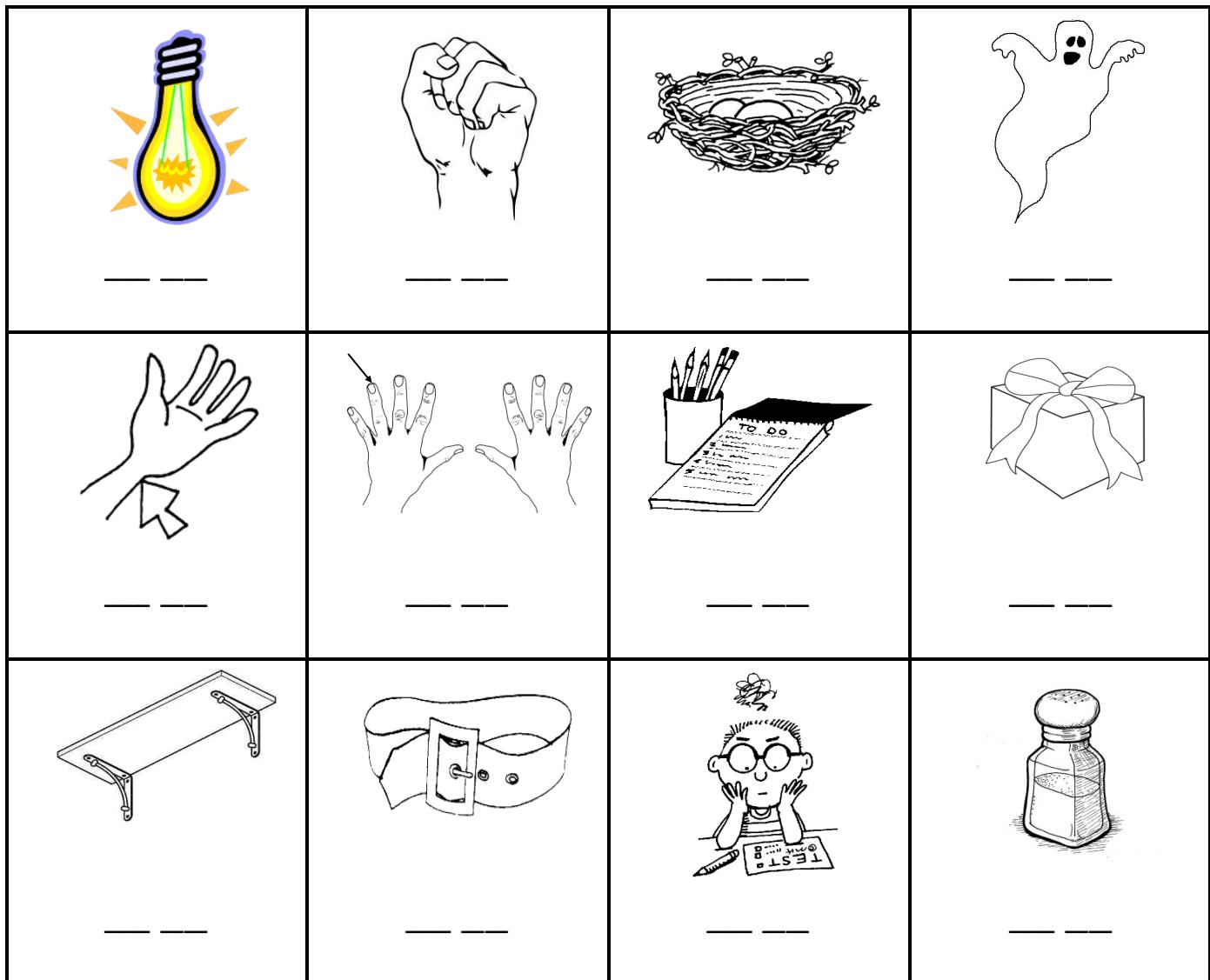
st

ft

lb

lf

lt



Read the sentences below and identify the blends sound by circling.

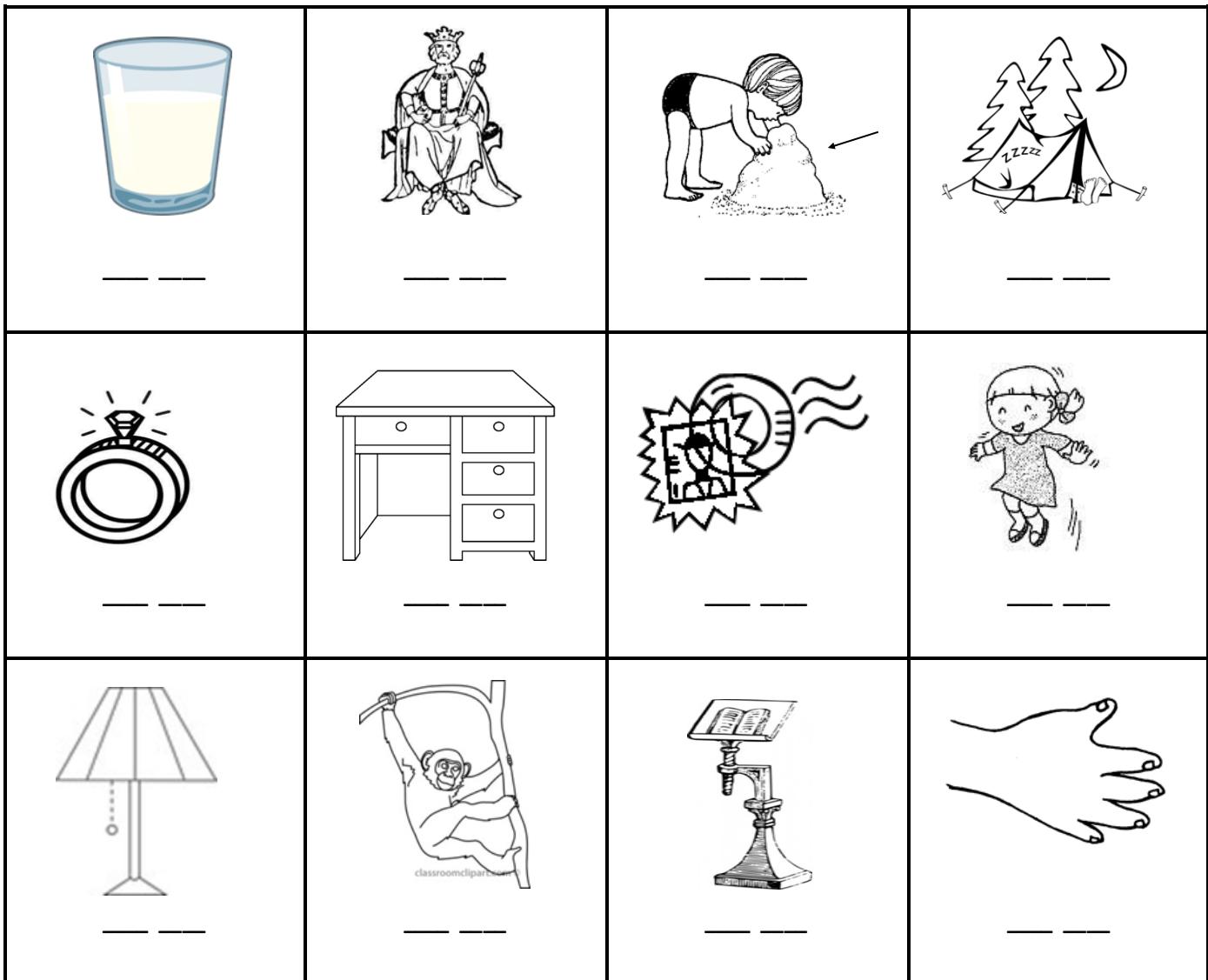
1. There is a wolf on the golf course.
2. The salt is in the shelf.

# End Blends

## What's the end Blend?

Say the words for the pictures below. Listen to the last sound you hear. Write the blend for that sound on the line.

sk      mp      nd      ng      lk



Read the sentences below and identify the blends sound by circling.

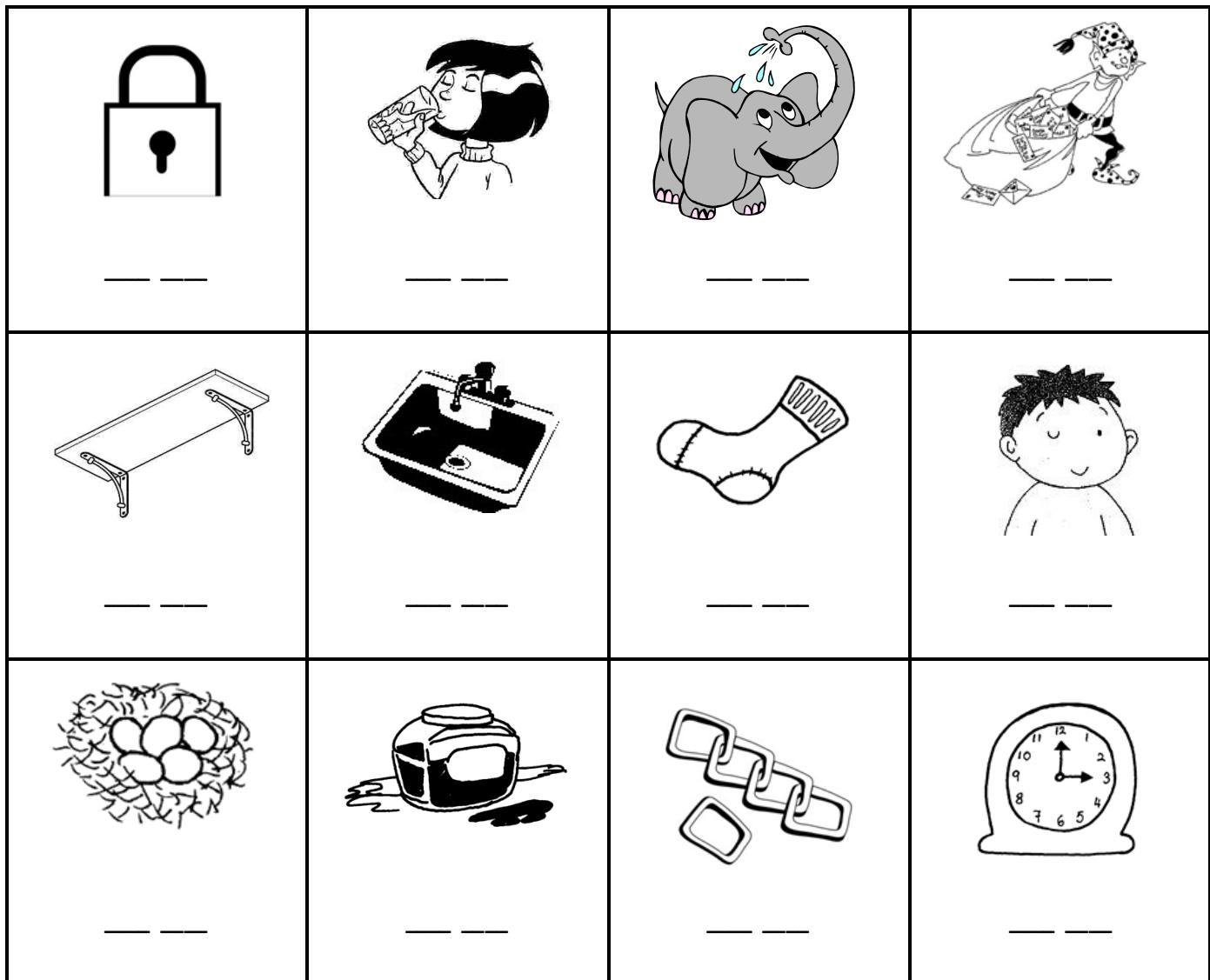
1. Don't jump on the desk.
2. The lamp is on the stand.

# End Blends

## What's the end Blend?

Say the words for the pictures below. Listen to the last sound you hear. Write the blend for that sound on the line.

nk      rd      lf      ck      st

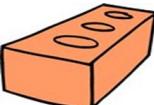
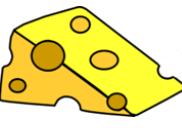
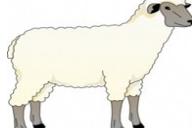
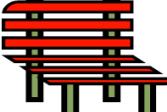


Read the sentences below and identify the blends sound by circling.

1. The elf drank some water.
2. The bedroom had a sock and a clock.

# Writing Blends and Digraphs

Name the pictures below and write the words in the table.

dish	brush	thumb	chick	fish
				
truck	duck	cash	lock	brick
				
sock	ship	cheese	rock	phone
				
sheep	chips	clock	rich	beach
				
mouth	dolphin	three	church	bench
				

sh	th	ch	ck	ph
dish				

# Rhyme

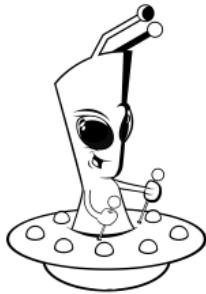
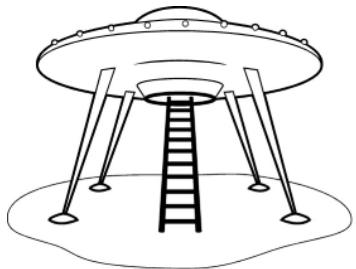
## INSTRUCTIONS OF THE GAME

This is a game of rhyming words in English language. First of all you need a dice. Throw it and place the button on the box according to the number you got. Now you have to make a rhyme with the word in the box.

	<b>WHAT RHYMES WITH CAT?</b>	<b>WHAT RHYMES WITH PEN?</b>	<b>WHAT RHYMES WITH PIG?</b>	<b>WHAT RHYMES WITH DOG?</b>
				<b>SORRY LOSE A</b>
<b>WHAT RHYMES WITH SUN?</b>	<b>WHAT RHYMES WITH BOOK?</b>	<b>SAY 2 WORDS THAT RHYME WITH CAT</b>	<b>SAY 2 WORDS THAT RHYME WITH PEN</b>	<b>SAY 2 WORDS THAT RHYME WITH PIG</b>
<b>GO BACK 2 SPACES</b>				
<b>SAY 2 WORDS THAT RHYME WITH DOG</b>	<b>SAY 2 WORDS THAT RHYME WITH SUN</b>	<b>YOU'RE TIRED, TAKE A REST</b>	<b>SAY 2 WORDS THAT RHYME WITH BOOK</b>	

# Consonant Review

Write the correct word under the pictures.  
Say each word out loud, segment the individual sounds and identify the consonants.

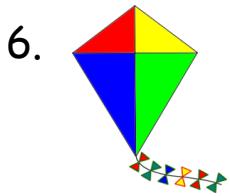
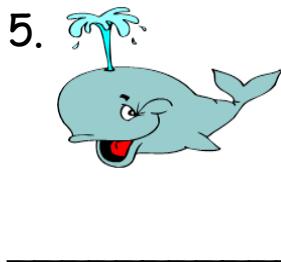
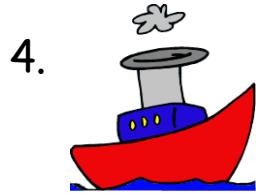
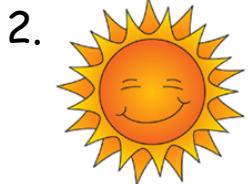
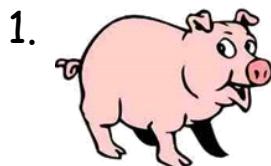


lion  
cat

whale  
boat

kite  
sun

pig  
dog



Circle the letters that are consonants.

r	c	g
a	z	v
q	o	u
f	e	x

# Plural endings (s or es)

Read the words in the box. Listen to the s and es sounds at the end of each word. Write the correct word from the box in the spaces.

wishes

bugs

boxes

crashes

apples

peas

eggs

matches

1. bug + s = \_\_\_\_\_

2. box + es = \_\_\_\_\_

3. apple + s = \_\_\_\_\_

4. egg + s = \_\_\_\_\_

5. crash + es = \_\_\_\_\_

6. wish + es = \_\_\_\_\_

7. pea + s = \_\_\_\_\_

8. match + es = \_\_\_\_\_

Make a sentence with one of the words above.

# Syllables



Words are made up of syllables. Syllables are parts of words, for example, sun has one syllable, Sunday has two ( sun + day ) and Saturday has three ( Sat + ur + day ). Saying the separate syllables in the word can help you read, write and spell correctly.

Join these syllables together to make words. Write the words on the lines.

1. aft + er =	_____	6. broth + er =	_____
2. ver + y =	_____	7. Tues + day =	_____
3. sat + ur + day =	_____	8. Dec + em + ber =	_____
4. be + fore =	_____	9. to + night	_____
5. morn + ing =	_____	10. kitt + en =	_____



Divide these words into their separate syllables.

1. flower =	_____ + _____	6. today =	_____ + _____
2. Friday =	_____ + _____	7. begin =	_____ + _____
3. sister =	_____ + _____	8. July =	_____ + _____
4. yellow =	_____ + _____	9. twenty =	_____ + _____
5. nineteen =	_____ + _____	10. going =	_____ + _____

Make a sentence with one of the words above.

---

# Compound words

Find the compound word that best completes each sentence and write it in the space.

playground

playtime

broomstick

doormat

strawberries

doorbell

seesaws

armchair

1. An \_\_\_\_\_ is comfortable to sit on.

hillside

2. It is easier to run \_\_\_\_\_.

downhill

3. I love \_\_\_\_\_ and cream.

4. The witch flew away on her \_\_\_\_\_.

5. My friend rang the \_\_\_\_\_.

6. There are swings in the \_\_\_\_\_.

Join the compound words in the rockets to their synonyms in the planets.

everyone

torch

all

flashlight

footpath

spaceman

pavement

road

astronaut

highway

# Rhyme

## INSTRUCTIONS OF THE GAME

This is a game of rhyming words in English language. First of all you need a dice. Throw it and place the button on the box according to the number you got. Now you have to make a rhyme with the word in the box.

	<b>WHAT RHYMES WITH CAKE?</b>	<b>WHAT RHYMES WITH KEY?</b>	<b>WHAT RHYMES WITH KITE?</b>	<b>WHAT RHYMES WITH BOAT?</b>
				<b>SORRY LOSE A</b>
<b>WHAT RHYMES WITH CUBE?</b>	<b>WHAT RHYMES WITH SPOON?</b>	<b>SAY 2 WORDS THAT RHYME WITH CAKE</b>	<b>SAY 2 WORDS THAT RHYME WITH KEY</b>	<b>SAY 2 WORDS THAT RHYME WITH KITE</b>
<b>GO BACK 2 SPACES</b>				
<b>SAY 2 WORDS THAT RHYME WITH BOAT</b>	<b>SAY 2 WORDS THAT RHYME WITH CUBE</b>	<b>YOU'RE TIRED, TAKE A REST</b>	<b>SAY 2 WORDS THAT RHYME WITH MOON</b>	

# Compound Syllables

Say each compound word. Clap the syllables. Write the compound word into the correct column.

Bookstore basketball wheelbarrow skateboard peppermint  
rattlesnake earthquake underground ballroom superman

Two Syllables

Three Syllables

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

# Compound Words

A compound word is made from two shorter words.

Example: air + plane = airplane



Directions: Read the two words below. Write them together as one compound word then match the word to the picture.

1. air + plane = \_\_\_\_\_



2. back + pack = \_\_\_\_\_



3. basket + ball = \_\_\_\_\_



4. paper + clip = \_\_\_\_\_



5. hair + brush = \_\_\_\_\_



6. rain + bow = \_\_\_\_\_



7. news + paper = \_\_\_\_\_



8. flower + pot = \_\_\_\_\_



# The short vowel sound **a**

## Spelling Practice

### Spelling Test Words

bat      can      cat      and      dam

bag      flat      had      hat      jam

lad      mat      man      map      pal

lamp      camp      lap      rag      glad

plan      scat      that      chat      chap

bang      cash      hang      mash      sang

Practice writing the spelling words below.


# The short vowel sound **a**

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



---

---

---



---

---

---

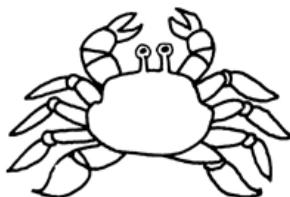


---

---

---

**fan**



---

---

---



---

---

---

s	r	t	v	t	p
c	l	f a n			h
r	q	b	n	o	j
a	b	a	t	x	c
b	m	c	f	l	a
g	e	z	o	q	p

Write two sentences below using the vocabulary above.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

# The short vowel sound **a**

## Word Work

## Word Work

Write the missing CVC word in each sentence.

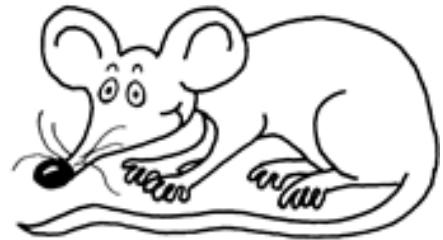
1. You wear a \_\_\_ \_\_\_ \_\_\_ on your head.
2. A \_\_\_ \_\_\_ \_\_\_ says meow.
3. You cook food in a \_\_\_ \_\_\_ \_\_\_.
4. A \_\_\_ \_\_\_ \_\_\_ keeps you cool.
5. Everyone's dad is a \_\_\_ \_\_\_ \_\_\_.
6. I \_\_\_ \_\_\_ \_\_\_ in my chair.
7. A \_\_\_ \_\_\_ \_\_\_ is small with a long tail.
8. You hit a ball with a \_\_\_ \_\_\_ \_\_\_.
9. Some dinks come in a \_\_\_ \_\_\_ \_\_\_.
10. Water comes from a \_\_\_ \_\_\_ \_\_\_.

cat  
hat  
pan  
fan  
tap  
can  
bat  
man  
sat  
rat

Can you think of any other words? Write them below.


# The short vowel sound **a**

## Reading



### Story 1 Zac The Rat

Zac is a rat. Zac sat on a can. The ants ran to the jam. Zac had a plan. Zac had a pan. Zac had a fan. The ants ran and ran. Zac had a nap.

#### Story 1 Comprehension

1. What is the name of the rat in the story? \_\_\_\_\_
2. Did Zac have a plan? \_\_\_\_\_
3. Did Zac have a nap? \_\_\_\_\_

#### Story 1 Read and Complete

1. Zac is a \_\_\_\_.
2. Zac had a \_\_\_\_.
3. The ants \_\_\_\_ and \_\_\_\_

# The short vowel sound **e**

## Spelling Practice

### Spelling Test Words

hen      pen      bed      get      men

ten      wet      yes      said      jet

met      fed      Jen      vet      yes

head      seven      mess       bled      fled

rest      shell      fetch      them      mend

bent      best      Beth      spread      packet

Practice writing the spelling words below.


# The short vowel sound **e**

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



---

---

---



---

---

---



---

---

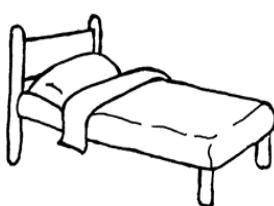
---



---

---

---



---

---

---

e	t	i	p	q	s
d	g	t	j	v	s
h	s	h	e	l	l
e	d	s	a	n	d
n	k	p e n			e
w	v	g	y	j	b

Write two sentences below using the vocabulary above.

1. ....

---

---

2. ....

---

---

# The short vowel sound **e**

## Word Work

## Word Work

Write the missing CVC word in each sentence.

1. You sleep on a \_\_\_\_\_.
2. You write with a \_\_\_\_\_.
3. Five plus five equals \_\_\_\_\_.
4. Mum \_\_\_\_\_ the dog.
5. My sick cat went to the \_\_\_\_\_.
6. The hen ran back to the \_\_\_\_\_.
7. We flew on a \_\_\_\_\_.
8. The spider made a \_\_\_\_\_.
9. The \_\_\_\_\_ man won.
10. The students took a \_\_\_\_\_.

pen  
bed  
ten  
vet  
shed  
web  
jet  
fed  
best  
test

Can you think of any other words? Write them below.


# The short vowel sound **e**

## Reading



### Story 1 **Peg The Hen**

Ben has a pet hen. Peg has red legs and a red head. Peg gets set. Peg gets in a jet. The jet gets a test. Peg gets wet. The jet gets in a web. Peg then ran and ran. Peg went to bed.

#### Story 1 Comprehension

1. What is the red hen called? \_\_\_\_\_
2. Did Peg get wet? \_\_\_\_\_
3. Did Peg run? \_\_\_\_\_

#### Story 1 Read and Complete

1. Peg gets in a \_\_\_
2. The jet gets in a \_\_\_
3. Peg went to \_\_\_.

# The short vowel sound **i**

## Spelling Practice

### Spelling Test Words

fit	his	bin	lid	mix
dig	fin	pin	did	ill
kid	fish	dish	chips	wish
wings	with	fixed	cliff	miss
sick	thick	blink	drink	twinkle
thing	insect	quick	sniff	dishes

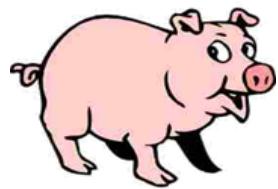
Practice writing the spelling words below.


# The short vowel sound i

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



---

---

---

---

---

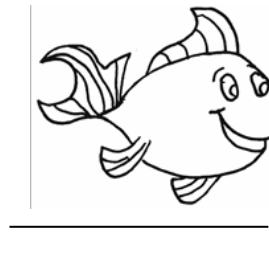
---

---

---

---

pig



---

---

---



---

---

---

d	p	r	y	u	o
p	i	g	f	j	m
v	n	f	b	x	s
t	e	d	i	z	f
f	e	s	n	s	w
r	i	n	g	h	h

Write two sentences below using the vocabulary above.

1. ....

---

---

2. ....

---

---

# The short vowel sound i

## Word Work

## Word Work

Write the missing word in each sentence.

1. We saw a \_\_\_\_\_ in the pond.
2. I put my rubbish in the \_\_\_\_\_.
3. the man \_\_\_\_\_ the ball.
4. The opposite of small is \_\_\_\_\_.
5. the pig is \_\_\_\_\_.
6. Jill has a catching \_\_\_\_\_.
7. She had a gold \_\_\_\_\_ on her finger
8. I like to eat \_\_\_\_\_.
9. A fish can \_\_\_\_\_.
10. They \_\_\_\_\_ their homework.

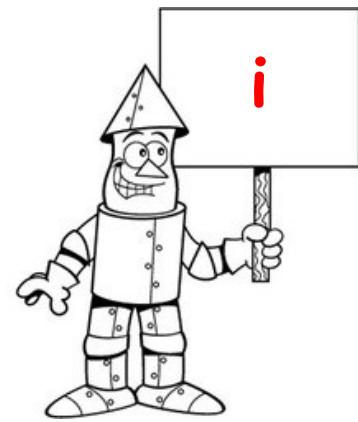
mitt  
bin  
fish  
big  
pink  
hit  
ring  
chips  
swim  
finished

Can you think of any other words? Write them below.


# The short vowel sound i

## Reading

### Story 1 The Tin Man



*The Tin man has a bat. Jill has a mitt. Zac has a big ball. Will the Tin man hit the ball? The ball hits the mitt. The Tin man will not give up. The Tin man hits the ball.*

#### Story 1 Comprehension

1. What does the tin man have? \_\_\_\_\_
2. What does the ball hit? \_\_\_\_\_
3. Does the tin man hit the ball? \_\_\_\_\_

#### Story 1 Read and Complete

1. The \_\_\_ man has a bat.
2. Jill has a \_\_\_.
3. The tin man \_\_\_ the ball.

# The short vowel sound **o**

## Spelling Practice

### Spelling Test Words

dog

mop

log

dot

cot

cog

pod

jog

not

fog

got

hot

box

shop

chop

sold

clock

socks

mops

pond

rocks

strong

wrong

thongs

second

wanted

hopped

dropped

watched

tadpoles

Practice writing the spelling words below.


# The short vowel sound **o**

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



f	g	j	l	b	y
v	f	d	b	m	x
s	o	c	k	o	u
c	x	o	v	p	u
a	a	c	d o g		
w	m	o	t	h	r

Write two sentences below using the vocabulary above.

1. ....

.....

2. ....

.....

# The short vowel sound o

## Word Work

## Word Work

Write the missing CVC word in each sentence.

1. I have a pet \_\_\_
2. I saw a \_\_\_ in the garden
3. I \_\_\_ my phone.
4. the eggs are in the \_\_\_
5. the door won't \_\_\_
6. There was a big green \_\_\_
7. The runner came \_\_\_ in the race.
8. Be careful! That is \_\_\_
9. We made a \_\_\_ fire.
10. We went to the \_\_\_.

lock  
dog  
box  
fox  
lost  
second  
hot  
frog  
log  
shop

Can you think of any other words? Write them below.


# The short vowel sound o

## Reading

### Story 1 Mox the Fox

Mox is a fox. Mox has a shop. Bob is a hog. Bob helps Mox.

Bob and Mox mix eggs in a pot. Bob drops the eggs. What a mess! Bob mops and mops. "It's a big job" said Bob. Mox helps Bob mop the shop.

#### Story 1 Comprehension

1. What animal is Mox? \_\_\_\_\_
2. What does Mox have? \_\_\_\_\_
3. Does Bob help Mox? \_\_\_\_\_

#### Story 1 Read and Complete

1. Mox is a \_\_\_\_.
2. Bob is a \_\_\_\_.
3. Bob \_\_\_\_ and \_\_\_\_.

# The short vowel sound **u**

## Spelling Practice

### Spelling Test Words

bun      bug      bus      cut      cup

run      nut      jug      mud      but

mum      rug      just      won      rub

hug      sun      up      buns      duck

scrub      bump      lunch      truck      stuck

crumbs      rushed      slumped      sulked      munched

Practice writing the spelling words below.


# The short vowel sound **u**

## Word Work

## Word Work

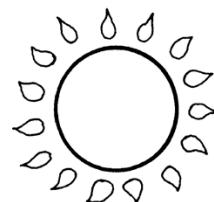
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



---

---

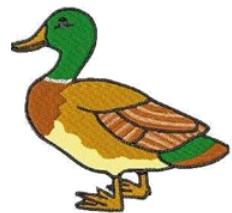
---



---

---

---



---

---

---

**duck**

---

---

---



---

---

---

s	j	c	d	t	e
e	u	g	h	u	r
c	g	n	k	n	m
e	l	d u c k			
w	b	u	s	u	n
q	t	i	o	p	v

Write two sentences below using the vocabulary above.

1. ....

---

---

2. ....

---

---

# The short vowel sound **u**

## Word Work

## Word Work

Write the missing word in each sentence.

1. The \_\_\_ is in the sky.
2. A \_\_\_ is in the pond.
3. The students are on the \_\_\_.
4. He ate a \_\_\_.
5. My dog loves to \_\_\_.
6. I will ask my \_\_\_.
7. we \_\_\_ the game
8. I ate a cheese sandwich for \_\_\_.
9. A frog can \_\_\_.
10. The people looked \_\_\_.

bus  
sun  
run  
duck  
bun  
mum  
won  
lunch  
up  
jump

Can you think of any other words? Write them below.


# The short vowel sound **u**

## Reading

### Story 1 **Gus the duck**

Gus the duck runs **in the mud**. Gus had fun **in the mud**. Gus gets **in the tub**. The tub has **suds**. Gus rubs and **rubs**. Gus has a **sub in the tub**. A **bug is in the sub**. It is **fun in the tub**. Gus hugs **the bug**.

#### Story 1 Comprehension

1. Did Gus have fun in the mud? \_\_\_\_\_
2. What does the tub have? \_\_\_\_\_
3. What is in the sub? \_\_\_\_\_

#### Story 1 Read and Complete

1. Gus the duck runs in the \_\_\_\_.
2. Gus gets in the \_\_\_\_.
3. It is fun in the \_\_\_\_.

# The short vowel sound **oo**

## Spelling Practice

### Spelling Test Words

book      look      cook      foot      wood

good      hook      took      wool      woof

hoof      bush      could      put      wolf

wooden      pull      push      should      stood

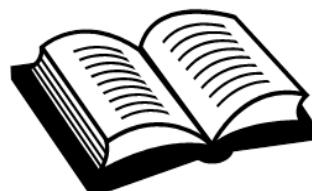
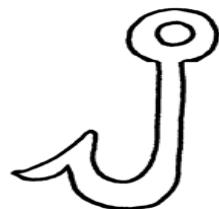
Practice writing the spelling words below.


# The short vowel sound **oo**

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



wolf



w	b	u			i
o	s	w	r	u	h
f	s	b	o	o	k
o	x	w	o		f
o	u	d	v	o	d
t	c	h	o	o	k



Write two sentences below using the vocabulary above.

1. ....

.....

2. ....

.....

# The short vowel sound **oo**

## Word Work

## Word Work

Write the missing word in each sentence.

1. A man read a \_\_\_\_\_.
2. I have a sore \_\_\_\_\_.
3. The house \_\_\_\_\_.
4. He \_\_\_\_\_ his bag home.
5. They \_\_\_\_\_ on the table.
6. She was the most beautiful \_\_\_\_\_ there.
7. The farmer gathered the sheep's \_\_\_\_\_.
8. be careful of the pirates \_\_\_\_\_.
9. the cat hid in the \_\_\_\_\_.
10. They went to \_\_\_\_\_.

book  
hook  
shook  
foot  
took  
look  
stood  
wool  
woman  
bush

Can you think of any other words? Write them below.


# The short vowel sound **oo**

## Reading

### Story 1 **The Wolf's Hook**

A woman read a good book. *The book told of a wolf with a hook in his foot. The wolf looked at the hook in his foot. Brook the bull helped the wolf. Brook pulled the hook from the wolf's foot. The wolf stood. The wolf shook his foot. Then the foot felt good.*

#### Story 1 Comprehension

1. What did the wolf have in its foot? \_\_\_\_\_
2. Who helped the wolf? \_\_\_\_\_
3. What did Brook the bull do? \_\_\_\_\_

#### Story 1 Read and Complete

1. A woman read a good \_\_\_\_\_.  
2. The wolf looked at the \_\_\_\_ in his \_\_\_\_\_.  
3. The \_\_\_\_\_ his foot.

# The long vowel sound a

## Spelling Practice

### Spelling Test Words

lake	late	cave	cake	made
make	came	grey	snail	train
may	lay	way	clay	tray
plate	grape	brake	snake	skates
afraid	mistake	great	plains	lemonade
played	whale	shade	shake	away

Practice writing the spelling words below.

a	ai	ay	ea

# The long vowel sound a

## Word Work

## Word Work

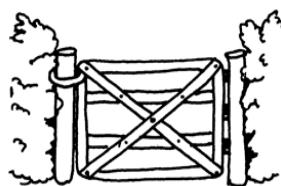
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



---

---

---



---

---

---



---

---

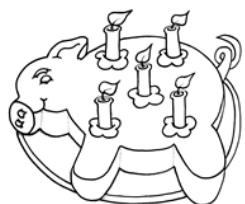
---



---

---

---



---

---

---

g	c	h	a	i	n
r	a	t	g	u	c
a	s	i	e	i	a
p	t	o	t	e	k
e	p	l	a	n	e
s	a	q	g	j	i

Write two sentences below using the vocabulary above.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

# The long vowel sound **a**

## Word Work

Read the words below and write them into the proper columns.

play day train tray bay chain  
plain drain raise stay may great

ay	ai	ea
play		

Directions: Does the underlined words in the sentences below have a Long /a/ sound or a Short /a/? Tick the correct column.

1. Wilf <u>had</u> a <u>cat</u> .	Long <b>a</b>	Short <b>a</b>
2. Wilf put a <u>hat</u> on the <u>cat</u> .	Long <b>a</b>	Short <b>a</b>
3. Wilf told the cat to <u>stay</u> .	Long <b>a</b>	Short <b>a</b>

Circle the correct /a/ sound for each word.

1. hat	Long a	Short a
2. day	Long a	Short a
3. wait	Long a	Short a
4. can	Long a	Short a
5. map	Long a	Short a

# The long vowel sound a

## Reading

### Story 1

#### Fay and Jane

Fay and Jane went to play at the lake. At the lake they played in a cave. They made a maze in the hay. On the same day, they had rain and hail, Fay and Jane ran back and drank lemonade.

“Let’s play games” said Jane.

“I will bake a cake. said Fay.

“Yay! Yay!” said Jane.

Jane and Fay will play and bake a cake.

Answer the questions about the story below.

1. Where did Fay and Jane play?
2. What did they play in?
3. What did they bake?
4. What did they drink?

They played at the \_\_\_\_\_.  
They played in a \_\_\_\_\_.  
They baked a \_\_\_\_\_.  
They drank \_\_\_\_\_.

# The long vowel sound **e**

## Spelling Practice

### Spelling Test Words

me                    he                    see                    feed                    tree

seem                need                she                deep                key

she                free                three                cheese                street

tea                neat                easy                each                reach

green                seeking                mean                brief                leaf

teach                clean                flea                these                really

Practice writing the spelling words below.

ee	ey	ea	ie

# The long vowel sound e

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



---

---

---



---

---

---



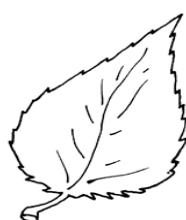
bee



---

---

---



---

---

---

e	e	o	n	k	q
r	g	b e e			u
a	l	e	e	y	e
h	u	e	i	h	e
j	r	k	a	t	n
t	n	e	h	f	u

Write two sentences below using the vocabulary above.

1. ....

.....

2. ....

.....

# The long vowel sound *e*

## Word Work

Read the words below and write them into the proper columns.

**see flea clean green seemed seeking  
please eating cheese meat key honey**

<i>ee</i>	<i>ea</i>	<i>ey</i>
see		

**Directions:** Does the underlined words in the sentences below have a Long /e/ sound or a Short /e/? Tick the correct column.

1. Wilf had a rod and a <u>net</u> .	Long <i>e</i>	Short <i>e</i>
2. The pond is <u>deep</u> .	Long <i>e</i>	Short <i>e</i>
3. Dad got his <u>feet</u> wet.	Long <i>e</i>	Short <i>e</i>

Circle the correct /e/ sound for each word.

1. bed	Long <i>e</i>	Short <i>e</i>
2. read	Long <i>e</i>	Short <i>e</i>
3. feet	Long <i>e</i>	Short <i>e</i>
4. tent	Long <i>e</i>	Short <i>e</i>
5. pen	Long <i>e</i>	Short <i>e</i>

# The long vowel sound e

## Reading

### Story 1

#### Can Pete sleep?

Pete can not sleep. Pete needs help. "You need to sleep think of sheep" says Mum. "One, two, three sheep" says Pete. Then Pete sees the sheep! The sheep ran up the street past the tree! At last Pete can sleep.

Answer the questions about the story below.

1. Who can't sleep? \_\_\_\_\_ can't sleep.
2. Who says think of sheep? \_\_\_\_\_ says "Think of sheep"
3. Can Pete see the sheep? \_\_\_\_\_ he can.
4. Did Pete sleep after seeing sheep? \_\_\_\_\_ he did.

# The long vowel sound I

## Spelling Practice

### Spelling Test Words

my      why      kite      wine      try

bike      bite      time      wise      dine

five      pie      die      lion      life

climb      high      fight      light      might

shine      child      fly      smiled      white

kind      mild      crime      night      shrine

Practice writing the spelling words below.

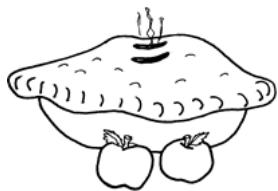
i	y	ie	igh

# The long vowel sound i

## Word Work

## Word Work

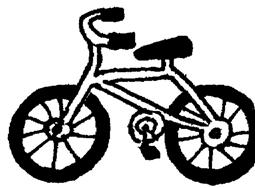
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



---

---

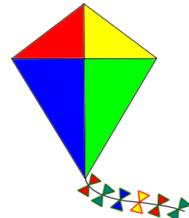
---



---

---

---



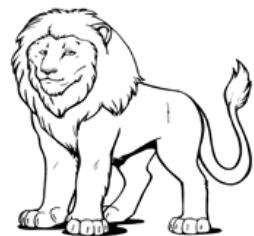
kite



---

---

---



---

---

---

w	e	i	u	a	k
b		k	i	t	e
p	i	e	j	l	i
q	f	k	i	k	f
i	y	o	e	p	e
x	n	n	l	e	v

Write two sentences below using the vocabulary above.

1. ....

.....

2. ....

.....

# The long vowel sound i

## Word Work

Read the words below and write them into the proper columns.

die cried flying tried why might  
white tied night try daylight quietly

ie	igh	y
die		

**Directions:** Does the underlined words in the sentences below have a Long /i/ sound or a Short /i/? Tick the correct column.

1. Wilma will be <u>nine</u> on <u>Friday</u> .	Long i	Short i
2. She'd <u>like</u> a <u>Chinese</u> meal.	Long i	Short i
3. They went to the <u>bright</u> <u>sky</u> .	Long i	Short i

Circle the correct /i/ sound for each word.

1. kite	Long i	Short i
2. sit	Long i	Short i
3. ride	Long i	Short i
4. bike	Long i	Short i
5. mitt	Long i	Short i

# The long vowel sound i

## Reading

### Story 1

#### Hide and Seek

Spot is black and white. He rides bikes with Mike and Spike. Mike had a big kite. "Let's chase Mike says Spike." They play hide and seek. Spot decided to hide high in a tree. Mike and Spike could not find Spot. Mike and Spike looked until they lost daylight.

Answer the questions about the story below.

1. What colour is Spot? Spot is \_\_\_\_\_ and \_\_\_\_\_.
2. Do Mike and Spike have cars? \_\_\_, they don't.
3. What do they play? They play \_\_\_\_\_ and \_\_\_\_\_.
4. Did they find Spot? \_\_\_, they didn't.

# The long vowel sound o

## Spelling Practice

### Spelling Test Words

so	note <u>o</u>	nose <u>o</u>	bone <u>o</u>	rope <u>o</u>
toad	load	comb <u>o</u>	tone <u>o</u>	drove <u>o</u>
cope <u>o</u>	stone <u>o</u>	moped	drove <u>o</u>	broke <u>o</u>
goat	moan	groan	croaked	low
slow	rowed	poked	stroked	lonely
slow <u>ed</u>	show <u>ed</u>	noted	known	token

Practice writing the spelling words below.

o	oa	ow	oe

# The long vowel sound o

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



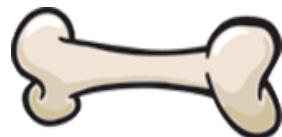
---

---



---

---



---

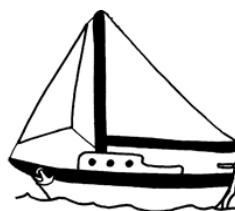
---

bone



---

---



---

---

k	v	g	o	i	y
b	b o n e				f
o	h	a	o	g	a
a	k	t	s	o	o
t	l	h	e	d	a
y	t	a	o	c	s

Write two sentences below using the vocabulary above.

1.

---

---

2.

---

---

# The long vowel sound **o**

## Word Work

Read the words below and write them into the proper columns.

slow boat know groan toe glow

float load low roam foe toad

ow	oa	oe
slow		

**Directions:** Does the underlined words in the sentences below have a Long /o/ sound or a Short /o/? Tick the correct column.

1. Chip put on a red <u>coat</u> .	Long o	Short o
2. The coat had an <u>odd</u> smell.	Long o	Short o
3. He put the <u>dog</u> in the tub.	Long o	Short o

Circle the correct /o/ sound for each word.

1. got	Long o	Short o
2. hot	Long o	Short o
3. poke	Long o	Short o
4. stop	Long o	Short o
5. stone	Long o	Short o

# The long vowel sound o

## Reading

### Story 1

#### The Soap Boat

"My soap boat is sailing away," cries Joe. The soap boat is lost at sea. "What is this?" groaned a lonely fish. The lonely fish followed the soap boat. The fish poked the soap boat. The soap boat floats on top. Joe grabs the soap boat.

"It's my soap boat," moaned Joe and he took his soap boat home.

Answer the questions about the story below.

1. What is sailing away?
2. Where is it lost?
3. Who grabs the soap boat?
4. Where did Joe go?

The \_\_\_\_\_.  
Its lost at \_\_\_\_\_.  
\_\_\_\_\_.  
Joe went \_\_\_\_\_.

# The long vowel sound **u**

## Spelling Practice

### Spelling Test Words

**tube**

**tune**

**fume**

**mule**

**cute**

**Duke**

**stew**

**few**

**fuel**

**dunes**

**fuse**

**view**

**new**

**music**

**Hugh**

**fused**

**tunic**

**rescue**

**statues**

**stupid**

**viewed**

**beautiful**

**unusual**

**tuna**

**queue**

**Hugh**

**ewe**

**mute**

**tulips**

**knew**

Practice writing the spelling words below.

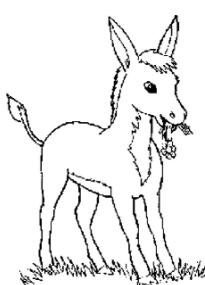
<b>u</b>	<b>ew</b>	<b>ue</b>	<b>iew</b>

# The long vowel sound **u**

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



t	t	u	u	e	m
u		p	u	m	a
l	m	f	b	g	s
i	g	u	d	e	i
p	b	s	l	z	c
s	d	u	n	e	s

Write two sentences below using the vocabulary above.

1.

---

---

2.

---

---

# The long vowel sound **u**

## Word Work

Read the words below and write them into the proper columns.

tune music stew tube view knew  
rescue fuel few statue new viewed

u	ew	ue
tune		

**Directions:** Does the underlined words in the sentences below have a Long /u/ sound or a Short /u/? Tick the correct column.

1. Dad went to the <u>music</u> shop.	Long <b>u</b>	Short <b>u</b>
2. They went by <u>bus</u> .	Long <b>u</b>	Short <b>u</b>
3. There was a wild <u>puma</u> .	Long <b>u</b>	Short <b>u</b>

Circle the correct /a/ sound for each word.

1. hut	Long /u/	Short /u/
2. cute	Long /u/	Short /u/
3. tub	Long /u/	Short /u/
4. tube	Long /u/	Short /u/
5. bus	Long /u/	Short /u/

# The long vowel sound u

## Reading

### Story 1

#### Duke the Puma

Duke the puma's best buddy is Dune Buggy. They play in the sand dunes. Dune Buggy rides on his back wheels. They drive on the dunes and play music. The view at the dunes is beautiful. Duke and Dune Buggy spin. Duke and Dune Buggy rule the dunes.

Answer the questions about the story below.

1. Who is the Puma's best buddy? \_\_\_\_\_ is the \_\_\_\_\_'s best buddy.
2. What do they play in? They play in the sand \_\_\_\_\_.
3. Do they play football? \_\_\_\_\_, they don't.
4. Who rules the dunes? \_\_\_\_\_ and \_\_\_\_\_ rule the \_\_\_\_\_.

# The long vowel sound **oo**

## Spelling Practice

### Spelling Test Words

do                    goo                    food                    moon                    too

tool                shoot                soon                zoo                spoons

shoe                boots                choosee                rulee                you

loops                tool                you                group                soup

youth                suit                grew                threw                fruit

smooth                loot                blew                flew                suits

Practice writing the spelling words below.

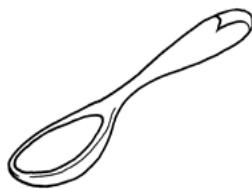
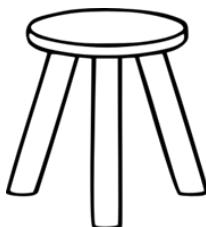
oo	ou	ui	ew

# The long vowel sound oo

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



o	a	s	q	y	f
n		m	o	o	n
o	i	g	l	o	o
o	h	p	o	c	o
p	f	r	u	i	t
s	t	o	o	l	z

Write two sentences below using the vocabulary above.

1.

---

---

2.

---

---

# The long vowel sound oo

## Word Work

Read the words below and write them into the proper columns.

food moon grew tool school youth

zoo you blew flew stool shoot

oo	ou	ew
food		

**Directions:** Does the underlined words in the sentences below have a Long /oo/ sound or a Short /oo/? Tick the correct column.

1. Gran was at pudding <u>wood</u> .	Long oo	Short oo
2. She had new <u>blue shoes</u> .	Long oo	Short oo
3. Mum <u>took</u> Gran to London.	Long oo	Short oo

Circle the correct /a/ sound for each word.

1. tool	Long /oo/	Short /oo/
2. moon	Long /oo/	Short /oo/
3. book	Long /oo/	Short /oo/
4. school	Long /oo/	Short /oo/
5. look	Long /oo/	Short /oo/

# The long vowel sound oo

## Reading

### Story 1

#### Sue

Sue is in a bad mood. Sue's cute mutt has Sue's boots and suit on the roof. Soon the sun will set.

"Bad mutt!" yells Sue. "Come off the roof soon!"

"Ruff, ruff," yells the mutt, as he began to chew Sue's suit.

"If you don't come off the roof, I will not feed you food!" Yells Sue.

But the cute mutt will not move or come off the roof. The mutt did not want food. Russ wants to run too. Russ is cool, so he will not be in a bad mood. But, if the mutt doesn't come off the roof soon, Sue will lose her cool.

Answer the questions about the story below.

1. Was Sue in a good mood?
2. Where were Sue's boots?
3. Who chewed Sue's suit?
4. Did the mutt come down?

\_\_\_, she wasn't.  
They were on the \_\_\_\_\_.  
The \_\_\_\_\_.  
\_\_\_, it didn't.

# The diphthong **ir**

## Spelling Practice

### Spelling Test Words

hurt      turn      burst      curve      blur

dirt      **shirt**      flirt      **earth**      spurt

worm      work      world      dirt      girl

stir      **thirst**      ferns      heard      return

clerk      burn      fur      **dirty**      **brother**

**sister**      **mother**      stirred      **searching**      surprise

Practice writing the spelling words below.


# The diphthong **ir**

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



g	i	r	l	e	d	
e	a	g	f	r	h	
s	s	k	i	r	t	
r	b	b	i	p	r	
u	t		w	o	r	m
n	d	k	q	c	j	

Write two sentences below using the vocabulary above.

1. ....

.....

2. ....

.....

# The diphthong **ir**

## Word Work

Read the words below and write them into the proper columns.

girl turn burst curve bird thirst  
ferns dirt return blur shirt her

ir	ur	er

Circle the pictures below with the correct colour



= ir



= er



= ur



= or



Read the passage below and fill in the missing letters **ir**

Shirl is a girl. She's a schoolg\_\_l. Shirl lives in Kirkland. Shirl has a pink sh\_\_t and a red sk\_\_t. Shirl hangs a bird house on her birch tree. Tweet, tweet, tweet. It's a b\_\_d in the birdhouse. Sh\_\_l twirls she is a happy girl.

# The diphthong **ir**

## Reading

### Story 1

### Bird Rock

Fern and her brother like to surf at bird rock. Bird rock has the best waves on earth. Here is a big wave Fern has to turn fast. Here is a bigger wave. Fern swims to meet it. Here comes a bigger wave. The wave turns over and makes a tube. Surfing in the tube is fun! Fern and her brother want to surf all day. Her dad says, "No way, maybe on your next birthday."

1. What does Fern like to do?

---

2. What does Fern's brother like to do?

---

3. Where do they surf?

---

4. Is surfing in the tube fun?

---

5. Can they surf all day?

---

# The diphthong **or** Spelling Practice

## Spelling Test Words

fork

boring

fourth

formed

lawn

door

poor

floor

form

storm

porch

four

torch

born

sore

soar

saw

clawed

lawn

clawed

fawn

yawned

caught

fought

naughty

morning

snorted

ignored

boarding

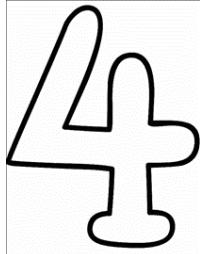
dormitory

Practice writing the spelling words below.


# The diphthong **or** Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



---

---

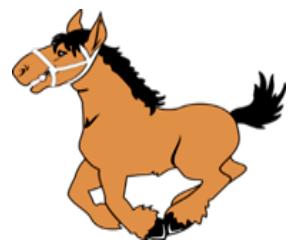
---



---

---

---



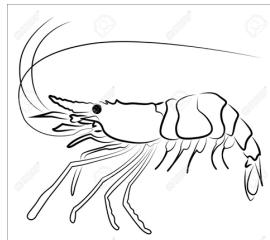
horse



---

---

---



---

---

---

f	a	f	o	i	t
o	t	o	r	c	h
u	c	r	s	a	l
r	g	k	g	x	k
h	horse				
p	r	a	w	n	y

Write two sentences below using the vocabulary above.

1.

---

---

2.

---

---

# The diphthong **or** Word Work

Read the words below and write them into the proper columns.

door floor storm tour torch cord  
clawed fawn cork lawn form fourth

or	our	aw

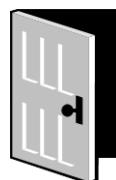
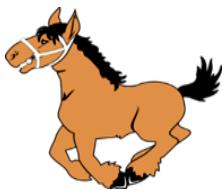
Circle the pictures below with the correct colour

= or

= ore

= aw

= oar



Read the passage below and fill in the missing letters **aw, or**

One m\_\_ning a f\_\_n was b\_\_n. It was a talking fawn. The fawn talked about a horse in st\_\_m. The other animals were b\_\_ed, so the fawn talked less than before.

# The diphthong **or** Reading

## Story 1 **Tory's Horse**

A girl called **Tory** has a horse named **Glory**. **Glory** plays on **Tory's** lawn. **Tory** forgot to close the gate and **Glory** got out. **Tory** saw the horse from the small porch. It was morning and the sky was stormy. **Tory** found **Glory** with a **thorn** in her foot. The poor horse had a sore foot. **Tory** called **Paul** for support. **Paul** and **Tory** called the vet to help. Now **Glory** is back to normal.

1. What is the horse's name? \_\_\_\_\_
2. Where does **Glory** play? \_\_\_\_\_
3. Was it morning or night? \_\_\_\_\_
4. What did **Glory** have in her foot? \_\_\_\_\_
5. Who did **Paul** and **Tory** call? \_\_\_\_\_

# The diphthong **air**

## Spelling Practice

### Spelling Test Words

air      fair      hair      **fairy**      pair

stair      cared      glare      scared      **stared**

dare      **share**      hare      spare      snare

bear      pear      swear      **where**      **there**

their      declare      scary      **daring**      **careful**

**a**ware      pear      **staring**      scared      spare

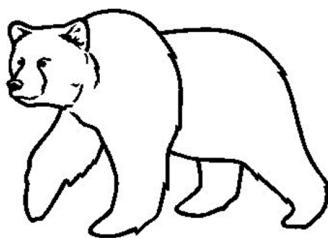
Practice writing the spelling words below.


# The diphthong **air**

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



c	h	a	i	r	f
b	s	y	u	a	x
e	f	t	i	k	d
a	g	r	t	c	l
r	r	pear			
f	a	i	r	y	g

Write two sentences below using the vocabulary above.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

# The diphthong **air**

## Word Work

Read the words below and write them into the proper columns.

**air hair fairy cared bear spare  
glare fair swear aware pair dare**

<b>air</b>	<b>ear</b>	<b>are</b>

Circle the pictures below with the correct colour

= air

= ear

= are



Read the passage below and fill in the missing letters **air**

A fairy sat alone on a mushroom ch\_\_\_. Her fairy friends were floating on the air. The f\_\_ hairied fairies looked like golden canneries.

# The diphthong **air**

## Reading

### Story 1 **Claire the Bear**

“It’s not fair,” declared Claire, the hairy bear. “I want my share!” The bears were eating pears and sitting on their chairs. Claire the bear sat on a chair and glared. “Can we share?” said Claire. The bears were aware of Claire staring and they didn’t dare eat all the pears. They were scared of Claire the hungry bear.

There were plenty of pears spare so they gave her a fair share.

1. What animal is Claire? \_\_\_\_\_
2. What were the bears eating? \_\_\_\_\_
3. What were the bears sitting on? \_\_\_\_\_
4. Were the bears scared of Claire? \_\_\_\_\_
5. Did Claire get a fair Share? \_\_\_\_\_

Date completed \_\_\_\_\_

# The diphthong oy

## Spelling Practice

### Spelling Test Words

boy

coin

coil

ploy

soil

oil

spoilt

noisee

poison

convoy

oink

ointment

annoy

destroy

enjoy

join

joining

ointment

Troy

Joy

Roy

Ploy

enjoying

spoiling

annoyed

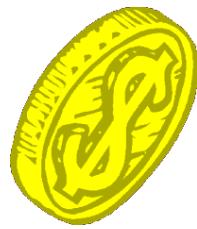
Practice writing the spelling words below.


# The diphthong oy

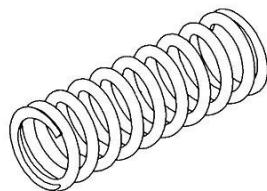
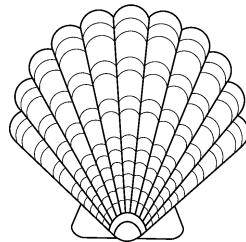
## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



coin



b	a	a	o	i	c
o	s	t	y	k	o
y	b	i	o	l	i
v	m	w	p	y	l
d	coin				
o	y	s	t	e	r

Write two sentences below using the vocabulary above.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## The diphthong **oy**

### Word Work

Read the words below and write them into the proper columns.

boy joy spoilt oil convoy join  
noise coin poison annoy Roy Ploy

oy	oi

Circle the pictures below with the correct colour

= oy

= oi



Read the passage below and fill in the missing letters **oy**

Floyd is a royal b\_\_. Floyd and his dad go shopping in Toy-land. Fl\_\_d asks his dad for a convoy of trucks. His dad gives him a conv\_\_ of trucks and a t\_\_ box.

# The diphthong oy

## Reading

### Story 1 Troy's Toys

A boy named Troy had lots of toys. His favorite toy was a train called Roy. One day he lost Roy. It spoilt his day and he was very annoyed. Troy asked some boys to help him look for Roy. One of the boys had a plan. He took some oil and a coil of rope. He dipped the rope in the oil. Then he pulled the rope through the soil where Troy had lost Roy.

Roy the train stuck to the oil and joined on the coil. Then the boy had his favorite toy back. He was overjoyed. Troy gave the boys some coins and enjoyed his day.

1. Who had lots of toys? \_\_\_\_\_
2. What was his favourite toy called? \_\_\_\_\_
3. What was the rope dipped in? \_\_\_\_\_
4. Did Roy join the coil? \_\_\_\_\_
5. Who gave the boys some coins? \_\_\_\_\_

# The diphthong **ar** and **uh**

## Spelling Practice

### Spelling Test Words

car                    barn                    stars                    farm                    scarf

grass                parked                dart                market                chaff

started                dark                carpet                barley                harm

laugh                castlele                smart                darted                marcheded

alarm                asked                shark                phonele                calf

photo                elephant                coughed                cough                farmyard

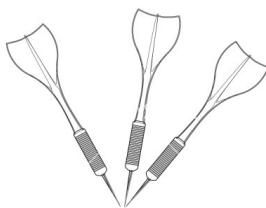
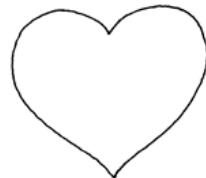
Practice writing the spelling words below.


# The diphthong **ar** and **uh**

## Word Work

### Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



c	a	r	t	r	d
s	r	a	h	d	a
f	g	t	v	a	r
a	h	s	h	s	t
s h a r k s					
h	e	a	r	t	c

Write two sentences below using the vocabulary above.

1. ....

.....

2. ....

.....

# The diphthong **ar** and **fuh**

## Word Work

Read the words below and write them into the proper columns.

car started asked darted dark alarm  
shark calf cough photo chaff large

a	ar	ph gh (fuh)

Circle the pictures below with the correct colour

= ar       = ph



Read the passage below and fill in the missing letters **ar**

M\_ \_k had a sm\_ \_t new car. He drove his car to the market. He parked at the park. Then he bought a new scarf. Mark drove home before d\_ \_k.

# The diphthong **ar** and **uh**

## Reading

### Story 1 The Farm Yard

*The dog barked as carl drove into the farm yard. He could see marge, dressed in a lightscarf and coat, digging in the garden. He parked his car and walked to the large barn. Carl wanted to do his part. It would be hard, but he knew it was the smart thing to do!*

1. Who drove into the farm yard? \_\_\_\_\_
2. What did the dog do? \_\_\_\_\_
3. Where was marge digging? \_\_\_\_\_
4. Who wanted to do his part? \_\_\_\_\_

# The diphthong **ow**

## Spelling Practice

### Spelling Test Words

cow      down      how      now      owl

town      brown      crowd      prowl      crown

frown      loud      out      cloud      found

mound      sound      round      bound      pound

power      pounded      prowled      bough      shower

allowed      doubted      howled      ground      mouth

Practice writing the spelling words below.


# The diphthong **ow**

## Word Work

## Word Work

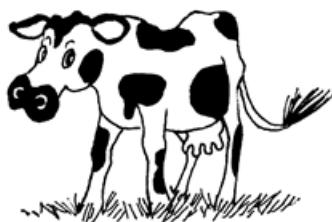
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



---

---

---



---

---

---



---

---

---

**house**

---

---

---



---

---

---

m	h	o	u	s	e
o	o	t	y	u	u
u	m	u	u	y	w
s	l	i	t	o	i
e	w	t	c	h	m
o	o	u	v	n	b

Write two sentences below using the vocabulary above.

1. ....

---

---

2. ....

---

---

# The diphthong **ow**

## Word Work

Read the words below and write them into the proper columns.

down cow mound prowl shower brown  
mouse ground bough owl shout found

ou	ow	ough

Circle the pictures below with the correct colour



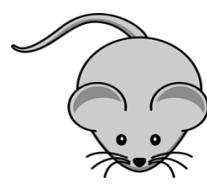
= ou



= ow



= ough



Read the passage below and fill in the missing letters **ou, ow**

There was a noise \_\_tside the h\_\_se. An old car stopped with a bang and a big cl\_\_d of smoke. A man got \_\_t. He had a fl\_\_ering blue cloak.

## The diphthong **ow**

### Reading

### Story 1 **The Brown Mouse**

One night a brown mouse left his house. The mouse didn't know there was an owl on the prowl. The owl looked down on the ground and saw the brown mouse.

The brown mouse found some nuts and put them in his mouth.

But as he bounded along the ground, the nuts rolled out of his mouth and down a mound. There was also a cow on the ground. The cow warned the brown mouse that there was an owl on the prowl. The mouse ran around and up and down until he found a mound on some safe ground.

1. What colour was the mouse?
2. What was on the prowl?
3. What did the mouse find?
4. Where was the cow?
5. Who warned the mouse?

---

---

---

---

---

# Soft **c** and **g** Spelling Practice

## Spelling Test Words

city      cents      ice      race      fence

glance      prince      strange      place      cyclone

dance      raced      circle      circus      ceiling

center      badgers      gent      giant      edge

gem      fudge      magic      cages      badge

fridge      charging      giraffe      imagine      suggest

Practice writing the spelling words below.


## Soft c and g

## Reading

### Story 1

#### ***The Cinema in the City***

Cindy was on her way to the cinema in the city. She trudged past a fence and a hedge. Suddenly a gentle giant danced and pranced around her.

He showed her a large gem. Cindy glanced at the gem.

Cindy gave the huge giant sixty cents for the gem. Then she went to the cinema and watched a magical film about a prince.

1. Where is the cinema? \_\_\_\_\_
2. What danced around her? \_\_\_\_\_
3. What did Cindy glance at? \_\_\_\_\_
4. What did Cindy give the giant? \_\_\_\_\_

# The diphthong *sh* and *zh*

## Spelling Practice

### Spelling Test Words

special      ocean      attention      pollution      patient

machinee      motion      station      invention      suree

precious      delicious      attention      invention      reflection

erosion      treasuree      vision      television      decision

Practice writing the spelling words below.


# The diphthong **sh** and **zh**

## Word Work

Read the words below and write them into the proper columns.

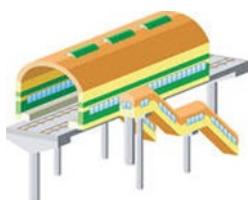
special ocean station erosion invention sure  
television station pollution patient vision delicious

sh	zh

Circle the pictures below with the correct colour

= sh

= zh



Read the passage below and fill in the missing letters.

Mike wanted to watch television. Mike's favourite show was on. It was about dolphins in the o\_ \_ \_n. It was a special show so his mum watched it too. They watched the graceful motion of the dolphins in the ocean. It was a very special night.

# The Sh and zh Sounds

## Reading

### Story 1 Television Show

A special **show** was **going** to be on **television**. **John** **raced** **inside** and turned **on** **his** **favourite** **station**.

*The show on television was about the ocean being in danger.*

*John found out that the ocean is precious and people need to pay attention to the problem of pollution. The man on the television show said that everyone needs to pay attention.*

1. What was going to be on television? \_\_\_\_\_
2. Who raced inside? \_\_\_\_\_
3. What was in danger? \_\_\_\_\_
4. What is precious? \_\_\_\_\_
5. Who needs to pay attention? \_\_\_\_\_

# Spelling Test

## Short a

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Short e

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Short i

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Short o

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Spelling Test

## Short **u**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Short **oo**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## High Frequency Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Spelling Test

Long a

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Long e

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Long i

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Long o

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Spelling Test

Long u

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Long oo

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## High Frequency Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Spelling Test

ir

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

or

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

air

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

oy

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Spelling Test

ar & fuh

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Spelling Test

## Problem words review

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Essential Vocabulary

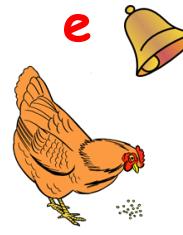
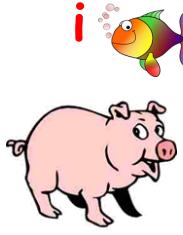
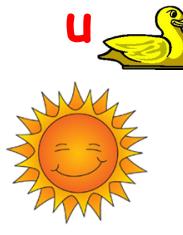
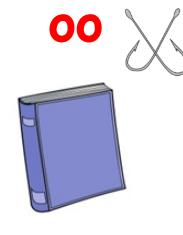
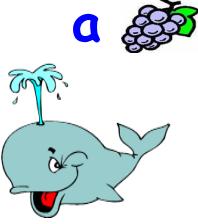
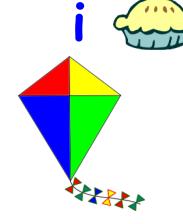
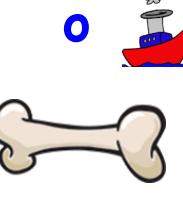
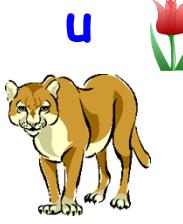
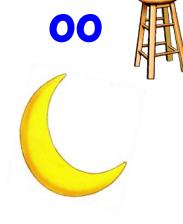
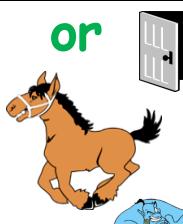
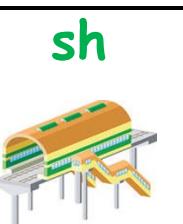
Students should learn all of these common sight words throughout IRP

1	<i>the</i>	21	<i>this</i>	41	<i>so</i>	61	<i>people</i>	81	<i>back</i>
2	<i>be</i>	22	<i>but</i>	42	<i>up</i>	62	<i>into</i>	82	<i>after</i>
3	<i>to</i>	23	<i>his</i>	43	<i>out</i>	63	<i>year</i>	83	<i>use</i>
4	<i>of</i>	24	<i>by</i>	44	<i>if</i>	64	<i>your</i>	84	<i>two</i>
5	<i>and</i>	25	<i>from</i>	45	<i>about</i>	65	<i>good</i>	85	<i>how</i>
6	<i>a</i>	26	<i>they</i>	46	<i>who</i>	66	<i>some</i>	86	<i>our</i>
7	<i>in</i>	27	<i>we</i>	47	<i>get</i>	67	<i>could</i>	87	<i>work</i>
8	<i>that</i>	28	<i>say</i>	48	<i>which</i>	68	<i>them</i>	88	<i>first</i>
9	<i>have</i>	29	<i>her</i>	49	<i>go</i>	69	<i>see</i>	89	<i>well</i>
10	<i>I</i>	30	<i>she</i>	50	<i>me</i>	70	<i>other</i>	90	<i>way</i>
11	<i>it</i>	31	<i>or</i>	51	<i>when</i>	71	<i>than</i>	91	<i>even</i>
12	<i>for</i>	32	<i>an</i>	52	<i>make</i>	72	<i>then</i>	92	<i>new</i>
13	<i>not</i>	33	<i>will</i>	53	<i>can</i>	73	<i>now</i>	93	<i>want</i>
14	<i>on</i>	34	<i>my</i>	54	<i>like</i>	74	<i>look</i>	94	<i>because</i>
15	<i>with</i>	35	<i>one</i>	55	<i>time</i>	75	<i>only</i>	95	<i>any</i>
16	<i>he</i>	36	<i>all</i>	56	<i>no</i>	76	<i>come</i>	96	<i>these</i>
17	<i>as</i>	37	<i>would</i>	57	<i>just</i>	77	<i>its</i>	97	<i>give</i>
18	<i>you</i>	38	<i>there</i>	58	<i>him</i>	78	<i>over</i>	98	<i>day</i>
19	<i>do</i>	39	<i>their</i>	59	<i>know</i>	79	<i>think</i>	99	<i>most</i>
20	<i>at</i>	40	<i>what</i>	60	<i>take</i>	80	<i>also</i>	100	<i>us</i>

Student can read the first twenty words on this list. Date completed \_\_\_\_\_

# Essential Vocabulary

Students should learn all of this vocabulary gradually throughout the course. Students should listen and repeat the words with correct pronunciation. Students should listen and repeat the individual sounds of each word. Practice blending and segmenting the sounds and words.

a 	e 	i 	o 	u 	oo 
a 	e 	i 	o 	u 	oo 
ir 	or 	ar 	air 	oy 	ow 
c(s) 	g(j) 	o(w) 	ph(fuh) 	sh 	zh 

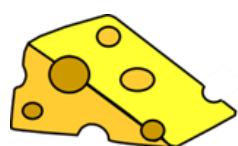
Note any difficulties that the student may be having,

The student should be starting to recognize the colour coding by this stage. Make sure the student knows this vocabulary and can name the sounds above each picture.

Student can name every picture and the coded sound. Date completed \_\_\_\_\_

# Essential Vocabulary

Students should learn all of this vocabulary gradually throughout the course. Students should listen and repeat the words with correct pronunciation. Students should listen and repeat the initial blends and digraphs. The student should be clearly making continuous

bl 	cl 	fl 	gl 
pl 	br 	cr 	dr 
fr 	gr 	pr 	tr 
sk 	sl 	sm 	sn 
sp 	st 	sw 	tw 
ch 	sh 	ng 	th 

sounds. Make sure the student knows this vocabulary and the sounds

Student can say all blends and digraph sounds. Date completed \_\_\_\_\_

# Student Report

Objectives	Grade(5)
Able to identify blends and digraphs ( ch, sh ) ( fl, bl )	
Able to pronounce and write blends and digraphs	
Able to read spell and write CVC words ( cat, sun )	
Able to read and spell CCVC and CVCC words ( flat, ring )	
Able to read diphthongic words ( horse, coin, chair, star )	
Able to spell diphthongic words	
Able to read monosyllabic words ( there )	
Able to read multisyllabic words ( banana )	
Recognizes basic punctuation ( capital letters, full stops, exclamation marks )	
Able to read basic sentences with expression.	
Recognizes silent letters	
Able to use screener card correctly	
Attains spelling scores above 75 per-cent	
Recognizes soft 'c' and soft 'g' sounds	
Recognizes trip thong sounds ( ear as in hear )	
Able to complete homework to a decent standard	
Able to read 100 common sight words	

Teacher comments and recommendations

# YEAR 2

This book is designed to help Year 2 students improve their English skills as part of the Key Stage 1 curriculum.

Through engaging activities and age-appropriate content, children will develop essential language skills in reading, writing, speaking, and listening.

[www.universalenglishacademy.co.uk](http://www.universalenglishacademy.co.uk)