

**YEAR 2**

# **ENGLISH**

**KEY STAGE 1**

**UNIVERSAL  
ENGLISH ACADEMY**

# Table of Contents

Year

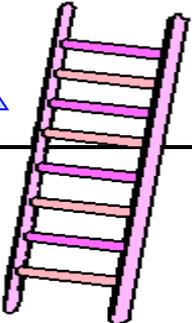
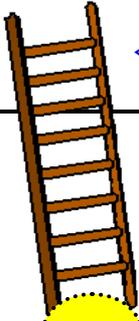
# Table of Contents

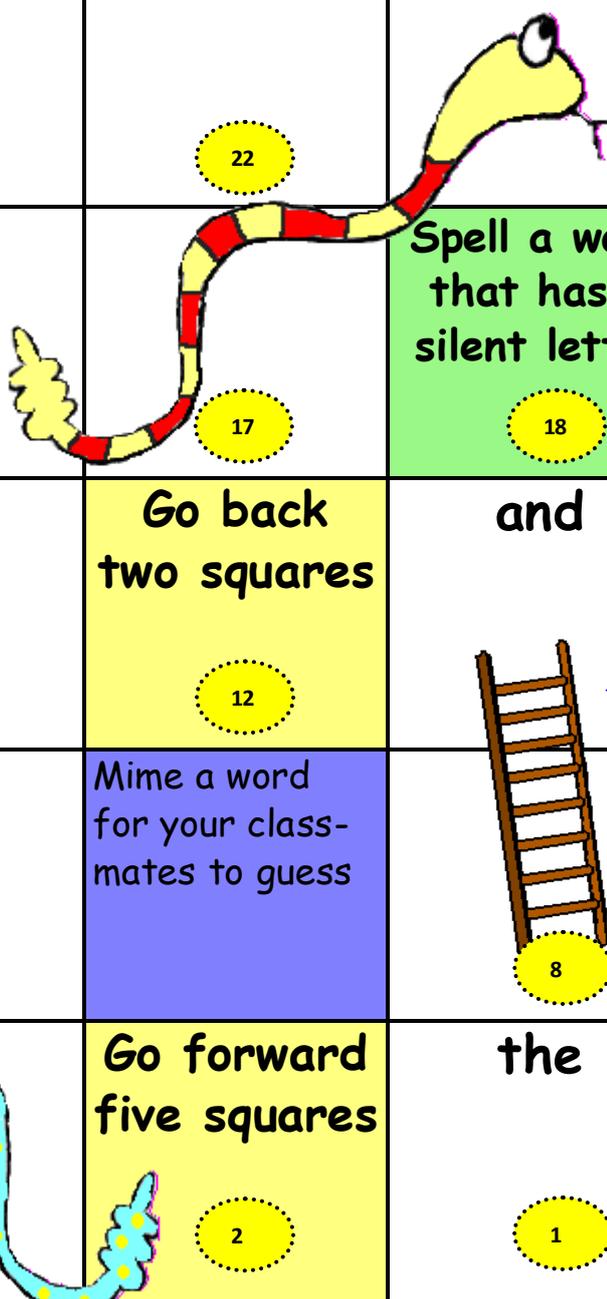
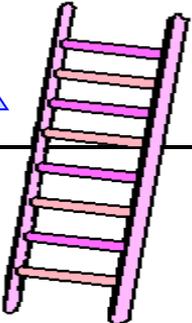
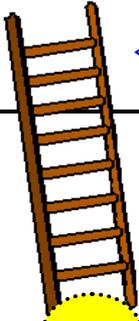
Year

# Common Sight Words

## INSTRUCTIONS OF THE GAME

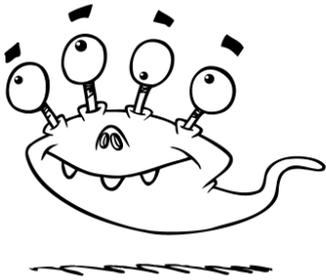
First of all you need a dice. Throw it and place the button on the box according to the number you got. Now you have to make a full sentence with the word in the box. If the sentence is right you can throw the dice again and go on creating sentences. But you **MUST** use the previous word as well. **How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

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

# 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.



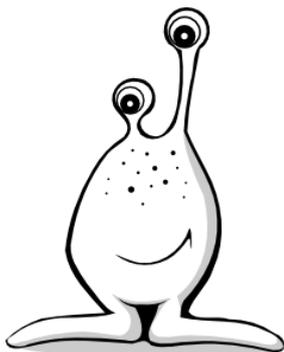
		h	
s			
		t	h
a			

the she with as Hidden word: \_\_\_\_\_



h			
		a	s
		n	d
m			

was have and my Hidden word: \_\_\_\_\_

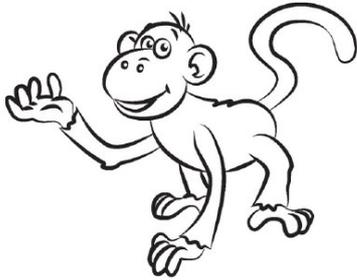


i		
s		e
		t
		o

it she at to Hidden word: \_\_\_\_\_

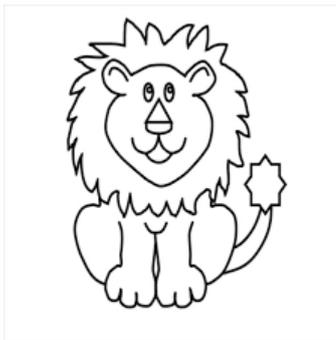
# High frequency words

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: \_\_\_\_\_

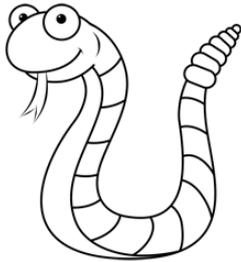


i			
s		e	
		n	
		o	

it she in so Hidden word: \_\_\_\_\_

# High frequency words

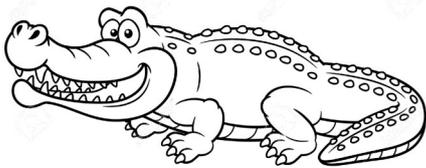
Blend the phoneme to read the words in the walls. Write the words in the word grids. Look carefully to see where the words fit. Find the hidden word shaded in each grid and write it on the line.



a			
			n
			u
		k	

- on    all    you    like

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



p			
		a	
			d
	y		

- was    yes    and    play

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



			h
	s		
g			
		e	

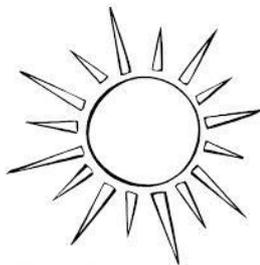
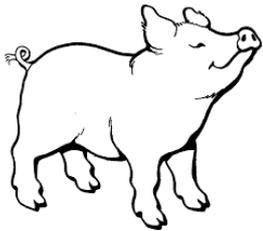
- she    the    see    going

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

# Various short vowel phonemes

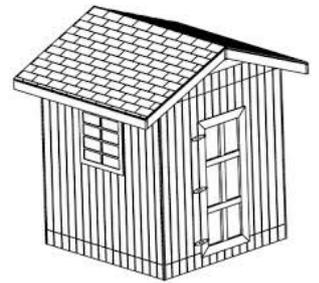
Choose a tile from each column to make a word with a short vowel phoneme. Use as many tiles as many times as you like but you must have one from each column to make the word. The pictures and clues will help you. Write the words you make in the table. One example has been completed for you.

An animal that meows



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

We can write with this

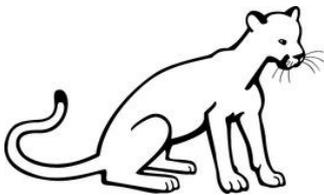
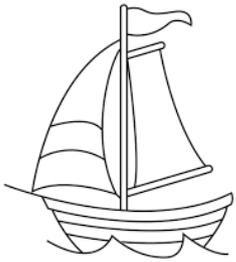


short a	short e	short i	short o	short u
cat				

# 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



We have ten on our feet



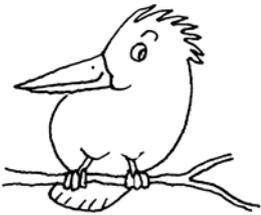
		w	
sp		d	
n	a	e	e
c	e	k	d
b	i	gh	e
h	o	a	t
t	u	o	ch
p		e	s
d		m	a
		b	

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



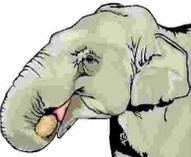
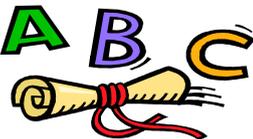
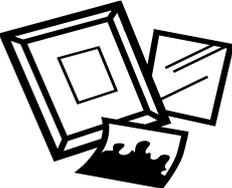
		sh
g		l
f	ir	d
b	or	k
c	air	ng
f	oy	y
b	ar	ch
st	ow	p
t		l
		g

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

 ele__ant	 tro__y	 tele__one
 al__abet	 gra__	 __armacy
 dol__in	 __otogra__	 __antom

Write sentences using the vocabulary above

1.

---

---

---

2.

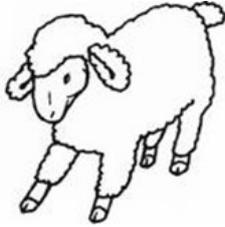
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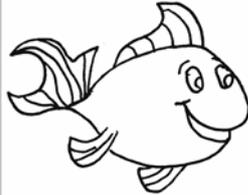
# Animal Anagrams

Rearrange the letters to spell the animal names below.



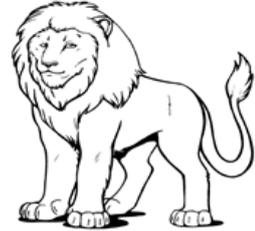
s  
e  
e  
h  
p

---



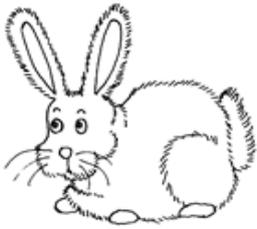
s  
h  
i  
f

---



l  
o  
i  
n

---



r  
a  
b  
b  
i  
t

---



x  
o  
f

---



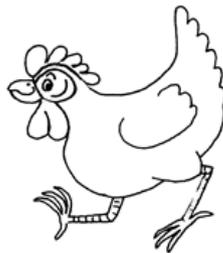
s  
a  
n  
e  
k

---



a  
r  
p  
o  
r  
t

---



i  
c  
h  
e  
k  
c  
n

---



o  
g  
f  
r

---

# Picture Sound Puzzles

## Adding sounds

**p** +  = \_ \_ \_ \_

**s** +  = \_ \_ \_ \_

**10** + **t** = \_ \_ \_ \_

**sp** +  = \_ \_ \_ \_ \_

## Take away sounds

~~**h**~~  = \_ \_ \_ \_

~~**c**~~  = \_ \_ \_ \_ \_

~~**s**~~  = \_ \_ \_ \_ \_

~~**t**~~  = \_ \_ \_ \_ \_

## Changing sounds

**b** + ~~**n**~~  = \_ \_ \_ \_ \_

**sn** + ~~**r**~~  = \_ \_ \_ \_ \_

**b** + ~~**f**~~ = \_ \_ \_ \_

**p** + ~~**c**~~  = \_ \_ \_ \_ \_

**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	add magic 'e'	
gam		
dat		
gat		
plat		
lik		
bik		
wip		
fin		
cop		
rop		
not		
tun		
cub		
fum		
cut		

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?)

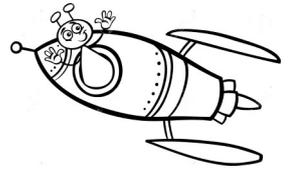
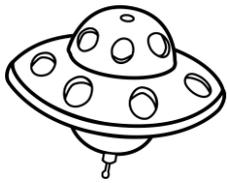
Short vowels	Long vowels

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

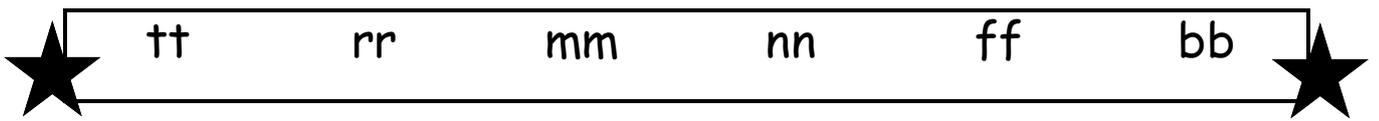
- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

# Words with double letters

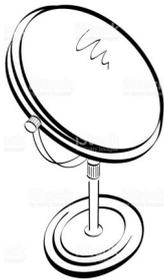
Blend the phonemes to read these words: *letter*, *correct* and *running*. They have two letters in the middle which are the same.



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

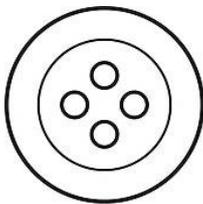


1.



mi\_\_or

2.



bu\_\_on

3.



to\_\_ee

4.



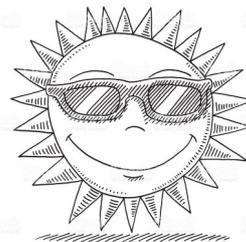
ke\_\_el

5.



ro\_\_er

6.



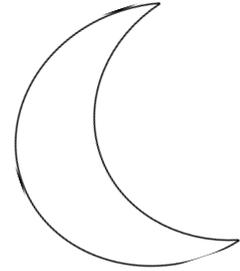
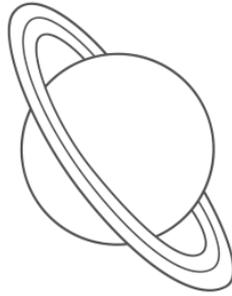
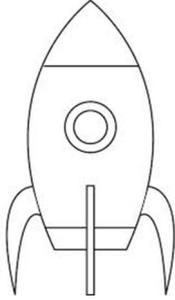
su\_\_er

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? \_\_\_\_\_

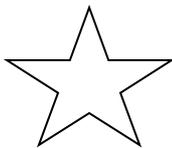
Write your last name on the line. \_\_\_\_\_

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

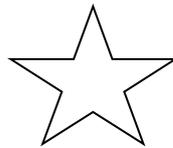
Write the number of syllables  
of the words below in the stars.



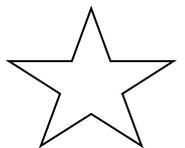
sun =



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.

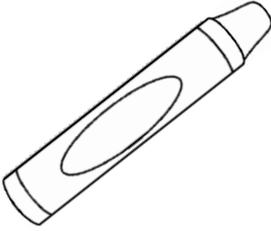
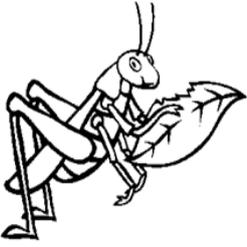
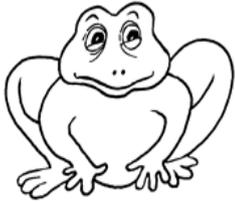
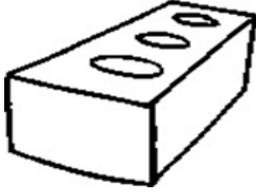
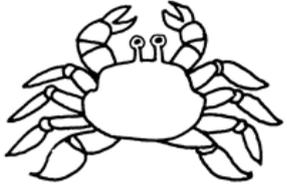
br

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.

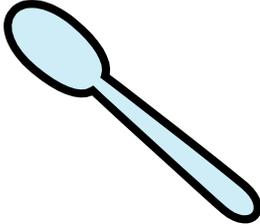
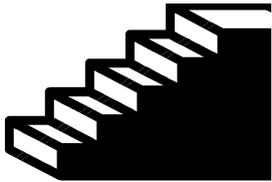
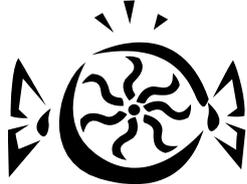
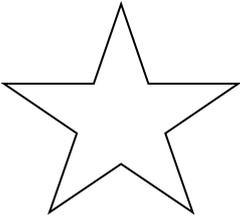
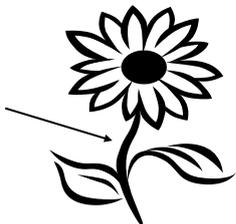
sp

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.

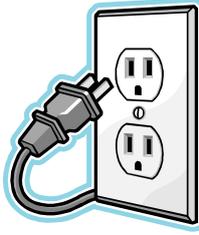
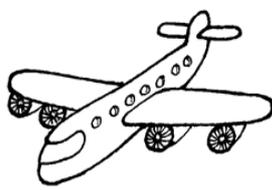
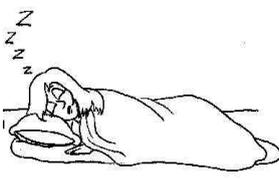
gl

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 Princes 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



\_\_\_



\_\_\_



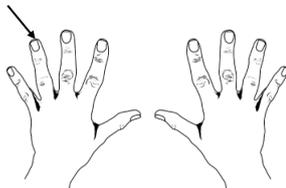
\_\_\_



\_\_\_



\_\_\_



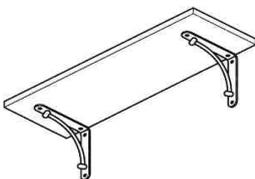
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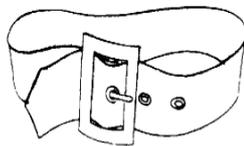
\_\_\_



\_\_\_



\_\_\_



\_\_\_



\_\_\_



\_\_\_

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



\_\_\_



\_\_\_



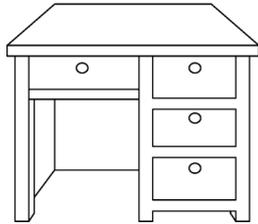
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\_\_\_



\_\_\_



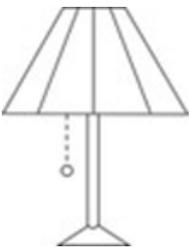
\_\_\_



\_\_\_



\_\_\_



\_\_\_



\_\_\_



\_\_\_



\_\_\_

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



\_\_\_



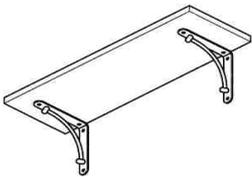
\_\_\_



\_\_\_



\_\_\_



\_\_\_



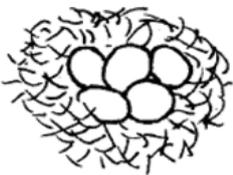
\_\_\_



\_\_\_



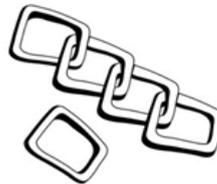
\_\_\_



\_\_\_



\_\_\_



\_\_\_



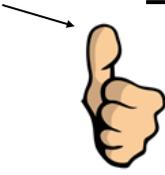
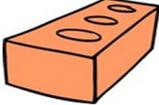
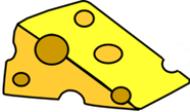
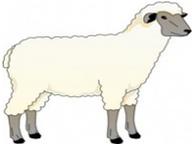
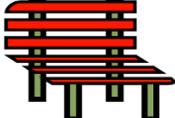
\_\_\_

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>	

# Rhyme

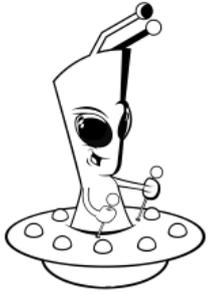
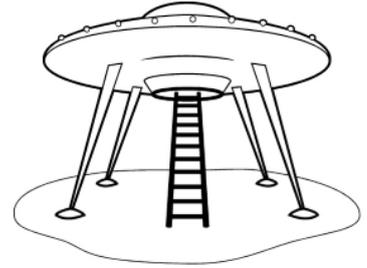
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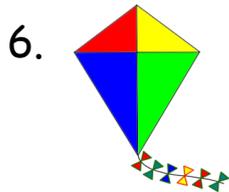
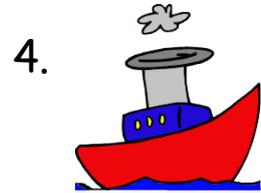
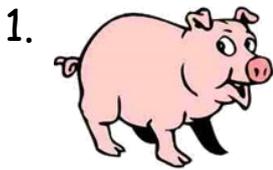
	<b>WHAT RHYMES WITH CA<u>K</u>E?</b>	<b>WHAT RHYMES WITH KE<u>y</u>?</b>	<b>WHAT RHYMES WITH KI<u>T</u>E?</b>	<b>WHAT RHYMES WITH BO<u>A</u>T?</b>
				<b>SORRY LOSE A</b>
<b>WHAT RHYMES WITH CU<u>B</u>E?</b>	<b>WHAT RHYMES WITH SPOO<u>N</u>?</b>	<b>SAY 2 WORDS THAT RHYME WITH CA<u>K</u>E</b>	<b>SAY 2 WORDS THAT RHYME WITH KE<u>y</u></b>	<b>SAY 2 WORDS THAT RHYME WITH KI<u>T</u>E</b>
<b>GO BACK 2 SPACES</b>				
<b>SAY 2 WORDS THAT RHYME WITH BO<u>A</u>T</b>	<b>SAY 2 WORDS THAT RHYME WITH CU<u>B</u>E</b>	<b>YOU'RE TIRED, TAKE A REST</b>	<b>SAY 2 WORDS THAT RHYME WITH MOO<u>N</u></b>	

# Consonant Review

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



lion	wh <u>a</u> le	kit <u>e</u>	pi <u>g</u>
cat	bo <u>a</u> t	su <u>n</u>	do <u>g</u>



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 = \_\_\_\_\_

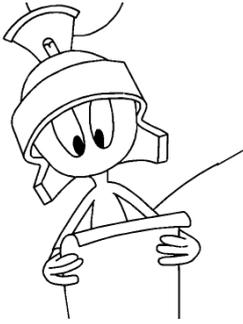
7. pea + s = \_\_\_\_\_

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

doorbell

seesaws

strawberries

armchair

hillside

downhill

1. An \_\_\_\_\_ is comfortable to sit on.
2. It is easier to run \_\_\_\_\_.
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

flashlight

footpath

road

astronaut

torch

all

spaceman

pavement

highway

# 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.



\_\_\_\_\_

-----

\_\_\_\_\_



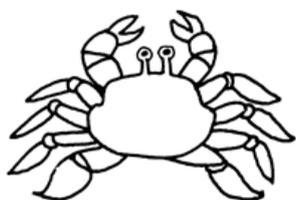
\_\_\_\_\_

-----

\_\_\_\_\_



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

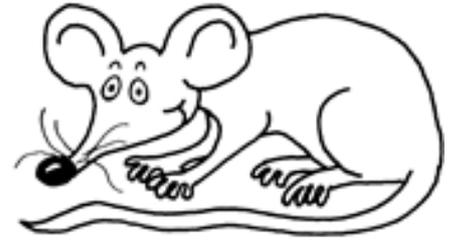
Write the missing CVC word in each sentence.

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.



\_\_\_\_\_

-----

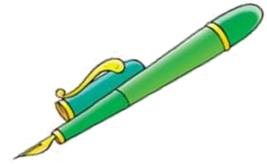
\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

pen

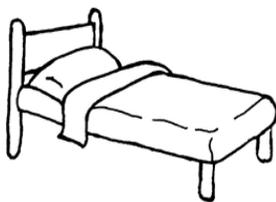
\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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.

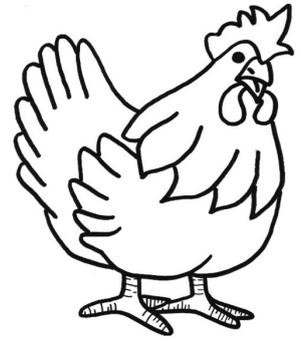
1. You sleep on a \_ \_ \_ .
2. You write with a \_ \_ \_ .
3. Five plus five equals \_ \_ \_ .
4. Mum \_ \_ \_ the dog.
5. My sick cat went to the \_ \_ \_ .
6. The hen ran back to the \_ \_ \_ \_ .
7. We flew on a \_ \_ \_ .
8. The spider made a \_ \_ \_ .
9. The \_ \_ \_ \_ man won.
10. The students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



\_\_\_\_\_

-----

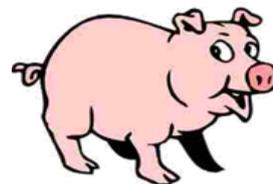
\_\_\_\_\_



\_\_\_\_\_

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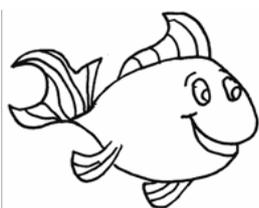
\_\_\_\_\_



\_\_\_\_\_

**pig**

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

d	p	r	y	u	o
<b>p</b>	<b>i</b>	<b>g</b>	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.

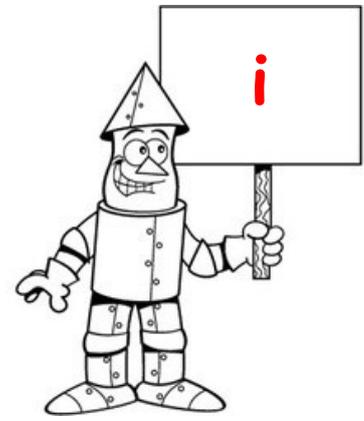
1. We saw a \_\_\_\_\_ in the pond.
2. I put my rubbish in the \_\_\_\_\_.
3. the man \_\_\_\_\_ the ball.
4. The opposite of small is \_\_\_\_\_.
5. the pig is \_\_\_\_\_.
6. Jill has a catching \_\_\_\_\_.
7. She had a gold \_\_\_\_\_ on her finger
8. I like to eat \_\_\_\_\_.
9. A fish can \_\_\_\_\_.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



---

---

---



---

---

---



dog



---

---

---



---

---

---

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

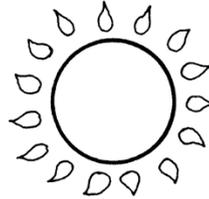
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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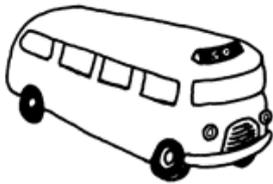
\_\_\_\_\_



\_\_\_\_\_

duck

\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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. \_\_\_\_\_

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\_\_\_\_\_

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

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\_\_\_\_\_

# 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



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

w	b	u	l	l	i
o	s	w	r	u	h
f	s	b	o	o	k
o	x	w	o	l	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

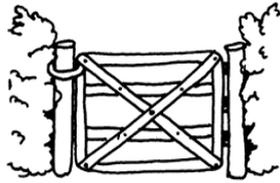
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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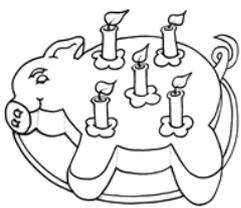
plane



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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.

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2.

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# 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?

They played at the \_\_\_\_\_.

2. What did they play in?

They played in a \_\_\_\_\_.

3. What did they bake?

They baked a \_\_\_\_\_.

4. What did they drink?

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.



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bee



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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.

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2.

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# 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

ee	ea	ey
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 e	Short e
2. The pond is <u>deep</u> .	Long e	Short e
3. Dad got his <u>feet</u> wet.	Long e	Short e

Circle the correct /e/ sound for each word.

1. bed	Long e	Short e
2. read	Long e	Short e
3. feet	Long e	Short e
4. tent	Long e	Short e
5. pen	Long e	Short e

# 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

kitee

winee

try

bikee

bitee

timee

wisee

dinee

fivee

pie

die

lion

life

climbe

high

fight

light

might

shine

child

fly

smiled

white

kind

mild

crimee

night

shrinee

Practice writing the spelling words below.

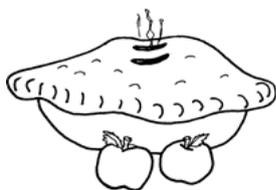
i	y	ie	igh

# The long vowel sound i

## Word Work

### Word Work

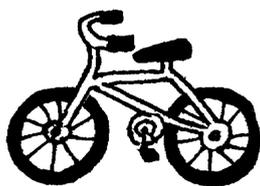
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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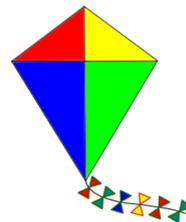
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kite

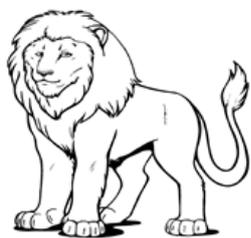
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w	e	i	u	a	k
b	k	i	t	e	n
p	i	e	j	l	i
q	f	k	i	k	f
i	y	o	e	p	e
x	n	n	l	e	v

Write two sentences below using the vocabulary above.

1.

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2.

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# 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 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

## Hidei and Seei

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

noteo

noseo

boneo

ropeo

toad

load

combo

toneo

droveo

copeo

stoneo

mopedo

droveo

brokeo

goat

moan

groan

croako

low

slow

rowo

poko

stroo

lono

slowo

showo

noto

kno

toko

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.



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bone

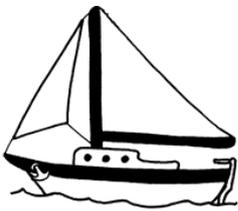
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k	v	g	o	i	y
b	b	o	n	e	f
o	h	a	o	g	a
a	k	t	s	o	o
t	l	h	e	d	a
y	t	a	o	c	s

Write two sentences below using the vocabulary above.

1.

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2.

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# 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?    | The _____.         |
| 2. Where is it lost?        | Its lost at _____. |
| 3. Who grabs the soap boat? | _____.             |
| 4. Where did Joe go?        | Joe went _____.    |

# The long vowel sound **u**

## Spelling Practice

### Spelling Test Words

tube      tune      fume      mulee      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.

u	ew	ue	iew

# 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.



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puma



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t	t	u	u	e	m
u	p	u	m	a	u
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.

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---

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2.

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# 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 u	Short u
2. They went by <u>bus</u> .	Long u	Short u
3. There was a wild <u>puma</u> .	Long u	Short u

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      choose      rule      you

loops      tool      you      group      soup

youth      suit      grew      threw      fruit

smooth      loot      blew      flew      suits

Practice writing the spelling words below.

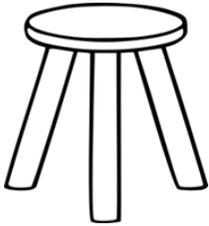
oo	ou	ui	ew

# 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.



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moon



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o	a	s	q	y	f
n	m	o	o	n	z
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.

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---

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2.

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# 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 too 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?      \_\_\_\_, she wasn't.
2. Where were Sue's boots?      They were on the \_\_\_\_.
3. Who chewed Sue's suit?      The \_\_\_\_.
4. Did the mutt come down?      \_\_\_\_, 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.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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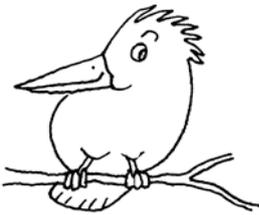
\_\_\_\_\_



\_\_\_\_\_

**worm**

\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_. 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?

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# The diphthong **or**

## Spelling Practice

### Spelling Test Words

fork

bor**ing**

four**th**

formed

law**n**

door

poor

floor

form

storm

por**ch**

four

tor**ch**

born

sore

soar

saw

clawed

lawn

clawed

faw**n**

yawned

caugh**t**

fough**t**

naugh**ty**

mor**ning**

snor**ted**

ignored

board**ing**

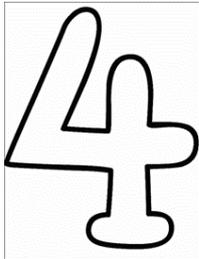
dorm**itory**

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.



\_\_\_\_\_

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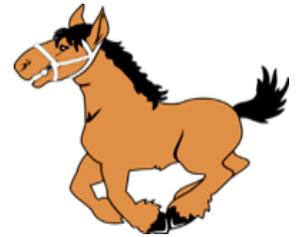
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

horse

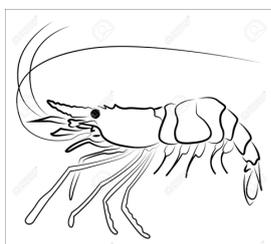
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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	h	o	r	s	e
p	r	a	w	n	y

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

# 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

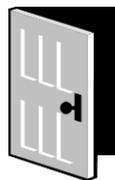
Circle the pictures below with the correct colour

 = 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?

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# The diphthong **air**

## Spelling Practice

### Spelling Test Words

air

fair

hair

fair**y**

pair

stair

caired

glare

scared

stared

dare

share

hare

spare

snare

bear

pear

swear

where

there

their

de**cl**are

sc**ar**y

dar**in**g

care**ful**

a**wa**re

pe**ar**

star**in**g

sc**ar**ed

sp**ar**e

Practice writing the spelling words below.


# The diphthong air

## Word Work

### Word Work

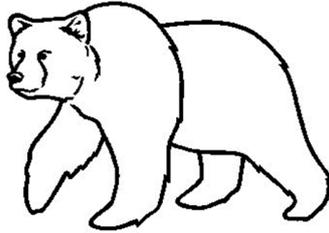
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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pear



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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	p	e	a	r
f	a	i	r	y	g

Write two sentences below using the vocabulary above.

1.

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2.

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# 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

air	ear	are

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\_\_\_ haired 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      noise      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

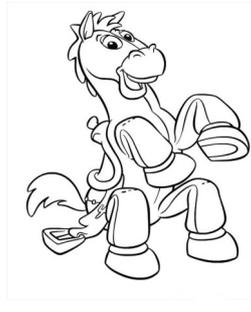
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

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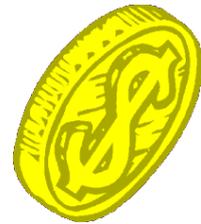
\_\_\_\_\_



\_\_\_\_\_

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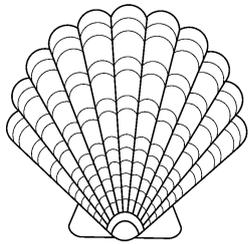
\_\_\_\_\_



\_\_\_\_\_

coin

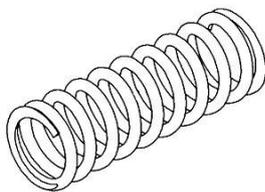
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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	c	o	i	n	o
o	y	s	t	e	r

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

# 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

castle

smart

darted

marched

alarm

asked

shark

phone

calf

photo

elephant

coughed

cough

farmyard

Practice writing the spelling words below.


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

## 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.



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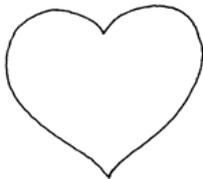
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shark



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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.

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2.

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# 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 mar-  
ket. 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 **d**og **ba**rked as **ca**rl **dro**ve into the farm yard. He could see **ma**rge, dressed in a lightscarf and coat, digging in the garden. He **pa**rked his car and walked to the large barn. Carl **wan**ted to do his **pa**rt. It would be **ha**rd, but he **kn**ew it was the **sm**art 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?

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# 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

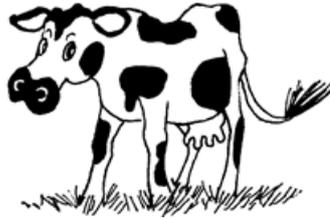
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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---

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house



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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.

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2.

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# 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

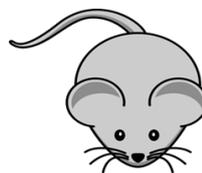
ou	ow	ough

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 **nigh**t a **br**own **mouse** **l**eft his **house**. The **mouse** **di**dn't know there **wa**s an **owl** on the **prowl**. The **owl** **loo**ked **down** on the **ground** and **saw** the **br**own **mouse**.

The **br**own **mouse** **fo**und some **nut**s and **pu**t them in his **mouth**.

But as he **bound**ed **along** the **ground**, the **nut**s **roll**ed out of his **mouth** and **down** a **mound**. There **wa**s also a **cow** on the **ground**. The **cow** **warn**ed the **br**own **mouse** that there **wa**s an **owl** on the **prowl**. The **mouse** **ran** **around** and **up** and **down** **until** he **fo**und a **mound** on some **safe** **ground**.

1. What colour was the mouse? \_\_\_\_\_

2. What was on the prow? \_\_\_\_\_

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

machine       motion      station      invention      sure 

precious      delicious      attention      invention      reflection

erosion      treasure       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.

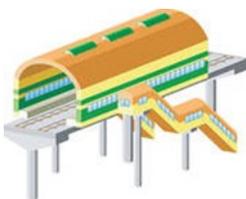
special ocean station erosion invention sure  
television station pollution patient vision delicious

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?

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# 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

Short oo

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
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10. \_\_\_\_\_

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## High Frequency Words

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

# Spelling Test

## Long a

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

## Long e

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
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5. \_\_\_\_\_
6. \_\_\_\_\_
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10. \_\_\_\_\_

## Long i

1. \_\_\_\_\_
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## Long o

1. \_\_\_\_\_
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6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Spelling Test

Long u

Long oo

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
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## High Frequency Words

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

# Spelling Test

ir

or

1. \_\_\_\_\_
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5. \_\_\_\_\_
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10. \_\_\_\_\_

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5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

air

oy

1. \_\_\_\_\_
2. \_\_\_\_\_
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4. \_\_\_\_\_
5. \_\_\_\_\_
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10. \_\_\_\_\_

1. \_\_\_\_\_
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8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Spelling Test

ar & fuh

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

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
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- 1. \_\_\_\_\_
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- 10. \_\_\_\_\_

- 1. \_\_\_\_\_
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- 9. \_\_\_\_\_
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# Spelling Test

## Problem words review

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# Year 2 Requirement

## Reading - Word Reading + Sentence Reading

The pupil can:

- Read all Phase 5 phonemes
- Read common exception words (Year 1)
- Blend sounds confidently to read unfamiliar words
- Read words with:
  - s / -es
  - ing / -ed
  - er / -est
- Read aloud clearly so an adult can understand
- Self-correct when a word doesn't make sense
  
- Read simple sentences independently
- Answer who / what / where questions about a text
- Retell a story in the correct order
- Make simple predictions
- Explain likes and dislikes about a text
- Recognise basic story language (e.g. once upon a time)

## Spelling - Spell The Words

- went
- said
- looking
- yes

# Year 2 Requirement

## Writing - Transcription (Spelling & Handwriting) + Composition

The pupil can:

- Write all lower-case letters correctly
- Form capital letters correctly
- Use finger spaces consistently
- Spell:
  - CVC words correctly
  - Words using Phase 5 phonics
  - Some common exception words
  - Spell their name correctly
- Write simple sentences independently
  
- Write a sentence that makes sense
- Say their sentence aloud before writing it
- Use capital letters at the start of sentences
- Use full stops correctly
- Join ideas with and
- Re-read their writing to check it makes sense

## Spoken Language

The pupil can:

- Speak clearly in full sentences
- Listen without interrupting
- Respond appropriately to questions





# Essential Vocabulary

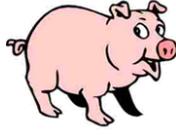
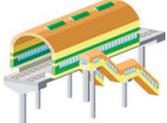
Students should learn all of these common sight words throughout IRP

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 

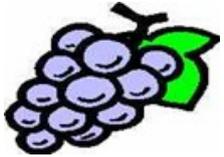
Note any difficulties that the student may be having,

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 diphthonic words ( horse, coin, chair, star )	
Able to spell diphthonic 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)