



First Choice English

EASY LEARNING

Introduction to Reading
Book 1

**Ages
6-12**

Rhyme

Blends and Digraphs

Common sight words

Short vowel sounds

Long vowel sounds

Diphthong sounds

Mixed reading

Word work

Comprehension

Spelling Words



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Introduction to Reading Book 1

Thank you for purchasing **Introduction to Reading Book 1**. This book is a part of FCE's Easy Learning Series and is designed to help beginning and struggling readers to build confidence and fluency. This course gives the students a step-by-step bite sized approach to learning to read. The FCE Phonics and Reading system is extremely affective for students who are struggling with letters and sounds or are learning English as a second language.

The books contain a mixture of fun puzzle activities to practice and support applied phonology, phonics, word building, spelling and vocabulary. These books also teaches grammar and presentation skills and are suitable for young learners of all levels and abilities.

- A fun and effective way to learn phonics, spelling and reading
- A fun and fully comprehensive learning system for young learners
- Build understanding of spelling rules and patterns without the confusion
- Challenging activities to support more able children
- Practice activities for less confident children

Tips for teachers

This list provides a general guidance for the activities in this book.

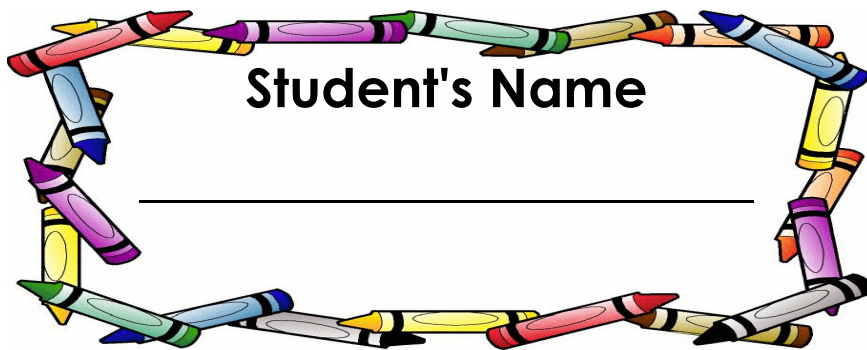
- Find a quiet, comfortable place to teach.
- Find fun and interactive ways to teach the sound or topic of the day
- Ensure that the students repeat words and sounds often with correct pronunciation.
- Take note and correct student mistakes
- Review previous work frequently
- Review with the student what they have learnt.
- Reward the student with praise and encouragement.
- Direct the student's attention to the sound of the day
- Check that the student can say the right sounds.

Contents

This contents list provides an overview of the learning objectives of each section of the book.

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Course details and lesson stages

This program is a multi-sensory structured approach to learning to read, which uses a unique method to enable students to learn to read quickly and easily. This course includes spelling, oral comprehension and vocabulary. It also introduces basic grammar and written comprehension. Students learn how to say and write consonant blends and digraphs and advanced spelling. This program is suitable for most ages and is dependent on level. Students move systematically through short vowel, long vowel, diphthong and trip thong sounds. Learning to both read and spell.

Reading

Students will focus on a specific sound each week. They will read a story that focuses only on that sound. In the students workbook they have two stories to read for each sound.

Spelling

Students will have one spelling test for every two sessions. They are given ten spelling words from the story that was covered in the previous session. Turn to the spelling words towards the end of the lesson. Ask each child to read some of the words.

New Sounds

A new sound is introduced by pointing to specific pictures that best represent that sound. When the students identify the picture they are asked to segment the word and blend the sounds.

Homework

Homework is an important aspect of the course. Students are given reading or spelling homework for every session (two classes).

Material

For each lesson, students are expected to have their workbook and screener card.

The standard lesson structure consists of the following:

- Training Words
- Story Reading
- Spelling Test
- Story Comprehension

Encourage students to use their screener card at all times during reading. Ask the students to blend the sounds in the word before moving to the next word. Once the child has mastered the high frequency words and CVC words you may allow them to see the whole word.

When covering a sound, the teacher should direct the student's attention to the letter or letters that best represents that sound. Explain to the students what the sound is, for example, a short vowel, long vowel, diphthong or trip thong.

Then ask the students what the pictures are on the wall chart and in their workbook.

Once they give you the word, ask the student to name the middle sound or the sound that is being covered that day.

Check that the student is clear and is able to identify the correct sound. Now ask the student to check and practice by reading the training words.

Using Your Big Screener

Work through the spelling and training words on the board, making sure that the students blend correctly as they process the sequence of sounds. Move past silent letters. Get the students to write some of these words in their books, these should be used as spelling test words the following week.

Story 1

Story one should be read aloud from start to finish by each student individually.

Story 2

Story two should be read aloud from start to finish by each student individually. Comprehension questions should be written on the board and answered as a group before being done in the workbooks.

Strategy

Check that the students can say the right sound and know that when a letter is red, it makes a short vowel sound.

Now ask the student to check the sound by reading the training words in their workbook. Not all training words need to be read aloud. Read as many words as you think necessary for the student to establish the correct sound and blending technique.

Training and spelling words should be put on the board and blended out loud as a class. Ensure that the screener card is being used correctly. Students should copy words from the board into their books.

When the student has successfully read the training words associated with the correct short vowel sound, direct their attention to some words that have a silent letter.

Tell the student that there are some letters that don't make any sound. Show the student the lines under the silent letters and tell them that this letter has no sound.

Silent letters should be ignored when words that contain them are read. Demonstrate this when blending on the board. Silent letters have been underlined throughout IRP except in the common sight words.

Re-iterate that any letters underlined are silent. Once the student grasps this, they are ready to read story one.

When the student has successfully read a story, turn to the comprehension questions. Instruct the student to answer in full sentences.

Special Features

Explain the special features in this book to the students. This should be done in the first four lessons. Keep reminding the students through out the course.

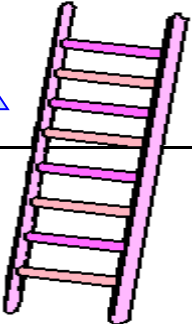
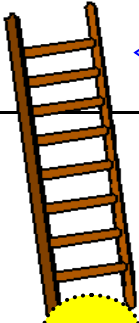
- 1) Silent letters have a dash under them. Students should ignore them when reading.
- 2) The digraph sounds are in bold font.
- 3) Common sight words are in italic font.
- 4) Red letters make a short vowel sound.

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Common Sight Words

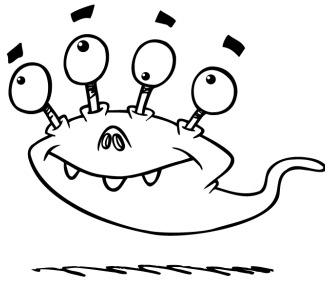
INSTRUCTIONS OF THE GAME

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

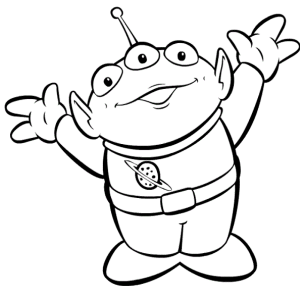
Common Sight Words

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.



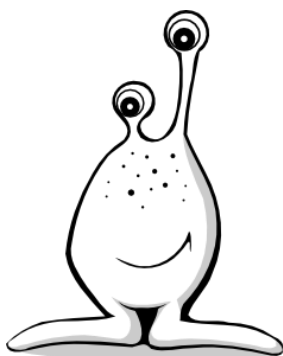
		h	
s			
		t	h
a			

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: _____

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.



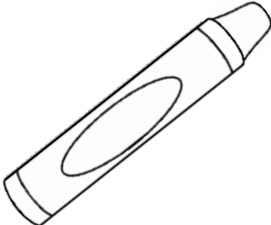

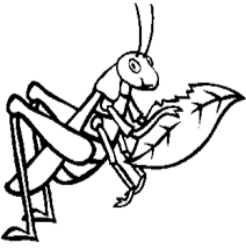

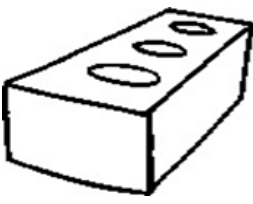
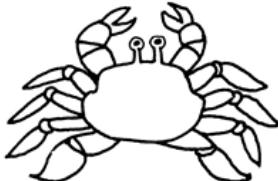



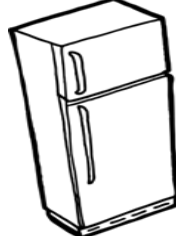
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 _ _	 _ _	 _ _	 _ _
 _ _	 _ _	 _ _	 _ _
 _ _	 _ _	 _ _	 _ _

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.


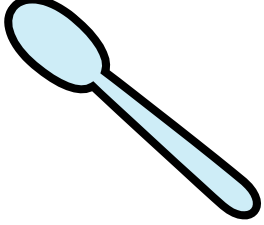

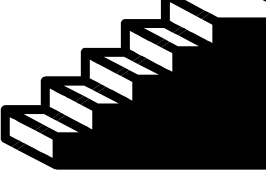



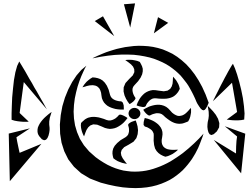
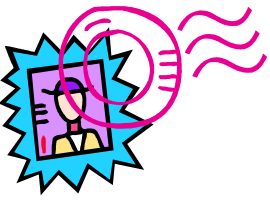

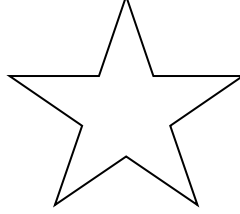

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 _ _	 _ _	 _ _	 _ _
 _ _	 _ _	 _ _	 _ _
 _ _	 _ _	 _ _	 _ _

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.




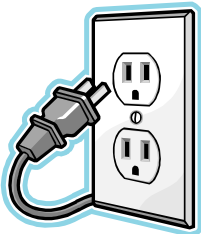







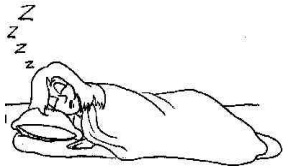
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 _ _	 _ _	 _ _	 _ _
 _ _	 _ _	 _ _	 _ _
 _ _	 _ _	 _ _	 _ _

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

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 _ _	 _ _	 _ _	 _ _
 _ _	 _ _	 _ _	 _ _
 _ _	 _ _	 _ _	 _ _

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.






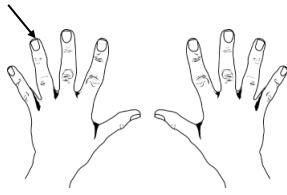


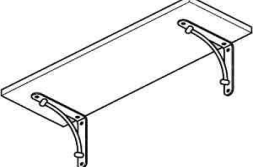
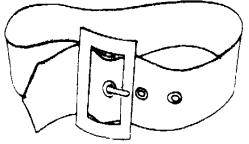


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 <p>___</p>	 <p>___</p>	 <p>___</p>	 <p>___</p>
 <p>___</p>	 <p>___</p>	 <p>___</p>	 <p>___</p>
 <p>___</p>	 <p>___</p>	 <p>___</p>	 <p>___</p>

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.






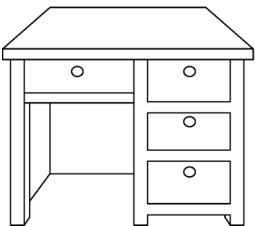




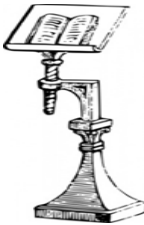

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 <p>— —</p>	 <p>— —</p>	 <p>— —</p>	 <p>— —</p>
 <p>— —</p>	 <p>— —</p>	 <p>— —</p>	 <p>— —</p>
 <p>— —</p>	 <p>— —</p>	 <p>— —</p>	 <p>— —</p>

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.





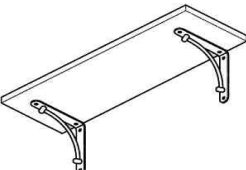







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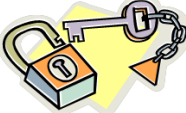
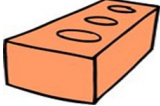





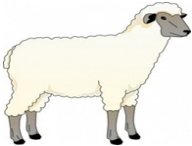








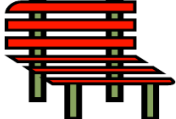
 _ _	 _ _	 _ _	 _ _
 _ _	 _ _	 _ _	 _ _
 _ _	 _ _	 _ _	 _ _

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.

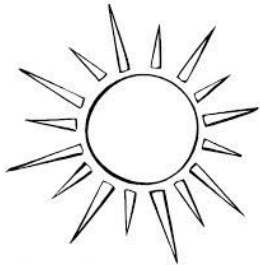
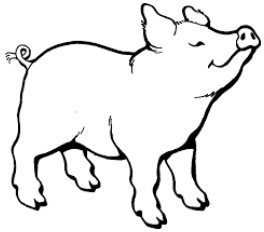
dish 	brush 	thumb 	chick 	fish 
truck 	duck 	cash 	lock 	brick 
sock 	ship 	cheese 	rock 	phone 
sheep 	chips 	clock 	rich 	beach 
mouth 	dolphin 	three 	church 	bench 

sh	th	ch	ck	ph
dish				

Various short vowel phonemes

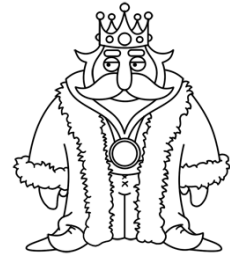
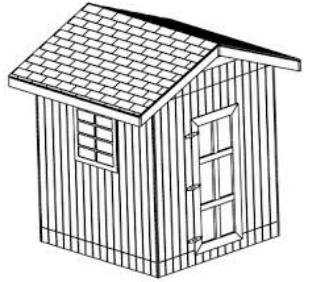
Choose a tile from each column to make a word with a short vowel phoneme. Use as many tiles as many times as you like but you must have one from each column to make the word. The pictures and clues will help you. Write the words you make in the table. One example has been completed for you.

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

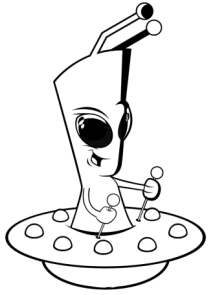
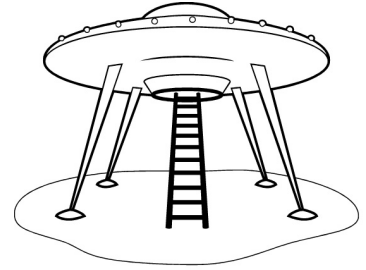


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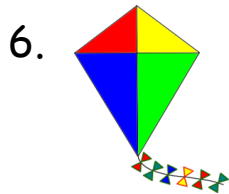
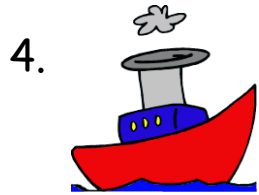
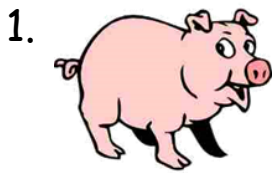
short a	short e	short i	short o	short u
cat				

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	ki <u>t</u> e	pi <u>g</u>
ca <u>t</u>	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

Session 1

The short vowel sound **a**

Training Words

bag

cat

bat

map

sad

man

can

jam

van

pan

bat

fan

wax

tap

scat

chat

bash

lamp

tank

hang

prank

stand

drank

crash

crank

sank

black

have

flat

Stan

strap

camped

saddle

snacked

apple

lacks

rammed

staked

thanked

mashed

Session 1

The short vowel sound **a**

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.

Session 1

The short vowel sound **a**

Word Work

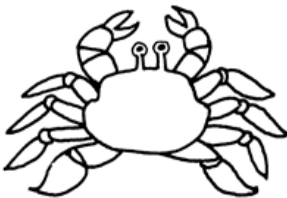
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.







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. _____

Session 1

The short vowel sound **a**

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

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

Session 1

The short vowel sound **a**



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.

FCE System

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 _____

Date completed _____

Session 1

The short vowel sound **a**

Story 2 Mac The Cat



Fran and Sam have a cat. Mac the cat is fat. The fat cat is bad. Bad Mac sat in Sam's jam. Mac snacked on Sam's jam. Fran has a rag bag. In the bag went Mac the fat cat. Fran and Sam ran with the bad fat cat to the tap. Mac the fat cat dashed from the bag. The bad cat ran to the van.

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Story 2 Comprehension

1. What is the name of the cat in the story? _____
2. Is Mac fat? _____
3. What did Fran and Sam do? _____

Story 2 True or False

1. Fran and Sam have a dog. _____
2. Fran has a rag bag. _____
3. The bad cat ran home. _____

Date completed _____

Session 2

The short vowel sound **e**

Training Words

hen pen bed get men

ten wet yes leg jet

met fed left shed next

mess Beth bent best them

then kept said head seven

dressed mended rested bread helped

friend shells wept went vet

threads fetched spread packet added

Session 2

The short vowel sound **e**

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.

Session 2

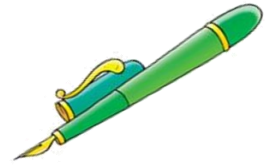
The short vowel sound **e**

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.

Session 2

The short vowel sound e

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 _ _ _ _ .

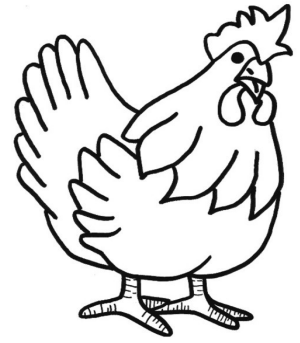
pen
bed
ten
vet
shed
web
jet
fed
best
test

FCE Phonics and Reading

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

Session 2

The short vowel sound e



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 _ _ _ .

Date completed _____

Session 2

The short vowel sound **e**

Story 2 Ted The Hen

Ted the hen is Glen's pet. Glen fed Ted bread and jam spread. Ted fetched ten eggs from the pen. Mac the cat is wet. Mac the cat ran to get Ted the hen. Ted ran to Glen's bed. Mac the cat sat on Glen's bed. Mac let Glen's bed get wet. Ted the hen ran back to the shed.

Can Mac the fat cat get Ted the red hen?

Story 2 Comprehension

1. Is Ted Glen's friend? _____
2. Is Mac the cat wet? _____
3. Where did Mac the cat sit? _____

Story 2 True or False

1. Mac the cat ran to get Ted. _____
2. Ted ran to Glen's bed. _____
3. Ted the hen ran back to the shed. _____

Date completed _____

Session 3

The short vowel sound **i**

Training Words

bin

dig

fin

hit

six

win

sit

pin

lid

did

kid

ill

tick

with

swim

fish

pink

chill

chips

drink

witch

rings

fixed

thick

flicks

lifted

fitted

living

finished

instead

vanishes

insect

wings

biscuit

biggest

dishes

twinkle

quick

chicken

sniffed

Session 3

The short vowel sound **i**

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.

Session 3

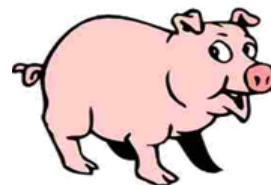
The short vowel sound **i**

Word Work

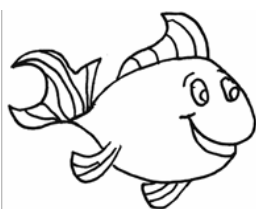
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.







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.

Session 3

The short vowel sound **i**

Word Work

Write the missing word in each sentence.

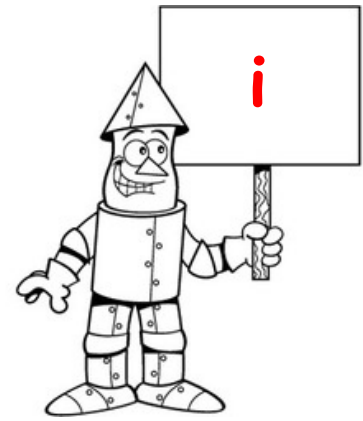
1. We saw a _____ in the pond.
2. I put my rubbish in the _____.
3. the man _____ the ball.
4. The opposite of small is _____.
5. the pig is _____.
6. Jill has a catching _____.
7. She had a gold _____ on her finger
8. I like to eat _____.
9. A fish can _____.
10. They _____ their homework.

mitt
bin
fish
big
pink
hit
ring
chips
swim
finished

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

Session 3

The short vowel sound **i**



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.

First Choice English

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.

Date completed _____

Session 3

The short vowel sound **i**

Story 2
Pip the Pig

Pip the Pig went to dig in the pit. Pip then sat in the pit. Mac the cat ran at Pip the pig. The fat cat hit the little pink pig. He bit him on the leg. Pip the pig ran and hid in the big tin bin. The cat didn't fit in the bin. Mac sniffed and sniffed at the big tin bin. Ted the hen ran to get Fran. Will Fran get rid of the bad fat cat?

Story 2 Comprehension

1. Where did Pip the pig dig? _____
2. Did the cat fit in the bin? _____
3. Who did Ted the hen get? _____

Story 2 True or False

1. Pip the pig went to dig in the pit. _____
2. Mac the cat jumped on Pip the pig. _____
3. Ted the hen ran to get Fran. _____

Date completed _____

Session 4

The short vowel sound o

Training Words

dog

mop

log

dot

cot

cog

pod

jog

not

fog

got

hot

box

shop

chop

sold

clock

socks

mops

pond

John

lots

lost

frost

cost

rocks

strong

wrong

thongs

second

wanted

hopped

dropped

watched

tadpoles

fceeducation@gmail.com

Session 4

The short vowel sound o

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.

Session 4

The short vowel sound o

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.

Session 4

The short vowel sound **o**

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.

Session 4

The short vowel sound o

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.

First Choice English

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 _ _ _ _ .

Date completed _____

Session 4

The short vowel sound o

Story 2 Spot the Dog

Spot the dog is in his box. Spot had got a hot chop. Mac the cat is on the top of Spot's box. The bad cat has a hot pot. He will pop the pot on Spot. Spot cannot spot the cat on his box. Ted the hen can spot Mac the cat on Spot's box. Ted will hop onto the box. Ted the hen will stop Mac the cat and help Spot the dog.

Story 2 Comprehension

1. What did Spot have in his box? _____
2. Where is Mac the cat? _____
3. Can the dog spot the cat? _____

Story 2 True or False

1. Spot is in his box. _____
2. The bad cat has a cold pot. _____
3. Ted will hop onto the box. _____

Date completed _____

Session 5

The short vowel sound **u**

Training Words

bun

bug

bus

cut

cup

run

nut

jug

mud

but

mum

rug

just

won

rub

hug

sun

up

buns

duck

young

sulk

brush

jump

lump

scrub

bump

lunch

truck

stuck

thump

rumble

drunk

dusted

jumped

crumbs

rushed

slumped

sulked

munched

Session 5

The short vowel sound **u**

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.

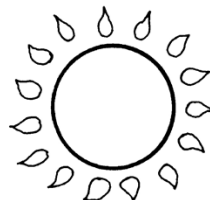
Session 5

The short vowel sound **u**

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. _____

Session 5

The short vowel sound **u**

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.

Session 5

The short vowel sound **u**

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.

First Choice English

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 _ _ _.

Date completed _____

Session 5

The short vowel sound u

Story 2

Pip gets stuck

Run Gus! Run to get Fran! Gus the young duck tugs Fran to the bin. Pip is stuck in the bin. He is hot in the bin and wants some lunch. This is not fun. Mac the cat sits by the bin. Fran runs up to the bin. She gets Pip the pig. Mac jumped up then sulked. Fran sets Pip on the rug. Fran has nuts and buns. Fran will give some nuts to Pip. Gus the young duck gets a hug and some crumbs. Ted the hen runs to hug Pip. Red hen gets a nut too.

Story 2 Comprehension

1. Where is Pip stuck? _____
2. Where does Mac the cat sit? _____
3. What does Gus the young duck get? _____

Story 2 True or False

1. Pip is stuck in the bin. _____
2. Mac the cat sits by the bin. _____
3. Gus the young duck gets a hug. _____

Date completed _____

Session 6

The short vowel sound oo

Training Words

book

look

cook

foot

wood

good

hook

took

wool

woof

hoof

bush

could

put

wolf

wooden

pull

push

should

stood

looked

woman

crooked

pushed

pulled

Session 6

The short vowel sound oo

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.

Session 6

The short vowel sound oo

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	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.

Session 6

The short vowel sound oo

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.

Session 6

The short vowel sound oo

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.

Date completed _____

Session 6

The short vowel sound oo

Story 2

The Wolf in the Woods

"Help! Wolf!" said a woman in the woods. A woodsman who was chopping wood heard the woman and ran as fast as he could. He grabbed and shook the wolf. Thank goodness the woman said. The big helpful woodsman took the wolf to the hut. The woodsman put the wolf in a big bag and took it well into the woods. The wolf couldn't gobble the woman up.

FCE Phonics and Reading

Story 2 Comprehension

1. Where is the woman in the story? _____
2. Who heard her cry? _____
3. What was the woodsman doing? _____

Story 2 True or False

1. A woodsman was cooking. _____
2. The kind woodsman took the wolf away. _____
3. The wolf couldn't gobble the woman up. _____

Date completed _____

Session 7

The short vowel review

Training Words

cat pig pot book bag

blink chat ten win mop

with crumbs bash met pod

mess pond finished insect bun

run stand black have rush

prank scrub drank swept clock

second strong sulked added hook

could push should bread living

Session 7

The short vowel review

Spelling Test Words

cat pig pot book bag

blink chat ten win mop

with crumbs bash met pod

mess pond finished insect bun

run stand black have rush

prank scrub drank swept clock

Practice writing the spelling words below.

Session 7

The short vowel review

Word Work

a e i o u oo

Sort out the words into the correct category.

hat wet hunt pot egg mud cup box rock
book bid yes crumbu mess fun them

a	e	i	o	u	oo

Use the short vowel words in the box to complete each sentence.

cat sun stop big egg book

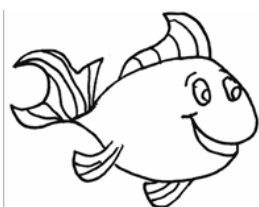
1. My friend has a pet _____.
2. When the light is red you must _____.
3. The hen laid an _____.
4. The child read her _____.
5. The _____ is high in the sky.
6. The elephant is very _____.

Session 7

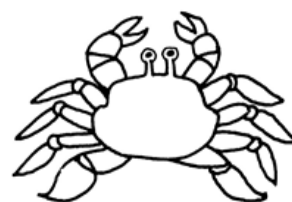
The short vowel review

Word Work

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







crab





s	f	m	o	t	h
h	i	a	t	j	b
e	s	f	c	c	v
l	h	c	r	a	b
l	v	b	u	s	c
s	e	r	u	d	z

Write two sentences below using the vocabulary above.

1.

2.

Session 7

The short vowel review

Story 1 Jan and Ted

Jan and Ted had a pet cat. The cat is big and it can not swim. Ted and the cat went to swim, but the cat ran back to Jan. Jan was mad, so Jan hit Ted. "Don't hit me," said Ted. Jan did not let the cat swim.

Jan and Ted had a rat in the back. "Get rid of it!" said Jan. "The cat will kill the rat," said Ted, and he let the cat get the big rat. But the cat did not kill the rat. It bit the rat and hit the cat, but then it quit. "The cat will not kill the rat," said Ted.

Story 1 Comprehension

1. Who had a pet cat? _____
2. Who was mad? _____
3. Did the cat kill the rat? _____

Story 1 Read and Complete

1. Jan and Ted had a _____.
2. Jan did _____ let the cat _____.
3. "The _____ will _____ the _____."

Date completed _____

Session 7

The short vowel review

Story 2 Jan and Ted

Mum got a job at a pet shop. The shop had pups, cats, rats, frogs and fish. A lot of kids run to the shop and look at the pets. Jan and Ted went with them to look at a pup. "Look!" said Ted. "Look at that pup. It is so cute." They went home to ask mum for the pup. "Will you help us get a pup?" said Ted.

Story 2 Comprehension

1. Who worked at the pet shop? _____
2. Did the pet shop have any fish? _____
3. Who wanted the pup? _____

Story 2 True or False

1. Mom works in a bank. _____
2. Ted wanted a pup. _____
3. They went home to ask mum for the pup. _____

Date completed _____

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. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

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




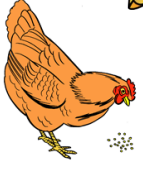

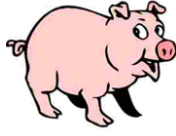











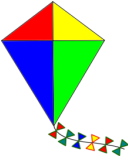























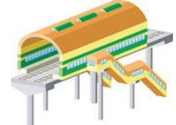

Students should learn all of these common sight words throughout IRP

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 

























FCE Phonics and Reading

Note any difficulties that the student may be having,
The student should be starting to recognize the colour coding by

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.

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

The student should be clearly making continuous sounds. Make sure

Student can say all blends and digraph sounds. Date completed _____

Answer Key

Common sight words Page 7

	t	h	e	
s	h	e		
w	i	t	h	
a	s			

Hidden word: this

h	a	v	e	
	w	a	s	
	a	n	d	
m	y			

Hidden word: away

i	t			
s	h	e		
	a	t		
	t	o		

Hidden word: that

Short vowel phonemes Page 16

Short 'a'	Short 'e'	Short 'i'	Short 'o'	Short 'u'
cat	pen	pig	sock	sun
	shed	king		duck

Beginning blends Page 8

fruit, brush, crayon, grapes
cricket, frog, brick, crab
dragon, bread, drum, fridge

Page 9

spider, spoon, snowman, stairs
swing, swim, fly, sweet
stamp, flowers, star, stem

Page 10

globe, clip, slip, plug
clown, glass, slide, gloves
clap, blocks, plane, sleep

Page 11

skunk, tree, present, skateboard
truck, trumpet, skate, smoke
twins, princess, skirt, smile

End blends

Page 12

bulb, fist, nest, ghost
wrist, left, list, left
shelf, belt, test, salt

Page 13

milk, king, sand, camp
ring, desk, stamp, jump
lamp, chimp, stand, hand

Page 14

lock, drink, trunk, elf
shelf, sink, sock, wink
nest, ink, link, clock

Writing blends and digraphs Page 15

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

Consonant review Page 17

pig	sun	lion	boat
whale	kite	cat	dog

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

Short vowel sound 'a' word work Page 20

bat van fan

crab	s	r	t	v	t	p
cap	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

Student's own sentences using the above vocabulary

Short vowel sound 'a' word work Page 21

1 hat 2 cat 3 pan 4 fan 5 man 6 sat 7 rat 8 bat 9 can 10 tap

Short vowel sound 'a' reading Page 22

Story 1

1 The Rat's name is Zac.
2 Yes, he did.
3 Yes, he did.

1 rat
2 plan
3 ran, ran

Page 23

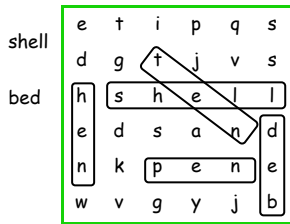
Story 2

1 The cat's name is Mac.
2 Yes, he is.
3 They ran.

1 False
2 True
3 False

Short vowel sound 'e' word work
Page 26

hen ten pen



Student's own sentences using the above vocabulary

Short vowel sound 'e' word work
Page 27

1 bed 2 pen 3 ten 4 fed 5 vet 6 shed 7 jet 8 web 9 best 10 test

Short vowel sound 'e' reading
Page 28

Story 1

1 Red Hen is called Peg.

2 Yes

3 yes

1 jet

2 web

3 bed

Page 29

Story 2

1 No, he isn't.

2 Yes, he is.

3 He sat on Glen's bed.

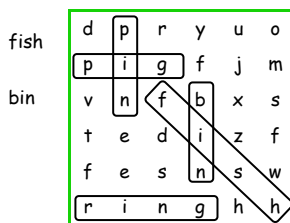
1 True

2 True

3 True

Short vowel sound 'i' word work
Page 32

pin ring pig



Student's own sentences using the above vocabulary

Short vowel sound 'i' word work
Page 33

1 fish 2 bin 3 hit 4 big 5 pink 6 mitt 7 ring 8 chips 9 swim 10 finished

Short vowel sound 'i' reading
Page 34

Story 1

1 He has a bat.

2 The ball hits the mitt.

3 Yes, he does.

1 Tin

2 mitt

3 hits

Page 35

Story 2

1 He dug in the pit.

2 No, it didn't.

3 He got Fran

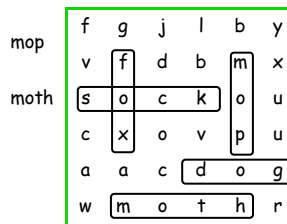
1 True

2 False

3 True

Short vowel sound 'o' word work
Page 38

sock fox dog



Student's own sentences using the above vocabulary

Short vowel sound 'o' word work
Page 39

1 dog 2 fox 3 lost 4 box 5 lock 6 frog 7 second 8 hot 9 log 10 shop

Short vowel sound 'o' reading
Page 40

Story 1

1 Max is a fox.

2 Mox has a shop.

3 Yes, he does.

1 fox

2 hog

3 mops, mops

Page 41

Story 2

1 Spot had a hot chop

2 Mac is on the top of Spot's box.

3 No, it can't.

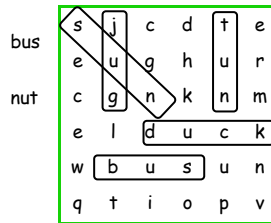
1 True

2 False

3 True

Short vowel sound 'u' word work
Page 44

jug sun duck



Student's own sentences using the above vocabulary

Short vowel sound 'u' word work
Page 45

1 sun 2 duck 3 bus 4 bun 5 run 6 mum 7 won 8 lunch 9 jump 10 up

Short vowel sound 'u' reading
Page 46

Story 1

1 Yes, he did.

2 The tub has suds.

3 A bug is in the sub.

1 mud

2 tub

3 bus

Page 47

Story 2

1 Pip is stuck in the bin.

2 Mac sits by the bin.

3 Gus gets a hug and some crumbs.

1 True

2 True

3 True

Short vowel sound 'oo' word work
Page 50

hook book wolf

hook	w	b	u	l	l	i
book	o	s	w	r	u	h
wolf	f	s	b	o	o	k
moth	o	x	w	o	l	f
shell	o	u	d	v	o	d
crab	t	c	h	o	o	k

Student's own sentences using the above vocabulary

Short vowel sound 'oo' word work
Page 51

1 book 2 foot 3 shook 4 took 5 stood 6 woman 7 wool 8 hook 9 bush 10 look

Short vowel sound 'oo' reading
Page 52

Story 1

- 1 It had a hook in its foot.
- 2 Brook the bull helped.
- 3 Brook pulled the hook.

- 1 book
- 2 hook, foot
- 3 wolf, shook

Page 53

Story 2

- 1 She's in the woods.
- 2 A woodsman heard her cry.
- 3 He was chopping wood.

- 1 False
- 2 True
- 3 True

Short vowel sound review reading
Page 58

Story 1

- 1 Jan and Ted had a pet cat.
 - 2 Jan was mad.
 - 3 No, it didn't.
- 1 pet cat
 - 2 not, swim
 - 3 cat, kill, rat

Page 59

Story 2

- 1 Mum worked at the pet shop.
 - 2 Yes, it did.
 - 3 Ted wanted the pup
- 1 False
 - 2 True
 - 3 True

Short vowel sound review word work
Page 56

a	e	i	o	u	oo
hat	wet egg yes mess them	bid	pot box rock	hunt mud cup crumb fun	book

1 cat 2 stop 3 egg 4 book 5 sun 6 big

Short vowel sound review word work
Page 57

fish shell crab

fish	s	f	m	o	t	h
shell	h	i	a	t	j	b
crab	e	s	f	c	c	v
moth	l	h	c	r	a	b
bus	l	v	b	u	s	c
	s	e	r	u	d	z

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



EASY LEARNING

First Choice English Easy Learning is a series of books designed to develop a child's reading skills. The books contain a mixture of fun puzzle activities to practice and support applied phonology phonics, word building, spelling and vocabulary. These books also teach grammar and presentation skills and are suitable for young learners of all levels and abilities.

- A fun and effective way to learn phonics, spelling and reading
- A fun and fully comprehensive learning system for young learners
- Build understanding of spelling rules and patterns without the confusion
- Challenging activities to support more able children
- Practice activities for less confident children

Easy Learning series:

Stage 1 - Young Learners (ages 4 - 7)

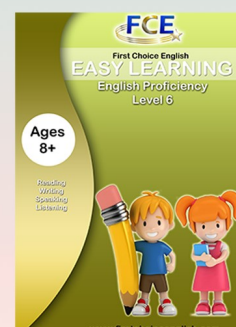
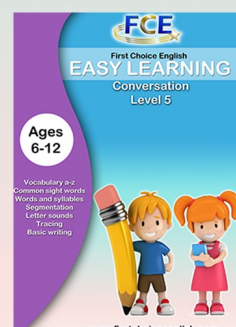
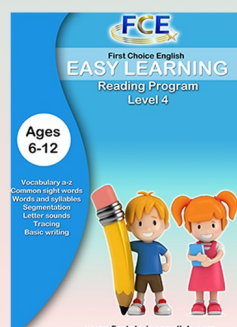
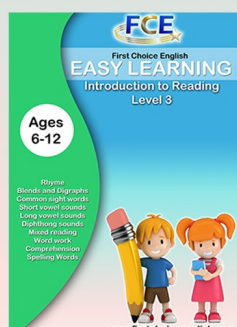
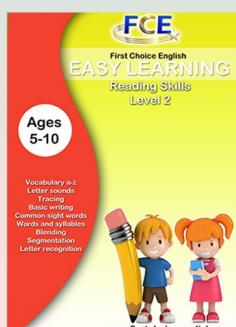
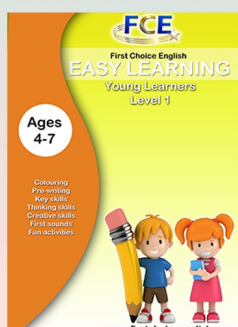
Stage 2 - Reading Skills (ages 5 - 10)

Stage 3 - Introduction to Reading (ages 6 - 12)

Stage 4 - Reading Program (ages 6 - 12)

Stage 5 - Conversation (ages 6 - 12)

Stage 6 - English Proficiency (ages 8+)



Browse our English learning resources at www.firstchoiceenglish.com