



First Choice English

EASY LEARNING

Reading Skills
Book 2

**Ages
5-10**

Vocabulary a-z

Letter sounds

Tracing

Basic writing

Common sight words

Words and syllables

Blending

Segmentation

Letter recognition



www.firstchoiceenglish.com

Reading Skills Book 2

Thank you for purchasing **Reading Skills Book 2**. 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 effective 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.

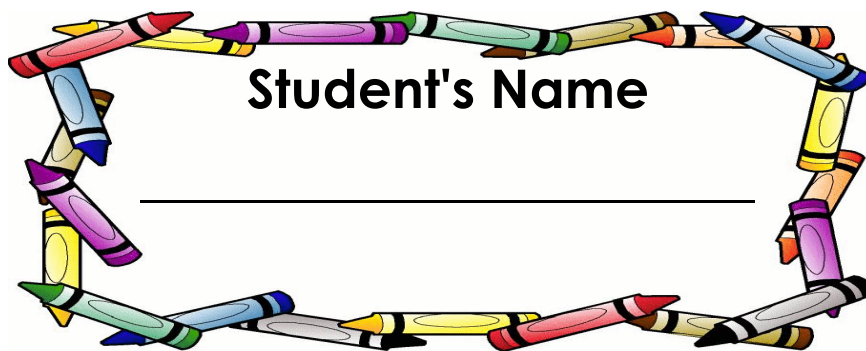
- Find a quiet, comfortable place to teach.
- Find fun and interactive ways to teach the sound or topic of the day
- Ensure that the students repeat words and sounds often with correct pronunciation.
- Take note and correct student mistakes
- Review previous work frequently
- Review with the student 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 **Reading Skills Programme** is designed as a foundation programme that precedes learning to read. Children are enrolled in this programme when they are able to name a wide array of objects from pictures and are able to show that they appreciate how to access the first sound in the words for such pictures.

The course teaches the child to:

- Count single syllable words
- Count poly-syllabic words
- Count syllables in both types of words
- Access the onset or first sound in spoken words
- Access the last sound in spoken words
- Access the middle sound in three letter words with a consonant, a vowel and a final consonant (cvc words)
- Full phonological segmenting skills
- Full phonological blending skills using only oral language
- Phonics and how sounds are represented by visual letters
- Recognize how digraphs are represented
- The significance of rhyme
- Ask questions appropriately

This programme is very important because it teaches the child how written text is actually a representation of spoken English. After this programme, children will approach text with an awareness that sound is represented by letters and that by combining or blending the sound-letter sequences words can be decoded easily and without effort. After this programme children are ready to learn to read.

First Sounds

Students learn how to say and write the first sounds of pictures that they are shown. Simple consonant sounds are covered first before progressing to consonant blends and digraphs.

Last Sounds

Students learn how to say and write the last sounds of pictures that they are shown. Simple consonant sounds are covered first before progressing to consonant blends and digraphs.

Medial Sounds

Students learn how to say the medial sounds of pictures that they are shown. Short vowel sounds are covered first before progressing to long vowel and diphthong sounds.

Segmentation

Students learn how to separate the sounds sequenced in a whole word. By segmenting sounds, students are able to hear the single sounds that make up a word. Simple pictures like cat and dog etc are covered before pictures like cake, chair and girl are covered.

Rhyming

Students learn how to find and say words that sound the same except the first sound; for example cat and hat, moon and spoon.

Greeting

At the beginning of each lesson, greet students formally. Collect students books and check previous homework. Don't overwhelm them with your voice or your touch or your height. Establish routine and predictability.

Settling Exercise

Commence each session with introducing the sound or theme of the day. The environment should be stimulating but not threatening. Observe the way the children relate to each other. Take note of the children who are more confident than others. Be aware sensitive to the dynamics of the group.

Themes

Use the themes occasionally. Talk to the children all the time and encourage them to speak to you. If you ask a question, wait for the answers. Do not allow a child to simply nod or shake his/her head. Ask open questions which require answers other than "yes" or "no". Teach a new word every lesson.

Delivery

The lessons do not need to be completed within a specific time frame. Some lessons may take longer than others, depending on the group's interest and involvement. Not all children will be able to do all activities. Vary the activities according to the individual child.

Story

Occasionally read a story and use the story to ask comprehension questions and to develop vocabulary. Talk about the pictures in the story.

Social Skills

Do not expect the students to understand abstract concepts. The way to deal with difficult situations is to distract the child. Direct the child's attention to something else in the room. Paying attention to children who are behaving also indicates to a "naughty" child that those children are being rewarded. Tell the children why you are rewarding them.

Social Skills

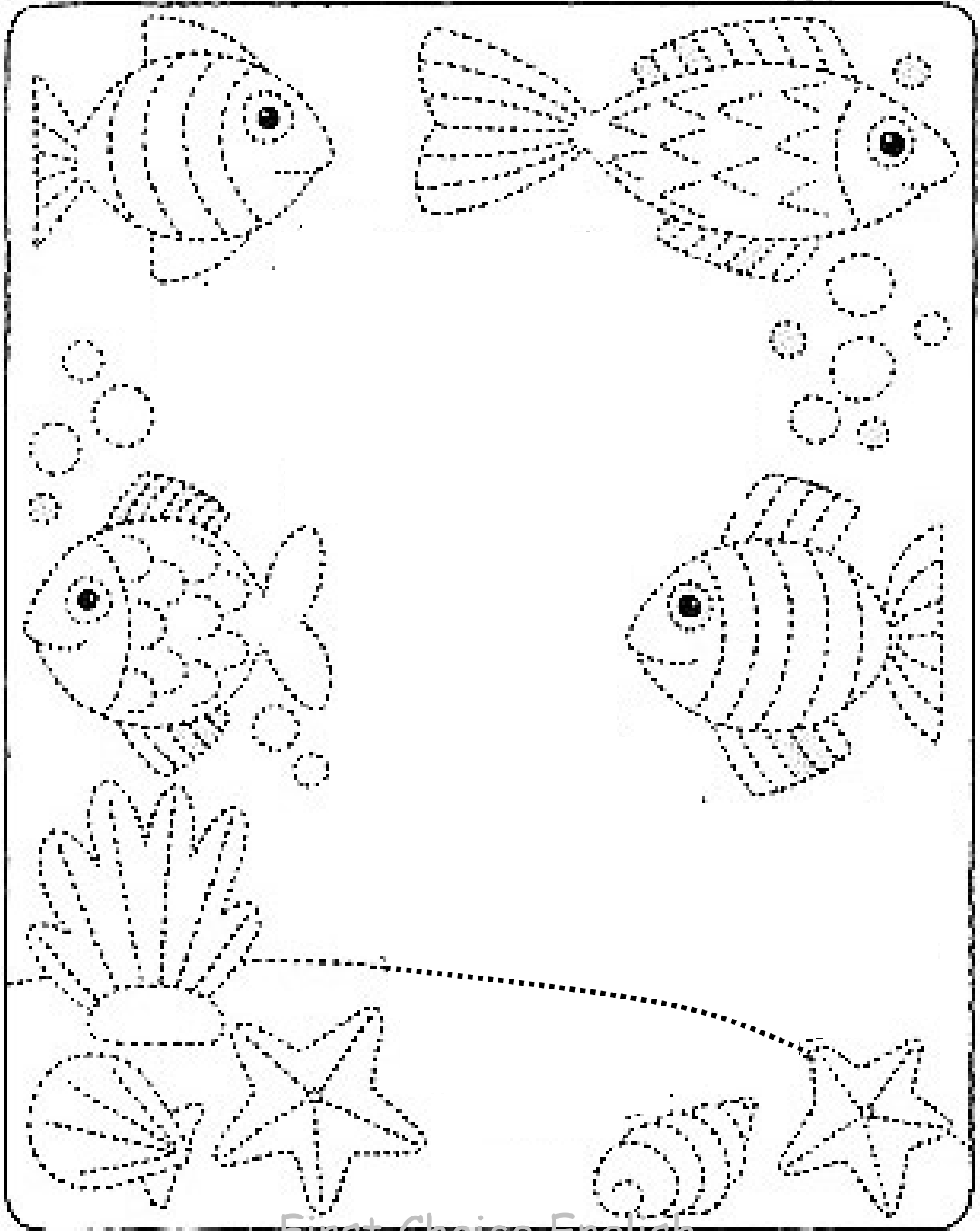
- Positive interaction with adults and peers
- Teamwork
- Sharing
- Communicating with others
- Talking in front of the group
- Listening when others are talking

Oral Skills

- English vocabulary building
- Correct pronunciation
- Follow simple instructions
- Speak in sentences
- Ask questions
- Talk about self

Syllable Counting

Look at the sea below. Trace and name the sea animals and count out the syllables. Draw some sea animals of your own.



First Choice English

Word Counting

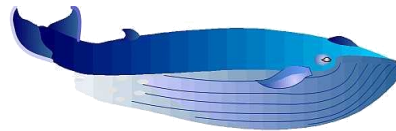
Look at the sea animals below. Complete the sentences using the correct colour. Then count the words with your fingers.

blue orange grey pink

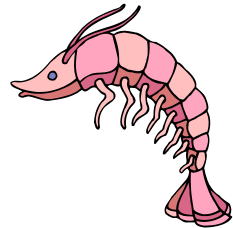
1. The starfish is _____.



2. The whale is _____.



3. The shrimp is _____.



4. The rocks are _____.



Look at the sea animals below. Complete the sentences using the correct verb. Then count the words with your fingers.

run clap jump swim

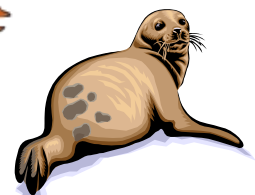
1. The seal can _____.



2. The crab can _____.



3. The turtle can _____.



4. The dolphin can swim and _____.



Syllable Counting

Look at the sea below. Name the sea animals and count out the syllables.



What is your name? My name is _____

How many syllables does your name have? _____

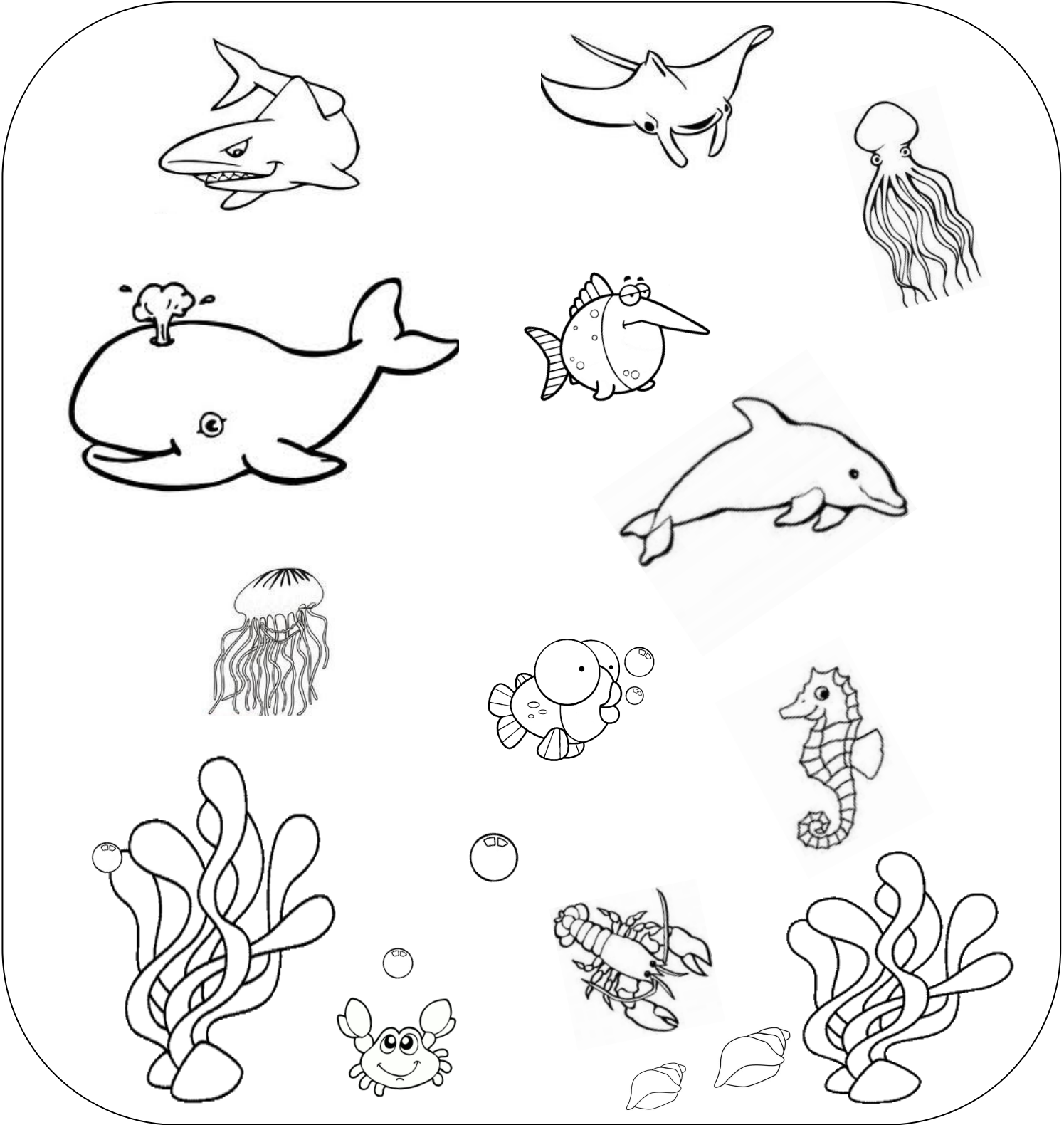
Word Counting

Listen to your teacher reading the sentences below. Count the words in each sentence. Make a fist and use your finger to count the words.

1. There are two whales. _____ words
2. The turtle is green. _____ words
3. The turtle can swim _____ words
4. There are three dolphins. _____ words
5. There are three jellyfish. _____ words
6. The whale is big. _____ words
7. The fish is small. _____ words
8. The crab has claws _____ words
9. The fish has a tail. _____ words
10. The turtle has a shell. _____ words

Syllable Counting

Look at the sea below. Name the sea animals and count out the syllables. Colour the animals.



Word Counting

Listen to your teacher reading the sentences below. Who is saying what? Draw a line from the right animal to the right speech bubble. Count the words in each sentence. Make a fist and use your finger to count the words.



I am a seahorse.



I am a fish.



I am a dolphin.

I am a crab.



I am an octopus.

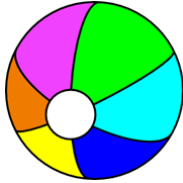


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Letter Recognition

Trace and match the upper-case letters to the correct picture. Then join to the lower case letter and write the letter. to the upper-case letter.

A



a

B



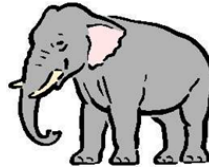
b

C



c

D



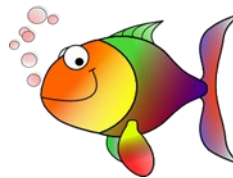
d

E



e

F



f

G



g

H



h

I

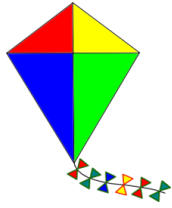


i

Letter Recognition

Trace and match the upper-case letters to the correct picture. Then join to the lower case letter and write the letter. to the upper-case letter.

J



j

K



k

L



i

M



m

N



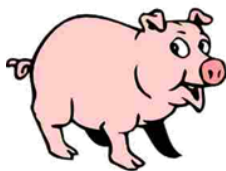
n

O



o

P



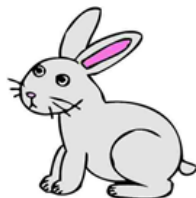
p

Q



q

R



r

Letter Recognition

Trace and match the upper-case letters to the correct picture. Then join to the lower case letter and write the letter. to the upper-case letter.

S



s

T



t

U



u

V



v

W



w

X



x

Y



y


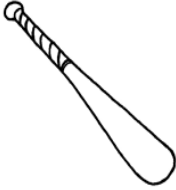





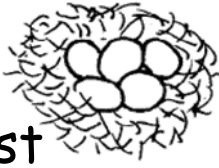
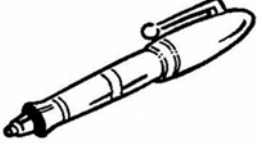

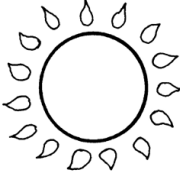

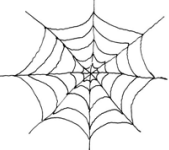

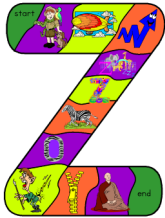
Z



z

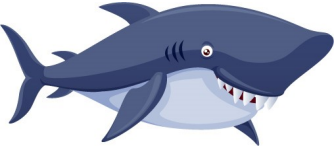

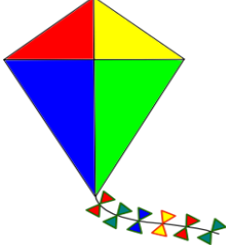












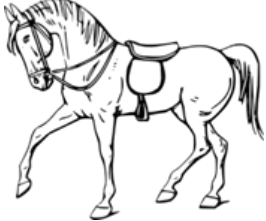





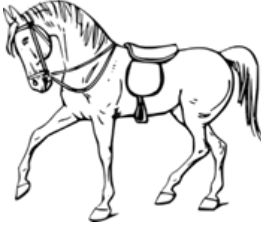

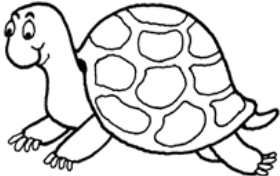
Alphabetical Order

Write the missing phonemes of the words that are next to the pictures. Blend the phonemes and name the pictures

	___ at 	 ___ ap	dog
egg	fan	girl	___ at 
igloo	 ___ ug	 ___ ey	lion
	___ est 	ox	 ___ en
queen	 ___ ing	___ un 	tiger
umbrella	___ an 	 ___ eb	x-ray
 ___ o-yo			

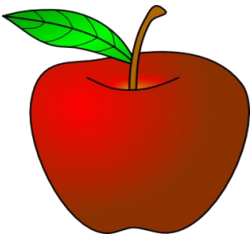

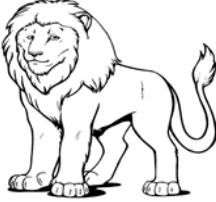
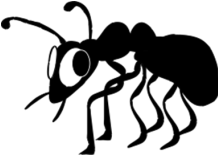



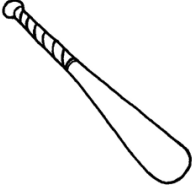









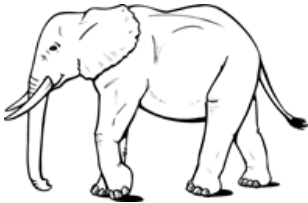



Segmenting Words

Name the pictures below. Listen to the individual sounds. Then colour the picture that has the same number of sounds.

<p>3 sounds</p> 			
<p>2 sounds</p> 			
<p>4 sounds</p> 			
<p>3 sounds</p> 			
<p>2 sounds</p> 			
<p>4 sounds</p> 			


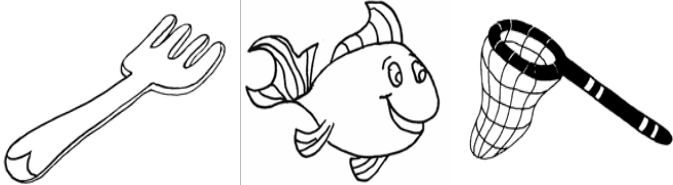



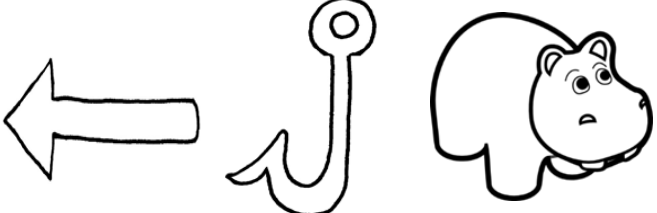



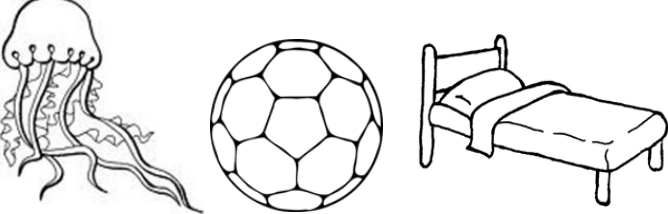
Writing First Sounds

Color the pictures that have the same first sound as the picture on the left. Say the sound. Then write the letter in the space provided in the column on the right.

Writing First Sounds



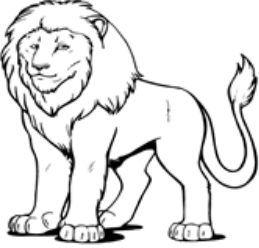





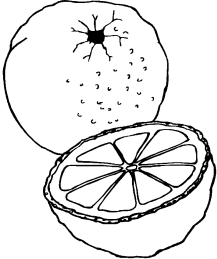

Color the pictures that have the same first sound as the picture on the left. Say the sound. Then write the letter in the space provided in the column on the right.

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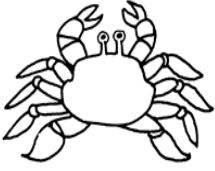
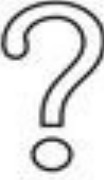



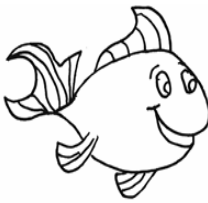
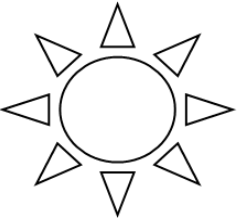
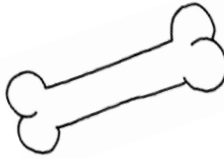


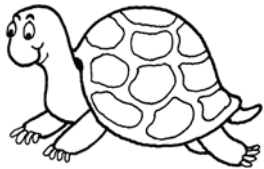



Writing First Sounds

Color the pictures that have the same first sound as the picture on the left. Say the sound. Then write the letter in the space provided in the column on the right.

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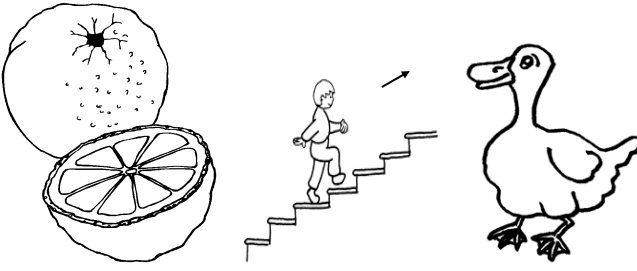


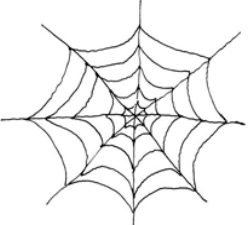
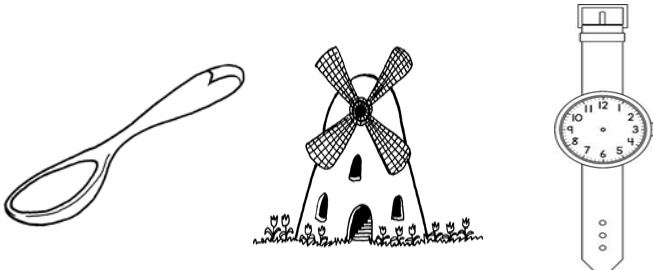

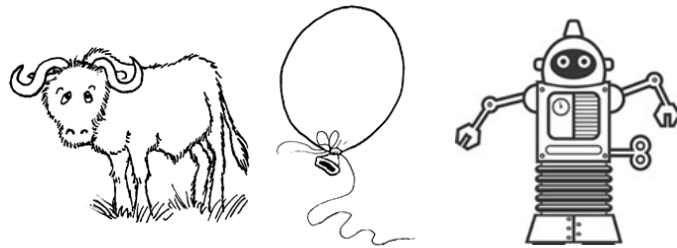


Writing First Sounds

Color the pictures that have the same first sound as the picture on the left. Say the sound. Then write the letter in the space provided in the column on the right.

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Writing First Sounds

Color the pictures that have the same first sound as the picture on the left. Say the sound. Then write the letter in the space provided in the column on the right.







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Writing First Sounds

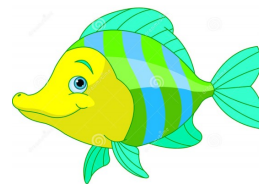
Name the pictures below and say the first sound. Practice saying the letter sounds in the box below. Fill in the missing sound in each word.

b a r d k e

 <p>__ ell</p>	 <p>__ uck</p>	 <p>__ x</p>
 <p>__ at</p>	 <p>__ ite</p>	 <p>__ gg</p>

Name the animals below and say the first sound. Write and match.

f
f
s
c
o



Writing First Sounds

Name the pictures below and say the first sound. Practice saying the letter sounds in the box below. Fill in the missing sound in each word.

v p y m h b



__ ak



__ an



__ ig



__ oon



__ and



__ ed

FCE Easy Learning

Write a letter in the spaces below to make a word. Say the individual sounds of the words you've made. You can even make non-words to practice your blending skills.

__ en

__ ap

__ og

__ eg

__ un

__ in

__ an

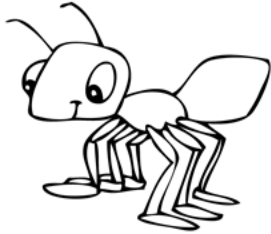
__ up

__ op

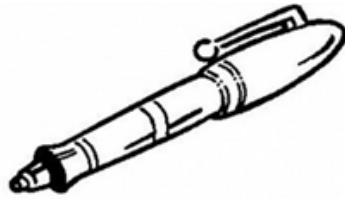
Writing First Sounds

Name the pictures below and say the first sound. Practice saying the letter sounds in the box below. Fill in the missing sound in each word.

p e a d f b



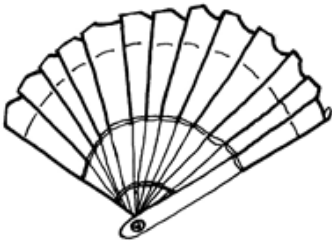
__ nt



__ en



__ gg



__ an



__ oll



__ ag

First Choice English

Write a letter in the spaces below to make a word. Say the individual sounds of the words you've made. You can even make non-words to practice your blending skills.

__ op

__ at

__ ig

__ en

__ ub

__ in

__ en

__ ug

__ op

Writing First Sounds

Name the pictures below and say the first sound. Practice saying the letter sounds in the box below. Fill in the missing sound in each word.

l k b c v n



__ ap



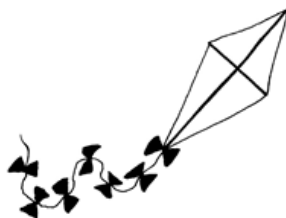
__ ut



__ at



__ an



__ ite



__ eg

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Write a letter in the spaces below to make a word. Say the individual sounds of the words you've made. You can even make non-words to practice your blending skills.

__ en

__ ap

__ og

__ eg

__ un

__ ip


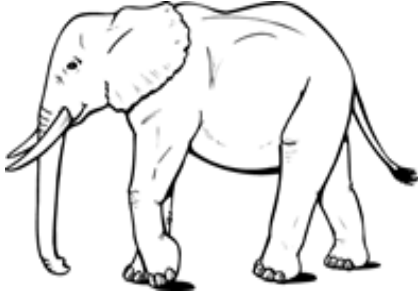
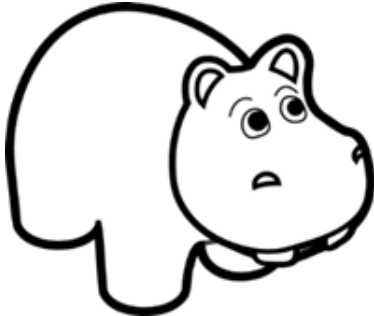



__ an

__ ug

__ ap

Matching First Sounds

Name the pictures below and say the first sound. Circle the letter that represents the correct first sound. Colour the pictures.

<p>a b c</p> 	<p>d e f</p> 
<p>g h i</p> 	<p>j k l</p> 
<p>m n o</p> 	<p>p q r</p> 

Name each picture and count out how many syllables it has. For example: *elephant* *el - e - phant* = 3 syllables.

Matching First Sounds

Name the pictures below and say the first sound. Circle the letter that represents the correct first sound. Colour the pictures.

i

j

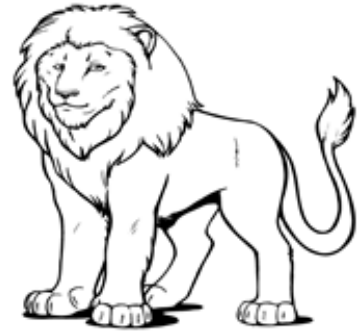
k



l

m

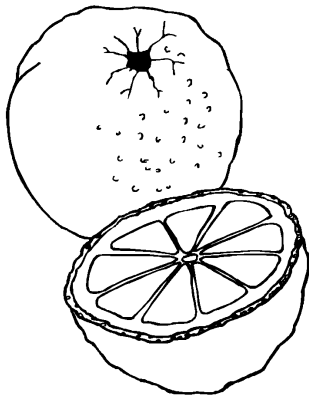
n



o

p

q



r

s

t



u

v

w



x

y


z



Make sentences about the pictures. Count on your fingers how many words your sentences have. For example: *The lion is strong.* = 4 words.








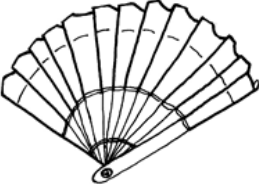
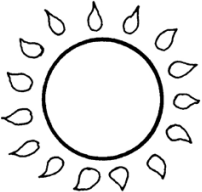








Writing Last Sounds

Color the pictures that have the same last sound as the picture on the left. Say the sound. Then write the letter in the space provided in the column on the right.

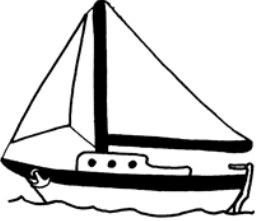


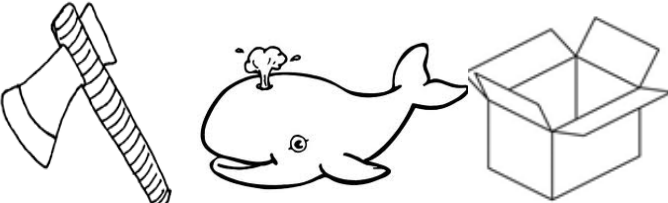

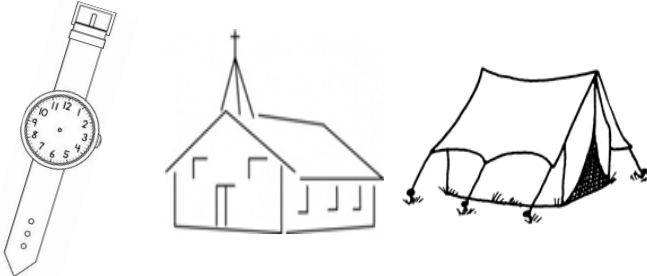
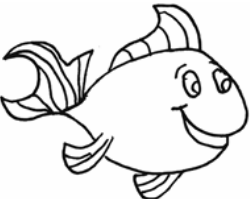


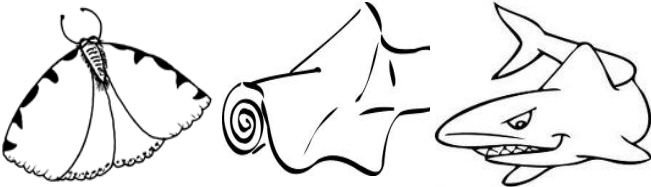
Writing Last Sounds

Color the pictures that have the same last sound as the picture on the left. Say the sound. Then write the letter in the space provided in the column on the right.

	  	<hr/> <hr/> <hr/>
	  	<hr/> <hr/> <hr/>
	  	<hr/> <hr/> <hr/>
	  	<hr/> <hr/> <hr/>
	  	<hr/> <hr/> <hr/>

Writing Last Sounds

Color the pictures that have the same last sound as the picture on the left. Say the sound. Then write the letter in the space provided in the column on the right.

Writing Last Sounds

Name the pictures below and say the last sound. Practice saying the letter sounds in the box below. Fill in the missing sound in each word.

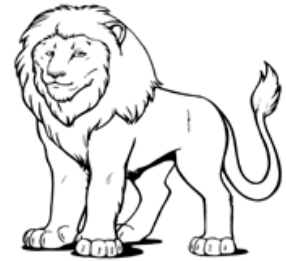
f n d x k t



bir _



lea _



lio _



a _ e



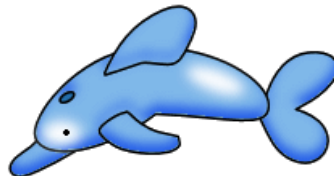
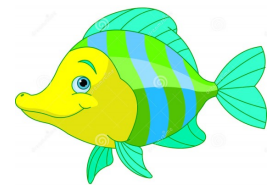
for _



ba _

Name the animals below and say the last sound. Write and match

i
sh
s
b
n



Writing Last Sounds

Name the pictures below and say the last sound. Practice saying the letter sounds in the box below. Fill in the missing sound in each word.

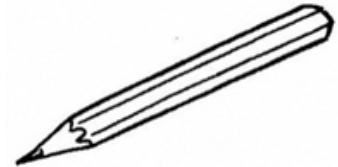
g n n p l t



quee__



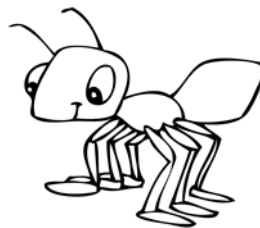
lam__



penci__



he__



an__



kin__

Write a letter in the spaces below to make a word. Say the individual sounds of the words you've made. You can even make non-words to practice your blending skills.

bo__

mu__

pe__

he__

bi__

fo__

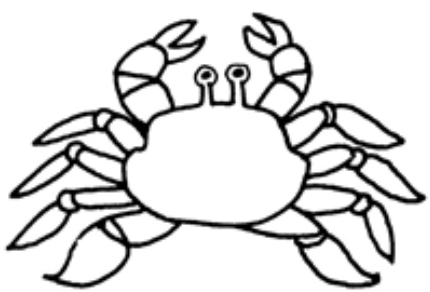




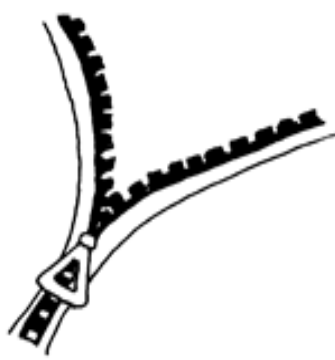
me__

do__

be__

Matching Last Sounds

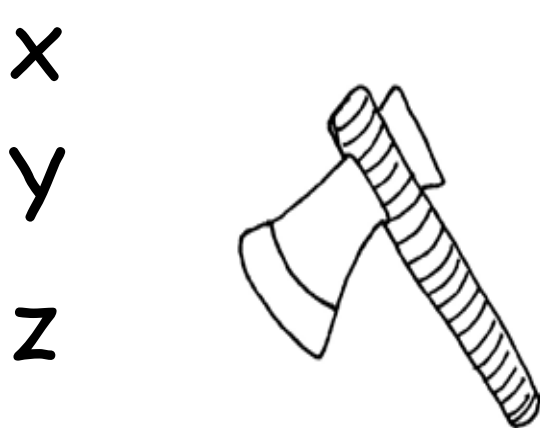
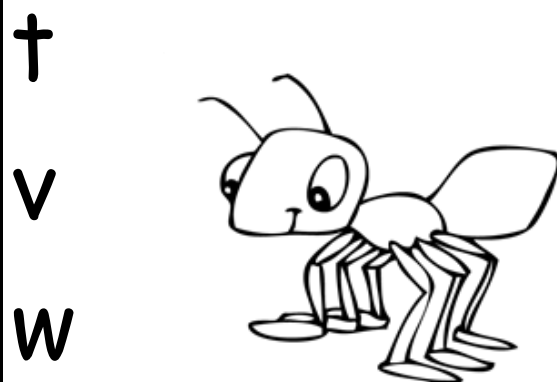
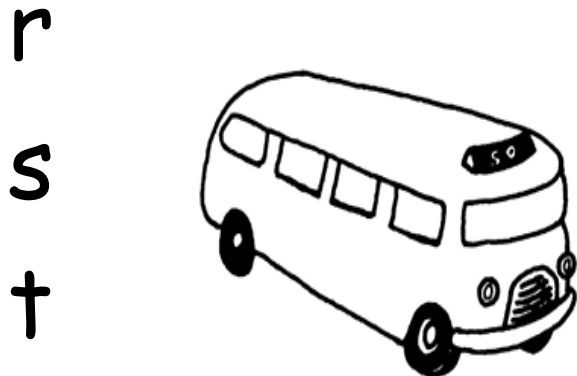
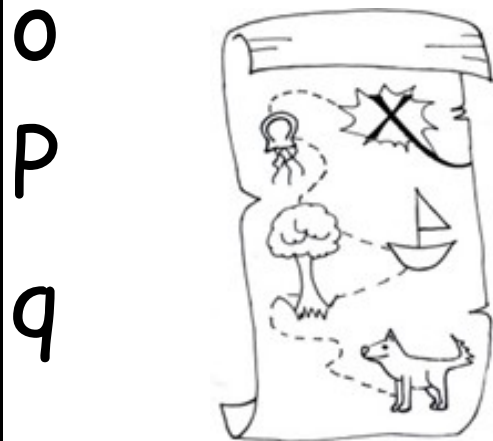
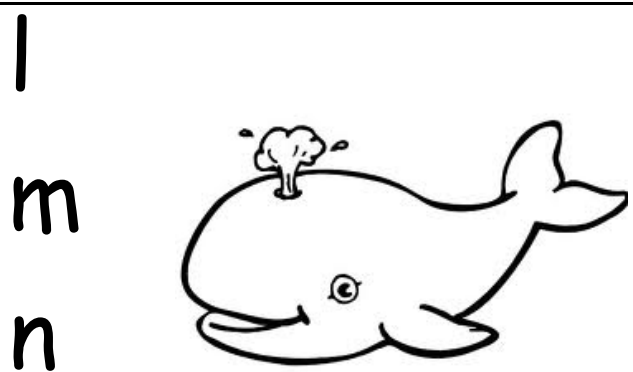
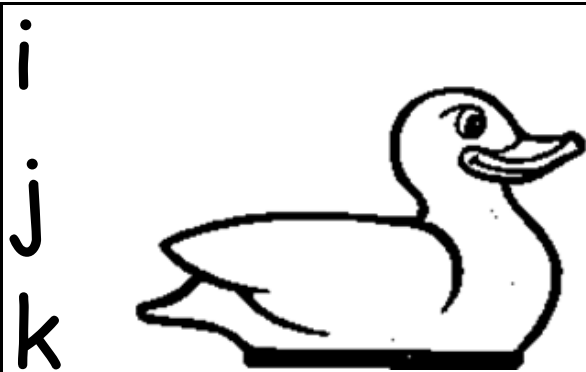
Name the pictures below and say the last sound. Circle the letter that represents the correct last sound. Colour the pictures.

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

Name each picture and count out how many syllables it has. For example: *bell = 1 syllable*.

Matching Last Sounds

Name the pictures below and say the last sound. Circle the letter that represents the correct last sound. Colour the pictures.



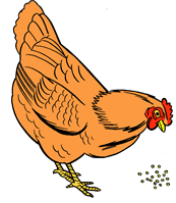
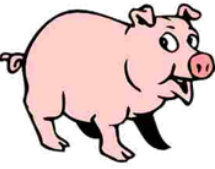




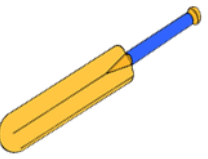
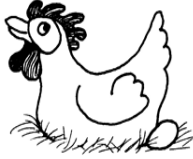


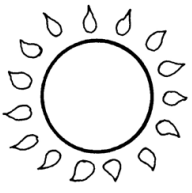
Make sentences about the pictures. Count on your fingers how many words your sentences have. For example: *The ant is small.* = 4 words



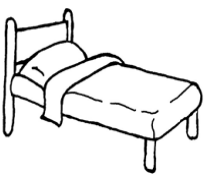


Writing Middle Sounds

Look at the letters below and say the sound each letter makes.
Match the letter on the to the picture according to its middle sound.

a e i o u



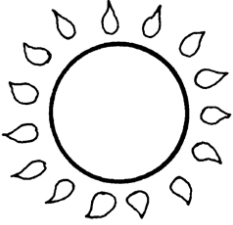
Bat  
 hen 
 Pig 
 Dog 
 Bus 




				
bat	hen	pig	mop	sun




				
dog	cap	bed	pin	mug

Writing Middle Sounds

Name the pictures below. Hear the middle sound. Then write the letter for the sound in the space to complete the word.

pot	bin	sun
		


cup	pig	hen
		




van	mop	mug
		




Writing Middle Sounds

Name the pictures below. Hear the middle sound. Then write the letter for the sound in the space to complete the word.

fceeducation@gmail.com


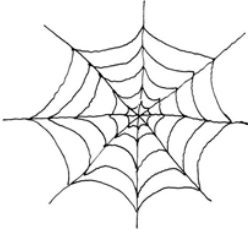

bat	man	nut
		


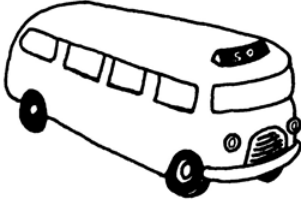

fox	hat	pot
		

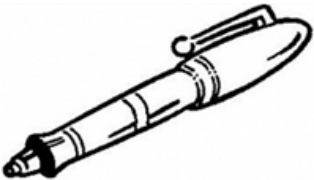


pan	jug	cap
		

Writing Middle Sounds

Name the pictures below. Hear the middle sound. Then write the letter for the sound in the space to complete the word.




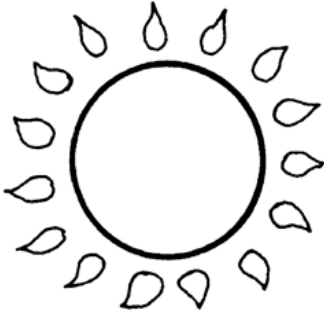


bag	web	net
		

fan	bus	pan
		

pen	leg	map
		

Matching Middle Sounds

Name the pictures below and say the middle sound. Circle the letter that represents the correct middle sound. Colour the pictures.

<p>a e i</p> 	<p>e i o</p> 
<p>i o u</p> 	<p>o u a</p> 
<p>u a e</p> 	<p>a e i</p> 

Name each picture and count out how many syllables it has. For example: *bed* = 1 syllable.

FCE System

Matching Middle Sounds

Name the pictures below and say the middle sound. Circle the letter that represents the correct middle sound. Colour the pictures.

a

e

i



e

i

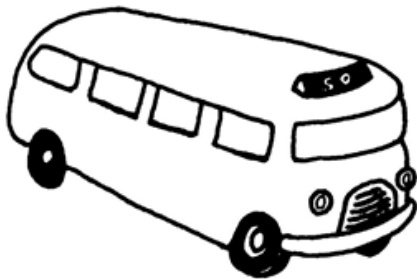
o



i

o

u



o

u

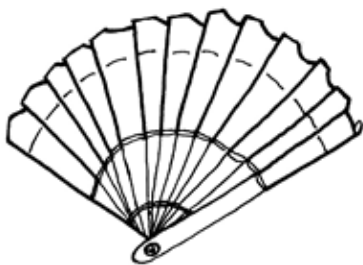
a



u

a

e



a

e

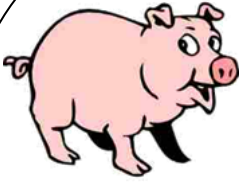
i



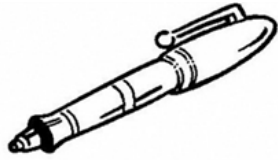
Make sentences about the pictures. Count on your fingers how many words your sentences have. For example: *The bus is big.* = 4 words

Blending CVC

Name the pictures and segment the word into individual sounds. Then write the missing sound in each word.

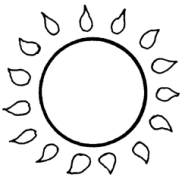


pig







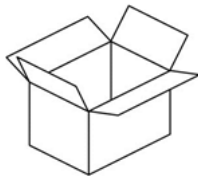






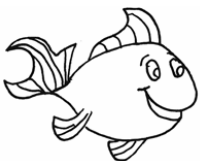






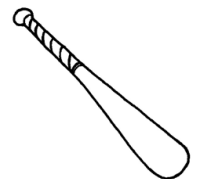






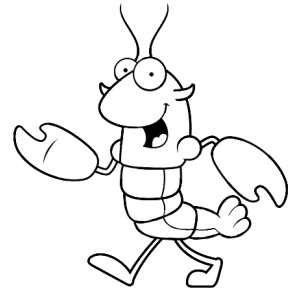






Matching Middle Sounds

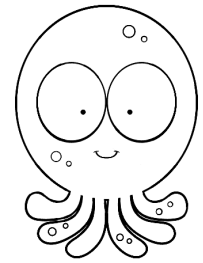
Look at the first picture. Segment the word into individual sounds. Hear the middle sound and the circle the pictures that have the same middle sound.



Make sentences about the pictures. Count on your fingers how many words your sentences have. For example: *The whale is big.* = 4 words

Matching Middle Sounds

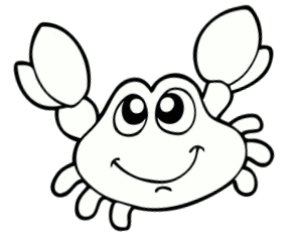
Look at the first picture. Segment the word into individual sounds. Hear the middle sound and the circle the pictures that have the same middle sound.



Make sentences about the pictures. Count on your fingers how many words your sentences have. For example: *The worm is long.* = 4 words

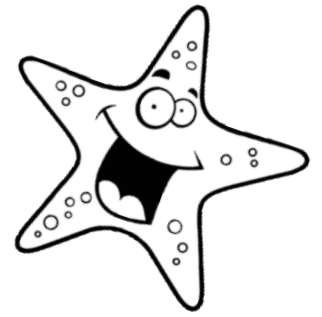
Matching Middle Sounds

Look at the first picture. Segment the word into individual sounds. Hear the middle sound and the circle the pictures that have the same middle sound.



Name a picture from above that has two sounds. Name a picture from above that has three sounds.

Matching Middle Sounds







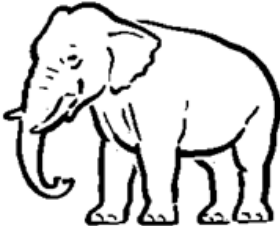
Look at the first picture. Segment the word into individual sounds. Hear the middle sound and the circle the pictures that have the same middle sound.

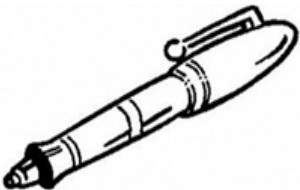

Name a picture from above that has two sounds. Name a picture from above that has three sounds.

Blending

Name each picture. Identify the first sound then write it in the space above the picture. Put the sounds together to make the final word. Draw the picture for the new word you've made.

c	a	cap
		



		t
		



		g
		

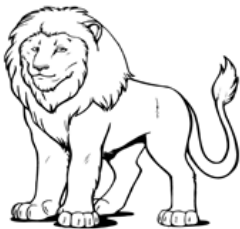
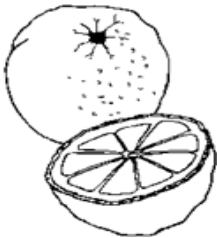
Blending

Name each picture. Identify the first sound then write it in the space above the picture. Put the sounds together to make the final word. Draw the picture for the new word you've made.

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		g
		

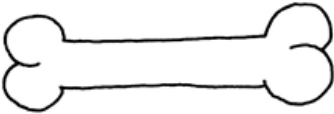

		n
		



		g
		

Blending

Name each picture. Identify the first sound then write it in the space above the picture. Put the sounds together to make the final word. Draw the picture for the new word you've made.

		p
		



		n
		


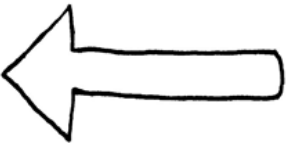
		g
		

Blending

Name each picture. Identify the first sound then write it in the space above the picture. Put the sounds together to make the final word. Draw the picture for the new word you've made.

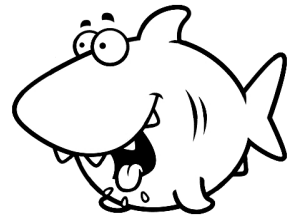
		n
		

		x
		

		t
		

CV Blending

Name and colour the pictures below. Circle the correct first two letters of the word.



ca
do
mo



te
le
pi



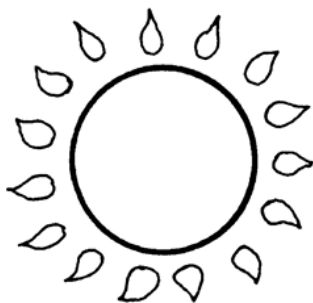
fo
fa
da



so
su
ma



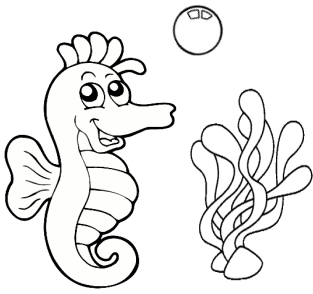
ti
su
lo



tu
fo
be



Name the pictures again and say the first two sounds. For example, cat ... ca.



CV Blending

Name and colour the pictures below. Circle the correct first two letters of the word.

ca

do

va



bu

bi

lo



ca

ha

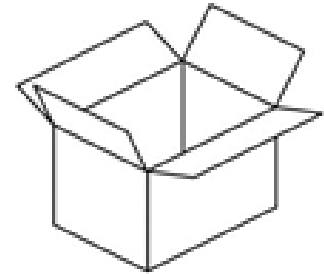
pi



ma

mu

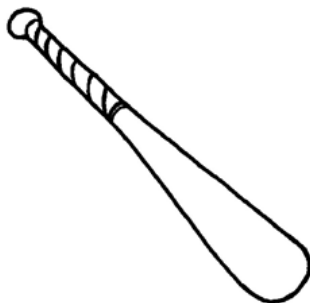
bo



bu

ba

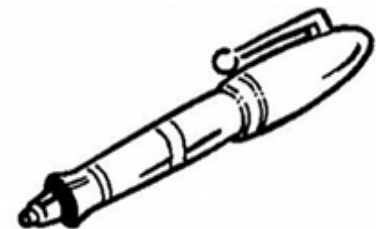
li



pe

do

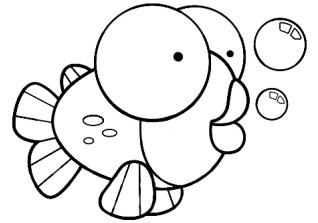
ta



Name the pictures again and say the first two sounds. For example, bus ... bu.

CV Blending

Name and colour the pictures below. Circle the correct first two letters of the word.



be

do

mo



te

le

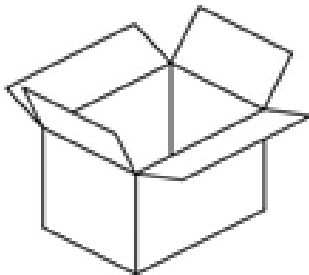
pi



fo

fa

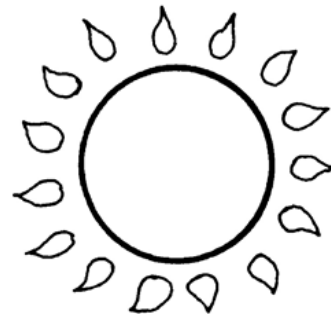
bo



so

su

ma



ti

du

lo



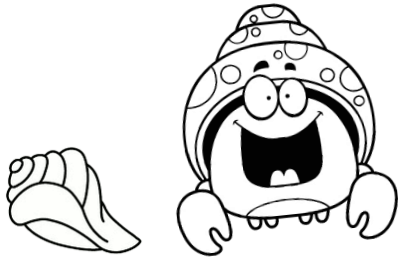
tu

va

be



Name the pictures again and say the first two sounds. For example, bed ... be.



CV Blending

Name and colour the pictures below. Circle the correct first two letters of the word.

ca

do

mo



te

ju

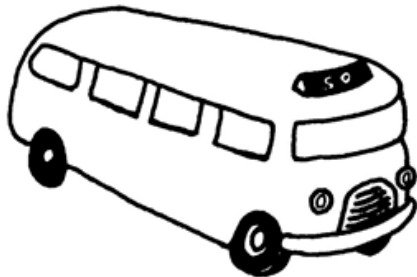
pi



bu

fa

da



do

su

ma



ti

fa

lo



tu

ma

be



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Name the pictures again and say the first two sounds. For example, cap ... ca.

Letter Sounds

Practice saying the common sounds of the alphabet. How quickly can you say them?

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

Student Record

Date

Time

1. _____
2. _____
3. _____
4. _____
5. _____

Letter Sounds

Practice saying the common sounds of the alphabet. How quickly can you say them?

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				





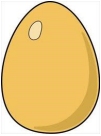





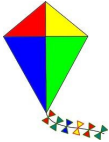


Student Record

Date



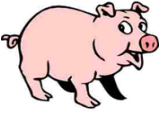








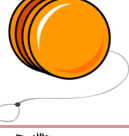

Time

1. _____
2. _____
3. _____
4. _____
5. _____

Write and Name

	A	a		
	B	b		
	C	c		
	D	d		
	E	e		
	F	f		
	G	g		
	H	h		
	I	i		
	J	j		
	K	k		
	L	l		
	M	m		

Write and Name

	N	n		
	O	o		
	P	p		
	Q	q		
	R	r		
	S	s		
	T	t		
	U	u		
	V	v		
	W	w		
	X	x		
	Y	y		
	Z	z		

Essential Skills

Counting Syllables

Teacher says the word for each picture below. Count how many syllables each word has. Clap your hands every time you say a part of the word. Get the students to clap out the syllables and tell you how many.



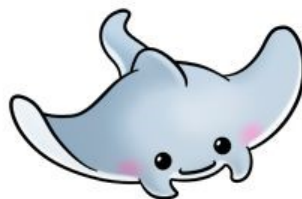
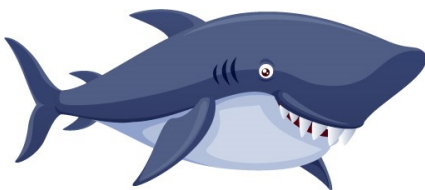
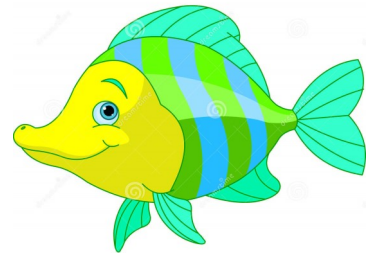
1 syllable



2 syllables



3 syllables



fceeducation@gmail.com

Student can count the syllables in all the pictures . Date completed _____

Essential Skills

Counting Words

Teacher reads the sentences from IRP Book 2. The students must listen and repeat the sentence. Students should make a fist and use their fingers to count the words.

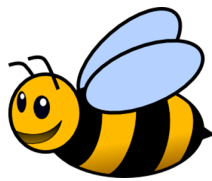
1. Jane played in the hay. _____ words
2. Pete can not sleep. _____ words
3. Pete needs help. _____ words
4. Spot is black and white. _____ words
5. Mike is a tiger. _____ words
6. The soap boat is lost. _____ words
7. Duke rules the dunes. _____ words
8. Hugh's cute lamb ran away. _____ words
9. Sue is in a bad mood. _____ words
10. Jude has a juke box _____ words

Students have attempted to count the words in all the sentences. Date completed _____

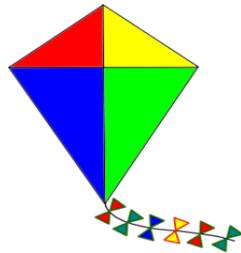
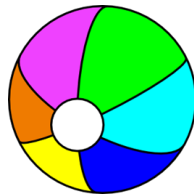
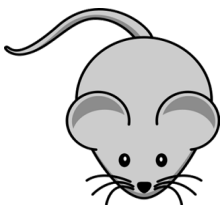
Essential Vocabulary

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.

All the words for the pictures below have two sounds.



All the words for the pictures below have three sounds.



All the words for the pictures below have four sounds.



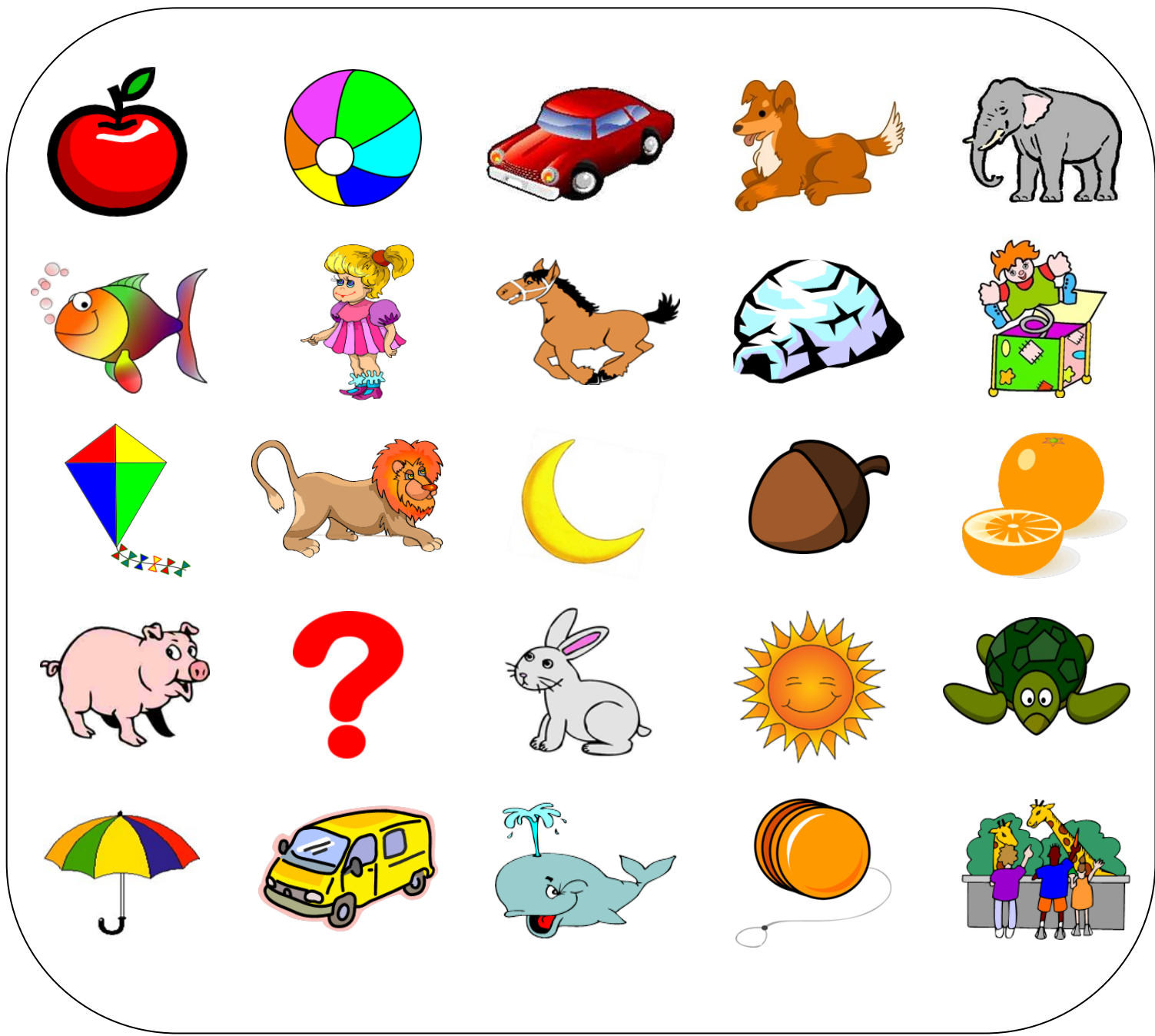
FCE Phonics and Reading

Note any difficulties that the student may be having,
Blending the sounds is more important than segmenting at this stage.

Student can blend the individual sounds to make the words. Date completed _____

Essential Vocabulary

Students should learn all of this vocabulary gradually throughout the course. Students should listen and repeat the words followed by its first sound. Pay special attention to correct pronunciation.



Note any difficulties that the student may be having,
How many pictures can the student name? _____

How many first sounds can the student name? _____

Student can name all the pictures and the first sound. Date completed _____

Student Report

Objectives	Grade(5)
Able to identify and blend syllables orally (con-ten-ted)	
Able to count words	
Able to identify last sounds	
Able to identify diphthongs orally	
Able to construct simple sentences	
Able to orally blend sounds to make CVC words	
Able to differentiate between initial consonants (king / ring)	
Able to differentiate between final sounds (dog / dot)	
Able to differentiate medial sounds (man / men)	
Able to say sound when letter has more than one sound (good / giant)	
Able to orally blend sounds to make CCVC words	
Able to orally segment a word into individual sounds	
Able to identify short and long vowels orally	
Able to differentiate between different phonemes	
Able to orally identify consonants blends and digraphs (ch, sh) (b-l = bl)	
Able to orally blend 3 or more sounds to make a non-word	
Able to say all common sounds of the alphabet	
Able to recognize continuous phonemes (f, l, m, n, r, x, z)	

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)

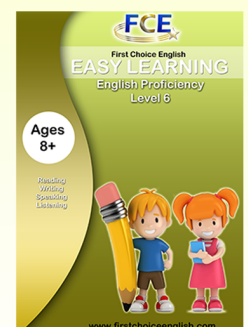
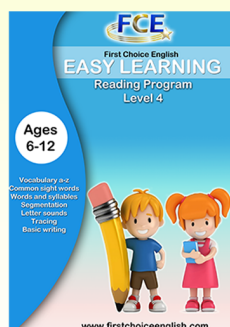
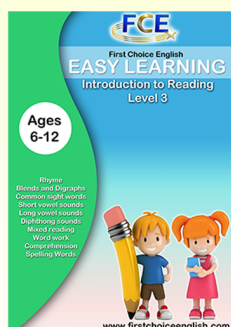
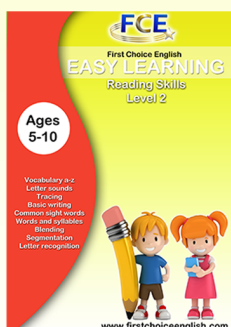
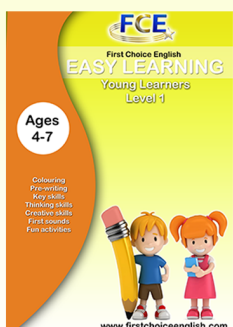
Stage 2 - Reading Skills (ages 5 - 10)

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