



First Choice English

# EASY LEARNING

Introduction to Reading  
Book 2

**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



[www.firstchoiceenglish.com](http://www.firstchoiceenglish.com)

# Introduction to Reading Book 2

Thank you for purchasing **Introduction to Reading 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 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.

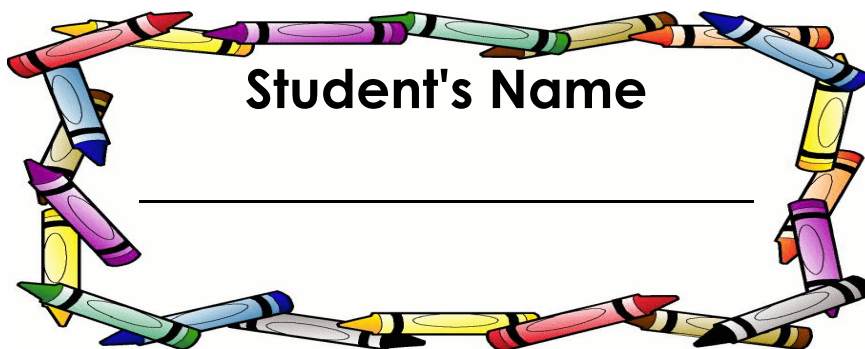
- Find a quiet, comfortable place to teach.
- Find fun and interactive ways to teach the sound or topic of the day
- Ensure that the students repeat words and sounds often with correct pronunciation.
- Take note and correct student mistakes
- Review previous work frequently
- Review with the student 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

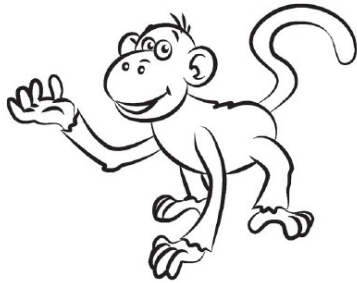
Explain the special features in this book to the students. This should be done in the first four lessons. Keep reminding the students through out the course.

- 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.



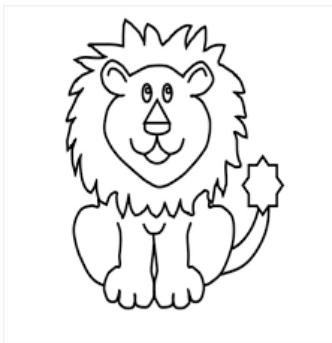
# High frequency words

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



		h	
s			
		t	h
a			

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



h			
		a	s
		n	d
m			

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



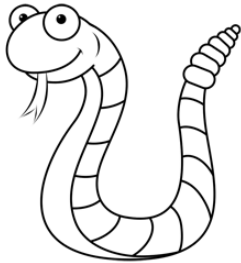
i			
s		e	
		n	
		o	

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

# High frequency words

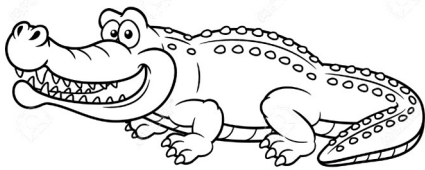
Blend the phoneme to read the words in the walls. Write the words in the word grids. Look carefully to see where the words fit. Find the hidden word shaded in each grid and write it on the line.

First Choice English



a			
			n
			u
		k	

on all you like Hidden word: \_\_\_\_\_



p			
		a	
			d
	y		

was yes and play Hidden word: \_\_\_\_\_



		h	
	s		
g			
		e	

she the see going Hidden word: \_\_\_\_\_

# Magic 'e'

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

nam	<b>add magic 'e'</b>	name
sam		
gam		
dat		
gat		
plat		
lik		
bik		
wip		
fin		
cop		
rop		
not		
tun		
cub		
fum		
cut		

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

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



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

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

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

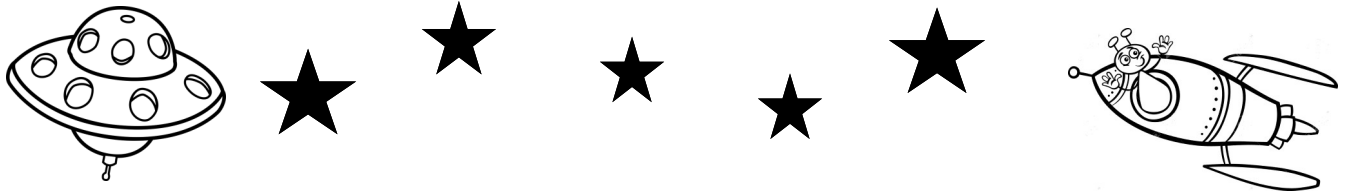
Short vowels	Long vowels

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

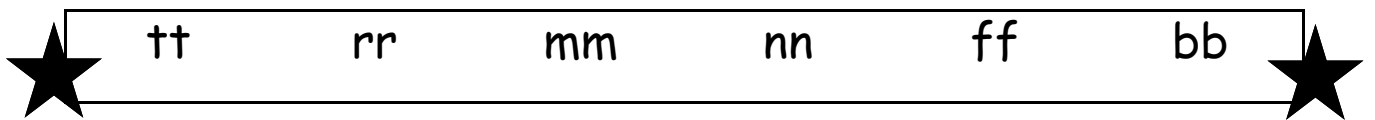
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Words with double letters

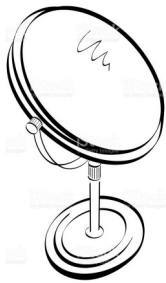
Blend the phonemes to read these words: *letter*, *correct* and *running*. They have two letters in the middle which are the same.



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

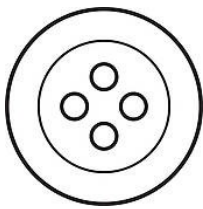


1.



mi\_\_or

2.



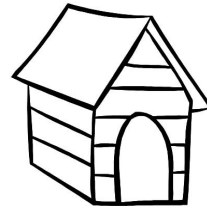
bu\_\_on

3.



to\_\_ee

4.



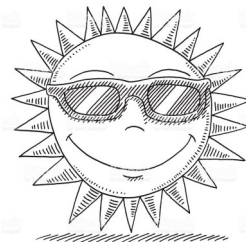
ke\_\_el

5.



ro\_\_er

6.



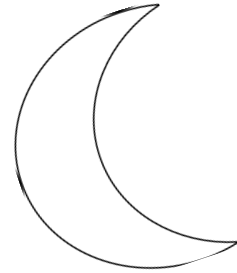
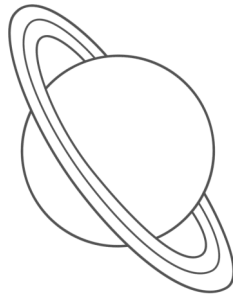
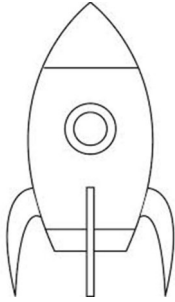
su\_\_er

Make a sentence with one of the words above.

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# Syllables

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



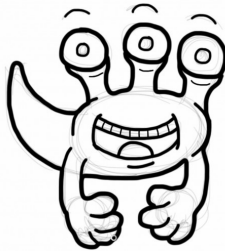
Write your first name on the line. \_\_\_\_\_

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

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

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

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



sun =



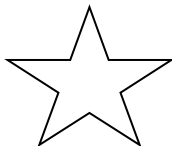
rocket =



Mercury =



stars =



spaceship =



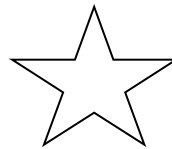
Venus =



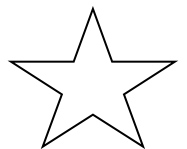
moon =



alien =

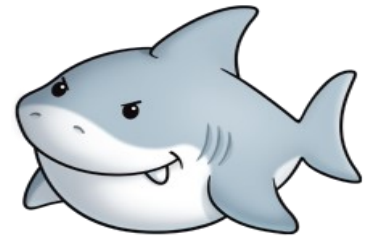


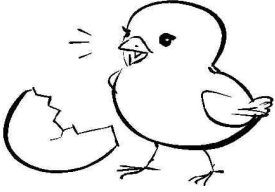

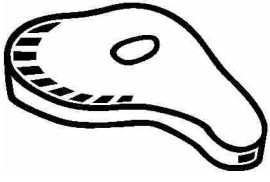



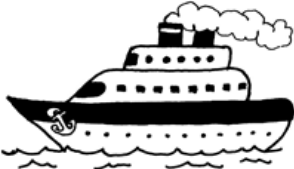

Earth =



# Ch or Sh

Circle the correct digraph for each picture.  
Write the digraph on the line.

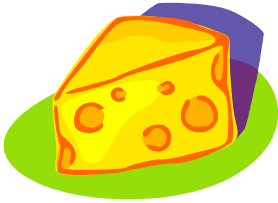


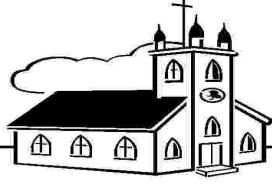
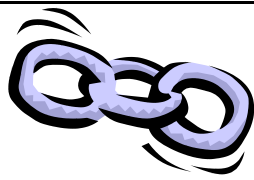

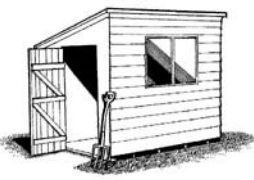
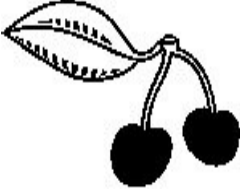


 <p>ch sh</p> <hr/> <hr/> <hr/>	 <p>ch sh</p> <hr/> <hr/> <hr/>
 <p>ch sh</p> <hr/> <hr/> <hr/>	 <p>ch sh</p> <hr/> <hr/> <hr/>
 <p>ch sh</p> <hr/> <hr/> <hr/>	 <p>ch sh</p> <hr/> <hr/> <hr/>
 <p>ch sh</p> <hr/> <hr/> <hr/>	 <p>ch sh</p> <hr/> <hr/> <hr/>



# Ch or Sh

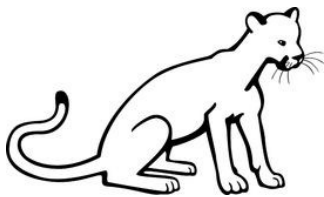
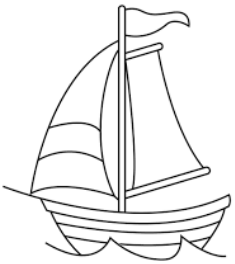
Circle the correct digraph for each picture. Write the digraph on the line.

 _____ ----- _____	<b>ch sh</b>	 _____ ----- _____	<b>ch sh</b>
 _____ ----- _____	<b>ch sh</b>	 _____ ----- _____	<b>ch sh</b>
 _____ ----- _____	<b>ch sh</b>	 _____ ----- _____	<b>ch sh</b>
 _____ ----- _____	<b>ch sh</b>	 _____ ----- _____	<b>ch sh</b>

# Various long vowel phonemes

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

The opposite of day



We have ten on our feet



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

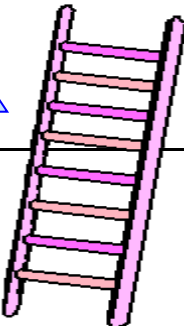
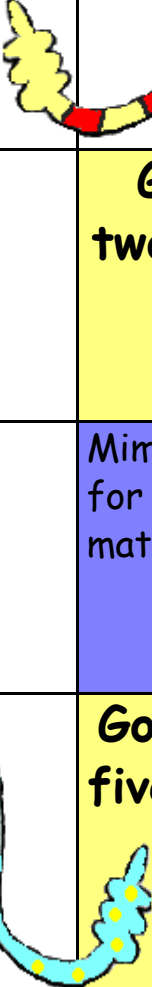

Long a	Long e	Long i	Long o	Long u
spade				



# Common Sight Words

## INSTRUCTIONS OF THE GAME



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

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

# Rhyme






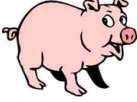





































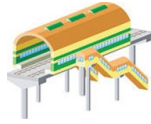

## INSTRUCTIONS OF THE GAME

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

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


# Vocabulary

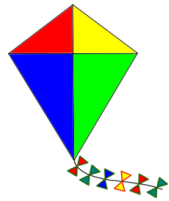
Learn the vocabulary below. Pay special attention to the middle sounds.

a  	e  	i  	o  	u  	oo  
a  	e  	i  	o  	u  	oo  
ir  	or  	ar  	air  	oy  	ow  
c  	j  	w 	f  	sh 	zh 

Circle the pictures below with the correct colour.

 = Short sound

 = Long sound



## Session 8

### The long vowel sound **a**

## Training Words

lake

late

cave

cake

made

make

came

grey

ate

wave

may

lay

way

clay

tray

plate

grape

brake

snake

skates

waves

trade

gave

they

mate

played

whale

shade

shake

away

shavings

state

date

snail

train

afraid

mistake

great

plains

lemonade

## Session 8

### The long vowel sound **a**

## Spelling Test Words

lake

late

cave

cake

made

make

came

grey

snail

train

may

lay

way

clay

tray

plate

grape

brake

snake

skates

afraid

mistake

great

plains

lemonade

played

whale

shade

shake

away

Practice writing the spelling words below.

a	ai	ay	ea

## Session 8

### The long vowel sound **a**

## Word Work

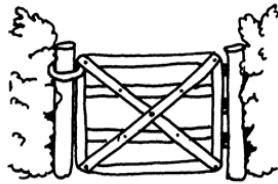
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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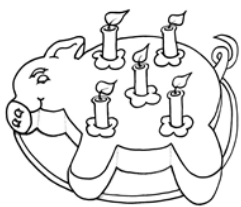
plane



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---



---

---

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

Write two sentences below using the vocabulary above.

1.

---

---

---

2.

---

---

---



## Session 8

### The long vowel sound **a**

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

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

ay	ai	ea
play		

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

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

Circle the correct /a/ sound for each word.

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

## Session 8

### The long vowel sound a

# Story 1

## Fay and Jane

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

“Let’s play games” said Jane.

“I will bake a cake. said Fay.

“Yay! Yay!” said Jane.

Jane and Fay will play and bake a cake.

## FCE Phonics and Reading

Answer the questions about the story below.

1. Where did Fay and Jane play?

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

2. What did they play in?

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

3. What did they bake?

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

4. What did they drink?

They drank \_\_\_\_\_.

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

## Session 8

### The long vowel sound a

# Story 2

## Max and Jay

Max and Jay sat by the bay. Jay went away, with Max's bag.

"Don't make me mad!" said Max "If you take my bag, I will make you late. I will take your hat in the lake!"

"It's okay!" said Jay. "I want to play with your maze! May I play?"

Max gave Jay the maze, and they sat by the lake and played and played.

"Maybe it will rain," said Max. "We can not stay and play. Let's go back. We can play with the maze on the way."

Answer the questions about the story below.

1. Who sat at the lake by the bay?      \_\_\_ and \_\_\_.
2. What did Jay want to play with?      \_\_\_ played with a \_\_\_.
3. Where did they sit?      They sat at the \_\_\_.
4. Max and Jay sat by the bay.      True / False

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

## Session 9

### The long vowel sound e

## Training Words

me	he	see	feed	tree
seem	need	she	deep	key
she	free	three	cheese <u>e</u>	street
tea	neat	easy	each	reach
green	seeking	mean	meat	leaf
teach	clean	flea	these <u>e</u>	really
neat	clean	eating	beamed <u>e</u>	reached <u>e</u>
valley	monkey	evening	worried	screamed <u>e</u>

## Session 9

### The long vowel sound **e**

First Choice English

## Spelling Test Words

me

he

see

feed

tree

seem

need

she

deep

key

she

free

three

cheese

street

tea

neat

easy

each

reach

green

seeking

mean

brief

leaf

teach

clean

flea

these

really

Practice writing the spelling words below.

ee	ey	ea	ie

## Session 9

### The long 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.



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

bee

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_



## Session 9

### The long vowel sound **e**

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

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

ee	ea	ey
see		

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

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

Circle the correct /e/ sound for each word.

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

## Session 9

### The long vowel sound e

# Story 1

## Can Pete sleep?

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

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Answer the questions about the story below.

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

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

## Session 9

### The long vowel sound e

# Story 2

## Steve and Eve

Steve had his pet monkey, Eve, in his jeep. He went to the valley to take a brief jog. He gave Eve some honey and books to read.

"I need to jog," said Steve. "Stay there, Eve. My jog will be brief."

Eve gazed at Steve, and Steve ran by the valley. Eve ate the honey and seemed as happy as a cheeky monkey can be.

Steve came back and leaped in his jeep.

"Eve! You need to read" yelled Steve. "You are a lazy monkey!" Eve just looked at Steve.

Answer the questions about the story below.

- |                                |                            |
|--------------------------------|----------------------------|
| 1. What is the monkey's name?  | The monkey's name's _____. |
| 2. Where did Eve and Steve go? | They went to the _____.    |
| 3. Who went for a jog?         | _____ went for a jog.      |
| 4. Steve leaped in the jeep.   | True / False               |

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

## Session 10

### The long vowel sound i

## Training Words

my

why

kite

wine

try

bike

bite

time

wise

dine

five

pie

die

lion

life

climb

high

fight

light

might

shine

child

fly

smiled

white

kind

mild

crime

night

shrine

knight

sighed

silently

replied

striped

bright

quietly

daylight

spied

glided

## Session 10

### The long vowel sound i

## Spelling Test Words

my

why

kitee

winee

try

bikee

bitee

timee

wisee

dinee

fivee

pie

die

lion

lifee

climbe

high

fight

light

might

shinee

child

fly

smilede

whitee

kind

mild

crimee

night

shrinee

Practice writing the spelling words below.

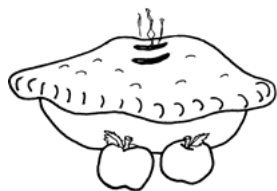
i	y	ie	igh

# Session 10

## The long vowel sound i

### Word Work

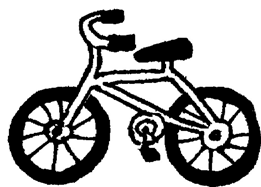
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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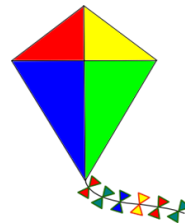
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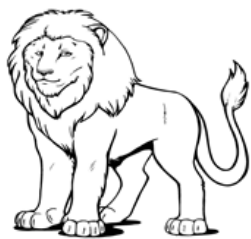
kite



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

Write two sentences below using the vocabulary above.

1.

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---

---

2.

---

---

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## Session 10

### The long vowel sound i

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

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

ie	igh	y
die		

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

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

Circle the correct /i/ sound for each word.

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

## Session 10

### The long vowel sound i

# Story 1

## Hide and Seek

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

## First Choice English

Answer the questions about the story below.

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

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



Session 10

The long vowel sound i

Story 2  
Mike the Tiger

Mike is a white tiger. He has black stripes. He rides bikes with Spike and Kyle. Mike has a kite. "Let's chase Mike when he flies his kite," says Spike.

"Let's play hide and seek before night." says Kyle.

"We only have ten minutes of daylight." says Spike.

The three tigers play hide and seek.

Spike ran to Mike's kite. Spike's eyes widened with Mike's kite in sight. But it was now night.

Yikes! Spike lands in slime!

Answer the questions about the story below.

1. What animal is Mike?
2. Who has a kite?
3. What do they play?
5. Spike lands in slime.

Mike is a \_\_\_\_\_.

\_\_\_\_\_ has a kite.

They play \_\_\_\_\_ and \_\_\_\_\_.

True / False

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

## Session 11

### The long vowel sound o

## Training Words

so

note

nose

bone

rope

toad

load

comb

tone

drove

cope

stone

moped

drove

broke

goat

moan

groan

croaked

low

slow

rowed

poked

stroked

lonely

slowed

showed

noted

known

token

floated

spoke

roaming

alone

glowing

though

opened

towed

hoping

dozed

# Session 11

## The long vowel sound o

### Spelling Test Words

so

noteo

noseo

boneo

ropeo

toad

load

combo

toneo

drovo

copeo

stoneo

mopoed

drovo

broko

goat

moan

groan

croakoed

low

slow

rowoed

pokoed

strooed

lonoly

slowoed

showoed

notoed

own

tokon

Practice writing the spelling words below.

o	oa	ow	oe

# Session 11

## The long 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.



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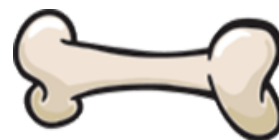
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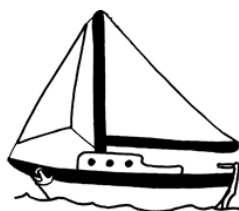
bone



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

Write two sentences below using the vocabulary above.

1.

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---

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2.

---

---

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## Session 11

### The long vowel sound o

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

slow boat know groan toe glow  
float load low roam foe toad

ow	oa	oe
slow		

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

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

Circle the correct /o/ sound for each word.

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

## Session 11

### The long vowel sound o

# Story 1

## The Soap Boat

"My soap boat is sailing away," cries Joe. The soap boat is lost at sea.

"What is this?" groaned a lonely fish. The lonely fish followed the soap boat. The fish poked the soap boat. The soap boat floats on top. Joe grabs the soap boat.

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

Answer the questions about the story below.

1. What is sailing away?

The \_\_\_\_\_.

2. Where is it lost?

Its lost at \_\_\_\_\_.

3. Who grabs the soap boat?

\_\_\_\_\_.

4. Where did Joe go?

Joe went \_\_\_\_\_.

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

## Session 11

### The long vowel sound o

# Story 2

## Tony the Robot

This is a robot. His nose is a cone. His legs are made of hose. He goes into a hole. Mr. Mole is in the hole. "I can help" says Mr. Mole. Mr. Mole showed the robot a long rope "Go up this rope" says Mr. Mole. "Thanks Mr. Mole!" says the robot.

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Answer the questions about the story below.

1. What shape is the robot's nose? His \_\_\_\_\_ is a \_\_\_\_\_.
2. What are his legs made of? His legs are made of \_\_\_\_\_.
3. Who was in the hole first? Mr \_\_\_\_\_ was in the \_\_\_\_\_.
4. Who helped the robot? \_\_\_\_\_ helped the \_\_\_\_\_.

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

## Session 12

### The long vowel sound **u**

## Training Words

tube

tune

fume

mulee

cutee

new

stew

few

fuel

dunes

fuse

view

new

music

Hugh

fused

tunic

rescue

statues

stupid

viewed

beautiful

unusual

tuna

quee

Hugh

ewe

mute

tulips

knew



## Session 12

### The long vowel sound **u**

## Spelling Test Words

tube      tune      fume      mule      cute

Duke      stew      few      fuel      dunes

fuse      view      new      music      Hugh

fused      tunic      rescue      statues      stupid

viewed      beautiful      unusual      tuna      queue

Hugh      ewe      mute      tulips      knew

Practice writing the spelling words below.

u	ew	ue	iew

## Session 12

### The long 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.



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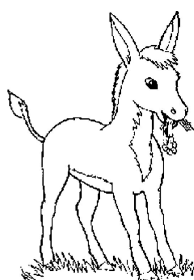
puma



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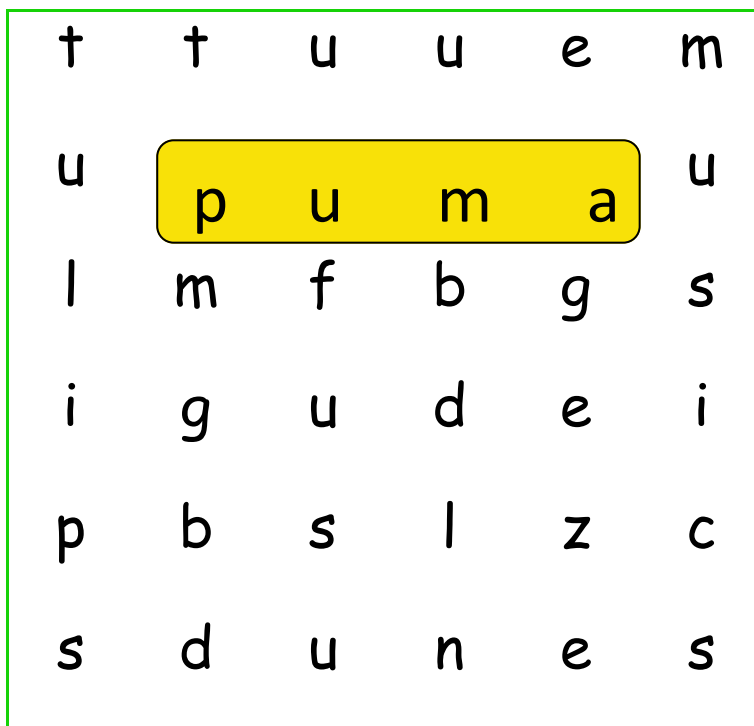
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Write two sentences below using the vocabulary above.

1.

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---

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2.

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---

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## Session 12

### The long vowel sound **u**

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

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

u	ew	ue
tune		

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

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

Circle the correct /a/ sound for each word.

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

## Session 12

### The long vowel sound u

# Story 1

## Duke the Puma

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

## FCE Easy Learning

Answer the questions about the story below.

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

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

## Session 12

### The long vowel sound u

# Story 2

## Hugh's Lamb

Hugh had a cute new baby lamb. Hugh gave the lamb to a few friends. This proved to be stupid as they had a pet dragon too. The dragon wanted some lamb stew. The lamb knew it was in trouble. "rescue me" it cried.

Hugh's friends had a tube filled with fuel. The fuel went into the dragon's eyes. While the dragon's view was gone, Hugh's cute lamb ran away.

Answer the questions about the story below.

- |                                   |                         |
|-----------------------------------|-------------------------|
| 1. Who had a cute lamb?           | _____ had a _____ lamb. |
| 2. Who did Hugh give the lamb to? | To a ___ friends.       |
| 3. What did the dragon want?      | It wanted some _____    |
| 4. Did the lamb fly away?         | ___, it didn't.         |

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

## Session 13

### The long vowel sound oo

## Training Words

do

goo

food

moon

too

tool

shoot

soon

zoo

spoons

shoe

boots

choose

rule

you

loops

tool

you

group

soup

youth

suit

grew

threw

fruit

smooth

loot

blew

flew

suits

moving

jubes

school

June

improve

chewed

spoons

mushroom

stool

Sue

## Session 13

### The long vowel sound oo

## Spelling Test Words

do

goo

food

moon

too

tool

shoot

soon

zoo

spoons

shoe

boots

choose

rule

you

loops

tool

you

group

soup

youth

suit

grew

threw

fruit

smooth

loot

blew

flew

suits

Practice writing the spelling words below.

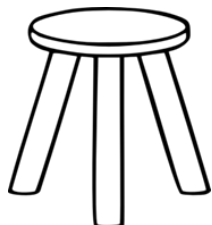
oo	ou	ui	ew

# Session 13

## The long 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.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

**moon**



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

2.

\_\_\_\_\_

-----



## Session 13

### The long vowel sound oo

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

food moon grew tool school youth  
zoo you blew flew stool shoot

oo	ou	ew
food		

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

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

Circle the correct /a/ sound for each word.

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

## Session 13

### The long vowel sound oo

# Story 1

## Sue

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

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

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

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

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

## FCE Easy Learning

Answer the questions about the story below.

- |                            |                        |
|----------------------------|------------------------|
| 1. Was Sue in a good mood? | ___, she wasn't.       |
| 2. Where were Sue's boots? | They were on the ____. |
| 3. Who chewed Sue's suit?  | The ____.              |
| 4. Did the mutt come down? | ___, it didn't.        |

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

## Session 13

### The long vowel sound oo

## Story 2 Juke Box

Jude has a juke box in his room. Luke likes to play with the juke box, but he will not pay.

“My juke box is not free,” Jude says. “If you want tunes, you must pay.”

“But I am your bud,” says Luke. “Must I pay to play a tune?”

“Yes, you must,” says Jude. “My tunes are that good. If you want cool tunes, you must pay.”

“Well,” says Luke. “I want cool tunes, but I don’t want such a rude bud. My home has cool tunes, too. I don’t need your juke box.”

“Wait, wait!” says Jude. “You can stay! The tunes are free! I don’t mean to be rude.”

Answer the questions about the story below.

1. What does Jude have? \_\_\_\_\_ has a \_\_\_\_\_ box.
2. Is the juke box free? \_\_\_\_\_, it is.
3. Who has cool tunes at home? \_\_\_\_\_ has \_\_\_\_\_ tunes.
4. Who is poor?

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

# Session 14

## The long vowel review

### Training Words

make\_      came\_      grey      feed      tree

may      lay      way      deep      key

kite\_      load      tune\_      cheese\_      street

time\_      stone\_      stew      each      reach

die      moan      view      meat      leaf

fight      rowed\_      tunic      loops      fruit

fly      showed\_      beautiful      youth      suits

moped\_      rescue      ewe      smooth      tune\_

# Session 14

## The long vowel review

### Spelling Test Words

make\_      came\_      grey      feed      tree

may      lay      way      deep      key

kite\_      load      tune\_      cheese\_      street

time\_      stone\_      stew      each      reach

die      moan      view      meat      leaf

late\_      high      slow      tube\_      room

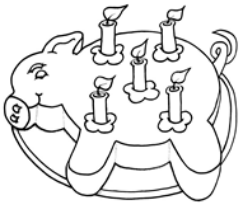
Practice writing the spelling words below.


# Session 13

## The long vowel review

### Word Work

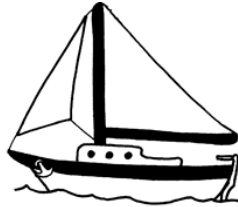
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

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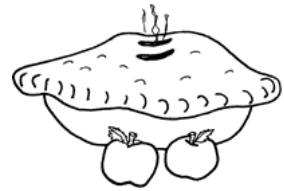
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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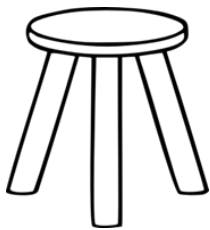
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

c	t	c	t	t	x
o	a	b	r	p	k
t	o	k	e	e	d
s	b	u	e	i	e
o	e	y	i	p	c
s	t	o	o	l	w

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

## Session 14

### The long vowel review

a / e / i / o / u / oo

Sort out the words into the correct category.

gate bike lone puma green take hike smoke tune  
high slow great moon tulip tuna shake

a	e	i	o	u	oo
gate					

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

tree cake kite music train  
nose soap fire bee huge

1. I always wash my hands with \_\_\_\_\_.
2. We had a chocolate \_\_\_\_\_ for my birthday.
3. I turned on the radio to listen to some \_\_\_\_\_.
4. The \_\_\_\_\_ has lots of leaves.
5. We made a \_\_\_\_\_ when we went camping.
6. The boy got stung by a \_\_\_\_\_.

## Session 14

### The long vowel review

## Part 1

### Gabeu and Judeu

Gabeu and Judeu will hikeu a peak this weekeund. Gabeu wants to hikeu, and Judeu wants to camp and have a fireu, so they will hikeu to the peak in the day, then camp and have a fireu at night.

They hiked all day. The path was not wideu, so Gabeu and Judeu went slow. Then, Judeu fell.

“Ow!” he yelled.

Gabeu went to him. “Are you okay?” he asked.

“My leg, my leg! The pain, the pain! get help!”

“Oh no,” said Gabeu. “Can you stand?”

Judeu did not say. He just cried and cried and cried. “I just want to camp. Why did you make me hikeu?”

“Don’t be mad,” said Gabeu. “Just rest. Do you want to stay hereu for the night?”

“Okay,” said Jude, and he did not cry.



# Session 14

## The long vowel review

### Part 2

Gabe made a fire and set up the tent. Soon, Jude ate and smiled. He had less pain in his leg.

"Is your leg okay?" asked Gabe.

"Yes, it is," said Jude.

"You were in a very bad mood. What a fuss! You did not want to hike, you just wanted to cry and cry."

"Well, we can hike tomorrow. My leg will not hurt tomorrow. Then we can hike to the peak.

Then, the rain came.

"Quick, get in the tent," said Gabe.

Jude and Gabe sat in the tent and had a good time. They went to sleep and waited for the next day. Jude hurt his leg and the rain came, but all in all, it was a good day.

Answer the questions about the story below.

- |                                 |                      |
|---------------------------------|----------------------|
| 1. What does Gabe want to do?   | Gabe wants to _____. |
| 2. What does Jude want to do?   | Jude wants to _____. |
| 3. Where did they ride at noon? | To the _____.        |
| 4. Who fell?                    | _____ fell.          |

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

# Spelling Test

## Long a

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

## Long e

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

## Long i

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

## Long o

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

# Spelling Test

Long u

Long 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. \_\_\_\_\_

## First Choice English

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

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

# Essential Vocabulary






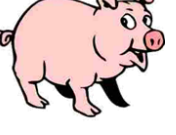











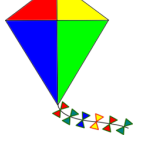























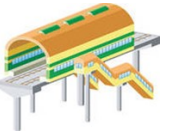

Students should learn all of these common sight words throughout IRP

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 

fceeducation@gmail.com

























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.

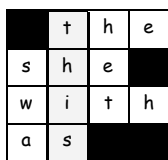
bl 	cl 	fl 	gl 
pl 	br 	cr 	dr 
fr 	gr 	pr 	tr 
sk 	sl 	sm 	sn 
sp 	st 	sw 	tw 
ch 	sh 	ng 	th 

The student should be clearly making continuous sounds. Make sure

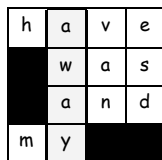
Student can say all blends and digraph sounds. Date completed \_\_\_\_\_

# Answer Key

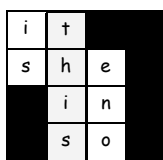
## Common sight words Page 6



Hidden word: this



Hidden word: away



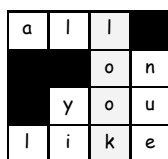
Hidden word: this

## Syllables Page 11

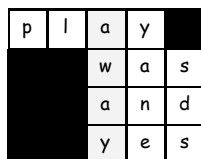
Students write their name and count how many syllables it has.

sun = 1 stars = 1 moon = 1 rocket = 2 spaceship = 2 alien = 3 Mercury = 3  
Venus = 2 Earth = 1

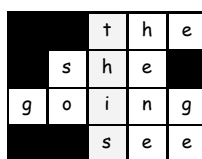
## Common sight words Page 7



Hidden word: this



Hidden word: away



Hidden word: this

## Ch or sh

Page 12

chick shrimp chop shark shirt chimney ship shell

Page 13

cheese sheep shoe church chain chair shed cherry

## Magic 'e'

Page 8

name, same, game, date, gate, plate, like, bike, wipe, fine, cope, rope, note, tune, cube, fume, cute

Students write four sentences using the vocabulary above.

Page 9

Short vowels - cap, pen, pig, mop, sun, can, ten, pin, dog  
Long Vowels - cake, keep, pine, mole, tube, pike, tone

Students write three sentences using the vocabulary above.

## Various long vowel phonemes

Page 14

Long a	Long e	Long i	Long o	Long u
spade	beach	night	boat	puma
cake		bike	toes	

## Words with double letters

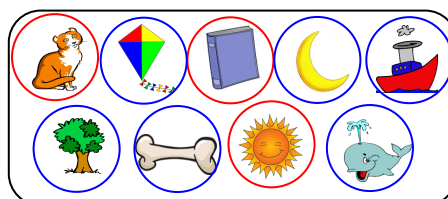
Page 10

1 mirror 2 button 3 toffee 4 kennel 5 robber 6 summer

Students write a sentence using the vocabulary above.

## Vocabulary

Page 17





Long vowel sound 'a' word work  
Page 20

grapes gate plane

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

Student's own sentences using the above vocabulary

Long vowel sound 'a' word work  
Page 21

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

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

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

Long vowel sound 'a' reading  
Page 22

Story 1  
1 lake  
2 cave  
3 cake  
4 lemonade

Page 23  
Story 2  
1 Max, Jay  
2 Jay, maze  
3 lake  
4 true

Long vowel sound 'e' word work  
Page 26

tree key bee

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

Student's own sentences using the above vocabulary

Long vowel sound 'e' word work  
Page 27

ee	ea	ey
see green seemed seek- ing cheese	flea clean eating meat please	key honey

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

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

Long vowel sound 'e' reading  
Page 28

Story 1  
1 Pete  
2 mum  
3 Yes  
4 Yes

Page 29  
Story 2  
1 Eve  
2 valley  
3 Steve  
4 true

Long vowel sound 'i' word work  
Page 32

pie bike kite

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

Long vowel sound 'i' word work  
Page 33

ie	igh	y
die cried tried tied quietly	might night daylight	flying why try

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

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

Long vowel sound 'i' reading

Page 34

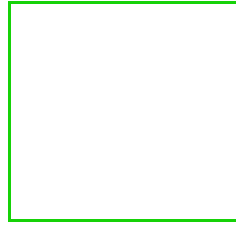
- Story 1  
1 black,white  
2 No  
3 hide,seek  
4 No

Page 35

- Story 2  
1 tiger  
2 Mike  
3 hide, seek  
4 True

Long vowel sound 'u' word work

Page 44



Long vowel sound 'o' word work

Page 38

goat nose bone

coat

boat

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

Long vowel sound 'u' word work

Page 45


1.	Long	Short
2.	Long	Short
3.	Long	Short

1.	Long	Short
2.	Long	Short
3.	Long	Short
4.	Long	Short
5.	Long	Short

Long vowel sound 'o' word work

Page 39

ow	oa	oe
slow know glow low	boat groan float Load roam toad	toe foe

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

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

Long vowel sound 'u' reading

Page 46

- Story 1  
1  
2  
3  
4

Page 47

- Story 2  
1  
2  
3  
4

Long vowel sound 'o' reading

Page 40

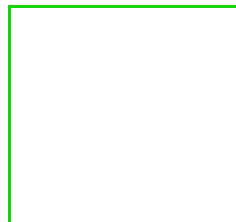
- Story 1  
1  
2  
3  
4

Page 41

- Story 2  
1  
2  
3  
4

Long vowel sound 'oo' word work

Page 50



# 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

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**Stage 1 - Young Learners (ages 4 - 7)**

**Stage 2 - Reading Skills (ages 5 - 10)**

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**Stage 4 - Reading Program (ages 6 - 12)**

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**Stage 6 - English Proficiency (ages 8+)**



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