



First Choice English

# EASY LEARNING

Introduction to Reading

Book 3

**Ages  
6-12**

Rhyme

Blends and Digraphs

Common sight words

Short vowel sounds

Long vowel sounds

Diphthong sounds

Mixed reading

Word work

Comprehension

Spelling Words



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# Introduction to Reading Book 3

Thank you for purchasing **Introduction to Reading Book 3**. 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.

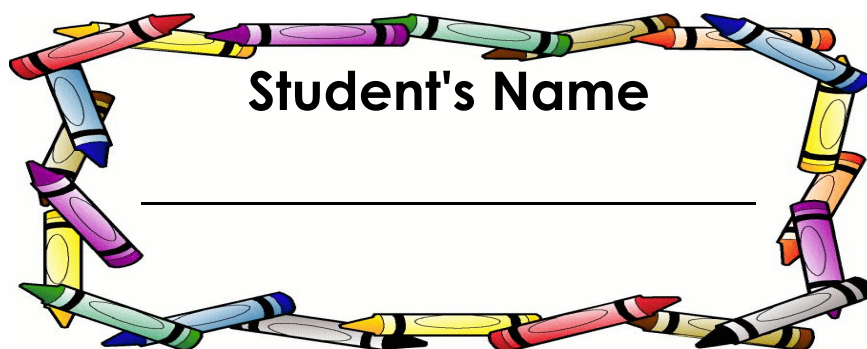
- Find a quiet, comfortable place to teach.
- Find fun and interactive ways to teach the sound or topic of the day
- Ensure that the students repeat words and sounds often with correct pronunciation.
- Take note and correct student mistakes
- Review previous work frequently
- Review with the student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

# Grammar focus

The aim in including grammar at this point is based on two assumptions. First, any child learning to acquire reading skills will benefit by understanding the structure of a sentence and, second, that a knowledge of a sentence structure will later empower children to generate their own sentences at a more complex, more accurate and perceptive level of expression.

**Grammar Point 1 Basic Punctuation Marks ( . ? ! )**

**Grammar Point 2 Essentials of a sentence**

**Grammar Point 3 Parts of speech. The noun**

**Grammar Point 4 Parts of speech. The pronoun**

**Grammar point 5 Parts of speech Adjectives**

**Grammar point 6 Parts of speech Verbs**

# 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 throughout 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.

# Common Sight Words

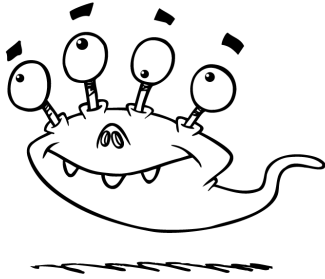
## INSTRUCTIONS OF THE GAME

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 <b>first</b> 20	<b>out</b> 22 <b>about</b> 21 <b>make</b> 16 <b>use</b> 13 <b>take</b> 6 3	<b>could</b> 23 <b>who</b> 22 <b>Go back two squares</b> 12 <b>Mime a word for your classmates to guess</b> <b>Go forward five squares</b> 2	<b>Spell your friend's name</b> 24 <b>get</b> 24 <b>Spell a word that has a silent letter</b> 18 <b>to</b> 10 8 <b>him</b> 1	<b>FINISH</b> <b>which</b> 24 <b>Spell a word beginning with 'c'</b> 19 <b>Spell your name</b> 10 <b>also</b> 9 <b>START</b>
--	--	--	--	---

# High frequency words

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



		e	
t		a	t
		v	e
i			

- we    that    have    it

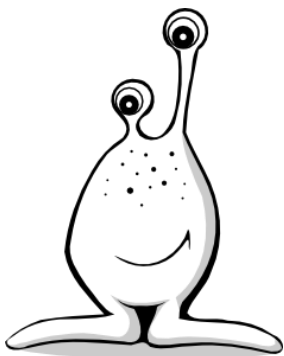
Hidden word: \_\_\_\_\_



		h	e
		l	l
		e	
		e	

- the    will    me    see

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



t		
		e
a		l

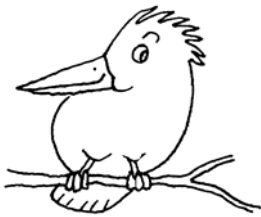
- to    one    all    by

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

# Various diphthong phonemes

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

The opposite of boy



An animal you can ride



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


ir	or	air	oy	ar	ow
girl					



# 'Ph' Sounds Like 'f'

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

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

 ele__ant	 tro__y	 tele__one
 al__abet	 gra__	 __armacy
 dol__in	 __otogra__	 __antom

Write sentences using the vocabulary above

1.

---

---

---

2.

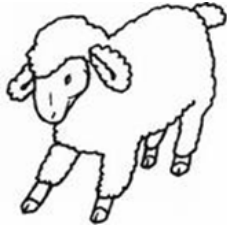
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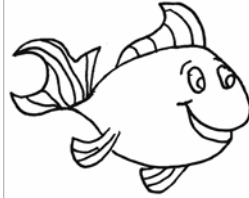
# Animal Anagrams

Rearrange the letters to spell the animal names below.



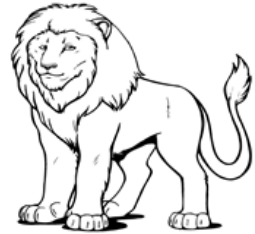
s  
e  
e  
h  
p

---



s  
h  
i  
f

---



l  
o  
i  
n

---



r  
a  
b  
b  
i  
t

---



x  
o  
f

---



s  
a  
n  
e  
k

---



a  
r  
p  
o  
r  
t

---



i  
c  
h  
e  
k  
c  
n

---





o  
g  
f  
r

---


# Picture Sound Puzzles

Adding sounds

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


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


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


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

Take away sounds

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


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

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

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

Changing sounds

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

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

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

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

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

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# How do you feel? ( adjectives )

Blend the phonemes to read the words in the word bank. Look at the pictures and the words in the word bank. Write the words in the boxes beside the pictures.

## Word Bank

hot sad sleepy mad happy hungry sick cold



hot



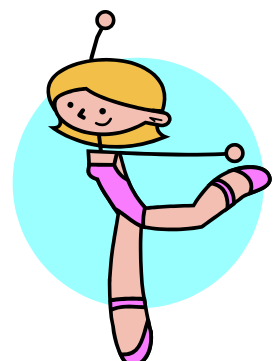
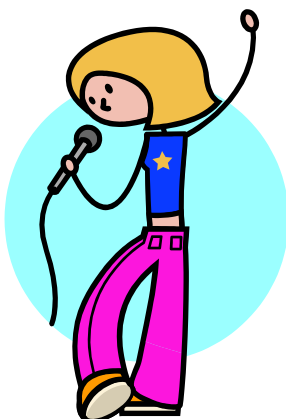
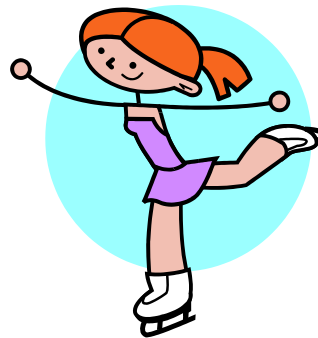
# What can you do?

( verbs )

We can do lots of things. Blend the phonemes in the word bank to read the words. They are 'doing' words which are called **verbs**. Join each word to the picture that is doing what it says.

## Word Bank

★ climb skate dance jump paint sing cook ski ★



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# Plural endings (s or es)

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

wishes

bugs

boxes

crashes

apples

peas

eggs

matches

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

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

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

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

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

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

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

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

Make a sentence with one of the words above.

---

# Syllables



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

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

1. aft + er = \_\_\_\_\_

6. broth + er = \_\_\_\_\_

2. ver + y = \_\_\_\_\_

7. Tues + day = \_\_\_\_\_

3. sat + ur + day = \_\_\_\_\_

8. Dec + em + ber = \_\_\_\_\_

4. be + fore = \_\_\_\_\_

9 to + night \_\_\_\_\_

5. morn + ing = \_\_\_\_\_

10. kitt + en = \_\_\_\_\_



Divide these words into their separate syllables.

1. flower = \_\_\_\_\_ + \_\_\_\_\_

6. today = \_\_\_\_\_ + \_\_\_\_\_

2. Friday = \_\_\_\_\_ + \_\_\_\_\_

7. begin = \_\_\_\_\_ + \_\_\_\_\_

3. sister = \_\_\_\_\_ + \_\_\_\_\_

8. July = \_\_\_\_\_ + \_\_\_\_\_

4. yellow = \_\_\_\_\_ + \_\_\_\_\_

9 twenty = \_\_\_\_\_ + \_\_\_\_\_

5. nineteen = \_\_\_\_\_ + \_\_\_\_\_

10. going = \_\_\_\_\_ + \_\_\_\_\_

Make a sentence with one of the words above.

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# Hard & Soft 'g'

Say the words below. Repeat the words and listen for the g sound. Identify where the g sound is in the word.



girl



goose



gorilla



dog



egg

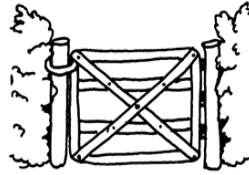
Name and colour the pictures below. Write the g sound in the space below.



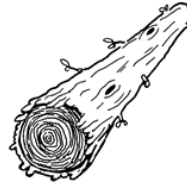
\_\_ oat



le \_\_



\_\_ ate

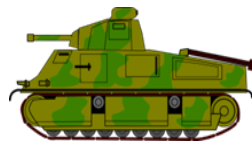


lo \_\_



\_\_ uitar

Listen and circle the words that begin with g



# Hard & Soft 'g'

Say the words below. Repeat the words and listen for the g sound. Identify where the g sound is in the word.



giraffe



genie



gem



giant



hedge

Name and colour the pictures below. Write the g sound in the space below.



\_\_iraffe



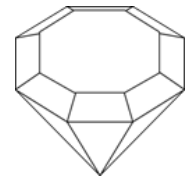
\_\_iant



\_\_enie

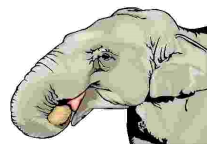
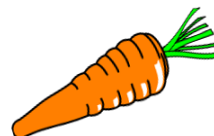


bad\_\_e




\_\_em


Listen and circle the words that begin with g



# Hard & Soft 'g'

Circle the pictures below with the correct colour.

 = hard g

 = soft g



Read and circle the words with hard and soft g.

1. A **g**enie is **n**ext to the **g**irl



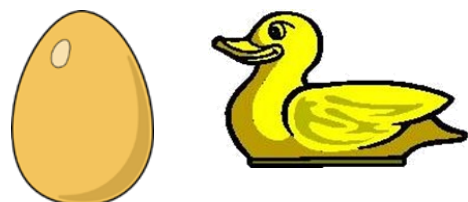
2. A **b**us is **n**ext to the **g**em



3. A **g**iraffe is **n**ext to a **d**og



4. An **e**gg is **n**ext to a **d**uck





# Hard & Soft 'c'

Say the words below. Repeat the words and listen for the c sound. Identify where the c sound is in the word.



cap



cat



carrot

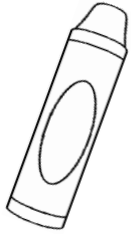


calculator



computer

Name and colour the pictures below. Write the c sound in the space below.



\_\_rayon



\_\_rocodile\_\_



\_\_ap

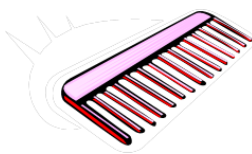


\_\_ar



\_\_ame!\_\_

Listen and circle the words that begin with c



# Hard & Soft 'c'

Say the words below. Repeat the words and listen for the c sound. Identify where the c sound is in the word.



city



cinema



cereal



circus



celery

Name and colour the pictures below. Write the c sound in the space below.



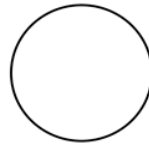
\_\_elery



\_\_ircus



\_\_ereal



\_\_ircle




dan\_\_er


Listen and circle the words that begin with c

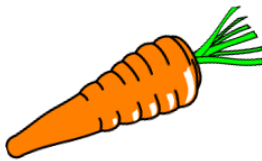
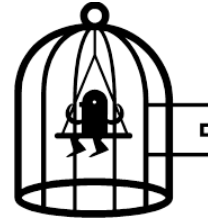


# Hard & Soft 'c'

Circle the pictures below with the correct colour.

 = hard c

 = soft c



Read and circle the words with hard and soft c.

1. A **cat** is **next** to the **circus**



2. The **celery** is **next** to the **candle**



3. A **cow** is near the **cereal**.



4. A **car** is in the **city**.



# Listening Exercises

Listen to the two words and pay attention to the initial sound:



ship



chips

Now pay attention to the sounds and mark the word you hear:

1.



wash



watch

2.



share



chair

3.



sheet



cheat

4.



shoes



choose

5.



shore



chore

6.



shop



chop

Read the sentences:

The shining sun shone for a short time.

The child's shoes are on the Chinese chair.

The shy sheriff should shot the man's chin.

I checked the sheet for the charming children.

I choose the sherry and the chop of sheep.

The cheese and the sherry are by the chair.

The sheriff was shocked by the children's chat.

Read the pairs of words:

Shot, check

Shy, chin

Shame, chase

Charm, shock

Shut, chair

China, short

Sheriff, cherry

Sheep, chips

Cheap, sheet

Sheep, children

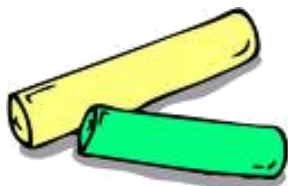
Child, shoes

Shall, chore

Listen and complete the words:



1. The \_\_ \_ ark is grey.



2. The \_\_ \_ alk is green and yellow.



3. The tea\_\_ \_er is \_\_ \_ort.



# Word Ending 't' or 'z'

Pay attention to the sound of the words and mark if they have either /s/ or /z/ final sound:



office /s/ /z/



house/s/ /z/



blouse /s/ /z/



goose /s/ /z/



Brazil /s/ /z/



nurse /s/ /z/



shoes /s/ /z/



choose /s/ /z/

When there are both **verb** and **noun** written the same way, we usually say the verb with /z/ sound and the noun with /s/ sound.

Examples:

exercise (noun) /s/      exercise (verb) /z/

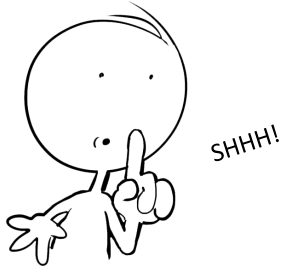
use (noun) /s/      use (verb) /z/

house (noun) /s/      house (verb) /z/

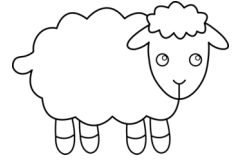
Listen to the following words and mark if you heard the verb (V) - /z/ sound, or the noun (N) - /s/ sound:

- |             |               |               |
|-------------|---------------|---------------|
| 1. use      | (v) /z/ sound | (n) /s/ sound |
| 2. house    | (v) /z/ sound | (n) /s/ sound |
| 3. exercise | (v) /z/ sound | (n) /s/ sound |
| 4. cause    | (v) /z/ sound | (n) /s/ sound |
| 5. use      | (v) /z/ sound | (n) /s/ sound |
| 6. base     | (v) /z/ sound | (n) /s/ sound |
| 7. choose   | (v) /z/ sound | (n) /s/ sound |
| 8. goose    | (v) /z/ sound | (n) /s/ sound |

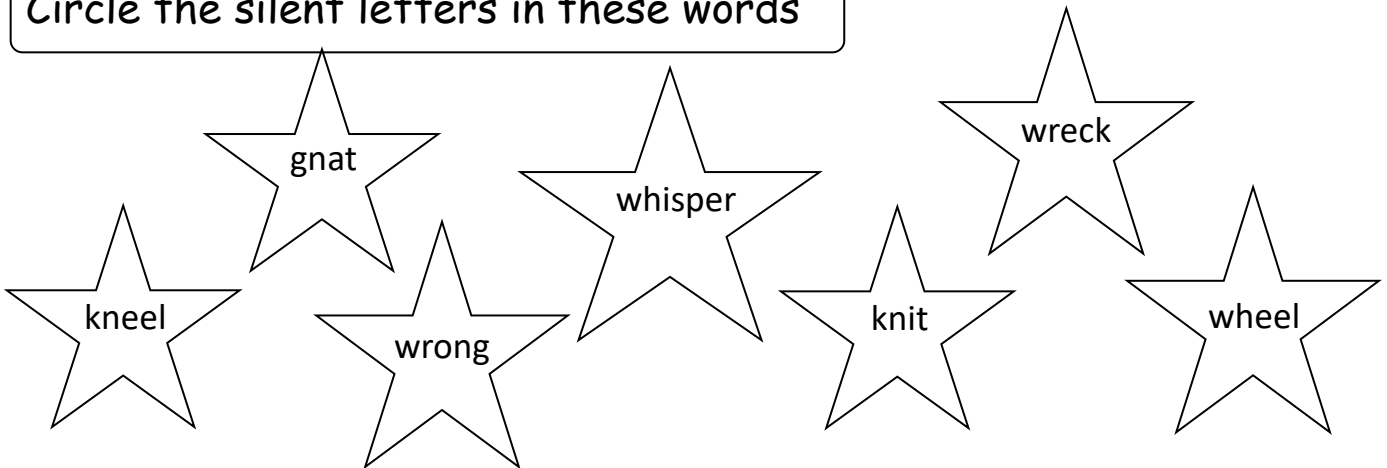
Silent letters are letters in words that you cannot hear.  
 Look at the examples below:



- Silent **k** - knee
- Silent **g** - gnome
- Silent **w** - wriggle
- Silent **b** - lamb
- Silent **n** - autumn
- Silent **c** - science



Circle the silent letters in these words



Write the silent letters in these words. The letters you need are in the planets.

				g		o	s	t	
			l	i	s		e	n	
s	i	l	e	n	c				
						r	i	t	e
	a	u	t	u	m				
		c	o	m					
		w		i	s	p	e	r	

Planets containing letters: t, n, e, b, h, w

# Compound words

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

playground

playtime

broomstick

doormat

doorbell

seesaws

strawberries

armchair

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

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

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

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

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

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

hillside

downhill

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

everyone

torch

all

flashlight

footpath

spaceman

road

pavement



astronaut

highway

# Rhyme

## INSTRUCTIONS OF THE GAME

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

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

# Compound Syllables

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

Bookstore basketball wheelbarrow skateboard peppermint  
rattlesnake earthquake underground ballroom superman

Two Syllables

Three Syllables

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Compound Words

A **compound word** is made from two shorter words.

**Example:** air + plane = airplane



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

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



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



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



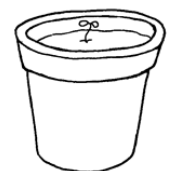
4. paper + clip = \_\_\_\_\_



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



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



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



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





## Session 15

### The diphthong **ir**

## Training Words

hurt

turn

burst

curve

blur

bird

dirt

shirt

flirt

surf

worm

work

world

dirt

girl

stir

thirst

ferns

heard

return

earth

dirty

hammer

clerk

burn

sister

mother

stirred

searching

surprise

leather

pearl

dinner

answer

birthday

earn

spurt

learn

early

brother

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## Session 15

### The diphthong **ir**

## Spelling Test Words

hurt

turn

burst

curve

blur

dirt

shirt

flirt

earth

spurt

worm

work

world

dirt

girl

stir

thirst

ferns

heard

return

clerk

burn

fur

dirty

brother

sister

mother

stirred

searching

surprise

Practice writing the spelling words below.


# Session 15

## The diphthong **ir**

### Word Work

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



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

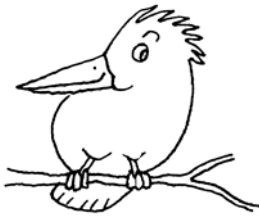
\_\_\_\_\_



\_\_\_\_\_

**worm**

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

## Session 15

### The diphthong **ir**

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

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

ir	ur	er

Circle the pictures below with the correct colour

= ir

= er

= ur

= or



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

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

# Session 15

## The diphthong **ir**

### Story 1

### Bird Rock

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

1. What does Fern like to do? \_\_\_\_\_
2. What does Fern's brother like to do? \_\_\_\_\_
3. Where do they surf? \_\_\_\_\_
4. Is surfing in the tube fun? \_\_\_\_\_
5. Can they surf all day? \_\_\_\_\_

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

## Session 15

### The diphthong **ir**

# Story 2

## Merle's Birthday

It was Merle's birthday. He was turning five. Merle wanted a birthday dinner with friends. But Merle's mother and father were at work. Merle's brother and sister had lots of homework. Finally, Merle was ready for his birthday dinner. Five candles burned on the birthday cake. With his mother and father still at work Merle was sad. His eyes blurred and he began to cry

Then he heard his Mother and father. "Surprise!" they cried, as they burst into the room. Merle had a great birthday.

fceeducation@gmail.com

1. Whose birthday was it?
2. How old was he going to be?
3. Where was Merle's father?
4. How many candles were on the cake?
5. Did Merle have a great birthday?

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



## Session 16

### The diphthong **or**

## Training Words

door

poor

floor

form

storm

porch

cord

torch

born

soree

more

soar

saw

clawed

lawn

fork

boring

fourth

formed

lawn

called

awed

more

story

Paul

fawn

yawned

caught

fought

naughty

morning

snorted

ignored

boarding

dormitory

dwarves

stormy

thought

roaring

clawed

firstchoiceenglish.com

## Session 16

### The diphthong **or**

## Spelling Test Words

fork

boring

fourth

formed

lawn

door

poor

floor

form

storm

porch

four

torch

born

sore

soar

saw

clawed

lawn

clawed

fawn

yawned

caught

fought

naughty

morning

snorted

ignored

boarding

dormitory

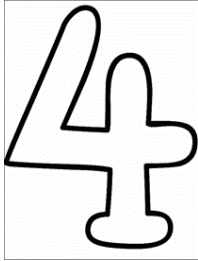
Practice writing the spelling words below.


# Session 16

## The diphthong **or**

### Word Work

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



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

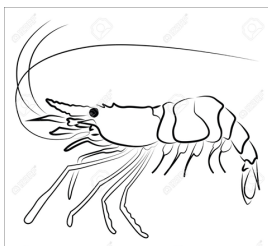
horse



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

## Session 16

### The diphthong **or**


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


door floor storm tour torch cord


clawed fawn cork lawn form fourth


or	our	aw

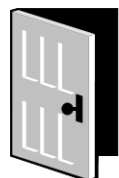
Circle the pictures below with the correct colour

 = or

 = ore

 = aw

 = oar



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

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

## Session 16

### The diphthong **or**

# Story 1

## Tory's Horse

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

### FCE System

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

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

## Session 16

### The diphthong **or**

## Story 2 Paul and the Boar

Paul was in fourth grade at school. Paul's school went on a camping trip. Paul's group went out at night with a torch. They saw a wild boar on their tour. Then Paul saw four more. Paul caught one of the boars with a cord. The poor boar roared. Paul was a naughty boy on the tour.

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1. What grade was Paul in?
2. When did Paul's group go out?
3. Who caught a boar?
4. What did the boar do?
5. Was Paul a good boy?

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



## Session 17

### The diphthong **air**

## Training Words

<b>air</b>	<b>fair</b>	<b>hair</b>	<b>fairy</b>	<b>pair</b>
<b>stair</b>	<b>cared</b>	<b>glare</b>	<b>scared</b>	<b>stared</b>
<b>dare</b>	<b>share</b>	<b>hare</b>	<b>spare</b>	<b>snare</b>
<b>bear</b>	<b>pear</b>	<b>swear</b>	<b>wh<u>ere</u></b>	<b>there</b>
<b>their</b>	<b>declare</b>	<b>scary</b>	<b>daring</b>	<b>careful</b>
<b>aware</b>	<b>pear</b>	<b>staring</b>	<b>scared</b>	<b>spare</b>

## Session 17

### The diphthong **air**

## Spelling Test Words

air

fair

hair

fairy

pair

stair

cared

glare

scared

stared

dare

share

hare

spare

snare

bear

pear

swear

where

there

their

declare

scary

daring

careful

aware

pear

staring

scared

spare

Practice writing the spelling words below.


# Session 17

## The diphthong air

### Word Work

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



\_\_\_\_\_

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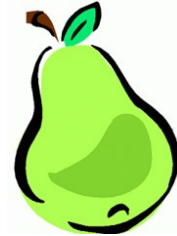
\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

pear



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

# Session 17

## The diphthong **air**


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

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

air	ear	are

Circle the pictures below with the correct colour

= air       = ear       = are



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

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

## Session 17

### The diphthong air

# Story 1

## Claire the Bear

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

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

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

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

## Session 17

### The diphthong **air**

## Story 2

### Scare at the Fair

Three frieinds went to the fair. At the fair there was a scary rideu. It was called "The Scary Chair." The frieinds went up the stairs to the scary chairs. They sat in the chairs and hung on with great care.

One day. "The Scary Chairs' got stuck up in the air. The people in the chairs had nowhere to go.

When the rideu was fixedu, no-onee cared to go on it again. There were spare chairs everywhere.

## FCE Easy Learning

1. Where did the three friends go? \_\_\_\_\_

2. Which ride did they go on? \_\_\_\_\_

3. Where did the chair get stuck? \_\_\_\_\_

4. Did the ride get fixed? \_\_\_\_\_

5. Were there any spare chairs? \_\_\_\_\_

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

## Session 18

### The diphthong oy

## Training Words

boy

coin

coil

ploy

soil

oil

spoilt

noise

poison

convoy

oink

ointment

annoy

destroy

enjoy

join

joining

ointment

Troy

Joy

Roy

Ploy

enjoying

spoiling

annoyed



# Session 18

## The diphthong oy

### Spelling Test Words

boy

coin

coil

ploy

soil

oil

spoilt

noise

poison

convoy

oink

ointment

annoy

destroy

enjoy

join

joing

ointment

Troy

Joy

Roy

Ploy

enjoying

spoiling

annoyed

Practice writing the spelling words below.


# Session 18

## The diphthong oy

### 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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\_\_\_\_\_



\_\_\_\_\_

-----

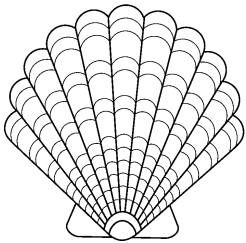
\_\_\_\_\_



\_\_\_\_\_

coin

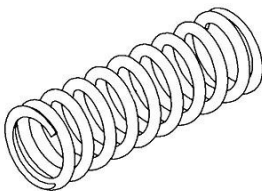
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

## Session 18


### The diphthong **oy**


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

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

oy	oi

Circle the pictures below with the correct colour

 = oy

 = oi



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

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

## Session 18

### The diphthong **oy**

# Story 1 Troy's Toys

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

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

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

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

## Session 18

### The diphthong oy

## Story 2

### Noisy Boys

Joy had two boys. The boys enjoyed playing with toys and making noise. The boys were enjoying playing when Joy became annoyed. "Less noise, please boys." called Joy. "No more playing cowboys!" said Joy.

The boys didn't want to spoil Joy's rest, so they decided to play quietly with their toys.

1. Who had two boys? \_\_\_\_\_
2. Who enjoyed making noise? \_\_\_\_\_
3. What were the boys playing first? \_\_\_\_\_
4. What did they play with at the end? \_\_\_\_\_

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

## Session 19

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

## Training Words

car

barn

stars

farm

scarf

grass

parked

dart

market

chaff

started

dark

carpet

barley

harm

laugh

castle

smart

darted

marched

alarm

asked

shark

phone

calf

photo

elephant

coughed

cough

farmyard

photograph

Harvey

phantom

fceeducation@gmail.com

## Session 19

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

## Spelling Test Words

car

barn

stars

farm

scarf

grass

parked

dart

market

chaff

started

dark

carpet

barley

harm

laugh

castle

smart

darted

marched

alarm

asked

shark

phone

calf

photo

elephant

coughed

cough

farmyard

Practice writing the spelling words below.




# Session 19

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

### Word Work

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



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

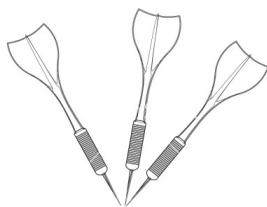
**shark**



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

## Session 19

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

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

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

a	ar	ph gh (fuh)

FCE Easy Learning

Circle the pictures below with the correct colour

= ar

= ph



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

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

## Session 19

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

# Story 1 The Farm Yard

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

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

---

---

---

---

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

## Session 19

### The diphthong **ar** and **fu**

## Story 2 The **Barn**

There was a barn on a farm. The barn was haunted by a phantom called Bart. At dark, a calf in the farmyard could hear the phantom laugh. The calf named Martha, marched across the farm to photograph Bart. The calf went through the grass to the barn.

The phantom saw Bart and darted under the carpet. He didn't want to cause any harm.

Bart the phantom tried not to laugh, but instead of laughing, he coughed, which wasn't very smart.

1. Where was the barn?
2. What was the phantom's name?
3. What was the calf's name?

---

---

---

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

# Spelling Test

ir

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

or

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

air

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

oy

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

# Spelling Test

ar & fuh

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

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

fceeducation@gmail.com

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

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

# Essential Vocabulary




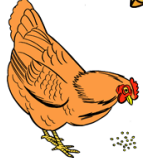

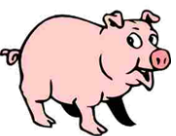











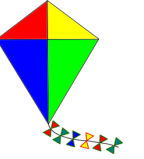

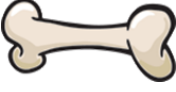





















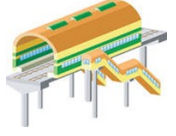

Students should learn all of these common sight words throughout IRP

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

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

# Essential Vocabulary

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

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

## FCE Phonics and Reading

























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

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



# Essential Vocabulary

Students should learn all of this vocabulary gradually throughout the course. Students should listen and repeat the words with correct pronunciation. Students should listen and repeat the initial blends and digraphs.

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

The student should be clearly making continuous sounds. Make sure

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

# Answer Key

## Common sight words Page 7

		e	
t		a	
		v	e
i			

Hidden word: what

		h	e
		l	l
		e	
		e	

Hidden word:

t		
		e
a		l

Hidden word:

## Various diphthong phonemes Page 8

ir	or	air	oy	ar	ow



# Student Report

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

Teacher comments and recommendations



# EASY LEARNING

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

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

## Easy Learning series:

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

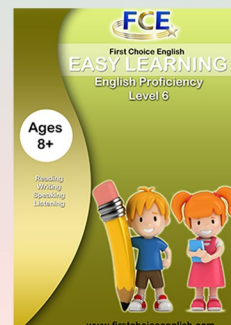
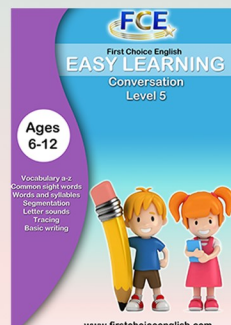
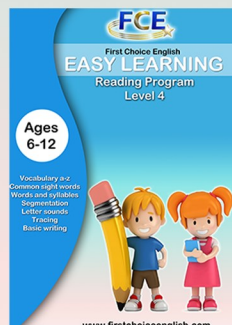
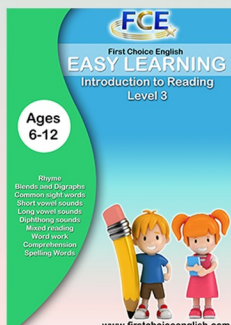
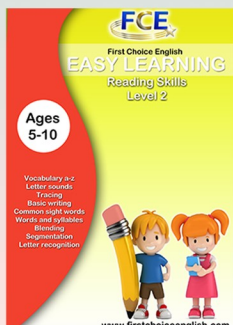
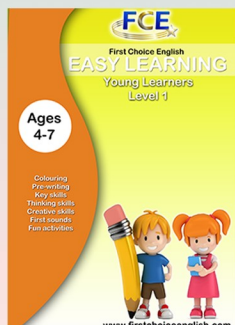
**Stage 2 - Reading Skills (ages 5 - 10)**

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

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

**Stage 5 - Conversation (ages 6 - 12)**

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



Browse our English learning resources at [www.firstchoiceenglish.com](http://www.firstchoiceenglish.com)