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Circle the picture which does not rhyme

Read the words to your learner. Explain what rhyming means:

“Rhyming means that the word has the same chunk at the end. Can you hear that ‘cat’ rhymes with ‘mat’? They both have the ‘at’ sound at the end.”

A-2-4 Numbers

Go through these numbers with your student, counting the dots each time.

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Online – StepsWeb

A-1A online
Letter t

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Notes:

Workbook A – Unit 3

Letter sound: ‘s’

A-3-1 Handwriting

Encourage learners to articulate the action of forming letter ‘s’:

“back and then down and around”

Initial sounds

s: star, socks, sack, soap, sign

Others: ship, fish, sheep

A-3-2 Words we can read

Note: With students needing more reinforcement, turn back to A-2-2 and read the sentences together before tackling the words in this box.

Print out the flashcards for these words. Refer to the Flashcards article on the Support Site for activity/game ideas.

Circle the picture which does not rhyme

tap, **man**, map, cap, lap

Read the words with your learner. Remind them what rhyming means:

“Rhyming means that the word has the same chunk at the end. Can you hear that ‘man’ rhymes with fan’? They both have the ‘an’ sound at the end.”

Find the right letters

Check that your learner can tell you what sound letter ‘t’ makes. Then explain the exercise.

A-3-3 Reading practice

You will be reading to your student. Do not expect students to guess at the words, but they can attempt to decode the target word:

“This is a?”

Talk about the new words, 'girl' and 'boy'. You can explain the phonic patterns, i.e. the sound that 'ir' and 'oy' make, but you will not expect your learners to remember them at this stage.

Words we know

Check pencil grip and encourage your learners to talk through the movement of 'a' and 't'.

Numbers

Check pencil grip and encourage your learner to write the numbers in the outlines. Then count the dots together and make sure your learner knows which number goes in each box. Encourage your learner to refer to the numbers at the top to help form the numbers correctly.

Online – StepsWeb

A-3A online – decodable words		
sat	as	at

A-3B online – vocabulary			
cat	dog	is	at
sat	a		

A-3C online - digits			
1	2	3	4

Notes:

Workbook A – Unit 4

Letter sound: 'p'

A-4-1 Handwriting

Encourage learners to articulate the action of forming letter 'p':

“down, up and around”

Initial sounds

p: pan, peg, pie, paint, pen, puppy

Others: hop, ship, lamp

A-4-2 Words we can read

Note: Sound out 'Pippa' and 'Sam' (new words), together with 'boy' and 'girl', which are complex patterns and won't have been remembered.

Label the pictures

With learners who are struggling to remember letter formation, do a bit of extra practice with these letters first.

Pictures which begin with the same sound

Say the words with your learner first. You could ask your learner to identify the first sound in each one before matching them.

ant egg umbrella **apple** nuts

A-4-3 Reading practice

Revise the words on the previous page first. This time, your learner can attempt to read the sentences themselves.

Words we know

Ensure that your learners can read these words independently. Encourage them to talk through the movement when forming the letters.

A-4-4 Pictures starting with ‘s’ sound

Go through the pictures together first. Use them as teaching opportunities.

“Do you know what this is (fan)? What is a fan for?”

“What could you use a saw for?”

s: star, ski, sack, saw, snowman, sand(castle), six, snake

Others: bus/coach, ship, shark, fan, moth

A-4-5 Reading practice

Read the words in the box first. Explain the difference between ‘Pippa’ and ‘Pippa’s’.

Your sentence

Practise reading the words first. Then let your learner choose how to finish the sentence. Explain that it needs a full stop.

A-4-6 Numbers

Read the numbers together and talk through the sums. Explain the words ‘plus’ and ‘equals’. Check pencil grip before writing.

Online – StepsWeb

A-4A online - decodables			
sat	as	pat	tap
at			

A-4B online – vocabulary			
this	is	Pippa	cat
a	Sam	girl	tap
pat			

A-4C online - reading			
this	is	cat	dog
tap	girl	pats	

Be aware that this online B list includes the first online story. If possible, do this together. Show your learner that they can click on the words in the list to hear them. Explain how to tackle the questions. It is advisable to do these reading activities together in the early stages.

Possible option: You can do them as a group using your educator login and learners then go to their own computer/device and do it independently themselves.

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Notes:

Workbook A – Unit 5

Letter sound: ‘i’

A-5-1 Handwriting

Encourage learners to articulate the action of forming letter ‘i’:

“down and then a dot”

Initial sounds

i: insect, ink, itch,

Others: eagle, ice, pig, whistle

A-5-2 Pictures with the ‘i’ sound.

Make sure your learner is aware that this exercise is finding the short vowel ‘i’ sound in a word, not just at the beginning. This is more difficult, so be prepared to provide more support.

i: tin, six, pin, fin, bin, zip

Others: jet/plane, log, green, pen, cow, cot

A-5-3 Words we can read

Use flashcards for these words. Refer to the Flashcards article on the Support Site for activity/game ideas.

Practise making sentences:

This is Pippa.

This is Sam.

This is the tap.

This is Sam the cat.

This activity can be used to prepare for dictations later on. Say the whole sentence. Ask your learner to repeat it. Then ask your learner to make the sentence using the flashcards. Point out that each sentence would need a full stop!

Circle the picture which does not rhyme

bin, pin, tin, **van**, fin

Read the words with your learner. Remind them what rhyming means if necessary.

Tricky word to practice

Check pencil grip and encourage your learner to talk through the movements of each letter.

Explain the sounds in ‘the’.

A-5-4 Label the pictures

Check that your learner knows what each word is. Most learners will now be able to write the letters in independently.

Words we know

Ensure that your learners can read these words independently. Encourage them to talk through the movement when forming the letters.

Find the right letters

Tell your learner the sound of ‘p’ if they don’t already know it.

Extra activity: Ask your learner to generate as many words starting with ‘p’ as they can in 30 seconds. Make a note of how many they were able to generate. This skill will develop with time and is a useful one for practising initial sounds and word retrieval, which is closely linked with reading fluency.

A-5-5 Reading practice

Read the words in the box together. The new words are:

name, good, Ben, His

Sound these out, without dwelling too much on the ‘a-e’ or ‘oo’ pattern unless your learner asks about it. If your learner asks, for example, why the ‘a’ in name is not the short vowel sound, this is a possible explanation:

“We can change the sound from ‘a’ (short) to ‘a’ (long) by adding this letter (e). It doesn’t have a sound of its own. It only changes the sound of ‘a’.”

Don’t expect your learner to remember either the ‘a-e’ or the ‘oo’ until they have met it many more times and it has been explicitly taught. This is just familiarisation for high frequency words.

Your learner will repeat this reading passage online, but will also have to answer the questions.

Label the pictures

Check pencil grip and encourage your learners to talk through the movement of forming the letters.

A-5-6 Numbers

Check pencil grip and encourage your learner to write the numbers in the outlines. Talk through the sums, checking that your learner has remembered what ‘plus’ and ‘equals’ mean. Then let your learner have a go at working out the answers to the last three items.

Teach the ‘counting on’ strategy.

A-5-7 Reading Practice

This introduces learners to Arin, one of the main characters in this series.

New words to sound out/explain:

Arin, Arin’s, dad, mum

Words we know

Check pencil grip and encourage your learners to talk through the movement. Point out that the movement involved in ‘d’ is the same as for ‘a’,

i.e. *“around, up, down”*.

A-5-8 Colour the pictures

Encourage your learners to do this as well as they can. Developmentally, colouring is valuable for developing pencil control. Check pencil grip!

New word to sound out/explain: **ball**

Letter Practice

Check pencil grip and encourage your learners to talk through the movement involved.

Online – StepsWeb

A-5A online - decodable			
is	pip	sip	pit
tip	sits	sat	tap
as	at		

A-5B online - reading			
this	the	dog	his
Ben	good	cat	is
Sam	name		

A-5C online - digits			
1	2	3	4
5	+	=	

Notes:

Workbook A – Unit 6

Letter sound: 'n'

A-6-1 Handwriting

Encourage learners to articulate the action of forming letter 'n':

“down, up, over and down again”

Initial Sounds

n: nuts, nail, net, nurse, nine, knee

Others: mat, tent, pan, van

A-6-2 Find the word

A – dog, B – cat, C – hen, D – pet

Find the right letters

Reinforce the letter sounds when you go through this together.

Words we know

Ensure that your learner can read these words independently.

A-6-3 Numbers

Check pencil grip. At this stage, some learners would be able to do a verbal 'sums' game. Try giving some 'clues' and the learner has to point to the right answer. You can start to introduce the terms 'less than' and 'more than'.

“One plus two.”

“One less than six.”

Circle the picture which does not rhyme

log pig wig dig

Read the words with your learner, giving them the letter sounds and then blending them together. Remind them what rhyming means, if necessary.

An extra activity here would be to ask your learners to find more words which rhyme with 'log'.

A-6-4 Words we can read

Use flashcards for these words and practise putting words into sentences (orally only).

Pictures which end in 'd' sound

crab duck **bird hand bed, lid**

Be aware that end sounds are a lot more difficult than beginning sounds. Be prepared to give lots of examples. This is the stage where we start to include extra activities focussed on end sounds, as well as initial sounds.

Tricky words to practise

Check that your learner can read these words. Check pencil grip!

A-6-5 Reading practice

Read these words together. Do not expect your learners to know the sound of 'm' or be able to decode the new words themselves. New words are:

me, I, my, like

Use flashcards to familiarize learners with these new words.

About you

Read through the sentences together. Provide your learner with a reference they can copy for their name if necessary.

A-6-6 Choose the word

pan	nap	dog	pips
tap	hat	tin	bat

You may need to explain what a bat is. Use this as an opportunity to talk about bats. You can use the word ‘nocturnal’ and explain what it means. Obviously you would not expect a learner at this level to remember the word, but exposure to more advanced words is valuable. Does your learner know of any other nocturnal animals? (owls, moths, hedgehogs, foxes). Why would it be an advantage to be nocturnal?

.....

Online – StepsWeb

A-6A online - decodable			
an	tan	tin	pan
pin	nip	in	sit
tap	pit	tip	

A-6B online - reading			
me	l	am	my
dog	Arin	boy	Ben
his			

A-6C online - vocabulary			
this	my	not	l
am	sit	tap	boy
girl	dog	cat	

.....

Notes:

Workbook A – Unit 7

Letter sound: ‘d’

A-7-1 Handwriting

Encourage learners to articulate the action of forming letter ‘d’:

“around, up, down”

It’s worth pointing out that the movement to make a ‘d’ is the same as the movement to make an ‘a’. Learners at this level are often confused about forming or recognising ‘d’ and ‘b’. If they are aware that ‘d’ is the same pattern as ‘a’, it provides them with an easily-remembered reference.

Initial Sounds

d: drip, dog, duck, donkey

Others: boots, butterfly, goat, bird

A-7-2 Numbers

Check pencil grip. Encourage learners to count the dots out loud to ensure they get the number right.

Talk about the ‘biggest’ number and the ‘smallest’ number.

Do a little mental arithmetic using ‘counting on’. “Can you work out four plus one?”

Print out the flashcards for these words. Refer to the Flashcards article on the Support Site for activity/game ideas.

Circle the picture which does not rhyme

dog log frog **boy**

Read the words with your learner, giving them the letter sounds and then blending them together. Blend the sounds ‘f’ and ‘r’ separately. It is

important that learners understand that a blend is actually two sounds put together.

An extra activity here would be to ask your learners to find more words which rhyme with 'boy'.

A-7-3 Words we can read

New word: good

Pictures which end in 't' sound

pot, boat, bell, red, vet, belt

Your learner may have difficulty identifying 'belt' as ending in 't', as it is an end blend. Be prepared to sound out the word for them.

Tricky words to practise

Check that your learner can read these words.
Check pencil grip!

A-7-4 Match the letters

Explain the concept of capital letters. These should have been mentioned before when reading sentences together, but most learners will still be unfamiliar with this concept.

Practise writing all the letters first, then writing them into the right spaces.

A-7-5 - Reading practice

Read the words in the box together. The new words are:

Pippa, her, not

Bear in mind that 'girl' has not been seen recently and 'good' is a very new word.

True or false?

Introduce this concept and explain the word 'false'. Read the sentences together and encourage your learner to look back at the story to answer the questions.

Label the pictures

pan, dog, pin, dad

Circle the picture which does not rhyme

bag **pig** stag flag rag

Read the words with your learner, giving them the letter sounds and then blending them together. Blend the sounds 'f' and 'l' separately and 's' and 't'. Explain that a stag is a male deer.

Find the right letters

Reinforce the letter sounds when you go through this together.

.....

Online – StepsWeb

A-7A online - decodable			
and	did	dad	din
sad	dip	pan	nip
add	pin	sit	

B-7B online - reading			
the	girl	Pippa	Sam
her	cat	not	a
good			

B-7C online - vocabulary			
cat	girl	boy	like
good	my	not	name
her	the		

.....

Workbook A – Unit 8

Letter sound: 'o'

A-8-1 Handwriting

Encourage learners to articulate the action of forming letter 'o':

"back and around"

Initial Sounds

o: ostrich, orange, octopus

Others: owl, umbrella, lock, igloo

A-8-2 Circle words with the 'o' sound

With o: fox, cot, box, pot, dog

Without o: bus/coach, man, jug, bug, jam, plus, cat, hand

Explain that, this time, learners need to find the 'o' sound within the word, not just at the beginning. Some learners will find this difficult and you may need to say words several times and possibly sound them out.

A-8-3 Words we can read

New word: play

Use flashcard games to familiarize learners with these words. Make sure learners can sound them all out.

Circle the picture which does not rhyme

rocket rock knock clock lock

Label the pictures

add pot tin tap

A-8-4 Find the word

A – good, **B** – boy, **C** – dad, **D** – girl

Find the right letters

Reinforce the letter sounds when you go through this together.

Words we know

Ensure that your learner can read these words independently.

A-8-5 Reading Practice

Label the pictures

Check pencil grip and encourage your learners to talk through the movements needed.

A-8-6 Numbers

Check pencil grip and encourage your learner to write the numbers in the outlines. Talk through the sums together, using the words: 'plus', 'add', 'and', 'equals', 'makes'.

Use the Numeracy Pack if necessary to ensure that your learners can recognise 9 and 10.

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Online – StepsWeb

A-8A online - decodable			
not	on	odd	dot
top	nod	pot	and
dip	pin	sad	is

A-8B online - reading			
the	garden	I	like
to	play	and	likes
Pippa	Ben	Sam	with

Workbook B – Unit 1

Letter sound: 'g'

B-1-1 Introduction

Encourage learners to articulate the action of forming letter 'g':

“around, up, down”

Ensure that learners know that it's actually the same movement as 'a' and 'd'.

Initial sounds

g: goose, girl, gift, golf, gate

Others: mug, bag, peg,

If learners didn't circle 'gift' because they were thinking of 'present', they should not be marked wrong. Just tell them that 'gift' is another word for present.

B-1-2 Rhyme

Circle the picture which does not rhyme
mug, jug, **bag**, rug, bug

Read the words to your learner. Explain what rhyming means:

“Rhyming means that the word has the same chunk at the end. Can you hear that 'mug' rhymes with 'jug'? They both have the 'ug' sound at the end.”

mug, **bag**, jug, rug, bug

An extra activity here would be to ask your learners to find more words which rhyme with 'bag'.

Words we know

Check pencil grip and encourage your learners to talk through the movement of 'k'.

B-1-3 Words we can read

This activity can be used to prepare for dictations later on. Say the whole sentence. Ask your learner to repeat it. Then ask your learner to make the sentence using the flashcards. Point out that each sentence would need a full stop!

Pictures which end in 'g' sound

bag, flag, cloud, jug, bed

Tricky words to practise

Check that your learner can read these words. Check pencil grip when writing.

B-1-4 Crossword

Across: 2. good	Down: 1. good
3. Pippa	2. garden
5. dog	4. Play
6. they	6. Tap

B-1-5 Reading Practice

Read the words in the box together. You could print out the Starcards or flashcards for extra practice in a game format.

Label the pictures

With learners who are struggling to remember letter formation, do a bit of extra practice with these letters first.

B-1-6 Numbers

Check pencil grip. Talk through the numbers and make sure your student understands the plus sign. Show your student how to work out the answers using their fingers or other aids.

Words we know

Check pencil grip and encourage your learners to talk through the movement.

B-2-5 Reading Practice

Read the words in the box together. You could print out the Starcards or flashcards for extra practice in a game format.

True or False

F, T, F, T

B-2-6 Word Practice

dig, man, dog, pot, book, bag, cap, dad

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Online – StepsWeb

B-2A online - decodable			
ten	get	pet	egg
end	set	net	pen
peg	den	pat	Ben

B-2B online - reading			
look	this	name	Tom
big	cat	sits	with
Sam	they	garden	likes

B-2C online - digits			
1	2	3	4
5	6	7	8
9	10	11	12

.....

Workbook B – Unit 3

Letter sound: 'm'

B-3-1 Handwriting

Encourage learners to articulate the action of forming letter 'm':

“back and then down and around”

Initial sound 'm': milk, mask, mug, mop, man, mail. **Others:** drum, jam, nail

B-3-2 Match the Letters

Explain the concept of capital letters. These should have been mentioned before when reading sentences together, but most learners will still be unfamiliar with this concept.

Practise writing all of the letters first, then writing them into the right spaces.

B-3-3 Words we can read

Read together. Practise using flashcards or gamecards.

Circle the pictures which end in the 'p' sound

mop, shed, ship, cup, bird, crab, zip

Tricky words to practise

Check that your learner can read these words. Check pencil grip!

B-3-4 Find the word

A -with, **B** – look, **C** – play, **D** - like

Words we know

Ensure that your learner can read these words independently.

Circle the picture which does not rhyme

map, cap, tap, **bag**

B-3-5 Reading Practice

Read the words in the box together.

Are there notes about these words to add here?

True or False

F, T, F

B-3-6 Label the pictures

Check pencil grip and encourage your learners to talk through the movements needed.

Find the right letters

Reinforce the letter sounds when you go through this together.

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Online – StepsWeb

B-3A online - decodable			
am	mad	Sam	map
man	men	met	mat
dim	mop	ten	get

B-3B online - reading			
look	the	cats	and
garden	not	as	big
Tom	likes	I	with

B-3C online - vocabulary			
did	dad	like	this
she	her	sat	man
has	met	play	garden

.....

Workbook B – Unit 4

Letter sound: ‘c’ as in ‘car’

B-4-1 Handwriting

Encourage learners to articulate the action of forming letter ‘c’:

“back and around”

Circle the pictures which begin with ‘c’ as in car

clown, tiger, cake, car, crab, church, gate, croc

B-4-2 Match the letters

Explain the concept of capital letters. These should have been mentioned before when reading sentences together, but most learners will still be unfamiliar with this concept.

Practise writing all the letters first, then writing them into the right spaces.

Circle the picture which start with the same sound ‘c’

table, **cow**, duck, **car**, book

B-4-3 Words we can read

Read together. Practise using flashcards or gamecards.

Circle the picture which does not rhyme

Read the words to your learner. Explain what rhyming means:

“Rhyming means that the word has the same chunk at the end. Can you hear that ‘shed’ rhymes with ‘red’ and ‘bed’? They all have the ‘ed’ sound at the end.”

Tricky words to practise

Check that your learner can read these words.

Check pencil grip!

B-4-4 Crossword

Across 2. look
4. name

Down 1. does
2. like
3. bad

Words we know

Practise together.

B-4-5 Reading Practice

Read the words in the box together.

True or False

F, F, T, F

B-4-6 Label the pictures

Check pencil grip and encourage your learners to talk through the movements needed.

Find the right letters

Reinforce the letter sounds when you go through this together.

Online – StepsWeb

B-4A online - decodable			
can	cat	act	cap
cop	cot	got	Sam
ten	am	not	and

B-4B online - reading			
can	my	dog	pat
she	her	not	does
like	his	den	go

B-4C online - digits			
5	6	7	8
9	10	11	12
13	14	15	16

Workbook B – Unit 5

Letter sound: 'b'

B-5-1 Handwriting

Encourage learners to articulate the action of forming letter 'b':

“down, up, and around”

Circle the pictures which begin with 'b' as in 'bag'

bell, boat, crab, box, door, brush, bus, dig

Print out the flashcards for these words. See

Support Site article on Flashcards for game ideas.

B-5-2 Numbers

Read the numbers with your student, show them the digits and the words.

Sentences

Count the items in the pictures out loud with your student

1. five eggs
2. three pens
3. four balls
4. one bag

B-5-3 -at words

sat, bat, cat, fat, mat, hat, rat, pat

Read and copy the sentences

Check that your learner can read these words.

Check pencil grip!

B-5-4 Words we can read

Print out the flashcards for these words. See

Support Site article on Flashcards for game ideas.

Circle the picture which does not rhyme

Workbook B – Unit 6

Letter sound: 'u' (as in 'umbrella')

B-6-1 Handwriting

Encourage learners to articulate the action of forming letter 'u':

"down, up, and back down"

Circle the pictures which with 'u' as in 'bun'

glass, **hut**, car, jump, fan, **nuts**, van, **sun**

B-6-2 Circle the pictures

Name each picture with your learner and identify the words with the 'u' sound as in 'bun'

Bag, **nuts**, **mud**, map, **jug**, box, jam, **drum**, [cup], net, fish, hand, **plus**

B-6-3 First Sounds

Read the letters and pictures with your learner.

t: boat, **tree**, knit, **tractor**, **tv/television**, thumb

b: **bell**, **bus**, crab, dog, **bird**

s: rose, **squirrel**, sheep, nest, **sail**, **swing**

Explain that sheep starts with the letter 's' but in this case the sound is 'sh', not 's'.

Numbers – count the pictures with your student.

four birds, **one** dog, **five** frogs, **two** bats, **three** cats

B-6-4 Words we can read

Circle the pictures which end in the 't' sound

bird, **net**, **nut**, **mat**, mouse/**rat**, mop

Letter Tracking – important for letter recognition, tracking and fine motor skills. Encourage

students to do a complete line from the beginning of each line.

B-6-5 Reading Practice

Read the words in the box together. Then read the story together

True or False

T, F, F, T

B-6-6 Find the right letters

These letters can cause confusion with learners, read them together and show them the differences between them.

Articulate how each letter is formed to emphasize the difference.

Words we know

Ensure that your learner can read these words independently.

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Online – StepsWeb

B-6A online - decodable			
but	bug	gum	mug
bud	tub	us	mum
mud	bun	up	sun

B-6B online - reading			
dad	has	put	his
puts	can	into	get
balls	dip	peg	net

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

B-7-5 Reading Practice

Read the words in the box together. Then read the story together.

True or False

F, T, T

B-7-6 Label the pictures

mop, map, pen, ten, seven, jam, cot, girl

Online – StepsWeb

B-7A online - decodable			
hug	has	had	his
hit	hot	him	hat
hop	hid	mug	bed

B-7B online - reading			
can	not	see	my
ball	has	for	garden
got			

B-7C online - numbers			
one	two	three	four
five	six	seven	eight
nine	ten	plus	is

Workbook B – Unit 8

Letter sound: r

B-8-1 Handwriting

Encourage learners to articulate the action of forming letter ‘r’:

“down, up, and over”

Circle the pictures which begin with ‘r’

rat, lid, rope, (fishing)rod, roof, tree, ring, carrot

B-8-2 Label the pictures

cap, wig, moth, bat, fan, bus, cot, vet, hen, zip, peg, dog

B-8-3 Rhyming

Identify each picture with your learner then get them to circle the words that rhyme. Explain that words can rhyme without containing the same pattern.

boat, bird, flower, blow, goat, coat

ink, king, ring, crown, paint, leaf

man, brain, train, clown, tray, crane

Letter Tracking

Ensure your learner is holding their pencil correctly. Talk about keeping the pencil on the page and looping around the target letter. Encourage your learner to keep their drawn line even and level.

B-8-4 Words we can read

Print out the flashcards for these words. See Support Site article on Flashcards for game ideas.

Workbook C – Unit 1

Letter sound: ‘l’

C-1-1 Handwriting

Encourage learners to articulate the action of forming letter ‘l’:

“down”

Initial sounds

l: leaf, lion, lock, lamb

Others: goal, pencil, bell

C-1-2 Find the right letters

Reinforce the letter sounds when you go through this together.

Words we know

Ensure that your learners can read these words independently. Encourage them to talk through the movement when forming the letters.

Circle the picture which does not rhyme

Read the words with your learner, giving them the letter sounds and then blending them together.

An extra activity here would be to ask your learners to find more words which rhyme with ‘hop’.

C-1-3 Match the letters

Practise writing all of the letters first, then writing them into the right spaces.

C-1-4 Words we can read

Print out the flashcards for these words. See Support Site article on Flashcards for game ideas.

This activity can be used to prepare for dictations later on. Say the whole sentence. Ask your

learner to repeat it. Then ask your learner to make the sentence using the flashcards. Point out that each sentence would need a full stop!

Pictures which end in the ‘b’ sound

Say the words with your learner first. You could ask your learner to identify the last sound in each one before matching them.

web, bed, tub, card, crab, doorknob

Tricky words to practise

Check that your learner can read these words. Check pencil grip!

C-1-5 Reading Practice

Read the words in the box together.

True or False

T, F, F

C-1-6 Fill in the gaps

leg	legs	mug	mugs
girl	girls	egg	eggs
hen	hens	net	nets
ball	balls	pig	pigs

Sentences

- eggs
- ball

Online – StepsWeb

C-1A online - decodable			
lot	led	let	ill
leg	log	lap	lip
lid	look	all	ball

C-1B online - reading

C-2-4 Number Search

Practice reading the numbers

Read the numbers with your learner.

h	n	t	e	n	w	b	e	p	n	10
s	y	r	e	e	i	g	h	t	o	8
o	n	e	t	x	m	w	u	p	q	1
u	b	v	s	e	v	e	n	i	n	7
p	t	h	r	e	e	m	q	o	k	3
j	a	e	t	w	o	w	u	b	v	2
u	y	m	b	q	e	t	e	n	p	10
y	o	p	r	w	m	s	i	x	q	6
z	f	i	v	e	x	y	w	o	e	5
o	t	w	l	f	o	u	r	w	n	4
n	i	n	e	p	t	y	w	b	m	9

C-2-5

Reading Practice

Read the words in the box together.

True or False

F, T, F, F

C-2-6 Find the right letters

Reinforce the letter sounds when you go through this together.

Words we know

Ensure that your learners can read these words independently. Encourage them to talk through the movement when forming the letters.

Online – StepsWeb

C-2A online - decodable			
of	if	fit	fun
fat	fed	fan	fog
fin	fell	for	fill

C-2B online - reading			
has	have	bag	balls
hit	into	bin	two
four	one	gets	good

C-2C online - sentences			
her	she	ball	can
big	hit	bin	has
put			

Notes:

Workbook C – Unit 3

Letter sound: 'k'

C-3-1 Handwriting

Encourage learners to articulate the action of forming letter 'k':

“down, up, around, and down again”

Pictures with words that contain k.

pen, **keys**, **fork**, watch, **padlock**, **duck**, **king**, church

C-3-2 Words we know

Ensure that your learners can read these words independently.

First sounds

Say the words with your learner first. Ensure they know what each picture is.

d: bell, **donkey**, bird, **dress**, **dino**, gate

c: **cake**, **kangaroo**, goat, jug, **caterpillar**, **crab**

f: throne, **fish**, **fridge**, **flour**, van, thumb

C-3-3 Find the right letters

Reinforce the letter sounds when you go through this together.

Vowels

Ensure that your learners understand what vowels are.

bag, **rug**, **pig**, **net**, **log**

C-3-4 Rhyming

Say the words with your learner first.

band, crab, lamb, **hand**, **sand**, fan, rat cat, **kite**, knit, know, **knight**, **light**, ghost

Find the word

Encourage your learner to trace over the line then write the word in the correct space.

A: for

B: from

C: home

D: want

C-3-5 Reading Practice

Read the words in the box together. Then read the story together.

True or false?

Read the sentences together and encourage your learner to look back at the story to answer the questions.

T, T, F, T

C-3-6 Crossword

Read the words in the boxes together. Each word appears only once in the crossword. Don't forget capital letters where appropriate.

Across: 1. that
4. have
5. see

Down: 1. They
2. them
3. can

Online – StepsWeb

C-3A online - decodable			
kit	kid	ink	pink
sink	kiss	look	book
took	cook	off	fell

C-3B online - reading			
want	go	into	and
friend	wants	to	sad
puts	house	happy	book

C-3C online - numbers			
three	four	five	six
seven	eight	nine	ten
eleven	twelve	plus	makes

Workbook C – Unit 4

Letter sound: 'w'

C-4-1 Handwriting

Encourage learners to articulate the action of forming letter 'w':

“down, up, down, up”

Pictures with words that begin with the “w” sound as in “wet”.

Say the words with your learner first

wax, wig, owl, wave, wall, wag, cow

C-4-2 Find the right letters

Reinforce the letter sounds when you go through this together.

Circle the picture which does not rhyme

Read the words with your learner, giving them the letter sounds and then blending them together.
dog, jug, mug, plug

Words we know

Ensure that your learners can read these words independently. Encourage them to talk through the movement when forming the letters.

C-4-3 Match the letters

Practise writing all of the letters first, then writing them into the right spaces.

C-4-4 Words we can read

Print out the flashcards for these words. See Support Site article on Flashcards for game ideas.

This activity can be used to prepare for dictations later on. Say the whole sentence. Ask your learner to repeat it. Then ask your learner to make the sentence using the flashcards. Point out that each sentence would need a full stop!

Circle the picture which does not rhyme

Read the words with your learner, giving them the letter sounds and then blending them together.

pen, men, then, hen, **pan**, den, ten

Label the pictures

Make sure your learner knows what each picture is before they write the word.

hen, pan, peg, bed

Tricky words to practise

Check that your learner can read these words.
Check pencil grip!

C-4-5 Reading practice

Read the words in the box together. Then read the story together.

True or false?

Read the sentences together and encourage your learner to look back at the story to answer the questions.

F, T, F, T or F. Ask your learner to explain their answer.

.....

Online – StepsWeb

C-4A online - decodable			
we	was	win	web
wet	wok	will	for
if	of	look	want

C-4B online - reading			
friend	best	her	garden
big	our	pet	too
for	us	with	small

C-5-5 Reading Practice

Read the words in the box together. Then read the story together.

True or false?

Read the sentences together and encourage your learner to look back at the story to answer the questions.

F, F, T, F

C-5-6 Words we know

Ensure that your learners can read these words independently. Encourage them to talk through the movement when forming the letters.

Word matching

Make sure your learner reads right to the end of each line as there may be more than one correct word in each group.

Online – StepsWeb

C-5A online - decodable			
the	that	with	this
they	them	then	than
thin	bath	moth	both

C-5B online - reading			
we	are	cannot	see
they	hot	have	good
today	with	play	

C-5C online - vocabulary			
want	friend	see	book
her	will	was	look
bag	we	moth	bath

Workbook C – Unit 6

Letter sound: ‘j’

C-6-1 Handwriting

Encourage learners to articulate the action of forming letter ‘j’:

“down and then dot”

Pictures with words that begin with the “j” sound as in “job”.

Say the words with your learner first

jeans, jar, goat, jump, jewels, jug, goose

C-6-2 Numbers

Check pencil grip and encourage your learner to write the numbers in the outlines. Then, draw a line to match the digits with the numbers.

Fill in the gaps

1. plus, eight
2. one
3. add, makes
4. three
5. and, five

C-6-3 Rhyming

Make sure your learner can recognise each picture.

Each line has two or three pictures which rhyme.

bell, fish, **shell**, ship, **well**, shed
gate, **hay**, brain, cake, **tray**, leaf
bee, sheep, **tree**, king, **ski**, **kiwi**

Find the word

Encourage your learner to trace over the line then write the word in the correct space.

- A: today
B: house
C: friend
D: name

C-6-4 Find the right letters

Workbook C – Unit 7

Letter sound: 'sh'

C-7-1 Handwriting

Encourage your learner to trace the letters and words, then write them in the space provided.

Circle the pictures with words that begin with the "sh" sound as in "she".

shirt, brush, shell, chips, shrub/bush, shield, sheep, shark

C-7-2 Numbers

Check pencil grip and encourage your learner to write the numbers in the outlines. Then, draw a line to match the digits with the numbers.

Fill in the gaps

1. five,
2. add, eleven
3. plus, seven
4. one
5. three, makes

C-7-3 -all words

Fill in the gaps, then write the word in full.
ball, tall, wall, call, fall, hall, mall

C-7-4 Find the word

Encourage your learner to trace over the line then write the word in the correct space. Ensure they know what each word means.

- A: plus
- B: minus
- C: add
- D: makes

Word Sounds

Read the words together then encourage your learner to write each word in the correct column.

a- words	e-words
bag	peg
man	get
pat	vet
map	ten
sad	led

C-7-5 Reading Practice

Read the words in the box together. Then read the story together.

True or false?

Read the sentences together and encourage your learner to look back at the story to answer the questions.

F, T, F

C-7-6 Find the right letters

Encourage your learner to say the sound of the letter in the box.

Words we know

Ensure that your learners can read these words independently.

Circle the picture which does not rhyme

clock, rock, sock, **dog**, lock

Online – StepsWeb

C-7A online - decodable			
she	wish	shop	wash
fish	ship	shut	rush
shed	dish	dash	cash

C-7B online - reading			
have	new	red	dad
with	sits	cannot	get
if	want	does	funny

C-7C online - vocabulary			
puts	them	thin	bath
both	hen	for	must
into	seven	are	house

Workbook C – Unit 8

Letter sound: 'v'

C-8-1 Handwriting

Encourage your learner to trace the letters and words, then write them in the space provided.

Circle the pictures with words that have the "v" sound as in "every".

Say the words with your learner first

van, gloves, lizard, vase, panther, vet, diver, throne

C-8-2 Words we know

Ensure that your learners can read these words independently. Encourage them to talk through the movement when forming the letters.

Circle the word which doesn't rhyme

let, bat, vet, met, bet, wet, net, set

Label the pictures

Your learner has been introduced to these words in previous units. These are all words your learner has seen and written.

vet, cat, bat, net

C-8-3 Sentences

Read the words in the box together. Explain that words at the beginning of a sentence have a capital letter.

1. This
2. pat
3. see
4. at
5. My
6. They

Find the words

Encourage your learner to circle the animal words in the grid, then write the number of words, as a digit.

There are **6** animal words
rat dog

fish hen
cat pig

C-8-4 'sh' sound

Circle the words which have a 'sh' sound

Encourage your student to read each word.
sausage, **ship**, church, **shed**, **shell**, **shark**, skirt, **sheep**, **fish**, snail, squirrel, **shake**, ski, **splash**

C-8-5 Reading Practice

Read the words in the box together. Then read the story together.

True or false?

Read the sentences together and encourage your learner to look back at the story to answer the questions.

T, F, T

C-8-6 Verb Practice

Explain to your learner that a verb is a doing or being word.

- | | |
|--------|---------|
| 1 have | 2 has |
| 3 have | 4 have |
| 5 have | 6 has |
| 7 has | 8 has |
| 9 have | 10 have |

C-8-7 Real Words

Encourage your learner to read all the words, circling the real words as they go. Then write the real words in the gaps provided.

cub, moth, rib, win, jab

Syllables

Talk about words being split into syllables. Use your fingers to tap on the desk for each syllable.

app/le
pan/da
pan/cake
toi/let

C-8-8 Crossword

Across: 1 wash
 3 shut
 5 happy
 6 seven

Down: 1 wall
 2 house
 4 three

Online – StepsWeb

C-8A online - decodable			
van	vet	have	live
give	five	oven	they
them	ten	this	eleven

C-8B online - reading			
family	hen	house	run
look	must	they	into
want	seven	happy	do

C-8C online - numbers			
five	six	seven	eight
nine	ten	eleven	twelve
thirteen	more than	equals	

Notes:

Workbook D – Unit 1

Letter sound: 'ck'

D-1-1 Handwriting

Encourage your learner to trace the letters and words, then write them in the space provided.

Pictures with words that contain the "ck" sound as in "pocket".

Say the words with your learner first

rocket, match, socks, clock, sack, star, truck, chest

D-1-2 Word Sounds

Read the words together then encourage your learner to write each word in the correct column.

a- words	o-words
bad	hop
pan	log
bag	hot
dad	dog
rag	pot

Reinforce the letter sounds when you go through this together.

Words we know

Ensure that your learners can read these words independently. Encourage them to talk through the movement when forming the letters.

D-1-3 Verb Practice

Practise writing all of the letters first, then writing them into the right spaces.

Explain to your learner that a verb is a doing or being word.

- | | |
|-------|-------|
| 1 are | 2 is |
| 3 are | 4 am |
| 5 are | 6 is |
| 7 is | 8 is |
| 9 is | 10 is |

Workbook D – Unit 2

Letter sound: 'ng'

D-2-1 Handwriting

Encourage learners to articulate the action of forming letter 'f':

Circle the pictures with words that end with the "ng" sound as in "song".

Say the words with your learner first

king, string, donkey, hanger, sink, bunk, **swing, wing**

D-2-2 Find the right letters

Reinforce the letter sounds when you go through this together.

Words to practise

Ensure that your learners can read these words independently. Encourage them to talk through the movement when forming the letters.

D-2-3 Practice Time

Read the words then put them into the sentences. Don't forget to use capital letters at the start of a sentence. There may be more than one correct answer. Accept any answer that makes sense.

- | | |
|----------------|-----------------|
| 1 thin / three | 2 This |
| 3 They | 4 them |
| 5 with | 6 this/that/the |
| 7 three | 8 they |
| 9 with | |

D-2-4 Writing practice – letters

Match the lower and upper case letters then in the boxes, write the capital letter next to the lower case letter.

D-2-5 Reading Practice

Read the words in the box together.

True or False

T, T, F

D-2-6 Match the pictures

Identify each picture then match the pictures that start with the same sound.

horse	hippo	pizza	penguin
sandwich	sack	dog	dino
bicycle	butterfly	caterpillar	cauli
jacket	jug	zebra	zip

Online – StepsWeb

D-2A online - decodable			
long	king	ring	song
hang	sing	bang	sang
rang	thing	wing	rung

D-2B online - reading			
Toby	too	big	with
shed	rush	for	no
go	do	muddy	them

D-2C online - vocabulary			
too	brother	sister	family
run	long	way	fall
balls	muddy	give	have

Workbook D – Unit 3

Letter sound: 'x'

D-3-1 Handwriting

Encourage learners to articulate the action of forming letter 'x':

Circle the pictures with words that end with the "x" sound as in "tax".

Say the words with your learner first

stamp, **box**, **wax**, rock, **mix**, nest, clock, **axe**

D-3-2 Word sounds

Read the words together then encourage your learner to write each word in the correct column.

e- words	i-words
bed	big
leg	him
let	did
pet	lid
wet	sit

Odd one out?

Encourage your learner to explain their choice.

Find the right letters

D-3-3 Reading practice

These are new words but the sounds have been introduced. Your learner should be able to identify the correct words.

fox	bell
fan	tap
jog	net
pig	van
bat	cap

D-3-4 'sh' words

Encourage your learner to fill in the gaps, then write the words in the box below.

shed	shot	shop
ship	dish	fish
shut	cash	shell

D-3-5 Reading Practice

Read the words in the box together. Then read the story together.

True or false?

Read the sentences together and encourage your learner to look back at the story to answer the questions.

F, T, F, T

D-3-6 Find the word

Encourage your learner to trace over the line then write the word in the correct space.

- A: they
- B: sister
- C: brother
- D: family

Words we know

Ensure that your learners can read these words independently. Encourage them to talk through the movement when forming the letters.

.....

Online – StepsWeb

D-3A online - decodable			
six	tax	box	mix
fox	fixt	was	taxi
next	long	sing	back

D-3B online - reading			
house	next to	family	are
brother	Jack	sister	name
little	big	my	called

D-3C online - sentences			
ring	song	bang	goes
off	does	will	wash
six	taxi	next	this

Notes:

Workbook D – Unit 4

Letter sound: ‘y’

D-4-1 Handwriting

Encourage learners to articulate the action of forming letter ‘y’:

“down, and down again”

Pictures with words that begin with the “y” sound as in “yak”.

Say the words with your learner first

wolf, **yell, yoyo, well, yoga, ski, yawn, yellow**

D-4-2 First sounds

Say the words with your learner first. Ensure they know what each picture is.

m: nest, **mushroom, mask, net, motorbike**

r: **robot, lion, parrot, rock, rocket**

sh: **ship, dress, shell, splash, shed**

Word matching

Make sure your learner reads right to the end of each line as there may be more than one correct word in each group.

D-4-3 -ug words

Fill in the gaps, then write the words in full.

dug	bug
jug	tug
mug	hug
rug	plug

D-4-4 Words we know

Ensure that your learners can read these words independently. Encourage them to talk through the movement when forming the letters.

Workbook D – Unit 5

Letter sound: 'z'

D-5-1 Handwriting

Encourage your learner to trace the letters and words, then write them in the space provided.

Pictures with words with the “z” sound as in “fuzzy”.

Say the words with your learner first

shark, **zip**, fox, **lizard**, **zoo**, shoe, **zero**, snake

D-5-2 Numbers

Encourage your learner to read the digits and the number words.

1. one
2. add, makes
3. eleven
4. four, makes
5. eight

D-5-3 adding -ing

Read the words with your learner, then read the story. Go back and underline the – ing words.

fishing, fishing, looking, playing, doing, doing, playing

Fill in the gaps

1. do
2. fishing
3. play
4. doing
5. go

D-5-4 Circle the picture which doesn't rhyme

Read the words in the box, identify each picture, then find the word that does not rhyme.
jog, dog, log, **leg**, frog

Wordsearch

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

D-5-5 Reading Practice

Read the words in the box together. Then read the story together.

True or false?

Read the sentences together and encourage your learner to look back at the story to answer the questions.

F, F, F

D-5-6 Find the right letters

Reinforce the letter sounds when you go through this together.

Words we know

Ensure that your learners can read these words independently.

Online – StepsWeb

D-5A online - decodable			
zip	zap	quiz	buzz
fuzz	zoo	jazz	shy
by	box	next	six

Workbook D – Unit 7

Letter sound: 'q'

D-7-1 Handwriting

Encourage your learner to trace the letters and words, then write them in the space provided.

Circle the pictures with words that begin with the "qu" sound as in "quit".

Say the words with your learner first

candle, **question**, kiwi, **quack**, **queen**, king

D-7-2 Numbers

Talk with your learner about what an odd and even number is, ensure they understand the concept before they colour in the words.

D-7-3 Syllables

Talk about words being split into syllables. Use your fingers to tap on the desk for each syllable.
 um/brell/a
 bi/cy/cle
 com/pu/ter
 par/a/chute

Words we know

Ensure that your learners can read these words independently.

D-7-4 Which pictures rhyme?

Read through each word with your learner.
lock, rocket, duck, **rock**, **clock**, **knock**

Find the right letters

Reinforce the letter sounds when you go through this together.

Find the word

Encourage your learner to trace over the line then write the word in the correct space.

A: quick B: park
 C: small D: family

D-7-5 Reading Practice

Read the words in the box together. Then read the story together.

True or false?

T, F, F

D-7-6 Crossword

Across: 3. wanted **Down:** 1. fixed
 5. looked 2. played
 4. cooked

Online – StepsWeb

D-7A online - decodable			
quit	quiz	quack	quick
who	what	why	when
next	they	want	was

D-7B online - reading			
lost	try	doll	little
sister	want	lucky	will
from	tent	present	map

D-7C online – adding -ed			
look	looked	wish	wished
play	played	cook	cooked
rush	rushed	fix	fixed

D-7D online - numbers			
nine	ten	eleven	twelve
thirteen	fourteen	fifteen	sixteen
seventeen	eighteen	nineteen	twenty

Workbook D – Unit 8

Letter sound: ‘ch’

D-8-1 Handwriting

Encourage your learner to trace the letters and words, then write them in the space provided.

Circle the pictures with words that begin with the “ch” sound as in “chin”.

Say the words with your learner first

torch, **church, cheese, shirt, chest, chips, shell, chair.**

D-8-2 Numbers

Check pencil grip and encourage your learner to write the numbers in the outlines.

Talk with your learner about the digits and words meaning the same thing then encourage them to link the digits with the words.

Sentences

Read the words in the box with your learner then complete the sentence

1. add, eight
2. three
3. makes, nine
4. plus, seven
5. twelve

D-8-3 -op words

Fill in the gaps, then write the words in full.

hop	chop
shop	mop
cop	top
stop	

Read the sentences together and encourage your learners to write the sentence in the space below. Don't forget to use Capital letters and full stops.

D-8-4 Syllables

Talk about words being split into syllables. Use your fingers to tap on the desk for each syllable.

vol/ca/no
la/dy/bird
kang/a/roo
butt/er/fly

Words we know

Ensure that your learners can read these words independently.

D-8-5 Reading Practice

Read the words in the box together. Then read the story together.

True or false?

Read the sentences together and encourage your learner to look back at the story to answer the questions.

F, T, T

D-8-6 Silly Sentences

Read the sentences with your learner. Discuss which ones do not make sense and why.

1. Y
2. N
3. Y (unless your learner can explain why they have a red cat)
4. Y
5. N

D-8-7 Label the pictures

sing	twelve	taxi	sings
zip	fox	eight	chick
whip	ring	sack	chips
doll	six	box	black

D-8-8 Match the letters

Trace the letters first, then write the lower case and upper case letter on the lines.

