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## **Help Your Child Read and Write Better**

### **Step by Step**

*by Marilyn Martyn*

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## About the Author

As a child Marilyn Martyn was a passionate reader. The "Wind in the Willows" is still her favorite book.

Reading it brings back happy memories of a childhood surrounded by books. She remembers her first day at school and the steps she took learning to read. There were easy moments and frustrating ones when a word wouldn't decode easily.

In the 'good' old days children were taught to read from a graded series of books called 'readers'. By the end of second grade a student would be a fluent reader and understood how words are spelled. The readers were mastered step by step.

Marilyn has found these books she learned to read with and is amazed at the depth of material they contain.

Marilyn trained as a teacher and librarian specializing in children's literature and developed a career around her love of books and reading.

She also spent some time as an education consultant for two publishers, visiting many schools.

She has taught children from prep grade to year nine in secondary schools.

She found opportunities to teach children who had difficulty learning to read. She taught many students in schools and still does this as a private tutor.

After sitting with many frustrated students who did not know how to decode (sound out) words, Marilyn devised a series of lessons that gave them the ability to decode quickly. These lessons are the foundation of her book.

Modern reading research found what her teachers already knew. Early, systematic and explicit teaching of how to hear the sounds in words and how to sound out words is vital in the early stages of learning to read.

Marilyn wrote her book to share her knowledge and experience to help as many people as possible to become fluent readers and writers.

## Introduction

This book gives you a simple step-by-step way to help your children link the way sounds are written in English with the words they hear every day.

It uses phonics, a proven method of teaching reading based on phonetics (the science dealing with speech sounds).

But, I avoid the phonetic symbols and terminology, and use words and items which readers and their families will be familiar with.

The method I show you in this book is based on my experience over many years. It can help you to re-enforce the lessons your child gets at school.

I will explain each part and how you can help your child to improve steadily, step by step.

I wrote this material in a straight-forward way that does not talk down to children. You may want to read the text and then adjust some of it to the age and ability of your child.

Reading and spelling go hand in hand.

You will see their spelling improve as well as their reading when you help them to do the writing exercises with the reading exercises in this ebook.

Following the lessons as they are set out in this book will take you and your child from the simplest parts of English words to the more complex ones.

Take your time and each lesson will improve their ability and confidence to read English more easily.

There are four important parts to improving your child’s reading and spelling skills:

**Phonics:** The relationships between letters and sounds.

**Fluency:** The ability to read quickly and naturally, recognize words automatically, and group words quickly.

**Vocabulary knowledge:** Remembering new words and what they mean.

**Text comprehension:** Processing what is being read and developing higher-order thinking skills.

This book will help you improve all four areas.

I included illustrations because we think in pictures and plenty of color can make learning more interesting and enjoyable.

This program will help your child to learn:

- The sounds of English and the combinations of letters that represent them.
- How to blend sounds into words and how to spell them.
- How to recognize words when they see them.
- Spelling patterns for English words.
- To read sentences: Start with simple ones. I provide harder examples later on. But, they will have a good grounding of the basics, so it will be easier than you think.
- Use practice passages that contain the sounds already learned to better remember the material already covered.
- Use practice passages to aid fluency (smoothness in speaking).

This Book is intended for:

- Parents of children with reading difficulties or who just want to give their children extra help or an earlier start than the Education System provides.
- Adults who need to improve their understanding of English through phonics.
- Students learning English as a second language.

Steady mastering of the basic reading skills outlined in this book will lead to **READING FREEDOM.**

## Phonics Checklist

When we speak, we join sounds together to make words which all people that speak our language have an agreed meaning for.

We form these words into sentences.

The sounds of the English language are sorted into 2 groups.

**1) Vowel** sounds

**2) Consonant** sounds

English has **18 vowel sounds** and **25 consonant sounds** that are used to make hundreds of thousands of words.

Words are a collection of vowel and consonant sounds blended together.

Every word must have at least one vowel sound.

A **syllable** is a word or part of a word with only one vowel sound. Most English words have 2 or more syllables.

We use the 26 letters in the English alphabet to represent the 18 vowel sounds and 25 consonant sounds.

This will be much clearer as you go through the exercises in this book.

The English Alphabet has 26 letters to spell 43 sounds.

This means that English is more complicated than if there was one letter for every sound.

Also, English vowel sounds may be spelled in different ways.

This is why English spelling can be confusing at times.

Reading and spelling are linked. 87% of English words follow the English spelling rules. About 13% don't and that is usually because of a vowel sound that has a different spelling.

The first stage in learning to read and write English well is understanding how the system works.



With that basis, your child will start to handle the words that don't follow the rules with more confidence.

## Outline of Lessons

<b>LESSON 1</b>	The Alphabet – Upper and Lower Case letters
<b>LESSON 2</b>	Consonant Sounds and Vowel sounds explained
<b>LESSON 3</b>	The 43 Sounds of the English Language Chart
<b>LESSON 4</b>	How Sounds are Spelled in Words
<b>LESSON 5</b>	Short Vowel Sounds One Sound – one letter
<b>LESSON 6</b>	Consonant Sounds
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## Lesson 1: The Alphabet

### THE ALPHABET

The English Alphabet has 26 letters. They each have a name and can be written as **UPPER CASE** and **LOWER CASE** letters.

The name given to each letter in English is like the sound it represents. But, be careful they do not confuse the letter names with sounds.

#### Upper Case or Capital Letters

**A B C D E F G H I J K L M**

**N O P Q R S T U V W X Y Z**

#### Lower Case Letters

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

#### The Vowel Letters are

**a e i o u** and sometimes **y**

#### The Consonant Letters are

**b c d f g h j k l m n p r s t u v w x y z**

#### Exercise:

- 1) Help your child to learn the letters by name and their position in the alphabet. Explain they need to know the order of the letters in the alphabet so they can use a dictionary or phone book.
- 2) Say the letter and ask the child to write it in upper or lower case.
- 3) Print and paste the next two pages on card. Cut out the letters and mix them up. Ask your child to match upper case and lower case letters and say the letter name.

**NOTE: Q** has two sounds **kw** and always has the **U** as a companion.

I have used outlines for the letters to save your printer ink. Your child can color them in if they want to.

## The Alphabet – Lower Case Letters

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>
<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>
<i>i</i>	<i>j</i>	<i>k</i>	<i>l</i>
<i>m</i>	<i>n</i>	<i>o</i>	<i>p</i>
<i>q</i>	<i>r</i>	<i>s</i>	<i>t</i>
<i>u</i>	<i>v</i>	<i>w</i>	<i>x</i>
<i>y</i>	<i>z</i>	<i>English Alphabet Lower Case Letters</i>	

## The Alphabet – Upper Case Letters

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>
<i>I</i>	<i>J</i>	<i>K</i>	<i>L</i>
<i>M</i>	<i>N</i>	<i>O</i>	<i>P</i>
<i>QU</i>	<i>R</i>	<i>S</i>	<i>T</i>
<i>U</i>	<i>V</i>	<i>W</i>	<i>X</i>
<i>Y</i>	<i>Z</i>	<i>English Alphabet Upper Case Letters</i>	

## Lesson 2: Sounds

English, like other languages, has two types of sounds:

- 1) Vowel Sounds:** Vowel sounds are voiced causing the vocal chords to vibrate. The sound passes freely through the mouth. Vowels add volume to speech.
- 2) Consonant Sounds:** Consonant sounds are made by touching mouth parts together. Some consonants are also voiced using the vocal chords and some are not. Consonants are hard to separate from vowels.

We blend **vowel sounds** and **consonant sounds** together to form words.

Every word has to contain at least one vowel sound.

### *Syllables*

Syllables are parts of words that contain a vowel sound. If a word has one vowel sound, it has one syllable. If a word has more than one vowel sound it may have two, three or more syllables.

Most English words have 2 or more syllables.

## Lesson 3: The 43 Sounds of the English Language

18 Vowel Sounds		25 Consonant Sounds	
Sound	Key Word	Sound	Key Word
/ă/	<b>a</b> pple	/b/	<b>b</b> oy
/ĕ/	<b>e</b> gg	/d/	<b>d</b> og
/ĭ/	<b>I</b> ndian	/f/	<b>f</b> rog
/ŏ/	<b>o</b> range	/g/	<b>g</b> irl
/u/	<b>u</b> mbrella	/h/	<b>h</b> at
/āe/	<b>m</b> a <b>k</b> e	/j/	<b>j</b> et
/ēe/	<b>f</b> e <b>e</b> t	/k/	<b>k</b> ite
/ie/	<b>p</b> i <b>e</b>	/l/	<b>l</b> ion
/ōe/	<b>c</b> o <b>a</b> t	/m/	<b>m</b> onkey
/ūe/	<b>f</b> l <b>u</b> te	/n/	<b>n</b> et
/air/	<b>s</b> t <b>a</b> ir	/p/	<b>p</b> ig
/ar/	bar car pa	/r/	<b>r</b> abbit
/er/	f <b>e</b> r <b>n</b> , b <b>i</b> r <b>d</b> , and h <b>u</b> r <b>t</b>	/s/	<b>s</b> un
/oi/	boil boy	/t/	<b>t</b> urtle
/ö/ short	book	/v/	<b>v</b> an
/oo/ long	soon	/w/	<b>w</b> atch
/or/	for	/y/	<b>y</b> acht
/ow/	cow house	/x/	<b>f</b> ox
English also has the <b>schwa</b> sound.		/z/	<b>z</b> ip
The <b>schwa</b> sound is made when a vowel sound is spoken softly and it sounds like /uh/ or /er/		/ch/	<b>ch</b> ip
Examples:		/ng/	<b>ng</b> ing
away (uhway)		/qu/	<b>qu</b> it
over (ovuh)		/sh/	<b>sh</b> ip
doctor (docter)		/th/ unvoiced	<b>th</b> in
dinosaur (dinersaur)		/th/ voiced	<b>th</b> em
		/zh/	<b>zh</b> ision

### Exercise:

- 1) Listen to the recording of the English sounds.
- 2) Say some words and see if you can hear what sounds are made.



- 3) What is the vowel sound or vowel sounds in each word?
- 4) Listen carefully to how the words are said.

What mouth parts (tongue, teeth and lips) are used?

Place fingers on your throat and feel which sounds are made from the larynx (vocal chords).

Not all sounds are made there.

Notice how the breath is used.

## Lesson 4: How Sounds are Spelled in Words

About 87% of English words follow the accepted spelling rules. Up to 13% may contain at least one irregularly spelled vowel sound.

Understanding the spelling of vowel sounds will help you to get better at spelling.

**5 short vowel sounds:**

**ant egg ink not but**

**5 long vowel sounds:**

**cake feet pie boat rude**

The long vowel sounds in English have more than one spelling.

**Diphthongs** are 3 sounds spoken so quickly that it seems like only one sound is made.

**round/how oil/boy haul/jaw**

These examples show how the sounds can be spelled in different ways.

**Vowel Digraphs** -two letters used to spell one sound.

Here is a Vowel Digraph (two letters used to spell one sound) which can be used to represent a short sound or a long sound:

**Long Sound: soon**

**Short Sound: look**

**Vowel Digraphs - r controlled vowel sounds:**

**turn fern bird park fork**

**Consonant Sounds** (One letter spells one sound)

**get hot jug lap man net pig rat sun tap van win yell zip**

**consonant digraphs** (two letters spell one sound)

**chop ship thin this whip sing**

## Lesson 5: Short Vowel Sounds

The first sounds I will help you to learn are the Short Vowel Sounds

Sound	Word
/a/	apple
/e/	egg
/i/	indian
/o/	orange
/u/	umbrella

### Exercise:

**Think of other simple words that contain the short vowel sounds.**

**Here are some to start with:**

bat mat set let bit kid lot got fun sun

Ask the child to say the words and listen for the short vowel sounds. Write the words down as the child says them.

Print the Chart on the next page.

Glue it on to soft card and cut out the separate items.

Place them face up. Ask the child to match each sound, picture and word.




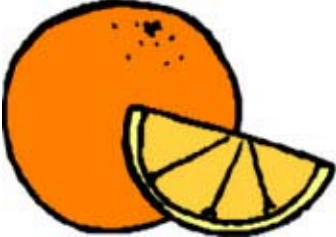

### *Memory Game (for one or two people)*

Place cards face down. Each player take turns to turn one card face up.

Then they say either the short vowel sound, a word with that vowel sound or name the picture. Put the card face down again.

Pick up another card and do the same.

If they remember where a matching card was, they can turn it up and leave both cards face up until the third card is found. These cards are then out of the game.

<p><b>/a/</b></p>		<p><b>a</b>pple</p>
<p><b>/e/</b></p>		<p><b>e</b>gg</p>
<p><b>/i/</b></p>		<p><b>i</b>ndian</p>
<p><b>/o/</b></p>		<p><b>o</b>range</p>
<p><b>/u/</b></p>		<p><b>u</b>mbrella</p>

## Lesson 6: Consonant Sounds with a Single Letter

Now, I'll help you with the consonant sounds written with a single letter.

The letters **c** and **g** can each represent 2 different consonant sounds.

The letter **c** can sound like /**k**/ as in **cat** or sound like /**s**/ as in **cent**

The letter **g** can sound like /**g**/ as in **girl** or sound like /**j**/ as in **gem**

We blend consonant sounds and vowel sounds together to form words.

Consonant sounds do not make a word unless they have at least one vowel sound with them. All words must contain at least one vowel sound.

**Activity:** Print out the Consonant Sounds, pictures and words from the following pages. Glue them to cardboard.

Cut apart the sound, picture and word.






Ask the child to match the sound, the picture and the word.






Find some old magazines and cut out pictures. Label the pages in a blank project book with the letters of the Alphabet and help the child to sort the pictures and glue them to the correct pages.

For example a picture of a dog would be stuck on the 'D' page.






Ask the child to spell the beginning sound of what's in the picture.






Tell the child that dog, for instance, begins with the consonant sound /d/.

<p><b>/b/</b></p>		<p><b>boy</b></p>
<p><b>/c/</b></p>		<p><b>cat</b></p>
<p><b>/d/</b></p>		<p><b>dog</b></p>
<p><b>/f/</b></p>		<p><b>frog</b></p>
<p><b>/g/</b></p>		<p><b>girl</b></p>

<p><b>/h/</b></p>		<p><b>hat</b></p>
<p><b>/j/</b></p>		<p><b>jet</b></p>
<p><b>/k/</b></p>		<p><b>kite</b></p>
<p><b>/l/</b></p>		<p><b>lion</b></p>
<p><b>/m/</b></p>		<p><b>monkey</b></p>



<p><b>/n/</b></p>		<p><b>net</b></p>
<p><b>/p/</b></p>		<p><b>pig</b></p>
<p><b>/r/</b></p>		<p><b>rat</b></p>
<p><b>/s/</b></p>		<p><b>sun</b></p>
<p><b>/t/</b></p>		<p><b>tree</b></p>

<p><b>/v/</b></p>		<p><b>van</b></p>
<p><b>/w/</b></p>		<p><b>watch</b></p>
<p><b>/x/</b></p>		<p><b>fox</b></p>
<p><b>/y/</b></p>		<p><b>yacht</b></p>
<p><b>/z/</b></p>		<p><b>zebra</b></p>

## Lesson 7: Making Words with Vowel Sounds and Consonant sounds

This is how vowel sounds and consonant sounds form words.

**1)** Say the vowel sound /**a**/

Say the consonant sound /**m**/

Blend them together to form the word **am**

**2)** Say the vowel sound /**a**/

Say the consonant sound /**n**/

Blend them together to form the word **an**

**3)** Say the vowel sound /**a**/

Say the consonant sound /**s**/

Blend them together to form the word **as**

**4)** Say the vowel sound /**a**/

Say the consonant sound /**t**/

Blend them together to form the word **at**

**5)** Say the consonant sound /**n**/

Say the vowel sound /**a**/

Say the consonant sound /**n**/

Blend them together to form the word **Nan**

**6)** Say the consonant sound /**m**/

Say the vowel sound /**a**/

Say the consonant sound /**n**/

Blend them together to form the word **man**

**7)** Say the consonant sound /**s**/

Say the vowel sound /**a**/

Say the consonant sound /t/

Blend them together to form the word **sat**

Read and write the words. See if you can write more from memory:

<b>am</b>	<b>an</b>	<b>as</b>	<b>at</b>	<b>Nan*</b>	<b>man</b>	<b>sat</b>
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\*An upper case or capital letter is used when beginning a sentence or when writing a name.

## Lesson 8: More Words with Short Vowel Sounds

When writing English, a sentence begins with a capital letter and finishes with a full stop (.) or a question mark (?) or an exclamation mark (!).

### Sight words

Sight words are words that you don't have to split into sections.

You learn to recognize them on sight:

**the was** (say wos) **I** (same sound as letter name) are examples.

### Short vowel sound /a/

**at am an as sat Sam has Nan can cat**

Sam has a cat.

Nan has a cat.

### Short vowel sound /e/

**net pet met let set get gets**

Sam gets a pet.

I met the pet.

### Short vowel sound /i/

**tip sit lit bit did fig gig pig big**

The pig bit Sam.

The pig did a jig.

### Short vowel sound /o/

**hot cot dot fog jog log nod pot rod nod dog**

The hot dog sat on the log.

Sam and the dog jog.

**Short vowel sound /u/**

**bug dug hug mug rug sun**

The hot dog sat on the log.

The bug was on the rug.

**Read these sentences:**

Sam has a cat.

Nan has a cat.

Sam gets a pet.

I met the pet.

The pig bit Sam.

The pig did a jig.

The hot dog sat on a log.

Sam and the dog jog.

The hot dog sat on the log.

The bug was on the rug.

**Exercise:**

- 1) Help the child to make up and write as many three letter words as they can. Remember that all words must contain a vowel sound.
- 2) Help your child write some easy sentences with their 3 letter words.

**Activity:**

- 1) Print out the next page. Paste the chart on light cardboard.
- 2) Cut out each letter separately.
- 3) Make 3 letter words using the short vowel sounds.
- 4) Write the words. **Examples: cat beg fin log bun**

**NOTE:** Q has two sounds **kw** and always has the **U** as a companion.

I have used outlines for the letters to save your printer ink. Your child can color them in if they want to.

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>		
<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>		
<i>I</i>	<i>j</i>	<i>k</i>	<i>l</i>		
<i>m</i>	<i>n</i>	<i>o</i>	<i>p</i>		
<i>qu</i>	<i>r</i>	<i>s</i>	<i>t</i>		
<i>u</i>	<i>v</i>	<i>w</i>	<i>x</i>		
<i>y</i>	<i>z</i>	<b>English Alphabet Lower Case Letters</b>			
<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>	<b>Vowel Letters</b>

## Lesson 9: 3 Letter Words with the CVC Pattern

(CVC means consonant vowel consonant sound pattern)

**Read each word.**

<b>bad</b>	<b>sad</b>	<b>mad</b>	<b>lad</b>	<b>fad</b>	<b>Dad</b>	<b>had</b>	<b>pad</b>	<b>sad</b>	<b>sat</b>
<b>let</b>	<b>bet</b>	<b>get</b>	<b>jet</b>	<b>met</b>	<b>set</b>	<b>ten</b>	<b>pen</b>	<b>net</b>	<b>pet</b>
<b>big</b>	<b>dig</b>	<b>fig</b>	<b>jig</b>	<b>pig</b>	<b>wig</b>	<b>rig</b>	<b>zip</b>	<b>fix</b>	<b>mix</b>
<b>lot</b>	<b>pot</b>	<b>cot</b>	<b>fog</b>	<b>log</b>	<b>dot</b>	<b>got</b>	<b>not</b>	<b>jot</b>	<b>top</b>
<b>rug</b>	<b>bug</b>	<b>dug</b>	<b>mug</b>	<b>tug</b>	<b>lug</b>	<b>fun</b>	<b>sun</b>	<b>hum</b>	<b>mud</b>

**Now read the following sentences.**

The big lad is mad at dad.

Dad is mad at the bad lad.

Dad let the lad get a pet.

The pet sat on the mat.

The big dog sat in the mud.

The sun is hot.

The lad and dad had fun in the sun.

The dog and cat sat on the big rug.

The bug had fun in the mug.

The pig got a big fig.

**Exercise:**

- 1)** Write all the words and sentences shown above this line.
- 2)** Write five sentences of your own.



**Fill the Gaps with Words that Fit.**

<i>big</i>	<i>mad</i>	<i>is</i>	<i>the</i>	<i>let</i>	<i>get</i>	<i>dog</i>	<i>mat</i>	<i>pig</i>	<i>in</i>	<i>hot</i>	<i>fun</i>	<i>sun</i>
------------	------------	-----------	------------	------------	------------	------------	------------	------------	-----------	------------	------------	------------

***The \_ \_ \_ lad is \_ \_ \_ at dad.***

***Dad \_ \_ mad at \_ \_ \_ bad lad.***

***Dad \_ \_ \_ the lad \_ \_ \_ a pet.***

***The pet \_ \_ \_ sat on the \_ \_ \_.***

***The big \_ \_ \_ sat \_ \_ the mud.***

***The sun is \_ \_ \_.***

***The lad and dad had \_ \_ \_ in the \_ \_ \_.***

## Lesson 10: ck

The two letters 'c' and 'k' are often used to spell the /k/ sound at the end of words.

<b>Jack</b>	<b>tick</b>	<b>sick</b>	<b>neck</b>
<b>sack</b>	<b>Mick</b>	<b>rock</b>	<b>deck</b>
<b>tack</b>	<b>lick</b>	<b>dock</b>	<b>peck</b>
<b>pack</b>	<b>pick</b>	<b>sock</b>	<b>luck</b>
<b>rack</b>	<b>kick</b>	<b>lock</b>	<b>duck</b>

Jack and his sister were sick.

Tick-tock went the big clock.

Mick and Jack ran with the dog.

Pick up the pack of cards and play.

Kick the ball and get a goal.

Jack put the duck in the sack to carry it home.

### *Contractions:*

When 2 words are joined together to make a shorter word the new word is called a contraction. An apostrophe (') is placed where the letters are left out:

- **I am - I'm**                      **cannot - can't**
- **let us - let's**                      **you are - you're**

**Activity: Write as many 'ck' words as you can.**

.....

.....

.....

## Lesson 11: Consonant Blends

**Consonant Blends** (also known as clusters) are 2 or more consonant sounds blended together. Most **Consonant Blends** have only one spelling and can be recognized at the beginning and end of words.

We use consonant blends with short vowel and consonant sounds to form one syllable words.

**Beginning Consonant Blends** bl br cl cr dr dw fl fr gl gr gw pl pr sc  
scr sk sl shr sm sn sp spl spr st str sw tr thr tw

**Final Consonant Blends** ct dge ft lb ld lf lk lm lp lt mp nc nce nd ng  
nt nse nch nk pt sk sp st tch xt

Beginning Blends	Final Blends
black bran clan cram	act badge left bulb weld
drop dwell	elf walk film yelp
flat frog Glen grab Gwen	melt camp
plant print scamp scold scrap	told elf elk bank chance
shred skid slip	band bang pant cleanse lunch
smut snip spin splat spring	bank rapt
string start swings	sink grasp fast
trap three twin	catch next

### Exercises:

- 1) Read the blends in top table and listen to the sounds they spell.
- 2) Read and write the words.

**Activity: Beginning and Ending Consonant Blends:** You can print the next two pages. Help the child to put the words together

Some **beginning** blends: *black frog plant skid slip snip spring*

Some **ending** blends: *act badge left walk help camp bank bang*

Match the beginning consonant blends with the word endings to make a word.

Write out the correct words.

<b>Beginning Consonant Blends</b>	
<b><i>bl</i></b>	<b><i>ant</i></b>
<b><i>fr</i></b>	<b><i>ip</i></b>
<b><i>pl</i></b>	<b><i>ap</i></b>
<b><i>sk</i></b>	<b><i>ing</i></b>
<b><i>sl</i></b>	<b><i>ack</i></b>
<b><i>sn</i></b>	<b><i>in</i></b>
<b><i>spr</i></b>	<b><i>ip</i></b>
<b><i>sw</i></b>	<b><i>ing</i></b>
<b><i>tr</i></b>	<b><i>og</i></b>
<b><i>tw</i></b>	<b><i>id</i></b>

### Activity: Ending Consonant Blends

Match the ending consonant blends with the word beginnings to make a word.

Write out the words.

Ending Consonant Blends	
<b>ba</b>	<b>ct</b>
<b>fa</b>	<b>dge</b>
<b>wa</b>	<b>ft</b>
<b>ca</b>	<b>lk</b>
<b>ba</b>	<b>lp</b>
<b>a</b>	<b>mp</b>
<b>ne</b>	<b>nk</b>
<b>le</b>	<b>ng</b>
<b>ba</b>	<b>st</b>
<b>he</b>	<b>xt</b>

## Lesson 12: Exercise: Read and Write these Words.

Consonant Blends – Beginning - Final

nest	rest	mend	send
land	belt	bond	lend
just	pump	sulk	bulk
rust	hunt	hump	lump
jump	desk	mint	lamp
wept	sent	zest	must
band	fond	hint	dusk
bats	tops	camp	lips
jumps	cups	pumps	melts
bran	clot	crab	drink
flat	frog	Glen	grab
print	scold	plant	skid
black	bran	clan	cram
act	drop	left	flat
frog	melt	Glen	grab
Gwen	plant	print	scold
skid	scrap	shred	slid
smut	snip	spin	splat
sprint	start	string	swing
act	left	melt	bulb



### Exercise:

- 1) Please find and write down 10 Beginning Blends from the table.
- 2) Then, please find and write down 10 Final Blends from the table.




## Lesson 13: Long Vowel Sounds

The next group of vowel sounds we will learn are Long Vowel Sounds.

The long vowel sounds are easier to remember because the vowel letter names sound the same as them.

Sound		Word
<b>/ae/</b>		<b>cake</b>
<b>/ee/</b>		<b>tree</b>



<p><b>/ie/</b></p>		<p><b>tie</b></p>
<p><b>/oe/</b></p>		<p><b>boat</b></p>
<p><b>/ue/</b></p>		<p><b>blue</b></p>

**Remember:** When a word has the vowel-consonant-final 'e' pattern, the final 'e/' makes the vowel say it's long sound.

**hat hate pet Pete pin pine hop hope cut cute**

## Lesson 14: Long Vowel sounds – Different spellings

Remember: **long vowel sounds** can be spelt in a number of ways

Sound	Words
/ae/	lake rain pray
/ee/	eve tree sea she lazy
/ie/	kind die time by dye buy high
/oe/	go toe cone coat low though yeoman
/ue/	cue cute few pneumatic

A **Digraph** is the name given to 2 letters when they are side by side in a word and used to spell one sound.

**Remember:** Long vowel sounds can be spelt in a number of ways

**Exercise:** Help your child to find and write down 5 Long vowel sounds in some words. Using picture story books or a child's dictionary are good places to look.

**Activity:** Read the sentences below and write the word in **blue** in the boxes.

Note how the vowel sound is spelt in each word.

**The boat was on the lake.**

**His toy was left in the rain.**

**Tom went to church to pray.**

**Eve went to see a movie and had an ice cream cone.**

**A bird was sitting in the tree.**

**Many children have had a picnic by the sea.**

**She was having a party for her birthday.**

**Pedro the donkey was very lazy.**

**Her teacher was very kind.**

**The boy's pet snake was going to die.**

**It is time to go and eat tea.**

**Although the day was hot dad wore his coat.**

**We will dye the shirt blue.**

**The students went to buy some sweets.**


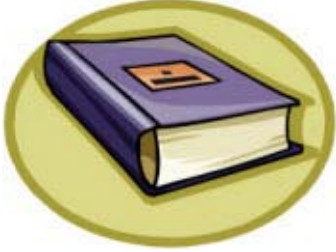


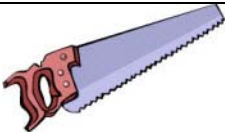
**The plane flew high in the sky.**



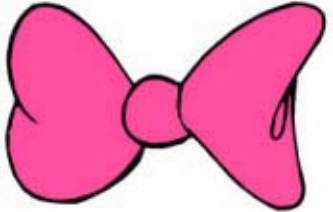
**Joe stubbed his toe.**


## Lesson 15: Vowel Sounds Spelled with 2 Letters (Digraphs)

**Digraph** is the name given to 2 letters when they are side by side in a word and used to spell one sound.

These are **vowel digraphs**

Sound		Word
/oo/		moon
/oo/		book
/oy/		boy
/au/		(Santa) Claus
/aw/		saw

<p><b>/ou/</b></p>		<p><b>house</b></p>
<p><b>/ow/</b></p>		<p><b>owl</b></p>
<p><b>/ow/</b></p>		<p><b>bow</b></p>

## Lesson 16: Double Vowel Rule

When two vowels come together in the same word, you use the first vowel’s long sound and the second vowel is silent.

<b>oat</b>	<b>bee</b>	<b>pay</b>	<b>say</b>
<b>ail</b>	<b>cue</b>	<b>eat</b>	<b>tie</b>
<b>day</b>	<b>bee</b>	<b>due</b>	<b>way</b>
<b>aid</b>	<b>hay</b>	<b>fee</b>	<b>pie</b>
<b>beak</b>	<b>toad</b>	<b>deep</b>	<b>paid</b>
<b>goat</b>	<b>raid</b>	<b>leap</b>	<b>boat</b>
<b>neat</b>	<b>weak</b>	<b>keen</b>	<b>real</b>
<b>sail</b>	<b>heed</b>	<b>bean</b>	<b>rain</b>
<b>peep</b>	<b>road</b>	<b>heat</b>	<b>raid</b>
<b>goat</b>	<b>fail</b>	<b>reap</b>	<b>lead</b>
<b>seam</b>	<b>weep</b>	<b>wail</b>	<b>week</b>
<b>seat</b>	<b>moat</b>	<b>peel</b>	<b>laid</b>
<b>peak</b>	<b>been</b>	<b>feel</b>	<b>gain</b>
<b>feet</b>	<b>deep</b>	<b>beam</b>	<b>paid</b>
<b>seed</b>	<b>jail</b>	<b>feet</b>	<b>need</b>
<b>goat</b>	<b>fail</b>	<b>peat</b>	<b>lead</b>
<b>weak</b>	<b>neat</b>	<b>real</b>	<b>keen</b>
<b>seam</b>	<b>weep</b>	<b>wail</b>	<b>week</b>
<b>raid</b>	<b>heat</b>	<b>road</b>	<b>peep</b>

It rained all week.

The road was wet from the rain.

The man paid for the coat.

The boat did not have a sail.

I will sail in the boat.

The deep moat was empty.

He paid to ride on the boat.

I need to go to feed the goat.

I eat tea each day.

The rain fell on the road.

**Exercise:**

- 1)** Read the words and sentences.
- 2)** Write them all down.
- 3)** Write some sentences of your own that have some words with double vowels in them and read them aloud.



## Lesson 17: The Other Vowel Sounds

The remaining 8 vowel sounds are:

/air/	<b>stair care where wear</b> <b>heir</b>	/oo/ (long)	<b>boot through do soup</b> <b>blue grew</b>
/ar/	<b>far pass palm</b>	/oo/ (short)	<b>look put woman should</b>
/er/	<b>her bird fur word</b> <b>journey heard</b>	/or/	<b>for haul raw chalk ball</b> <b>board door pour bore</b> <b>war ought</b>
/oi/	<b>boil boy</b>	/ow/	<b>cow loud bough</b>

A man went up the stairs.

The boy did not go far from his house.

A bird was in the tree.

The boy and girl went to the fair.

The cow went moo as the boy went by.

The car made a loud bang.





The girl plays with the blue ball.

The bird sat on the bough of the tree.

### Exercise:

- 1) Read the words and sentences.
- 2) Write them all down.
- 3) Write some sentences of your own that use some words with these vowel sounds in them and read them aloud.

## Lesson 18: Consonant Sounds Spelled with 2 Letters (Digraphs)

Sound		Word
/ch/		chicken
/ng/		king
/qu/		queen
/sh/		ship

<b>/th/</b>		<b>thumb</b>
-------------	---	--------------

**Exercise:**

- 1) Read and write these words.
- 2) Write or underline the consonant digraphs in each word in **color**.
- 3) Write some sentences using these words.

<b>chicken</b>	<b>chip</b>	<b>chop</b>	<b>chant</b>	<b>chase</b>	<b>chisel</b>
<b>king</b>	<b>sing</b>	<b>wing</b>	<b>thing</b>	<b>bring</b>	<b>ding</b>
<b>queen</b>	<b>quit</b>	<b>quince</b>	<b>quiet</b>	<b>quest</b>	<b>quote</b>
<b>ship</b>	<b>shop</b>	<b>shut</b>	<b>dish</b>	<b>wish</b>	<b>splash</b>
<b>thumb</b>	<b>this</b>	<b>that</b>	<b>them</b>	<b>there</b>	<b>then</b>

## Lesson 19: Review of Vowel Digraphs

### Vowel Digraphs

Different Spellings for Each Long Vowel Sound

<b>/ae/</b>	<b>ay</b> tray say stay lay may <b>a-e</b> cake make take wake lake grate <b>ai</b> train rain gain brain drain main <b>ea</b> great <b>ei</b> eight freight weight
<b>/ee/</b>	<b>e-e</b> Pete Eve Steve <b>ee</b> tree see been green <b>ea</b> dream lean sea scream <b>e</b> she we he me <b>y</b> lazy happy silly
<b>/ie/</b>	<b>i</b> bind wind find <b>ie</b> tie pie die <b>i-e</b> kite bite ice spice <b>y</b> cry try fly my <b>ye</b> dye <b>uy</b> buy Guy <b>igh</b> high thigh
<b>/oe/</b>	<b>o</b> go no so <b>oe</b> toe <b>o-e</b> bone cone tone <b>oa</b> coat boat moat <b>ow</b> low below snow <b>ough</b> though although <b>eo</b> yeoman
<b>/ue/</b>	<b>ue</b> fuel cue <b>u-e</b> cute brute flute <b>ew</b> flew grew new few <b>eu</b> pneumatic pneumonia

## Lesson 20: Consonant Digraphs with Alternate Spellings

Common Spelling		Alternate Spelling	
ch	/ch/ chin	/k/ chemist	/sh/ chef
ph	/f/ photo		
qu	/qu/ quack	/k/ quiche	
sh	/sh/ ship		
th	/th/ unvoiced thump	/th/ voiced there	
wh	/w/ whack	/h/ whom	
gh	/f/ laugh	Silent gh high	

Some other spellings you will see:

'y' = long /e/ sound - hungry country fury

'y' = long /i/ sound - apply deny magnify

'ci' = /sh/ sound - social facial racial

'ti' = /sh/ sound - nation station

'ce' = /sh/ sound - ocean crustacean

'si' = /zh/ sound - vision division

## Lesson 21: Reading Practice

### Read these sentences:

The duck went quack, quack.

Jill laughed out loud.

They all had quiche for tea.

The boy did not go far from his house.

A bird was in the tree.

The boy and girl went to the fair.

The cow went moo as the boy went by.

The car made a loud bang.

The girl plays with the blue ball.

She went to the shop today.

She paid for her ticket at the shop.

It is eight o'clock.

I see the tram at the tram-stop.

Bob left his key in the lock.

Bill got the bread from the shop.

Jill sat on the seat under the tree.

The bird sat on the bough of the tree.

It rained all week.

The road was wet from the rain.

The man paid for the coat.

## Lesson 22: Syllables

A syllable is the smallest part of a word that has a vowel sound in it.

In English, we blend 25 consonant sounds and 18 vowel sounds into over 55,000 syllables.

Each English word has one or more of these fifteen syllable patterns:

(C represents a Consonant and V represents a Vowel)

CV = a Consonant followed by a Vowel)

CV, CCV, CCCV, CVC, CCVC, CCCVC, CVCC, CCVCC, CCVCC, CCVCC, CCCVCCC, VCCC, VCC, VC, V

English has rules for words. New words are being invented all the time but their syllables must have one of those patterns.

You can start working out the syllable patterns from the first vowel in a word.

**Example:** picnic is a two syllable word. Each syllable has the CVC pattern.

If a word has this pattern, you divide the syllables between the 2 consonants.

It can be easy to hear the syllables when you say the words.

A **Compound Word** is one which is made up of two smaller words.

<b>seaweed</b>	<b>skateboard</b>	<b>newspaper</b>	<b>rainfall</b>	<b>snowflake</b>
<b>bathtub</b>	<b>workshop</b>	<b>homesick</b>	<b>eyesight</b>	<b>tradesman</b>

### Exercise:

Help your child to separate and write the two words that make up each of the compound words.

## Lesson 23: Read and Write these 2 Syllable Words.

Read the list of words on the next page.

The first syllable in each word is highlighted.

Notice each syllable has a vowel sound. If a word ends in 'y' what vowel sound does it stand for?

Read each word to your child. Then ask them to say the word clapping each syllable. Example **ba** (clap)ker (clap) **ba**ker

Write the words out in alphabetical order. When there is more than one word for a letter look at the second and third letter to keep the alphabetical order.

Write out each word dividing them into syllables and highlighting the vowel sounds in color. Example ba/ker

Read the words aloud and learn to spell all of these words.

**Check how a word is divided into syllables in a dictionary.**



<b>English Words Divided into Syllables</b> (parts of a word containing a vowel sound)			
<b>ba</b> -ker	<b>a</b> -gain	<b>ne</b> -gro	<b>mid</b> -dle
<b>gi</b> -ant	<b>o</b> -ver	<b>se</b> -cret	<b>gra</b> -vy
<b>cra</b> -zy	<b>jel</b> -ly	<b>pa</b> -per	<b>si</b> -lent
<b>hol</b> -low	<b>pa</b> -per	<b>su</b> -gar	<b>pep</b> -per
<b>cru</b> -el	<b>hu</b> -man	<b>pi</b> -lot	<b>spi</b> -der
<b>di</b> -al	<b>i</b> -cy	<b>per</b> -son	<b>sto</b> -ry
<b>di</b> -et	<b>i</b> -dol	<b>po</b> -et	<b>stu</b> -dent
<b>du</b> -ty	<b>in</b> -side	<b>pre</b> -vent	<b>stu</b> -pid
<b>ju</b> -ry	<b>pen</b> -cil	<b>ta</b> -ken	<b>la</b> -dy
<b>qui</b> -et	<b>tra</b> -der	<b>sha</b> -dy	<b>fa</b> -tal
<b>fe</b> -ver	<b>la</b> -zy	<b>re</b> -spect	<b>tu</b> -tor
<b>fi</b> -nal	<b>le</b> -gal	<b>ri</b> -der	<b>to</b> -tal
<b>li</b> -ar	<b>ri</b> -ot	<b>tri</b> -al	<b>tru</b> -ant
<b>flu</b> -ent	<b>li</b> -on	<b>ru</b> -by	<b>ru</b> -ler
<b>fo</b> -cus	<b>ma</b> -ker	<b>ru</b> -in	<b>mut</b> -ter
<b>fu</b> -el	<b>mo</b> -ment	<b>ru</b> -ral	<b>va</b> -cant
<b>dan</b> -ger	<b>num</b> -ber	<b>hap</b> -py	<b>nut</b> -meg
<b>vi</b> -tal	<b>din</b> -ner	<b>nurs</b> -ing	<b>dif</b> -fer
<b>vo</b> -cal	<b>drum</b> -mer	<b>hun</b> -dred	<b>pam</b> -per
<b>wa</b> -fer	<b>el</b> -der	<b>hun</b> -ter	<b>pa</b> -nel
<b>wai</b> -ter	<b>em</b> -bers	<b>in</b> -sect	<b>pan</b> -try
<b>en</b> -ter	<b>in</b> -to	<b>pa</b> -tron	<b>pat</b> -tern
<b>fac</b> -tor	<b>jes</b> -ter	<b>pen</b> -cil	<b>em</b> -blem
<b>ac</b> -tor	<b>ken</b> -nel	<b>pen</b> -ny	<b>fan</b> -cy

## Activities for Reading Practice

### Short Sentences

Sam has a dog. Nan has a cat.

Sam gets a pet. I met the pet.

The pig bit Sam. The pig did a jig. The pig got a big fig.

The sun is hot. The hot dog sat on a log.

Sam and the dog jog. Mick and Jack ran with the dog.

The bug was on the rug. The bug had fun in the mug.

The dog and cat sat on the big rug.

The big lad is mad at dad. Dad is mad at the bad lad.

Dad let the lad get a pet. The pet sat on the mat.

The lad and dad had fun in the sun.

Jack put the duck in the sack to carry it home.

It rained all week. The road was wet from the rain.

The rain fell on the road. The big dog sat in the mud.

I will sail in the boat. The boat did not have a sail.

He paid to ride on the boat. The man paid for the coat.

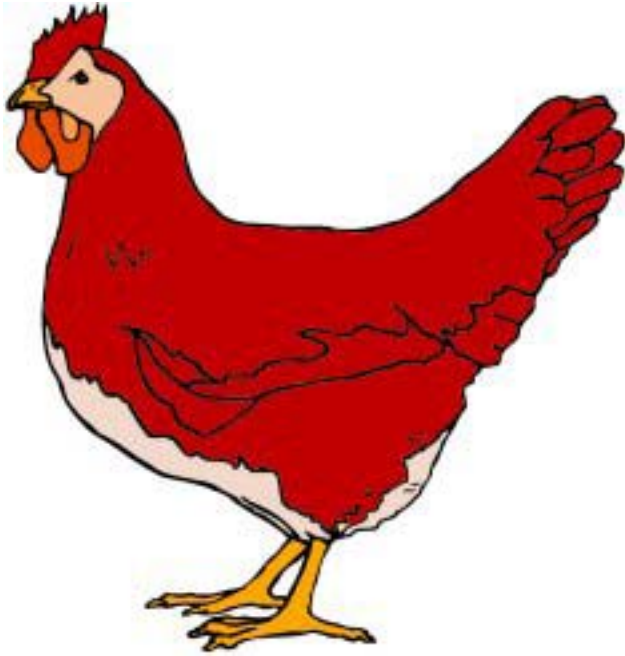
I need to go to feed the goat. I eat tea each day.

Jack and his sister were sick. Tick – tock went the big clock.

Pick up the pack of cards and play.

Kick the ball and get a goal.

## Short Stories



### *The Little Red Hen*

The little red hen found a grain of wheat.

She said, "Who will take the wheat to the mill?"

"Not me," said the dog.

"Not me," said the cat.

"Not me," said the duck.

"Not me," said the rat.

"I will take it myself," said the little red hen and she took it to the mill.

The wheat was ground into flour.

"Who will bake bread with this flour?" said the little red hen.

"Not me," said the dog.

"Not me," said the cat.

"Not me," said the duck.

"Not me," said the rat.

"Then I will bake it myself," said the little red hen.

She made the bread and baked it.

"Who will eat the bread?" said the little red hen.

"I will," said the dog.

"I will," said the cat.

"I will," said the duck.

"I will," said the rat.

"No! I will eat it myself," said the little red hen.

### *A Game of Cricket*



Tom got a cricket bat and ball from his dad.

His mom gave him the stumps.

All the boys living in his street made a cricket pitch.

Then they played a game.

Ron went in to bat and he made seven runs.

He was out when he let the ball hit the stumps.

Tom went in next to bat.

His second ball hit the wall and Jim caught him out.

Jack was next to bat.

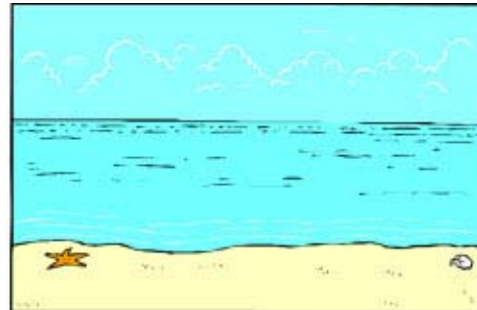
All the boys had fun and the game went on till dark.

### *A Day at the Beach*

The day was hot so the family went to the beach.

Jan and John took a bucket and spade to play with in the sand.

Mother took the picnic lunch and father put the beach umbrella in the car.



It did not take long for them to get to the beach.

First they went for a swim and then had lunch.

Jan and John helped mother pack away the picnic things and father put them back in the car.

Father got them an ice-cream. Yum! Yum!

They played cricket in the sand.

Then the children made a sand castle.

The family left at sunset.

On the way home the children went to sleep in the car.

Everyone had a happy day.

### *Planet Earth*



A planet goes around a star.

The sun is a star and has more than nine planets in its orbit.

Earth is the third planet from the sun.

Venus and Mars are the closest planets to Earth.

Rockets are sent from Earth to explore space.

Earth travels around the sun. It takes one year to do this.

Earth has the right amount of heat from the sun and so life can live on Earth.

Plants and animals get warmth from the sun. Without the sun all life on Earth would die.

Earth is also part of the Milky Way Galaxy.

### *Clever Ants*



Ants work together in many ways.

They build colonies that are like little cities.

Ants are hard workers.

They work together to hunt for food.

Large groups of ants can attack a large animal such as a snake and kill it.

Thousands of wingless worker ants, queen ant and drones live in an ant colony.

The workers look after the drones and queen.

A queen ant can live for fifteen years. Queen ants have the babies for their colony.

Worker ants can live for seven years or longer.

### *The Owl*



What an odd bird an owl is.

He has big eyes to see in the dark.

He hunts at night.

An owl has excellent hearing.

His claws are sharp and his beak is like a hook.

Owls like to eat small creatures.

The owl is very quiet when he flies. His wings do not make a noise at all.

Mice do not hear him coming until it is too late.

Owls do not build their own nests like other birds.

They make their home in hollows of trees or holes in the ground.

Some owls even take over empty nests of other birds.

A baby owl is soft like a ball of wool with eyes in it.

There are over 100 kinds of owls.

The biggest owl is the grey owl.

The elf owl is the smallest owl.

Barn owls make the scariest noise.

It is against the law to hurt an owl or keep one as a pet.

### *The Ant and the Grasshopper*

One sunny day an ant was busy storing food for the winter.



A grasshopper was sitting on a log enjoying the sunshine and looking at her work.

"Why are you so busy on such a lovely day?" he asked.



"It is too sunny for work!" he said as he stretched out on the log.

"I will have food for winter," she told him. "Will you?"

The ant went on working and the grasshopper rested.

Winter came and it was very cold.

The grasshopper was very hungry and he was nearly frozen.

He asked the ant for food but she had none for him.

The grasshopper went away feeling very sad.

He was very sorry he did not save some food for winter when he could.

### ***The Wombat***

A wombat is an Australian native animal.

There are three kinds of wombat:

- 1)** The common wombat.
- 2)** The tasmanian wombat.
- 3)** The hairy-nosed wombat.



A grown wombat is about the size of a pig. It has a fat thick-set body, short legs and sharp claws on their front paws to dig burrows with.

A wombat likes to stay in one home for life.

Wombats look for food at night and sleep all day.

## English Spelling at a Glance

### *One Letter to Spell One Sound*

Sound	Common Spelling	Alternative Common Spelling	Other spelling patterns
/a/	<b>a</b> pple		
/b/	<b>b</b> oy		
/c/k/	<b>c</b> at	<b>k</b> ing <b>ck</b> school	
/d/	<b>d</b> og		
/e/	<b>e</b> gg	<b>br</b> ead	<b>s</b> aid
/f/	<b>f</b> rog	<b>ph</b> one	<b>r</b> ough
/g/	<b>g</b> irl		
/h/	<b>h</b> at		
/i/	<b>i</b> ndian	<b>c</b> ymbals	<b>b</b> ucket <b>cab</b> bage
/j/	<b>j</b> et	<b>g</b> iraffe	
/l/	<b>l</b> ion		
/m/	<b>m</b> ouse		
/n/	<b>n</b> et		<b>kn</b> ife <b>gn</b> ome
/o/	<b>o</b> range		<b>sw</b> an
/p/	<b>p</b> ig		
/r/	<b>r</b> at		<b>w</b> rong
/s/	<b>s</b> it	<b>ce</b> nt	
/t/	<b>t</b> rap		<b>j</b> umped
/u/	<b>u</b> nder		<b>l</b> ove
/v/	<b>v</b> an		<b>o</b> f
/w/	<b>w</b> atch		
/y/	<b>y</b> acht		
/z/	<b>z</b> ebra		<b>p</b> ins
/qu/(kw)	<b>q</b> ueen		
/x/(ks)	<b>f</b> ox	<b>s</b> ocks	



*Two or Three Letters to Spell One Sound*

Sound	Common spelling	Alternative Common Spellings	Other Spelling patterns
sh	shoes	nation	sure chef precious
ch	chick		
th	thumb		
ay (long a)	tray	skate train	great eight
ee (long e)	sheep	sea	me field key
igh (long i)	night	tie kite fly	I height
oa (long o)	coat	blow cone	go toe
yoo (long u)	unicorn	cue tube	shoe newt
ow	cow	house	
oo	moon	blue cute	grew you
ar	car	father	
er	fern	shirt nurse	earth worm
or	corn	floor score	four oar
aw	straw	ball astronaut	
oy	boy	boil	
ear	ear	deer	here
air	chair	square bear	there their

***REVIEW THESE WORDS: Read and Write Them***

<b>shoes</b>	<b>chick</b>	<b>thumb</b>	<b>tray</b>	<b>sheep</b>
<b>night</b>	<b>coat</b>	<b>unicorn</b>	<b>cow</b>	<b>moon</b>
<b>car</b>	<b>fern</b>	<b>corn</b>	<b>straw</b>	<b>boy</b>
<b>ear</b>	<b>chair</b>	<b>nation</b>	<b>skate</b>	<b>train</b>
<b>sea</b>	<b>tie</b>	<b>kite</b>	<b>fly</b>	<b>blow</b>
<b>cone</b>	<b>cue</b>	<b>tube</b>	<b>house</b>	<b>blue</b>
<b>cute</b>	<b>father</b>	<b>shirt</b>	<b>nurse</b>	<b>floor</b>
<b>score</b>	<b>ball</b>	<b>astronaut</b>	<b>boil</b>	<b>deer</b>
<b>square</b>	<b>bear</b>	<b>sure</b>	<b>chef</b>	<b>precious</b>
<b>great</b>	<b>eight</b>	<b>me</b>	<b>field</b>	<b>key</b>
<b>height</b>	<b>go</b>	<b>toe</b>	<b>shoe</b>	<b>newt</b>
<b>grew</b>	<b>you</b>	<b>earth</b>	<b>worm</b>	<b>four</b>
<b>oar</b>	<b>here</b>	<b>there</b>	<b>their</b>	<b>shoes</b>
<b>chick</b>	<b>thumb</b>	<b>tray</b>	<b>sheep</b>	<b>night</b>
<b>coat</b>	<b>unicorn</b>	<b>cow</b>	<b>moon</b>	<b>car</b>
<b>fern</b>	<b>corn</b>	<b>straw</b>	<b>boy</b>	<b>ear</b>
<b>chair</b>	<b>nation</b>	<b>skate</b>	<b>train</b>	<b>sea</b>
<b>tie</b>	<b>kite</b>	<b>fly</b>	<b>blow</b>	<b>cone</b>
<b>cue</b>	<b>tube</b>	<b>house</b>	<b>blue</b>	<b>cute</b>
<b>father</b>	<b>shirt</b>	<b>nurse</b>	<b>floor</b>	<b>score</b>
<b>ball</b>	<b>astronaut</b>	<b>boil</b>	<b>deer</b>	<b>square</b>
<b>bear</b>	<b>sure</b>	<b>chef</b>	<b>precious</b>	<b>great</b>
<b>eight</b>	<b>me</b>	<b>field</b>	<b>key</b>	<b>height</b>

## The Most Common Words in English Writing

Learn to Spell and say all these Words

<b>I</b>	<b>his</b>	<b>have</b>	<b>come</b>
<b>at</b>	<b>not</b>	<b>they</b>	<b>must</b>
<b>we</b>	<b>but</b>	<b>him</b>	<b>could</b>
<b>be</b>	<b>you</b>	<b>about</b>	<b>want</b>
<b>an</b>	<b>for</b>	<b>into</b>	<b>went</b>
<b>by</b>	<b>one</b>	<b>right</b>	<b>down</b>
<b>to</b>	<b>see</b>	<b>just</b>	<b>were</b>
<b>of</b>	<b>she</b>	<b>back</b>	<b>first</b>
<b>all</b>	<b>big</b>	<b>like</b>	<b>from</b>
<b>so</b>	<b>can</b>	<b>been</b>	<b>when</b>
<b>as</b>	<b>two</b>	<b>little</b>	<b>only</b>
<b>on</b>	<b>did</b>	<b>some</b>	<b>where</b>
<b>me</b>	<b>well</b>	<b>before</b>	<b>which</b>
<b>up</b>	<b>new</b>	<b>look</b>	<b>other</b>
<b>my</b>	<b>now</b>	<b>their</b>	<b>here</b>
<b>no</b>	<b>out</b>	<b>made</b>	<b>your</b>
<b>do</b>	<b>old</b>	<b>them</b>	<b>over</b>
<b>off</b>	<b>get</b>	<b>make</b>	<b>much</b>
<b>go</b>	<b>has</b>	<b>then</b>	<b>said</b>
<b>or</b>	<b>who</b>	<b>call</b>	<b>with</b>
<b>if</b>	<b>her</b>	<b>more</b>	<b>came</b>
<b>was</b>	<b>our</b>	<b>this</b>	<b>there</b>

<b>had</b>	<b>will</b>	<b>are</b>	<b>what</b>
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## Basic Spelling List

The words in this list are words that young children use in their writing.

It also contains words that show different ways that vowel sounds are spelled.

Encourage your child to develop a dictionary of the words he or she knows and uses in writing.

These words can be used to begin their word collection.

Make sure that each word they add to their dictionary is spelled correctly.

<b>cat</b>	<b>mat</b>	<b>apple</b>
<b>peg</b>	<b>bed</b>	<b>head</b>
<b>said</b>	<b>fig</b>	<b>women</b>
<b>build</b>	<b>busy</b>	<b>mystery</b>
<b>wash</b>	<b>dog</b>	<b>rub</b>
<b>come</b>	<b>young</b>	<b>snake</b>
<b>train</b>	<b>stay</b>	<b>eve</b>
<b>cheese</b>	<b>flea</b>	<b>she</b>
<b>lazy</b>	<b>bind</b>	<b>pie</b>
<b>time</b>	<b>by</b>	<b>dye</b>
<b>buy</b>	<b>thigh</b>	<b>go</b>
<b>toe</b>	<b>cone</b>	<b>coat</b>
<b>low</b>	<b>though</b>	<b>fuel</b>
<b>cue</b>	<b>cute</b>	<b>few</b>
<b>stair</b>	<b>care</b>	<b>where</b>
<b>wear</b>	<b>far</b>	<b>palm</b>
<b>her</b>	<b>bird</b>	<b>fur</b>

<b>word</b>	<b>journey</b>	<b>heard</b>
<b>boil</b>	<b>boy</b>	<b>boot</b>
<b>through</b>	<b>do</b>	<b>soup</b>
<b>blue</b>	<b>grew</b>	<b>look</b>
<b>put</b>	<b>woman</b>	<b>should</b>
<b>for</b>	<b>haul</b>	<b>raw</b>
<b>chalk</b>	<b>ball</b>	<b>board</b>
<b>door</b>	<b>pour</b>	<b>bore</b>
<b>war</b>	<b>ought</b>	<b>cow</b>

## **Afterword by Marilyn Martyn.**

Modern schools can be very exciting places to be in. Modern education offers students more choices and schools consider the learning needs of students much more so than in the past.

The best schools regard your child's education as a partnership between you and the school and welcome parental input in the daily life of students.

A parent can monitor a child's progress day to day and inform the child's teacher immediately when concerns appear.

There is an enormous body of research available on how children learn especially in the literacy (reading and writing) and numeracy (mathematics). Computers and computer-based learning can cater to the interests and ability of the individual child.

Research from the [National Inquiry into the Teaching of Literacy in Australia](#) found that early, systematic and explicit teaching of phonics is a necessary part of an integrated approach to the teaching of reading. This was understood by past generations but has not been taught as systematically in modern schools. This is changing.

Modern educators are aware that learning to read and write is a complex process and has to be built on a firm base from the beginning.

Letter-sound knowledge is a foundation skill of reading and writing.

In the first three years of school – and beyond if necessary – all children learn best within an integrated approach to reading, which teaches phonics, phonemic (sound) awareness, fluency in reading, vocabulary and text comprehension.

I answer many questions and offer a newsletter and other resources to support you and your child at my website.

Marilyn Martyn [www.superlearner.com.au](http://www.superlearner.com.au)

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