

Answers

Writing in small print to be read by the teacher.

1. Writing words under pictures.

Children should look carefully. The following are for the teacher's instruction, not to be shown to the child:

going, looking, cooking, sleeping, meeting, kicking

2. Tracking

The child should first find the words containing the new sound, then read the passage. The next page checks for understanding. The child can refer back to the passage as needed.

3. Drawing

Look for evidence that the child has understood the story. Train the child to include as much detail in the picture as possible. Drawing helps to 'stick' the new sound in the memory and is a helpful tool to develop both reading comprehension and spelling.

4. Writing: children can use the story to help spell words, though should spell correctly without help those that have been taught in the phonic lessons. Assess as the child writes and ask; 'What revision is needed of sounds?' and plan work accordingly.

5. Be the Teacher: Proof reading is a time honoured strategy for helping children improve their spelling.

Tom is looking at the sheep.

Name _____

ing

Say the sound. Add 'ing' to the words below and read them.
Draw pictures for three of the words.

go _ _ _

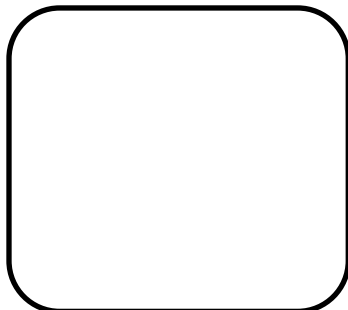
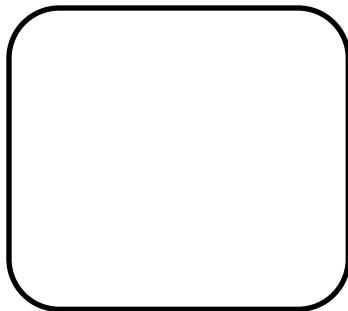
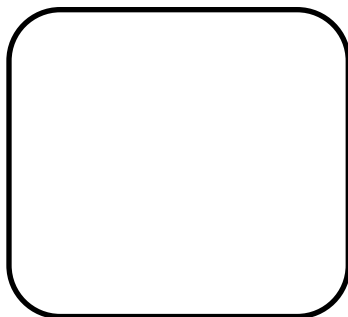
look _ _ _

cook _ _ _

sleep _ _ _

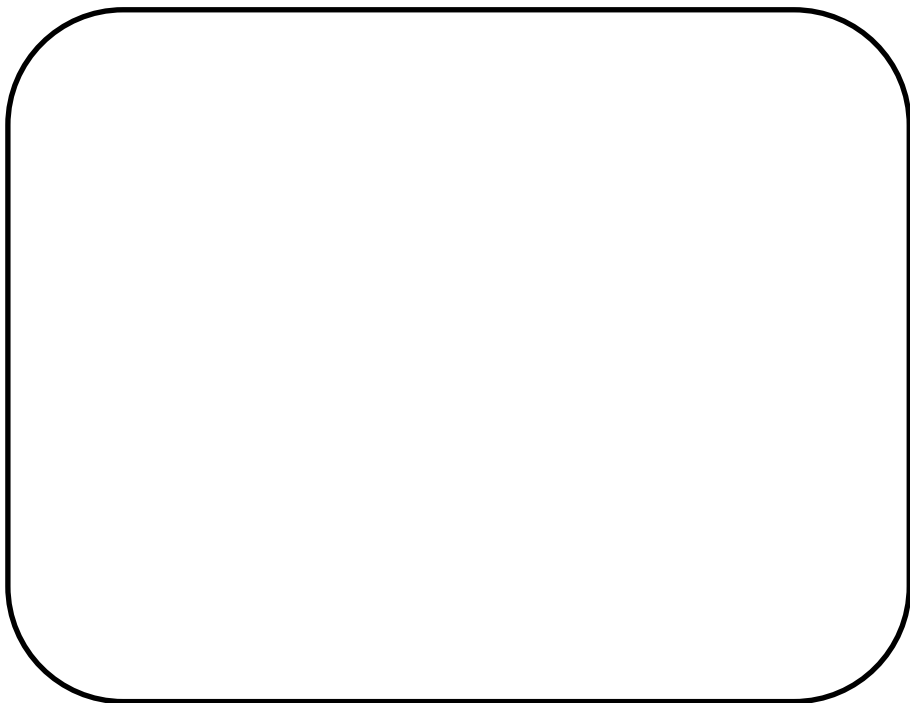
meet _ _ _

kick _ _ _



Underline the sound "ing" in red. Read and draw Sam and Ben at the pond.

Here is Sam. He is going to meet Ben at the pond. Ben is looking at the ducks. He can see a black duck. The black duck is sleeping.



Underline 'ing' in each word. Read the words and join them to the correct picture.

kicking

cooking

looking

jumping

sleeping

meeting

going



says

Read this word. Find it in the sentences below and underline it.

Now read the sentences.

Tom says the cat is thin.

Sam says he can swim.

Pam says she can skip.

Be the teacher!

What is wrong with this writing? Write it correctly underneath.

Tom looking is at the
shep
