

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:

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.

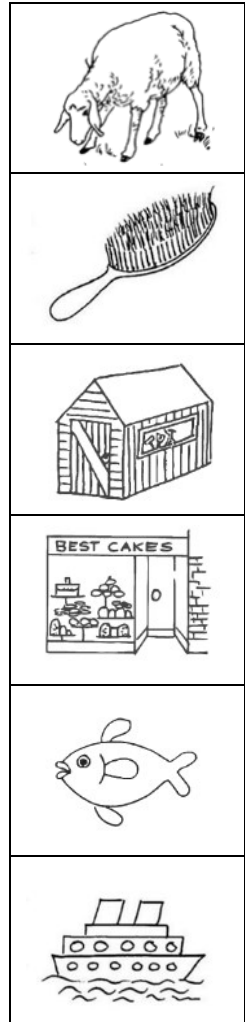
Tom has fish in a dish.

Name _____

sh

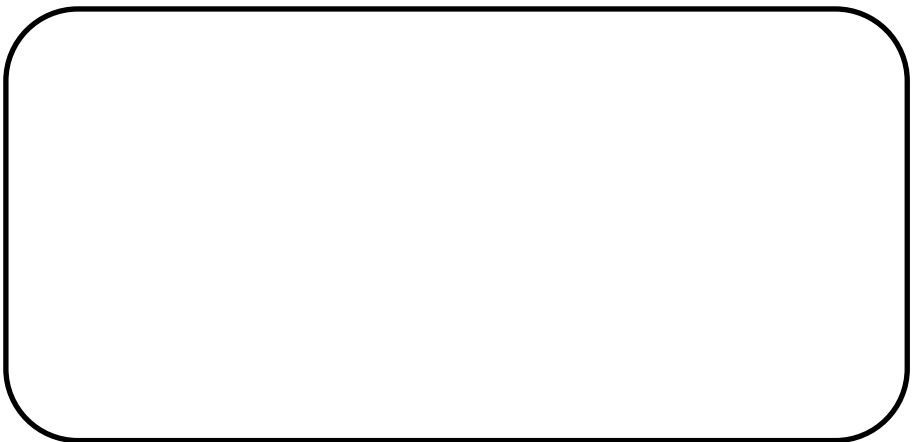
Fill in the letters /sh/. Read the words and join to the correct picture.

___ ed
fi ___
___ ip
___ eep
___ op
bru ___



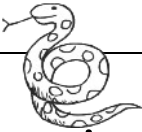



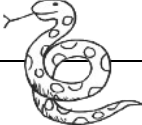
Underline the sound /sh/ in red. Read and draw a part of the story.

Tom will rush to the shop
to get fish for the black
cat. He gives the black cat
the fish in a dish. Tom
gives the black cat milk.
The cat sleeps in the
shed.



sh

Get a dice and two counters. Play with a partner. Throw the dice and move your counter around the board across and up the rows, starting on the grey square. Read the words as you land on them. If there is a ladder on the square you land on, read the word, go up the ladder and read the new word. If there is a snake, down you go! Read the word you land on first and the word at the bottom of the snake. Keep playing until you win!

sheep	shell	sheet
brush	 cash	 rush
shut	 shed	dish
 ship	shop	 fish

she

Read the words. Read the sentences.

1. She has a good book.
2. Will she jump?
3. She can pick up a stick.
4. Will she help the stuck cat?

Be the teacher!

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

Tom has a fis in dish a.