# Answers

Writing in small print to be read by the teacher.

#### I. Writing words under pictures.

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

tube: bone: five: snake: wave: bike.

#### 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.

It is true. Tom has a big blue bike.

Name



Write the words under the pictures. Colour the pictures.









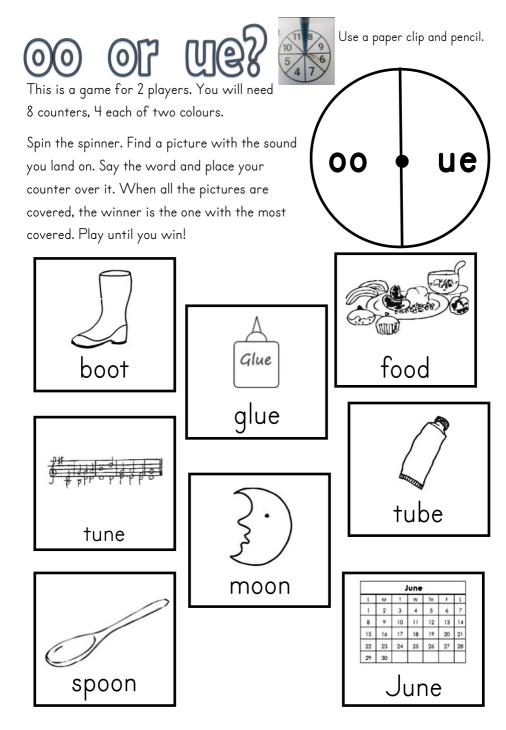




June will use Tom's big, blue bike to ride to Gran's flat. It is true she likes to go by car, but she likes to ride in the sunshine. Tom is meeting Luke at the farm. June hopes to be back in time for lunch.

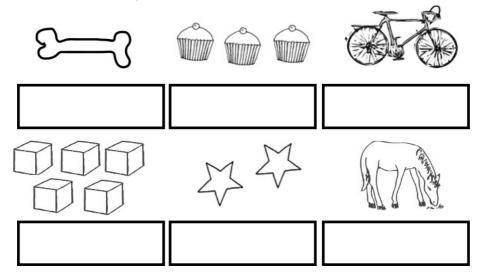
Draw June on Tom's big blue bike, riding in the sunshine.





### one

Read the word. Count, and write the number as a word.



## Be the teacher!

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

It is troo. Tom has a big bicke bloo