

# 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:

**burn/burnt; church; first; bird; turn; barn.**

## 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.

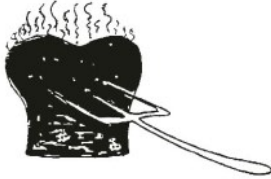
**5. Be the Teacher:** Proof is a time honoured strategy for helping children improve their spelling. Give as much support as is needed.

**On Thursday Tom made toast for tea. He saw smoke. The toast burnt.**

Name \_\_\_\_\_

# ur

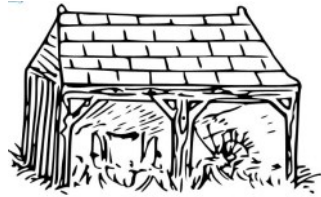
Write the words under the pictures. Colour the pictures.



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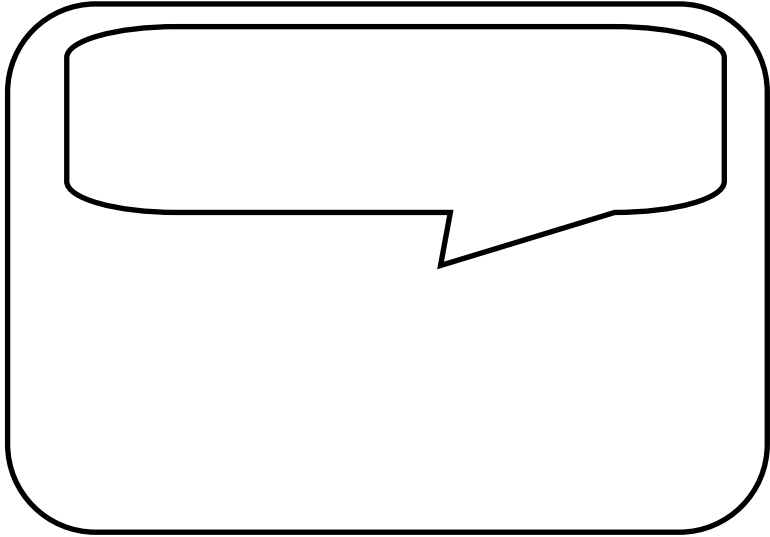


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Underline the sound 'ur' in red. Read the passage.

On Sunday, Tom, June, Sam and Pam went to church. June left some food cooking on the stove. They came home from church. They could smell burning. They rushed to look. The lunch was burnt. Tom rushed outside with the hot pan. "The lunch is burnt!" said his wife. "We have no lunch!" "Just be glad no one was hurt," said Tom. Tom rang Ted to tell him about the burnt lunch. "Come and join us!" he said. "We have a roast lunch."

Can you draw June and write/tell what she says when she finds the lunch burnt, in the speech bubble.



Write/tell a story called: **Burnt Lunch**

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your four

Read the words above. Choose a word to complete each sentence.

On Saturday I saw \_\_\_\_\_ birds  
on the lawn.

Did you see \_\_\_\_\_ bike in the  
shed?

I ate \_\_\_\_\_ cakes today!

Be the teacher!

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

On thirsday Tom maid toast for tee.

He sor smoke. The brunt had toast.